UNIVERSITY STUDIES 220A-005
Sophomore Inquiry: Understanding Communities
Winter Quarter 2018: Tuesday/Thursday, 1230 – 145 Cramer 203

Office hours: Wednesday 1 – 230PM
adiv.youcanbook.me
Urban Center, 370C

Professor: Dr. Naomi Adiv
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Mentor: Linda Abeyta
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Mentor Sessions (all meet in 165 Cramer Hall)
220A-006: Tuesday, 3 00 - 350 pm
220A-007: Thursday, 200 - 250 pm
220A-008: Tuesday, 200 - 250 pm

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

COURSE GOALS

This course addresses social and structural issues of communities embedded in their spatial, political, and economic contexts. Specific themes that may be explored include (a) community and identity (community formation and change; conflict and cooperation within and between communities; balancing individualism and community; social control), (b) historical development and current conditions of the American city, and (c) balancing individual rights with community responsibility. This SINQ leads to the Community Studies Cluster.

OBJECTIVES RELATED TO UNIVERSITY STUDIES

1. Communication – Students will produce written, visual and oral presentations in class and in Mentor Sessions. These will include ‘low stakes’ assignments as well as completed projects
2. *Inquiry and critical thinking* – Students will learn to encounter text and empirical observation from a variety of angles—social, cultural, political, economic—in order to understand the forces and dynamics that shape community life and lives.

3. *Diversity, Equity and Social Justice* – Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

4. *Ethics and social responsibility* – Students will be challenged to consider their roles as both members and non-members in community, and to develop a sense of responsibility towards social life in community.

**COURSE OBJECTIVES**

By the end of the course, students will:

1. Be able to use a critical vocabulary to elucidate the concept of ‘community’ across media, including popular and scholarly literature.
2. Identify and appreciate the variety of communities in and around Portland, and in other places where they may live, based on parameters including but not limited to geography, race and ethnicity, sexuality, ability, religion, or politics.
3. Develop skills of critical inquiry that distinguish between anecdote and evidence in order to understand communities unlike one’s own ‘home’ community, without resorting to generalization or stereotype.
4. Practice methods of observation and data gathering, in order to develop skills of discovery, selection, and synthesis in order to organize data to tell a meaningful story about communities of various kinds.
5. Increase skills for articulating text-to-self and text-to-world connections, both written and oral.
6. Work in groups in order to develop skills of cooperative learning and scholarly conversation.

**COURSE REQUIREMENTS**

**Attendance and participation**

Everyone, including your instructors, is expected to come to class and mentor sessions on time, with readings completed, and notes and assignments in hand (or submitted online). In-class time, in both main and mentor sessions, will involve a good deal of active participation, in order to develop a scholarly environment in which to explore ideas.

**Communication: email and D2L**

I am most easily reached by email; my email address is listed at the top of this syllabus and every assignment. Some class correspondence will take place via D2L; make sure that your D2L email address is up to date. Additionally, make sure to find a class partner who can fill you in if you have to miss a day.

If you are using email to contact your instructors, please use formal etiquette.

- Include a meaningful subject line (e.g., UNST 220: questions about text)
- Format the message as if it were a letter (with a salutation [Dear Professor], body [I am contacting you because...] and closing [Sincerely,])
- End the email with your full name.
Information on how to log on to D2L is available through the Office Information Technology (OIT): http://www.pdx.edu/oit/online-class-support. Please direct your technical questions about D2L access to the OIT Help Desk: 503-725-HELP (4357)

Readings

Readings can be found on D2L in a folder labeled with the date they are due. Print and mark the text (highlighter, pen, post-its or digitally); take notes and bring these to class. Sometimes we may re-divide the readings for the week under a particular topic. Some readings may be added or substituted during the semester. No changes will be made less than a week before the assignment is due.

Writing Assignments

Writing assignments are threaded throughout this course, and will often require revision.

i) Educational autobiography, due the second week of the term.
ii) One book review based on your book group’s discussions. Students must submit a proposal and a work plan as well, which will be detailed further with the assignment.
iii) A final paper and poster, based on exploring a community that you choose.

All writing must be submitted to a dropbox on D2L by the start of class the day it is due.

Sometimes we will ask you to bring a hard copy to class as well. Grammar counts, spelling counts; these are parts of communicating clearly and effectively, and indicating attention and effort in the project. There will be no make-ups.

Grading

All assignments are assigned a number of points, distributed among assignments, and participation in course activities; students can earn up to 1000 points. These are spread out through the whole course, so all are important. There will be no extra credit.

Attendance: 150 (5/class + 5/mentor session)
Participation: 100
Educational Autobiography: 50
Book Group: 200 (Proposal – 50, Group 1 - 50, Group 2 - 50, Group 3 - 50)
Book Review: 150 (Draft + peer review – 50, Final draft – 100)
Profile of Community: 350 points (Proposal – 50, Event #1 - 50, Event #2 - 50, Poster – 100, Final paper - 100)

CLASSROOM POLICIES

- If you want to take notes on your laptop, you may do so with the wi-fi turned off. If you choose to have your computer on, I ask that you sit in the front row. If your computer is being used for other than class purposes, I will ask you to put it away for the duration of the class. If this is a repeated problem, I will ask you not to bring your computer to class. Cellphones and other devices should remain off during class. If there is a pressing situation, and you need to be available by phone, please let me know before class.
• **Incompletes** will not be granted, except in extraordinary circumstances and with proper documentation. After-the-fact requests for extensions and incompletes will not be considered.

• **Grade Change Policy (for all assignments and exams):** Students wanting clarification on a particular grade must submit a request in writing explaining their question and, if they are disputing an answer marked wrong, documentation of the grading error with evidence from the text.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with disabilities, who may require accommodations, should contact the Disabilities Resource Center (www.drc.pdx.edu). Please notify the instructor if you have a disability that may require some modification to this course so that we can work with you and the DRC to make the appropriate arrangements. If you are not sure if you are eligible for accommodations, please contact the DRC in order to find out.

**WRITING HELP AND CITATION GUIDELINES**

If you need help with writing, I encourage you to take advantage of the PSU Writing Center. You can get free writing help through regular appointments, drop-in tutoring or online tutoring. Their website is https://www.pdx.edu/writing-center/

In this class, you are required to properly document the sources of your work. Choose a citation strategy consistent with your other courses. MLA is the most common, and structures can be found here: http://owl.english.purdue.edu/owl/resource/747/1/

**ACADEMIC DISHONESTY AND PLAGIARISM**

The PSU Student Code of Conduct can be found here: [http://www.pdx.edu/dos/academic-misconduct-0](http://www.pdx.edu/dos/academic-misconduct-0). It includes the following language:

Academic integrity is critical to maintaining fair, knowledge-based learning at Portland State University. Academic misconduct in any form is a serious violation: it undermines the bonds of trust and honesty between members of our academic community, degrades the value of a degree and puts at risk those who may eventually depend upon our students' knowledge and integrity.

Examples of academic misconduct include, but are not limited to:

• cheating on an exam
• copying the homework of someone else
• submitting for credit work done by someone else (include plagiarism and paraphrasing without citing sources)
• stealing examinations or course materials
• tampering with the University's grade records, or with another student's work
• knowingly and intentionally assisting another student in any of the above
Please be mindful of these, particularly when it comes to writing. Do not try to pass off other people’s work as your own. Not only is it unethical, it also may have serious consequences, including being suspended or removed from the university. The Student Code of Conduct covers ethics more broadly, and can be found here: http://www.pdx.edu/dos/conduct.

**TITLE IX AND MANDATORY REPORTING**

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU’s support services on campus, including confidential services and reporting options, can be found on PSU’s Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexual-assault/get-help or you may call a confidential IPV Advocate at 503-725-5672.

All PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. If you tell your instructors about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, we are required to share the information with my supervisor or the University’s Title IX Coordinator or the Office of Affirmative Action.

**Please note also the following:**

*People come to this class with a variety of academic expertise, life experiences, and customs (both individual and cultural). These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, because these differences are often related to social inequalities, they can also be a source of misunderstanding and frustration. It is thus important to keep in mind that active, respectful class participation is as much about listening to and engaging the ideas of others as it is about speaking one’s own mind. This is an aspect of the class that we will discuss openly, both in the main portion, and in mentor sessions.*
COURSE SCHEDULE
Required readings are listed below, on the day they are due. *This schedule may, and will, be adjusted.*

WEEK 1

Tuesday, January 9: Introductions and expectations

Learn names!
Go over syllabus

*Hand out assignment: Educational Autobiography (Due Tuesday, Jan 16 in class)*

Thursday, January 11: understanding the course framework

- content
- skills
- field
- studenting
- praxis

*Hand out guidelines for book proposals (due by Friday, January 19) and book group plans (due Friday, January 26).*
WEEK 2

Tuesday, January 16: Understanding as learning

Share educational autobiographies


*Establish book groups. Book proposals due this Friday, January 19. (I’ll return decisions by Tuesday).*

Thursday, January 18:

WEEK 3

Tuesday, January 23: defining community


*Books approved. Book group plan due this Friday, January 26 5pm*

Thursday, January 25: defining community continued

Reading: [Portland’s Somali Community](#)

*Book group plan draft check in class.*
WEEK 4

Tuesday, January 30: challenges in Community

Podcast: “Fear and Loathing in Homer and Rockville,” This American Life, July 21, 2017

Book group question #1 due by 9am.

Thursday, February 1:

Book group #1
WEEK 5

Tuesday, February 6:


Book group question #2 due by 9am.

Hand out Profile of Community guidelines. Proposal due Friday, February 9

Thursday, February 8:

Book group #2
WEEK 6

Tuesday, February 13: Research and power

Film: Stranger with a camera

Book group question #3 due by 9am.

Hand back Community Profile Proposals

Thursday, February 15:

Book group #3
WEEK 7

Tuesday, February 20: Peer review

Bring draft reviews to class (hard copy)

Reading: choose a book review from the NY Times book review

Thursday, February 22: TBA

Book review due Friday, February 23
WEEK 8

Tuesday, February 27

Event Write-up #1 due, share out

Thursday, March 1:

Profile of community: how to use sources to think about what we are studying; outline final paper
WEEK 9

Tuesday, March 6:

_How to make an effective poster_

Thursday, March 8:

_Event Write-up #2 due, share out in class_
WEEK 10

Tuesday, March 13: Presentations

In-class poster session

Thursday, March 15: Reflections and evaluations

Paper draft peer share. Final paper due at time of final exam
General rubric for a 100 point assignment:

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<tr>
<th>Dimensions</th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
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<tbody>
<tr>
<td>Content: Does the student answer the questions in the prompt as given, in response to the text assigned? (60 points)</td>
<td>Student offers an argument based in text (properly quoted and cited) and uses meaningful evidence (experience or text, as needed) to support that argument. (50 - 60)</td>
<td>Student answers the question in a basic way, without making a particular or specific argument grounded in the text. (40 - 49)</td>
<td>Student answers the question only partially, or provides incomplete evidence. Answer is not sufficiently long to work through an idea. (0 – 39)</td>
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<td>Clarity and organization: Does the student present ideas in a coherent manner? Are ideas organized by topic? (25 points)</td>
<td>Student deploys paragraphs with topic sentences to organize ideas. Sentences are complete and flow is strong. (20 - 25)</td>
<td>Student displays effort in organizing thoughts, but lacks consistently complete sentences or paragraphs. (15 - 19)</td>
<td>Sentences are incomplete or do not yet lead into one another. Paragraphs are haphazard or absent. (0 – 14)</td>
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<td>Mechanics: Does the student use proper conventions for spelling, grammar and punctuation? (15 points)</td>
<td>Errors in grammar, punctuation and spelling are very few, if at all present. (12 - 15)</td>
<td>Some mechanical errors, generally of the same type throughout. (8 - 11)</td>
<td>Mechanical errors make comprehension difficult for the reader. (0 – 7)</td>
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