

Spring 2006

UNST 220C: Understanding Communities

<http://www.marthabianco.com/Courses/Cities>

Updated are highlighted in **pale yellow**. This syllabus was last updated on **5/5/2006 7:03 PM**

Instructor:	Dr. Martha J. Bianco	Call me:	503-706-8641 any time
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Office Hours:	11:30-12:30 pm T and Th & by arrangement	Visit me:	http://www.marthabianco.com/
MySpace:	http://www.myspace.com/marthabianco	IM me:	mjb_97203@yahoo.com (arrange first)
Class Website:	http://www.marthabianco.com/Courses/Cities : for syllabus, readings, general information		
Class Yahoo Site:	http://groups.yahoo.com/group/UNST220/ : for class mailing list, calendar, IM, chat, and grades		
Class Time & Place:	T and Th , 8-9:15 a.m., CH 203		
Mentor:	Nico Izambard , nizambard@yahoo.fr		
Mentor Sessions:	T , 10-10:50; T , 11-11:50; R , 10-10:50; Held in CH 194		

COURSE DESCRIPTION:

This course looks at the evolution and nature of human communities from the perspective of several different academic disciplines. We focus on the following:

- **Community and Urban Development.** The fields of urban history and sociology help inform our investigation.
- **Community, Class, and Power.** The fields of history, sociology, political science, and economics contribute to our study.
- **Community, Identity, Space, and Place.** Sociology, geography, political science, urban studies, social justice theory, and religion and gender studies inform our discussions.

TEXTS:

(P) City Lights: Urban-Suburban Life in a Global Society by E. Barbara Phillips and Katherine Phillips (Oxford University Press, 1996). Make sure you get the **2nd edition, published in 1996**.

(A) Code of the Street: Decency, Violence, and the Moral Life of the Inner City by Elijah Anderson (W.W. Norton & Co., Inc., 2000).

(K) Travesti: Sex, Gender, and Culture Among Brazilian Transgendered Prostitutes by Don Kulick (U. of Chicago Press, 1998).

(H) Hodges' Harbrace Handbook (with InfoTrac), **15th edition**, by Cheryl Glenn et al. (Heinle, 2003).

(O) Online required or recommended readings often accompany each module.

LECTURE GUIDES:

Frequently topical outlines or online presentations will accompany a class topic. You can access these at <http://www.marthabianco.com/Courses/Cities/cityguides.html>.

OTHER REQUIREMENTS:

- Several slim pocket folders for turning in class assignments (these usually cost less than \$1)
- A removable or permanent storage disk for maintaining digital copies of all your work: back up your work; don't back up anything you don't care about or want an F on.
- An e-mail account that you check religiously
- Frequent (at least three times per week) access to a computer with Internet and printing capabilities
- InfoTrac Account (the passcode for this comes with your *Hodges' Harbrace Handbook*)

IMPORTANT:
(Really; I mean it!)

This class is:

Not about “different communities” – not overtly, anyway. This course is an important building block in the interdisciplinary fields of urban and community studies, and as such, it is my responsibility to cover urban and community studies theory, which I try to do using relevant and topical subject matter while at the same time integrating all of the University Studies goals. You will, for example, learn as much about writing as you will about community theory. If you are interested in specific subcommunities or community development theory and practice, please check out 300- and 400-level courses.

Not an easy class. If you’re looking for an “easy-A sophomore inquiry,” pick a different class. You will actually work hard and learn things in this class. Even if you are a senior and have already finished all requirements in your Community Development major, you will work hard and learn. If you don’t want to be here because you think it (or University Studies) is a joke, fear not. If you don’t want to work hard and learn a lot, you should drop this course. I am not kidding.

Listed as a Community Based Learning (CBL) class. This means that I expect you to have the time, flexibility, and means of spending up to 15 hours in the field, working either alone or as a member of a team, engaging in community ethnographic study. If your schedule does not allow for this, you should drop this class.

Listed as a web-based class. This means that much of the course content is delivered via the web, in the form of frequent e-mails, readings, discussions, web activities, etc. I do not use WebCt but instead rely on my own methods. All you need is a web browser and e-mail. BUT: If you do not have frequent and reliable access to the Internet, you should drop this class.

A University Studies inquiry course. This means that I teach to the **goals**, and if you do not know what those are, you will learn about them in this class; even if you have already taken University Studies courses, you will probably learn about these goals in a way you have not done up to this point. I take these goals seriously; you *will be tested on them*. If you are not interested in interdisciplinary learning that challenges you on all levels and addresses each University Studies goal, you should drop this class.

The goals I stress are **ethics and social responsibility**; **diversity of the human condition**; and – the two I really emphasize are:

Communication. This means that you will be engaging in writing projects that will teach you how to write and improve your **writing** *as you have probably not experienced before*. It also means that you will be making frequent **informal** and **formal oral presentations**, in which you are a discussion **leader** or **participant**. These will include a **formal presentation with visual aids** (e.g., PowerPoint). And, finally, it means that you will be undertaking both **qualitative and quantitative research** and working with **data** and **graphing techniques**. If you hate writing or do not want to learn how to write analytical university-level papers, you should drop this class.**

Critical Thinking and Inquiry: This goal will permeate all of your work. The points I stress are:

- Question assumptions
- Entertain the possibility that you are wrong, that what you are reading is wrong, that I am wrong
- Prove it
- Make me care; don’t waste my time; tell me something I don’t already know
- Don’t preach to the choir; try to change my mind. Convince me.
- Don’t tell me what someone else thinks or says; I care about what *you* think.
- Actually, I don’t care what you *think*; I care what you know: prove it
- Question authority (question *me*)
- Entertain alternative explanations
- Do not make sweeping generalizations
- Anecdotal stories are not evidence of trends
- Prove it

If you do not want to be challenged, to challenge others, and to challenge me beyond what usually goes on in a classroom, you should drop this course.

**I have a special interest in working with students with learning disabilities or native languages other than English. Please know that I will work with you to help you meet course requirements to the best of your ability. Additionally, although this class requires active participation and presentations, if you experience a high degree of stress in public presentations, please see me to discuss accommodations.

RULES TO LIVE**BY:**

Don't plagiarize. My experience is that few students really know what constitutes academic dishonesty. Your first assignment will therefore address this issue. If you engage in academic dishonesty of any kind – and this includes “paraphrasing plagiarism” – there are a set of required consequences, the first of which will be to meet with me or take an F in the course.

Don't be absent. Attendance is mandatory in both main class and mentor session. **You get two “free” absences** on the grounds that “life happens.” **Your grade decreases half a letter for each absence after two** (there are some exceptions regarding contagious or serious disease or extreme emergency for which you can provide documentation; see me).

Don't be late. People coming into class late disrupt the flow. Leave your house earlier, take an earlier bus, whatever: but be here on time. **You are allowed 15 minutes tardiness total for the entire term.** After that, tardies count as partial absences. The clocks in Cramer Hall are not reliable. For timing purposes, I use my cell phone, which is the real, true, accurate time. Your cell phone should have the same time on it. If I run late, you are required to wait for me for 15 minutes; after that, you are free to leave. In the event that I am late, you should begin panel discussion.

Assignments are due on time. Period. Unless I specify otherwise, all assignments are due in printed form, in the required format, in the appropriate folder, in class at the beginning of the session. Issues involving a computer, a printer, the Internet, a cable, a lab, your car, Tri-Met, your roommate, your mother, grandmother, or your dog have no bearing on this rule. If you have a cat, I sympathize, but remember: you own the cat; the cat does not own you. Even if your cat has you under an evil spell, you cannot use that as an excuse for a late assignment. “The bookstore was out of _____” (folders, paper, ink cartridges, kitty treats, etc.) is also no excuse. **You will lose 10 percent of the assignment's value per day for each day that the assignment is late.** There are some exceptions regarding serious disease or extreme emergency for which you can provide documentation; see me.

Start an assignment the day it is given. Regardless of what your previous experience has been, in this class, if you wait until the last minute, you will probably see a grade you don't want to see. What you should be doing the day before an assignment is due is setting up a work plan for the *next* project. Seriously.

Take specific instructions, the writing manual, writing checklist, and other writing resources seriously. Be professional. Your attention to detail and to instructions matters and is a reflection of how seriously I should take what you have to say. I am offended when students do not take course requirements seriously. If you feel that paying attention to detail and presenting professional-quality work detracts from your mastering of the substantive content, then you should drop this class.**

Read your e-mail: Check the Yahoo list for this class with great frequency. “I never received that e-mail” is not an excuse that flies with me. You are hereby forewarned that I send out e-mail on a regular basis. You should check the Yahoo Mail archives (<http://groups.yahoo.com/group/UNST220/messages>) to be sure you have the latest communications.

If it isn't on the syllabus, it's on our course page at <http://www.marthabianco.com/Courses/Cities/> or on the **Assignments & Resources page**, at <http://www.marthabianco.com/Courses/Cities/Assign/default.htm>.

When in doubt, ask. I am very responsive to students' questions, requests, and concerns. You can *always* get a hold of me at biancom@q7.com and should feel free to contact me whenever you like. I respond quickly. I enjoy e-mail and IMg with students. You can also call me 24/7 at 503-706-8641. If I am busy or unavailable, *I don't answer the phone*. Leave me a message, and I'll get back to you.

You are responsible for your learning experience; you can get as much or as little from this class as you want. If you don't like something, tell me; I might change it. But I can't change what I don't know about.

Speaking of responsibility, you are responsible for **withdrawing** from this class by the appropriate deadline. Do not assume I will give you an “X” if you don't follow through. I will give an “X” only in certain specific situations. Otherwise, you will receive whatever grade you have earned, even if that is an F. The same holds if we agree to an Incomplete and you do not carry out the terms of our agreement.

I work for you. You pay for me. This is your education, not mine.

This is what I do. Teaching is not just my job; it's my passion. If you need my help, please ask for it.

**I have a special interest in working with students with learning disabilities or native languages other than English. Please know that I will work with you to help you meet course requirements to the best of your ability. Additionally, although this class requires active participation and presentations, if you experience a high degree of stress in public presentations, please see me to discuss accommodations.

LEARNING GOALS:

This course places a special emphasis on the following skills:

- Critical reading and writing
- Initiating and participating in analytical discussion
- Small-group discussion; informal and formal presentations
- Analytical and original thinking
- Quantitative literacy
- Ethnographic (field work) research
- Understanding human diversity, across gender, sexual orientation, race, ethnicity, religion, culture, and economic class, while considering ethical and social justice ramifications

ASSIGNMENTS and EXAMS:

Instructions for each assignment will be presented in class and in mentor sessions. Detailed instructions are at <http://www.marthabianco.com/Courses/Cities/Assign/default.htm>.

FORMATTING:

Everything you turn in *except panel presentation reading notes and your final exam* should:

- Be prepared according to strict MLA format, which includes
 - 1-inch margins
 - Title page *or* header information
 - MLA-style numbered pages
 - Double spacing
 - 1/2-inch indentation for new paragraphs
 - 12-point Times New Roman font
- Include a Works Cited page if you quote, paraphrase, use, or reference any words, thoughts, or ideas not your own
- Be proofread by you and/or another human being (do not rely solely on your word processor's grammar and spell checker)
- Be stapled (ahead of time; please don't ask *me* for a stapler)
- Be in the appropriate folder

You will lose at least 5 percent of the points value for an assignment for any of these components that are missing. For example, if you turn in a 100-point paper that is not stapled, you will automatically lose 5 points. Helpful information for everything I require is located at <http://www.marthabianco.com/Courses/Cities/checklist.htm>.

UNST GOALS:

*Critical Thinking,
Writing, Diversity*

*Critical Thinking; Oral
Presentation Skills;
Working in Groups;
Diversity; Ethics*

*Critical Thinking;
Writing; Ethics; Diversity
Social Justice;*

*Critical Thinking;
Communication Skills;
Diversity; Ethics*

- **Short Write Exercises:** At the beginning of the term, you will have two short assignments targeted at writing proficiency. These are mandatory and are worth 10 percent of your grade (**100 points**, total).
- **RAIDs: (Read-And-Initiate-Discussion):** **Two** times per term, students will participate in small-group discussion in Mentor Session, in response to a series of questions related to current topics, films, and readings. Students must prepare discussion points in response to the RAID questions and turn these in for grading. MLA style is mandatory for RAID discussion-point papers. These are worth 10 percent of your grade (**100 points**, total).
- **Module SECRETs:** Write **two** 2- to 3-page SECRETs (Synthesize-Explain-Critique-Reflect-Expand-Theorize) covering questions related to the modules. These questions may include but are not be limited to the RAID questions. MLA style is mandatory. Each SECRET is worth **150 points**: Worth 30 percent (**300 points** total).
- **Panel Presentations:** All students will type up **reading notes** covering the reading material that is due for each class session. These reading notes do not need to be in MLA format or in a folder, although they **must be stapled** and **include your name and the date**. For part of most class sessions, student panels (assigned by last name) will lead class discussion on the subject matter; I will supplement the panel presentation with lecture. Students should take notes from my lecture and other students' presentations; turn these notes in with your reading notes on the date indicated in the syllabus. Panel presentations are worth 15 percent (**150 points** total).

Critical Thinking; Oral, Verbal, and Visual Presentation Skills; Quantitative Literacy; Diversity; Ethics.

- **Field Research Project:** Working in teams, conduct a field study of a Portland neighborhood, using both qualitative and quantitative research methods, and share your findings through a PowerPoint presentation. Each team will make a presentation, but each student will turn in an individual paper (approximately 5 pages). MLA style is mandatory. Worth 20 percent (**200 points**, total)

Critical Thinking; Communication; Ethics; Diversity

- **Final Exam:** The final exam is a **take-home exam** that requires you to demonstrate your **grasp of the subject matter** and the **integration of the University Studies goals**. This exam must be typed and proofread, but does not need to be in MLA format. Worth 15 percent (**150 points**, total).

Critical Thinking; Communication Skills; Diversity; Ethics

- **Mentor Sessions:** Mentor session attendance is required. Mentor sessions are used for ethnography work, viewing and discussion of films, and conducting RAIDs. Your work in the mentor session is incorporated into your grade for the ethnography and the RAIDs. Specifically, you are graded on attendance, timeliness, preparedness, participation, and responsibility (taking the session seriously and using it for its intended purpose). Pop quizzes may also be administered in mentor session. Additionally, I endeavor to teach at least one mentor session per term.

GRADING:

In general, students are graded as follows:

Scale:

94.91-100%	A	excellent	56.28-63.01	C	satisfactory
89.79-94.90	A-	superior	49.54-56.27	C-	substandard
83.15-89.78	B+	very good	22.80-49.53	D+	inferior
76.41-83.14	B	good	15.34-22.79	D	poor
69.67-76.40	B-	fairly good	00.67-15.33	D-	very poor
63.02-69.66	C+	above average	00.00-00.66	F	failure

DIVERSITY & RESPECT:

In order to contribute to a meaningful learning experience, students are encouraged to share their diverse life experiences—political, religious, ethnic, cultural, lifestyle, etc.—and to show mutual respect, tolerance, and open mindedness toward their fellow students. Whether conservative or liberal, your point of view is expected to be heard and respected. To that end, scholarly (empirically supported) debate is welcome; “flaming” and unsubstantiated opinions are not.

IMPORTANT NOTE ABOUT RELIGION, FILMS, TEXTS, AND SENSITIVE ISSUES:

Some of the materials we will read and film we will view contain subject matter that some people may find offensive. In particular, the text *Travesti* may be overwhelming for some readers at first. Most students report decreased discomfort with the text once they get into it and begin to understand the topic. Nevertheless, if your religion prohibits the viewing or discussion of any film or reading in this class, please contact me immediately to discuss options. I will make every attempt to accommodate students on religious grounds.

NOTE ABOUT READINGS:

You are expected to do a lot of reading in this class. It can be overwhelming, particularly if you feel you must read every single word. I recommend learning how to “power read.” In other words, skim through readings, looking for titles and subtitles to guide your focus. Look for key words and phrases. If you come across something you already know, skip it. If you come across something that looks interesting, read it. If you come across something that is new to you, but not necessarily interesting, try to grasp the basics and take notes. If a reading seems too difficult, do your best to make it through the introduction and summary. Reading should be an active experience. As you read, consider what you want to include in your panel presentation discussion notes. Think about what you may want to share with other students because of your expertise or, alternatively, what you would like to ask for further clarification about. In general, set aside an hour a day, at least, for reading for this class. Check out “Reading Difficult Materials” at <<http://www.studygs.net/texred1.htm>> and “Reading as Thinker” (a video on demand), *English Composition: Writing for an Audience*. Annenberg/CPB. Berkow & Berkow, 2001, at <http://www.scctv.net/annenberg/English_Composition_18.aspx>.

ABOUT InfoTrac (IT’S FREE – because you paid for it):

Your edition of *Hodges’ Harbrace Handbook* comes with a card in the back with a passcode and instructions for accessing InfoTrac, an online database of over 21 million articles that is updated daily. Your purchase of *Hodges’* gives you 120 days’ access to InfoTrac. This useful resource can provide scholarly and nonscholarly articles that you may not be able to find through Google or Vikat searches.

TENTATIVE CLASS SCHEDULE (Note: Expect minor modifications in the schedule. Due dates for assignments will remain stable. Because of my desire to provide the best supplemental readings available and to adapt to students' needs, the online reading schedule will be updated as we enter each new module.)

Comments about readings: Readings are abbreviated thusly: **(P)** = Phillips' *City Lights*; **(K)** = Kulick's *Travesti*; **(A)** = Anderson's *Code of the Street*; **(H)** = Hodges' *Harbrace Handbook*; **(O)** = Online readings and activities (required and optional) at <http://www.marthabianco.com/Courses/Cities/Readings>. You are to have readings and activities done by the date listed. For example, by Thursday, April 6, you should have read the Chapter 4 in Phillips and the Preface in Anderson. Readings average 75-100 pages per week. You will need to learn to read critically, efficiently, and effectively. **Required readings are in bold.** Recommended or optional readings are indicated as such.

I realize that these days, many students choose to order their texts online. I suggest that you break down and buy the texts if you do not receive them within the first two weeks. However, for your convenience, I have provided alternate readings **for the first few readings** while you wait for books to arrive. Please note that the *Hodges' Harbrace Handbook*, 15th edition, is not optional and that you must have that text *and* the InfoTrac card to successfully complete this course.

Module I: Community and Urban Development			
<ul style="list-style-type: none"> ➤ Concepts of Community and City in Time and Space ➤ Rural-Urban Typologies ➤ From Preindustrial City to Global City 		Films shown for this module may include clips from <i>Millennium: Tribal Wisdom and the Modern World</i> (NR) and <i>The Social Life of Small Urban Spaces</i> (NR)	
Date	Assignments Due	Readings	Special Class Topics
Tu 04 Apr 2006		Syllabus	Introduction
Th 06 Apr 2006		<u>A-D Panel</u> (P) Ch. 4 or (O) No. 1 (Bolender) (O) No. 11 (optional)	
Tu 11 Apr 2006	Short Write No. 1: Plagiarism Quiz Due Online	<u>A-D Panel (cont'd)</u> (A) Preface or (O) No. 3 (Anderson)	
Th 13 Apr 2006		<u>(No Panel)</u> (P) Ch. 1 & 2 (H) Ch. 32 (H) Ch. 39 and, as nec., Ch. 40 (H) p. 492-507; 714-717	Ethnography
Tu 18 Apr 2006	Part I Ethnography Assignment Should Be DONE BY NOW	<u>(No panel)</u> (P) Ch. 11 (O) No. 5 (Wirth) – required (O) No. 13 (“Diversity...”) – required (O) No. 6 (Fischer) - recommended	
Th 20 Apr 2006	Short Write No. 2: Writing Project Due in Class	<u>E-G Panel</u> (P) Ch. 5 or (O) No. 2 (Bolender) (O) No. 7 (Adair-Toteff) - recommended (O) No. 12 (optional)	
Tu 25 Apr 2006	RAID No. 1 Due in Mentor	<u>E-G Panel (cont'd)</u> (A) Ch. 1-2 (O) No. 8 (Putnam) – recommended (O) No. 9 (Pollitt) – recommended (O) No. 10 (Lemann) –recommended	
Th 27 Apr 2006	RAID No. 1 Due in Mentor	<u>(No Panel)</u> (H) Ch. 33 (H) Ch. 39 and, as nec., Ch. 40 (H) p. 492-507; 714-717	Writing Instruction

Module II: Community, Class, and Power			
<ul style="list-style-type: none"> ➤ Causes of Poverty ➤ Immigration and Migration ➤ Changes in Economic Production ➤ Theories of Social Stratification ➤ Poverty, Power, and Protest 		Films shown for this module may include clips from <i>Roger & Me</i> (R), <i>Grapes of Wrath</i> (PG), <i>Devil's Playground</i> (NR), <i>Do the Right Thing</i> (R), and <i>Rize</i> (PG-13)	
Date	Assignments Due	Readings	Special Class Topics
Tu 02 May 2006	Part II Ethnography Assignment Should Be DONE BY NOW	No Panel Preview (O) VODs 25 f-j	Introduction to Module II
Th 04 May 2006	H-Mc (P) Panel Notes Due from everyone	H-Mc Panel (P) Ch. 8; p. 159-163 (H) Ch. 36	
Tu 09 May 2006		H-Mc Panel (cont'd) (A) Ch. 3-4 (O) 1-7, VODs 25 a-e Me-Se Panel (P) Ch. 9	
Th 11 May 2006	You should be beginning qualitative research now. 1. H-Se (A) Panel Notes Due from everyone 2. SECRET No. 1 Due in Class	Me-Se Panel (cont'd) (A) Ch. 5-6 (O) 8-16, VODs 25 f-h	
Tu 16 May 2006	1. Me-Z (P) Panel Notes Due from everyone 2. Ethnography Midterm Assessment Due in Tu Mentor	Sh-Z Panel (P) Ch. 10	
Th 18 May 2006	1. RAID No. 2 Due in Th Mentor 2. Sh-Z (A) Panel Notes Due from everyone	Sh-Z Panel (A) Ch. 7-8 (O) 17-24, VODs 25 i-k	
Tu 23 May 2006	1. RAID No. 2 Due in Tu Mentor You should have completed your field work by now.	No Panel (P) Ch. 18-19	Working with Census Data Graphs and Tables
Module III: Community, Identity, Space, and Place			
<ul style="list-style-type: none"> ➤ Theories of Place and Space ➤ Individual, Group, and Global Identities ➤ Concepts of Belonging and Alienation ➤ The Digital Divide ➤ Visions of Utopia 		Films shown for this module may include clips from <i>Dark Days</i> (NR –PG-13), <i>Little Italy</i> (NR), <i>Venus Boyz</i> (NR), & <i>NorthEast Passage</i> (NR)	
Date	Assignments Due	Readings	Special Class Topics
Th 25 May 2006	Ethnography Midterm Assessment Due in Th Mentor	A-K Panel (P) p. 145-159 (K) Ch. 1	
Tu 30 May 2006	You should be beginning quantitative research now. SECRET No. 2 Due	A-K Panel (cont'd) (P) Ch. 7 (K) Ch. 2	
Th 01 Jun 2006		(No Panel)	PowerPoint and Presentation Skills
Tu 06 Jun 2006		M-Z Panel (P) Ch. 15 (K) Ch. 3	
Th 08 Jun 2006	Take-Home Final Exam Due in Class	M-Z Panel (cont'd) (P) Ch. 16 (K) Ch. 4-5	
FINAL PROJECTS			
Th 15 Jun 2006 8-9:50 am	Group Ethnography Presentations & Reports Due in Class		

MENTOR SESSION SCHEDULE

Module I: Community and Urban Development		
Week	Topics	Assignments Due in Mentor Session
Tu 04 Apr 2006- Th 06 Apr 2006	<ul style="list-style-type: none"> ➤ Student Introductions ➤ Review of Class Resources and Requirements, Including UNST Goals ➤ How to Read Critically, Efficiently, and Effectively 	Join Class E-Mail List, at http://groups.yahoo.com/group/UNST220/join . This is a hidden, closed, and moderated discussion list. Your subscription is required during this term; you will automatically be unsubscribed at the end of the term.
Tu 11 Apr 2006- Th 13 Apr 2006	Film Clips	
Tu 18 Apr 2006- Th 20 Apr 2006	Ethnography Meeting	By now you should be assigned to a field work team and be prepared to meet with your team members in mentor session.
Tu 25 Apr 2006- Th 27 Apr 2006	RAID Activity	RAID No. 1 Paper Due
Module II: Community, Class, and Power		
Tu 02 May 2006- Th 04 May 2006	Early Term Assessment & Ethnography Meeting	Your team will meet to discuss who is doing what. Members should all be on the same page by the end of this meeting.
Tu 09 May 2006- Th 11 May 2006	Main Panel Discussions Continued in Mentor	
Tu 16 May 2006	Film Clip	Midterm Ethnography Assessment
Th 18 May 2006	RAID Activity	RAID No. 2 Paper Due
Tu 23 May 2006	RAID Activity	RAID No. 2 Paper Due
Th 25 May 2006	Film Clip	Midterm Ethnography Assessment
Module III: Community, Identity, Space, and Place		
Tu 30 May 2006 Th 01 Jun 2006	Ethnography Work Session	Time to work on graphics and QL
Tu 06 Jun 2006 Th 08 Jun 2006	Ethnography Meeting & End-of-Term Assessment	Final Team Assessment: In Session
FINALS WEEK		
13-15 Jun 2006	No Mentor Sessions This Week	

REMEMBER:

- Begin at <http://www.marthabianco.com/Courses/Cities/> if you are lost and need to find your way to something related to this class.
- All assignments will be discussed further in class and in mentor session. You will receive e-mail instructions and automated assignment reminders, as well.
- Never, ever hesitate to ask biancom@q7.com for help! (It's my job!)

Hear Ye Hear Ye

All who readeth and surviveth are hereby invited to an End-of-the-Year Party at the Original Scene of the Crime (Dr. B's Home) for food, drink, song, dancing, and all-around hilarity.

**Tentative date and time:
Friday, June 16, 2006, 6 to ? pm**