

Winter 2005  
UNST 220: Understanding Communities

|                           |   |                       |
|---------------------------|---|-----------------------|
| <b>Instructor:</b>        | Dr. Martha J. Bianco  |                       |
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| <b>Web Page:</b>          | <a href="http://www.marthabianco.com/Courses/Cities">http://www.marthabianco.com/Courses/Cities</a> |                       |
| <b>Office:</b>            | URBN 370-B: Urban Center Building, 506 SW Mill, 3 <sup>rd</sup> Floor                               |                       |
| <b>Mailbox:</b>           | URBN 370-A  |                       |
| <b>Office Hours:</b>      | By arrangement  |                       |
| <b>Class Time:</b>        | T and Th, 8-9:15 a.m.   |                       |
| <b>Location:</b>          | CH 103  |                       |
| <b>Mentor:</b>            | Jake Hardwig, <a href="mailto:jhardwig@pdx.edu">jhardwig@pdx.edu</a>                                |                       |
| <b>Mentored Sessions:</b> | T, 10-10:50; R, 10-10:50; R, 11-11:50   | <b>Held in CH 154</b> |

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| <b>Course Description and Objectives:</b> | <p>This course looks at the evolution and nature of human communities from the perspective of several different academic disciplines. We focus on the following:</p> <ul style="list-style-type: none"> <li>➤ <i>Community and Urban Development.</i> The fields of history and sociology help inform our investigation.</li> <li>➤ <i>Community and Class.</i> The fields of history, sociology, political science, and economics contribute to our study.</li> <li>➤ <i>Community, Identity, and Space.</i> Sociology, political science, urban planning, gender studies, and social justice inform our discussions.</li> <li>➤ <i>Community and Power.</i> History, political science, economics, and urban planning help us understand where we've been and where we might want to go.</li> </ul> |
| <b>Text:</b>                              | <p><i>City Lights: Urban-Suburban Life in a Global Society</i> by E. Barbara Phillips and Katherine Phillips (Oxford University Press, 1996). There are also recommended online readings for each module, listed on the lecture guides.</p>   |
| <b>Lecture Guides:</b>                    | <p>Lecture guides, which provide an outline of each class lecture and WWW links to relevant sites are at <a href="http://www.marthabianco.com/Courses/Citescityguides.html">www.marthabianco.com/Courses/Citescityguides.html</a>.<br/><b>NOTE: These will <i>not</i> be handed out in class (except for the first day), so you are responsible for printing these out and bringing them to class.</b></p>  |
| <b>Learning Goals:</b>                    | <p>This course places a special emphasis on the following skills:</p> <ul style="list-style-type: none"> <li>➤ Inquiry, analysis, and critical thinking</li> <li>➤ Communication, through writing, numeracy, graphics, and other visual and oral means, including technological</li> <li>➤ Understanding human diversity, across gender, sexual orientation, race, ethnicity, religion, culture, and economic class</li> <li>➤ Ethics and social responsibility as members of a larger intellectual and social community</li> </ul>   |

**Assignments and Exams:**

Detailed instructions for each assignment will be presented in mentor sessions.

1. **Using On-Line and Library Data Sources (VOLT).** Worth **50** points.
2. **Module S.E.C.R.E.T.s:** Write **one** 2- to 3-page SECRET (Synthesize-Explain-Critique-Reflect-Expand-Theorize) for each module, for a total of **three**. Worth **100** points each (total of **300**).
3. **Field Research Project:** Conduct a [field study](#) of a Portland neighborhood, using both qualitative and quantitative research methods, and write up your findings. Worth **200** points.
4. **Film Reflections:** Write **two** 1- to 2-page [film reflections](#) regarding the films shown in mentor session or in class. Each film reflection must discuss at least three films screened in class or in mentor sessions by the reflection due date. Worth **50** points each (total of **100**).
5. **"Adopt a Persona":** Each student will be assigned the "role" of a person (hopefully unlike their actual identity) to "adopt" and then record experiences from that person's point of view as he or she interacts with the built and social environment. A special "challenge" exercise will also be provided. Worth **100** points.
6. **Final Exam:** This consists of two parts. One is a take-home essay (similar to a S.E.C.R.E.T.), worth **100** points. The other is a comprehensive final exam, including short answer and multiple-choice. Online review provided; one-page "cheat sheet" allowed in class during exam. Worth **100** points.
7. **Mentor Sessions:** Each mentor session is worth **5** points for a total of **50** points for the entire term. Attendance is worth **1** point at each session, while the remaining **4** points are awarded based on participation.

**Grading:**

In general, students are graded as follows:

|           |    |           |    |
|-----------|----|-----------|----|
| 95.0-100% | A  | 73.0-76.9 | C  |
| 90.0-94.9 | B- | 70.0-72.9 | C- |
| 87.0-89.9 | B+ | 67.0-69.9 | D+ |
| 83.0-86.9 | B  | 63.0-66.9 | D  |
| 80.0-82.9 | B- | 60.0-62.9 | D- |
| 77.0-79.9 | C+ | ≤ 59.9    | F  |

**Students will be graded on a curve if it is more advantageous for the majority of the students.** In that case, the above scale will not apply.

**Role of attendance on grades:** For each absence, students lose one percentage point (for example, from 94% to 93%). **After the first three absences**, students lose two percentage points per absence (for example, from 80% to 77%).

**Other Expectations:**

The following are the expectations for this class:

- All assignments must be turned in **on time** unless there are emergency circumstances
- You must **actively participate** in class and group projects
- You must **subscribe to the class electronic discussion listserv** (set up at first mentor session)
- You should try to **stay in contact with the instructor** to discuss any concerns related to this class

**Cell Phones and Pagers:**

The use of cell phones and pagers in class is very disruptive. Please set phones to silent.

**About Attendance:** Attendance is expected in each class and mentor session. See the section on [Grading](#) for how your grade is affected by absences. If you have a planned or excused absence, please contact me. Exceptions will be made in emergency circumstances.

Unless you make prior arrangements with the instructor or mentor, please **refrain from arriving late or leaving early**, as these behaviors are disruptive to some students.

**About Plagiarism:** Portland State University defines plagiarism, a form of academic dishonesty, as:  
*the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code*  
[http://www.ess.pdx.edu/OSA/osa\\_b.htm](http://www.ess.pdx.edu/OSA/osa_b.htm) [quote from  
<http://www.lib.pdx.edu/instruction/citationplag.html>].

This definition is not always clearly understandable to all students. Please read Earl Babbie's comments at <http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm>. If you are unsure whether you are committing plagiarism, please ask me. If I suspect you have plagiarized, I will ask to meet with you. A student who has been found to have committed plagiarism is subject to the following sanctions:

- F on exam or assignment involved
- Disciplinary reprimand
- Disciplinary probation
- Loss of privileges
- Required community service
- Suspension from PSU for up to two years
- Dismissal from the University

**Writing:** All students in this class are expected to write at **university-level standards**. These include the following:

- **Proper grammar, spelling, punctuation, capitalization, etc.**
  - See "[Helpful Links](#)" below
  - Use your word processor's grammar *and* spell-check
  - Proofread! (Do not rely solely on your word processor to find errors!)
- **Proper citation format.** You may use APA, Chicago, MLA, or any other university-accepted format. Note:
  - You may use footnotes and a bibliography *or* parenthetical references and a reference list.
  - If you use footnotes or parentheticals, you *must* include a bibliography or reference list at the end, even if it contains just one entry.
  - You must use proper citation format for all Internet sources, including web sites and electronic mail. See "[Helpful Links](#)" below.
- **Legible paper presentation:**
  - Use 12-point font
  - Use one-inch margins on all sides
  - Double-space all papers.
  - Always include page numbers.

**For writing assistance**, consult with the class mentor or the [Writing Center](#) (<http://www.writingcenter.pdx.edu/>) at [writingcenter@pdx.edu](mailto:writingcenter@pdx.edu) or by phone at 725-3570. They are located in CH 188F. Always use the [Writing Checklist](#) at [www.marthabianco.com/Courses/Cities/checklist.htm](http://www.marthabianco.com/Courses/Cities/checklist.htm) when writing anything for my courses.

## HELPFUL LINKS FOR WRITING

|  |   |
|--|---|
| Elements of Style:                             | <a href="http://www.bartleby.com/141/index.html">http://www.bartleby.com/141/index.html</a>   |
| Study Guides and Strategies:                   | <a href="http://www.iss.stthomas.edu/studyguides/">http://www.iss.stthomas.edu/studyguides/</a>                                       |
| Guides to Historical Research:                 | <a href="http://www.lib.washington.edu/subject/History/tm/guide.html">http://www.lib.washington.edu/subject/History/tm/guide.html</a> |
| PSU Library's Page on Citations and Plagiarism | <a href="http://www.lib.pdx.edu/instruction/citationplag.html">http://www.lib.pdx.edu/instruction/citationplag.html</a>               |
| A Student's Guide to Research with the WWW     | <a href="http://www.slu.edu/departments/english/research/">http://www.slu.edu/departments/english/research/</a>                       |
| Chicago Documentation Style:                   | <a href="http://www.wisc.edu/writing/Handbook/DocChicago.html">http://www.wisc.edu/writing/Handbook/DocChicago.html</a>               |

## CLASS SCHEDULE

| Lecture Topics and Due Dates |   | Readings  |
|------------------------------|---|---|
| Jan. 4-25                    | <p><b>Community and Urban Development:</b></p> <ul style="list-style-type: none"> <li>➤ Concepts of Community and City in Time and Space</li> <li>➤ Rural-Urban Typologies</li> <li>➤ From Preindustrial City to Edge City</li> </ul> <p>Films shown for this module include clips from <i>The Social Life of Small Urban Spaces</i> and <i>Millennium: Tribal Wisdom and the Modern World</i>.</p> | <p>Preface and Chapters 1-5</p> <p>Online Readings on Lecture Guide</p>                             |
| Jan. 13                      | <b><u>VOLT</u> (Viking Online Library Tutorial) quiz results due in class</b>   |   |
| Jan. 1                       | <b>S.E.C.R.E.T. for Module No. 1 due in class</b>   |   |
| Jan. 27-<br>Feb. 10          | <p><b>Community and Class</b></p> <ul style="list-style-type: none"> <li>➤ Causes of Poverty</li> <li>➤ Immigration and Migration</li> <li>➤ Changes in Economic Production</li> <li>➤ Theories of Social Stratification</li> <li>➤ American Economic Stratification</li> </ul> <p>Films shown for this module include clips from <i>Metropolis</i>, <i>Roger &amp; Me</i>, and <i>Avalon</i>.</p>  | <p>Chapter 8 and 10 and pages 159-162 and Online Readings on Lecture Guide</p>                      |
| Feb. 10                      | <b>First film reflection due in class</b>   |   |
| Feb. 17                      | <b>S.E.C.R.E.T. for Module No. 2 due in class</b>   |   |
| Feb. 15-<br>Mar. 1           | <p><b>Community, Identity, and Place versus Space</b></p> <ul style="list-style-type: none"> <li>➤ Theories of Place and Space</li> <li>➤ Individual, Group, and Global Identities</li> <li>➤ Concepts of Belonging and Alienation</li> </ul> <p>Films shown for this module include clips from <i>Do the Right Thing</i>, <i>Before Stonewall</i>, and <i>Edward Scissorhands</i>,</p>             | <p>Chapters 7, 9, 11, 15, and pages 145-159 and 451-474</p> <p>Online Readings on Lecture Guide</p> |
| Feb. 22                      | <b>Field Study Report due in class</b>  |   |
| Feb. 24                      | <b>Persona Challenge &amp; Journal due in class</b>   |   |

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| Mar. 1 -<br>Mar. 10 | <p><b>Community and Power</b></p> <ul style="list-style-type: none"> <li>➤ Power and Politics</li> <li>➤ Political Action Theory</li> <li>➤ Utopian Visions</li> <li>➤ Global Cities in the Information Age</li> </ul> <p>Films shown for this module include clips from <i>Blade Runner</i>, <i>Escape from New York</i>, and <i>Road to the Future</i>.</p> | Chapters 12, 14,<br>and pages 474-<br>484 and<br>Online<br>Readings on<br>Lecture Guide |
| Mar. 3              | <b>S.E.C.R.E.T. for Module No. 3 due in class</b>   |   |
| Mar. 10             | <b>Second film reflection due in class</b>  |   |
| Mar. 17             | <b>Take-Home Portion of Final Exam (S.E.C.R.E.T. No. 4) due in class.<br/>Final Exam (multiple-choice and short-answer) given in class.</b>   | <b>(8 am-9:50 am)</b>   |

## MENTOR SESSIONS

| Week of:    | Topic  |
|-------------|--|
| January 3   | <ul style="list-style-type: none"> <li>➤ Join class e-mail list at <a href="http://groups.yahoo.com/group/UNST220/join">http://groups.yahoo.com/group/UNST220/join</a>. 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.</li> <li>➤ Instructions for Viking Online Library Tutorial: (<a href="http://www.marthabianco.com/Courses/Cities/VOLT.html">www.marthabianco.com/Courses/Cities/VOLT.html</a>)</li> <li>➤ Instructions for S.E.C.R.E.T.s (<a href="http://www.marthabianco.com/Courses/Cities/default.htm">www.marthabianco.com/Courses/Cities/default.htm</a>)</li> </ul> |
| January 10  | <ul style="list-style-type: none"> <li>➤ Instructions for Field Observation (<a href="http://www.marthabianco.com/Courses/Cities/neighborstudy.html">www.marthabianco.com/Courses/Cities/neighborstudy.html</a>)</li> <li>➤ Instructions for Adopting a Persona (<a href="http://www.marthabianco.com/Courses/Cities/persona.html">www.marthabianco.com/Courses/Cities/persona.html</a>)</li> </ul>  |
| January 17  | <p><b>Help Session:</b> Mentor sessions this week are for students who need extra assistance understanding any of the course assignments or requirements, including writing assignments, field observation and persona exercises, and computer exercises such as use of Excel for the field report project. <b>All students must attend; students who do not need assistance will be assigned to work with other students who do.</b> <u>If no one needs any help, film clips will be shown.</u></p>   |
| January 24  | First Field Observation Meeting  |
| January 31  | Film clips   |
| February 7  | Second Field Observation Meeting   |
| February 14 | Film clips<br>Persona Challenge Given  |
| February 21 | Film clips   |
| February 28 | Film clips   |
| March 7     | <p><b>Help Session:</b> Mentor sessions this week are for students who need extra assistance with any of the remaining projects and/or preparing for the final exam. <b>All students must attend; students who do not need assistance will be assigned to work with other students who do.</b> <u>If no one needs any help, film clips will be shown.</u></p>  |