

Changes to syllabus are highlighted in aqua. Last update: 2/19/2006

Winter 2006

UNST 220C: Understanding Communities

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

Instructor:	Dr. Martha J. Bianco	Call me:	503-706-8641 any time
Office:	URBN 370-E: (above bookstore)	E-mail me:	biancom@q7.com (write anytime)
Office Hours:	11:30-12:30 pm T and Th <i>or by arrangement</i>	Visit me:	http://www.marthabianco.com/
		Instant message 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 103		
Mentor:	Pepper Carvajal, peppercarvajal@yahoo.com		
Mentor Sessions:	T, 10-10:50; R, 10-10:50; R, 11-11:50; Held in CH 154		

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 and Class.** The fields of history, sociology, political science, and economics contribute to our study.
- **Community, Identity, and Space.** Sociology, geography, political science, urban studies, social justice theory, and religion and gender studies inform our discussions.
- **Community and Power.** All disciplines contributing to our study throughout the term come together to help us understand the struggle between individual rights and the “common good” of the larger community.

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**.
- (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) There are also recommended and required online readings for each module.

LECTURE GUIDES:

Lecture guides, which provide an outline of each class lecture are at www.marthabianco.com/Courses/Cities/cityguides.html. **NOTE: These will not be handed out in class (except for the first day), so you are responsible for printing these out and bringing them to class.**

OTHER REQUIREMENTS:

- Two slim pocket folders for turning in class assignments (these usually cost less than \$1)
- Two 8 ½ x 11 manila envelopes labeled with *only* your ID number (for peer editing)
- a removable or permanent storage disk for maintaining digital copies of all your work
- an e-mail account
- frequent (at least three times per week) access to a computer with Internet and printing capabilities

UNIVERSITY STUDIES:

This course is part of the second step in PSU's University Studies (UNST) program; please see <http://www.pdx.edu/unst/overview.html>. This is a sophomore inquiry class, which means that we will study the topic of communities while integrating the UNST goals of inquiry and critical thinking; writing and quantitative literacy; ethics; and the diversity of the human condition; please see <http://www.pdx.edu/unst/goals.html>. You should have taken or be taking a freshman inquiry or transfer transition course; if not, please see the professor to discuss whether this class is appropriate for you.

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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
- Analytical and original thinking
- 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:

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>.

Homework is due when scheduled: NO EXCEPTIONS.

Contact me if you have an emergency situation.

UNST GOALS:

Any homework that is late *or* not prepared according to instructions will automatically lose points equal to **5 percent of the total score for the assignment.**

Critical Thinking, Writing

- **Short Write Exercises:** Throughout the term, you will have a number of short assignments, such as questionnaires and writing exercises. These are mandatory and are worth 10 percent of your grade (**100 points**, total).

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

- **RAIDs: (Read-And-Initiate-Discussion):** Three times per term, students will participate in small-group discussion in response to a series of questions related to the current lecture, 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 papers turned in. This includes the main-session Emergent Issue RAID (100 points) and two mentor-session RAIDs (50 points each, total of 100 points). Worth 20 percent (**200 points**, total).

*Critical Thinking;
Writing; Ethics;
Diversity;*

- **Module SECRETS:** Write **two** 2- to 3-page SECRETs (Synthesize-Explain-Critique-Reflect-Expand-Theorize) covering questions related to the modules. These questions will include but not be limited to the RAID questions. MLA style is mandatory. Each **SECRET is worth 150 points:** Worth 30 percent (**300 points** total).

*Critical Thinking;
Communication Skills;
Diversity; Ethics*

- **Panel Presentations:** Students will be assigned to groups based on last name (e.g., A-F panel consists of students whose last names begin with the letter A through F) and will take the lead in presenting assigned readings in a discussion format in class. **Students not assigned to panels should be prepared to participate as well.** Students will be graded on preparation (10 pts), participation (10 pts), grasp of subject matter (10 pts), insight and creativity in critical thinking (10 pts), and initiative (10 pts). Worth 10 percent of grade (50 points per presentation; **100 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 and turn in one group paper, with individual contributions clearly identified. MLA style is mandatory. Worth 30 percent: 75 points teamwork; 75 points presentation and paper style; 150 points substance (**300 points**, total)

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

- **Mentor Sessions:** Mentor session attendance is required. **For each unexcused mentor session absence**, students lose **one percentage point** (for example, from 94% to 93%). **After the first three absences**, students lose **two percentage points per absence** (e.g., from 80% to 77%).

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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

Role of Attendance:

For each unexcused class absence, students lose **two percentage points** (for example, from 94% to 92%). **After the first three absences**, students lose **four percentage points per absence, beginning with the first absence** (for example, from 94% to 78%). **Note that unexcused class and mentor session absences are cumulative:** for example, if you miss a Tuesday class and that Tuesday's mentor session, this counts as two absences. You may make up a mentor session absence by attending another mentor session in the same week.

Be on Time:

Students who come in more than 5 minutes late will be docked .50 percentage points for each 15 minutes (rounded up) that they are late. For example, if you come in 7 minutes late, you will be docked .50 percentage points (e.g., 94% to 93.50%). If you come in 18 minutes late, you will be docked 1.0 percentage point (e.g., 94% to 93%). If you come in 45 minutes late, you will be docked 1.5 percentage points (e.g., 94% to 92.5%).

Excused Absences:

Except in the most dire of extenuating circumstances, you must request to be excused *before* you miss a class. You mail e-mail me or call me. Absences are excused in cases of illness or family emergencies only.

Personal Issues:

This course can be very challenging. If you find yourself missing classes or assignments or having difficulty in general due to ongoing challenges (health, family, employment, learning disabilities, ESL), **please contact me for assistance as soon as you can.** We will work out a learning arrangement that best suits your situation. I treat students individually and holistically, which means I believe in taking into consideration all elements of each student's life as they may relate to the learning experience. It is critical that you **contact me as soon as you are aware of a challenge** that might interfere with your learning; otherwise, it is very likely that you will have great difficulty in passing this course.

EXPECTATIONS:

- You must put forth your **fullest effort** and provide your **best work**
- You must **be on time for class** (see "Be on Time" section under GRADING)
- **All assignments must be turned in on time** unless there are emergency circumstances
- You must **be prepared for class**, having done the readings and exercises
- You must **actively participate** in class (which includes taking notes)
- You must **be subscribed to the listserv** and **check your e-mail frequently**
- You must **contact the instructor or mentor** to discuss any concerns related to this class

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.

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WRITING AND PLAGIARISM:

This course focuses on the art and skill of university-level analytical writing. Always use all of the resources at www.marthabianco.com/Courses/Cities/checklist.htm when writing for this class.

Everything you turn in must be prepared according to MLA style, which includes:

- MLA-style cover page or title format on first page
- MLA-style page numbering
- 1" borders all around
- double-spaced text
- MLA-style citation conventions
- MLA-style Works Cited page (if citations are used)
- 12-point serif font (e.g., Times New Roman)

Plagiarism: Plagiarism is a form of academic dishonesty, which is a violation of the PSU Student Code of Conduct *and* a violation of state law. Many students are not aware of what constitutes plagiarism. Plagiarism is the use of any material that is not the product of your own original thinking. It doesn't matter how much you change the wording; unless you provide a citation, you are plagiarizing. One of your first exercises will be a Plagiarism Quiz.

Plagiarism is a serious offense. 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 and/or probation
- Loss of privileges and/or required community service
- Suspension from PSU for up to two years
- Dismissal from the University

QUIZZES:

If at any time, student work (writing, discussion, participation), does not reflect that students are reading and studying the assigned materials, *including the Hodges' Harbrace Handbook*, **I reserve the right to administer quizzes**, including pop quizzes. It is your responsibility to read the materials, do related exercises, and demonstrate your grasp of the subject matter and the learning goals for this class.

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TENTATIVE CLASS SCHEDULE (Note: This schedule will change and be updated as we enter each new module; at that time, you will receive an e-mail informing you of the current, updated syllabus, which you can access online or download.)

Comment about films: We are unlikely to see all films listed below in the schedule. Sometimes we view films not listed here. Films are shown to provide additional perspective and information to complement class material. Film ratings are shown in parentheses after the title of each film. "NR" means the film is a documentary and has no rating. Prior to the showing of most films, students will receive an e-mail reiterating the rating and indicating exactly what elements of the film are responsible for the rating. Students who need to be excused from watching certain films on religious grounds should contact me early in the term.

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, Jan. 12, you should have read the Preface and Ch. 1 in Phillips, the Introduction in Kulick, and the Preface in Anderson. Readings average 75-100 pages per week. You will need to learn to read critically, efficiently, and effectively. The first set of online readings and activities (due Jan. 12) provides guidance with the process of reading efficiently.

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), <i>Blade Runner</i> (R), <i>Metropolis</i> (G), and <i>THX 1138</i> (R)	
Date	Assignments Due in Class	Readings	Special Class Topics
Tu 10 Jan 2006		Syllabus	Unless otherwise specified, class topics will relate to the module material and will coincide more or less with readings and mentor topics. Once per module, class time will be devoted to a special topic related to assignments.
Th 12 Jan 2006	Who Am I? Questionnaire	(P) Preface and Ch. 1 (O) Nos. 1-6 (incl. videos) (A) Preface (K) Introduction	
Tu 17 Jan 2006	Short Write No. 1: Plagiarism Quiz	(P) Ch. 4 (H) Ch. 39 and, as nec., Ch. 40 (O) Nos. 7-14 (inc. videos)	
Th 19 Jan 2006		(O) Nos. 15-17 (inc. videos) (H) p. 492-507; 714-717	
Tu 24 Jan 2006	Short Write No. 2: Writing Project	(P) Ch. 5 (H) Ch. 32 (O) Nos. 18-21 (incl. videos)	
Module II: Community and Class			
<ul style="list-style-type: none"> ➤ Causes of Poverty ➤ Immigration and Migration ➤ Changes in Economic Production ➤ Theories of Social Stratification 		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), and <i>Avalon</i> (PG).	
Date	Assignments Due in Class	Readings	Special Class Topics
Th 26 Jan 2006		(H) Ch. 33 (K) Ch. 1 (O)	
Tu 31 Jan 2006		(P) Ch. 8 (O)	How to Peer-Edit
Th 02 Feb 2006	SECRET No. 1 for Peer Review (exchange)	(P) Ch 6 (A) Ch. 1 (O)	
Tu 07 Feb 2006	SECRET No. 1 Peer Reviewed (give back)	(P) Ch. 10 (O)	
Th 09 Feb 2006		(A) Ch. 2 (O)	Film

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*Module III: Community, Identity, and Space			
<ul style="list-style-type: none"> ➤ Theories of Place and Space ➤ Individual, Group, and Global Identities ➤ Concepts of Belonging and Alienation 		Films shown for this module may include clips from <i>The Social Life of Small Urban Spaces</i> (NR); <i>Dark Days</i> (NR –PG-13), <i>Little Italy</i> (NR), and <i>Venus Boyz</i> (NR)	
Date	Assignments Due in Class	Readings	Special Class Topics
Tu 14 Feb 2006	Final SECRET No. 1	(K) Ch. 2	
Th 16 Feb 2006		(P) Ch. 10 & 18 (A) Ch. 3	<u>A-F Panel:</u> <ul style="list-style-type: none"> ➤ Phillips, Ch. 10 & 18 ➤ Anderson, Preface & Ch. 1 ➤ Kulick, Intro
Tu 21 Feb 2006		(P) Ch. 7 & 451-474 (K) Ch. 3	<u>G-H Panel:</u> <ul style="list-style-type: none"> ➤ Phillips, Ch. 7 & 451-474 ➤ Anderson, Ch. 2 ➤ Kulick, 1
Th 23 Feb 2006		(P) Ch. 11 & 9 (A) Ch. 4	<u>J-R Panel:</u> <ul style="list-style-type: none"> ➤ Phillips, Ch. 11 & 9 ➤ Anderson, 3 ➤ Kulick, 2
Tu 28 Feb 2006		(P) Ch. 15 & pp. 474-489 (A) Ch. 5	<u>S-Y Panel:</u> <ul style="list-style-type: none"> ➤ Phillips, Ch. 15 & 474-489 ➤ Anderson, 4-5 ➤ Kulick, 3
Module IV: Community and Power			
<ul style="list-style-type: none"> ➤ Power and Politics ➤ Political Action Theory ➤ Individual Rights versus the Common Good 		Films shown for this module may include clips from <i>Do the Right Thing</i> (R) and <i>After Stonewall</i> (NR), and <i>Rize</i> (PG-13)	
Date	Assignments Due in Class	Readings	Special Class Topics
Th 02 Mar 2006		(P) Ch 12 (K) Ch. 4	<u>A-F Panel:</u> <ul style="list-style-type: none"> ➤ Phillips, Ch. 12 ➤ Kulick, 4
Tu 07 Mar 2006		(P) Ch 14 (A) Ch. 6	<u>G-H Panel:</u> <ul style="list-style-type: none"> ➤ Phillips, Ch. 14 ➤ Anderson, 6
Th 09 Mar 2006		(K) Ch. 5	<u>J-R Panel:</u> <ul style="list-style-type: none"> ➤ Kulick, 5 ➤ films
Tu 14 Mar 2006	Final SECRET No. 2	(A) Ch. 7-8	<u>S-Y Panel:</u> <ul style="list-style-type: none"> ➤ Anderson, 7-8 ➤ films
Th 16 Mar 2006			PowerPoint and Presentation Skills
FINAL PROJECTS			
Th 23 Mar 2006 8-9:50 am	Group Ethnography Presentations & Papers		

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MENTOR SESSION SCHEDULE

Module I: Community and Urban Development		
Week	Topics	Assignments Due in Mentor Session
Tu 10 Jan 2006- Th 12 Jan 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 17 Jan 2006- Th 19 Jan 2006	Film Clips	
Tu 24 Jan 2006- Th 26 Jan 2006	RAID Activity	RAID No. 1 paper (turn in)
Module II: Community and Class		
Tu 31 Jan 2006- Th 02 Feb 2006	Ethnography Film	
Tu 07 Feb 2006- Th 09 Feb 2006	Dr. Bianco in Mentor Session: Ethnography Lecture & Assignments	
Module III: Community, Identity, and Space		
Tu 14 Feb 2006- Th 16 Feb 2006	Ethnography Discussion/Meeting	
Tu 21 Feb 2006- Th 23 Feb 2006	Film Clips	
Module IV: Community and Power		
Tu 28 Feb 2006- Th 02 Mar 2006	Film Clips & Ethnography Meeting	
Tu 07 Mar 2006 Th 09 Mar 2006	RAID Activity	RAID No. 2 paper
Tu 14 Mar 2006 Th 16 Mar 2006	Ethnography Meeting	
FINALS WEEK		
20-25 Mar 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!)