PSCI 233W Syllabus

Fall 2020

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Making Sure We Connect

Hi! I'm Stu Jordan, the instructor for this course.

Although there will be a couple of optional in-person activities in this course, all the core required elements will take place online and over Zoom. I'm a little nervous about this, because I want to make sure you can connect with me on the first day of class and get all your questions answered, and I've never held a first day of class via Zoom. So two things:

- Make sure to attend our first class Zoom meeting **on Thursday August 27 during our regular course time, 11:05am – 12:20pm (in Rochester's time zone)**. We'll use that time in part to make sure that everyone can access the technologies you'll need to do your work in the course (Microsoft OneNote, OneDrive and Teams).
- I will have my email open and my email notifications turned on during that first Zoom meeting. If you're trying to join the meeting and for some reason cannot get in, email me at stuart.jordan@rochester.edu, and I will respond and try to help you connect.

If you're joining this course after the first day of class, send me an email ASAP and we will find a time to connect over Zoom or phone to make sure that you can get connected to all the relevant course material and tools.

More generally, I will hold office hours over Zoom by appointment throughout the semester. Email me to schedule a time at stuart.jordan@rochester.edu. In addition, we will be using chat via Microsoft Teams to communicate as a group. You'll learn how to use MS Teams chat in the first course module (accessible only to persons enrolled in the course). Whenever you have a question for me about course expectations or want to discuss the course material, please consider posting to MS Teams so everyone in the course can benefit from the discussion.

What Is This Course About?

The first thing to know is that this is a community-engaged course. In a community-engaged course, the instructor partners with a non-academic organization and they plan a project through which students in the course will contribute to that organization's capacity to serve the community beyond the University. Along the way to doing that work, students deepen their grasp of an academic subject and explore connections between that subject and pressing needs in the communities beyond campus.

Over the past few years, I've been teaching the course in partnership with organizations that try to address Rochester's lack of housing that is both adequate and affordable to the thousands of household in our area who live on very low incomes. Most of our work has focused on illuminating the severe housing instability that poor families experience in our area, with thousands of families having to move involuntarily each year either because they cannot make rent payments, or because of unhealthy housing conditions.

This year, the focus of the course will shift somewhat. As I've learned more about the Rochester area, and the challenges faced by many of its residents, I've become increasingly troubled by its stark segregation by race, wealth and income. Black residents of the Rochester Metropolitan area are overrepresented (relative to their representation in the population as a whole) among the area's low-income families who lack access to adequate, stable and affordable housing. Moreover, low-income residents of the Rochester area of every race are disproportionately concentrated into a handful of neighborhoods within the City of Rochester. Meanwhile, suburban towns that ring the City of Rochester (one of which I live in!) are disproportionately white (again, relative to the population of the area as a whole) and are home to disproportionate concentrations of the area's wealthiest households.

How are these two forms of concentration (of black residents and poor residents into a few neighborhoods of the City of Rochester, of white residents and wealthy residents in suburban towns) connected? What processes created and continue to sustain the Rochester area's segregation by race

and wealth? How does that segregation contribute to our area's ongoing housing crisis, in which thousands of our residents lack access to adequate, stable and affordable housing?

Our partner organization for PSCI 233W this semester is [The Pathstone Foundation's Antiracist Curriculum Project](#). The project is building curriculum materials that elementary, middle and high school teachers around the Rochester area can use to help their students explore these questions. The project is lead by a 4th grade teacher in the Henrietta School District (a town just south of Rochester), and as a result of his tireless work, has developed a wealth of teaching materials for elementary-level students. Our work will be to create new materials appropriate for high schoolers.

As you probably know, segregation by race and wealth in U.S. urban areas like Rochester has emerged and is sustained by the confluence of a variety of policies and processes, with roots that go back centuries. The Pathstones Foundation's work so far has focused on documenting the role of housing discrimination by real estate developers, brokers and homeowners, the adoption and enforcement of racial restrictive covenants, and discrimination in federal mortgage subsidies widely known as "redlining". Pathstone has asked us to work on supplementing their curriculum by illuminating the contribution of an additional process: the adoption and enforcement by local governments of a land-use policy known as zoning. Specifically, they've asked us to help them build a collection of materials that document and explain the earliest adoption of zoning by Rochester area towns, which occurred in the 1920s and 1930s, and the role of zoning policies since then in constructing a starkly segregated Rochester area. Thus, much of your work in this course will be focused on understanding land-use and housing policies in Rochester's suburban towns starting the 1920s and continuing since then. This is an important detail to keep in mind if you're interested in housing segregation, but wading through the details of 1930s zoning laws isn't a thing you want to do all semester!

Required Coursework

Is this course right for you this semester?
When deciding whether this course is right for you, it's critical to take account that in this course you are not the only person that loses out if you choose not to complete your work and fully participate. The community partners for this course do not get paid for their contributions. Instead, they have and will put work into the planning and implementation of this course because they expect that you will produce high quality products by the end of the semester that they can use to address real needs in the community.

So, you should only take this course if you are willing and able to fully participate and do all the work, every single week throughout the semester. If you're not sure that the work in this course will fully engage your interest, or if you think things in your life during this semester might get in the way of you fully and consistently contributing, please enroll in something else. There are plenty of courses at the UofR in which you are the only person that loses out if you are unwilling or unable to meet the course expectations.

Participation and Class Meetings
We will meet as a class every Tuesday and Thursday from 11:05 am - 12:20 pm (Rochester time) via Zoom. In the course notebook (which is only accessible to students enrolled in the course), you can find the link to the Zoom meetings and an .ics file for import into your calendar that includes that link.

I expect you to attend every class meeting throughout the semester, unless you are ill or unable to attend for some other reason beyond your control. Although there is no hard-and-fast rule connecting your attendance at class meetings to your grade, if you repeatedly miss meetings without first getting approval ahead of time, I may lower your final letter grade by up to one letter grade. I won't do so, however, without warning you first and giving you a chance to address the problem. Specifically, if you miss a couple of meetings without prior approval, I will let you know that your attendance must become more consist in order to avoid a grade penalty.

If you are going to be spending any part of the semester in a time zone that is more than 4 hours ahead or 9 hours behind that of Rochester's time zone, so that our class Zoom meeting would start before 7:05 am or end after 9:20 pm in your local time zone, let me know and I will make alternative arrangements for you to contribute to and benefit from our class meetings.

At this time, I do not plan to record class meetings. This may change if there are students living in other time zones who need to view these meetings asynchronously. If it does, I will notify you that class meetings will be recorded.

In order to protect the privacy of your fellow students, you may not record our class meetings without my prior permission. If I have given permission to a student to record our class meetings, I will inform all students ahead of time that recordings will be made. If there is a student who needs class meetings recorded, I will likely make the recordings myself and make them accessible only to students enrolled in the course via Blackboard, rather than allow a student to make and hold recordings (that include images of other students) on their own devices.

Final Project

For you final project in the course, you will produce a learning module for use by Monroe County high school social studies teachers to help their students explore the processes through which segregation by wealth and race in the Rochester area was produced and is maintained.

The learning module you produce must include all the following elements:

+ **A teacher's guide.** This will be a 10 to 15 page document that explains the learning objectives of the module to the teachers that are considering using it, and reviews arguments from scholarly research regarding the topic of the module. In effect, it is a review of the scholarly research behind the learning module aimed at giving the teacher a deep background on the material they will be teaching. Since it is a review of research, it must include appropriate in-text citations and a reference list. The guide must be based on least 5 peer-reviewed sources of scholarship. We will read some peer-reviewed literature as part of our module assignments, but you will be expected to supplement this reading with your own research to identify and read additional sources focused on the topic of your learning module. You must bring any source you want to use in your guide to me for approval. In addition, the guide must identify how student participation in the learning module fulfills at least one objective for grades 9-12 from the New York State Social Studies Framework.

+ **A primary source collection.** This will be a collection of primary materials that high school students learning from your module will use to explore the topic of the module and complete the module's learning activities. Primary sources in your collection can include historical documents (e.g. government documents, digitized newspaper articles or advertisements), historical photographs, video or audio

recordings, contemporary government documents (e.g. municipal comprehensive plans), and quantitative data sets (e.g. census data).

+ **Learning plan and assessments**. This is a plan for activities that high school students will complete as part of their participation in the learning module. It must include full instructions to the teacher on how to implement all learning activities in the plan, along with all materials students need to complete those activities (e.g. assignment instructions, worksheets). It must also include ready-to-use assessments that teachers can use to measure the extent to which students achieve the module's learning objectives.

Module Assignments

PSCI 233W is organized into a series of learning modules. These modules will help you develop a grasp of the academic research that explores the development and maintenance of segregation in U.S. metropolitan areas, build your familiarity with primary sources documenting the history and maintenance of segregation in the Rochester metropolitan area, and help you to learn the skills you need to produce a quality learning module that meets the requirements of the New York State Social Studies Framework. The modules will also include activities that help you get started and then stay on track in developing your final project.

Each module will feature a set of required module assignments. You can expect these to entail a mix of academic reading, guided data analysis, and writing. Occasionally, the required reading will be as much as 100 pages in a week. Some module assignments might require you to prepare and deliver a short presentation during a class meeting. **You will need about 6 hours per week, every week of the semester, to complete the required module assignments.**

No Final Exam, But...

There is no final exam for this course. However, there may be an online event to share and discuss our work with our community partners and other residents of the Rochester area held during our assigned final exam time, which is Thursday December 17, probably (although this is not yet certain), during our regular class time, 11:05am – 12:20. Participation in this will be required unless you are located in a timezone 4 hours ahead or 9 hours behind that of Rochester's time zone. If you are in one of these time zones, I will assign an alternative way for you to participate.

Grading

I will assign a grade to every module assignment and each of the required elements of your final project of either "Complete and Satisfactory" or "Incomplete or Unsatisfactory." There will be instructions for each module assignment and each element of your final project that specify what you must do to earn "Complete and Satisfactory" on that assignment or element. In every case, earning a "Complete and Satisfactory" will require submitting the assignment or final project element by its deadline, unless you make a prior arrangement with me.

Earning a final grade of B or better in the course requires BOTH...

+ ...earning a "Complete and Satisfactory" on ALL REQUIRED ELEMENTS of the final project.

+ ...earning a "Complete and Satisfactory" on ALL BUT TWO of the entire semester's module assignments.

If you meet the two requirements above, I will also assign a letter grade of B, B+, A- or A to your final project, **and that grade will also be your course letter grade.** As we develop the final projects, I will provide a rubric that specifies the standards your final project must meet to earn each of these grades.

If you do not earn a "Complete and Satisfactory" on all required elements of your final project, or you do not earn a "Complete and Satisfactory" on more than all but two of the entire semester's module assignments, your final letter grade for the course will assigned as follows:

Your final letter grade will be a...	If...
B-	You earn "Complete and Satisfactory" on all required elements of the final project, and "Complete and Satisfactory" on half or more (but less than all but 2) of the entire semester's module assignments.
C	You earn "Complete and Satisfactory" on all required elements of the final project, and "Complete and Satisfactory" on less than half of the entire semester's module assignments.
D	You earn "Complete and Satisfactory" on some but not all required elements of the final project, and "Complete and Satisfactory" on at least half of the entire semester's module assignments.
E	You fail to meet the requirements of any of the letter grades above.

Academic Honesty

In Module Assignments...

Module assignments are meant to develop and assess your individual understanding of the course material. For that reason, you may verbally discuss (via video conference or phone call) your work on each module assignment with other persons (whether they are students in the class or not). However, the only forum in which you may discuss the module assignments in text is the MS Teams chat, where I can see all messages. Under no circumstances may you show any work you have done (whether in draft or final form) to submit or prepare for a module assignment to any other person (whether a student in the course or otherwise) without my prior permission. I will treat any evidence that you have viewed another person's written work on a module assignment or shown your work on a module assignment to another person as a suspected incident of academic dishonesty and report it as required by AS&E's Academic Honesty Policy.

In Work for the Final Project...

The final project is meant to demonstrate your individual grasp of the course material. In addition, the materials you produce for your final project will be attributed to you and presented to our community partner as work produced and authored by you alone. For this reason, the same rules that apply to the module assignments apply to all the work you do connected to the final project. Specifically, you may verbally discuss (via video conference or phone call) your work on each module assignments with other persons. Text-based discussion may only happen on MS Teams. Under no circumstances may you show any work you have done (whether in draft or final form) to prepare for or a submission for a module assignment to any other person (whether a student in the course or otherwise) without my prior permission.

During the course, I might assign you to review and comment on draft or final versions of work for the final project by other students. Being assigned a task like that will always amount to me giving permission to view the work of the student partners to whom I assign you and to show your work to them.

The "teacher's guide" you prepare for the final project will include a critical review you write that draws on published scholarly literature. As a writer of this review, you have a responsibility to help your reader to distinguish between your arguments and constructions as an author, and the arguments and constructions of the published works you are drawing on. This means that **both in drafts and in final versions** of your teacher's guide, you must...

- use appropriate in-text citations,
- include a list of works cited with entries that allow readers to clearly identify which in-text citations link to which works in the list, and that allow readers to locate and obtain every work cited,
- use in-text cues (quotation marks, phrases such as "So-and-so argues that...") that clearly distinguish and identify the contributions of all sources you have consulted and are aware of.

It takes a lot of writing experience to learn to do all of the above skillfully. I expect you to always give attention to whether you are doing it right, and to ask me for help whenever you think you might need it.

The "learning plan" portion of the final project will include assessments and learning materials for students such as assignment instructions and worksheets. As part of the module assignments, I may assign you to review examples of such learning materials prepared by others. In thinking about or working on assessments or other materials for your learning plan, you may never look at or consult any pre-existing assessments or learning materials without my prior permission. For instance, you may not consult existing high school social studies textbooks or online high school learning materials that I do not include in one of the module assignments for this course.

I will treat any evidence that you have violated any of the above expectations as a suspected incident of academic dishonesty and report it as required by AS&E's Academic Honesty Policy.

Keeping Track and Keeping Connected

Internet, Web and Webcam

To participate and succeed in this course, you'll need access to a computer with   a reliable internet connection and a modern, up-to-date web-browser. I don't require that you have your webcam turned on during course meetings, but I would very much appreciate if you do, as it will help me to keep track of whether what is happening in the meeting is helping you to stay engaged. So, a webcam is optional, but encouraged.

Office365

To participate in and succeed in this course, you MUST be able to log into and access the web-based Microsoft Office365 suite provided through the UofR. As soon as possible, make sure you can log in to Office365 by going to this login link, and attempting to login to the system. Note that as an undergrad student at the UofR, your email address is **[your netid]@u.rochester.edu**. However, when you

login to Office365, you must use the login **[your Active Directory username]@ur.rochester.edu**. Note the "@ur." instead of the "@u." and note the use of the Active Directory username instead of the netid. For most people, the netid and AD username are the same, but not for everyone. Is this confusing and irritating? Yes, it is!

If you have trouble logging into and accessing Office365, IMMEDIATELY EMAIL univithelp@rochester.edu or call the IT help line at 585.275.2000, and get help. You will need to be able to access Office365 FROM DAY ONE to succeed in this course.

Keeping Track of Course Assignments and Meetings
You can keep track of what work is due when in our course notebook on OneNote (once you've logged in to Office365). Note that that link is only accessible to students already enrolled in the course.

Supporting Each Other Online
When you contribute to our discussions over Zoom and in MS Teams, I expect you to act in ways that support me and your fellow students in succeeding in the course. This means that you must be mindful of how what you say and post affects others in the course and our ability to effectively learn through our interactions. I encourage you to read and follow the Core Rules of Nettiquette. I will let you know via a private discussion if I'm concerned that something you've contributed in a discussion is getting in the way of everyone in the group succeeding. Please let me know if you're concerned about how I or any other student contributes to the group.

Masking, Social Distancing and COVID 19
PSCI 233W may including a handful of in-person meetings individually or in small groups with the instructor and may include field trips to community sites individually or in small groups. You are expected to wear a face mask covering both your nose and mouth throughout such activities, and to obey all social distancing requirements for in-person activities both on- and off-campus.

If you refuse to adhere to requirement for mask wearing or social distancing the course you will be in violation of the COVID-19 Community Commitment and will be referred to the Student Conduct system through a COVID-19 Concern Report. Such referrals will lead to student conduct hearings and may result in disciplinary action.

If you feel unable to wear a mask you may contact the Office of Disability Resources to explore options for accommodations. Students requiring accommodations may be asked to participate in the course through synchronous or asynchronous learning as part of this accommodation.

Full Participation for All Students
I welcome students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu; (585) 276-5075; Taylor Hall; www.rochester.edu/college/disability.

Compliance with the Credit Hour Policy

This course follows the College credit hour policy for four-credit courses. This course meets twice weekly for 1.5 academic hours per week. The course also includes independent out-of-class assignments for 2.5 academic hours per week.