

Make sure to attend our first class Zoom meeting

. 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 households 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 fo

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

+ . 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.

During the course, I might assign you to review and comment on draft or final versions of work for

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.