

CORE: SEATTLE COMMUNITIES & RESEARCH

First-year Interest Group (FIG) Program
GEN ST 199 – Autumn 2023



CORE PROJECT	DUE DATE:	POINTS:
PART 1: Community Group Agreement, Group Neighborhood, Population Health Topic, & Background Research Quiz (Steps A-D)		5
PART 2: Neighborhood Mapping Quiz		15
PART 3: Group Project & Peer Evaluation Form		15
TOTAL POINTS		35

****Note for the CoRe Project:** Quizzes for this project are a way to collect information rather than a test of knowledge. However, they are graded for completion. Submitting incomplete answers will result in the loss of points.

The CoRe project is a multi-step group project that you will complete over the course of the quarter. The learning outcomes of the project are:

1. Examine a Seattle neighborhood through the lens of a population health topic(s) & assessment of entities to reflect on the range of factors that impact the health & well-being of a neighborhood.
2. Integrate information gained through background research & neighborhood observations into a final product that has a group neighborhood assessment.
3. Develop experience working in groups in a college-level course by utilizing project management, team building, and conflict resolution skills.

What is population health? Population health can be broadly defined as the state of health and well-being for a particular region. Learn more about the University of Washington Population Health Initiative: <http://uw.edu/populationhealth>

Why is the topic of population health in a first-year seminar?

- Every discipline has an impact on population health. No matter what you study, there will be topics within that discipline that touch on population health.
- UW community members are world citizens. We are compassionate and committed to the active pursuit of global engagement and connectedness. We assume leadership roles to make the world a better place through education and research. [Learn more.](#)

PART 1: Community Group Agreement, Group Neighborhood, Population Health Topic, & Background Research (Steps A-D)

Your group will be assigned a neighborhood & you will complete your CoRe Group Community Agreement during Class 1. From there, you will identify your individual topic & do background research to have the information you need to submit your answers to the questions in the CoRe Part 1 Canvas quiz.

Step A: Complete the CoRe Group Community Agreement: Establish expectations of each other as group members to ensure the best levels of collaboration, conflict resolution, and respect during the group project.

2023 CoRe Group Community Agreement: fyp.uw.edu/fig199coreagreement

Step B: Seattle Neighborhoods: As a group, you will be assigned one of the following Seattle neighborhoods: These neighborhoods were selected based on major transit routes. [Explore tools to navigate Seattle.](#)

1. Ballard/Fremont
2. Beacon Hill/Mt. Baker
3. Capitol Hill
4. Central District
5. Chinatown International District (Little Saigon)
6. Columbia City
7. Georgetown/SODO
8. Green Lake/Greenwood
9. Northgate/Lake City
10. Othello/Rainier Valley
11. Westlake/Belltown
12. West Seattle/Delridge
13. Your Choice (Must discuss with your instructor)

Step C: Choose an Individual Topic: Identify one population health topic per group member. This will be your individual topic and lens that you will use to research and observe your neighborhood throughout the group project. Think about your academic or general areas of interest, potential majors, or passion areas. This can be a way to explore a potential industry or major that you are interested in.

****Each group member must have a different individual topic.**

Suggested Individual Topics

- | | |
|---|--|
| A. Art & Architecture | H. Housing, Houselessness & Encampments |
| B. Business & Industry | I. Race, Ethnicity, & Culture |
| C. Climate, Ecology, & Geography | J. Health (Mental & Physical) |
| D. Community & Social Connectedness | K. Public Parks & Green Spaces |
| E. Education | L. Technology Use & Access |
| F. Gender & Sexuality | M. Transportation & Urban Planning |
| G. Gentrification & Changing Demographics | N. Other (Must discuss with your instructor) |

Examples:

- If you are interested in art or music, choose the Art & Architecture topic.
 - Possible research questions include: What is the history of art in the neighborhood, why is it there, and who put it there? What is the impact of public art on the neighborhood?
- If you are interested in public policy/urban planning, choose the Transportation & Urban Planning topic.
 - Possible research questions include: What modes of transportation currently exist? What is the history? What is the future of transportation in that neighborhood? How accessible is it to people of varying socio-economic status?

Step D: Conduct Initial Background Research: Start to research key elements of your individual topic(s) and analyze how they can be applied to understand the population health of your neighborhood. This background information will inform your observations during your neighborhood visit.

You will choose 2-3 sources that should be of a variety of resource types & provide an explanation of why you choose that source to submit to the Part 1 Canvas quiz.

Use resources from the FIG Library Guide for your background research: <http://guides.lib.uw.edu/figs/core>

Some of the things your sources might discuss:

- Demographics: Who lives there—what are their ages, races, incomes, and education levels? Who works there? Are there differences between the residential and working populations?
- Local history: Who settled in this area? What is the history of the native populations? When and how did this neighborhood become a part of the city of Seattle? How has it changed over time?
- News: What is in the media about this neighborhood? Do different sources have different viewpoints?
- Assets & Barriers: Begin to consider what entities exist in the neighborhood that improve the quality of life or limit/reduce it. You will assess that during CoRe Part 2: Neighborhood Mapping visit.

Consider a variety of source types (this is not an exhaustive list):

- Data
 - City planning documents: <https://www.seattle.gov/city-planning>
 - King County Census Tracts: <https://vizhub.healthdata.org/subnational/usa/wa/king-county>
- News/Social
 - Local news sources (The Stranger Seattle, KOMO, etc.)
 - National/World Sources (New York Times, The Wall Street Journal, Washington Post, BBC)
- General Sources from UW Libraries:
 - Researching Seattle: Background & History Guide: guides.lib.uw.edu/research/seattle
 - FIG Student Libraries Guide: CoRe Project Resources: guides.lib.uw.edu/figs/core

PART 2: Neighborhood Mapping

For the CoRe Part 2: Neighborhood Mapping quiz in Canvas, you will submit responses to questions about your general observations of your group's neighborhood and the assessment of each individual topic. For each group member's individual topic, take notes using the "Individual Topics Assessment" table below to guide what information you are looking for.

Neighborhood Mapping Experience: Every effort should be made to visit your neighborhood together as a group. If you are unable to visit with your group, you must get prior approval from your instructor. Make note of evidence and/or absence of evidence of your selected topics during your visit. *If appropriate and not disruptive, consider taking photos or video of key places and/or people (with their verbal consent).*

Neighborhood Name	
Visit Date	
Meeting Location & Time	
Group Member Names, Contact Information, and Individual Topics: 1. 2. 3. 4. 5.	

General Observations: (*Minimum response per question should 50-100 words)

- What did you observe when you visited your neighborhood?
- Did your observations match up with the data and other background research you found?
- In what ways was it similar or different?
- What surprised you the most on your visit?

Individual Topics Assessment: (*Minimum response per question should 50-100 words per individual topic)

What makes an entity an asset or barrier to a neighborhood? An asset can be an entity that improves the quality of life for the communities in the neighborhood. While a barrier can be an entity that reduces access to or limits the quality of life for the communities in the neighborhood.

Consider at least 2-3 entities for each individual topic by using the guiding questions below:

**See list of potential entities below!*

- What would make each of those entities an asset or barrier to the neighborhood & why?
- Who has access to it? Who doesn't? (When is it available? Is it accessible to anyone regardless of their ability status? Is there a cost? What is lacking?)
- Due to COVID-19, how have these entities changed? Are the services being offered virtually?
- Give each "Topic" a score based on the assessment of each of the entities you use:
 - 1- Most/all entities are barriers
 - 2- More entities are barriers
 - 3- Entities are assets and barriers
 - 4 -More entities are assets
 - 5- All entities are assets for the neighborhood

Individual Topics Assessment Table

Topic	Entities	What makes this topic/entities asset(s) or barrier(s) & why?	Topic Score (1-5)
1)	1. 2. 3.		
2)	1. 2. 3.		
3)	1. 2. 3.		
4)	1. 2. 3.		
5)	1. 2. 3.		
6)	1. 2. 3.		

List of potential entities to consider (this is not an exhaustive list):

- **Health Care Entities:** hospitals, community health centers, free clinics, physicians, public health departments, mental health providers, nursing homes
- **Recreational Entities:** community centers, parks, YMCA's, private gyms, fitness clubs, Boys & Girls Club
- **Food Entities:** convenience stores, full-service grocery stores, community gardens, liquor stores, fresh produce, farmer's markets, fast food restaurants, food banks, Supplemental Nutrition Assistance Program (SNAP) & Special Supplemental Nutrition Program for Women, Infants, and Children
- **Public Entities:** police force, city hall, fire departments, religious buildings, university police, security officers, meeting spaces, parks
- **Housing Entities:** affordable housing, shelters, temporary housing, high-rises, single-family homes
- **Educational Entities:** public schools, community colleges, private colleges, public colleges, public libraries, after school programs (sports, arts, debate, etc)
- **Transportation Entities:** bike lanes, parking, sidewalks, public transit, lighting for streets
- **Employment Entities:** small businesses, major employers, unemployment offices
- **Geography:** What are the geographic boundaries of the neighborhood? Are there certain buildings or clear markings of where the neighborhood ends and begins?

PART 3: Group Project & Peer Evaluation Form

Work as a group to create a final project submission & assess your groups work together during this quarter & you will have the information needed to submit your answers to the questions in the CoRe Part 3 Canvas quiz.

Submitting the Group Project: While the Group Project is completed as a team, each group member must individually submit the group project on Canvas in order to receive credit for it. It is important for every group member to contribute equally to every aspect of the assignment. Be sure to communicate with your group members should you feel your group is not collaborating effectively.

The goal of the group project is to synthesize the information your group discovered through your initial background research and observed during your neighborhood visit as a way to collectively present the findings of your neighborhood. The University of Washington needs creative thinkers and innovators – use this project as an opportunity to be creative with your message.

Choose a Group Project Design: Your group must determine how you want to present your findings in a visual and creative way. Please work with your instructor if you have an idea not listed below.

- Virtual poster/[Infographic](#)
- Video
- Website
- Social Media Platform Profile/Posts
- [PressBooks](#)
- 3D Model
- Newsletter
- [Google My Map](#)
- [StoryMaps](#) (Example: [Indigenous Walking Tour of UW](#))
- Other ideas (Must discuss with your instructor)

Note: PowerPoint/Prezi/Google Slides presentations are NOT acceptable group project designs.

As a UW student and future professional, you will need to be able to communicate information appropriately for different audiences. **This is why Powerpoints, Prezis, or Google Slides are not accepted for CoRe** – you need to be able to take academic information and translate it for someone outside of the academic community. Be creative in your approaches for the project.

All projects should include the following components:

1. **Background Information:** Demographics and a brief history (Completed during CoRe Part 1)
2. **Observations:** General observations completed on Neighborhood visit (Completed during CoRe Part 2)
3. **Population Health Topic(s) Information:** Background information on each group member's individual topics and if they were an asset or barrier to the population health of the community, and/or how the community is responding to each population health topic. (Completed during CoRe Part 2)

4. **Neighborhood Assessment Score:** Consider the interrelationships between the individual topics within your groups. How do you relate the individual topics to create an overall “population health snapshot” of the community? What impact(s) do other group members' topics have on your individual population health topic? Based upon your own research & observations, what is your overall evaluation of the neighborhood?

- 1- Most/all topics are barriers
- 2- More topics are barriers
- 3- Topics are assets and barriers
- 4- More topics are assets
- 5- All topics are assets for the neighborhood

Example: If Student A is doing public art, they may talk about how Student B's topic of public parks & green spaces has an impact on their topic.

5. **Photos or Videos:** Include photos or videos your group members took that illustrate examples of how each of your individual population health topics appeared in the neighborhood, and anything else that you found interesting, memorable, or unique about the neighborhood. (Completed during CoRe Part 2)
***Make sure to get verbal consent before taking appropriate photos or videos of people and ensure you are not disruptive to the neighborhood.*
6. **Sources:** Two (2) sources from each group member about your neighborhood and individual topics (Completed during CoRe Part 1). Citations should be in MLA, APA or Chicago format. Save time by checking out the recommended Quick Citation Generators on the Libraries' Citing Sources guide: guides.lib.uw.edu/research/citations/quick-cite

Peer Evaluation

Complete the Peer Evaluation on Canvas to assess the contributions of your group members using your groups [CoRe Group Community Agreement](#) that you completed during CoRe Part 1. This is to make sure that everyone in the group has contributed to the project and then the instructor may decide to adjust an individual's grade to reflect their contributions.

Some questions to consider as you complete your Peer Evaluation:

- Was the community agreement upheld by the members of the group?
- Were there any parts of the community agreement that were challenging to follow? If so, how would you modify it?
- If the community agreement was not upheld, what skills and strategies were used to resolve any conflicts that may have arisen in the group?
- What was the resolution of any conflicts that arose?

Note: The Peer Evaluation Form is part of your Group Project grade, so make sure to submit both.

Showcasing Your CoRe Project

1. **The CoRe Project & the Population Health Initiative**

For the 3rd year, FIG students will have the opportunity to showcase their CoRe project to the broader UW community. This award is meant to reward the students who go above and beyond to work on the CoRe Project.

Students will vote in their GEN ST 199 section on their favorite CoRe Project to represent their FIG. The top CoRe project from each FIG will be entered to be selected as one of the Top 20 FIG CoRe Awards for 2023. Each group member from the Top 20 groups will each receive an individual \$25 award.

This is a great opportunity for students looking for resume-boosting activities and wanting to implement an interdisciplinary approach to their future careers utilizing knowledge of population health. More information will be updated here: fyp.uw.edu/figcoreaward

2. **Library Research Award**

You can submit your CoRe Project to the Library Research Award for Undergraduates:
<https://www.lib.washington.edu/researchaward>

This award will open for application during Spring quarter & there is a population health category!