


## In Depth Week 1 & 2 Details

Week Outline					
	Readings	Discussion Q's	Videos	Assignments	Purpose
<b>Week 1</b>					
Monday	<a href="#">The Roots of Structural Racism Project</a>  <a href="#">Historical Context of Racist Planning</a>  (Focus on Key Findings & Conclusion)	1. What is diversity? Segregation? 2. “Whitest city in the U.S.” – Is this term new? Why has Portland coined this label? 3. UP demographics, do we know the percentage breakdown? Why is this important to know?		N/A	Introduce segregation and its effects on specific communities within the U.S.  Speak on Portland and UP’s diverse climate. Though this is not new, this is important to know.
Wednesday	<a href="#">Bleeding Albina – K. J. Gibson</a>	1. What is Alberta known for? 2. Language used to describe Alberta (Art district, revitalization, urbanization, gentrification, etc.) 3. How is this language hurtful? When/Where is it used accurately online?	<a href="#">Video</a>	Introduction of Alberta Walking Tour Reflection Paper  <a href="#">Additional Reading Related to the Assignment</a>	We will explore the history & stories of Alberta. Students will lead the discussion to highlight their comprehension and share comments, otherwise not addressed in the reading.
Friday	None. (re-read the previous readings if our class conversations left you confused)	1. Look up Alberta District online...what comes up first? 2. Look up Alberta District Tour...what comes up? Is it art-focused v. culture and		Moodle Forum (300 Words): What did you learn about the Alberta District in connection with K.J. Gibson? Does the thesis apply today concerning Alberta’s climate? (Cite 2 quotes from the reading) 	We will reflect on the types of information promoted online depicting Alberta (then and now). This tells us to be critical of what we read online and why it is hard to know the

		<p>community history?</p> <p>3. Look up the history of Alberta District...what comes up?</p> <p>4. How is the history of the Alberta District depicted? (Crime, housing, demographics, depression, accessibility &amp; services)</p> <p>5. Who is depicted as the heroes or saviors of the Alberta District? Is gentrification seen as a positive?</p>			<p>history of Portland's exclusionary past.</p>
<b>Week 2</b>					
Monday	<p>CLASS IS CANCELED TO ALLOW STUDENTS THE TIME TO GO TO ALBERTA (VIA CITY BUS) AND COMPLETE THEIR FINAL PROJECT FOR THIS MODULE (This is all dependent on the time of the class itself...this may not work if the class is scheduled late in the afternoon/night)</p>				
Wednesday	<p><a href="#"><u>Changing Portland: NE Alberta no longer the neighborhood black and Latino residents once knew</u></a></p> <p><a href="#"><u>The Racist History of Portland, the Whitest City in America</u></a></p>	<p>What do you expect the district residents will say about Alberta?</p> <p>Do you think businesses &amp; families will think of Alberta the same?</p>	<p><a href="#"><u>Video</u></a></p>	<p>N/A</p>	<p>We will read and hear about how the people of Alberta feel following the gentrification/shift in the culture of the district. To offer the most, we will read &amp; hear from long-standing/new residents of the district.</p>

Friday	N/A	<p>Define diversity, segregation, and racial integration, knowing what you know now.</p> <p>How are these terms displayed in the Alberta District specifically?</p> <p>What has changed from the beginning of the course?</p> <p>Do you believe UP is diverse? Explain.</p> <p>(General and free discussion with the class and/or in small groups)</p>		Final turn-in date for module project (11:59 pm)	<p>We will talk as a class/group(s) about what we learned, what we already knew, and where to go from here.</p> <p>How institutions may affect relocation, diversity, racial integration, etc.</p>
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