*“Those who say it can’t be done are usually interrupted by others doing it.” James Baldwin*

Racial Equity In Oregon

*Welcome!*

Summer, 2019

Portland State University

CRN 81203

Cramer 325

*Tuesdays and Thursdays: 12:00 – 1:50*

*Office hours: Tuesdays, before or after class, by arrangement*

Contacts

**Instructor:**

Kristin Teigen

[teigenk@pdx.edu](mailto:teigenk@pdx.edu)

(971) 998-7237

**Community Partners:**

Jensi Albright (CAT)

[503.460.9702](tel:503.460.9702) ex. 2

jensi@oregoncat.org

Julia Delgado (Urban League)

(503) 280-2600

jdelgado@ulpdx.org

Course Description

**Racial Equity in Oregon - Housing:** This Capstone partners with the Urban League and the Community Alliance of Tenants (CAT) to confront housing disparities and strengthen the voice and influence of communities of color in Multnomah County, Oregon. Students will learn the history of communities of color in Portland while engaging in programs with the Urban League and CAT to expand renter’s assistance programs and support those who have been newly housed.

Students will engage in creating and implementing tools for social change for our partner organizations, which are:

* **Community Alliance of Tenants** is a tenant membership organization.  Low-income tenants – predominantly low-wage workers, families with children, people living with disabilities, seniors, and people of color – are CAT’s primary membership base.  CAT is building a strong housing justice movement that is led and directed by those who are most impacted by Oregon’s affordable housing crisis – low-income renters.
* **The Urban League of Portland**, **founded in 1945, helps empower African Americans and other Oregonians to achieve equality in education, employment, and economic security.  It is a non-profit, community-based organization headquartered in North Portland and an affiliate of the National Urban League.**

*“No lie can live forever.” Carlisle*

*“If you tremble with indignation at every injustice then you are a comrade of mine.” Che Guevara*

Policies

**Attendance** -- Students may have two absences, *unless an accommodation is present*. Beyond that, your grade will be dropped by *one complete* *grade* per absence, and then a complete grade again for two additional absences, and so on.

**Technology** -- To ensure an engaged atmosphere free of distractions, please do not use any technology, including laptops, phones, or apple watches, *unless an accommodation is present*. **Using technology in the classroom will result in a failing participation grade.**

**Classroom Demeanor** -- The issues raised in this class may be deeply felt and at times, uncomfortable. In order for our learning to be fruitful, our conversations must be respectful. Disruptive, insulting or offensive behavior has no place in an inclusive learning environment. Students engaged in such behavior will be asked to leave. *What is asked most fundamentally in this class is that we all come with open hearts and open minds to the experiences of others.*

**Late Work** – If you have questions about an assignment or personal challenges, please check in ***on or before the due date.*** ***Otherwise, the assignment will not be accepted.***

Grading

**Community Service**

* Assigned projects 25%
* Completed hours 25%

*Students are required to submit hours* ***every Tuesday*** *on D2L****.*** *We will have a discussion/time for teams every Tuesday. Important Note: While project and hours each comprise 25%, you can’t have one without the other. Both are required for the grade.*

**Class Participation** 10%

*Participation will be based upon fully completed weekly reflections, timely arrival to class, and respectful contributions in class.* ***Students who don’t turn in reflections every Tuesday will not receive a satisfactory participation grade. Also, see note about technology use.***

**Research project on a housing-related topic** 15%

**An individual final paper** 25%

***A guide for the research project and the final paper will be provided****. Students are required to hand in a draft of the individual paper for review.*

*Finally, all students are* ***highly encouraged*** *to turn in, along with your final paper,* ***a two-page assessment*** *of what you saw as the effort you put into the class, the key learnings you gained, and any other information you would like to include. These assessments, while not graded, may play a factor in the final grading if on the borderline between one grade and another.*

Student Learning Objectives

At the end of the course, students will be able to:

* Demonstrate an understanding of the history of communities of color and housing in Portland.
  + *Critical thinking, social and ethical responsibility, variety of human experience*
  + *Exploration and analyzing identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.*
* Explore barriers to full participation of communities of color, as well as examples of success.
  + *Critical thinking, social and ethical responsibility, variety of human experience*
  + *Exploration and analyzing identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.*
* Connect realities of communities of color to activism and processes for change.
  + *Critical thinking, social and ethical responsibility, variety of human experience*
  + *Exploration and analyzing identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.*
* Understand anti-oppression development/fundraising/marketing models.
  + *Critical thinking, variety of human experience*
  + *Exploration and analyzing identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.*
  + *Critical thinking, social and ethical responsibility*

Readings

*Time Spent Reading Does Not Count for Community Service, except the CAT website*

*You do not need to buy books for this course. Each reading is available on D2L.*

*http://www.coalitioncommunitiescolor.org/ccc-dataresearch/*

Coalition of Communities of Color. *Asian and Pacific Islander Community in Multnomah County.* Portland, OR: Portland State University, 2011, pp. 2-21.

Coalition of Communities of Color. *The Latino Community in Multnomah County.* Portland, OR: Portland State University, 2011, pp. 2-9.

Coalition of Communities of Color. *The Native American Community in Multnomah County.* Portland, OR: Portland State University, 2011, pp. 2-12.

Coalition of Communities of Color. *African American Community in Multnomah County.* Portland, OR: Portland State University, 2014, pp. 2-14.

Connally, Nathan. “Mapping Inequality,” *Mapping Inequality,* (nd), available at https://dsl.richmond.edu/panorama/redlining/#loc=4/36.71/-96.93&opacity=0.8.

Curry-Stevens, A., Cross-Hemmer, A., and Coalition of Communities of Color. *Communities of Color in Multnomah County: An Unsettling Profile*. Portland, OR: Portland State University, 2010, 1-28.

Fixico, Donald “Termination and Restoration in Oregon,” *Oregon Encyclopedia, ND,* available at <https://oregonencyclopedia.org/articles/termination_and_restoration/#.WygyF2yWxPY>

Gibson, Karen. “Bleeding Albina: A History of Community Disinvestment, 1940-2000.” *Transforming Anthropology,* Vol. 15, Numbers 1, pps 3–25. (click on the PDF link to download) <https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/tran.2007.15.1.03>

Imarisha, Walidah. *A Hidden History.*  Oregon Humanities Magazine. Portland, OR: Oregon Humanities, Summer, 2013. <https://www.scribd.com/document/160077304/A-Hidden-History#download&from_embed>

Home Forward, “Fair Housing Laws,” *Home Forward,* (nd), available at <http://www.homeforward.org/residents/fair-housing-laws>.

Hernandez, Gabriela, et al***. “Latino Roots in Lane County: Contemporary Stories of Settlement in Lane County, Oregon,* entire video, available at** <https://media.uoregon.edu/channel/archives/1956>**.**

Semuels, Alana. *The Racist History of Portland: The Whitest City in America.* The Atlantic. June 22, 2016, available at <https://www.theatlantic.com/business/archive/2016/07/racist-history-portland/492035/>.

Semuels, Alana. *Welfare Utopia.*  The Atlantic. May 31, 2016, available at <https://www.theatlantic.com/business/archive/2016/05/welfare-utopia/484607/>**.**

Western States Center. *Dismantling Racism: A Resource Book for Social Change Groups.* Portland, OR: Western States Center, 2003, pp. 12- 37. Available at <http://www.postoilsolutions.org/documents/dismantling_racism_resourcebook_western_states_center.pdf>

Due Dates – Folders in D2L

First Community Service – July 2nd

Summary History Paper Draft Due – July 25th

Research Project– August 1st

Final Summary History Papers Due – August 14th

All Service Learning Work – August 15th

Every Tuesday – Weekly Reflections

Course Schedule

* ng Groups
* Databases and other systems

**March 1st**

* Slavic Community
* Arab American Community

**March 6th**

* Draft Presentations

**NARRATIVE DUE**

**March 8th**

* Field Trip! Visit Oregon Nikkei Legacy Center (121 NW 2nd)

**March 13th**

* Final Presentations

**March 15th**

* Summary of Class

**June 25th**

* Course Introduction
* Overview of the Community Organizations

**Reading for Next Class:** Western States Center. *Dismantling Racism: A Resource Book for Social Change* *Groups,* pp. 12- 37 (History section)

**Assignment: Review the full CAT website, including every story. Write a two-paragraph reflection. The time spent will be your first community service hours.** [**http://oregoncat.org/**](http://oregoncat.org/)

**June 27th**

* What is Race? How did we get here?
* Guide to the Summary Paper and Research Project

**Reading for Next Class:** Curry-Stevens, A., Cross-Hemmer, A., and Coalition of Communities of Color. *Communities of Color in Multnomah County: An Unsettling Profile*. Portland, OR: Portland State University, 2010, 1-28.

Semuels, Alana. *The Racist History of Portland: The Whitest City in America.* The Atlantic. June 22, 2016.

**July 2nd**

* CAT site visit (location TBD)
* Service-learning projects

**Reading for Next Class:** Semuels, Alana. *Welfare Utopia.*  The Atlantic.

Connally, Nathan. “Mapping Inequality,” *Mapping Inequality,* (nd). (Please focus on the Portland Maps)

Home Forward, “Fair Housing Laws,” *Home Forward.*

**NO CLASS ON JULY 4th!**

**July 9th**

* Service Learning Groups
* Portland – White Utopia
* Overview of Housing Laws and Maps

**Reading for Next Class:** Coalition of Communities of Color. *African American Community in Multnomah County.* Portland, OR: Portland State University, 2014, pp. 2-14.

Imarisha, Walidah. *A Hidden History.*  Oregon Humanities Magazine. Portland, OR: Oregon Humanities, Summer,

2013.

Bell, Ifanye. *The Air I Breathe,* Oregon Humanities Magazine. Portland, OR: Oregon Humanities, Fall/Winter, 2014.

**July 11th**

* African American History

**Reading for Next Class**: Gibson, Karen. “Bleeding Albina: A History of Community Disinvestment, 1940-2000.” *Transforming Anthropology,* Vol. 15, Numbers 1, pp 3–25.

**July 16th**

* Service Learning Groups
* African American Community, cont.
* Latinx History and Current Issues

**Reading for Next Class:** Coalition of Communities of Color. *The Latino Community in Multnomah County.* Portland, OR: Portland State University, 2011, pp. 2-9.

Hernandez, Gabriela, et al***. “Latino Roots in Lane County: Contemporary Stories of Settlement in Lane County, Oregon.”***

**July 18th**

* Latinx History and Current Issues

**Reading for Next Class:** Coalition of Communities of Color. *Asian and Pacific Islander Community in Multnomah County.* Portland, OR: Portland State University, 2011. pp. 12-18.

Johnson. “Anti-Japanese Legislation in Oregon, 1917-1923.” *Oregon Historical Quarterly*, Vol. 97, No. 2 (Summer, 1996), pp. 176-210

**July 23th**

* Service Learning Groups
* Chinese American and Japanese history and current issues in Oregon

**Reading for Next Class:** Coalition of Communities of Color. *The Native American Community in Multnomah County.* Portland, OR: Portland State University, 2011, pp. 2-12.

Donald Fixico, “Termination and Restoration in Oregon,” *Oregon Encyclopedia, ND.*

**July 25th**

* Native American history

**Readings for the Next Class:** Pintak, Lawrence, “Portland is the Most Livable City in America – Except if You’re Muslim.” *Foreign Policy,* April 8, 2016.

**PAPER DRAFT DUE**

**July 30st**

* Slavic Community
* Muslim Community

**Readings for the Next Class:** None! Prepare your research project!

**August 1nd**

* Research Project Presentations

**RESEARCH PROJECTS DUE**

**August 6th**

* Service Learning Groups
* Research Project Presentations

**August 8th**

* Field Trip! Visit Oregon Nikkei Legacy Center (121 NW 2nd)

**August 13th**

* Community Disparities and the Future – Joann Hardesty

**August 15th**

* Discuss and share final service-learning reflections, summary of class

**Final Summary History Papers are due August 14th by midnight. Final Service-Learning Projects are due August 15th by midnight.**

Disability Access Information

If you require accommodations: (e.g. special seating, interpreter, note-taker, etc.) please inform me immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150), TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the support you need in this class.

Food Insecurity

No one should go hungry while trying to learn. For information on food assistance and other resources please visit: *http://www.pdx.edu/studentaffairs/CISFS*

Academic Integrity

Students are expected to adhere to college policies. Please take special note of policies regarding plagiarism and course withdrawal. The University’s Code of Student Conduct may be found at <http://www.pdx/edu/dos/conduct.html>.

In the PSU Student Conduct Code #577-031-0136: Proscribed Conduct by Portland State University, the following will not be tolerated.

* Obstruction or disruption of teaching, research, administration, disciplinary procedures or others University activities, including the University’s public service functions or other authorized activities on University-owned or –controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.
* All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.

In this course, plagiarism of any kind will result in not only failing the assignment, but the course in entirety.