its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom.

The School of Architecture (SAE) is a community that values inclusion. We are committed to equal opportunity for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at http://bias.uoregon.edu/index.html or by phoning 541-346-2037.

If there are aspects of this course that create barriers to your participation, please notify me as soon as possible. You may also wish to contact UO’s Accessible Education Center at 541 346 1155 or http://aec.uoregon.edu.

Schedule:
Week 1-Introduction DEFINING THE PROBLEM
4/5 Introduction to Urban Inclusion- What’s the Problem(s)? Presenting Anonymity-Cataloguing the Issues-Class Collaboration Structured Free Writing/Anonymous True Stories Questions for Hopes-class will devise questions that interrogate HOPES speakers with regard to urban inclusion and cultural sustainability
This week will be a brainstorming session to define and discuss problems of inclusion and exclusion in the city and its surrounds. The results of the session will be a ‘class determined’ set of many issues that emerge as being most relevant. These will result in a series of questions that can be posed to the presenters at HOPES either publicly following their presentations or reflectively and critically by you.

Week 2-Revelation DEFINING THE PROBLEM-Taking It to HOPES- Writing About the Issues
4/12 HOPES Eugene Conference (make notes and sketches- ask the right questions)
4/13 HOPES PDX Questions for Hopes-class will pose and/or answer questions that interrogate HOPES speakers with questions devised in regard to urban inclusion and cultural sustainability. Attending HOPES session(s) on Friday or Saturday will be in lieu of attending class. Each class member will write a short paper 500 words that discusses some aspect of how the questions were answered by the speakers. These will be included in an appendix for the final paper but also can be incorporated into the argument as primary evidence for Paper #1. Each student will also be engaged in finding definitions.

Week 3- Experimentation REFINING AND REDEFINING THE PROBLEM
4/14 Short Lecture on Research Methods with Library Presentation on Researching and Making an Annotated Bibliography -library visit- (to be confirmed) Discussion of HOPES relative to topics Documenting Empathy - Designing an Experiment to Experience the World of Another This week we will be designing an experiment to explore the problems we have encountered. Assignment 1 Distributed.

Week 4- Discussions of Experiments
4/26 This week we will be presenting and discussing our experiments. Submit experiment reports in written or graphic form. Note that this will also be incorporated into final papers with results to be included in the appendices. Readings for week 5-7 distributed by students.
**Week 5 Topics Exploration 1**
5/3

*Paper # 1 due at the beginning of class on problem definition and, documentation through experiment and research. Also, two short readings to be suggested for each topic and included in a collective bibliography (MLA Format). Please note that during the weeks of student presentations, we will also be researching expert precedents and opinions for their solution.*

- Race, Ethnicity and Language relative to sustainable inclusion in the city
- Gender and Sexual Orientation relative to sustainable inclusion in the city

**Week 5 Topics Exploration 2**
5/10

*Age and Ability relative to sustainable inclusion in the city
Religion and Ethnicity relative to sustainable inclusion in the city*

**Week 6 Topics Exploration 3**
5/17

*Boundaries and Borders relative to sustainable inclusion in the city
Spatial and Social Segregation relative to sustainable inclusion in the city
Other Issues*

**Week 7 Strategies for Criticism, Amelioration and Obliteration 1**
*Project # 2 due at the beginning of class- paper covering debates on the topics, effects in the city and designers’ responses/experts on solutions*
5/24

*Panel Discussion on Solutions*

**Week 8 Strategies for Criticism, Amelioration and Obliteration 2**
5/31

*Panel Discussion on Solutions (cont’d if necessary)
Workshop- Critical Poster, Project Exhibition or Film Strategies- making a storyboard
Critical Film and Video work in class*

**Week 9 Viewing of Critical Films and Posters**
5/31

*Final Papers which incorporate Project 3 due at the beginning of class. Posters/videos ready for exhibit.*

**Week 10 Final Reviews-Presentations-Celebrations**
6/7

*Final Papers which incorporate Project 3 due at the beginning of class. Posters/videos ready for exhibit.*

*Following is the Manifesto for HOPES Conference 2019:

**Manifesto for HOPES Conference 2019**

*Destructive Idealism* is both an attack on complacency and a pledge to resilience. The destructive idealist dares to face the consequences of idealized landscapes and vows to take local action to change them. In response to climate-related disasters, the destructive idealist continually redefines the path to environmental equity. And when our political leaders move backwards, the destructive idealist steps forward to uphold more resilient ideals. In its 25th year, HOPES revisits the visions of past generations. We call for resilient thinking that transcends scales, anticipates challenges, and unrelentingly pursues a dynamic and equitable future.

*Conference website [https://hopes.uoregon.edu/](https://hopes.uoregon.edu/)*

**student led presentations/debates on the topics, their effect in the city and designers’ response- followed by individual papers. Note that these are subject to change and reflective of issues of importance from past classes. Please note that some training on writing will also take place in class.**