


● ● ● | Importance of DL9

Cumulative Learning

New Orleans – historical patterns of institutional and structural racism and relationship to high ground settlements

Albuquerque – white privilege and dominant culture led to institutional and structural racism resulting in blatant disdain for poverty in target group(s)




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Mississippi Delta and Surrounding Counties – long-term impacts of structural racism rooted in plantation economy


Alameda County – structural racism as a driver of food desert and access to safe neighborhoods




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Wayne County – institutional and structural racism as contributors to blight, economic stagnation, and infant mortality







Levels of “Upstream-ness”
Doak Bloss: The Ingham County Experience

➤ Level 4: An activity that relieves stress or changes unhealthy behaviors (e.g., support groups, smoking cessation campaigns, family planning education).

o “Downstream”







Levels of “Upstream-ness”
Doak Bloss: The Ingham County Experience

➤ Level 3: An activity that moves people from conditions that impede health into conditions that support health (e.g., secure and good-paying jobs, quality and affordable housing, access to transportation).

o “A Little Upstream”






Levels of “Upstream-ness”
Doak Bloss: The Ingham County Experience

➤ Level 2: An activity that directly attempts to give people access to the things that will help them obtain an equal footing with those who are currently privileged (e.g., quality education, low-interest loans, inclusion in social networks).

o “Moderately Upstream”




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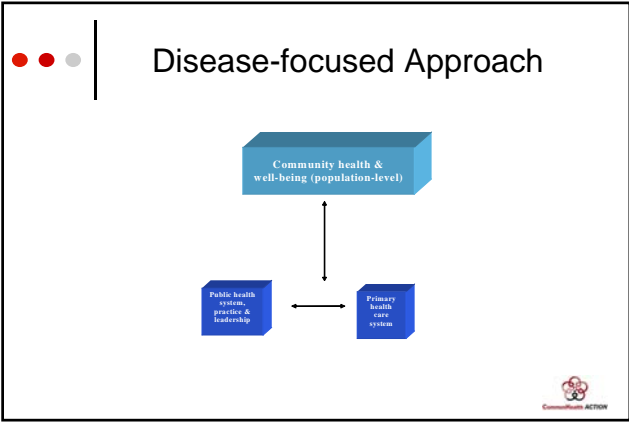
Levels of "Upstream-ness"

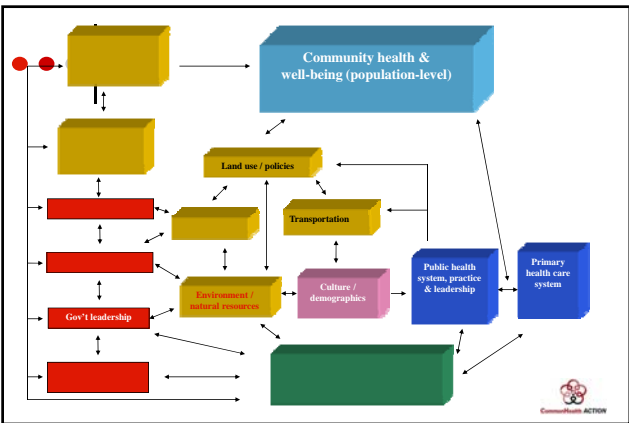
Doak Bloss: The Ingham County Experience

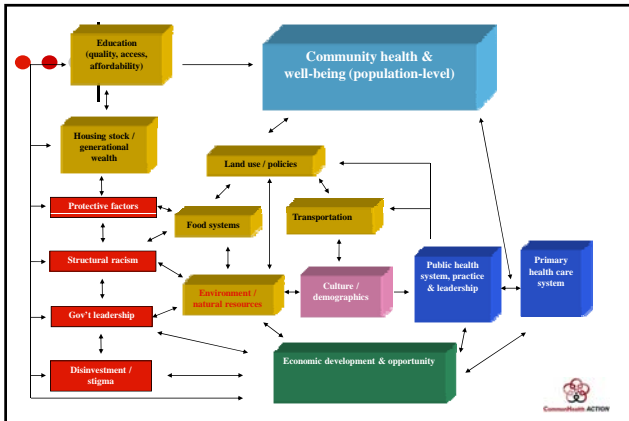
> Level 1: An activity that attempts to eliminate those things in the social structure that deny certain people voice, power, and political influence in society (e.g., class exploitation, racism, and gender discrimination).

o "Upstream"










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... at the core of all PLACE MATTERS communities...

institutional and structural racism denies target groups same privileges of voice, power, and political influence "whites" or "dominant" groups benefit from



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Cumulative Learning

- Creating solutions
- New tools
- New opportunities

