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CCSSC 387 The Urban Landscape: Race, Space, and Inequality

SOC 375 People, Place, and Community: The Politics and Practice of Community Development

Spring 2021

Thursdays, 1:00pm - 5:00pm

Washington Community Scholars' Center

Eastern Mennonite University

Professor: Ryan M. Good, Ph.D (ryan.good@emu.edu)

CCSSC 387 The Urban Landscape: Race, Space, and Inequality

Course description

This course is an introduction to urban studies, focused in particular on questions of space and place. Through fieldwork, readings, and discussion, we explore the urban landscape of Washington, DC, seeking to understand the spatial organization of the city, the inequalities it reflects, and the implications for people and communities. What drives racial and economic segregation? How do we make sense of cycles of neighborhood development and disinvestment? This course asks you to consider the breadth of actors and forces that shape the city, and to reflect on what it means to seek justice within this context.

This course fulfills the EMU Core cross cultural experience requirement AND serves as a Writing Intensive (WI) designate. As a WI designate, the course includes 12-15 pages of writing assignments.

Learning outcomes

- 1) Students will be able to describe and evaluate the physical, social, cultural, and economic variation across DC neighborhoods and communities.
- 2) Students will be able to explain how systemic forces—both present and historical—play out in space, with differing implications for local places.
- 3) Students will be able to discuss the spatial dimensions of race and racialization in the United States.
- 4) Students will be able to describe and critique the implications of gentrification and other structural changes for local communities.
- 5) Students will be able to assess and reflect critically on their own spatial and structural positionality.

EMU Intercultural Programs goals for cross cultural learning:

- 1) Cross cultural understanding – Students will develop an openness to new ways of experiencing the world through observing and interacting with people whose values, communication patterns, ways of knowing, and world view have been shaped by different cultures.
- 2) Cultural self-awareness – Students will develop an ability to understand and value their own cultures alongside the cultures of others.
- 3) Global awareness – Students will learn how social systems, structures, and institutions have differentially shaped the lives of people representing other racial, ethnic, and cultural backgrounds and positionalities.
- 4) Religious understanding and formation – Students will reflect on the ways their faith, spirituality, and values differ from and are reflected in the lives of those around them.
- 5) Integration of learning – Students will critically engage the implications of what they are learning for their own lives, direction, life choices, and world view.

EMU Core cross-cultural learning objectives

- 1) Students will develop an awareness of others in relationship to themselves.
- 2) Students will develop an understanding of interconnectedness of social contexts, systems, or institutions between cultures.

**SOC 375 People, Place, and Community:
The Politics and Practice of Community Development**

Course overview and objectives

In this course, we consider how communities differ from place to place and learn about community-based organizations working in and around DC to improve local neighborhoods. Community development focuses on meeting the needs of places that have been marginalized from political and economic power: communities with limited access to good schools, jobs, adequate housing, quality food, and other resources that make life easier and more fulfilling. In this course, we learn about the ways people work together to improve neighborhoods, to access external resources, and to more fully meet the needs of their neighbors.

This course fulfills the EMU Core Social and Behavioral Sciences (SB) requirement.

Course objectives

- 1) Students will be able to explain the tensions and tradeoffs between centralized policy initiatives and local action as avenues to address the needs of neighborhoods and communities.
- 2) Students will be able to summarize and critique core community development issues and strategies used to address them, through both policy and local practice.
- 3) Students will be able to discuss and evaluate the work of community-based organizations working in and around DC, including the objectives of their work, the strategies they pursue, and the challenges they face.
- 4) Students will be able to describe and assess the geographic variation in community-level social, economic, and political needs and resources.

EMU Core objectives:

- 1) Students will apply theory and methods from the social and behavioral sciences to discipline-specific issues.
- 2) Students will describe peace and social justice perspectives as informed by social and behavioral sciences.

Seminar outline

Week	Date	Topic
1	1/14	What is this place? [Orientation week] <i>(UL and PP&C)</i>
2	1/21	People, place, and capital: Social, physical, and economic space in the urban landscape <i>(UL)</i>
3	1/28	Mapping place: Neighborhoods and communities <i>(PP&C)</i>
4	2/4	Food apartheid and food justice <i>(PP&C)</i> <i>Due: The neighborhood in physical space (UL)</i> <i>Speaker: Lillie Rosen, Deputy Director, DC Greens</i>
5	2/11	Segregation, spatial inequality, and justice <i>(UL)</i>
6	2/18	Gentrification <i>(UL)</i> <i>Speaker: Dominic Moulden, long-time Resource Organizer, ONE DC</i>
7	2/25	Community development policy <i>(PP&C)</i>
8	3/4	Health care access and public health <i>(PP&C)</i> <i>Due: The neighborhood in social and cultural space (UL)</i> <i>Speaker: Elizabeth Egan, Physician Assistant, Whitman Walker Health</i>
9	3/11	Building and organizing community <i>(UL)</i> <i>Due: Community need paper (PP&C)</i>
10	3/18	Fair and affordable housing <i>(PP&C)</i> <i>Speaker: Steve Glaude, President & CEO, CNHED</i>
11	3/25	Race: A spatial project <i>(UL)</i> <i>Due: The neighborhood in economic space (UL)</i>
12	4/1	Economic democracy and community economic control <i>(PP&C)</i> <i>Speaker: Bianca Vazquez, Prog. Dir., Beloved Community Incubator</i>
13	4/8	Writing workshop <i>(UL)</i> <i>Due: Draft final neighborhood case study (UL)</i>
14	4/15	Schools and education <i>(PP&C)</i> <i>Speaker: Dwanna Nicole, Restorative Justice Partnership</i>
15	4/22	Place identity and claims to space <i>(UL)</i>
16	4/29	Final presentations <i>Due: Community need map (PP&C)</i> <i>Due: Final neighborhood case study (UL)</i>

Participation and preparation expectations for seminar

Attendance and participation (30% toward each course in a single grade) – Attendance and active engagement in seminar—through discussion, field activities, and engagement with guest speakers—is expected of all students. I recognize that different ones of us find it easier to participate in different ways and that active listening is just as important as talking in any discussion. I will do my best to facilitate a variety of types of engagement in every meeting, however one of the goals of these courses is to develop students’ abilities to express their thoughts and ideas about the material in seminar discussions, and you will be expected to make a diligent effort to engage with guest speakers and to participate in discussion. You will receive one participation grade, which will be applied to both courses.

Field journal (20% toward each course in separate grades) – You are expected to come to seminar having read and critically engaged the readings for the week. Engagement with the readings includes responding to field journal prompts before class that usually include reporting on small field exploration assignments. Full credit for each course requires completion of 5 field journal entries (5 out of 6 for *UL* weeks and 5 out of 7 for *PP&C* weeks). Each completed entry is worth up to 4 points (totaling up to 20% of your grade for each course). You will create your field journal in a Google Doc, share it with the professor, and add a new page for each new entry. For full credit, field journal entries should include a minimum of 300 words of text, in addition to any required photographs, audio recordings, or other data. Field journal prompts are listed in the syllabus and on Moodle. Field journal entries are due by **11:00am on Thursday mornings**.

Course requirements: The Urban Landscape

Neighborhood case study (50%) – Your final project in this course is a community profile through which you will explore and get to know a neighborhood in the DC metro area. You will use a variety of ways of knowing to describe the neighborhood you are studying. Who lives there? What’s it like? How has the neighborhood changed in recent decades? What makes that place unique? What challenges does the community face? Your research for this project will be completed through a minimum of three field visits to the neighborhood, in addition to background research you conduct online and at the library.

Written submissions and due dates are listed below; **all submissions will be made through Moodle**. Full assignment description and submission requirements are posted on Moodle.

- 1) The neighborhood in physical space (1st field visit) – DUE: **2/4 by 11am** (10%)
- 2) The neighborhood in social and cultural space (2nd field visit) – DUE: **3/4 by 11am** (10%)
- 3) The neighborhood in economic space (3rd field visit) – DUE: **3/25 by 11am** (10%)
- 4) Draft paper for writing workshop – DUE: **4/8 by 11am** (5%)
- 5) Final neighborhood case study (and presentation) – DUE: **4/29 by 11am** (15%)

Course requirements: People, Place, and Community

Organization profiles (10%) – Once during the semester, you will research and profile a specific organization and/or guest speaker. In your presentation, you should let us know the organization’s location, age, and size (in terms of budget and/or number of staff); the sources of its funding; the services it provides; and the population it serves (how is their target population defined?). If profiling a guest speaker, include their role in the organization and any other background about them that you think would be helpful for us to know. Use slides to support your presentation. You will have a chance to sign up for this during the first week of class.

Community need paper (25%) – You will write a short paper about a community need facing lower-income DC communities (e.g., lack of affordable housing, high asthma rates, food insecurity, etc.). In this paper, (1) frame the issue with a literature review that draws on research articles, white papers, and print journalism, (2) describe who struggles with the issue in Washington DC and why, and (3) review strategies being employed to address it. Your paper should be between 900 and 1,500 words and is due on Moodle by **11:00am on March 11**. Cite all your sources using APA style.

Mapping the geography of a community need (15%) – You will create a map of DC that represents the presence or prevalence of the community need you wrote about in your paper. Incorporate into your map the locations of organizations working on the issue. Use your best internet research skills to identify these organizations. Think creatively about how to represent the community issue you have chosen and the organizations you have identified. Unless I give special permission, these maps should be created by hand. Poster board and some art supplies are available. You will present your maps, along with your neighborhood case study, on **Thursday, April 29**. Include on the map the sources of any data you used.

Policies and expectations

Respect for each other

I will do my best to facilitate a space where all voices and perspectives are respected. I expect the same from you. You do not have to agree with other people’s opinions, but you do need to practice respectful listening and constructive dialogue. If at any point you feel that you have been disrespected or are uncomfortable with something that happened during seminar, please come and talk to me about it.

Electronics in the classroom

Personal electronics pervade our lives and we all rely on them to do our work and to make it through the day. Social media has become one of the fundamental ways that we know the world and know each other. However, these tools can also get in the way of the focused presence required to get to know each other and to learn together. Your generation is perhaps better equipped than mine to straddle these realms. Nevertheless, the research consistently shows that when we multitask with electronic devices, we are missing what’s going on right around us. The goal of this class is to be present to and engaged with what (and who!) is going on right around us. Thus, I ask that **phones be on silent and put away during our seminar meetings**. Laptops and tablets may be used to refer to readings or notes, but—for the sake of our time together—

unless I specifically ask you to do so, **internet or social media browsing are not allowed**. I will endeavor to hold myself similarly accountable.

Academic integrity

I take plagiarism, cheating, and other violations of academic integrity extremely seriously. They will not be tolerated. If you have any questions, review the *EMU Academic Integrity Policy* at <https://emu.edu/writing-program/student-resources/academic-integrity/>.

Late assignments

Late submissions of all assignments will be penalized 10% per day.

Grading scale

A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (60-66); F (59 or below)

Disability accommodations

If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Access (<http://www.emu.edu/academics/access/>) on the third floor of the Hartzler library. This office will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Title IX

It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that I cannot keep information about sexual violence confidential if you share that information with me. For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. Incidents that have occurred on campus, at a campus event, and/or while a student at EMU require follow up by the Title IX Coordinator. If you would like to talk to the Title IX Coordinator directly, Rachel Roth Sawatzky can be reached at 540-432-4133 or rachel.roth.sawatzky@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources.

Please refer to the Student Handbook which can be found at <https://emu.edu/studentlife/> for additional policies, information, and resources available to you.

Course schedule

- January 14** **Week 1 – What is this place? (UL and PP&C)**
How do you get to know a city? What lenses do you use? Meeting DC's history and present as guests this semester.
Read:
Badger, E. & Bui, Q. (2020, July 10). Riots Long Ago, Luxury Living Today. *The New York Times*.
Gringlas, S. (2017, Jan. 16). Old Confronts New in A Gentrifying D.C. Neighborhood. *NPR*.
Mathuria, S. (2019, March 28). Place & privilege: Telling stories about places that aren't yours. *Progressive City*.
- January 21** **Week 2 – People, place, and capital: Social, physical, and economic space in the urban landscape (UL)**
How and why do places change? Socially? Physically? Economically?
Read:
Kashino, M. M. (2018, April 4). The reinvention of 14th Street: A history. *Washingtonian*.
Zukin, S. (2008). Consuming authenticity: From outposts of difference to means of exclusion. *Cultural Studies*, 22(5), 724–748.
Field journal UL-1: *Identify and photograph a building that appears to have been recently built or developed. Explain how you know. What types of authenticity did the developers or owners seek to reflect in the building? To whom would this building be attractive and why? As you read the Kashino piece, do you see capital investment driving social and cultural change on 14th Street, or is it the other way around?*
- January 28** **Week 3 – Mapping place: Neighborhoods and communities (PP&C)**
What neighborhood is this? What makes community? And whose story is that to tell?
Read:
de Souza Briggs, X. (2004). Social capital: Easy beauty or meaningful resource? *Journal of the American Planning Association*, 70(2), 151–158.
Hwang, J. (2016). The social construction of a gentrifying neighborhood: Reifying and redefining identity and boundaries in inequality. *Urban Affairs Review*, 52(1), 98–128.
Cohen, M. (2019, March 19). Community mapping: Building power and agency with data. *Data@Urban*.
Field journal PPC-1: *Look up the boundaries of the Brookland or Michigan Park neighborhood—Google Maps is definitely an option but see if you can find boundaries drawn up somewhere else (civic association, historical society, etc.). Go visit one of these boundaries. Photograph the boundary line. Why do you think it functions as a neighborhood boundary? Do things appear different on either side? Would you know you were leaving one neighborhood and entering another if you were just walking down the street? What are examples of significant boundaries from the places where you have lived? What roles did they play? Were they visible in the physical landscape?*

February 4

Week 4 – Food apartheid and food justice (PP&C)

What shapes food access in our communities? Why do some places not have grocery stores? Should we be growing more of our own food?

Watch:

Soul Fire Farm (2016). Soul Fire Farm: Feeding the Soul, Growing Community.

Read:

Hunger Report 2020: The State of Food Insecurity in Greater Washington. (2020, Oct. 5). Capital Area Food Bank.

Food Access & Food Security in the District of Columbia: Responding to the COVID-19 Public Health Emergency. (2020). Office of the DC Food Policy Director.

Penniman, L. (2017, April 27). 4 Not-So-Easy Ways to Dismantle Racism in the Food System. *Yes.*

Massey, B. (2017, February 27). D.C.'s urban farms wrestle with gentrification and displacement. *Civil Eats.*

Field journal PPC-2: Identify the five closest grocery stores or supermarkets to the WCSC house. Write up a transportation plan for getting to each location without a car. Report the quickest option. What things should government do to increase access to healthy food for lower income families?

Due by 11:00am:

The neighborhood in physical space. Submit on Moodle. (UL)

Speaker: Lillie Rosen, Deputy Director, DC Greens

February 11

Week 5 – Segregation, spatial inequality, and justice (UL)

Why do people live where they do? What are the consequences? Who's responsible, and what should be done about it?

Read:

Butler, S. M. & Grabinsky, J. (2015, March 24). Segregation and concentrated poverty in the nation's capital. *Brookings.*

Rothstein, R. (2015, March 30). Should we force integration on those who don't want it?, and other commonplace questions about race relations. *Economic Policy Institute.*

Dreier, P. (2015, May 7). The revitalization trap. *Shelterforce.*

Mock, B. (2015, May 25). The failures and merits of place-based initiatives. *CityLab.*

Sharkey, P. (2014, January). Making our assumptions about integration explicit. *The Dream Revisited: Why Integration?*

Field journal UL-2: Spend 15 minutes in a public space where you can see and be seen by others. Keep a tally of the people you see, counting them either as "more similar to me than different" or "more different than similar." Take a picture of the public space and include it in your field journal. Have you more often lived in places where you felt similar to most people around you or where you felt different than most people around you? What are some of the consequences of a society where people live separate from people who are different than them, whether that separation is chosen or the outcome of structural factors?

February 18

Week 6 – Gentrification (UL)

What is gentrification and why does it happen? Is it a good thing? A bad thing? A natural process and thus morally neutral? Who benefits and how?

Read:

(Read only pp. 3-13 and pp. 75-104.) Hyra, D. S. (2017). *Race, class, and politics in the cappuccino city*. University of Chicago Press.

Crockett, Jr, S. A. (2012, August 3). The Brixton: It's new, happening and another example of African-American historical "swagger-jacking." *The Washington Post*.

Franke-Ruta, G. (2012, August 10). The Politics of the Urban Comeback: Gentrification and Culture in D.C. *The Atlantic*.

Field journal UL-3: *Find and take a picture of a building, signage, or public art that reflects a particular racial or cultural heritage. What role do you think that representation is playing (or is intended to play) in this object and the ways people relate to it? How does Hyra's idea of "Black branding" compare to what Crockett means by "historical swagger-jacking?" What is Franke-Ruta's argument? What parts of these three perspectives do you find most compelling?*

Speaker: Dominic Moulden, long-time Resource Organizer, ONE DC

February 25

Week 7 – Community development policy (PP&C)

Who pays for community development in places with inadequate resources? Whose responsibility is this?

Read:

von Hoffman, A. (2012). The past, present, and future of community development in the United States. In N. O. Andrews & D. J. Erickson (Eds.), *Investing in what works for America's communities: Essays on people, place, and purpose* (pp. 10–54). San Francisco, CA: Federal Reserve Bank of San Francisco and Low Income Investment Fund.

Field journal PPC-3: *If you had unlimited funds to work with, what changes would you most prioritize in the Brookland neighborhood, or some other part of the city? Take some photographs or record audio or video that support your characterization of this need for change. Now imagine you don't have unlimited funds, but still want to see this change realized. What strategies would be most appropriate (e.g., organizing neighbors, writing a grant to convince a private philanthropy to give, policies that sweeten the deal for private investment, etc.)? Referencing the von Hoffman reading, when in the past hundred years have these strategies been used?*

March 4

Week 8 – Health care access and public health (PP&C)

How is health shaped by where you live or by the color of your skin? Why?

Watch:

Jones, C. (2018, April 18). *Dr. Camara Jones Explains the Cliff of Good Health*. Urban Institute.

Read:

(Read only pp. 1-23) Galvez, M., Leopold, J., Okeke, C., & Oneto, A. D. (2019). *Three decades of Mary's Center's social change model*. Urban Institute.

Jackson, M. (2016). *The health of the African American community in the District of Columbia: Disparities and recommendations*. Washington, DC: Georgetown University School of Nursing & Health Studies.

Arnold, J. (2019). Providence Hospital closes after 158 years | 'I think it will put a lot of people in jeopardy'. *WUSA9.com*.

Field journal PPC-4: Look up the locations of Federally Qualified Health Centers in Washington, DC at <https://www.fqhc.org/find-an-fqhc> and capture a screenshot for your journal. Describe the map: where are FQHCs located and where are they not located? Why do low-income communities and communities of color bear disproportionate health burdens in our society? What are the implications?

Speaker: Elizabeth Egan, Physician Assistant, Whitman Walker Health

Due by 11:00am:

The neighborhood in social and cultural space. Submit on Moodle. (UL)

March 11

Week 9 – Building and organizing community (UL)

What is power? And how do we increase the power of a group of people?

Watch:

America Will Be - Episode 1: Uniting a Movement. *Poor People's Campaign: A National Call for Moral Revival*. (2018).

Read:

Power and social change. *Grassroots Policy Project*.

Sen, R. (2003). Introduction: Community organizing—Yesterday and today. In *Stir it up: Lessons in community organizing and advocacy* (pp. xliii–lxv). Jossey-Bass.

Field journal UL-4: Walk around Brookland. Find and take a picture of some type of evidence that neighbors are working together to accomplish something. (Or at the very least, are inviting their neighbors to work together on a project.) In your own words, describe the three faces of power discussed in the reading from the *Grassroots Policy Project*. Have you ever been involved in intentionally exercising one of these dimensions of power?

Due by 11:00am:

Community need paper. Submit on Moodle. (PP&C)

March 18

Week 10 – Fair and affordable housing (PP&C)

What is affordable housing and where does it come from? Who paid for that house you just bought? What's foreclosure and how does it affect communities?

Read:

Wogan, J. B. (2015, February). Why D.C.'s affordable housing protections are losing a war with economics. *Governing*.

Cohen, R. M. (2019, November 14). D.C. is rapidly gentrifying and the fate of its affordable housing hangs in the balance. *Washington City Paper*.

Schuster, H. & Bullard, G. (2020, September 29). Tenant Activism in D.C. Has Surged During The Pandemic. *DCist*.

Field journal PPC-5: Identify a house in Brookland that appears to have been built or remodeled recently. Record the address of the property and take a picture. Use Zillow.com to look up the date and price of the two most recent sales and report these in your journal. Drawing on the readings and your own experience, why do you think the DC housing market doesn't provide enough housing that is affordable to lower-income residents? Is housing affordability a problem in your hometown? Why or why not?

Speaker: Steve Glaude, President & CEO, Coalition for Nonprofit Housing and Economic Development (CNHED)

March 25

Week 11 – Race: A spatial project (UL)

We see racial difference reflected in space, but can the geography of our society actually produce racial identities?

Read:

Delaney, D. (2002). The space that race makes. *The Professional Geographer*, 54(1), 6–14.

Lipsitz, G. (2007). The racialization of space and the spatialization of race. *Landscape Journal*, 26(1), 10–23.

Field journal UL-5: Is Brookland a racialized space? A white space? A black space? How do you know? What evidence can you provide (descriptive or photographic)? Look up and report the racial demographics of the neighborhood using statisticalatlas.com. In the reading for today, Delaney writes: “[E]lements of the social (race, gender, and so on) are not simply reflected in spatial arrangements; rather, spatialities are regarded as constituting and/or reinforcing aspects of the social” (p. 7). And Lipsitz writes: “The lived experience of race has a spatial dimension, and the lived experience of space has a racial dimension” (p. 12). What do these statements mean? What are examples from your own experience that might demonstrate these dynamics?

Due by 11:00am:

The neighborhood in economic space. Submit on Moodle. (UL)

April 1

Week 12 – Economic democracy and community economic control (PP&C)

Who controls the investments that grow our communities? Who controls the profits?

Watch:

Own the change: Building economic democracy one worker co-op at a time. (2015).

Read:

Nembhard, J. G. (2014, October 2). The cooperative solution. *Shelterforce*.

Bockman, J. (2016). Home rule from below: The cooperative movement in Washington, DC. In D. Hyra & S. Prince (Eds.), *Capital Dilemma: Growth and Inequality in Washington, D.C.* (pp. 66–85). Routledge.

Field journal PPC-6: Using internet research, identify a credit union, food co-op, or worker co-op in the DC area. How long has it been open? What community does it serve? What objectives does it pursue? Explain in your own words how the organization or enterprise democratizes capital and profits.

Speaker: Bianca Vazquez, Program Director, Beloved Community Incubator

- April 8** **Week 13 – Writing workshop (UL)**
Due by 11:00am:
 Neighborhood case study draft. Submit on Moodle and bring two hard copies to class. (UL)
- April 15** **Week 14 – Schools and education (PP&C)**
Why do poorer students and students of color have a hard time accessing quality public education? What should we be doing about it?
Read:
 Hannah-Jones, N. (2014, December 19). School segregation, the continuing tragedy of Ferguson. *ProPublica*.
 Naimark, S. (2016, February 4). Gentrification and public schools: It’s complicated. *Shelterforce*.
 Toch, T. (2019, March 20). The Lottery That’s Revolutionizing D.C. Schools. *The Washington Post*.
 King, M. & Gaudiano, N. (2020, September 23). The pandemic could widen the achievement gap. A generation of students is at risk. *Politico*.
Response blog PPC-7: Find and photograph a charter school in DC. Look up the school’s website and report when it was started, by whom, and around what objectives. If you can, figure out what the building was used for prior to becoming a charter school. More broadly, what are the implications of racial segregation in our public school systems? How does DC’s school lottery seek to address these issues?
Speaker: Dwanna Nicole, Restorative Justice Partnership
- April 22** **Week 15 – Place identity and claims to space (UL)**
Whose place is this and who belongs here? How do you know?
Read:
 Chason, R. (2017, July 21). Field wars: Organized league clashes with pickup players in a gentrifying neighborhood. *The Washington Post*.
 Moulden, D., Squires, G. D., & Theresa, A. (2018, Oct. 10). The right to stay put. *Shelterforce*.
 Summers, B.T. (2020, April 27). Authenticity and “Post-Chocolate” Cool in a Rapidly Gentrifying Washington, D.C. *Next City*.
Field journal UL-6: How do you know who belongs somewhere and who doesn’t? What gives somebody the right to stay put—or to keep playing soccer where and how they’ve been playing? Is it appropriate for a government to take steps to protect long-term residents from the displacing impact of gentrification and rising property values? Why?
- April 29** **Week 16 – Final presentations**
Due by 11:00am:
Final neighborhood case study. Submit on Moodle. (UL)
Community need map. Bring to class. (PP&C)