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Source: <https://demographics.virginia.edu/DotMap/index.html>

WCSC 387 Race, Space, and Inequality

SOC 375 Community Development

Spring 2024

Thursdays, 1:00pm - 5:00pm

Washington Community Scholars' Center

Eastern Mennonite University

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

WCSC 387 Race, Space, and Inequality

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.

EMU Core requirements: This course fulfills the Power, Systems, and Justice requirement AND serves as a Writing Intensive (WI) designate.

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 Core outcomes supported by this course

- 1) Power & Equity: Students will analyze power and identity in systems and cultures through the lenses of anti-racism and anti-oppression to promote justice and equity.
- 2) Communication: Students will apply effective communication skills by gathering, interpreting, critiquing, and presenting information from diverse sources.

SOC 375 Community Development

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.

EMU Core requirements: This course serves as a Social and Behavioral Sciences (SB) designate.

Learning outcomes

- 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.
- 5) Students will build skills in leading discussion and be able to reflect critically on effective discussion leadership.

EMU Core outcomes supported by this course

- 1) Power & Equity: Students will analyze power and identity in systems and cultures through the lenses of anti-racism and anti-oppression to promote justice and equity.

Course outline

Week	Date	Topic
1	1/11	What is this place? [Orientation week] (RS&I)
2	1/18	Social, physical, and economic change in the urban landscape (RS&I)
3	1/25	Geographies of race and inequality (RS&I) <i>Due: Neighborhood case study initial visit report (RS&I)</i> <i>Due: Select topic for CD org profile (CD)</i>
4	2/1	A crisis of unaffordable housing (CD) <i>Speaker: Miya Morris, Director of Resident Services, Jubilee Housing</i>
	2/2 (Fri)	<i>Theater performance: Las Hermanas Palacios at GALA Hispanic Theatre (8pm)</i>
5	2/8	Gentrification and the commodification of race and history (RS&I) <i>Speaker: Awad Bilal, Tenant Organizer, Latino Econ. Development Ctr.</i> <i>Due: Las Hermanas Palacios response (RS&I)</i> <i>Due: Select CD org you will profile (CD)</i>
6	2/15	Community wealth building and community economic control (CD) <i>Speaker: Catherine Crosby, Chief, Community Engagement & Institutional Accountability, National Community Reinvestment Coalition</i> <i>Due: Neighborhood case study progress report (RS&I)</i>
7	2/22	Food apartheid and food justice (CD) <i>Speaker: Charles Rominiyi, Program Mgr, The Well at Oxon Run, DC Greens</i> <i>Due: CD org profile background research paper</i>
	2/23 (Fri)	<i>Theater performance: Tempestuous Elements at Arena Stage (8pm)</i>
8	2/29	Mapping place: Neighborhoods and communities (RS&I) <i>Due: Tempestuous Elements response (RS&I)</i>
	3/7	[No class – Spring Break]
9	3/14	What kind of problem is poverty? (CD)
10	3/21	Presentations of CD organization profiles and community need maps (CD) <i>Due: CD organization profile and presentation (CD)</i> <i>Due: Community needs map</i>
11	3/28	Community organizing (RS&I) <i>Speaker: Kelly Iradukunda, Resource Organizer, ONE DC</i>
12	4/4	Health care access and public health (CD) <i>Speaker: Mariah Oates, Communications Manager, Mamatoto Village</i> <i>Due: Draft neighborhood case study (RS&I)</i>
13	4/11	Schools and education (CD) <i>Speaker: Cathy Reilly, Executive Director, Senior High Alliance of Parents, Principals and Educators (S.H.A.P.P.E.)</i>
14	4/18	Place identity and claims to space AND Writing workshop (RS&I)
15	4/23 (Tues)	Presentations of neighborhood case studies <i>Due: Final neighborhood case study (RS&I)</i>

Participation and preparation expectations (WCSC 387 & SOC 375)

Attendance and participation (25% toward each course in a single grade) – Attendance and active engagement in class—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 about the material, and you will be expected to make a diligent effort to engage with guest speakers and to participate in discussion. *Please note that lack of a good faith effort to be present in DC during the WCSC term can compromise your participation grade.* You will receive one participation grade, which will be applied to both courses.

Reading and response blogging (15% toward each course in separate grades) – You are expected to come to seminar having read and critically engaged the readings for the week. This includes submitting 10 response blogs during the semester (5 out of 6 opportunities for each course). Each completed response is worth up to 3 points (totaling up to 15% of your grade for each course). For full credit, response blogs should be a minimum of 250 words and demonstrate critical reflection and the mechanics of proper writing. Questions and prompts are listed in the syllabus and on Moodle. A grading rubric is posted on Moodle. Response blogs are due by **11:00am on Thursday mornings**. *Responses submitted after this deadline are eligible for up to half credit.*

Course requirements: Race, Space, and Inequality

Neighborhood case study (50%) – You will be collecting a variety of types of data in order to tell the story of a particular DC neighborhood. Your story will be structured around answering three core questions: *Whose place is this?* (social domain); *How has this place changed over time?* (historical domain); and *How does money move through this place?* (economic domain). This assignment is an invitation to learn as much as you can about a place and in so doing to try to understand how that place has been shaped by the people who live and work there, how being there has shaped *their* lives, and how both the people and the place have been shaped by the forces that structure opportunity and inequality in our society. The assignment involves three submissions:

- 1) Initial visit report – DUE: 1/25 (Week 3) by 11am (10%)
- 2) Progress report and 1:1 meeting – DUE: 2/15 (Week 6) by 11am (10%)
- 3) Draft case study – DUE: 4/4 (Week 12) by 11am (5%)
- 4) Final case study and presentation – DUE: Tuesday, 4/23 (Week 15) by 11am (25%)

A full assignment description with grading rubrics is posted on Moodle.

Theater performance responses (10%) – We will attend two theatrical performances this semester. *Las Hermanas Palacios* at GALA Hispanic Theatre on Friday evening, February 2, and *Tempestuous Elements* at Arena Stage on Friday evening, February 23. After each show, you will submit a 300-word response to the play. What was most compelling about the show? What issues did the play engage? What did they do well? What could have been stronger? In what ways did the play intersect with what you have been studying, doing, or thinking about this spring in DC? Your responses are due by 11am on Thursday, the weeks following the performances. Each response is worth 5% of your final grade.

Course requirements: Community Development

Community development organization profile (45%) – In this assignment, you will familiarize yourself with a social or economic challenge faced by lower-income or otherwise marginalized communities in the DC area, review strategies in the community development field for addressing this issue, and profile a local organization working on the issue, including an interview with a staff member at the organization.

This assignment includes the following. Altogether they count toward 45% of your final grade. Full assignment description and submission requirements are posted on Moodle.

- 1) **Select topic** – DUE 1/25 (week 3) by 11am (2%)
- 2) **Select organization** – DUE 2/8 (week 5) by 11am (3%)
- 3) **Background research paper** – DUE 2/22 (week 7) by 11am (15%)
- 4) **Interview** – *No submission. Profile will not be accepted without an interview.*
- 5) **Organization profile** – DUE 3/21 (week 10) by 11am (20%)
- 6) **Presentation** – In class on 3/21 (week 10) (5%)

Mapping the geography of a community need (15%) – You will create a map of DC that represents some aspect of the landscape of community needs that the organization you profiled is working to address. Where are those needs most acute? Where are they least of an issue? Devise an attractive way to represent this variation across the DC area. You should include on your map the location(s) of the organization you profiled, in addition to the locations of other organizations working on the community needs you have represented on your map. Clearly cite the sources of any data you are representing on the map. A grading rubric is posted on Moodle. You will present your map on **3/21**.

Policies and expectations

Come to talk to me

I am more than happy to speak with you about these courses, questions about assignments, or other concerns you may have. You are always welcome to stop by my office and ask if I'm available to talk. Best practice is to text me first, to save you the steps if I'm in a meeting or for another reason unavailable. We can also set up a time to talk in the future, go for a walk, or get coffee.

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 class, please come and talk to me about it.

Electronics in the classroom

The goal of this class is to be present to and engaged with the work of learning that we are pursuing together. Thus, I ask that phones be on silent and put away during our class 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

At EMU, academic accountability means that community members are accountable to themselves, their colleagues, the university, and the fields of study in which they engage. To be academically accountable means to be able to give a transparent account of the academic work that we do. It means that we “leave tracks” and create trails so that others may learn where we started and how we ended up where we are. A transparent account for academic work involves producing and submitting one’s own work in papers, essays, projects, quizzes and tests; correctly and consistently acknowledging sources used; factually representing research results, one’s credentials, and facts or opinions; and appropriately documenting use of technology.

Generative AI (gAI) systems are rapidly improving in their abilities to assist us in different stages of the writing process. My expectation is that you document your use of gAI in any written assignments submitted in these classes. Simply include a footnote describing briefly the ways you used gAI in your process. I support the use of gAI in the writing process up to but not including the crafting of the words that you submit for a written assignment. Unacknowledged use of gAI in developing or producing written work will be treated as plagiarism. Responses to violations of academic integrity will be handled according to the [Academic Accountability Policy and Procedures](#).

Late assignments

Unexcused late submissions of assignments will be penalized 10% per day. Late submissions of response blogs are eligible for up to half credit.

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](#) 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 and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to the Title IX Coordinator (Kimberly Anderson, JD) directly, she can be reached at 540-432-4849 (4TIX) or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, University Chaplain and Seminary Campus Pastor, or 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.

Course schedule

January 11

Week 1 – What is this place? (RS&I)

How do you get to know a city? What lenses do you use? Meeting DC's history and present as guests this semester.

Listen:

Johnson, J. (2016, May 11). Anacostia Unmapped: The Nacotch tank and the First Gentrifiers. *WAMU*.

Read:

Mathuria, S. (2019, March 28). Place & privilege: Telling stories about places that aren't yours. *Progressive City*.

Overly, S., Smith-Barrow, D., O'Donnell, K., & Li, M. (2022, April 15). Washington Was an Icon of Black Political Power. Then Came Gentrification. *POLITICO*.

(Read only pp. 37-41.) Verloo, N. (2020). Urban ethnography and participant observations: Studying the city from within. In N. Verloo & L. Bertolini (Eds.), *Seeing the City: Interdisciplinary Perspectives on the Study of the Urban* (pp. 37-55). Amsterdam University Press.

January 18

Week 2 – Social and economic change in the urban landscape (RS&I)

What drives change in the city? Is it about culture or is it about profit?

Read:

Kashino, M. M. (2018, April 4). The reinvention of 14th Street: A history. *Washingtonian*.

(Read only pp. 724-738.) Zukin, S. (2008). Consuming authenticity: From outposts of difference to means of exclusion. *Cultural Studies*, 22(5), 724–748.

(Read only pp. 196-202.) Smith, N. (1984/2008). A Seesaw Theory of Uneven Development. In *Uneven Development: Nature, Capital, and the Production of Space*. University of Georgia Press.

Submit by 11am:

Response blog RSI-1: What drivers of change stand out to you in these accounts? Who is involved? Contrast Zukin and Smith's perspectives. (250 words)

January 25

Week 3 – Geographies of race and inequality (RS&I)

We see racial difference reflected in space, but does geography produce racial identities?

Watch:

Housing Segregation and Redlining in America: A Short History. (2018, April 11). *Code Switch from NPR*.

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*.

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

Submit by 11am:

1) Response blog RSI-2: Explain how living and working in segregated spaces could shape somebody's understandings of what race means: the significance of their own racial identity as well as the racial identities of others? Delaney and other geographers argue that the spatial organization of our society produces and perpetuates racial privilege and inequality. Do you agree? If so, how does that work? (250 words)

2) Neighborhood case study initial visit report (RS&I)

3) Select topic for CD org profile (CD)

February 1

Week 4 – A crisis of unaffordable housing (CD)

Why does housing cost so much in DC? Who does this hurt and what can we do about it?

Read:

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

DC's Affordable Housing Toolbox: Key Housing Programs and How To Make Them Better. (2019, April 11). *DC Fiscal Policy Institute*.

Homelessness in DC is on the rise. What should the city do about it? (2023, May 17). *Street Sense Media*.

Submit by 11am:

1) Response blog CD-1: Why are housing costs so out of control in DC? What strategies described in these readings seem most promising to you? Whose responsibility is it to make housing more affordable? Whose responsibility is it to help people who are unhoused? (250 words)

In class

Speaker: Miya Morris, Director of Resident Services, Jubilee Housing

February 2
(Fri evening)

Theater performance: *Las Hermanas Palacios* at GALA Hispanic Theatre (8pm)

February 8

Week 5 – Gentrification and the commodification of race and history (RS&I)

What is the difference between honoring history and exploiting it? What story is being told in the branding of a new business or new development?

Read:

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*.

Summers, B. T. (2021). Race, Authenticity, and the Gentrified Aesthetics of Belonging in Washington, D.C. In C. Lindner & G. F. Sandoval (Eds.), *Aesthetics of Gentrification: Seductive Spaces and Exclusive Communities in the Neoliberal City* (pp. 115–136). Amsterdam University Press.

Submit by 11am:

1) **Response blog RSI-3:** What does Crockett mean by historical swagger-jacking? What is Franke-Ruta's critique of Crockett? And how does Summers' analysis relate to each of these arguments? What do you find most compelling in this set of perspectives? (250 words)

2) **Las Hermanas Palacios response (RS&I)**

3) **Select CD org you will profile (CD)**

In class:

Speaker: Awad Bilal, Tenant Organizer, Latino Econ. Development Ctr.

February 15

Week 6 – Community wealth building and community economic control (CD)

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:

Kimble, M. & Wagner, A. (2022, August 9). Can Anacostia Build a Bridge Without Displacing Its People? *New York Times*.

Peiffer, E. (2023, February 22). The Promise and Pitfalls of the Washington, DC, Region's Strong Capital Flows. *Urban Institute*.

Submit by 11am:

1) **Response blog CD-2:** What is your assessment of community wealth building strategies, including cooperative businesses and community land trusts? Why don't we see more of this? (250 words)

2) **Neighborhood case study progress report (RS&I)**

In class:

Speaker: Catherine Crosby, Chief, Community Engagement & Institutional Accountability, National Community Reinvestment Coalition

February 22

Week 7 – Food apartheid and food justice (CD)

How do racism and other structural inequities shape our food system? In a rich country, why do so many people go hungry? What should we do about it?

Watch:

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

Read:

Hunger Report 2023: Insights on food insecurity and inequity in the Greater Washington region. (2023). Capital Area Food Bank.

Sánchez, V. (2022, July 7). Black-owned stores work to end D.C.'s food deserts. *The Washington Post*.

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

Submit by 11am:

1) **Response blog CD-3:** Food insecurity is both a reflection of other structural inequalities and a driver that helps perpetuate them. What approaches described in these readings and the video to decreasing food insecurity and making our food system more just do you find most compelling? (250 words)

2) **CD org profile background research paper (CD)**

In class:

Speaker: Charles Rominiyi, Program Mgr, The Well at Oxon Run, DC Greens

February 23
(Fri evening)

Theater performance: *Tempestuous Elements* at Arena Stage (8:00pm)

February 29

Week 8 – Mapping place: Neighborhoods and communities (RS&I)

What neighborhood is this? What makes community? And whose story is that to tell?

Read:

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.

Schweitzer, A. (2019, May 30). Some Say ‘East Of The River’ Has A Negative Connotation. Hello, ‘East End’? *WAMU*.

Flock, E. (2011, October 8). NoMa: The neighborhood now has a name, but it’s still searching for its identity. *The Washington Post*.

Submit by 11am:

1) **Response blog RSI-4:** So what if people define a neighborhood in different ways and with different names? Do you think it matters? Why or why not? What significance does Hwang’s research ascribe to place definition of this kind? (250 words)

2) ***Tempestuous Elements response (RS&I)***

March 7

[No class – Spring Break]

March 14

Week 9 – What kind of problem is poverty? (CD)

In the U.S., who do we see as the “deserving poor”—those who deserve our help? Who should pay for community development in places with inadequate resources?

Read:

Katz, M. (2013). Epilogue : What Kind of Problem is Poverty? In *The Undeserving Poor: America’s Enduring Confrontation with Poverty, 2nd Edition* (pp. 268-278). Oxford University Press.

Green, G. P., & Haines, A. (2016). A history of community development in America. In *Asset Building & Community Development* (pp. 32-56). Sage.

Gilmore, R.W. (2007). In the shadow of the shadow state. In *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex* (pp. 41-52). Duke University Press.

Submit by 11am:

1) **Response blog CD-4:** In your opinion, what characterizes people or communities deserving of society’s help? Who should pay for community development in places with inadequate resources? (250 words)

March 21 Week 10 – Presentations of CD organization profiles and community need maps (CD)

Submit by 11am:

1) CD organization profile and presentation (CD)

Bring to class:

1) Community needs map (CD)

In class:

Presentations of CD organization profiles and community need maps

March 28 Week 11 – Community organizing (RS&I)

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

Read:

Garza, A. (2020). Chapters 3-5: First Lessons, The First Fight, and Unite to Fight. In *The Purpose of Power: How We Come Together When We Fall Apart* (pp. 47-94). One World.

A Primer on Community Power, Place, and Structural Change. (2020). *USC Dornsife Equity Research Institute*.

Submit by 11am:

1) Response blog RSI-5: What most resonates with you from Alicia Garza's story? How does she frame the work of community organizing? In what ways have you been involved in organizing in your life? (250 words)

Speaker: Kelly Iradukunda, Resource Organizer, ONE DC

April 4 Week 12 – Health care access and public health (CD)

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:

Dwyer, D. & Barthel, M. (2021, Oct 20). 'We Are Literally Terrified Of Giving Birth': The Road To Motherhood Is Different For Black Women Around D.C. *DCist*.

Barthel, M., Dwyer, D., & Gomez, A.M. (2022, Aug 18). 'We Want Them To Feel Uplifted': This Health Clinic Fills A Gap In Care For Pregnant People In Wards 7 And 8. *DCist*.

King, C. J., Buckley, B. O., Maheshwari, R., & Griffith, D. M. (2022). Race, Place, And Structural Racism: A Review of Health and History In Washington, D.C. *Health Affairs*, 41(2), 273–280.

Submit by 11am:

1) Response blog CD-5: Why do low-income communities and communities of color bear disproportionate health burdens in our society? Is it inevitable? What are the implications? (250 words)

2) Draft neighborhood case study (RS&I)

Speaker: Mariah Oates, Communications Manager, Mamatoto Village

April 11

Week 13 – Schools and education (CD)

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*.

Stein, P. (2019, September 20). As cities gentrify and schools diversify, PTOs grapple to ensure all parent voices are heard. *The Washington Post*.

Toch, T. (2019, March 20). The Lottery That's Revolutionizing D.C. Schools. *The Washington Post*.

Submit by 11am:

1) Response blog CD-6: What are the implications of racial segregation in our public school systems? How does DC's school lottery seek to address these issues? What relationships might exist between school choice and gentrification? (250 words)

Speaker: Cathy Reilly, Executive Director, Senior High Alliance of Parents, Principals and Educators (S.H.A.P.P.E.)

April 18

Week 14 – Place identity and claims to space AND Writing workshop (RS&I)

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*.

Submit by 11am:

1) Response blog RSI-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? (250 words)

April 23

(Tuesday, 3pm)

Week 15 – Presentations of neighborhood case studies

Submit by 11am:

1) Final neighborhood case study. Submit on Moodle. (RS&I)

In class:

Present *Neighborhood case study*. (RS&I)