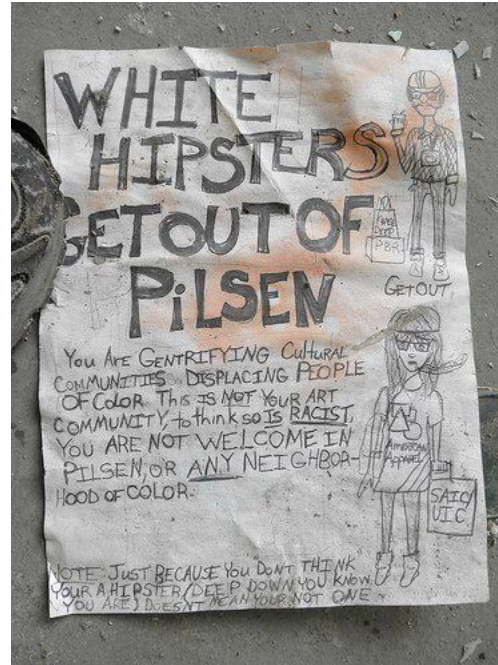


The Gentrification Double:

A Seminar + Studio about Changing Neighborhoods in Washington, DC



Professor Brian J. McCabe

Email: mccabeb@georgetown.edu

Zoom Room: 860 342 4974

Introduction: Welcome to the gentrification double – a super-sized course designed to deepen your understanding of gentrification and engage in a series of skills-based projects around it. Students are required to simultaneously enroll in two courses: the gentrification seminar (SOCI-222) and the gentrification studio (SOCI-305). The courses are intentionally designed to be complimentary. The first course will introduce you to key ideas, debates and conversations about gentrification; the second course will enable you to apply those concepts to a series of projects about gentrification. With this syllabus, I'll share with you more about the *gentrification double* – my shorthand for the two courses – and my expectations for your participation in the course.

The rationale for a six-credit course is simple. Too often, our academic work is disconnected from the real world application of the topics we study. Although we study critical social issues, like gentrification, the academic environment offers few opportunities for students to engage beyond written assignments in the course. This course seeks to disrupt that model of education by critically studying the process of gentrification and engaging in a set of projects through a studio learning environment.

The weekly seminar will take place on Wednesdays at 2 p.m. in Professor McCabe's Zoom Room. This seminar will be taught synchronously (and recorded when students are unavailable for synchronous learning). Like a traditional academic seminar, we will engage with research on gentrification to deepen our understanding of this process. Through a variety of books, journal articles, films and popular media, each class meeting will focus on a single proposition about gentrification. By engaging with analyses from urban sociologists, critical theorists and community organizers, we will work to understand how gentrification is remaking the contemporary city. To do so, we will investigate the racialized history of American cities to understand how persistent patterns of racial segregation and concentrated poverty emerged and solidified. We will engage in conversations about creating more equitable cities by asking who has a right to shape, claim and occupy urban spaces, and how those contests are playing out in the contemporary urban landscape. Notably, the course will ask students to wrestle with questions that are empirical, theoretical and normative. We will keep an eye toward public policies that have paved the way for gentrification, as well as those intended to ameliorate its negative effects.

As a companion course to the seminar, the gentrification studio creates a hands-on opportunity for students to engage in project-based work on the topic. The virtual learning environment creates exciting opportunities for students to work independently and in groups on various research projects. The studio will largely be conducted asynchronously. For the first half of the semester, students will work on studio-based projects assigned by Professor McCabe. These projects are an opportunity to gain research skills while deepening your knowledge of gentrification. For the second portion of the course, students will design and build their own project around gentrification.

Course Readings: I will ask you to purchase or rent three books for this course. Additional course readings are available on Canvas. The books are:

- Brandi Summers. *Black in Place: The Spatial Aesthetics of Race in a Post-Chocolate City*. ISBN: 978-1469654010
- Peter Moskovitz. *How to Kill a City: Gentrification, Inequality and the Fight for the Neighborhood*. ISBN: 978-156858903
- Samuel Stein. *Gentrification and the Real Estate State*. ISBN: 978-1786636393

Grading: The seminar portion will be graded consistent with University policies for the Fall 2020 semester. The rubric for the seminar portion is listed below. The studio will be graded with a Pass / Fail format to allow students greater independence in experimenting with projects. Exceptions to either of these grading systems can be made upon request by students.

Seminar Requirements:

- **Zoom Attendance and Participation.** Students are expected to attend every synchronous meetings on Wednesday. When they are unavailable to participate, they should watch the recorded session. Your participation is worth 30 points.
- **Weekly Response on Canvas.** Students are required to submit a brief (< 1 page) response to the weekly readings on Canvas by Tuesday at midnight. There are eleven opportunities to submit these assignments, but students are only required to submit ten assignments. These responses are worth 20 points.
- **Paper Proposal:** A final paper proposal (2-3 pages) + an annotated bibliography with six citations is due on October 21st. This submission is worth 10 points.
- **Final Paper:** A final paper (10-15 pages) is due on December 11th. This is worth 40 points.

Studio Requirements:

- **Individual and Group Projects.** Students will complete seven individual and group projects throughout the semester, as listed at the end of the syllabus. These projects vary in their scope – some will take only one week to complete while others may require up to several weeks. Students are required to satisfactorily complete each project to earn a passing grade for the course.
- **Final Project.** Each students will have an opportunity – either independently or with their classmates – to design, create and complete a final project for the course. Students will devote nearly eight weeks to these projects, so the scope of the project should be commensurate with the allotted time. This is your opportunity to be creative – to film a video, create a series of podcasts, build your graphic design skills, do some data analysis, etc.

Canvas: Please note that Canvas will show you two sites for this course: SOCI-222 and SOCI-305. We will *only be using the SOCI-222 Canvas site*. All submissions for BOTH the studio and the seminar will be made through the SOCI-222 site. All submissions, including final paper, paper proposal, weekly assignments and studio assignments, should be submitted via Canvas through the SOCI-222 site.

Participation: Advanced seminars rely on the active, engaged participation of students in the course. Although the online learning environment creates unique obstacles for a seminar course, I am confident that we can build an active community to study gentrification together. With that in mind, I expect students will make every effort to attend the synchronous meetings of the seminars at 2 p.m. EST and complete all assignments for both the seminar and the studio promptly. Given the extraordinary circumstances on the current moment, I will be flexible with assignments. *However, I expect students who miss assignments or seminar sessions to proactively communicate with me about their situation.* The studio portion of the course will largely be conducted asynchronously with assignments due regularly throughout the semester. As noted below, Professor McCabe will hold weekly Zoom hours from 10 – 12 EST on Fridays (during the time period scheduled for the studio).

Course Schedule: Our seminar will meet synchronously on Wednesdays from 2 – 4 pm (EST). The studio portion of the course will be conducted largely asynchronously. Small groups will be expected to connect regularly throughout the semester to work on projects. On the syllabus, I have listed Wednesday’s **seminar courses in bold** and Friday’s **studio courses in blue**. Each seminar meeting is set-up as a proposition that will be the center of the debate for each week.

	Gentrification Seminar This course will be taught synchronously on Wednesdays from 2 – 4 pm (EST). Zoom Room: 860 342 4974	Gentrification Studio Professor McCabe will be available on Fridays 10 am – 12 (EST) Zoom Room: 860 342 4974
Week 1	<p>August 26: Gentrification: A Radical, but Personal Introduction</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: David Harvey, <i>The Right to the City</i> • Read: John Joe Schlichtman and Jason Patch, <i>Gentrifier? Who, Me? Interrogating the Gentrifier in the Mirror</i> 	<p>August 28: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Watch: Professor McCabe’s bicycle tour of Washington, DC.
Week 2	<p>September 2: Gentrification is a Dirty Word: Historic and Contemporary Perspectives</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Neil Smith, <i>Is Gentrification a Dirty Word?</i> • Read: Japonica Brown-Saracino, <i>Explicating Divided Approaches to Gentrification and Growing Inequality</i>. • Visit: Next City, Gentrification: A Timeline • Read: P. E. Moskowitz, <i>How to Kill a City</i>, Part 1. <p>During Class:</p> <ul style="list-style-type: none"> • Watch: Interview with Zawadi Rucks-Ahidiana, Assistant Professor of Sociology, University of Albany <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #1 	<p>September 4: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Watch: Professor McCabe’s recorded lecture on demographic change in Washington, DC • Read: Michael Maciag, Washington DC: Gentrification Maps and Data. • Watch: Professor McCabe’s instructions on Project #2. <p>Submit:</p> <ul style="list-style-type: none"> • Project #1: The History of a City

<p>Week 3</p>	<p>September 9: Gentrification Requires Disinvestment: Racism, Neighborhoods and the History of American Cities</p> <p>Before Class</p> <ul style="list-style-type: none"> • Read: Emily Badger and Quoctrung Bui, Riots Long Ago, Luxury Living Today • Read: Alex Von Hoffman, <i>The Quest to Save the Inner City: A Historical Perspective</i> • Read: Richard Rothstein, How Government Policies Cemented the Racism that Reigns in Baltimore • Read: Mindy Thompson Fullilove, <i>Root Shock: The Consequences of African American Dispossession</i> • Read: P. E. Moskowitz, <i>How to Kill a City</i>, Part 2. <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #2 <p>During Class:</p> <ul style="list-style-type: none"> • Listen: Terry Gross with Richard Rothstein, A Forgotten History of How the US Government Segregated America. 	<p>September 11: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Watch: Chocolate City: A Documentary. • Read: Jonathan Jackson, <i>The Consequences of Gentrification for Racial Change in Washington, DC</i> • Read: Lisa Sturtevant, <i>The New District of Columbia: What Population Growth and Demographic Change Mean for the City</i> <p>Submit:</p> <ul style="list-style-type: none"> • Project #2: Property Values in Gentrifying and non-Gentrifying Neighborhoods
<p>Week 4</p>	<p>September 16: Gentrification is Class Conflict: The Revanchist Politics of Urban Space</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Neil Smith, <i>Toward a Theory of Gentrification: A Back to the City Movement by Capital, Not People.</i> • Read: Dax Devlon Ross, Separate and Unequal in DC: A Story of Race, Class and Washington Politics • Read: P. E. Moskowitz, <i>How to Kill a City</i>, Part 3. • Watch: Do the Right Thing (on Netflix, Amazon Prime) <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #3 	<p>September 18: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Use this opportunity to get to know your groups members for Project #4 & #5. You don't need to meet during studio time, but you should figure out a couple times when you're all available to meet. <p>Submit:</p> <ul style="list-style-type: none"> • Project #3: Create an Infographic about Gentrification

	<p>During Class:</p> <ul style="list-style-type: none"> • Watch: Interview with Jan Doering, Assistant Professor of Sociology, McGill University • Professor McCabe will assign groups for Projects #4 & #5 	
Week 5	<p>September 23: Gentrification Creates Diverse Communities: Population Heterogeneity and Social Mixing</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Watch: Flag Wars (on Amazon Prime, PBS) • Read: Robert Chaskin and Mark Joseph, <i>Positive Gentrification: Social Control and the Right to the City in Mixed-Income Communities</i> • Read: Kate S. Shaw and Iris W. Hagemans, <i>Gentrification without Displacement and the Consequent Loss of Place</i>. • Read: Loretta Lees, <i>Gentrification and Social Mixing: Toward an Inclusive Urban Renaissance?</i> • Read: Theo Greene, <i>Gay Neighborhoods and the Rights of the Vicarious Citizen</i> <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #4 <p>During Class:</p> <ul style="list-style-type: none"> • Watch: Interview with Theo Greene, Assistant Professor of Sociology, Bowdoin College 	<p>September 25: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Browse newspaper articles (e.g., Washington Post, Washington City Paper, etc.) and blogs (e.g., Greater Greater Washington, Popville, Bloomberg CityLab) on gentrification. Use these articles to start thinking about the major issues being discussed in the media. These should also be helpful as you complete Project #4. • Read: Furman Center, Focus on Gentrification
Week 6	<p>September 30: Gentrification is a Growth Strategy: Neoliberalism and Uneven Development</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Jason Hackworth and Neil Smith, <i>The Changing State of Gentrification</i>. • Read: Neil Smith, <i>New Globalism, New Urbanism: Gentrification as Global Urban Strategy</i> 	<p>October 2: Asynchronous Studio</p> <p>Submit:</p> <ul style="list-style-type: none"> • Project #4: Get to Know a Neighborhood • Sign your parents up for class on October 16 using this link!

	<ul style="list-style-type: none"> • Read: J. Peter Byrne, <i>Two Cheers for Gentrification</i> • Read: P. E. Moskowitz, <i>How to Kill a City</i>, Part 4. <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #5 <p>During Class:</p> <ul style="list-style-type: none"> • Watch: Interview with Max Besbris, University of Wisconsin & Korver-Glenn, University of New Mexico 	
Week 7	<p>October 7: Gentrification Exploits Blackness for Profit: Race and Politics in the City</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Derek Hyra, Selling a Black DC Neighborhood to White Millennials. • Read: Brandi Summers, <i>Black in Place: The Spatial Aesthetics of Race in a Post-Chocolate City</i>, Introduction + Ch. 1 - 3. • Watch: The Last Black Man in San Francisco (on Netflix, Amazon Prime) <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #6 <p>During Class:</p> <ul style="list-style-type: none"> • Watch: Interview with Brandi Summers, Assistant Professor of Geography, University of California Berkeley 	<p>October 9: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Continue working with your group from Project #4 to develop your neighborhood walking tour. Consider the multiple sources (e.g., historical documents, newspaper articles, local non-profits, etc.) that would be useful in crafting your tour.
Week 8	<p>October 14: Gentrification Erases Cultural Memory: The Challenge of Authenticity</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Brandi Summers, <i>Black in Place: The Spatial Aesthetics of Race in a Post-Chocolate City</i>, Ch. 4 - 5 + Conclusion. 	<p>October 16: “Bring Your Parent to Class” Day</p> <ul style="list-style-type: none"> • Actually, you don’t have to bring them – you can just send them! Professor McCabe will prepare a special, hour-long lecture at 11 a.m. (EST) <i>just</i> for your parents. Just help them get

	<ul style="list-style-type: none"> • Read: Japonica Brown-Saracino, <i>Social Preservationists and the Quest for Authentic Community</i>. • Read: Derek Hyra, <i>The back-to-the-city movement: Neighborhood redevelopment and the process of political and cultural displacement</i>. • Read: National Community Reinvestment Coalition, <i>Gentrification and Cultural Displacement in American Neighborhoods</i>. <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #7 <p>During Class:</p> <ul style="list-style-type: none"> • Watch: Conversation with Japonica Brown-Saracino, Boston University • Professor McCabe will assign new groups for Project #6. 	<p>access to the Zoom Room access and let them learn for the morning. (Note: Parental participation is optional, <i>not</i> required. The session will be recorded for parents who prefer to learn asynchronously.)</p> <p>For Class:</p> <ul style="list-style-type: none"> • Begin working with your group on Project #6 to design an interview script or create a schematic for your content analysis. <p>Submit:</p> <ul style="list-style-type: none"> • Project #5: Neighborhood Walking Tour
<p>Week 9</p>	<p>October 21: Gentrification Criminalizes Poverty and Privatizes Public Space: A Changing Spatial Dynamic</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Ben Holtzman, <i>Gentrification's First Victims</i> • Read: Abdallah Fayyad, <i>The Criminalization of Gentrifying Neighborhoods</i> • Read: Brenden Beck, <i>Policing Gentrification: Stops and Low-Level Arrests during Demographic Change and Real Estate Reinvestment</i> • Read: Margaret M. Ramirez, <i>City as Borderland: Gentrification and the Policing of Black & Latinx Geographies in Oakland</i> • Read: Samuel Stein, <i>Capital City: Gentrification and the Real Estate State, Introduction + Ch. 1-2</i>. <p>Submit:</p> <ul style="list-style-type: none"> • Research Proposal 	<p>October 23: Asynchronous Studio</p>

	<p>During Class:</p> <ul style="list-style-type: none"> • Watch: Interview with Ryan Finnigan, Assistant Professor of Sociology, University of California Davis • Complete Peer Review of Research Proposal 	
Week 10	<p>October 28: Gentrification Creates a Housing Crisis: Displacement and Eviction</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Laura Gottesdiener, How Wall Street Has Turned Housing into a Dangerous Get Rich Quick Scheme – Again. • Chester Hartman, <i>Displacement: A not so new problem</i> • Mary Pattillo, <i>Housing: Commodity vs. Right</i> • Adam Elliot-Cooper, Phil Hubbard and Loretta Lees, <i>Moving Beyond Marcuse: Gentrification, displacement and the violence of un-boming</i> <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #8 	<p>October 30: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • By the end of October, you should be thinking about your final project. Although there is no formal proposal, make sure that you’ve discussed your idea(s) with Professor McCabe. After Project #7, you’ll turn your attention to your final project. <p>Submit:</p> <ul style="list-style-type: none"> • Project #6: Interview or Content Analysis
Week 11	<p>November 4: Challenging Gentrification Requires Government Action: Public Policy and Neighborhood Change</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: David Madden and Glyn Robbins, The Limits of Liberal Urbanism • Read: Samuel Stein, <i>Capital City: Gentrification and the Real Estate State, Ch. 3-5.</i> <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #9 	<p>November 6: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Start setting some goals and a timeline for the next six weeks. What do you need to accomplish each week? What are your goals each week? What does your final project look like?

Week 12	<p>November 11: Only the People Can Organize Against Gentrification: Reframing the Right to the City</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Justin Tombolesi, How to Beat Back Gentrification • Read: Peter Marcuse, <i>From Critical Urban Theory to the Right to the City</i> • Skim: Ananya Roy, Housing Justice in Unequal Cities <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #10 	<p>November 13: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Continue working on your final project. <p>Submit:</p> <ul style="list-style-type: none"> • Project #7: Blog Post (Individual)
Week 13	<p>November 18: A More Just City is Possible: Capitalism, Inequality and the Promise of a More Equitable Urbanism</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Tom Slater, <i>The Eviction of Critical Perspectives from Gentrification Research</i>. • Skim: <i>The Just City Essays: 26 Visions for Urban Equity, Inclusion and Opportunity</i> • Read: Susan Fainstein, <i>Planning and the Just City</i> <p>Submit:</p> <ul style="list-style-type: none"> • Canvas Discussion #11 	<p>November 20: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Continue working on your final project.
Week 14	<p>November 25: Thanksgiving Recess – No Class</p>	<p>November 27: Thanksgiving Recess – No Class</p>
Week 15	<p>December 2: Moving Forward: Gentrification, Justice and the Future of Cities</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Re-read: David Harvey, <i>The Right to the City</i>. • Read: Peter Marcuse, <i>Gentrification, Justice and Personal Ethics</i> 	<p>December 4: Asynchronous Studio</p> <p>For Class:</p> <ul style="list-style-type: none"> • Continue working on your final project.
Final	<p>December 11: Final Papers Due</p>	<p>December 18: Final Projects Due</p>

Studio Project Assignments: For the studio portion of the course, I will ask you to complete eight assignments. Some of the assignments should take no more than a couple hours; others will require more time to complete. These assignments are designed to complement our work in the seminar by engaging directly with social science research to study gentrification. Below, I briefly describe each of the assignments. Additional details will be provided during class.

Project #1: The History of a City (Individual)

On the bike tour, I introduced you to a handful of neighborhoods and communities. I rode through U Street, Le Droit Park and Penn Quarter past the Carnegie Library, the Convention Center, the Howard Theatre ... and so much more! For your first assignment, research the history and transformation of one of the places on the tour. Sign up on [this Google Spreadsheet](#) to make sure that you're not duplicating locations with your classmates. Your task is to learn about the history of the place; describe the way it has transformed through gentrification; and educate your classmates about it. This assignment shouldn't take more than two or three hours to complete. You'll submit a video (maximum length: 60 second!) that can easily be filmed on your phone or computer. (No need for editing or special effects.) Professor McCabe will compile these into a reel to share with the entire class.

Project #2: Property Values in Gentrifying and non-Gentrifying Neighborhoods (Individual)

While we've learned that there are a lot of ways to measure gentrification, one option is to think about property values. For this assignment, I would like you to select two properties in Georgetown, two properties in Shaw *and* two properties in Congress Heights (so, six properties in total). You'll use the online source Redfin (www.redfin.com) to learn about property values. For each property, filter to find properties that *sold in the past year*, rather than those that are currently for sale. Please select only properties with multiple transactions – in other words, those that have sold more than once! Using [this shared spreadsheet](#), please enter the neighborhood; the address of the property; the square footage of the property; the year of sale; and the price for the sale for each property. *Each transaction will have its own line in the spreadsheet.* In other words, if you're entering a property that sold three times (e.g., in 1999, 2005 and 2018), you'll enter it into the spreadsheet three times. *For each sale, calculate the price per square foot of the sale (by dividing the price of the sale by the square footage).* We will use this information to understand what happens to property values in gentrifying and non-gentrifying neighborhoods. After you enter this information into the spreadsheet, I will create an infographic utilizing this data to identify changing prices across neighborhoods.

Project #3: Create an Infographic about Gentrification (Individual)

Using the data that we collected on property values, I created a chart showing trends in property values across gentrifying and non-gentrifying neighborhoods. Now it's your turn! Your job is to identify data about gentrification – it can be anything, really – and create your own infographic. Be creative! For this project, you can choose data on DC or another city. You could choose demographic data or information about housing and businesses. You might compare one gentrifying neighborhood to the city, or make comparisons across gentrifying neighborhoods, or just tell us something about a single neighborhood. You may choose to do some data analysis yourself, or to

just find some existing data and turn it into an infographic that tells an interesting story. You could use information we've learn from the course – about stages of gentrification, for example – to create an infographic. Your goal is to use data and information to tell a story in the form of a graphic. While I am happy to provide guidance, I would encourage you to use on-line resources to figure out how to develop your infographics. You will submit a single image (PDF, JPEG) that will be compiled into a book for the course.

Project #4: Get to Know a Neighborhood (Group)

For your first group project, I will ask you to begin to tell the story of a gentrifying neighborhood. You're welcome to choose the medium. It can be a written story; a slide deck of infographics; an audio podcast; a video presentation; a website; etc. One good options for this type of project is a [StoryMap through ArcGIS!](#) You can draw on different types of source material – for example, you might use data available on population change; historic district reports; research conducted by previous researchers; newspaper articles; planning documents from the city or non-profits; etc. Introduce the neighborhood to your readers (or viewers). Tell readers key aspects of the neighborhood history and describe how gentrification has shaped the community. Identify any controversies or events around gentrification that have recently shaped the neighborhood. Identify key commercial establishments, community groups or organizations that have helped to shape the history of the neighborhood and its current contours. This is an opportunity for us, as a class, to better get to know the neighborhoods in Washington, DC. (Note: For students located in another city or place where they would like to do this assignment, you can do so with the permission of Professor McCabe.)

Project #5: Neighborhood Walking Tour (Group)

One good way for people to learn about a neighborhood is through a walking tour. When we started the course, we took a bike tour of neighborhoods in the city. Now, it's time for you to develop a set of walking tours. From the neighborhood you've come to know, put together a walking tour with ten stops in the neighborhood. For each stop, tell us about the stop, and its contribution to the community. Again, you can submit this in whatever medium you choose – you could submit a brochure for your tour and a map; do an audio recording describing each of the stops; etc. (Again: For students located in another city or place where they would like to do this assignment, you can do so with the permission of Professor McCabe.)

Project #6: Interview or Content Analysis (Individual or Group)

For this project, you'll need to decide whether you'd like to conduct a content analysis or a series of interviews. Content analysis draws on published or existing sources (e.g., newspaper articles; documented oral histories; historic designation brochures; websites; etc.) to code and analyze information. For example, you may be interested in how often articles about trendy neighborhoods in travel magazine mention retail establishments, and what types of words they use to describe these establishments. Interviews, on the other hand, draw on a script developed by researchers to guide the interview process. The script is the series of questions that you will ask of your interviewee. These scripts guide the research process to ensure that interviews are conducted in systematic, thorough ways. If you're doing a content analysis, you should analyze and code 2-5 pieces of content (depending on their length – oral histories are longer, so you can do fewer of them, but short newspaper pieces, you should do more). You will submit your coding scheme, the content you analyzed (e.g., a PDF of the articles)

and your coding information. If you decide to do interviews, you'll need to conduct, record, transcribe and code one interview per person in your group. (So, if you're working solo, you just need to do one interview; if you're working in a group of three, you should each conduct an interview.) You should submit this information, along with your interview script.

Project #7: Blog Post (Individual)

Your final assigned project is a 500-600 word blog post about gentrification and public policy. In reality, this can be a blog post about *any* policy – eviction policy, affordable housing, criminal justice, transportation, etc. You can write a post about an existing policy, or talk about a proposed policy (and its relationship to gentrification). You could think about policies in other cities and how they might apply to DC, or consider a policy being debated before the City Council. Before getting started on your research, I would encourage you to visit Greater Greater Washington (www.ggwash.org) and think about how to write an interesting, effective blog post. How do these posts begin? What type of information do they include? How are they structured? What type of research is necessary for them? You will submit a single blog post that will be compiled into a set of posts for the course.

Final Project:

For your final project, the world is your oyster. You can work with your classmates or complete a project by yourself. You can build on something we've done in the course or go in a totally different direction. The final project can be a discrete project – something you'll complete by the end of the semester and never return to – or the seeds of something else (e.g., an honors thesis, an independent study, etc.). It can be audio, visual, written, performed, sung, acted, analyzed ... Use this opportunity to think about skills that you want to build and topics you want to learn about. Think about an audience. Think about how much time you have to dedicate to this project.