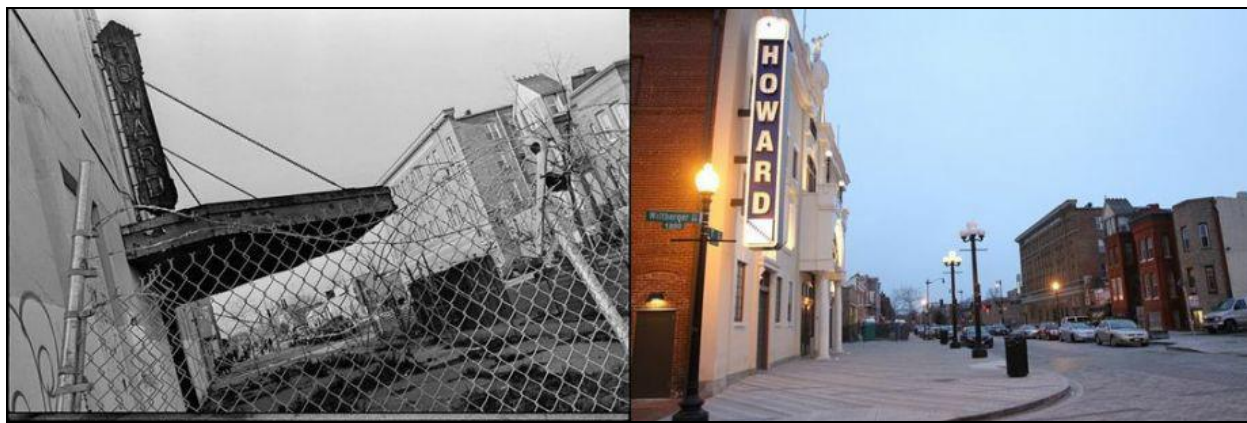


Story Mapping Neighborhood Change in Washington, DC



Source: NextCity.org

Instructor: Willow S. Lung-Amam, Ph.D.
lungamam@umd.edu
ARCH (Building 145), #1226
T: (301) 405-6289
F: (301) 314-9583
www.arch.umd.edu/ursp/faculty/willow-lung-amam
Office Hours: Tuesdays, 11:00am - 1:00pm or by appointment

Graduate Assistant: Jeanne Choquehuanca
jeannec@umd.edu
Caroline Hall, Office #0111
T: (863) 398-5718
Office hours: Thursdays, 1:00 - 3:00pm or by appointment

Class Information: 3 units
Tuesdays, 4:00 - 6:30pm
ARCH (Building 145), Classroom #1119
Course website on ELMS (www.elms.umd.edu)
No prerequisites required
Fulfills the "social planning" requirement in URSP

Course Description

Washington, DC is a rapidly changing city. In recent decades, the District has experienced unprecedented growth and prosperity, reversing decades of population loss and declining housing values as it has emerged among the hottest real estate markets in the nation. But the city's success has stirred mixed emotions and sometimes conflicts among long-term residents and newcomers who often see and experience the city in different ways.

In this course, students will engage the sense of loss and possibility arising in the city as they map DC neighborhoods using a combination of different mapping techniques and primary data collected from residents to create online community story maps. The maps will narrate change across the city's diverse neighborhoods and give voice to DC residents' experiences, memories, attachments, hopes, and dreams for the changing city.

In addition to attending course seminars on neighborhood change and participatory mapping, students will engage in a series of in-class workshops to learn various mapping techniques. They will also work in neighborhoods and with community leaders and groups to document residents' valued places and how these places have changed over time. This will culminate in community presentation of students' story maps in Washington, DC.

Course Objectives

By the end of the semester, students should:

- Be familiar with the forces behind neighborhood change, including gentrification;
- Understand how neighborhood change can affect residents' sense of place attachment and meaning;
- Be familiar with Washington, DC and its neighborhoods;
- Understand the important trends in and forces behind the reshaping of Washington DC's neighborhoods over time;
- Be familiar with various participatory mapping techniques and their uses in planning;
- Be able to apply different mapping techniques to planning in and with communities;
- Understand the importance of story and storytelling to creating more engaged and inclusive communities;
- Engage thoughtfully, respectfully, and honestly with community residents and other students around issues of neighborhood change; and
- Hone their professional presentation and mapping skills.

Assignments & Grading

Grade Scale:

LTR	Q.P.	PCT.	CRITERIA
A+	4.0	97-100%	Denotes excellent mastery of the subject and outstanding scholarship.
A	4.0	94-97%	Denotes excellent mastery of the subject and outstanding scholarship.
A-	3.7	90-93%	Denotes excellent mastery of the subject and outstanding scholarship.
B+	3.3	87-89%	Denotes good mastery of the subject and good scholarship.
B	3.0	84-86%	Denotes good mastery of the subject and good scholarship. (<i>Minimum GPA for Graduates in Major</i>)
B-	2.7	80-83%	Denotes good mastery of the subject and good scholarship. (<i>Minimum grade for Graduate Credit</i>)
C+	2.3	77-79%	Denotes acceptable mastery of the subject.

C	2.0	73-76%	Denotes acceptable mastery of the subject. <i>(Minimum GPA for Undergraduates in Major).</i>
C-	1.7	70-72%	Denotes acceptable mastery of the subject. <i>(Minimum grade for Undergraduate Credit)</i>
D+	1.3	67-69%	Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.
D	1.0	63-66%	
D-	0.7	60-62%	
F	0.0	Below 60%	Denotes failure to understand the subject and unsatisfactory performance.
I	INC		Incomplete -- Due to illness or a family emergency. Incomplete Contract is to be signed by student and instructor.

Class participation: 15%
Reading analysis: 10%
Neighborhood profile presentation: 10%
Walking tour presentation: 15%
Google My Map presentation: 20%
Final Arc GIS Story Map presentation: 30%

Please check ELMS under each assignment for grading rubrics.

Class participation: Because this is a discussion course, one of the students' primary responsibilities is active participation. Readings should be completed by the date they are listed on the syllabus. Students should come to class with copies of the readings, and be prepared to make comments, ask questions, actively listen, and respectfully engage with others about the readings in an appropriate and productive manner that promotes critical, inclusive, and productive course discussions. Please be on time. Absences or coming late to class will result in lowered participation grades. Students' ability to be respectful and helpful in group work is critical for students' success in this course and will be assessed as part of your participation grade and in the review of group assignments. Midterm and final participation grades will be posted on ELMS.

Reading analysis: For each discussion session, one or more students will prepare a short summary of the main themes, questions and/or issues that the readings or movies raise. Students' should include all the readings or movies for that week in their analysis. Their write-up should be a concise document that is **no longer than two pages** which summarizes the main points of the readings or movie, and a set of questions that the student(s) think would be good for discussion. Good questions are those that try to punch holes in the main ideas, methods, or conclusions, make connections among various readings or themes of the course, or extend the author's main concepts or points into the real world (such as relating to your or others' experiences or pressing social or policy issues). Students should **email a copy to the class by via ELMS by Monday at midnight** and be prepared to introduce their reading analysis in class to help launch our discussions. Sign-up sheets will be passed around in the first class.

Neighborhood profile presentation: This group exercise is designed to help ground students in the basic social and spatial characteristics of their neighborhoods and prepare them for subsequent mapping exercises. The idea is to complete a profile of your assigned DC neighborhood using a series of available secondary data. Students' presentations will explore the history of their neighborhood and its changes over time, as well as its current demographic and spatial characteristics, such as housing, transportation access,

land uses, and neighborhood amenities. A more detailed assignment sheet will be handed out in class. Students will present their neighborhood profiles to the class on Tuesday, **February 16th**. Presentations should be no longer than **10 minutes per group**. Project grades will be determined by both instructor and peer-review. Presentations should be uploaded to **ELMS "Assignments" by 4:00pm**. Only one member of the group has to turn it in for all members.

Walking tour presentation: This group exercise asks students to walk their assigned neighborhood and document places of special meaning in the community. These could be places that have been identified from previous background research, from onsite observations, or from talking to users. Students will use a mobile mapping app to document these places during their walking tour. Various types of documentation techniques may be used including pictures, videos, and audio recordings of user interviews. An in-class workshop will train students in using the mobile app and how to produce an online story map from the results. All neighborhoods will be Metrorail or bus accessible and cost less than \$6.00 one way to access from campus. A more detailed assignment sheet will be handed out in class. Students will present their neighborhood profiles to the class on Tuesday, **March 22nd**. Presentations should be no longer than **10 minutes per group**. Map files should be uploaded to **ELMS "Assignments" by 4:00pm**. Only one member of the group has to turn in the assignment for all members. Project grades will be determined by both instructor and peer-review.

Google My Map presentation: This group exercise asks students to engage long-term residents and community leaders in their assigned neighborhoods in documenting their special places and stories about these places. Students will reach out to community groups and leaders (with the assistance of contacts already identified by the Instructor and GA for each neighborhood) to conduct a series of resident interviews and focus groups. The goal of each group will be to interview 20 current or former residents who can offer a diversity of perspectives about the neighborhood. This can include older residents, youth, business owners, public officials, organizational leaders or others. When meeting with residents, students will conduct a cognitive mapping exercise to identify special places in the neighborhood and ask residents to explain why they have included particular places in their maps (or to tell the "story" of these place). With the permission of participants, all interviews should be audio recorded. It will be up to students to arrange for places and times for interviews and focus groups that are mutually agreeable and accessible. Students will use resident quotes, historic and contemporary photographs, video clips, and other materials to create a Google My Maps story map that documents their findings. An in-class workshop will train students in using Google My Maps. A more detailed assignment sheet will be handed out for this assignment in class. Students will present their findings to the class on **Tuesday, April 19th**. Presentations should be no longer than **10 minutes per group**. Map files should be uploaded to **ELMS "Assignments" by 4:00pm**. Only one member of the group has to turn the assignment in for all members. Project grades will be determined by both instructor and peer-review.

Final Arc GIS Story Map presentation: This group exercise is the culmination of students' research and mapping efforts this semester. Students will assemble any archival documentation, interview materials (including select quotes as well as audio files), photographs, and video footage they have captured during the course of the semester to create a visually compelling ESRI GIS-based online story map of their neighborhood. This map will provide select data about the neighborhood and neighborhood change (as documented in the neighborhood profile); document students' process of story mapping the neighborhoods; and show their findings about the places that matter to residents and why, using a variety of materials (ex: photos, videos, and written or audio stories). An in-class workshop will train students in using the ESRI

Story Map platform. Students will present drafts of their presentations to the class on Tuesday, **May 10th**. Presentations should be no longer than **15 minutes per group**. The following week, **May 17th**, students will present their story maps at a time to be determined within Washington, DC. Map files should be uploaded to **ELMS "Assignments" by 4:00pm**. All research documentation and analysis should be shared in a **UMD Box**. Only one member of the group has to turn in both assignments for all members. Project grades will be determined by both instructor and peer-review.

Course Policies, Procedures, and Expectations

Paper and Presentation Formatting & Tips: All papers turned in for grading should be written in 12-point, Time New Roman font. Papers should be double-spaced with at least a 1" margin on all sides. Citations should use Chicago Manual style. Presentations should generally be done in Power Point, through other formats such as Prezi may also be used (please consult me if you are considering another format). Some good rules of thumb when putting together professional presentations include: 1) Use legible type (no less than 24 pt.); 2) be concise (key points, not sentences); 3) use images to help you (a picture says a thousand words, it's true); 4) limited number (a good rule is one slide per minute); 5) use special effects sparingly (if at all); 6) keep it simple (flashy backgrounds and fonts often go badly—focus on readability and clarity); 7) still cite appropriate (even images); and the most importantly—PRACTICE, PRACTICE, PRACTICE!

Group Work: You will be required to work in groups extensively for this class. In working in groups, students are expected to work collaboratively to develop shared goals, objectives, methods, and analysis. While dividing up work makes sense at some points, groups must coordinate and communicate on a regular basis to make sure that they are moving towards a shared product. A significant portion of students' grades for this class will also be based on group work. Peer-review grading and instructors' knowledge about group dynamics and student's level of effort will be used to assess his/her contribution to the group work and may result in different grades for group members (see individual assignment rubrics on ELMS for point breakdowns). Remember that the best projects come from true collaborations where students understand and appreciate that everyone bring their own special skills and talents to bear and that, try as you might, the workload will never be "equal." That said, please feel free to come to talk to me at any time with concerns about group dynamics, workload, or other concerns.

Fieldwork, Travel, and Safety: You are required to travel for this course. At a minimum, you will visit your assigned neighborhood with your group for the walking tour. You will also likely return to your neighborhood several times when compiling your Google My Maps and need to meet residents at locations outside your neighborhood. While all neighborhoods are easily accessible by public transit, some students may choose to conduct interviews or focus groups at locations that can only be accessed by car.

You are strongly encouraged to conduct any and all site visits in groups and think about personal safety while conducting fieldwork and otherwise traveling for this course. It is important for students to exercise caution while walking crossing streets—crossing only at marked crosswalks with the signal, and not stopping in the street to take pictures. Avoid taking pictures of people during site visits. Pay close attention to your surroundings and leave the area immediately if you feel unsafe.

Class Correspondence: Throughout the semester, I will send course-related content via e-mail which may include any announcements regarding class cancellations, university-wide emergencies, room changes,

assignments, or other time-sensitive material. Students are responsible for checking their e-mails and course website on a regular basis, and for any content that I send out. Course notifications will be sent through ELMS, so please make sure that your information is up-to-date and your notification preferences are set accordingly. Also, I will be sending around a student information sheet on the first day of class. If the contact information you put on here changes, please notify me as soon as possible.

I invite students to visit, call, or e-mail to discuss issues, ideas, suggestions, or questions related to the course. I will generally be available to address any student questions, problems, or concerns immediately before or after class. You may visit me during office hours or contact me for an appointment. Otherwise, email is the best way to reach me. I will generally respond to your emails within 48 hours during the week, but not on the weekend. I have a mailbox in the main office of the Architecture Building (ask at the front desk), where you can leave me written materials, but please email me to also let me know that you have left materials for me there.

Late Assignments and Make-up Work: Unless students have received an extension, assignments not received on the date and time specified in the assignment will be considered one day late. Assignments received 24 hours after that will be considered two days late, and so on. For every day late, work will be assessed a one letter grade penalty off the grade the work earns before any penalty is assessed. After five days, unless excused, assignments will not be accepted and students will receive a zero for the assignment. Make-up work is available for students who have excused absences, but must be negotiated directly with the instructor.

Absences: Although extenuating circumstances do occasionally preclude students from attending class, students are expected to make a reasonable effort to come to class. If you plan to miss a class, please confirm your absence prior to class time in an email to me. Regardless, you will still be responsible for ensuring that all assignments are completed and for any material that we cover in class. It is the student's responsibility to provide appropriate documentation for excused absences. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Students who fail to notify the instructor of these circumstances and/or fail to provide appropriate documentation will not be eligible for an excused absence. Students who experience a prolonged absence(s), or an illness on days when presentations are scheduled or assignments are due, are required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. Further information on the University's policies on medically necessitated absences can be found online at: <http://www.president.umd.edu/policies/v100gnew.html>

Concerns about Grades: Student questions or concerns regarding grades should be submitted to the instructor in writing.

Students with Disabilities: If you need disability-related accommodations or other special arrangements or considerations, please let the instructor know as soon as possible. Information on Disability Support Services can be found online at: <http://www.counseling.umd.edu/DSS/>.

Laptops & Other Electronic Gadgets: Laptops are permitted in the class, but should only to be used for viewing electronic copies of reading materials and taking notes. If you are surfing the web or doing another

non-course related activity, it is not only distracting to you, but others around you. If this becomes a problem, I reserve the right to restrict the use of computers in the classroom. All other electronic gadgets should be shut off or on silent during class time.

Academic Integrity: UMD takes academic integrity seriously. Information on the University's policies on academic honesty can be found online at the Office of Judicial Programs and Student Ethical Development, <http://www.jpo.umd.edu/> or the Student Honor Council, <http://www.shc.umd.edu/>. All projects and assignments submitted by students enrolled in this course must be entirely the product of the individual student. Unless approved by the instructor, students may not receive any assistance from fellow students, students outside of this course, spouses, significant others, relatives, friends, acquaintances or employees. Students who fail to meet this requirement will be subject to University policies concerning Academic Dishonesty.

Honor Code: The University has a nationally recognized Honor Code, administered by the Student Honor Council. Unless you are specifically advised to the contrary, the Pledge statement should be *handwritten* and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Ownership of Work: University regulations require faculty to retain all examinations for a period not less than one academic year. I reserve the right to retain certain projects for use in publicity, display, or other official uses. In addition, projects may be retained for archival reasons or in cases of grade disputes.

Religious Observances: The University's policy on religious observance states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Further information on this policy can be found online at: <http://www.president.umd.edu/policies/iii510anew.html>

Campus Safety / Inclement Weather / School Closure Policy: This course will not meet in the event of extreme weather or other emergency that causes the University of Maryland to close. University closure status can be monitored at: http://www.umd.edu/emergencypreparedness/weather_emer/. UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text messages to your e-mail, cell phone, or pager. When an emergency occurs, authorized senders will instantly notify you using UMD Alerts, connecting you to real-time updates, instructions on where to go, what to do or not do, who to contact, and other important information. To register for UMD Alerts, please visit: <http://alert.umd.edu/>.

Sexual Harassment: The University of Maryland is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. Accordingly, the Campus prohibits sexual harassment. Sexual harassment may cause others unjustifiable offense, anxiety, and injury. Sexual harassment threatens the legitimate expectation of all members of the Campus community that academic or employment progress is determined by the publicly stated requirements of job

and classroom performance, and that the Campus environment will not unreasonably impede work or study. Please familiarize yourself with the policies and procedures found at:
<http://www.usmh.usmd.edu/regents/bylaws/SectionVI/VI120.html/>.

Course Evaluations: Course evaluations are an important component of higher education. I take course evaluations very seriously utilizing the information to assist me in improving teaching methods, revising curriculum, and planning new courses. It is the responsibility of every student to provide objective critical feedback at the conclusion of every semester. Information on course evaluation policy can be found at: <http://www.courseevalum.umd.edu/>. In addition the University-wide course evaluations, I generally ask students to fill out an instructor-generated midterm and final evaluation. All evaluations are completely anonymous.

Copyright Notice: Class lectures and other materials are copyrighted and may not be reproduced for anything other than personal use without my written permission.

Course Materials

Required Readings: This course has no required textbooks. All course readings will be posted on ELMS at least a week before they are due. All students should have read assigned readings for that week before arriving to class. If students have additional readings that they would like to suggest, please let me know and I will consider distributing them to the class as alternative or supplemental readings.

Required Films: Unless otherwise noted in the course calendar, all required films will be put on reserve for viewing at Hornbake Library's Nonprint Media Services Desk and will be put on ELMS website for streaming under the "Modules" tab approximately one week before they are due.

Other Required Media: In this course, we will also be listening to several radio broadcasts and viewing online maps. Website URLs are included for some. Many online articles and radio broadcasts can also be found on the ELMS "Modules" tab.

Course Calendar

Please Note: As I try to adjust the course throughout the year to meet objectives and respond to student feedback, course materials or calendar may be subject to change. Unless otherwise indicated, any materials listed under the course calendar is required as part of each week's readings.

January 26: Course Introduction and Overview

Class canceled due to inclement weather.

February 2: Introduction to Asset and Story Mapping

What is story mapping? Why do we do it? How can the process help to improve communities, particularly those occupied primarily by low-income or other marginalized groups?

Readings:

Kretzmann, John P. and McKnight, John L. "Mapping Community Capacity." (Chapter 10) In Minkler, Meredith. *Community organizing and community building for health and welfare*, 1997. 157-175.

Parker, Brenda. "Constructing Community through Maps? Power and Praxis in Community Mapping." *Professional Geographer*, 58:4, (2006): 470-484

O'Looney John. Mapping communities: Place-based stories and participatory planning. *Community Development* 29.2 (1998): 201-36.

Maps:

- City of Memory, <http://www.cityofmemory.org/map/index.php>
- Philadelphia 2035 Citywide Vision:
<http://phl.maps.arcgis.com/apps/MapTour/index.html?appid=a1396879a36545389269abb350d3579d>

February 9: Chocolate City Remembered

How and why did Washington, DC come to be popularly known as "Chocolate City"? What was everyday life and politics like in an African-American majority city?

Readings:

Gillette Jr, Howard. Part III: The City and the Modern State" in *Between Justice and Beauty: Race, Planning and the Failure of Urban Policy in Washington DC, Baltimore, The Johns Hopkins University Press*, 1995. 131-207.

Ruble, Blair. "The Last Colony" (Chapter 5) and "Chocolate City" (Chapter 6). *Washington's U Street*. Washington, DC/Baltimore: Woodrow Wilson Center Press/John Hopkins University Press, 2010. 173-260.

Maps:

- Mapping Segregation in DC.
<http://jmt.maps.arcgis.com/apps/MapJournal/?appid=061d0da22587475fb969483653179091>
- Somerville Community Map: <http://archive.somervillecdc.org/communitymap/>

Guest Speaker: Samir Meghelli, Curator, DC Neighborhoods, Anacostia Community Museum

February 16: Change in the Chocolate City

When did the so-called "revitalization" or "renaissance" of Washington, DC begin to take shape? What were some of the main forces or causes behind these changes? What neighborhoods have been most affected?

Readings:

Ruble, Blair. *Washington's U Street* (Chapter 7). Washington, DC/Baltimore: Woodrow Wilson Center Press/John Hopkins University Press, 2010. 261-312.

Knox, Paul L. "The Restless Urban Landscape: Economic and Socio-Cultural Change and the Transformation of Washington, D.C." *Annals of the Association of Geographers*, 81.2 (1991): 181-209.

Ash, Chris M. and George D. Musgrove. "'We Are Headed for Some Bad Trouble': Gentrification and Displacement in Washington, DC, 1920-2014" (Chapter 6). In Hyra, Derek and Sabiyha. Prince (eds.). *Capital Dilemma: Growth and Inequality in Washington, D.C.* Florence: Taylor and Francis, 2015. 107-137.

Maps:

- Washington, D.C., Gentrification Maps and Data: <http://www.governing.com/gov-data/washington-dc-gentrification-maps-data.html>
- Washington, D.C.: Our Changing City: <http://datatools.urban.org/features/OurChangingCity/>

Student Presentations: DC Neighborhood Profiles. In addition to bringing a copy on a thumb drive to class, presentations should be uploaded in ELMS "Assignments."

February 23: Participatory Mapping

Why do we map with individuals or communities? What are the possibilities for participatory planning mapping in a digital era? What are its challenges or constraints?

Readings:

Talen, Emily. "Bottom-up GIS: A new tool for individual and group expression in participatory planning." *Journal of the American Planning Association* 66, no. 3, 2000: 279-294.

Dennis, Samuel F. "Prospects for qualitative GIS at the intersection of youth development and participatory urban planning." *Environment and Planning A* 38.11 (2006): 2039-2054.

Norwood, Carla, and Gabriel Cumming. "Making maps that matter: Situating GIS within community conversations about changing landscapes." *Cartographica: The International Journal for Geographic Information and Geovisualization* 47.1 (2012): 2-17.

Renee Sieber. *Public Participation Geographic Information Systems: A Literature Review and Framework*, *Annals of the Association of American Geographers*, 96.3 (2006): 491-507.

Maps:

- University of Victoria Community Mapping Collaborative: <http://mapping.uvic.ca/>
- Mapping DC's Latino History & Affordable Housing: <http://www.holacultura.com/day-one-dia-uno/>

Guest speaker: Dr. Ronald W. Luna, University of Maryland, Department of Geography

March 1: Methods of Story Mapping--Mobile App Mapping, Cognitive Maps, and Google My Maps

What mobile mapping applications are there and what are their strengths and weaknesses? What is cognitive mapping? How can you do cognitive mapping with communities? How can this information be used to construct a story map? How are Google My Maps useful in storytelling neighborhoods?

Readings:

Peace Corps Office of Overseas Programming and Training. "Model Sessions: PACA Tools." *Using Participatory Analysis for Community Action*, Booklet #5. U.S. Peace Corps, 2005.

Jones, Phil, Evans, James. "The walking interview: Methodology, mobility and place". *Applied Geography* v31 n2, 2011: 849-858.

Kitchin, Robert M. "Cognitive maps: What are they and why study them?." *Journal of environmental psychology* 14.1 (1994): 1-19.

Mobile App Maps:

- Youth Community Mapping: http://www.youthcommunitymapping.org/US_projects.html
- The College of New Jersey's Bonner Community Mapping Project: <http://www.mappler.net/tcnjocm/>

Google My Maps Examples:

- City of Words DC: <http://maps.google.com/gallery/details?id=zfi7hbGPyckg.ktCoxcliDDS0&hl=en>
- Gangs of Los Angeles (2015):
http://maps.google.com/gallery/details?id=zMC7tfcRop6s.koD9cCcyHJ_0&hl=en
- NY Map of Restrooms, <http://m3.mappler.net/nyrestroom/>
- You can find more examples at the Google My Maps Gallery:
<http://maps.google.com/gallery?hl=en>

Workshop: Mobile Mapping Apps and Google My Maps

To prepare for the workshop, please download and fiddle with the following mobile apps prior to class:

Iphone users: [Map Plus](#) and Enhanced Format (\$2.99)

- Map Plus Documentation: http://duweis.com/en/mapplus_guide.html

Android users: [Google My Maps](#) for android (Free)

- My Maps Mobile documentation: <https://support.google.com/mymaps/answer/3138699>

You may also want to review the following:

Google My Maps Tutorials:

- Google My Maps Help Center: <https://support.google.com/mymaps/?hl=en#topic=3188329> ;
<https://support.google.com/mymaps/answer/3024396?hl=en>
- Google My Maps Tutorial Series: <https://www.youtube.com/watch?v=JO5WPBOd9mE>

March 8: Power and Politics in Mapping

What do maps reveal? What do they hide? In what ways are maps socially constructed? How do maps help mediate social and spatial relations?

Readings:

Harley, J.Brian. "Maps, knowledge, and power" (Chapter 8). In Henderson, George and Waterstone, Marvin. *Geographic thought: a praxis perspective*, 1988. 129-148.

Harris, Trevor, and Weiner, Daniel. "Empowerment, marginalization, and community-integrated GIS." *Cartography and Geographic Information Systems* 25.2 (1998): 67-76.

Elwood, Sarah. "Negotiating Knowledge Production: The Everyday Inclusions, Exclusions, and Contradictions of Participatory GIS Research." *The Professional Geographer* 58.2, (2006): 197-208.

Maps:

- Gangs of Los Angeles (2015):
http://maps.google.com/gallery/details?id=zMC7tfcRop6s.koD9cCcyHJ_0&hl=en

Required Groups Meetings: Students must arrange a time to meet with the instructor and GA outside of class this week to talk about their project plans.

March 15: Spring Break

NO CLASS

March 22: Place Matters

Why are neighborhood spaces important to individuals and communities? What kinds of meanings, values, and attachments do residents invest in them? How can neighborhood change disrupt these attachments? How can stories help to get at residents' deeper meanings about their neighborhood landscapes?

Readings:

Lynne Manzo and Douglas Perkins. "Finding common ground: The importance of place attachment to community participation and planning" *Journal of Planning Literature*, 20.4 (2006): 335-350.

Florida, Richard. "How Gentrifiers Change the Definition of a Neighborhood." *City Lab*, 6 March 2015.

Prince, Sabiyha. "Arrival, Belonging, Difference: Exploring the Oral Histories of Elder African

Americans" (Chapters 3) and "Race, Place, Representation, and Attachment" (Chapter 4)". *African Americans and Gentrification in Washington, D.C.: Race, Class and Social Justice in the Nation's Capital*. Burlington, VT: Ashgate, 2014. 55-101.

Hopkinson, Natalie. "Farewell to the Chocolate City." *New York Times*, 23 June 2012.

Film: Venkatesh, Sudhir. *Dislocation*. 2005. View on ELMS modules.

Radio Broadcast:

Kellog, Alex. "D.C., Long 'Chocolate City,' Becoming More Vanilla." Cities in Transition Special Series, NPR, Feb. 15, 2011. Listen to this on the ELMS modules.

Student Presentations: Walking tour presentations. Map files should be uploaded to ELMS "Assignments."

March 29: Defining Gentrification: Causes and Consequences

What is gentrification? What is it not? What are some of the core questions and debates about gentrification among scholars and public policy makers? What does gentrification look like in Washington, DC?

Readings:

Slater, Tom. "The eviction of critical perspectives from gentrification research." *International Journal of Urban and Regional Research* 30.4 (2006): 737-757.

Jackson, Jonathon. "The Consequences of Gentrification for Racial Change in Washington, DC." *Housing policy* 25.2 (2014): 353-373.

Hilton, Shani O. "Confessions of a Black Gentrifier: When Demographic Change Doesn't Involve Color." *Washington City Paper*, March 18, 2011.

Hyra, Derek. "The Back-To-The-City Movement: Neighbourhood Redevelopment and Processes of Political and Cultural Displacement". *Urban Studies* 52.10 (2014): 1753-1773.

Film: Walton, Ellie, Dir. *Chocolate City*. 2007. Watch it on the ELMS modules.

Guest speaker: Derek Hyra, American University

April 5: Conflicts and Challenges of Change

What are some of the conflicts and challenges that have arisen around gentrification in Washington, DC? How have long-term residents responded to the changing city?

Readings:

Howell, Kathryn. "'It's Complicated...': Long-Term Residents and Their Relationships to Gentrification in Washington, DC" (Chapter 13). In Hyra, Derek and Prince, Sabiyha, eds. *Capital Dilemma: Growth and Inequality in Washington, D.C.* Florence: Taylor and Francis, 2015. 255-278.

William, Brett. "Beyond Gentrification: Investment and Abandonment on the Waterfront" (Chapter 11). In Hyra, Derek and Prince, Sabiyha, eds. *Capital Dilemma: Growth and Inequality in Washington, D.C.* Florence: Taylor and Francis, 2015. 227-238.

Modan, Gabriella Gahlia. "The Politics of Filth." (Chapter 4) *Turf Wars: Discourse, Diversity, and the Politics of Place*. John Wiley & Sons, 2008. 137-169.

Franke-Ruta, Garance. "The Politics of the Urban Comeback: Gentrification and Culture in D.C." *The Atlantic Monthly*, Aug. 10, 2012.

Dvorak, Petula. "From Chocolate City to Latte City: Being black in the new D.C." *The Washington Post*, Oct. 15, 2015.

Film: Al Jazerra (2010). *There Goes the Neighborhood*. Watch it on the ELMS modules.

April 12: Class will not meet for Chinatown, DC event on the 13th

Students are required to attend the panel on neighborhood change in Chinatown, DC, an event organized by URSP's Student Planning Association in the Architecture Building from 7:00 – 9:00pm on Wednesday, April 13th. In preparation for Wednesday's panel, please read and listen to the items listed below.

Readings:

Summers, Brandi. "H Street, Main Street and the Neoliberal Aesthetics of Cool" (Chapter 15). In Hyra, Derek and Prince, Sabiyha, eds. *Capital Dilemma: Growth and Inequality in Washington, D.C.* Florence: Taylor and Francis, 2015. 299-314.

Zukin, Sharon. "Whose Culture? Whose City?" (Chapter 1). *The Cultures of Cities*. Blackwell, 1995. 1-48.

Leeman, Jennifer, and Gabriella Modan. "Commodified language in Chinatown: A contextualized approach to linguistic landscape." *Journal of Sociolinguistics* 13.3, (2009): 332-362.

Wang, Yanan (2015, July 18). "D.C.'s Chinatown has only 300 Chinese Americans left, and they're fighting to stay". *Washington Post*, July 18, 2015.

Radio Broadcast:

Berman, Emily. "Low-Income Seniors Struggle to Stay in the City they Call Home". *National Public Radio*, Sep. 26, 2014. Listen to this on the ELMS modules.

April 19: Counter Mapping and Reclaiming Alternative Neighborhood Narratives

*How can mapping create an alternative space for marginalized groups or communities to tell their stories?
How can mapping "rewrite" dominant narratives of places?*

Readings:

Elwood, Sarah, and Helga Leitner. "GIS and spatial knowledge production for neighborhood revitalization: Negotiating state priorities and neighborhood visions." *Journal of Urban Affairs* 25.2 (2003): 139-157.

Dolores Hayden. Part I - Chapter 2 and Chapter 10. *The Power of Place: Urban Landscapes as Public History*. MIT Press, 1995.

Jones, Phil, Evans, James. "Rescue Geography: Place Making, Affect and Regeneration". *Urban Studies* 49.11 (2012): 2315-2330.

Maps:

- The Urban Displacement Project: <http://www.urbandisplacement.org/map>
- Rescue Geography: <http://www.rescuegeography.org.uk/default.htm>

Student Presentations: Google My Maps. Map files should be uploaded to ELMS "Assignments."

April 26: Arc GIS Platforms

Workshop: Arc GIS Platforms

Maps:

- Langley Park Asset Map: <http://uofmd.maps.arcgis.com/apps/MapTour/index.html?appid=79b8db13e1c744a08d5ae9f5b93eed61>
- Atlas for a Changing Planet: <http://storymaps.esri.com/stories/2015/atlas-for-a-changing-planet/>
- Katrina +10: A Decade of Change in New Orleans: <http://story.maps.arcgis.com/apps/MapSeries/index.html?appid=597d573e58514bdbbeb53ba2179d2359>
- Check out ESRI's gallery for more ideas: <https://storymaps.arcgis.com/en/gallery/#s=0>

Guest speaker: Brandon Bedford, School of Public Policy, UMD, College Park

May 3: Creating New Urban Storylines

What are the possibilities of story mapping and storytelling for creating better urban places? How can storytelling neighborhoods be used by planners to create more just, inclusive, and diverse communities?

Readings:

Beauregard, Robert. "Democracy, Storytelling, and the Sustainable City" (Chapter 3). In Eckstein, B. and James Throgmorton (eds). *Story and Sustainability: Planning, Practice and Possibility for American Cities*. Cambridge: MIT Press, 2003: 64-77

Throgmorton, James. "Planning as Persuasive Storytelling in a Global-Scale Web of Relationships" *Planning Theory* 2.2 (2003): 125-151

Ball-Rokeach, Sandra J., Kim, Yong-Chan, and Sorin Matei. "Storytelling neighborhood paths to belonging in diverse urban environments." *Communication Research* 28.4 (2001): 392-428.

Sandercock, Leonie. "Out of the closet: The importance of stories and storytelling in planning practice." *Planning Theory & Practice* 4.1 (2003): 11-28.

Guest Speaker: Amanda Huron, Ph.D. University of the District of Columbia

May 10: Practice Presentations and Course Wrap Up

Student Presentation: Draft Final Presentation.

May 17: Final Presentations

In lieu of an in-class presentation, I am attempting to find a venue in Washington, DC where students can present and invite stakeholders from your neighborhoods to attend. Time and date TBD.

Assignment Due: Final Story Maps. Upload map files on ELMs under the "Assignments" tab. All research documentation and analysis should be shared in a UMD Box.

Teaching Philosophy

I view teaching as an extension of my work as a social and environmental justice activist and community planner and designer. I want to develop students' skills, creativity, and courage them to act as socially and environmentally responsible community citizens, stewards, and leaders to build more equitable and enjoyable cities and urban places. I aim to challenge your assumptions, critically engage your values and beliefs, and foster compassionate listeners, who are empathetic, aware, and open to difference.

I believe that we have to work together to solve big problems. Global climate change, rising income inequality, urban sprawl, racism, entrenched poverty, food insecurity, and other twenty-first century challenges are complex problems that require that we learn to work with others respectfully and responsibility. This means that sometimes we will have to take charge to get things done, and other times sit back and listen; sometimes we will do more than our own "fair share," and at other times we will do less. Working together is never easy, but it teaches us how to act as a community and as common citizens on the planet. We must learn to honor what each person brings to the table.

I believe that our best learning happens when we have an open mind and a respectful disposition. We all have prejudices, stereotypes, and ideas about the way things should be. Sometimes we are aware of them

and sometimes not. We must be honest with ourselves about the baggage (good and bad) that we carry into the classroom. Our ideas, meanings, experiences, and goals matter, but are not universally held. When we tackle hard questions, others' often challenge our most deeply held values and beliefs, but offer opportunities for deep learning. While you may not always agree, with a little empathy, a positive attitude, and an open mind, you can always learn something new.

I believe in student-centered learning. I don't like to lecture at you, but rather think with you. I think you learn best when given an opportunity to play with new ideas, talk about them, see them through the lens of your own experience and that of others, reflect on them, and apply them in different contexts. Learning new ideas involves a process of meaning-making that is different for each person. It is hard, and sometimes painful, work.

I believe that every class is different. Everyone comes with different needs, expectations, and goals, so what works for one, might not work for another. I like to get feedback early and often, and use many different mediums to speak to students' different learning styles and aspirations.

I do not believe in the separation of the classroom from the "real world." You are already in the real world, need opportunities to confront hard questions and apply new ideas with people beyond your peer group. Interacting with people and communities outside the university will test your personal and professional skills and beliefs in new ways. It will help you hone your "soft skills"—communicating with, listening to, and building trust and rapport with people different than yourself—that will likely prove just as important to your career as the "hard skills" stressed in most of your course work.

I believe that I am training the next generation of change agents. Tackling the big problems requires courage, conviction, and compassion for one another (and all others living beings on the planet). To create a more socially and environmentally just and sustainable future, we have to dream big, work hard, keep our goals in mind, our head on our shoulders, and let our hearts lead the way.

About Me

I am an Assistant Professor at the University of Maryland, College Park in the Urban Studies and Planning Program. My scholarship focuses on link between social inequality and the built form of cities, urban policy, and planning and design practice. My approach focuses on collaborative and engaged methods that can address the challenges faced by socially disadvantaged groups and communities. My recent research has including projects on immigration and the changing landscape and politics of suburbia, the suburbanization of poverty and suburban redevelopment, equitable transit-oriented development, neighborhood opportunity, and gentrification. I am currently finishing up a book about Asian immigration and the politics of landscape in Silicon Valley and starting another on the suburban of poverty and politics of redevelopment in the Washington, DC suburbs. I have worked professionally on master-planning projects in low-income communities, and with non-profits, public agencies, and private firms on issues of public housing and community development.

At the University of Maryland, I teach graduate and undergraduate courses on issues of urban inequality and diversity, social planning, and community development. I also serve as Affiliate Faculty in the Consortium on Race, Gender, and Ethnicity, Department of American Studies, and Asian American

Studies Program, and the National Center for Smart Growth Research and Education as well as a Faculty Associate at the Maryland Population Research Center.

I hold a Ph.D. in Landscape Architecture and Environmental Planning from the University of California, Berkeley, an M.C.P in Urban Studies and Planning from the University of Maryland, College Park, and a B.S. in Comparative Studies in Race and Ethnicity from Stanford University.

In my “off time,” I’m a proud mother of two active boys (11 and 5), an avid gardener, lover of fiction, long walks in Rock Creek Park, and yoga. Washington, DC is the first city that I ever fell in love with and a place that I am proud call home.