

Gentrification, Displacement & Resistance in Southern California

Tuesdays 7:00pm to 9:50pm — SSL 270

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Office Hours: Tuesdays 5:00pm-6:00pm, and by appointment

COURSE DESCRIPTION

This undergraduate course is intended to examine the politics of housing (what we value, what we don't), gentrification, displacement of residents, and community resistance. In this course we will draw on a wide variety of examples, but will focus most of our attention to Southern California. Materials for this course offer an interdisciplinary perspective and allow us to learn about how systems of oppression/advantage affect the experiences in communities.

During the spring 2017 quarter this class will be taught through a combination of lectures, activities, and in-depth participation in critical dialogue groups. Critical and engaged pedagogies are used to encourage an environment where instructors and students recognize the knowledge they each bring to the classroom and commit to learning from each other. Students are expected to be thoroughly prepared and ready to engage in critical dialogue during each class session by completing the readings, taking time to reflect on the material, and paying attention to current events related to course.

REQUIRED TEXTS

The required book is listed below — additional articles and materials are listed in the course schedule, and are available on CCLE.

Madden, D. & Marcuse, P. (2016). *In Defense of Housing*. Verso: Brooklyn, New York.

TEACHING PHILOSOPHY AND OUR TIME TOGETHER

Think of our time together as a weekly space for you to practice dialoguing with peers, a laboratory to experiment with new concepts and language, and a time to seek feedback on your particular understanding of the readings. Engaging in productive dialogue is a learned and practiced skill. I have created space for us to have unhurried conversations, and I ask that we use this time for respectful dialogue, so that we can leave the room buzzing with the energy of our ideas, questions, and critiques.

WRITTEN ASSIGNMENT POLICIES

All written assignments must be original and created for the purposes of this course. All written assignments must be typed. Whenever references are used, they must be properly cited. Students are expected to submit their *highest quality, polished work* for each assignment. Doing so requires **planning in advance**, drafting, peer editing and revising, and thoroughly proofreading papers. Students should build extra time into the paper writing process to allow for peer review, self-revision, and editing. **Late papers are not accepted**, except in extenuating circumstances (e.g., serious injury, illness, or death in the family).

ACADEMIC INTEGRITY

The UCI Student Conduct Code contains detailed information on policies relating to cheating, plagiarism, and academic integrity. Students should be sure to review these policies carefully. If you are unclear about these policies, please speak with me or your academic advisor.

COMMUNICATION POLICY

The best way to get in touch with me is by email. Likewise, I will be getting in touch with you via email. Please be sure I have your primary email address. I will respond to individual inquiries as soon as possible, but do not fret if it takes a few days to get back to you. Depending on your question or request, I may wait to reply until I have gathered the necessary information to give you the most complete answer.

SOCIAL MEDIA POLICY

You are welcome to continue our conversations via social media platforms. There are many ways to use social media critically, some that we will discuss in class. For instance, I participate in an annual #100DaysOfJustice campaign. A few points to keep in mind:

- Please do not video or photograph students (or me) without permission.
- If, like me, you begin using social media more critically, you may want to consider adding a disclaimer on your pages. My disclaimer reads: "My posts are mine alone, and do not represent the views or opinions of any employers or other affiliations."
- Social media posts are often more public than we realize, so post conscientiously.

COURSE ASSIGNMENTS

Class Participation 15%

Case Study (Week 3) 20%

Neighborhood Visit (Week 5) 20%

Infographic (Week 7) 15%

Group Project (Week 10) 30%

If you have a financial, medical, or emergency issue that prohibits you from completing any of the assignments, please let the instructor know as soon as possible. If you are unable to attend class due to an emergency, please let the instructor know via email prior to class.

COURSE ASSIGNMENTS

Assignment 1: Case Study (Week 3)

Each student will prepare a case study about a community or grassroots organization working to support a vulnerable population. Included should be the population the organization serves, the organization's goals/mission, major challenges or problems facing the target population, programming designed to address these issues, and the organization's recent successes. The case study should be one page (single spaced, 12 point font, 1 inch margins) and should include contact information, note upcoming meetings or events.

DUE DATE: Week 3, Tuesday 4/18. Please bring a hard copy to class.

Assignment 2: Neighborhood/Community Visit (Week 5)

Each student will visit a neighborhood or community they believe to be affected by gentrification and/or displacement. Students will write a maximum two page paper (single space, 12 point font, 1 inch margins) on their observations and take 3-5 digital photos. Additionally, students should talk with people they see in the neighborhood to find out more about how it has changed over time. This two page paper should address the following points:

1. Briefly describe the community/neighborhoods' location, the boundaries, and its history.
2. What does the built environment look like (architecture, size/condition of buildings, open space/landscaping, street patterns, modes of transit, etc.)? How do people use the built environment (leisure, street vending, exercise, living space, etc.)?
3. What are the demographics of the area? What kind of people live, work, and visit the neighborhood? Has this changed over time? How? Are there indicators of socio-economic status (age, gender, race/ethnicity, and income)?
4. Is there evidence of community/neighborhood-specific culture (art, artifacts, street/park performances, language, signage, types of business, etc.)? Has this changed over time? Is there a mismatch between the culture of the community and new businesses opening?
5. What do people say when you ask them how this neighborhood has changed?
6. Include between 3-5 photos, use captions to describe the photos and the location of the photo. The two page paper is for text (single space) and 12 point font; extra space may be used to include the photos/captions in your paper.

DUE DATE: Week 5, Tuesday 5/2. Please bring a hard copy of your paper to class and post your photos on the course site.

Assignment 3: Infographic - (Week 7)

In lieu of a midterm, you will be creating an infographic that tells the story of a critical issue facing a vulnerable population of your choice. Infographics are used to quickly and simply convey important or complex information through visuals and minimal text. They are quickly shared online through social media, and typically differ from memes in that they are intended primarily informative pieces as opposed to entertainment. Your infographic should be a single frame that may include components such as images, symbols, statistics, charts, graphs, quotes, or text. Try sharing your infographic on your social media accounts and let us know what response you receive! Your infographic will be graded based on:

1. Clear identification of the issue
2. Contains at least three specific points of information
3. Information cited when necessary (i.e. note the source for stats or quotes)
4. Clear design (i.e. easy to read, easy to view, logical flow of information, etc.).

DUE DATE: Week 7, Tuesday 5/16. Post a PDF file or screenshot of your infographic to the course site.

Assignment 4: Group Project (Week 10)

Choice A: Agency/Organization Interview

Small student groups of 4-5 persons will visit with an organization that has a focus on aiding, providing services, or advocating for populations and communities affected by gentrification. These groups will ask a manager or staff person questions such as:

1. Ask the interviewee to describe their job.
2. What neighborhood or clients does the organization serve?
3. What types of programs and services do they offer? How do they create change?
4. What are the challenges and/or needs for the community?
5. What are the most rewarding aspects of their work?

In addition, the report should include the group's impression of the agency's office/facility, staff, and clients. You should also conduct research and read about the agency and the neighborhood that it serves to include this information in the report. You must use at least two (2) citations from different course readings. Cite the author's name and the date of publication using APA citation format. Bibliography or resource list is required for citations. Maximum 5 pages of text, single space, 1 inch margins (does not include cover page with all group members names' listed, bibliography, or other graphics).

Choice B: Volunteer Work

Small student groups of 4-5 persons will volunteer for at least 3 hours for an organization that has a focus on aiding, providing services, or advocating for low-income and minority communities.

1. Describe what you did for your volunteer work and how will it assist the organization, its clients, and the community.
2. What neighborhood or clients does the organization serve?
3. What types of programs and services do they offer? How do they create change?
4. What are the challenges and/or needs for the community?
5. What are the most rewarding aspects of their work?

In addition, the report should include the group's impression of the agency's office/facility, staff, and clients. You should also conduct research and read about the agency and the neighborhood that it serves to include this information in the report. You must use at least two (2) citations from different course readings. Cite the author's name and the date of publication using APA citation format. Bibliography or resource list is required for citations. Maximum 5 pages of text, single space, 1 inch margins (does not include cover page with all group members names' listed, bibliography, or other graphics).

DUE DATE: Group Project presentations will be Week 10, Tuesday 6/6, for 5 minutes each; no Power Point required, but each group member must present. The Group Project report is due by the beginning of class. Please bring one hard copy of your group report to class.

COURSE SCHEDULE

Note: Readings are listed in the course schedule for the date on which they will be discussed. Students should come prepared to discuss the readings in class.

WEEK ONE – INTRODUCTION TO THE COURSE

hooks, b. (2010). “Engaged Pedagogy” in *Teaching critical thinking: Practical wisdom*. Routledge.

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. <https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack-.pdf>

WEEK TWO – HOUSING AS POLITICAL I: WHAT DO WE VALUE?

In Defense of Housing: Intro & Chapter 1: The Residential is Political; Against the Commodification of Housing

Rosen, E. (2015). The Power of Landlords. June 9, 2015, *The Atlantic*. https://www.theatlantic.com/business/archive/2015/06/baltimore-housing-policy-segregation/395039/?utm_source=SFFB

Ross, C. L., & Leigh, N. G. (2000). Planning, Urban Revitalization, and the Inner City: An Exploration of Structural Racism. *Journal of Planning Literature*, 14(3), 367–380.

WEEK THREE – HOUSING AS POLITICAL II: OPPRESSION & LIBERATION

In Defense of Housing: Chapter 3 and Conclusion: Oppression and Liberation in Housing; For a Radical Right to Housing

Solnit, R. (2016). Death By Gentrification: The Killing that Shamed San Francisco. March 21, 2016, *The Guardian*. <https://www.theguardian.com/us-news/2016/mar/21/death-by-gentrification-the-killing-that-shamed-san-francisco>

WEEK FOUR – GENTRIFICATION AND ORANGE COUNTY

Arellano, G. Report: Santa Ana’s Lacy Barrio “In Crisis” Due to Mega-Overcrowding, Gentrification. March 16, 2016, *OC Weekly*. <http://www.ocweekly.com/news/report-santa-anas-lacy-barrio-in-crisis-due-to-mega-overcrowding-gentrification-7044588>

Carcamo, C. In Downtown Santa Ana, some Latino Merchants try to Surf Wave of Gentrification. October 11, 2016, *Los Angeles Times*. <http://www.latimes.com/local/california/la-me-santa-ana-latinos-embrace-gentrification-20160922-snap-story.html>

San Roman, G. A Warehouse in Santa Ana Set to be Demolished Once Thrived with Chicano Culture. February 16, 2016, *OC Weekly*. <http://www.ocweekly.com/music/a-warehouse-in-santa-ana-set-to-be-demolished-once-thrived-with-chicano-culture-6977031>

Sarmiento, C. S., & Sims, J. R. (2015). Façades of equitable development: Santa Ana and the affordable housing complex. *Journal of Planning Education and Research*, 35(3), 323-336.

Video: Authenticity and gentrification: The future of identity in Santa Ana and Beyond. KPCC. <http://www.scpr.org/events/2015/08/19/1755/authenticity-and-gentrification-AT30/>

WEEK FIVE — GENTRIFICATION AND LOS ANGELES

Chang, C. Boyle Heights Activists Protest Art Galleries, Gentrification. November 5, 2016, *Los Angeles Times*. <http://www.latimes.com/local/lanow/la-me-ln-boyle-heights-protest-20161104-story.html>

Lin, J. (2009). Los Angeles Chinatown: Tourism, Gentrification, and the Rise of an Ethnic Growth Machine. *Amerasia Journal* 34:3 2008: 110-126.

McDonald, P. R. Metro Transit-Oriented Projects Cause Displacement and Gentrification, UCLA Study Says. August 31, 2016, *Preserve LA*. <http://www.latimes.com/local/california/la-me-0315-lopez-echo-20150313-column.html>

Romero, D. Here's a Map of L.A.'s Most Gentrified Neighborhoods. August 30, 2016, *LA Weekly*. <http://www.laweekly.com/news/heres-a-map-of-las-most-gentrified-neighborhoods-7319025>

Website: Pick a few gentrification entries to read at Streetsblog LA: <http://la.streetsblog.org/category/south-la/gentrification/>

WEEK SIX — WHOSE CULTURE HAS CAPITAL? CONNECTIONS TO GENTRIFICATION

Misra, T. In Gentrifying Neighborhoods, 'Diversity' Can Be Decorative. April 17, 2015, *CityLab*. <http://www.citylab.com/housing/2015/04/in-gentrifying-neighborhoods-diversity-can-be-decorative/390390/>

Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.

Walker, J. (2017). 'Stonewall is a pro-cop bar': The paradox of being an LGBTQ gentrifier. *Fusion.com*. March 7, 2017. <http://fusion.net/story/384817/photos-stonewall-anti-trump-rally/>

Video: Silicon Beach and Gentrification. KCET. <https://www.kcet.org/shows/socal-connected/silicon-beach-and-gentrification>

WEEK SEVEN — DISPLACEMENT

Eden, E. The Disconnect Over Displacement in Los Angeles. July 6, 2016, *Planetizen*. <https://www.planetizen.com/node/87206/disconnect-over-displacement-los-angeles>

Gerda, N. Shawn Nelson had Homeless Camp Removed from Riverbed Near Honda Center, Emails Show. March 22, 2017, *Voice of OC*. <http://voiceofoc.org/2017/03/shawn-nelson-had-homeless-camp-removed-from-riverbed-near-honda-center-emails-show/>

Lopez, S. After 31 Years in Echo Park, Victims of Displacement by Gentrification. March 14, 2015, *Los Angeles Times*. <http://www.latimes.com/local/california/la-me-0315-lopez-echo-20150313-column.html>

Smith, D. Protesting tenants of a Highland Park Apartment Complex Face a Mass Eviction. October 9, 2016, *Los Angeles Times*. <http://www.latimes.com/local/lanow/la-me-ln-marmion-royal-dispute-20160829-snap-story.html>

Website: Explore the [Urban Displacement Project](#)

WEEK EIGHT — RESISTANCE I: THE POWER OF THE PEOPLE IS MORE POWERFUL THAN THE PEOPLE IN POWER

Goldberg, T. Lee Feinstein Want HUD to Help City with Anti-Gentrification Plan. KQED, August 22, 2016. <https://ww2.kqed.org/news/2016/08/22/lee-feinstein-want-hud-to-help-city-with-anti-gentrification-plan/>

Hudson, A. Early-Stage Gentrification: Richmond, California, Residents Push Back. July 17, 2015, TruthOut. <http://www.truth-out.org/news/item/31926-early-stage-gentrification-richmond-california-residents-push-back>

Rocha, E. M. (1997). A ladder of empowerment. *Journal of Planning Education and Research*, 17(1), 31-44.

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428.

Accomplices Not Allies: Abolishing the Ally Industrial Complex, from Indigenous Action Media. <http://www.indigenouaction.org/accomplices-not-allies-abolishing-the-ally-industrial-complex/>

WEEK NINE — RESISTANCE II: POWER OF YOUTH

Bell, J. (1995). Understanding Adultism. The Freechild Project. http://www.nuatic.org/articles/pdf/understanding_adultism.pdf

Evans-Cowley, Jennifer. It's our future you are planning for: Getting youth involved in planning. February 24, 2016, Planetizen, <https://www.planetizen.com/node/84099/its-our-future-you-are-planning-getting-youth-involved-planning>

Frank, K. I. (2006). The potential of youth participation in planning. *CPL bibliography*, 20(4), 351-371.

Framework for Understanding Adultism, Act For Youth, http://www.actforyouth.net/resources/pyd/pyd_3-3_framework-adultism.pdf

WEEK TEN — PROJECT SHARING AND NEXT STEPS

SYLLABUS CHANGES

The instructor reserves the right to alter this syllabus if situations arise that necessitate doing so.