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ASSIGNMENT #3

STORIES OF NEIGHBORHOOD CHANGE AND ASSET MAPPING

10 points

Estimated Time: 10 hours

LEARNING OBJECTIVES

- Collect stories of neighborhood change and displacement
- Assess present strengths of a community
- Think about a sense of place
- Practice interview skills and approaching people in the street

OVERVIEW

As a neighborhood undergoes redevelopment, members of the community experience its changes differently. These differences increase as leaders in community development neglect their social equity responsibilities. According to the Code of Ethics developed by the American Institute of Certified Planners, community organizers have an ethical obligation to advocate planning practices for those who are systematically disadvantaged. During the process of redevelopment, low-income and minority families are often displaced. The frequent occurrence of this displacement is referred to as gentrification. Within community planning, needs assessments are conducted by governments, non-profits, redevelopment corporations, and university researchers. Needs assessments map out the problem areas in a neighborhood including crime, drug use, abandoned infrastructure, health disparities, poverty, etc. However, needs assessments neglect the identification of valuable community assets. As a response, McKnight and Kretzmann (1996) pioneered an asset-based community development approach that recognizes the importance of using existing assets to start the community-building process.

Asset-based community development (ABCD) utilizes a mapping technique called asset mapping to identify present strengths of a community by plotting them on a physical or digital map of a geographic area. Asset mapping is the general process of surveying a community to identify resources; such as schools, churches, businesses, non-profits, social organizations, recreational centers, libraries, green spaces, sidewalks, and healthy food sources. In addition, asset maps can also identify non-physical assets; including, relationships, social networks, and individuals within a community.

Through interviews with residents, this assignment project looks to document the city's transformation. We will investigate what the loss of affordable housing or the corner store because of rising rents means to low-income long-term residents. How do they view the changing neighborhood? The project documents the city's transformation and gives voice to long-term residents' memories and attachments to the city, its legacy, and their feelings and experiences of change by putting their stories on a map. Students will collect and mapped long-term residents' perspectives on change in at-risk of displacement neighborhoods or pockets (if neighborhoods are relatively wealthy) and layered residents' stories with other contemporary and historical data. An example of maps and student work can be found **here (http://www.willowlungamam.com/story-mapping)** .

INSTRUCTIONS

To complete this homework:

- Stay with the same neighborhood you already selected for the previous homework and coordinate with your classmate. This assignment will be done in pairs for the most part some of you might have to do this by yourself. See the list **here (https://docs.google.com/document/d/1pKD-7u251ClkWXt90VcUloG0yE515r_DNGGvOY7ElNI/edit?usp=sharing)** .
- Take a look at the following project, *"**Story Mapping Neighborhood Change in Washington, DC** (http://www.willowlungamam.com/story-mapping)* ", as this will serve as a model for what we are doing for.
- Welcome to "X" [insert community]: You will collect secondary data: research and write about your neighborhood including:
  - Show a map of the neighborhood and include historical and current images that capture the sense of place. Describe these places briefly.
  - Create a narrative of past and current history in where you communicate a sense of place, vibrant cultural history, and invaluable community assets. See the example here.
  - Include demographics, a few selected tables or charts. We will provide some Census data from 1970 until today.

- Use a basis **this (https://docs.wixstatic.com/ugd/4500ad_e923d6cc0dfe4d73be7fe7b694c7dfc1.pdf)** report (search for your neighborhood), you can paraphrase the info presented.
- See an example of what we are going for **here (https://uofmd.maps.arcgis.com/apps/MapJournal/index.html?appid=a93ef23c4431431a89368defc332764e&wmode=opaque)** . Like in the example highlight stories of inequality (e.g., redlining, disinvestment, etc.).
- I would recommend for you step away from your computer and do a walking tour with your classmate to see and experience key places which might include businesses, non-profits, bars, affordable housing buildings, etc.
- You might also include links to videos you found or even create a video with some of the info above. See examples here, you might combine them with stories too. Example **1 (https://www.youtube.com/watch?)** and **2. (http://v=TTCR8QOL7qo&t=9s and https://www.youtube.com/watch?v=sRIEE7KUFgc)**

- You will be conducting interviews with people who live, work, or spend time in the neighborhood. These might be residents, former residents and business owners, people who are active in the community and cultural organizations, and people who provide services to residents. This includes recent immigrants, people who have lived in the U.S. for more than 50 years, and people born in the U.S. Some of your interviewees might live outside of Salt Lake City because they were displaced or could not afford SLC any longer. Concentrate on low-income individuals, businesses or non-profits, etc. who are at risk of displacement.
  - Finding people to interview: You can use the info that you gathered above in your background research to create your walking tour map that featured a route for your street interviews that followed the sites we thought were significant to the neighborhood's history and culture. Approached people on the sidewalk and in commercial properties. Overall you need to conduct **5 street interviews per student** with business people, non-profits, residents, former residents, and others. Approach people by just saying "Hello I am a student at the University of Utah in the City and Metropolitan Planning Master's Program (or change in you are doing another degree) and as part of my Community Engagement in Planning Course I am conducting short interviews about how this neighborhood has been changing. Can I ask you a few questions?" You might need to modify your strategy and some people might not want to do it, this is part of the learning process. They could belong (1 hour) or short (5 minutes). I will shoot for 20 minutes if people have the time. Ask people if is ok to record them, if they do not agree you can take notes. A good technique is to record yourself and summarize the conversation. Then, write it down. You will turn in the recording as well as the notes. You do not need to transcribe these interviews, just pick quotes that you like. Another alternative is to videotape the person. If you know how to edit videos, even better. Pick a technique that works for you and your team. Approach

people from all races, ethnicities, 18 years and older, etc. When you interview people just have a conversation feel free to add questions if you are curious about something and use people's expertise. Let's say that someone experiences eviction and displacement, make your questions about that since it is so pertinent to our topic. Remember to take a picture of you doing these with your colleagues.

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  - Please discuss your process, see an example **here (https://uofmd.maps.arcgis.com/apps/MapJournal/index.html? appid=815f892a033e4655975b4bf39da3d740&wmode=opaque)** . Scroll down to "project process."
  - Interview Questions:
    - Name of interviewee: Ask the person if they like their real name to be included or they would prefer a fake name. Note that you are allowed to take pictures of

people as long as they give you permission to do this, tell them these images are public and will be online. You can also ask them to take pictures of their hand, backs if they would prefer to not be identifiable.

- Place of the interview: Use Google Maps to do this with your phone.
    1. Go to Goggle Maps
    2. Click on or search for a location. Then, in the top-left corner (next to the search bar), click the Menu button — it's three horizontal lines. ...
    3. Click "Share or embed map."
    4. Click "Copy link" to copy the location link to your clipboard or send it to your email. Whatever works!
- Relationship to the neighborhood: (live there 5 years, grew up there, family lives there but they can't afford it, etc.)
- Tell me about what makes this neighborhood great?
- Which places are important to you? (housing buildings, schools, churches, businesses, non-profits, recreational centers, libraries, green spaces, sidewalks, and food pantry, etc.)
- Which places were important to your but are no longer there? (e.g. businesses that closed, etc.)
- Which people, community groups, community leaders, business owners, etc. are important to this neighborhood?
- If these people or you needed to move because of rising rents where would you go?
- Overall, how this neighborhood has changed in the last 10-15 years? How about the sense of place? Cultural changes?
- How would you envision the neighborhood's future? What would you like to see?
- Collect race, ethnicity, age, income - This data will be aggregated for all your interviews and will not be associated with the story.
- Collect an email or phone numbers so that we can invite the person to more activities or share final products related to the project.
- Below are some examples of stories:

Sam Jewler

Location of interview: Compass Coffee, 8th and Florida NW
Home: Washington, D.C.
Sam Jewler is a community organizer at Bread for the City. He has helped organize the residents of Museum Square, a subsidized apartment building near Chinatown. The owner of the building has decided to sell and the low-income residents are fighting to stay in their homes.

Interview 1 **(https://uofmd.maps.arcgis.com/apps/MapJournal/index.html?appid=815f892a033e4655975b4bf39da3d740&wmode=opaque#)** lived in Mount Pleasant for many years but has since moved to another part of D.C. She still has strong ties with many residents in the community, and enjoys returning to her favorite spots and visiting with friends. She is a historian and has worked extensively in the neighborhood, as well as in other parts of the city. She has in-depth historic and personal knowledge of the neighborhood.

Interview 2 **(https://uofmd.maps.arcgis.com/apps/MapJournal/index.html?appid=815f892a033e4655975b4bf39da3d740&wmode=opaque#)** is originally from South America and has lived in Mount Pleasant for 5 years with her husband and two children. She likes the diversity and sees it as a friendly neighborhood. She recognizes that the area is becoming unaffordable for many, but also sees the new businesses that are moving in and replacing the "rundown" businesses as an improvement.

Theme: Community Assets

In many of our interviews, we found that community members identified places that were important to the community that no longer exist, or do not exist in the same way they once did. In many cases, this was a business that has changed its uses or owners. It could also be a place whose character has changed over time.

Here is a selection of some of the *key* sites that were mentioned:

The Wilson Center/Next Step Charter School (https://uofmd.maps.arcgis.com/apps/MapJournal/index.html?appid=815f892a033e4655975b4bf39da3d740&wmode=opaque#) -- The Wilson Center was one

of the hubs of organizing and activism in the 1960s and 1970s. It was also an important site for the local Latino and Punk music scenes, offering accessible performance space.

Heller's Bakery/Room 11 and Paisley Fig (https://uofmd.maps.arcgis.com/apps/MapJournal/index.html? appid=815f892a033e4655975b4bf39da3d740&wmode=opaque#) -- In December 2014, Heller's Bakery closed after over 86 years of serving the Mount Pleasant neighborhood. It was seen as an iconic part of the community. A new location of the restaurant/bakery, Room 11/Paisley Fig, is supposed to open up later this year.

Deauville Apartments/Monseñor Romero Apartments (https://uofmd.maps.arcgis.com/apps/MapJournal/index.html? appid=815f892a033e4655975b4bf39da3d740&wmode=opaque#) - This affordable housing apartment complex was destroyed by fire in 2008, displacing its low-income residents. In 2014, after years of community organizing, the **building was finally re-opened (http://www.washingtoncitypaper.com/news/housing-complex/blog/13124426/six-years-later-residents-return-to-fire-ravaged-mount-pleasant-building)** with 63 affordable units. Of these 63 affordable units, 38 are occupied by households from the former Deauville Apartments

Interviewees acknowledge what the apartment building represents in Mount Pleasant:

"It was just an apartment building for working class folks. There was a big fire and all these families...were displaced and then it was rebuilt, and now I think it's half gentry, and half families that came back. Very important building."

- Please use the class **Manual of Style (MOS).**

SUBMIT

Click the SUBMIT button that is associated with this assignment. We only accept word docs.

GRADING

Your paper will be graded according to the following criteria.

- Welcome to X neighborhood section - 3 points total
  - Background historical info with the identification of important community assets - 1 point
  - Includes rich images with neat descriptions - 1 point
  - Data collection and analysis - 1 point
- Interviews - 7 points total

- Each student conducted 5 interviews and wrote about them in a compelling manner - 5 points
- Transcripts or notes were included (label this with the Last name of interviewee) - 1 point
- Images of students conducting interviews are included - 1 point

Points   10

Submitting   a file upload

Due	For	Available from	Until
Oct 5	Everyone	-	-

+ **Rubric**