

**JEP Fall 2010
Assignment #1**

**4-6 double-spaced pages
30 points**

Due Monday, September 20th



This assignment is designed to measure your skills in critical thinking, analytic reasoning, problem solving, and written communication. We expect that you will need approximately 30-45 minutes to review the materials for this assignment plus additional time to write your essay.

Those who have participated in JEP in prior semesters will find that this task is far more complex and time-consuming than the typical JEP Reflective Question. We are using a variety of formats for reflection this semester and will be assigning different point values to the JEP essays that correspond to the required effort. We are also assigning fewer essays throughout the semester to account for the greater time and effort required by longer assignments such as this one. Please see your PA Agreement for more information.

Please take your time with this assignment in order to prepare a thoughtful, thorough response.

Documents:

Log on to your Blackboard account for JEP and click on the Course Documents link. In that folder, you will find another folder, "JEP Assignment #1," which contains a number of documents that you will need to complete this exercise:

1. "In the Face of Gentrification" (Urban Institute), **pp. 43-51: Figueroa Corridor case study** (also available at: http://www.urban.org/uploadedPDF/411294_gentrification.pdf)
2. CRA/LA Activity Report: South Los Angeles Region (also available at: <http://www.crala.lacity.org/qr/he.pdf>)
3. "Selling Out Our Neighbors" (Cleary)
4. "The Real Gentrification Story (Papademetropoulos)
5. SAJE Figueroa Corridor Map (also available at: <http://www.saje.net/atf/cf/%7B493B2790-DD4E-4ED0-8F4E-C78E8F3A7561%7D/fcejmap.pdf>)

In addition, you will need to explore the following websites:

1. USC University Park Campus Master Planning:
<http://www.usc.edu/community/upcmasterplan/>

Optional resources:

1. “In the Face of Gentrification” (Urban Institute), **Introduction and Conclusion** (also available at: http://www.urban.org/uploadedPDF/411294_gentrification.pdf)
2. “The Evidence Room: Five Signs You're Gentrifying” (Zahniser) (also available at: <http://www.laweekly.com/content/printVersion/47975/>)
3. USC “Our Communities” website: <http://communities.usc.edu/>
4. USC Arts and Education Map: www.usc.edu/maps (click on the “Downtown Arts & Education” tab)

The neighborhoods surrounding USC have an interesting and dynamic history. Originally inhabited by mostly wealthy, white residents, the area also has been home to newly arrived immigrants from Armenia, Greece, Estonia, Japan and Latin America, upper middle class African Americans, USC faculty, working class families, and, most recently, USC students. The area has changed significantly in the last few years and will continue to do so, guided in part by the USC “Master Plan”—a document that outlines the University’s goals for growth and development over the next two decades. It is a very interesting time to be a student at USC!

The articles, maps and websites you will review for this assignment tell a story about past, present and future changes in the University Park neighborhood and Figueroa Corridor. Each source has a particular point of view and an implicit or explicit argument about the best way to approach community development. For this assignment, you will analyze and critique these plans and develop your own recommendations for the University Park neighborhood.

Issues to Consider:

As you review each of resources listed above, think about the following issues and questions:

- How has the USC neighborhood changed over time? Who or what has help to drive these changes?
- What has been proposed for future development, and by whom?
- What problems are associated with past and/or future changes? (Alternatively, who suffers as a result of these changes?)
- What benefits are associated with past and/or future changes? (Alternatively, who benefits as a result of these changes?)
- What are the points of agreement in the articles? On what key issues do they disagree?

- Consider the source of each article/map/document: who wrote/published it? When was it written/developed? What are the author(s)'s potential sources of bias?
- What is "gentrification"? How do its definition and/or implications differ in the various documents?
- What do the maps suggest about gentrification in the USC community? How do these visual materials correspond to what is presented in text?
- What evidence have you seen of gentrification in the neighborhood?

The Assignment:

Drawing from 1) the evidence and arguments presented in the various documents and 2) your experiences in the neighborhoods surrounding the University Park campus, develop your own recommendations for community development. Your essay should identify specific changes in the community over time and make an argument about how these changes have hurt or helped the community. Your recommendations should correspond with a particular set of goals for community development, aimed at furthering and/or reversing changes that have already occurred. Address your essay to the University's President and/or Board of Trustees, offering support for or against relevant aspects of the Master Plan.

Please save your response as a Word document and submit to your Program Assistant via Blackboard. (Please refer to the Blackboard handout and your PA agreement for instructions re: submission. These handouts are also available in the Course Documents folder on Blackboard.)

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