

Fall 2017

Gentrification & The Cultural Identity of Harlem

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CUNY City College

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The City College of New York

FALL 2017 - GENTRIFICATION & THE CULTURAL IDENTITY OF HARLEM

Course Details

Topic Instructor: William Gibbons
Email: harleminnkeeper@gmail.com
Class Time: MW 5-6:15 P.M.
Class Location: NAC 5/126
Office Hours: 11-12:15 P.M. NAC Library 2/204
FIQWS 10015 (Section 61167)

Writing Instructor: Adam Poltrack
Email: apoltrack@ccny.cuny.edu
Class Time: M,W 2-3:15 P.M.
Class Location: NAC 5/148
Office Hours: Wed 3:30-4:45 PM
FIQWS 10115 (Section #AR3)

Course Overview and Objectives

This is a two-section, collaboratively taught, topic/composition course. The topic side of this course is designed to help you broaden your understanding of the gentrification process in Harlem. You will examine the causes and effects of gentrification (safe streets, displacement, homeownership, and new businesses), and think critically about how to preserve the social, cultural and architectural history of Harlem. We will explore Harlem's historic development from Dutch settlement (1600s) to cultural capital of Black America and slum "inner city hood" (1920s) to renaissance in the 21st century.

After decades portrayed as a slum, ghetto or "hood," Harlem is poised for a rebirth. However, unlike the cultural artistic movement of the 1920s, politics and economics are driving this renaissance and Harlem residents and businesses displaced as vacant land, brownstones, and apartment buildings are redeveloped and rehabilitated, and homeownership opportunities created. In this course, you will assume the role of an urban planner, find solutions, and explore policies to achieve equitable development for both longtime residents and newcomers. The classes, lectures and readings will provide a contextual framework for all coursework and fieldwork.

The composition side of this course is designed to improve your capacity for written communication, while simultaneously helping you develop a wide range of rhetorical skills. By practicing reflection, analysis, reporting, argumentation, and self-assessment, you will learn to communicate in a broad array of genres, a skill that will serve you well in any/all of your future endeavors.

Furthermore, you will learn how to take an informed and well-scaffolded stance, how to demonstrate a clearly defined purpose, and how to tailor your message to different audiences. Lastly, you will refine your research skills and buttress your writing through the careful use of relevant, authoritative, and impactful sources.

The schedule of assignments is outlined below and much of our written work will be informed by what you have learned in the topic side of this FIQWS section.

Course Materials and Texts

Topic:

Course Packet

Freeman, Lance. *There Goes the Hood: Views of Gentrification from the ground up*. Penn: Temple University, 2006.

Important Note: Occasionally additional readings will be assigned to supplement a specific lecture. These will be handed out in class or posted on Blackboard

Composition:

“The Norton Field Guide to Writing” (4th Edition) By: Richard Bullock

“They Say I Say” By: Gerald Graff and Cathy Birkenstein

Course Learning Outcomes

<p>The FIQWS Topic section satisfies the “U.S. Experience in its Diversity” pathway. Students will</p> <ul style="list-style-type: none">➤ Gather, interpret, and assess information from a variety of sources and points of view➤ Evaluate evidence and arguments critically and analytically➤ Produce well-reasoned written and oral arguments using evidence to support conclusions➤ Analyze and explain the forces that produced gentrification from more than one informed perspective➤ Identify and apply the fundamental concepts and methods of urban planning➤ Articulate how race, ethnicity, class, gender, sexual orientation, belief or	<p>The FIQWS Writing section satisfies the English composition requirement. Students will</p> <ul style="list-style-type: none">➤ Develop key rhetorical strategies that make for effective persuasive writing➤ Expand their capacity for written communication through repeated practice of established methods➤ Explore and analyze their own writing, as well as the writing of their peers➤ Learn how to research a topic by identifying credible sources and extracting key information➤ Understand and properly practice citation conventions➤ Collaborate with their fellow
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other forms of social differentiation influence the perception of gentrification	students and learn from each other's writing ➤ Learn how to summarize, analyze, interpret, synthesize, and argue using the written word
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Grading

*You will be assigned the **same final grade** for both sections. It will reflect the **average of your two section grades**, which will be calculated as follows:

Topic Section

Punctuality and Participation: 10%
Summaries/Responses: 15%
Quiz: 10%
Annotated Bibliography: 15%
Researched Critical Analysis: 25%
Field Observations: 10%
Presentations: 15%

Writing Section

Punctuality and Participation: 10%
Literacy Narrative: 10%
Exploratory Essay: 15%
Researched Critical Analysis: 25%
Reflection Assignments: 5%
Quizzes/Special Assignments: 10%
Final Portfolio: 25%

Course Assignment Due Dates

Topic	Due Dates	Composition	Due Dates
Field Observations	9/18, 10/14	Literacy Narrative	9/13 1st draft 9/20 Final
Summaries Responses	Weekly	Summary Response	9/22 1st draft 9/27 Final
Quiz	9/25	Exploratory Essay	10/13 1st draft 10/18 Final
Researched Critical Analysis Essay	11/8	Researched Critical Analysis Essay	11/8 1st draft 11/15 Final
Annotated Bibliography	11/8	Final Portfolio	11/29 1st draft 12/6 Final
Presentations	12/4-11		

Course Schedule

DATE	TOPIC SECTION	COMPOSITION SECTION
Monday 8/28	<p>Introductions & Expectations</p> <p>Harlem! What comes to mind?</p> <p>Read For Next Class: Perspectives & Narratives of Harlem</p>	<p>Intro</p> <p>What is rhetoric?</p> <p>What makes an argument effective?</p> <p>Alliterative name game</p> <p>In-class introductory writing</p> <p>Syllabus/Blackboard Review</p> <p>For Next Class:</p> <p>Read pgs. 1-29 in “They Say, I Say” (TSIS)</p> <p>Complete: exercise #1 on pg. 14</p>
Wednesday 8/30	<p>Discuss: Perspectives & Narratives of Harlem</p> <p>Read For Next Class: Harlem’s New Renaissance Is Harlem losing its soul?</p> <p>CP pgs. 9-23</p> <p>Begin Reading: What is gentrification? CP pgs. 9-25</p> <p>The gentrification of Harlem Freeman pgs 28-34 & 48-58 CP pgs. 154-171</p>	<p>Discuss reading</p> <p>Discuss exercise</p> <p>Mean what you say, say what you mean exercise</p> <p>Discuss #1 & 2 on list of common errors</p> <p>For Next Class:</p> <p>Read pgs. 53-70 in “Norton Field Guide to Writing” (NFG)</p>
Monday 9/4	No Class (Labor Day)	No Class (Labor Day)

	<p>Continuing Reading: What is gentrification? CP pgs. 9-25</p> <p>The gentrification of Harlem Freeman pgs 28-34 & 48-58 CP pgs. 154-171</p>	
Wednesday 9/6	<p>Discuss: Harlem's New Renaissance Is Harlem losing its soul?</p> <p>Prep for Field Observations</p> <p>Cont. Reading CP & Freeman</p> <p>Begin Reading: Theorizing Gentrification: Making sense of gentrification Freeman pgs. 95-124 Course Packet pgs.26-46</p>	<p>Discuss reading</p> <p>Discuss #1 & 2 on list of common grammatical errors</p> <p>Exercise: The importance of audience</p> <p>For Next Class:</p> <p>Read pgs. 73-93 (Writing a Literacy Narrative) in NFG</p>
Monday 9/11	<p>Field Observation 8th Ave. from 135th to 116th</p> <p>Finish Reading: What is gentrification? CP pgs. 9-25</p> <p>The gentrification of Harlem Freeman pgs 28-34 & 48-58 CP pgs. 154-171</p>	<p>Discuss reading</p> <p>Intro to literacy narratives</p> <p>Discuss #3 & 4 on list of common errors</p> <p>For Next Class:</p> <p>Work on literacy narrative Read pgs. 30-41 in TSIS</p> <p>Complete the exercise on pg. 40</p>

<p>Wednesday 9/13</p>	<p>Discuss: Field observation impressions</p> <p>What is gentrification?</p> <p>For Next Class Read: The gentrification of Harlem Freeman pgs 28-34 & 48-58 CP pgs. 154-171</p>	<p>Discuss reading</p> <p>Complete in-class component of exercise</p> <p>Discuss literacy narrative</p> <p>Work on literacy narrative for ~ 30 min</p> <p>For Next Class:</p> <p>Finish rough draft of Literacy Narrative</p>
<p>Monday 9/18</p>	<p>Discuss: The gentrification of Harlem Freeman pgs 28-34 & 48-58 CP pgs. 154-171</p> <p>Finish Reading: Theorizing Gentrification: Making sense of gentrification Freeman pgs. 95-124 Course Packet pgs.26-46</p> <p>Prep for Geography Quiz Field Observations Due</p>	<p>Submit rough draft of Literacy Narrative</p> <p>Discuss #5 & 6 on list of common errors</p> <p>Peer review of Literacy Narrative</p> <p>For Next Class:</p> <p>Finish final draft of literacy narrative</p>
<p>Wednesday 9/20</p>	<p>No Class</p>	<p>No classes scheduled</p>
<p>Monday 9/25</p>	<p>Geography Quiz</p> <p>Discuss: Theorizing Gentrification: Making sense of gentrification Freeman pgs. 95-124 Course Packet pgs.26-46</p> <p>Prep for Field observation</p>	<p>Submit final draft of literacy narrative</p> <p>Discuss literacy narrative</p> <p>Discuss #7 & 8 on list of common errors</p> <p>Intro reflection assignment</p> <p>For Next Class:</p>

	<p>Read: Historic development of Harlem Freeman, pgs. 17-28 Course Packet pgs. 147-153</p>	<p>Finish reflection assignment</p>
<p>Wednesday 9/27</p>	<p>Field Observation</p> <p>Cont. Reading: Historic development of Harlem Freeman, pgs. 17-28 Course Packet pgs. 147-153</p> <p>Begin Reading: CP articles 107-146“Harlem Tragedy” thru “Crack cocaine and Harlem’s health.”</p>	<p>Submit reflection assignment</p> <p>Discuss reflection assignment</p> <p>In-class writing</p> <p>Discuss #9 & 10 on list of common errors</p> <p>For Next Class:</p> <p>Read pgs. 55-90 in TSIS</p>
<p>Monday 10/2</p>	<p>Discuss: Historic development of Harlem Freeman, pgs. 17-28 Course Packet pgs. 147-153</p> <p>Prep for Geography Quiz</p> <p>Cont. Reading: Course Packet articles 107-146“Harlem Tragedy” thru “Crack cocaine and Harlem’s health.”</p>	<p>Discuss reading</p> <p>In-class: Read pgs. 92-100 in TSIS</p> <p>In-class: Complete exercise on pg. 101</p> <p>For Next Class:</p> <p>Read pgs. 94-155 in NFG: “Analyzing Texts” and “Reporting Information”</p>
<p>Wednesday 10/4</p>	<p>Geography Quiz</p> <p>Discuss: Harlem the Making of a ghetto How did Harlem get so bad?</p>	<p>Discuss Reading</p> <p>Introduce exploratory essay</p> <p>Review #1 & 2 on list of common errors</p>

	<p>Read Next Class: Harlem the unmaking of a ghetto</p> <p>Breaking the Cycle of Abandonment and Disinvestment Course Packet pgs. 47-106</p> <p>Field Observations Due</p>	<p>For Next Class:</p> <p>Finish rough draft of exploratory essay</p>
Monday 10/9	<p>No Class (Columbus Day)</p> <p>Cont. Reading: Breaking the Cycle of Abandonment and Disinvestment Course Packet pgs. 47-106</p>	<p>No Class (Columbus Day)</p>
Wednesday 10/11	<p>Film: Central Park Five</p> <p>Cont. Reading: Breaking the Cycle of Abandonment and Disinvestment Course Packet pgs. 47-106</p>	<p>Submit rough draft of exploratory essay</p> <p>Peer review of exploratory essay</p> <p>Discuss drafts</p> <p>Review #3 & 4 on list of common errors</p> <p>For Next Class:</p> <p>Work on exploratory essay</p> <p>Read pgs. 121-128 and pgs. 139-160 in TSIS</p>
Monday 10/16	<p>Discuss: Harlem the unmaking of a ghetto</p> <p>Read: Breaking the Cycle of Abandonment and Disinvestment Course Packet pgs. 47-106</p> <p>For Next Class: CP 72-73 & 174-178</p>	<p>Discuss reading</p> <p>Discuss exploratory essay</p> <p>Review #5 & 6 on list of common errors</p> <p>For Next Class:</p> <p>Finish final draft of exploratory essay</p>

Wednesday 10/18	<p>Discuss: CP 72-73 & 174-178</p> <p>For Next Class: Peoples Perception of Harlem Changes Freeman 59-94</p>	<p>Submit final draft of exploratory essay</p> <p>Discuss exploratory essay</p> <p>For Next Class:</p> <p>No Homework</p>
Monday 10/23	<p>Discuss: People’s Perception of Harlem Changes Freeman 59-94</p> <p>Read For Next Class: Freeman pg 125 -156 Neighborhood Effects in Hood</p>	<p>Discuss reflection</p> <p>In-class quotation exercise pg. 50-51</p> <p>Intro research paper (what makes an effective topic?)</p> <p>For Next Class:</p> <p>Read pgs. 42- 51 in TSIS</p> <p>Finish reflection on exploratory essay</p>
Wednesday 10/25	Mid Term Evaluations	<p>Submit reflection on exploratory essay</p> <p>Mid Term Evaluations</p> <p>For Next Class:</p> <p>Create list of 3 potential research topics</p>
Monday 10/30	<p>Discuss: Freeman pg 125 -156 Neighborhood Effects in Hood</p> <p>For Next Class: Planning/policy implications Building Healthy Mixed-Income Developments CP 179-188</p> <p>Freeman: 157-210</p>	<p>Meet in Library for workshop</p> <p>Submit list of 3 potential research topics</p> <p>Discuss effective topics in class</p> <p>Refine topics</p> <p>Choose a topic</p> <p>Develop a thesis statement</p>

		<p>For Next Class:</p> <p>Read pgs. 445-472 in NFG</p> <p>Find 2 or 3 sources that support or contradict your paper's argument(s)</p>
Wednesday 11/1	<p>Library Visit</p> <p>Distribute: Annotated Bibliography Assignment</p>	<p>Discuss sources</p> <p>Discuss citation protocol</p> <p>In-class writing: Create an outline for your paper</p> <p>For Next Class:</p> <p>Write the introductory paragraph of your paper</p>
Monday 11/6	<p>Discuss: Planning/policy implications Building Healthy Mixed-Income Developments CP179-188</p> <p>Freeman: 157-210</p>	<p>Peer review of introductory paragraphs</p> <p>Discuss research papers</p> <p>Review #7 & 8 on list of common errors</p> <p>For Next Class:</p> <p>Finish rough draft of research paper</p>
Wednesday 11/8	<p>Cont. Discuss: Planning/policy implications Building Healthy Mixed-Income Developments CP 179-188 Freeman: 157-210</p> <p>Due: Annotated Bibliography Assignment</p>	<p>Submit rough draft of research paper</p> <p>Peer review of rough drafts</p> <p>Discuss rough drafts</p> <p>Review #9 & 10 on list of common errors</p> <p>For Next Class:</p> <p>Read pgs. 479-495 in NFG</p>

		Find a piece of writing that inspires you and bring it to class. Be ready to share your thoughts on the piece.
Monday 11/13	<p>Film: Rezoning Harlem</p> <p>Read: Preserving Harlem's Cultural Identity and Historic Communities CP 189 -197</p>	<p>Discussion of inspirational writings. How/why do they work?</p> <p>Final discussion of research papers</p> <p>For Next Class:</p> <p>Finish final draft of research paper</p>
Wednesday 11/15	<p>Discuss: Rezoning Harlem</p> <p>Preserving Harlem's Cultural Identity and Historic Communities CP 189 -197</p>	<p>Submit final draft of research paper</p> <p>Short film or documentary</p> <p>Intro Portfolio</p> <p>For Next Class:</p> <p>Finish reflection on research paper</p>
Monday 11/20	<p>Discuss: Renaming Harlem!</p>	<p>Submit research paper reflection</p> <p>WordPress intro/tutorial</p> <p>Portfolio/paper reflection discussion</p> <p>For Next Class:</p> <p>Create design for WordPress site</p>
Wednesday 11/22	<p>Discuss: Public Housing</p>	<p>Fun, in-class exercise</p> <p>Discuss portfolios</p>

		For Next Class: Finish rough draft of portfolio
Monday 11/27	Discuss: Preserving Affordable Housing	Submit rough draft of portfolio Discuss rough drafts Mean what you say, say what you mean #2 For Next Class: Work on portfolio
Wednesday 11/29	Discuss: Harlem African Burial Ground	Comp lab time for portfolio work For Next Class: Finish final draft of portfolio
Monday 12/4	Presentations	Submit final draft of portfolios Discussion about semester. Where have we improved as writers? In-class creative writing exercise Next Class: No Homework
Wednesday 12/6	Presentations	Open Date
Monday 12/11 (Last Class)	Presentations	Open Date

*Please note that your instructors reserve the right to alter this schedule as needed.

Course Policies, Procedures, and Pertinent Information

In-Class/Homework Assignments: Your instructors will review these assignments on a regular basis. Daily coursework in both sections will be evaluated. Late homework will be penalized by one full grade. Late in-class work will not be accepted.

Participation and Attendance: Regular attendance and active participation in class is mandatory. You are permitted up to three absences each in both the topic and writing sections of the course. Additional absences in either section will result in a reduction of your final grade by one full letter grade. If you are late to class (5 min. or more) three times, you will be charged with an absence. The same policy applies for students that leave class early. If you miss a class, you are still responsible for submitting your work on time, whether in person or via email. You are also responsible for staying up-to-date on any changes to the syllabus, calendar, and assignments. Ask your fellow classmates what you've missed. They'll be happy to help.

Late Policy on Major Assignments: You are expected to submit any/all assigned work on time. If you turn in an assignment after the established due date, we will deduct 5% from your final grade for each class period that it remains outstanding. If your assignment is due on Monday, and you hand it in Wednesday, you will be docked 5%; If your assignment is due Monday and you submit it on the following Monday, you will be docked 10%, etc. Extensions may be granted in the case of extenuating circumstances, but must be agreed upon BEFORE the established due date.

In-class Expectations: Make sure all cell phones, tablets, etc. are silenced and stowed away. Laptops are permitted, but are to be used for coursework and coursework *only*. Be courteous, polite, and considerate to all members of the class and do not disrupt your instructors.

Privacy Policy: Students will share their work with each other frequently during the course of the semester. We expect you to be ready and willing to share your writings, projects, opinions, etc. If you feel uncomfortable doing so for any reason, please discuss your feelings with one of us *before* class.

Computer Use and Assignment Format: Aside from in-class writing assignments, all written work must be completed using word-processing software (Microsoft Word, OpenOffice, Google Docs, etc.). All work should be formatted as follows: 12-pt, Times New Roman, double-spaced, one-inch margins, one space between paragraphs. Computer issues (freezing, crashing, loss of unsaved work, etc.) are not a valid excuse for failing to turn an assignment in on time. Save frequently, backup your work, and plan in advance.

Contacting Your Instructors: We encourage you to contact your instructors, and to visit us during our respective office hours. Effective communication ensures that we are informed about your work, your progress, your questions, and your problems.

Blackboard & Email: Our course will be loaded on Blackboard, CCNY's online teaching support system. You may be asked to locate, download, and link to a variety of course materials throughout the semester. If you are asked to submit an assignment electronically (Blackboard, email, etc.), it is due thirty minutes before class (e.g. – If our class meets at 2:00 P.M., your work must be submitted by 1:30 P.M.). We *will* contact you via Blackboard and student email during the course of the semester. Please check both accounts at least once per day.

The Writing Center: The CCNY Writing Center provides a supportive learning environment where students can have one-on-one tutoring sessions with experienced writing consultants. The Writing Center is located on the third floor of the North Academic Center (NAC). Students can schedule an appointment either by going to the Center in person, or by calling (212) 650-8104. This is a free resource available to all students: <http://www.ccnycuny.edu/writing/>.

Special Needs and Accommodations: There are several Student Support Services available for CCNY students. You can check this website for a complete list and for more information: <http://www.ccnycuny.edu/services/>. If you believe that you need accommodations for a disability, please contact CCNY's AccessAbility Center (Student Disability Services) located in NAC Room 1/218, or call (212) 650-5913 for an appointment to discuss your needs and the process for requesting accommodations.

Academic Integrity: All writing submitted for this course **MUST** be your own, original work. If we determine that you have deliberately passed off the work of another (in part or in full) as your own, you may receive a failing grade for the assignment or for the entire course. Pursuant to CCNY's Academic Integrity policy, cases of plagiarism may also result in probation and/or expulsion. Visit <http://www1.ccnycuny.edu/current/upload/Academic-Integrity-Policy.pdf> for more information.

CCNY Quick Links and Other Resources:

- CUNY Portal: https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp
- List of computer labs (including those with printers) at CCNY: <http://www.ccnycuny.edu/it/hours.cfm>
- Library: <http://ccny.cuny.edu/library>
- Online databases: <http://libguides.ccnycuny.edu/atoz>
- Writing Center: <http://www.ccnycuny.edu/writing/>
- Bookstore: <http://www.ccnycuny.edu/bookstore/index.cfm>
- Purdue Online Writing Lab: <http://owl.english.purdue.edu>