



# AMERICAN UNIVERSITY

WASHINGTON, D.C.

SAUL NEWMAN  
INTERIM ASSOCIATE DEAN FOR UNDERGRADUATE EDUCATION

## MEMORANDUM

**To:** Susan Glover, Chair, SPA EPC  
Faculty Senate  
Jessica Waters, VPUG

*SN*

**From:** Saul Newman, Interim Associate Dean, SPA

**Subject:** Creation of SPA Honors Colloquium and Capstone Courses

**Date:** September 14, 2016

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This brief memo is designed to explain the attached paperwork creating a permanent SPA Honors Colloquium course and a two-semester permanent SPA Honors Capstone.

In AY 15-16 SPA created an SPA Honors Program. The first class was admitted in Spring 16 to begin the program in Fall 16. Admitted students spend their junior year taking either two one-semester SPA Honors Colloquia or one colloquium and a research add-on to an existing course. In their senior year SPA Honors students take a two-semester capstone experience. Although the SPA Honors Program was approved, SPA has not yet created permanent course numbers for the necessary courses. For AY 16/17 SPA has used the SPA396 number to offer the Fall and Spring colloquia. Since this is the first SPA Honors cohort we will not be offering the first semester of the two-semester capstone sequence until Fall 17.

For the SPA Honors colloquium, proposed as SPA300, we are proposing a rotating topics course. I spoke to Michael Giese about how to frame the proposal since it is a rotating topics course and he instructed me to base it on the first iteration of the course being taught in Fall 2016 by Derek Hyra as an SPA396. Clearly, the syllabus will change depending on the rotating topic. In the proposal, we have included learning outcomes specific to Hyra's topic and general outcomes that could apply to any version of SPA300.

As for the two-semester SPA Honors Capstone we would like to designate it SPA480 for the Fall semester and SPA481 for the Spring semester. The proposals outline the structure of each semester.

Thank you for your consideration of this matter and feel free to reach out to me or Professor Lara Schwartz with any questions you may have.

SCHOOL OF PUBLIC AFFAIRS

4400 MASSACHUSETTS AVENUE, NW WASHINGTON, DC 20016-8044 202-885-2940 FAX: 202-885-2353

[american.edu/spa](http://american.edu/spa)



**New Course**

**Catalog Course Title:** SPA Honors Colloquium - SPA 300

**Name and contact information for future correspondence:**

Lara Schwartz    lschwartz@american.edu    202.885.6682

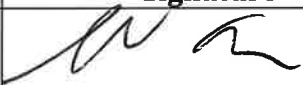

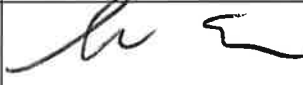
**Academic Unit - School/College:**

- CAS
- KSB
- SOC
- SIS
- SPA
- SPExS
- Other:

**Teaching Unit – Department or Program:** SPA

**Date effective:**

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Required Signatures	Name	Signature	Date
Teaching Unit Chair or Director	S. Newman		9/25/16
EPC Chair	S. Glover		10/27/16
Primary Academic Unit Assoc. Dean	S. Newman		10/28/16
Second Academic Unit Assoc. Dean			
Faculty Senate Chair			
Provost's Designee (VPUG or VPGR)			

**Date sent to the Office of the University Registrar:**



## New Course

**Note:** *Proposals are not necessary for a selected topics or nonrecurring topics course or project which is not a regular part of the curriculum of a department or school and is offered to a group of students on a nonrecurring or experimental basis. A course may be offered as a nonrecurring selected topics course a maximum of two times. If the academic unit wishes to make the topics course a permanent course, it must submit a New Course Proposal for full review.*

### Order of Review

After review by the academic unit, prepare the document for circulation and comments.

1. During the circulation and comment period (customarily 10 working days):
  - Send document to other academic units for comment.
  - Post the document for public comment. (Today@AU)
  - Respond to comments or make changes to the proposal as appropriate
2. At the end of the comment period:
  - If no adjustments are needed, the academic unit submits the proposal and compilation of comments and responses to [faculty senate@american.edu](mailto:faculty senate@american.edu).
  - If adjustments are needed, the academic unit rewrites and submits the proposal and compilation of comments and responses to [faculty senate@american.edu](mailto:faculty senate@american.edu).
  - *All comments to the proposal and responses to comments must be compiled into one PDF document and included with the proposal.*
3. The Faculty Senate conducts a formal review of the final proposal:
  - If the Faculty Senate returns the proposal to the unit for revision, every effort must be made to address its recommendations.
  - The Faculty Senate may reject a proposal if it is not satisfied with responses to its recommendations for changes to a proposal.
4. The Faculty Senate Chair submits the Faculty Senate's recommendation to the Office of the Provost.
5. The Provost or Provost Designee makes the final decision.
6. If approved by the Provost or Provost designee, the proposal is forwarded to the Office of the University Registrar via [curriculum\\_services@american.edu](mailto:curriculum_services@american.edu).

## Proposal Template

Copy and paste the questions below into a new MS Word document and address all questions asked. Please preserve the formatting (including numbering) to facilitate the review process.

### I. Identifying Information

a) Proposed effective date

**Fall 2017**

b) Academic Unit

**SPA**

c) Teaching Unit

**SPA**

d) Course Title (Generally a limit of 30 characters including spaces)

### **SPA Honors Colloquium**

e) Course Number

**SPA 3**

f) Credits

**3**

g) Prerequisites

### **Admission to the SPA Honors Program or by permission of the AU Honors director.**

h) Course description for University Catalog (Generally a limit of 50 words)

**SPA-300 SPA Honors Colloquium (3)** A seminar for students in the SPA Honors Program. Topics vary by section. May be repeated twice by SPA Honors students. Designed to facilitate the integration of knowledge in public affairs disciplines, preparing students for advanced scholarship in the capstone course. Usually offered every fall and spring. *Prerequisite:* Admission to the SPA Honors Program or by permission of the AU Honors director.

i) Grade type

**i. A/F only**

ii. Pass/Fail only

iii. A /F and Pass/Fail

j) Expected frequency of offering i.

Every Fall

ii. Every Spring

iii. Every Summer

iv. Alternate Falls

v. Alternate Springs vi.

Alternate Summers

**vii. Every term**

viii. Irregularly

**ix. Other**

k) Note all that apply:

i. General Education course ii.

Online course

iii. Hybrid course

**iv. Rotating topics course**

- v. Individually supervised course, such as Internship, Independent Study, Research Course, Thesis, Dissertation
- vi. Research Methods course
- vii. AU Abroad Programs course
- viii. Other study abroad course (offered directly by Academic Unit, not through AU Abroad)

II. Rationale

- a) Please explain the main purpose of the new course, including whether it will be a requirement for an existing or proposed program or an elective, and how the new course relates to the existing courses in the program and department. *Note: if the course will be required for an existing program, submit a corresponding Minor Change to Program proposal.*

This course is a requirement for the SPA Honors Program. All SPA honors students will take at least one SPA Honors colloquium that will prepare them for the advanced scholarship necessary for their capstone project.

General

**SPA-300 SPA Honors Colloquium (3)** A seminar for students in the SPA Honors Program. Topics vary by section. May be repeated twice by SPA Honors students. Designed to facilitate the integration of knowledge in public affairs disciplines, preparing students for advanced scholarship in the capstone course. Usually offered every fall and spring. *Prerequisite:* Admission to the SPA Honors Program or by permission of the AU Honors director.

Course description for fall 2016:

**SPA-396 Politics and Policy in Washington, DC (3)** This course gives students an overview of neighborhood development, politics, and policy in the nation's capital, as well as an understanding of the evolution of Washington DC's political structure and its relationship to the city's development trajectory over time. Students explore and interrogate the history of planning and development in Washington, DC from the nineteenth to the twenty-first century, from the 1791 L'Enfant Plan to the 2005 Duke Ellington U Street Plan. The course focuses heavily on how race and politics, both local and federal, have shaped the contours of DC's physical and social landscape. The course has four sequential sections. The first examines the early years and focuses on the creation and implementation of the L'Enfant Plan and the reconstruction period. The second investigates development during the first half of the twentieth century and the emergence of Chocolate City. The third section of the course centers on the 1968 riots, the emergence of Home Rule and the Marion Barry regime. Finally, the class explores current DC redevelopment patterns, in particular the growth of downtown and its relationship to neighborhood gentrification, and the changing demographics of the city, discussing how DC is transforming from Chocolate City into the Cappuccino City. *Prerequisite:* SPA Honors or University Honors Program.

b) Will the course require students to pay a special fee associated with the course? If so, please provide a justification for this additional cost to students.

**No.**

c) Has the course previously been offered under a rotating topics course or an experimental course number?

**Yes.**

*If so:*

- i. Semesters/year offered – **Fall 2016**
- ii. Course Number – **SPA 396**
- iii. Instructor – **Hyra**
- iv. Enrollment – **12**
- v. What observations and conclusions were derived from the previous offering(s) that now lead to proposing this course as a permanent part of the curriculum?

d) Please indicate other units that offer courses or programs related to the proposed course and provide documentation of consultations with those units. **N/A.**

e) Estimate the enrollment per semester. **13-20**

f) Does your teaching unit's classroom space allotment support the addition of this course?  
**Yes.**

g) Are present university facilities (library, technology) adequate for the proposed course? **Yes**

h) Will the proposed course be taught by full-time or part-time faculty? **Full-time**

i) Will offering the new course involve any substantial changes to the scheduling of existing courses? **No**

j) What are the learning outcomes for the course?

### **Fall 2016 outcomes**

Through this course students will:

- Become aware of the complex racial and political landscape in DC and how it has changed over time and influenced development patterns.
- Comprehend how the federal government influences neighborhood development in DC.
- Understand why planning in DC is unique compared to other U.S. cities.
- Gain an understanding of the factors that drive urban growth (or decline) in DC.
- Understand the current fiscal and social challenges facing DC.

### **General Outcomes**

Through this course students will:

- Study institutions, economic systems, social organization, and governance mechanisms that drive politics and policy;
- Write sophisticated analysis of texts in politics, policy, law, and government;
- Analyze complex public policy problems;
- Develop oral communication skills through small class discussions;
- Utilize, cite, and effectively use information resources;
- Compare and critically assess scholarship relating to public affairs.

k) How will those outcomes be assessed?

- Participation: 20%
- Weekly reading reflections: 20%
- Research paper: 60%

1. What are the competencies that students are expected to demonstrate for the course? Please attach a draft syllabus.

### III. Catalog Copy

a) Please attach a course description as it is to appear in the University Catalog, following the format of the current catalog.

**SPA-300 SPA Honors Colloquium (3)** A seminar for students in the SPA Honors Program. Topics vary by section. May be repeated twice by SPA Honors students. Designed to facilitate the integration of knowledge in public affairs disciplines, preparing students for advanced scholarship in the capstone course. Usually offered every fall and spring. *Prerequisite:* Admission to the SPA Honors Program or by permission of the AU Honors director.

#### Course description for fall 2016:

**SPA-396 Politics and Policy in Washington, DC (3)** This course gives students an overview of neighborhood development, politics, and policy in the nation's capital, as well as an understanding of the evolution of Washington DC's political structure and its relationship to the city's development trajectory over time. Students explore and interrogate the history of planning and development in Washington, DC from the nineteenth to the twenty-first century, from the 1791 L'Enfant Plan to the 2005 Duke Ellington U Street Plan. The course focuses heavily on how race and politics, both local and federal, have shaped the contours of DC's physical and social landscape. The course has four sequential sections. The first examines the early years and focuses on the creation and implementation of the L'Enfant Plan and the reconstruction period. The second investigates development during the first half of the twentieth century and the emergence of Chocolate City. The third section of the course centers on the 1968 riots, the emergence of Home Rule and the Marion Barry regime. Finally, the class explores current DC redevelopment patterns, in particular the growth of downtown and its relationship to neighborhood gentrification, and the changing demographics of the city, discussing how DC is transforming from Chocolate City into the Cappuccino City. *Prerequisite:* SPA Honors or University Honors Program.

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## SPA 396 – Politics & Policy in Washington, DC

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Fall 2016

**Time: Wednesdays, 11:20 am – 2:10 pm**

**Location: Ward, Room 107**

**DRAFT (as of 8.24.16)**

**Professor: Derek Hyra**

**E-mail: hyra@american.edu**

**Office Hours: Weds, 8:00 pm to 9:00 pm**  
(Ward, Room 347) or by appt.

**Office Phone: 202.885.2440**

**Cell Phone: 617.894.4402**

**Skype ID: derek.hyra**

**Graduate Assistant: Riordan Frost**

**E-mail: riordan.frost@gmail.com**

**Office Hours: Weds, 2:15 pm to**  
4:00 pm (location, TBD) or by appt.

**Skype ID: riordan.frost@gmail.com**

### Course Description

This course is designed to give students an overview of neighborhood development, politics, and policy in the nation's capital. In this class students will explore and interrogate the history of planning and development in Washington, DC from the 19<sup>th</sup> to the 21<sup>st</sup> century, from the 1791 L'Enfant Plan to the 2005 Duke Ellington U Street Plan. The course will focus heavily on how race and politics, both local and federal, have shaped the contours of DC's physical and social landscape. The course is broken into four sequential sections. The first examines the early years and focuses on the creation and implementation of the L'Enfant Plan and the reconstruction period. The second part of the course investigates DC development during the first half of the 20<sup>th</sup> century and the emergence of Chocolate City. The third section centers on the 1968 DC riots, the emergence of Home Rule and the Marion Barry regime. The final part of the class explores current DC redevelopment patterns, in particular the growth of downtown and its relationship to neighborhood gentrification, and the changing demographics of the city. We will discuss how DC is transforming from Chocolate City into the Cappuccino City. This course will be of interest to students who want to understand the evolution of DC's political structure and its relationship to the city's development trajectory over time.

### Learning Objectives

Through this course you will

- become aware of the complex racial and political landscape in DC and how it has changed over time and influenced development patterns.
- comprehend how the federal government influences neighborhood development in DC.
- understand why planning in DC is unique compared to other U.S. cities.
- gain an understanding of the factors that drive urban growth (or decline) in DC.
- understand the current fiscal and social challenges facing DC.



## Required Books (6)

- Fauntroy, Michael K. (2003). *Home Rule or House Rule?* New York: University Press of America.
- Gillette, Howard, Jr. (1995). *Between Justice and Beauty*. Philadelphia. University of Pennsylvania Press.
- Hyra, Derek, and Sabiyha Prince. (2016). *Capital Dilemma: Growth and Inequality in Washington, DC*. New York: Routledge.
- Jaffe, Harry, and Tom Sherwood. (2014). *Dream City: Race, Power, and the Decline of Washington, DC*. Argo-Navis.
- Modan, Gabriella G. (2007). *Turf Wars*. Malden, MA: Blackwell Publishing.
- Ruble, Blair. (2010). *Washington's U Street*. Washington, DC/Baltimore: Woodrow Wilson Center Press/John Hopkins University Press.

Buy the required books.

Additional course readings are posted on Blackboard.

## Assignments

### 1. Participation

I expect that you come prepared for each class session, that you have read the materials, that you contribute constructively to class discussions, and successfully complete assigned tasks.

### 2. Class Facilitation (once during the semester)

Students will sign up to facilitate discussion for one of the course readings. This will require you to lead class discussion and guide your peers in understanding assigned readings.

### 3. Reading Notes

Each week, students need to prepare a set of reading notes, ideas, and questions (1-page in length, doubled spaced) in response to assigned readings. These notes are due at 3 pm the day before class on Blackboard.

### 4. Final Research Paper and Presentation

Each student will be required to write a 15-page (double spaced) research paper on an aspect of planning and development in Washington, DC. Detailed instructions will follow. Students will present the findings of their papers to the class.

## Grading

<b>Participation</b> Class Participation Class Facilitation Paper Presentation	<b>20%</b>
<b>Reading Notes</b>	<b>20%</b>
<b>15-Page Research Paper</b>	<b>60%</b>

### Class Schedule for Fall 2016

	<b>Dates</b>	<b>Topics</b>
<i>Part I</i>	-----	<i>The Early Years, 1800s-1890s</i>
Week 1	August 31, 2016	Introduction (over Skype)
Week 2	September 7, 2016	Why Study National Capital Cities? The L'Enfant Plan to the Civil War
Week 3	September 14, 2016	Reconstruction DC Style and African-American Alley Life
<i>Part II</i>	-----	<i>20<sup>th</sup> Century Development and the Emergence of Chocolate City</i>
Week 4	September 21, 2016	Segregated DC, 1910s-1930s
Week 5	September 28, 2016	The Push Back of Black America
Week 6	October 5, 2016	African-American Ghetto Life and the Inner Freeway
Week 7	October 12, 2016	Boss Barry
<i>Part III</i>	-----	<i>Home Rule and the Revival of Downtown</i>
Week 8	October 19, 2016	Home Rule?
Week 9	October 26, 2016	Downtown Rule and Black Suburbanization
Week 10	November 2, 2016	The End of the Barry Regime and Chocolate City
<i>Part IV</i>	-----	<i>21<sup>st</sup> Century Development: From Chocolate City to Cappuccino City</i>
Week 11	November 9, 2016	Neighborhood Redevelopment, Part I
Week 12	November 16, 2016	Neighborhood Redevelopment, Part II
Week 13	November 23, 2016	Thanksgiving – <i>No Class</i>
Week 14	November 30, 2016	Inequitable Growth
Week 15	December 7, 2016	Student Presentations <i>Final Papers due December 11 by 5pm</i>

\*Required book  
+Posted on Blackboard

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## **Week 2: Why Study National Capital Cities? The L'Enfant Plan to the Civil War**

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+Campbell, Scott. (2003). The Enduring Importance of National Capital Cities in the Global Era, pp. 1-32.

+Gutheim F. and A.J. Lee. (2006). *Worthy of the Nation: Washington, DC, from L'Enfant to the National Capital Planning Commission*, Ch. 1, pp. 1-35. Baltimore, MD: Johns Hopkins University

\*Gillette, H. *Between Justice and Beauty*, Ch. 1-3, pp. 1-68.

\*Klemek, C. (2016). "Exceptionalism and the National Capital in the Late 20<sup>th</sup> Century Paris and Washington, DC." In D. Hyra and S. Prince, eds. *Capital Dilemma: Growth and Inequality in Washington, DC*, pp. 11-26.

### Recommended

Green, C.M. (1962). *Washington: A History of the Capital, 1800-1950*. Princeton, NJ: Princeton University Press.

Cary, F.C. (1996). *Washington Odyssey: A Multicultural History of the Nation's Capital*. Washington, DC: Smithsonian Books.

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## **Week 3: Reconstruction DC Style and African American Alley Life**

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\*Gillette, H. *Between Justice and Beauty*, Ch. 4-6, pp. 69-129.

\*Ruble, B. *Washington's U Street*, Ch. 1, pp. 19-46.

+Borchert, James. (1980). *Alley Life in Washington*, Ch. 1, pp. 1-56.

### Recommended

Masur, K. (2010). *An Example for All the Land*. Chapel Hill: The University of North Carolina Press.

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## **Week 4: Segregated DC, 1910s-1930s**

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\*Ruble, B. *Washington's U Street*, Ch. 2-4, pp. 47-171.

\*Gillette, H. *Between Justice and Beauty*, Ch. 7, pp. 136-150.

\*Jackson, M. "Race, Desegregation, and the Fight for Equality in the Nation's Capital." In D. Hyra and S. Prince, eds. *Capital Dilemma: Growth and Inequality in Washington, DC*, pp. 27-44.

### Recommended

Green, C.M. (1967). *The Secret City: A History of Race Relations in the Nation's Capital*. Princeton, NJ: Princeton University Press.

Holloway, J.S. (2002). *Confronting the Veil*. Chapel Hill, NC: The University of North Carolina Press.

Moore, J.M. (1999). *Leading the Race: The Transformation of the Black Elite in the Nation's Capital, 1880-1920*. Charlottesville, VA: University of Virginia Press.

### **Week 5: The Push Back of Black America**

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\*Gillette, H. *Between Justice and Beauty*, Ch. 8 and 9, pp. 151-189.

\*Jaffe and Sherwood. *Dream City*, Ch. 1-3, pp. 1-61.

#### Recommended

Valk, Anne, M. (2008). *Radical Sisters*. Chicago: University of Illinois Press.

Green, M.S. (2009). *Washington, D.C. Protests*. Charleston, SC: The History Press.

### **Week 6: African American Ghetto Life and the Inner Freeway**

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+Hannerz, U. (1969). *Soulside*. New York: Columbia University Press, Ch. 1 and 2, pp. 7-58.

+Schrag, Z. (2004). The Freeway Fight in Washington, D.C.: The Three Sisters Bridge in Three Administrations. *Journal of Urban History* 30(5), 648-673.

#### Recommended

Dash, L. (1997). *Rosa Lee*. New York: Plume.

Liebow, E. (1967). *Tally's Corner*. Boston: Little, Brown.

Schrag, Z. (2006). *The Great Society Subway: A History of the Washington Metro*. Baltimore: Johns Hopkins University Press.

### **Week 7: Boss Barry**

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\*Jaffe and Sherwood. *Dream City*, Ch. 4-13, pp. 63-290.

#### Recommended

Gilbert, B. (1968). *Ten Blocks from the White House*. New York: Frederick A. Praeger.

Barras, J.R. (1998). *The Last of the Black Emperors*. Baltimore: Bancroft Press.

### **Week 8: Home Rule?**

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+Harris, C. *Congress and the Governance of the Nation's Capital*, Ch. 1 and 2, pp. 1-42.

\*Fauntroy, M. *Home Rule or House Rule?*, Intro., Ch. 2, pp. 1-63 and Ch. 7, pp. 195-210.

\*Gillette, H. *Between Justice and Beauty*, Ch. 10 & Conclusion, pp. 190-214.

#### Recommended

Walters, R. and T.C. Travis. (2010). *Democratic Destiny and the District of Columbia*. New York: Lexington Books.

### **Week 9: Downtown Rule and Black Suburbanization**

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+Lee et al. (1985). Neighborhood Revitalization and Racial Change: The Case of Washington, D.C. *Demography* 22(4), 581-602.

+Gale, D. (1987). *Washington, D.C.: Inner-City Revitalization and Minority Suburbanization*, Ch. 1-5, pp. 3-83 and Ch. 7, pp. 110-128.

Recommended

McGovern, S.J. (1998). *The Politics of Downtown Development*. Lexington, KY: The University Press of Kentucky.

Schrag, Z. (2006). *The Great Society Subway: A History of the Washington Metro*, Ch. 8, pp. 196-220, Baltimore: Johns Hopkins University Press.

Williams, B. (1988). *Upscaling Downtown*. Ithaca, NY: Cornell University Press.

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### **Week 10: End of the Barry Regime and Chocolate City**

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+Knox, P.L. (1991). The Restless Urban Landscape: Economic and Socio-Cultural Change and the Transformation of Washington, D.C. *Annals of the Association of Geographers*, 81(2), 181-209.

\*Jaffe and Sherwood. *Dream City*, Ch. 14-16, and Afterword pp. 291-378, 389-441.

Recommended

Ruble, R.A. (2005). *Creating Diversity Capital*. Ch. 5. Baltimore: Johns Hopkins University Press.

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### **Week 11: Neighborhood Redevelopment, Part I**

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\*Modan, G. (2007). *Turf Wars*, Ch. 2-4, pp. 34-169.

Recommended

Castaneda, R. (2014). *S Street Rising: Crack, Murder, and Redemption in D.C.* New York: Bloomsbury.

Lacy, K.R. (2007). *Blue-Chip Black*. Berkeley: University of California Press.

Kofie, N.F. (1999). *Race, Class, and the Struggle for Neighborhood in Washington, D.C.* New York: Routledge.

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### **Week 12: Neighborhood Redevelopment, Part II**

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\*Modan, G. (2007). *Turf Wars*, Ch. 5, pp. 170-201.

\*Ruble, B. (2010). *Washington's U Street*, Ch. 7, pp. 261-312.

+Hyra, D. (2015). "The Back-to-the-City Movement: Neighbourhood Redevelopment and Processes of Political and Cultural Displacement." *Urban Studies* 52(10), 1753-1773.

\*Summers, B. (2016). "H Street, Main Street, and the Neoliberal Aesthetics of Cool." In D. Hyra and S. Prince, eds. *Capital Dilemma: Growth and Inequality in Washington, DC*, pp. 299-314.

Recommended

Lornell, K., and C.C. Stephenson. (2009). *The Beat! Go-Go Music from Washington, D.C.* Jackson, MS: University Press of Mississippi.

Prince, S. (2014). *African Americans and Gentrification in Washington, D.C.: Race, Class and Social Justice in the Nation's Capital*. Burlington, VT: Ashgate.

**Week 13: Thanksgiving – No Class, Work on Final Papers**

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**Week 14: Inequitable Growth**

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+Jackson, J. (2015). The Consequences of Gentrification for Racial Change in Washington, DC. *Housing Policy Debate* 25(2), 353-373.

+Rivers, W. (2015). *Going, Going Gone: DC's Vanishing Affordable Housing*. Washington, DC: DC Fiscal Policy Institute, pp. 1-10.

+Allard, S. and B. Roth. (2010). *Strained Suburbs*. Washington, DC: The Brookings Institution, pp. 1-36.

\*Ruble, B. (2016). "Contesting Change and Legacy: Lessons from the DC Story." In D. Hyra and S. Prince, eds. *Capital Dilemma: Growth and Inequality in Washington, DC*, pp. 331-340.

Recommended

Bratman, E. (2011). Development's Paradox: Is Washington DC a Third World City? *Third World Quarterly* 32(9), 1541-1556.

DC Fiscal Policy Institute. (2010). *Poverty on the Rise in the District*. Washington, DC: Author.

Gallaher, Carolyn. (2016). *The Politics of Staying Put*. Philadelphia, PA: Temple University Press.

Ross, M., and B. DeRenzis. (2007). *Reducing Poverty in Washington and Rebuilding the Middle Class from Within*. Washington, DC: The Brookings Institution.

**Week 15: Student Presentations (final papers due Sunday, December 11 at 5 pm)**

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