

A Living Laboratory: Draft Activity template

Activity Title:	Gentrification in Brooklyn: A study of change, revitalization, and/or systems of hegemony, and oppression? A look at the Fulton Street Mall
Your Name:	Lisa Pope Fischer
Department:	Social Science
Email:	Lpopefischer@citytech.cuny.edu

Activity Description:

Provide a brief description of the activity.

Students learn anthropological fieldwork techniques such as observation, and recording data. The assignment includes visiting the Fulton Mall area to document the types of businesses and people who occupy and use the space. (Fulton Mall is located on Fulton Street between Flatbush Avenue and Adams Street, approximately 2-3 blocks away from City Tech).

Learning Goals:

What do you aim to achieve with this activity?

This activity would be part of “ANTH 1103: Contemporary Women” a course devoted to gender studies, and as such, focuses on theories of social inequality that reach beyond simply gender to include issues of oppression particularly those forms of inequality or hegemony that become normalized or become a part of our everyday experiences. The theories and concepts in this course can be challenging (Structuralism, Practice theory, Post colonialism, Hegemony, etc.) yet by applying these concepts to real world contexts can help students not only understand theory but more importantly gain a practical understanding of their application to real life experiences. They will 1) map the area, 2) provide visual documentation, 3) become “participant observers,” 4) use primary and secondary sources to learn about the socio-cultural and economic context of the area, 5) write up and present their results. I want students to learn how to work in groups but also form connections to our local community. This project can be looked at as a type of longitudinal study as each subsequent class will build on the prior classes work and be able to document how the area progressively changes. On the one hand there are organizations such as the Fulton Mall Improvement Association (FMIA) who see gentrification as a positive form of change yet on the other hand we will also address how change impacts the local residents and community. (Fulton Mall Improvement Association)
http://www.nytimes.com/2013/09/21/nyregion/a-worry-that-trendy-stores-will-ruin-fulton-street.html?_r=0 (Berger, 2013), (Woo, TenHoor, & Rich, 2010).

Timing:

At what point in the lesson or semester do you use this activity? How much classroom time do you devote to it? How much out-of-class time is expected?

This activity will be introduced early in the semester yet as we cover topics throughout the course, we can refer back to examples and illustrations from this exercise. This course meets for 2 ¼ hours, so that around week 3 we will devote one class period to do an initial walk through the area. The following class period I will have students work in groups to brainstorm topics of interest that they will later present to the class in the form of a research poster and oral presentation. Students will work on these projects throughout the semester hence I will allow some class time for students to meet and discuss their plans and for me to check in with their groups, however, students are expected to devote time outside the classroom for gathering and analyzing their data.

Logistics:

What preparation is needed for this activity? What instructions do you give students?

I provide instructional handouts and guides to the students and post these materials also on Blackboard and perhaps eventually Open Lab. I spend time in the classroom addressing questions and providing guidance throughout the course of the project and semester.

General Education SLOs:

Which of City Tech’s General Education Student Learning Outcomes does this activity address?

<p>KNOWLEDGE/ Develop knowledge from a range of disciplinary perspectives, and hone the ability to deepen and continue learning. Breadth of knowledge</p> <ul style="list-style-type: none"> • Value knowledge and learning. • Understand and appreciate the range of academic disciplines and their relationship to “the fields of professional and applied study. • Use the arts, sciences and humanities as a forum for the study of values, ethical principles, and the physical world. <p>Depth of knowledge.</p> <ul style="list-style-type: none"> • Engage in an in-depth, focused, and sustained program of study. • Pursue disciplined, Inquiry-based learning in the major. • Lifelong learning. • Show curiosity and the desire to learn. • Acquire tools for lifelong learning—how to learn, how they learn, knowledge of resources. 	<p>Though the emphasis is on Anthropological fieldwork and methodology, students will draw on scholarly materials related to gentrification from a range of disciplines and perspectives. They will acquire tools for life long learning such as how to find scholarly materials, but also how to conduct research, as well as group interaction skills.</p>
<p>SKILLS/ Acquire and use the tools needed for communication, inquiry, analysis, and productive work. Communication</p> <ul style="list-style-type: none"> • Communicate in diverse settings and groups, using written (both reading and writing), oral (both speaking and listening), and visual means, and in more than one language. <p>Inquiry/ Analysis</p> <ul style="list-style-type: none"> • Derive meaning from experience, as well as gather information from observation. • Understand and employ both quantitative and qualitative 	<p>The poster research project entails working in groups, writing up an abstract, methods, and results, and presenting this research in an oral and visual form. They will derive meaning from experience by looking at a real world situation, gentrification in their neighborhood, and gather information from observation. Presented with the issue and context, students creatively construct</p>

<p>analysis to describe and solve problems, both independently and cooperatively.</p> <ul style="list-style-type: none"> • Employ scientific reasoning and logical thinking. • Use creativity to solve problems. 	<p>their own research topics to address the issue over gentrification particularly as it relates to themes from the course (gender, social oppression, hegemony, identity, etc.)</p>
<p>INTEGRATION/ Work productively within and across disciplines. Information literacies</p> <ul style="list-style-type: none"> • Gather, Interpret, evaluate, and apply information discerningly from a variety of sources. <p>Systems</p> <ul style="list-style-type: none"> • Understand and navigate systems. Integrate learning. • Resolve difficult issues creatively by employing multiple systems and tools. • Make meaningful and multiple connections among the liberal arts and between the liberal arts and the areas of study leading to a major or profession. 	<p>Students gather information from a variety of sources such as first hand observation, scholarly articles, web sources, and from this information interpret their findings. The debate over gentrification is a difficult issue that the students must creatively study and draw conclusions.</p>
<p>VALUES, ETHICS, AND RELATIONSHIPS/ Understand and apply values, ethics, and diverse perspectives in personal, professional, civic, and cultural/global domains. Professional/Personal development.</p> <ul style="list-style-type: none"> • Demonstrate Intellectual honesty and personal responsibility. • Discern consequences of decisions and actions. • Demonstrate intellectual agility and the ability to manage change. • Work with teams, including those of diverse composition. Build consensus. Respect and use creativity. Ethics/values. • Transform information into knowledge, and knowledge into judgment and action. • Assume responsibility for social justice. Community/Civic engagement • Demonstrate social and civic knowledge. • Understand organizations and histories underlying government in a global context. • Apply knowledge and analyze social, political, economic, and historical issues. • Show ability to contribute actively by applying knowledge to the identification and analysis of societal and professional problems to enact solutions. Global/ Multicultural Orientation • Demonstrate expanded cultural and global awareness and sensitivity. • Discern multiple perspectives. • Demonstrate proficiencies and capacities in dealing with a diverse society. • Communicate across cultural and linguistic boundaries. 	<p>Fieldwork methodology in itself necessitates understandings of ethics but also as a group project students learn inter group dynamics and the ability to work together. The topic of gentrification highlights issues of ethics and relationships as students look at both sides of the argument, issues of culture, class, and gender differences, and apply themes and theories of the course related to issues of social inequality.</p>

High Impact Educational Practices:

Which of George Kuh's High Impact Educational Practices does this activity incorporate? Does it use the Open Lab for open digital pedagogy? Does it include place-based learning? Choose all that apply and/or add your own.

George Kuhn's High Impact Educational Practices:

- Collaborative assignments and projects
- Diversity and global learning (“difficulty differences”)
- Undergraduate Research
- Community Based Learning
- Place Based Learning

Assessment:

How do you assess this activity? What assessment measures do you use? Do you include your evaluation in grade calculations?

I review “draft” portions of their assignment such as 1) what is the topic of your study? 2) How does your topic fit within the themes of the course? 3) What scholarly peer reviewed articles will you use to discuss your topic? 4) What is your thesis? 5) Abstract? 6) Describe research methods, 7) Results/Conclusions? 8) Bibliography. Students give an oral presentation of their research poster project at the end of the semester and it is this completed final project that is evaluated as part of the final grade calculations.

Reflection:

How has this assignment impacted your teaching? What challenges did you encounter and how did you address them? What feedback did students provide? How would you imagine this activity being used in different disciplines?

I have not yet implemented this project in my classes. I currently have students do group research projects that result in a final poster presentation, but adding this community based assignment associated with Fulton Mall would be new.

I think this assignment could be adapted to different disciplines but I expect the focus might be different. While I am especially interested in teaching the skills and methods of anthropology, I can imagine an architecture class might still benefit from focusing on gentrification, as would perhaps a history, or English class, though the emphasis may differ.

Addition Information:

Please share any additional comments and further documentation of the activity – e.g. assignment instructions, rubrics, examples of student work, etc. These could be in the form of PDF or Word Files, links to Posts or files on the Open Lab, etc.

See attached

Works Cited

Berger, J. (2013, September 21). On Fulton Street, Worries About Change. *The New York Times*. New York, New York, USA. Retrieved from http://www.nytimes.com/2013/09/21/nyregion/a-worry-that-trendy-stores-will-ruin-fulton-street.html?_r=0

Fulton Mall Improvement Association. (n.d.). *Downtown Brooklyn*. Retrieved April 11, 2014, from <http://downtownbrooklyn.com/about/fulton-mall>

Woo, R., TenHoor, M., & Rich, D. (2010). *Street Value: Shopping, Planning, and Politics at Fulton Mall*. Princeton, New Jersey, USA: Princeton Architectural Press.