

Reading Tips and Study Questions: Session 13

Required reading:

1. Gillette, Howard, pp. 170-189 in *Between Justice and Beauty: Race, Planning, and the Failure of Urban Policy in Washington, D.C.* (Baltimore: Johns Hopkins University Press, 1995).
2. Pp. 103, 2; 409-411, (bottom of) 417-427 only in Brett Williams, "A river runs through us." *American Anthropologist*; Jun 2001.
3. Policy Link (2002). "Promoting Regional Equity: A Framing Paper."
4. *Washington Post* (short articles, 2004): "Guess Which Ward Gets The Rec Center," "The Forgotten? Things don't look so bad in Ward 8, but that isn't what many voters think," and "Mayor Takes Lessons From Council Primary; Eastern Wards Feel Overlooked, Williams Says."
5. *Reference*: Maps of Race, Poverty, Crime, Education Level, and Unemployment.
6. *Skim*: Fuller, Steven. (2004) "The Employment Sectors of Washington, DC and the Downtown Business Improvement District."

Tips and questions

This second lecture and discussion will look more closely at the politics of redevelopment East of the River and at prospects for equitable development. **Andy Altman** will lead the session, with two DUSP faculty members as our guest lecturers: **Frank Levy** (economic analysis) and **Karl Seidman** (economic development strategy and tools). Though the area has important assets, especially from the perspective of residents with long ties to the place, Anacostia is one of the poorest and highest crime areas in DC. Today's reading provides alternative narratives that highlight the struggles of residents and others.

The following session (Session 14) consists of student briefings. As such, there will no reading assignment, and no study questions on the website, for that session. Your next reading assignment is for Session 15.

1. How did the influences of the redevelopment of Shaw differ from those of Southwest according to **Gillette**? Is one approach more desirable than the other? While Southwest DC quickly stabilized, Shaw continued to be a neighborhood with high levels of poverty and crime for decades.
2. Which issues in **Policy Link's** report seem particularly relevant to Anacostia?

3. **Williams** initially seems to frame the history of the Anacostia River in Logan and Molotch's terms—as a battle between use and exchange values—but Williams does not explicitly draw on this dialectic in the body of the article. Where in his narrative does this tension play out? How does this analysis of the Anacostia River through the perspective of environmental justice and race inform an understanding of the “growth machine”?
4. See the *Post* articles and maps. The illustration in William's article on p. 423 shows that opposition to the redevelopment of Southwest worried that Anacostia would become the new site of racial enclosure. In fact, the city is currently segregated along lines of not only race but also income, employment, and crime. Many Anacostia residents, including some who lived through the earlier process of relocation, are fearful and skeptical about where the current process of redevelopment will lead. How might a redevelopment agency address those concerns? Or is there no escaping the past?

You may skim the Fuller report in preparation for this session. It is a brief, data-rich reference item that should be useful as you complete the assignment.

These readings emphasize the social challenges and needs of Anacostia's residents, yet the plan of the Anacostia Waterfront Initiative is largely—so far—one of physical design. We want to explore further the realism of integrating place-based and people-based strategies of planning. Is a “comprehensive” plan necessarily more place-based? Can a plan that begins with the re-use of space adequately address the deep social and economic disparities affecting residents?