

READING SUMMARY FORMAT

Complete **four** 2-page summaries of the required readings. You **must** follow this format (although you can omit the boxes). You can complete your summaries based on four of the eight readings highlighted on p.9-10. In a week when two readings are highlighted, you must read both but only need to prepare the summary of only one of them.

Date of class	Freeman, Lance (2006) <i>There Goes The 'Hood: Views of gentrification from the ground up</i> , Temple University Press, Philadelphia, 95-124.
Your Name	
4 Important Quotations	
<p>“Here whites are viewed as a group that will not tolerate inferior services. Cognizant of this, stores and providers of public services step up their performance to accommodate the new clientele.” (Freeman, 2006: 99)</p> <p>“There used to be a time when you did not see whites on Myrtle Avenue after the sun went down. That was unheard of. But I remember after about five years after I moved back [this would make it around 1992] saw a white guy using an ATM on Myrtle Avenue after dark. And this was an ATM that wasn’t even enclosed” (Samantha, quoted in Freeman, 2006, 98)</p> <p>“the role of the long-time middle class residents in these communities also should not be discounted. These individuals provide some of the critical mass of those with disposable income to support more stores and the social capital to demand better services. They also served as role models and provide the base of support for neighborhood institutions” (Freeman, 2006, 117)</p> <p>“One might expect that homeowners or those with more education might be less cynical about gentrification. ...however, some of the most cynical comments were made by those with Ivy League educations.” (Freeman, 2006, 123).</p>	
Key themes, terms, facts and ideas	
<ul style="list-style-type: none"> • Freeman quotes African American interviewees speaking about new white residents in their neighborhood • Relationship between gentrification and race • Issue of integration of whites into African American neighborhood versus separation of racial groups. • Discusses whether local residents see the area “improving” with gentrification (Freeman, 2006, 100). • Relationship of race and class, whiteness and middle class behavior, income, etc. • Changing role of police as area gentrifies (Freeman, 2006, 102) • Concept of “collective memory” about what groups of people understand (Freeman, 2006, 121) • Issues of trust and mistrust between African Americans and whites (Freeman, 2006, 121-123) 	
2 Questions for classroom discussion	
<ol style="list-style-type: none"> 1. In the chapter, the people interviewed often describe the police as working for the newer, white residents. Why would the interviewees say this? Should there be a deliberate police policy to encourage gentrification? 2. What is the relationship between race, class and gentrification? 	
My opinions on the information presented in this article	
<p>Freeman (2006) presents information from a number of interviews to discuss how gentrification changes the neighborhood. He talks with African American residents about how the places in which they live have changed. One thing that I noticed is that people like Tammi (p.100) see gentrification as a class rather than a racial issue, and that new residents want to live in “luxury” and so will not tolerate poor services like delayed trash collection. In Pilsen I noticed that the eastern section of the neighborhood was more gentrified and had sidewalks in better condition than the less gentrified area around 18th Street and Racine. I also thought that Freeman’s discussion of trust provided...</p>	