

Neighborhood Study
Macaulay Honors College, Seminar 2
Spring 2013

The class will be divided into two research teams – Jackson Heights and Corona. Research team members will work collectively to prepare a neighborhood study and website that addresses the following research topics.

Central research theme

Roosevelt Avenue in Jackson Heights and Corona, Queens: Contested Terrain, Neighborhood Center, or Border?

Research tasks

(1) Contemporary History

Role of government policy/planning, developer and/or marketing strategies in neighborhood formation, development, and branding.

Highlight any dynamic or incident that illustrates the social definitions and demarcation of community and neighborhood space.

(2) Demographic and Economic Restructurings

Document post-1980 demographic transitions (1990-2010) – include race, ethnicity, and nativity.

Document neighborhood-based immigrant economies and relationships with New York City's post-industrial economy.

Describe neighborhood opportunity structures including education, economy, and/or civic and political organizations.

(3) Neighborhood Typology and Roosevelt Avenue

How is Jackson Heights a global neighborhood? Enclave? Hyperdiverse [stable integration]? Gentrified neighborhood? Are there parts of Jackson Heights that remain a “restrictive community”?

How is Corona a pan-Latino enclave? What is the significance of Corona Plaza as a site of neighborhood identity, public engagement, and place-making?

Document, describe, analyze the role of Roosevelt Avenue as a contested space, a border, and an economic center. What types of social ties, economic niches, common experiences, organizations or institutions are anchored by Roosevelt Ave? How is Roosevelt Avenue represented in the media, by elected officials, activists, small business owners, and other community stakeholders? How is Roosevelt Ave a destination (and for whom), a neighborhood border or boundary (and for whom)? What is similar and what is different about Roosevelt Avenue in Jackson Heights (Community Board 3) and Corona (Community Board 4)?

Research Methods

You are encouraged to use multiple methods in your neighborhood study. These social science methods include archival research, analysis of media resources (such as newspapers), data analysis (demography and economy, and change over time), participant observation (attend community meetings and events), stakeholder interviews (interview a community stakeholder such as a community board member, community-based organizational staff member, elected officials, residents), and visual methods including photographs and maps.

Timeline

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| Wednesday, March 20 | A report noting division of labor, assignment of research tasks, and working list of resources. |
| Wednesday, April 10 | Team presentations on research findings and website design to date. |
| Wednesday, May 1 | Team presentations on research findings and website design to date. |
| Wednesday, May 15 | Neighborhood Study presentations. We will invite our guest speakers including Arturo Sanchez, Sayu Bhojwani, QC Professor Ron Hayduk, Prerana Reddy and Alex Garcia to attend. |

Resources

Community Board 3 Profile -- <http://www.nyc.gov/html/dcp/pdf/lucds/qn3profile.pdf>

Community Board 4 Profile -- <http://www.nyc.gov/html/dcp/pdf/lucds/qn4profile.pdf>

Community District Needs, FY 2013 --
http://www.nyc.gov/html/dcp/pdf/pub/qnneeds_2013.pdf

Nir, Sarah Maslin. 2010. "Roosevelt Ave: A Corridor of Vice." *New York Times*, October 12.

Student Discussion Questions

Samers 2002, Marcuse 1997, Logan and Zhang 2010

1. Is it feasible to have neighborhoods that are completely mixed and yet not have to deal with economic problems regarding cheap and surplus labor?
2. Are blacks really trying as best as they can to be integrated into global cities? (consider buffer theory, outcast ghetto)
3. What will the social and economic ramifications be for communities that lose their all white status?
4. Is the concept of the citadel really so bad (the American dream)?

Zhou 2001, Smith and Logan 2006, Li 2005

Miyares 2004, Ricourt and Danta 2003, Jones-Correa 1998

1. Why do people assign these [pan-ethnic] labels if the Latinos themselves do not use them?
2. Are the new Latino immigrants obligated to accept and adopt the values set in place by the older residents?
3. Does political unity between different Latinos help them, or does it hurt them by making them give up their identity further?
4. Compare Main Street (Flushing) as a Chinese main street and Roosevelt Avenue as a Hispanic main street.
5. **Is a street like Roosevelt Avenue really a border? Or has it become a main street straddled between Elmhurst and Jackson Heights?**
6. As long as these Latinos are surrounded by their fellow Latinos, can they ever become part of the geographic community that white ethnics describe?
7. How can they escape the communities of memory? Is it necessary to?

Khandelwal 2002, Maly 2005, Chhaya CDC 2012