

Occidental College  
UEPI Course 302  
Spring, 2018

### UEPI 302: Housing & Community Development

**Instructor:** Jan Breidenbach, PhD

**Time and Classroom:** Tuesdays & Thursdays, 8:30 – 9:55. Room 106, Johnson Hall

**Office Hours & contact info for Jan Breidenbach:** Thursdays after class or by appointment.

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#### COURSE DESCRIPTION

**Background:** The trajectory of housing policy in the United States is a product of our history of land use that harkens back to colonial times. Particularly in the New England colonies, land ownership was seen as a “civil right”, one that entitles the owner to any use (he) desired as well as to sell it as a speculative commodity. This early assignation of rights based on property is enshrined in the 5<sup>th</sup> amendment in which the framers united property and personal rights, thus cementing property rights as the “guardian of every other right”. As the industrial revolution expanded capitalism in ways no farmer could have imagined, the concept of urban real estate arose, lifting up the “income” or “exchange” value of land compared to its use value as land for shelter was separated from land for commerce. However, land used for shelter retained a nostalgic, almost agrarian, conception of the ideal home. A combination of this preference for individual land and our nostalgic past morphed into a shelter delivery system led by the single-family, detached home, on its own lot, lived in by its owners and purchased at market prices.

This scenario was, however, out-of-reach for the majority of Americans until the 1930’s when the federal government intervened in the private market to bolster faltering credit markets which had collapsed with the onset of the Great Depression. These policy interventions jump-started the economy by underwriting the fee simple, 30-year amortized, fixed-rate mortgage for a single-family home. This intervention continued after World War II, instigating a surge in single-family housing construction that ultimately became American suburbia. By the early 2000’s, the homeownership rate was inching towards 69%, spurred by two decades of de-regulation of the mortgage markets. More than ever, we now have the “illusion of ownership through the reality of debt”.

Rental housing, on the other hand, receives less policy attention and generally is not considered a long-term or ‘smart’ decision for those that can afford ownership. Yet 35% of American households rent, with a substantial number renting their entire lives (this percentage has increased rapidly since the early 2000’s). While more than a third of Americans live as tenants, they have considerably fewer rights to their housing than owners: across the country renters can be evicted with virtual impunity, often losing their shelter through little or no serious fault of their own. It is true that a few cities (Los Angeles included) have some form of rent control (in Los Angeles we have rent “stabilization” as the rents are only controlled for the term of the renter’s occupancy) but the vast majority of American renters live in housing that can become unaffordable on 30 days’ notice. In even fewer places there are some legal protections when landlords attempt to evict tenants, but in no situation do renters enjoy true security of tenure. For the most part, being a renter in a nation of owners is living in a lower tier of our shelter delivery system.

In recent years, however, we have seen our housing ideal challenged by events that raise questions about its long-term economic and ecological viability. These questions include the collapse of our middle class and ever-increasing economic inequality and lack of mobility, demographic shifts that impact market demand, concern about the ecological impact of sprawl and the role of climate change. And, certainly, the crash of 2008 that almost nine years later has still left 20% of all homeowners with mortgages underwater remains as a cautionary tale of how not to operate a private housing market.

With this short history setting the scene for our discussions, we will explore how we got here, we'll look at what we have done for those who are locked out of our private housing market, what systems we have established (and rejected), on what basis we lock out certain groups (e.g., race), what tools we have to address these issues – and lastly how climate change mitigation and housing needs may in some cases be in opposition to one another.

The last third of the course will look at what we generally call community development—the how and why of intervening in low-income neighborhoods to improve the lives and futures of the residents. Community development can be top-down or bottom-up, it can be politically radical or conservative. In short, it's a fluid idea but one that we should not, and cannot, give up on. While shelter is one of the two most important components of our individual and family lives (the other being food), housing is only one part of a neighborhood. What makes up a neighborhood? What should neighborhoods look like and who lives in which ones are questions vital to the functioning any and all cities; indeed to the social fabric of our nation. During this portion of the course, we will lift up and analyze this debate that is basically about people v. place: do we intervene with policies and programs that *benefit individuals (mostly through programs that allow a small percentage to move to other places)* or do we intervene with policies and programs ones that *change neighborhoods*?

### **Required Student Information**

**Plagiarism:** "Students are responsible for knowing and using the correct procedures for acknowledging and identifying sources of borrowed material. Failure to properly credit sources in all or part of work presented in draft or final form to anyone is plagiarism, regardless of whether it occurs as a result of dishonest intent or carelessness and regardless of the course credit attached to it."

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**Wellness:** Emmons Wellness Center is committed to providing the students of Occidental College with accessible, culturally sensitive, and high quality medical care, psychological counseling services, and student-driven wellness education.

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## COURSE ASSIGNMENTS

**Attendance counts.** It is important to come to class. More than three absences may impact your grade. Please see me regarding any need to miss class.

### **ASSIGNMENT #1: EXPLAIN, COMMENT, QUESTION – ECQ (45%)**

On Thursday of each week, students will post to Moodle by midnight Wednesday night, and bring to class, a short essay on that week's readings, videos, etc. The essay should be at least two pages and follow the format of explain, comment, question. First, explain in your own words what the author(s) is(are) saying. This isn't a summary – it is you explaining the readings, comparing them one to another and commenting/questioning on what you have learned.

1. What this means is that you must do the reading, briefly explain what each reading is saying (not a summary but your understanding of what the main points of the article are);
2. Compare. When you've explained the readings, compare them one to the other. Are they saying the same thing? Are they in contradiction to one another? How do they work together?
3. Comment/question. When you have finished comparing the readings, then make any comments or ask any questions you have of the readings, either individually or together. These are not to be broad general questions (e.g., when will we have enough housing for everyone?), but specific to the reading itself.

Reading essays that are late have their grade reduced for each day late. After one week, the grade is 0. The goal of this assignment is to strengthen your analytical skill, reading and writing ability.

### **ASSIGNMENT #2: IMAGE AND NARRATIVE (20%)**

Choose a topic from our housing discussions and find an image that expresses the important points of the topic. Write a 2000 – 2500 word narrative essay on why this image reflects and explains the topic you've chosen and how it does it. Include at least five references, one reference from the class reading and one outside source. *Your image and references are not included in the word count, include them as end notes.* The core of this assignment is the analysis you present on your topic as seen through the image. The goal of this assignment is to connect visual and written material during the process of learning new information.

Assignment #2 is due **THURSDAY, MARCH 8**

### **ASSIGNMENT #3 (35%)**

You will work in two-person partnerships to research and analyze a City in Los Angeles County in terms of housing, workforce and community development needs and opportunities. You will choose your city from a list provided by me. Each group will be assigned a small city in LA County.

You will then research this city, learning at least (but not limited to): a) the demographics; b) housing programs available to residents; c) job creation/economic development programs, d) open space, e) schools and school API scores, f) food access and g) transit availability. In short, you must "learn" this community—what strength it has that supports and encourages community development and what needs and barriers there are to advancing community development. You will research data from the Census and other sources (I will provide a list). Lastly, you must interview at least one person in the planning/economic development department with your questions about what the City has and what it needs in terms of housing and jobs.

Answer these questions (and more):

- What are the socio-economic demographics (income, ethnicity, etc.) of your City? Who is included and who is excluded? If available, provide some history of the City.

- What is the ratio of ownership to rental housing—in terms of units and in terms of zoning (i.e., what are the percentages based on population and what is the percentage of land zoned for each?)
- Characterize the housing stock. What is its quality? Are there discrepancies in different parts of the City, or even block to block? What do these discrepancies, if any, tell you about housing availability and affordability?
- What is the average rent? How has it increased (or not) in the past 10 years? Is there affordable (i.e., subsidized) housing here? What kind of subsidized housing is most prevalent?
- What percentage of the population is employed, what are the average and mean incomes? What is the breakdown of employed by race, gender, foreign/native born? What are the major job centers in your City? Who is the largest employer? What programs does the City have regarding employment creation and job development?
- Are there plans to develop TOD (transit-oriented development)? Does the City have its own transportation system?
- What type of development are they encouraging? What type of development do you think would be best for the city?

With these data in hand, you will propose three policies/programs that would make a difference, **and could all be implemented at the local level** (i.e., most tax breaks are not included as these are not locally created). The policies will be city-wide; the programs may be specific to the neighborhood.

These reports must be at least 10 -12 pages. *References are not included in the body of the report, add them as end notes*). You must have at:

- 1) at least five sources from academic research on housing and community development;
- 2) at least one visit and interview with City staff; and
- 3) at least three sources from the course material.

Include visuals: graphs, photos, charts, etc., but these cannot take away from the required length of the report.

The goal of this assignment is to expand your ability to do field-based community research and gain an understanding of the challenges and opportunities faced by local governments in advancing the health and well-being of their residents.

*Reports must be in draft form by **the last day of class, when each group will present their draft to the class. The final report is to be posted in Moodle and turned into me during the exam period for our class.***

### **CLASSROOM EXPECTATIONS**

There is an expectation that students will come to class prepared and will conduct themselves in class in a professional manner. If you know you are going to miss class, notify me by email. From time to time everyone might be a bit late, but consistent late arrival can reduce your grade. Since we meet in the morning, feel free to bring coffee or even breakfast.

### **Computers and cell phones must be turned off during class-time.**

I post my lectures as powerpoints and generally ahead of class, so taking notes by hand will be sufficient. Requirements for notetakers for students with disabilities will be accommodated. If there is a need to access a computer I will let you know. Many of our classes will have guest speakers – it is absolutely unacceptable for any student to check a phone during these discussions.

This is a serious issue. While it is quite understandable that young students today think of their cell phones/computers as part of their ongoing routine, there is ample data that has found adults' learning suffers if learners are multi-tasking. Additionally, it is a distraction to me and interferes with my ability to do my job.

## **REQUIRED TEXTS AND READINGS**

In this course, the weekly readings are a combination of academic articles, book chapters and reports. They are in an electronic reader and posted weekly to Moodle. From time to time a new report or article is published that is more pertinent to our topic so the syllabus may change slightly. **The readings that are posted for the week are the readings you are responsible for.** In addition, other material may be posted, such as power points, video links, etc. so make sure you pay attention to Moodle.

## **COURSE OUTLINE AND READINGS**

<b>Week 1. A RIGHT TO HOUSING</b>	
<b>Tuesday, 1/23</b>	Introduction to the course, questions, outlines.
<b>Thursday, 1/25</b> A right to housing?	<u>Read:</u> * Hartman, Chester (1999). The Case for a Right to Housing * Carr, James (1999). Response to Hartman, Right to Housing <u>Watch:</u> * Right to Housing. <a href="https://www.youtube.com/watch?time_continue=1148&amp;v=idJqpWbOPJk">https://www.youtube.com/watch?time_continue=1148&amp;v=idJqpWbOPJk</a>
<b>Week 2. WHO DECIDES WHERE WE LIVE AND HOW DO THEY DECIDE?</b> Why is housing so expensive? Why do some of us live in unsafe/overcrowded housing?	
<b>Tuesday, 1/30</b> LA's housing crisis.	<u>Read:</u> * Ong, Paul et al (2014). <i>Rent Burden in LA</i> . Center for the Study of Inequality, UCLA. * CA Hsg. Partnership Corp (2014). <i>LA County Fails to Meet Needs of Low-Income Families</i>
<b>Thursday, 2/1</b> What are we doing about housing?	<u>View:</u> * Mapping America's Rental Housing Crisis. <a href="http://apps.urban.org/features/rental-housing-crisis-map/">http://apps.urban.org/features/rental-housing-crisis-map/</a> <u>Watch:</u> * City Rising (Broadcast Episode). <a href="https://www.kcet.org/shows/city-rising/city-rising-broadcast-episode">https://www.kcet.org/shows/city-rising/city-rising-broadcast-episode</a>
<b>Week 3. OUR SHELTER DELIVERY SYSTEM (aka the Real Estate Market or the "American Dream")</b> Why do we have such a strong preference for homeownership? Why do we think that owning a home is so important?	
<b>Tuesday, 2/6</b> * Land & ideology * Early renters * 1 <sup>st</sup> federal intervention	<u>Read:</u> * Krueckeberg, Daniel (1995) The Difficult Character of Property: To Whom Do Things Belong? <i>Journal of the American Planning Association (JAPA)</i> , 61(3), 301. * Heskin, Allan (1984) The History of Movement & an Ideology. In <i>Tenants &amp; the American Dream: Ideology and the Tenant Movement</i> .
<b>Thursday, 2/8</b> Opposition to Multifamily housing & early suburbia	<u>Watch:</u> * Echos of the anti-Rent Rebellion". At <a href="https://vimeo.com/125804471">https://vimeo.com/125804471</a> * Baar, Kenneth (1882). The National Movement to Halt the Spread of Multifamily Housing, 1890 – 1926. <i>Journal of the Am. Planning Association (JAPA)</i> . 58(1) 39 – 48

<b>Week 4 FINANCING SUBURBIA</b>	
What were the major causes of the “mortgage meltdown” in 2008? Why did so many homeowners lose their homes?	
<b>Tuesday, 2/13</b> The creation of post WWII suburbia.	<u>Read Suburbia:</u> * Jackson, Kenneth (1985). The Baby Boom and the Age of the Subdivision. <i>Crabgrass Frontier</i> . * Hanchett, Thomas (2001). The Other “Subsidized Hsg”: Federal Aid to Suburbanization, 1940s-1960s. <i>From Tenements to the Taylor Homes: In Search of an Urban Hsg Policy in 20<sup>th</sup> Century America</i> . <u>Watch Suburbia:</u> “Birth of a City” (1955). At: <a href="https://www.youtube.com/watch?v=G6wPDtmgW5Q">https://www.youtube.com/watch?v=G6wPDtmgW5Q</a>
<b>Thursday, 2/15</b> Housing finance and a very big crash  Class debate: should we have bailed out the banks?	<u>Read Mortgage Crisis:</u> * Krugman, Paul (2009). How Did Economists Get it So Wrong. <i>New York Times</i> . 6 September 2009. <a href="http://www.nytimes.com/2009/09/06/magazine/06Economic-t.html">http://www.nytimes.com/2009/09/06/magazine/06Economic-t.html</a> . * Lowenstein, Roger (2006) Who Needs the Mortgage Interest Deduction? <i>New York Times</i> , 5 March 2006, p 1-4. <u>Watch Mortgage Crisis:</u> “The Big Short”. (2015). Available from Netflix, Amazon, etc. and in the library

<b>Week 5 FEDERAL HOUSING POLICY FOR THE POOR</b>	
What role does the federal government play in housing & homelessness? Who is most at risk of homelessness?	
<b>Tuesday, 2/20:</b> Public Housing	<u>Read, Public Housing:</u> * Vale, Lawrence (2013). Chap 1. Public Housing, Design Politics and Twice-Cleared Communities; In <i>Purging the Poorest: Public Housing &amp; the Design Politics of Twice-Cleared Communities</i> . * Goetz, Ed. (2013). Chapter 1. The Quiet Successes and Loud Failures of Public Housing. In <i>New Deal Ruins: Race, Economic Justice, &amp; Public Housing Policy</i> . <u>Watch Public Housing:</u> “Housing 1930s: Community Development & Public Hsg in Depression Era Poverty”. At: <a href="https://www.youtube.com/watch?v=pipluXQReXc">https://www.youtube.com/watch?v=pipluXQReXc</a> “The Pruitt-Igoe Myth” (Available at Library)
<b>Thursday, 2/22:</b> Privately built housing Vouchers (“Section 8”)	<u>Read: Private-built housing</u> *Badger, Emily (2015). How Section 8 Became a “racial slur”. <i>Washington Post</i> , 15 June 2015 * NLIHC (2016) HUD-Assisted Housing * NLIHC (2016) Section 8 vouchers * NLIHC (2016) Low-Income Housing Tax Credit

<b>Week 6. CHALLENGES FACING DEVELOPMENT OF AFFORDABLE HOUSING</b>	
How come we can't get more affordable housing?	
<b>Tuesday, 2/27:</b> Challenges facing development NIMBY	<u>Read NIMBYism</u> *Whittemore, Andrew (2012). Zoning Los Angeles: A Brief History of Four Regimes. <i>Planning Perspectives</i> , 27(3) 393-415 *Whittemore, Andrew (2012). Requiem for a Growth Machine: Homeowner Preeminence in Los Angeles, <i>Journal of Planning History</i> , 11(2), 124-140.
<b>Thursday, 3/1:</b> Inclusionary	<u>Read, Inclusionary</u> * Am.Planning Assoc. ( 2014). <i>Practice Inclusionary Zoning</i> . <u>Watch, Inclusionary:</u> “Join the growing movement for inclusive community on NW side” (Chicago). At: <a href="https://vimeo.com/236995109">https://vimeo.com/236995109</a>

<b>Week 7. LOCAL PROBLEMS: Rent Control and Eviction</b> What role do the State and cities play in addressing housing needs	
<b>Tuesday, 3/6:</b> Rent Control	<u>Read on rent control:</u> * Keating, Dennis (1998). Rent Control: Its Origins, History & Controversies. In <i>Rent Control: Its Origins, History &amp; Controversies</i> . * Tietz, A. (1998). A Social Perspective on Rent Control. In <i>Rent Control: Its Origins, History &amp; Controversies</i> .
<b>Thursday, 3/8:</b> Eviction	<u>Read on eviction:</u> * CA Apartment Assoc (n.d.). <i>The Ellis Act</i> * LA Alliance for a New Economy (2015). <i>AirBNB, Rising Rent, and the Housing Crisis in Los Angeles</i> <u>Watch on eviction:</u> "The stories behind the unseen eviction crisis" at: <a href="https://www.youtube.com/watch?v=qBT8GGhh2Tg&amp;list=PLSgHgT5G1enI728ryQ60MD47UX6Gk6Nk&amp;index=28">https://www.youtube.com/watch?v=qBT8GGhh2Tg&amp;list=PLSgHgT5G1enI728ryQ60MD47UX6Gk6Nk&amp;index=28</a>

**Week 8. SPRING BREAK**

<b>Week 9 NEIGHBORHOODS MATTER: Concentration Of Poverty &amp; Fair Housing Act</b>	
<b>Tuesday, 3/20:</b> Early mobility programs & fair housing	<u>Read:</u> * Gill, A. (2012). Moving to Integration? The Origins of Chicago's Gautreaux Program & and the Limits of Voucher-Based Housing Mobility. <i>Journal of Urban History</i> , 38(4), 662-686. * Massey, D. (2015) The Legacy of the 1968 Fair Housing Act. <i>Sociological Forum</i> , Vol.30, No. 51. * TDCHA v ICP. Various (2015). Three articles on the US Supreme Court case "Texas Dept. of Hsg & Community Affairs (TDHCA) v. Inclusive Communities Project (ICP (TDHCA v ICP)).
<b>Thursday 3/22:</b> TDHCA v. ICP AFFH - where do we go from here?	<u>Watch:</u> <i>Where Does the American Dream Live?</i> (NY Times Retro Report). Available at: <a href="https://www.nytimes.com/video/us/100000004655947/where-does-the-american-dream-live.html">https://www.nytimes.com/video/us/100000004655947/where-does-the-american-dream-live.html</a>

<b>Week 10. COMMUNITY DEVELOPMENT. Work, income and wages</b>	
<b>Tuesday, 3/27</b> Introduction to community organizing as community development	<u>Read: Community organizing for CD</u> * Warren, Mark (2011). An Appetite for Change: Building Relational Cultures for Educational Reform & Civic Engagement in Los Angeles. In: <i>A Match on Dry Grass: Community Organizing as a Catalyst for School Reform</i> . <u>Watch: Community Organizing for CD</u> Organizing the Food Justice Movement". <a href="https://vimeo.com/32697472">https://vimeo.com/32697472</a>
<b>Thursday, 3/29</b> Community development & jobs	<u>Read CD Introduction:</u> * Green, G.P. & Haines, A. (2012). Chapter 6: Human Capital. In <i>Asset Building &amp; Community Development</i> . <u>Watch: CD Introduction:</u> "What is Community Wealth-Building?" <a href="https://vimeo.com/130465874">https://vimeo.com/130465874</a> . "Holding Ground: The Rebirth of Dudley Street". Available at the Library

<b>Week 11. COMMUNITY DEVELOPMENT:</b> What kind of jobs and how to development them.	
<p><b>Tuesday, 4/3</b> The informal economy: How good, how bad.</p>	<p><u>Read informal economy/wages</u> * UCLA Labor Center (n.d.) <i>What Is Wage Theft?</i> Access at: <a href="https://www.labor.ucla.edu/wage-theft/">https://www.labor.ucla.edu/wage-theft/</a> * Vranjes, Toni (2017). California Becomes More Aggressive in Fight Against Wage Theft. * EPI (2014). <i>An Epidemic of Wage Theft is Costing Workers Hundreds of Millions of Dollar a Year.</i></p> <p><u>Watch Informal economy/wages:</u> "Day Laborers &amp; Wages". <a href="https://vimeo.com/208539540">https://vimeo.com/208539540</a></p>
<p><b>Thursday, 4/5</b> Cooperatives as alternatives to wages</p>	<p><u>Read: Cooperatives</u> * Democracy at Work Inst. (2016). <i>Taking Employee Ownership to Scale.</i> * Gordon-Nembhard (2012). <i>African American Coops</i></p> <p><u>Check out</u> the US Federation of Worker Coops. <a href="https://usworker.coop/home/">https://usworker.coop/home/</a></p> <p><u>Watch Cooperatives::</u> "Mondragon Corporation". <a href="https://vimeo.com/187802604">https://vimeo.com/187802604</a> "Democracy in the Workplace: All About Collectives". <a href="https://www.youtube.com/watch?v=-cyP1tR45qU">https://www.youtube.com/watch?v=-cyP1tR45qU</a></p>

<b>Week 12 . COMMUNITY DEVELOPMENT.</b> Banks and books/ financing & education.	
<p><b>Tuesday, 4/10</b> Community banking as alternative to big banks</p>	<p><u>Read: CD Banking</u> * ReFund America. (2016). <i>Municipal Banking: An Overview.</i> * Pew Trusts (2010). <i>Unbanked by Choice: A Look at How Low-Income LA Households Manage the Money They Earn.</i></p> <p><u>Watch: Comm. Development Finance</u> Community Banking today; <a href="https://www.youtube.com/watch?v=M5e7HO8786A">https://www.youtube.com/watch?v=M5e7HO8786A</a> Community development finance: <a href="https://www.youtube.com/watch?v=MYU36g2Wxgg">https://www.youtube.com/watch?v=MYU36g2Wxgg</a></p>
<p><b>Thursday, 4/12</b> Education &amp; the role of charter schools in community development</p>	<p><u>Read: Charter Schools &amp; CD</u> * Barkan, J. (2017). Big Philanthropy's Role in Education * Chung, C : Schools and community development</p> <p><u>Watch: Charter Schools :</u> "Backpack Full of Cash" (Site to be added).</p>

<b>Week 13 COMMUNITY DEVELOPMENT.</b> Community health: shelter, air and oil	
<p><b>Tuesday, 4/17</b> Air</p>	<p><u>Read Air:</u> * Liberty Hill Foundation (2013). <i>Hidden Hazards</i> * Barboza, T. (various). Series of articles from LA Times on pollution next to freeways</p> <p><u>Watch:</u> "Up in the Air". <a href="https://www.youtube.com/watch?v=uCy9exrIkA8">https://www.youtube.com/watch?v=uCy9exrIkA8</a></p>
<p><b>Thursday, 4/19</b> Oil</p>	<p><u>Read Oil:</u> Liberty Hill. (2015). <i>Drilling Down: The Community Consequences of Expanded Oil Development in Los Angeles.</i> LA Times. (various). Articles on oil wells &amp; drilling in Los Angeles.</p> <p><u>Watch Oil:</u> "Behind These Walls: The Realities of Neighborhood Oil Drilling in Los Angeles." <a href="https://www.youtube.com/watch?v=rYwuzB6cHpA">https://www.youtube.com/watch?v=rYwuzB6cHpA</a></p>

**Week 14. Tuesday, 4/12 & Thursday, 4/26: PRESENTATION OF PROJECTS**

**Week 15. Tuesday, 5/1. REVIEW & EVALUTION**