

URP 4740/6745

Instructor: Dr. Julie Mah

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Office: ARCH 450

Office Hours: Tuesdays (2-3pm) and
Thursdays¹ (3-4pm) and by appointment

Class Times & Location:

Tuesdays | 12:50pm-1:40pm | RNK 106

Thursdays | 12:50pm-2:45pm | RNK 106

Housing, Public Policy & Planning

Spring 2022

COURSE DESCRIPTION

Housing is a complex, multi-dimensional issue, which makes developing effective housing policy challenging. It is embedded within larger institutions, such as capital markets, and can be conceptualized as a home, a commodity, an asset, or a sector of the economy. This course examines how planning and housing policies help shape the housing affordability landscape in North American cities. The course will introduce students to housing concepts, housing issues, and the role planning has played in (re)producing racialized geographies and housing inequality (e.g., historical and contemporary forms of racial and exclusionary zoning; the legacy of redlining practices and urban renewal). We will also explore planning's potential to address housing affordability issues. The course is organized in three parts. The first part explores the history of housing and planning. The second part explores housing and planning issues, such as the affordability crisis, climate justice and affordable housing, gentrification and evictions, and the financialization of housing. The third part examines potential solutions and equitable development approaches, such as inclusionary zoning and community land trusts.

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- Explain the history of planning and housing in the U.S.
- Explain housing issues and concepts.
- Describe and illustrate how planning, housing policies and macro forces (e.g., gentrification and financialization of housing) help shape the housing affordability landscape.
- Critically examine and evaluate planning and policy responses to address housing problems in U.S. and internationally.
- Design and implement a housing-related policy research project.
- Facilitate group discussion.



¹ Except for URP faculty meetings, which will typically take place on the fourth Thursday of every month.

REQUIRED READINGS

This course does not have any required textbooks. Course readings listed under the Course Schedule will be posted via Canvas.

EVALUATION

Assignment	Weight	Due Date
Student-led discussion	10%	On-going
Discussion Board Reflections	20%	On-going (Must do at least 10; 1 = 2% = 20% in total)
Short housing paper	15%	February 14
Proposal + Annotated Bibliography for Case Study Housing Report	10%	March 4
Draft of Case Study Housing Report	10%	April 8
In-class presentation of case study	10%	April 12/14/19 (Sign-up sheet will be available)
Final version of Case Study Housing Report	25%	April 25

The relationship between letter grades and numeric grades is: A (≥ 90.0), A- (≥ 85.0), B+ (≥ 80.0), B (≥ 75.0), B- (≥ 71.0), C+ (≥ 67.0), C (≥ 63.0), C- (≥ 59.0), D+ (≥ 56.0), D (≥ 53.0), D- (≥ 50.0), and E (< 50). Where A=4.0, A-=3.67, B+=3.33, B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=0.67, E=0.0.

What does an A mean? In general, it is an excellent assignment that is well-written, well-organized and shows strong evidence of critical thinking, analysis, and a superior grasp of the subject matter.

Note: The assignments will be the same for undergraduate and graduate students; however, the grading expectations will be different for certain assignments. Please be sure to read the assignment sheets for grading criteria and expectations.

Student-led Discussion (10%): Students will sign up to lead and facilitate class discussion on one required reading. This will entail the following: (1) a brief summary of the reading using PowerPoint slides, which highlights 2-3 main ideas/key takeaways (should be no more than 5 minutes); (2) the preparation of 3 discussion questions²; and (3) facilitation of class discussion on the reading (10-15 minutes). For graduate students: discussion questions are expected to explore the connections between the readings assigned for that week. The PowerPoint slides should be sent to me by 9pm the night before class. The sign-up sheet will be available after the first class. See assignment sheet for grading criteria and expectations.

Discussion Board Reflections (10 reflections * 2% = 20% total): Each week, I will post 2-3 questions or tasks that elicit reflection on that week's topic, readings and Tuesday lecture. You must complete 10 reflections to get a total of 20%. If time permits, I will provide some time at the end of the Tuesday class to start the reflection and ask me any questions. You can also come to my office hour to discuss the questions. Each reflection should be about 200-250 words in total and should thoughtfully engage with

² On weeks when we have a guest speaker, students will come up with 2 questions for the guest speaker and 1 discussion question.

the questions or tasks requested. You can end each reflection with questions about the readings or concepts discussed in class (this will not be included in the word count). The questions/tasks will be made available each Sunday afternoon and the reflections will be due each Wednesday by 6pm.

Short Housing Paper (15%): This short paper analyzes a housing problem or issue by conducting a literature review of scholarly and grey literature. The paper should address the following questions: What is the problem? Why is this a problem? What does the literature say about what is causing this problem? What levers are available to address the problem? You select the scale; for example, you can choose to focus on this problem at the national, state, county or municipal level. Examining the problem from a different scale will enable analysis of the problem from different perspectives, especially regarding the regulatory and planning context and the levers available to help remedy the issue. See assignment sheet for more details and grading criteria.

Proposal for Case Study Housing Report (10%): Proposal must include a work plan (i.e., Gantt chart), an annotated bibliography for at least 3 scholarly references and 1 grey literature (e.g., government reports; policy issue papers; city council reports), OR 1 news article from a recognized official news source (e.g., Gainesville Sun, Orlando Sentinel) in which key ideas/background information from each piece are summarized. In the annotated bibliography, there should be a sentence or two illustrating how the reference will be used in the report. The proposal should include some housing statistics (could be based on recent studies or your own analysis of census data) and outline how you will go about conducting desk research (i.e., secondary research) for your selected topic. See assignment sheet for more details and grading criteria. There is a required check-in meeting with me after the proposals are graded to provide detailed feedback.

Draft Case Study Housing Report (10%): Based on the scope presented in your proposal, which may have been modified by me, submit a full draft of your report (See the Final Case Study Housing Report assignment sheet for the required elements). Each major section should be fully drafted with appropriate citations. The writing and the flow may be rough, and you may still be finishing up your research and will need to add information. That's fine. Though you should aim to get all of your ideas on paper, so that I can provide substantive comments. Be sure to include tables, maps and/or figures as a method to clearly present your analysis. See assignment sheet for more details and grading criteria.

In-Class Presentation of Case Study Report (10%): You will present the main findings and ideas from your report, though some brief context will be helpful. The duration of the presentation must not exceed 6 minutes and cannot be under 4.5 minutes. No more than 5 PowerPoint slides (including title slide with name and title) can be used. You must email the PowerPoint slides to me the night before your presentation by 8pm. Presentations occur during the last two weeks. The sign-up sheet for presentations will be available in Week 9. See assignment sheet for more details and grading criteria. There is a required check-in meeting with me in week 14 to discuss the presentations and draft.

Final Version of Case Study Housing Report (25%): (12-14 pages double-spaced). This is a case study housing report that analyzes a city's or neighbourhood's housing problem. This report should include the following: a problem definition; an analysis of policy solutions; a jurisdictional scan of how other communities have employed this tool/solution and how well this tool has worked in those jurisdictions; issues and challenges with implementation based on the jurisdictional scan; limitations of the tool in general in addressing the defined housing problem; lessons learned that might be applicable in your particular case study. See assignment sheet for more details and grading criteria.

COURSE POLICIES & INFORMATION

Class Format

Each week, the Tuesday class will introduce that week's topic, so it is important to attend this short class as it will provide the necessary conceptual knowledge for the Thursday class, when we will delve deeper into the topic by discussing specific case studies and hearing from guest speakers. Attending the Tuesday class will also help with completing the Discussion Board reflections. Typically, the Thursday class will also feature student-led discussion and summaries of the assigned reading. Classes will typically begin with an opening lecture to provide background and context for the themes to be discussed that day. The lectures will feature multimedia materials, provide opportunity for class discussion and other interactive activities. Class lectures and discussion will help you better understand the readings by introducing context, additional concepts and examples not discussed in the texts.

Attendance Policy

Attendance during class time is required. Readings listed for each week below should be completed prior to class that week. Absence can be waived for UF-excused reasons with prompt communication and documentation. If you miss a class, check Canvas for lecture slides and other class materials, and inquire with classmates.

Assignment Submissions

Assignments must be submitted online through Canvas **by 11:59pm** on the due date as a PDF or Word docx. Please note: only the latest attempt will be graded.

Late Assignment Policy:

The late penalty is 5% per day (including weekend days). Assignments more than 7 days late will not be accepted. Extensions will only be granted in the case of documented illness or personal emergency. If you foresee problems meeting submission deadlines, **please consult with me *before*** the assignment is due. If you miss an assignment deadline, it is your responsibility to contact me as soon as possible and **no later than one week after the due date**. Documentation must be provided.

Re-grading Requests

You must wait at least 24hrs between receiving the feedback and grade for your assignment and requesting a re-mark. You must provide a written, two-paragraph rationale for why you believe you should receive a better mark. This rationale should include specific examples as to how the assignment addresses the grading criteria. Please be aware that your mark may go up, stay the same or go down. You must submit your request to me **within one week of the grade being made available on Canvas**. That said, I am always happy to speak with you about your mark if you have any questions or require further clarification on any feedback.

Email

Please use your University of Florida account to email me and use "URP 4740 or URP 6745" in the subject line. I will do my best to respond as promptly as possible, though please do not expect an immediate response. I will respond to your email within 1-2 days. Please do not ask questions over email that require a long response. You should see me during office hours to ask any in-depth questions.

Canvas

It is your responsibility to regularly (at least once a week) check this course's Canvas site. Course readings, any lecture slides, other materials (e.g., assignment instructions), and important announcements will be provided via Canvas. All written work must be submitted via Canvas unless otherwise specified during class. Grades will be posted via Canvas.

Writing

You will be expected to produce assignments that have clear and concise writing that effectively communicates your research findings and arguments. You are encouraged to make use of the university's Writing Studio (<https://writing.ufl.edu/writing-studio/>).

Syllabus

The readings and text in this syllabus may be adjusted as required. If this happens, the instructor will notify students. It is best practice to consult the syllabus posted on Modules as it will always be the latest version.

STUDENTS REQUIRING ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

STUDENT PRIVACY

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

CAMPUS RESOURCES:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), [or](http://www.police.ufl.edu/) <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

OVERVIEW OF CLASS SCHEDULE

Week	Date	Section	Topic and Assignment Due Dates
1	Jan. 6		Introduction
2	Jan. 11; Jan. 13	1. HOW DID WE GET HERE?	History of Planning and Housing (19 th -20 th century)
3	Jan. 18; Jan. 20		Origins of exclusionary zoning
4	Jan. 25; Jan. 27		Urban renewal, rise of suburbs and public housing
5	Feb. 1; Feb. 3	2. HOUSING AND PLANNING ISSUES	Defining affordability and the racial wealth gap
6	Feb. 8; Feb. 10		Gentrification and evictions
7	Feb. 15; Feb. 17		Sharing economy and Climate change and housing <u>SHORT HOUSING PAPER DUE ON FEB. 14</u>
8	Feb. 22; Feb. 24		Affordability crisis and financialization
9	March 1; March 3	3. POTENTIAL SOLUTIONS AND EQUITABLE DEVELOPMENT APPROACHES	Existing policy responses to address housing affordability issues (HOME; CDBG; LIHTC; HCV) <u>Guest Speaker:</u> Ashon Nesbitt, Florida Housing Coalition <u>PROPOSAL DUE MARCH 4</u>
Week 10: SPRING BREAK (March 5-12) No class on March 8 and 10			
11	Mar. 15; Mar. 17		Overview of equitable development approaches
12	Mar. 22; Mar. 24		Value capture tools: Inclusionary zoning and density bonusing
13	Mar. 29; Mar. 31		Community Land Trusts I: History and Potential for Community Control <u>Guest Speaker:</u> Vince Wang, Grounded Solutions Network
14	April 5; April 7		Community Land Trusts II: Experiences in U.S. and Canada <u>Guest speaker:</u> Anne Ray, Shimberg Center; TBD <u>DRAFT CASE STUDY HOUSING REPORT DUE APRIL 8</u>
15	April 12; April 14	Signup sheet will be posted	Student Presentations
16	April 19	Signup sheet will be posted	Student Presentations/Wrap-Up <u>FINAL CASE STUDY HOUSING REPORT DUE APRIL 25</u>

COURSE SCHEDULE AND REQUIRED READINGS

Week 1 | January 6 | INTRODUCTION

Students will get a week-by-week overview of the course plan for the semester. We will go over assignments and course topics.

No required readings but you should review the syllabus.

HOW DID WE GET HERE?

Week 2 | January 11/13 | HISTORY OF PLANNING AND HOUSING (19TH-20TH CENTURY)

We will explore the housing problems of the 19th century industrial city, tenement housing in New York City, origins of planning, and briefly touch on utopian planning visions.

Required Readings:

1. Hall, Peter. 2014. The City of Dreadful Night. In Cities of tomorrow: an intellectual history of urban planning and design since 1880 (4th edition) (pp. 12-48). Hoboken, NJ: Wiley-Blackwell.
2. Relph, E. C. (1987). The Invention of Modern Town Planning: 1890-1940, in: The Modern Urban Landscape. Baltimore: The John Hopkins Press, pp. 49-75.

Recommended reading:

Fishman, Robert. (2016). "Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright and Le Corbusier," in S. Fainstein and J. DeFilippis (eds.) Readings in Planning Theory. Fourth Edition. UK: Wiley/Blackwell, 23-50.

Week 3 | January 18/20 | ORIGINS OF EXCLUSIONARY ZONING

This week, we will examine the historical and contemporary forms of racial and exclusionary zoning.

Required Readings:

1. Whittemore, Andrew. (2020). Exclusionary Zoning: Origins, Open Suburbs, and Contemporary Debate. Journal of the American Planning Association, DOI: 10.1080/01944363.2020.1828146
2. Rothstein, R. (2014). The Making of Ferguson: Public Policies at the Root of its Troubles. Economic Policy Institute.

Recommended reading:

1. Taylor, D. (2014). The Rise of Racial Zoning: Residential Segregation, in: Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility. New York and London: New York University Press.
2. Taylor, D. (2014). The Rise of Racially Restrictive Covenants: Guarding against Infiltration, in: Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility. New York and London: New York University Press.

Week 4 | January 25/27 | URBAN RENEWAL, RISE OF SUBURBS AND PUBLIC HOUSING

We will explore the legacy of HOLC and redlining, Levittown, and impacts of urban renewal.

Video: Priutt-Igoe Myth; New York – urban renewal

Required Readings:

1. Downs, A. (1997). The challenge of our declining big cities. Housing Policy Debate, 8(2),
READ p. 362-389.
2. Bristol, Katharine G. (1991). The Pruitt-Igoe Myth, Journal of Architectural Education, 44:3, 163-171, DOI: 10.1080/10464883.1991.11102687
3. Hayden, D. (2003). Sitcom Suburbs, in: Building Suburbia: Green Fields and Urban Growth (1820-2000). New York: Vintage Books, 128-153.

HOUSING AND PLANNING ISSUES

Week 5 | February 1/3 | DEFINING AFFORDABILITY AND THE RACIAL WEALTH GAP

This week, we will examine the concept of housing affordability and how it should be defined. We will also discuss how to analyze housing needs, housing inequality, poverty, homelessness, and racial disparities in wealth accumulation.

Required Readings:

1. Hulchanski, D. (1995). The Concept of Housing Affordability: Six Contemporary Uses of the Housing Expenditure-to-income Ratio. Housing Studies, 10(4), 471-491.
2. Shelterforce Housing + Transportation chapter in Affordable Housing reader
3. Reid, C. (2019). "Homeownership and the racial and ethnic Wealth Gap in the United States", In: Anacker et al (Eds), The Routledge Handbook of Housing Policy and Planning

Video: Ted Talk on housing first approach

Recommended readings:

1. HUD PD&R Edge Article: Defining Housing Affordability
2. <https://www.huduser.gov/portal/pdredge/pdr-edge-featd-article-081417.html>
3. Understanding Racial Inequity in Alachua County: Housing, transportation, and Neighborhood Baselines: <https://www.babr.ufl.edu/economics/racial-inequity>
4. Krivo, L. J., & Kaufman, R. L. (2004). Housing and Wealth Inequality: Racial-Ethnic Differences in Home Equity in the United States. Demography, 41(3), 585–605.
5. Housing Affordability in the U.S.: Trends by Geography, Tenure, and Household Income <https://www.federalreserve.gov/econres/notes/feds-notes/housing-affordability-in-the-us-trends-by-geography-tenure-and-household-income-20190927.htm>

Week 6 | February 8/10 | GENTRIFICATION AND EVICTIONS

We will examine the different conceptualizations of gentrification, the explanations of how it occurs, and gentrification-induced displacement (both direct and indirect).

Required Readings:

1. Shaw, K. (2008) Gentrification: what it is, why it is, and what can be done about it. *Geography Compass* 2(5), 1697–1728.
2. Mah, J. (2021). Gentrification-induced displacement in Detroit, Michigan: An analysis of evictions. *Housing Policy Debate*, 31(3-5): 446-468. Special Issue on Evictions: Shedding Light on the Hidden Housing Problem.
3. Mah, J. & Jones, E.C. (2020). 'Adding Marcuse' to equitable development approaches: Combatting indirect displacement. *Progressive City*. www.progressivecity.net/single-post/2020/04/01/ADDING-MARCUSE-TO-EQUITABLE-DEVELOPMENT-APPROACHES-COMBATTING-INDIRECT-DISPLACEMENT

Recommended reading:

Davidson, M., & Lees, L. (2005). New Build 'gentrification' and London's Riverside Renaissance. *Environment & Planning A*, 37(7), 1165-1190.

Week 7 | February 15/17 | SHARING ECONOMY AND CLIMATE CHANGE AND HOUSING

Climate justice and affordable housing will be discussed, as well as climate gentrification and impacts of short-term rentals on housing markets.

Video: Planning for Rising Seas: Your South Florida: <https://www.pbs.org/video/sea-level-rise-ysf-9sgd2r/>

Required Readings:

1. Bunce, S. (2018). "Convergences of urban sustainability policy, planning and gentrification." In: *Sustainability Policy, Planning and Gentrification in Cities*. London and New York: Routledge.
2. Wachsmuth, D. and Weisler, A. (2018). Airbnb and the rent gap: Gentrification through the sharing economy. *Environment and Planning A*. 50(6): 1147-1170.
3. Paganini, Z. (2019). Underwater: Resilience, racialized housing, and the national flood insurance program in Canarsie, Brooklyn. *Geoforum*. 104 (2019): 25-25.

Recommended readings:

1. What is 'climate justice': <https://yaleclimateconnections.org/2020/07/what-is-climate-justice/>
2. Climate change is also a racial justice problem: <https://www.washingtonpost.com/climate-solutions/2020/06/29/climate-change-racism/>

Week 8 | February 22/24 | AFFORDABILITY CRISIS AND FINANCIALIZATION

This week, we will explore how increasing financialization of rental and ownership housing has impacted the housing affordability landscape. We will also discuss the foreclosure crisis in the wake of the 2007-2009 financial crisis and its disproportionate effects on communities of color.

Required Readings:

1. Immergluck, D. (2013). High risk lending and public policy, 1995-2008. In Tighe, R. and Mueller, E., Eds., *The Affordable Housing Reader*. New York: Routledge Pp. 214-230.

2. Fields, D. (2014). Contesting the financialization of urban space: Community organizations and the struggle to preserve rental housing in New York City. *Journal of Urban Affairs*. 37(2): 144-164.
3. August, M. (2020). The financialization of Canadian multi-family rental housing: From trailer to tower. *Journal of Urban Affairs*.

Recommended readings:

1. Aalbers, M. (2017). The Variegated Financialization of Housing. *International Journal of Urban and Regional Research*.

Video: How the real estate financial model is harming us | Leilani Farha | TEDxQueensU

https://www.youtube.com/watch?v=ve_-FbNvy0w

POTENTIAL SOLUTIONS AND EQUITABLE DEVELOPMENT APPROACHES

Week 9 | March 1/3 | EXISTING POLICY RESPONSES TO ADDRESS HOUSING AFFORDABILITY ISSUES

We will examine existing supply-side solutions (e.g., LIHTC), demand-side assistance (e.g., housing choice vouchers), recent responses to housing effects of the pandemic, and the impacts of HOPE VI.

Required Readings:

1. Orlebeke, C. (2000). The evolution of low-income housing policy, 1949 to 1999. *Housing Policy Debate*, 11(2), p. 489-520.
2. DeFilippis J, Wyly E. (2008). Running to Stand Still: Through the Looking Glass With Federally Subsidized Housing in New York City. *Urban Affairs Review*, 43(6):777-816.
3. McClure, K. (2000). "The Low-Income Housing Tax Credit as an aid to housing finance: How well has it worked?" From *Housing Policy Debate* (2000)

Guest speaker: Ashon Nesbitt, Florida Housing Coalition

Recommended readings:

1. Goetz, E. (2011). Gentrification in black and white: The racial impact of public housing demolition in american cities. *Urban Studies*, 48(8), 1581-1604. doi:10.1177/0042098010375323

Week 10: SPRING BREAK ☺ (March 5-12) No class on March 8 and 10

Week 11 | March 15/17 | OVERVIEW OF EQUITABLE DEVELOPMENT APPROACHES

Provide overview of community benefits agreements, linkage fees, missing middle, and discuss concept of land value capture. Introduce inclusionary zoning and density bonusing.

Required Readings:

1. Marantz, N. (2015). What Do Community Benefits Agreements Deliver? Evidence from Los Angeles. *Journal of the American Planning Association*, Vol. 81, No. 4, 251-267.

2. Fainstein, S. (2012). Land Value Capture and Justice, in: G.K. Ingram & Y. Hong (Eds) Value Capture and Land Policies. Cambridge, MA: Lincoln Institute of Land Policy.

Week 12 | March 22/24 | VALUE CAPTURE TOOLS: INCLUSIONARY ZONING (IZ) AND DENSITY BONUSING

This week provides a scan of the various IZ models in the U.S. and Canada. We will also discuss the major debates around inclusionary zoning, outline its limitations, evaluate its effectiveness to produce new affordable housing, and provide some critiques.

Required Readings:

1. Schuetz, J., Meltzer, R., & Been, V. (2011) Silver bullet or Trojan Horse? The effects of inclusionary zoning on local housing markets in the United States. *Urban Studies*, 48(2), 297-329.
2. Stabrowski, F. (2015). Inclusionary Zoning and Exclusionary Development: The Politics of 'Affordable Housing' in North Brooklyn. *International Journal of Urban and Regional Research*, 39(6), 1120-1136.
3. Mukhija, V., Regus, L., Slovin, S. & Das, A. (2010). Can Inclusionary Zoning be an Effective and Efficient Housing Policy? Evidence from Los Angeles and Orange Counties. *Journal of Urban Affairs*, 32(2), 229-252.

Recommended reading:

Stein, S. (2018). Progress for whom, toward what? Progressive politics and New York City's Mandatory Inclusionary Housing. *Journal of Urban Affairs*, 40(6), 770-781.

Week 13 | March 29/31 | COMMUNITY LAND TRUSTS I: HISTORY AND POTENTIAL FOR COMMUNITY CONTROL

We will discuss the classic model of a community land trust (CLT); the history of community land trusts and the decommodification of land; anti-displacement efforts and the potential for community control.

Debate: scalability vs. maintaining community control

Guest speaker: Vince Wang, Grounded Solutions Network

Required Readings:

1. John Davis 2010 chapter, Origins and Evolution of the Community Land Trust in the United States, in *Community Land Trust Reader*
2. Defilippis, J. (2004). "Chapter 4: Collective Ownership of Housing" in: *Unmaking Goliath: Community Control in the Face of Global Capital*. New York and London: Routledge.

Week 14 | April 5/7 | COMMUNITY LAND TRUSTS II: EXPERIENCES IN U.S. AND CANADA

This week, we'll discuss the Dudley Street Neighborhood Initiative and CLT experiences in different localities.

Guest speakers: Anne Ray, Shimberg Center; TBD

Required Readings:

1. Bunce, S. (2018). "Alternatives to gentrification: exploring urban community land trusts and urban ecovillage practices," in: Handbook of Gentrification studies.
2. Davis, J. (2013). "More than money: What is shared in shared equity homeownership?" In Tighe, R. and Mueller, E., Eds., The Affordable Housing Reader. New York: Routledge Pp. 187-195.
3. Angotti, T. (2007). Community Land Trusts and Low-Income Multifamily Rental Housing: The Case of Cooper Square, New York City. Cambridge, MA: *Lincoln Institute of Land Policy*.

Recommended reading:

Medoff, P., & Sklar, H. (1994). *Streets of hope: The fall and rise of an urban neighborhood*. (Chapters 5 & 6). Boston, MA: South End Press.

Video: A boost for community land control
<https://cltweb.org/resources/videos/#group-1>

Week 15 | April 12/14 | STUDENT PRESENTATIONS

A signup sheet will be posted.

Week 16 | April 19 | STUDENT PRESENTATIONS/WRAP UP

A signup sheet will be posted.