

# URP 4740/6745

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**Office:** ARCH 464

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

**Class Times & Location:**

Tuesdays | 12:50pm-1:40pm | RNK 220

Thursdays | 12:50pm-2:45pm | RNK 220

# Housing, Public Policy & Planning

Spring 2023

## COURSE DESCRIPTION

Housing is a complex, multi-dimensional field, 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 with a focus on the United States. 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.

This course examines the evolution of public sector involvement in housing issues, current housing problems, and public policies designed to overcome these problems. But more than simply presenting this information, the course attempts to build students' capabilities for diagnosis of problems, incisive critiques of policy, and written and oral presentation of these findings. The course will focus on how historic, economic, programmatic, geographic, and social conditions influence the provision of affordable housing. The types of housing produced will also be discussed focusing on renter and owner occupied housing, single family and multi-family housing, and public ownership vs. private ownership of housing. In order to understand the effects of these influences, the class will explore examples of affordable housing initiatives from around the country.

## LEARNING OUTCOMES:

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

- Explain the history of 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 the U.S.
- Communicate housing knowledge, ideas, and reasoning effectively in written and oral formats.
- Facilitate group discussion.



## REQUIRED READINGS

Alex F. Schwartz, *Housing Policy in the United States: An Introduction*, Fourth Edition (New York: Routledge, 2021). This book is available through Course Reserves.

*Note:* If you are purchasing or renting this book, be sure to get the 4<sup>th</sup> Edition published in 2021. Housing is a field that changes significantly over time, so this version contains critical information that previous editions do not. We will be reading this entire book this semester.

## EVALUATION

Assignment	Weight	Due Date
Class participation	10%	On-going
Discussion Board Reflections	20%	On-going (Must do at least 10; 1 = 2% = 20% in total)
Short housing paper	15%	February 17
Proposal + Annotated Bibliography for Case Study Housing Report	10%	March 10
Draft of Case Study Housing Report	10%	April 7
In-class presentation of case study	10%	April 11/13/18/20 (Sign-up sheet will be available)
Final version of Case Study Housing Report	25%	April 26

### Grade Scale

Grade Range	Grade Points	Grade Range	Grade Points
A = 94–100%	A = 4.00	C = 74–76%	C = 2.00
A- = 90–93%	A- = 3.67	C- = 70–73%	C- = 1.67
B+ = 87–89%	B+ = 3.33	D+ = 67–69%	D+ = 1.33
B = 84–86%	B = 3.00	D = 64–66%	D = 1.00
B- = 80–83%	B- = 2.67	D- = 60–63%	D- = 0.67
C+ = 77–79%	C+ = 2.33	E <60%	E = 0.00

**UF Grading Policies:** A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U. More information on UF grades and grading policies is available in the [Undergraduate Catalog Links to an external site.](#)

**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.

**Class Participation (10%):** Attendance and participation are required. The class places significant emphasis on the discussion of readings and debate. You should show evidence of reading and carefully consider readings in your class participation. *Before arriving at each class, you should prepare a*

*summary of the readings and a list of questions about concepts or ideas that are unclear to you.* At the start of classes, I will randomly select students or place them in groups to introduce the set readings and initiate debate using their prepared questions.

**Discussion Board Reflections (10 reflections \* 2% = 20% total):** Each week, I will post 2-3 questions that elicit reflection on that week's topic, readings, and lectures. 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 hours to discuss the questions. Each reflection should be 200-250 words in total and should thoughtfully engage with 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). These will be due each Wednesday by 11:59 p.m. If a student completes all 12 reflections, the lowest two grades will not be counted.

**Short Housing Paper (15%):** This short paper analyzes a housing problem or issue by conducting a literature review of scholarly and grey literature (e.g., government reports; policy issue papers; city council reports). 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 solutions are available to address the problem? You select the scale; for example, you can choose to focus on this problem at the national, state, regional, 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 solutions 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 narrative outlining your topic, a work plan (i.e., Gantt chart), and an annotated bibliography in which key ideas/background information from each resource are summarized. The narrative should briefly describe your topic, 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. In the annotated bibliography, there should be a sentence or two illustrating how each reference will be used in the report. 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 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. You should aim to get all 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 from your report, though some brief context will be helpful. The duration of the presentation must not exceed 8 minutes and cannot be under 6 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 full weeks of class. 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 plus a reference list/bibliography). This is a case study housing report that analyzes a city's or neighborhood's housing

challenges and opportunities. 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 provide opportunities for class discussion and other interactive activities. Class lectures and discussions 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 document. 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.

### **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 business 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 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 needed. If this happens, the instructor will notify students. It is best practice to regularly consult the syllabus posted in Canvas 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/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 EVALUATIONS**

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 <https://gatorevals.ua.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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.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](mailto:umatter@ufl.edu) or 352-392-1575, or visit <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 352-392-1575.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>.

**Sexual Assault Recovery Services (SARS):** Student Health Care Center, 352-392-1161.

**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:** For issues or technical difficulties with E-learning in Canvas, please contact the UF Computing Help Desk at 352-392-4357 or <https://helpdesk.ufl.edu/> or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center**, Reitz Union, 352-392-1601. Career assistance and counseling, [career.ufl.edu/](http://career.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. [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/).

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/).

**Student Complaints Campus:** <https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf>

## OVERVIEW OF CLASS SCHEDULE

Week	Date	Section	Topic and Assignment Due Dates
1	Jan. 10; Jan. 12	<b>1. BACKGROUND OF HOUSING IN THE U.S.</b>	Introduction & Expectations; Background on Housing & Definitions
2	Jan. 17; Jan. 19		Housing Demand & Supply – The Big Picture
3	Jan. 24; Jan. 26		Housing Finance & Taxation
4	Jan. 31; Feb. 2	<b>2. FOUNDATIONS OF U.S. HOUSING POLICY</b>	Context of U.S. Housing Policy & Programs – History
5	Feb. 7; Feb. 9		Housing for the Working Class
6	Feb. 14; Feb. 16		Incentivizing the Private Sector <b><u>SHORT HOUSING PAPER DUE ON FEBRUARY 17</u></b>
7	Feb. 21; Feb. 23	<b>3. U.S. HOUSING IN THE NEW MILLENNIUM</b>	Gentrification, Foreclosure, & Evictions
8	Feb. 28; March 2		Housing for People with Special Needs
9	March 7; March 9		Homeownership – Benefits & Barriers <b><u>PROPOSAL + ANNOTATED BIBLIOGRAPHY DUE ON MARCH 10</u></b>
<b>Week 10: SPRING BREAK (March 11-19) No class on March 14 and 16</b>			
11	Mar. 21; Mar. 23		State and Local Housing and the Role of Nonprofits
12	Mar. 28; Mar. 30		Fair Housing & Community Investment
13	April 4; April 6		Housing & Urban Development Innovations <b><u>DRAFT CASE STUDY HOUSING REPORT DUE APRIL 7</u></b>
14	April 11; April 13	Signup sheet will be posted	Student Presentations
15	April 18; April 20	Signup sheet will be posted	Student Presentations
16	April 25		Class Wrap-Up <b><u>FINAL CASE STUDY HOUSING REPORT DUE APRIL 26</u></b>

## DETAILED COURSE SCHEDULE AND REQUIRED READINGS

### Week 1 | January 10 | INTRODUCTION & EXPECTATIONS

Students will get a week-by-week overview of the course plan for the semester. We will go over assignments and course topics as well as introduce ourselves and discuss our expectations for this course.

No required readings, instead review the syllabus and bring any questions to the next class meeting.

### BACKGROUND OF HOUSING IN THE U.S.

### Week 1 | January 12 | INITIAL BACKGROUND AND DEFINITIONS

During the first week of class, we will establish some basic definitions and context for our study of housing this semester.

#### Framing Questions:

1. What is the goal behind housing policy?
2. How can American housing policy be best summarized?

#### Required Readings:

1. Schwartz, Alex. 2021. Introduction (Ch. 1) in *Housing in the United States* (4th ed.), pp. 1-13.
2. Herbert, Christopher, et al. 2018. Measuring Housing Affordability: Assessing the 30 Percent of Income Standard. Joint Center for Housing Studies of Harvard University.
3. Ruiz, Fernando Pagés. 2015. [Building Multiculturally](#). *Shelterforce*.

**Assignment:** Introduce yourself to the class. Getting to know the other students in this class can make your experience more engaging and can help you reach out to other students for collaboration or assistance. Post an introduction so your classmates know who you are. **Due by Friday, January 13 at 11:59 p.m. (EST).**

### Week 2 | January 17 & 19 | HOUSING DEMAND AND SUPPLY – THE BIG PICTURE

We will continue exploring some basic definitions and demographics to better understand housing trends.

#### Framing Questions:

1. What are some of the trends evident in housing policy?
2. Can we point to persistent challenges? What are they?

#### Required Readings:

1. Schwartz, Alex. (2021). Trends, Patterns, Problems (Ch. 2) in *Housing in the United States* (4th ed.), pp. 14-58.
2. Joint Center for Housing Studies of Harvard University. 2022. [The State of the Nation's Housing](#). Review the report, including the interactive maps and data.

### Week 3 | January 24 & 26 | HOUSING FINANCE & TAXATION

We will examine housing markets and finance and the ways in which they structure affordability and access to housing. We will also explore how home mortgage and insurance systems encourage development in climate-risky places.



**Framing Questions:**

1. What types of measures have been taken to make housing affordable?
2. What influences housing markets and prices?
3. What is the nexus between taxes and housing?

**Required Readings:**

1. Schwartz, Alex. 2021. Housing Finance (Ch. 3) in *Housing in the United States* (4th ed.), pp. 59-100.
2. Schwartz, Alex. 2021. Taxes and Housing (Ch. 4) in *Housing in the United States* (4th ed.), pp. 101-117.
3. Schuetz, Jenny. 2022. [Home mortgage and Insurance System Encourage Development in Climate-Risky Places, and We All Pay the Price](#). Brookings Institution.

**FOUNDATIONS OF U.S. HOUSING POLICY****Week 4 | January 31 & February 2 | CONTEXT OF U.S. HOUSING POLICY AND PROGRAMS – HISTORY**

During the Depression era, the federal government became directly involved in housing. Since then, every Congress has enacted some housing legislation designed to improve the nation's housing delivery system. The class will review housing needs and policies and programs from the 1930's to the present day. When a variety of agencies and levels of government have responsibility for a particular policy area (housing or transportation for instance), the complexity grows, and with it the probability that contradictory norms and ideologies will give rise to uncoordinated and contradictory programs.

**Framing Questions:**

1. What does history teach us about the role of housing in social equity?
2. In what ways has housing influenced planning and vice versa?

**Review:**

1. City University of New York, [Milestones: A History of Housing in the United States](#). This interactive site provides a visual overview of the history of housing in the United States.
2. University of Richmond Digital Scholarship Lab. [Mapping Inequality: Redlining in New Deal America](#). This interactive site allows you to explore the historic maps created by the Home Owner's Loan Corporation and adopted by the Federal Housing Administration to guide local real estate decision making. Be sure to go to the Introduction page to read about the application of these maps.

**Required Readings:**

1. Alexander von Hoffman. 2009. Housing and Planning: A Century of Social Reform and Local Power, *Journal of the American Planning Association*, 75(2): 231-244, DOI: 10.1080/01944360902774087.
2. Alexander von Hoffman. 2012. History Lessons for Today's Housing Policy: The Politics of Low-income Housing, *Housing Policy Debate*, 22(3): 321-376, DOI: 10.1080/10511482.2012.680478.

**Week 5 | February 7 & 9 | HOUSING FOR THE WORKING CLASS**

We will explore the legacy of the public housing program and efforts to address the challenges of that program through a voucher system and through incentivizing the private sector to provide housing at below market rate.

**Framing Questions:**

1. What is the origin of public housing? What policies were set in place to support it?
2. Why did vouchers become more prevalent than public housing?
3. What is the profile of those who make use of these vouchers?

**Required Readings:**

1. Schwartz, Alex. 2021. Public Housing (Ch. 6) in *Housing in the United States* (4th ed.), pp. 144-177.
2. Bristol, Katharine G. 1991. The Pruitt-Igoe Myth. *Journal of Architectural Education*, 44(3): 163-171, DOI: 10.1080/10464883.1991.11102687.
3. Schwartz, Alex. 2021. Vouchers (Ch. 8) in *Housing in the United States* (4th ed.), pp. 198-237.

**Week 6 | February 14 & 16 | INCENTIVIZING THE PRIVATE SECTOR**

We will examine housing markets and finance and the ways in which they structure affordability and access to housing. We will also review the largest remaining program that produces housing units for the working class.

**Framing Questions:**

1. Why did the Federal government get involved in privately owned rental housing?
2. Who promoted these changes?

**Required Readings:**

1. Schwartz, Alex. 2021. Privately Owned Rental Housing Built with Federal Subsidy (Ch. 7) in *Housing in the United States* (4th ed.), pp. 178-197.
2. Schwartz, Alex. 2021. The Low Income Housing Tax Credit (Ch. 5) in *Housing in the United States* (4th ed.), pp. 118-143.
3. McClure, Kirk. 2020. Subsidized Rental Housing Programs in the U.S.: A Case of Rising Expectations. In Anacker et al (Eds), *The Routledge Handbook of Housing Policy and Planning* (New York: Routledge): 129-140.

**Assignment:** Short Housing Paper. This is an opportunity to characterize the extent and causes of housing need and the potential economic and social solutions. Write a brief (three pages, single-spaced) memo outlining these elements to a non-technical audience. Use four readings from class to guide your thinking about this memo. **Due by Friday, February 17 at 11:59 p.m. (EST).**

**U.S. HOUSING IN THE NEW MILLENNIUM**

**Week 7 | February 21 & 23 | GENTRIFICATION, FORECLOSURE, AND EVICTIONS**

We will examine the different conceptualizations of gentrification, the explanations of how it occurs, and gentrification-induced displacement (both direct and indirect). We will also discuss the foreclosure crisis in the wake of the 2007- 2009 financial crisis and its disproportionate effects on communities of color.

**Framing Questions:**

1. What were the dynamics of the foreclosure crisis in 2007-2009? Who were the winners and losers?
2. What were the dynamics of the recent housing crisis associated with the COVID lockdowns? Who were the winners and losers?
3. What are the current dynamics in housing associated with rising inflation? Who are the winners and losers?

**Review:** [Eviction Lab](#)

**Required Readings:**

1. Gale, Dennis E. 2020. A Moving Target: A Shifting Genealogy of Gentrification. In Anacker et al (Eds), *The Routledge Handbook of Housing Policy and Planning* (New York: Routledge): 285-301.
2. Zuk, Miriam. 2020. Preventing Gentrification-Induced Displacement in the U.S.: A Review of the Literature and a Call for Evaluation Research. In Anacker et al (Eds), *The Routledge Handbook of Housing Policy and Planning* (New York: Routledge): 302-316.
3. Ellen, Ingrid Gould. 2017. Can Gentrification Be Inclusive? Joint Center for Housing Studies of Harvard University.
4. Saunders, Pete. 2018. The Scales of Gentrification. *Planning*.
5. Mah, Julie. 2021. Gentrification-Induced Displacement in Detroit, Michigan: An Analysis of Evictions. *Housing Policy Debate*, 31(3-5): 446-468.
6. Desmond - [The Eviction Epidemic - The New Yorker.pdf](#)

**Week 8 | February 28 & March 2 | HOUSING FOR PEOPLE WITH SPECIAL NEEDS**

This week, we will review the housing needs of the elderly and disabled. We will begin to examine the challenges confronting those experiencing homelessness.

**Framing Questions:**

1. How do we document people with special needs?
2. How do their housing needs differ from the general population? What kinds of housing are needed?
3. What policies and programs exist to address these housing needs?

**Required Readings:**

1. Schwartz, Alex. 2021. Housing for People with Special Needs (Ch. 10) in *Housing in the United States* (4th ed.), pp. 277-289.
2. Golant, Stephen. 2020. Connectivity as an Indicator of Older People's Housing Quality. In Anacker et al (Eds), *The Routledge Handbook of Housing Policy and Planning*. (New York: Routledge): 231-242.
3. Smith, Stanley K., Stefan Rayer & Eleanor A. Smith. 2008. Aging and Disability: Implications for the Housing Industry and Housing Policy in the United States. *Journal of the American Planning Association*, 74(3): 289-306. DOI: 10.1080/01944360802197132.
4. Brucker, Debra L. and Corianne Scally. 2015. Linking Public Housing, Employment, and Disability Benefits for Working-Age People with Disabilities. *Housing and Society* 42(2): 126-147. DOI: 10.1080/08882746.2015.1076130.

**Week 9 | March 7 & 9 | HOMEOWNERSHIP – BENEFITS AND BARRIERS**

We will continue to examine the persistence of homelessness as well as the benefits of home ownership and the barriers to entering the market.

**Framing Questions:**

1. Why does homelessness persist?
2. What is at the root of housing insecurity?
3. What are the barriers to homeownership, and how can we overcome them?

**Review:** Lloyd Pendleton. The Housing First Approach to Homelessness. TEDMED 2016.  
[https://www.ted.com/talks/lloyd\\_pendleton\\_the\\_housing\\_first\\_approach\\_to\\_homelessness](https://www.ted.com/talks/lloyd_pendleton_the_housing_first_approach_to_homelessness) Links to an external site.

### **Required Readings:**

1. Fact Sheets from the National Alliance to End Homelessness.
2. Madison, Elena, How an Atlanta Park is Connecting People to Housing Through Place-Based Social Service Provision, Brookings Institution at <https://www.brookings.edu/blog/the-avenue/2020/08/26/how-an-atlanta-park-is-connecting-people-to-housing-through-place-based-social-service-provision/>
3. Fisher, Benjamin W., et al. 2014. Leaving Homelessness Behind: Housing Decisions Among Families Exiting Shelter in *Housing Policy Debate*, 24(2): 364–386, DOI: 10.1080/10511482.2013.852603.
4. Schwartz, Alex. 2021. Homeownership and Income Integration (Ch. 12) in *Housing in the United States* (4th ed.), pp. 337-362.

**Assignment:** Proposal for Case Study Housing Report: Proposal must include a narrative outlining your topic, a work plan (i.e., Gantt chart), and an annotated bibliography in which key ideas/background information from each resource are summarized. See Assignments for more information. **Due by Friday, March 10 at 11:59 p.m. (EST).**

**Please note: We will have no class on Thursday, March 9. Your instructor will be visiting the University of Texas, San Antonio presenting a lecture on the 100<sup>th</sup> anniversary of the Regional Planning Association of America.** Use the class time to finalize your Proposal for Case Study Housing Report.

## **Week 10: SPRING BREAK No class on March 14 and 16**

### **Week 11 | March 21 & 23 | STATE AND LOCAL HOUSING AND THE ROLE OF NONPROFITS**

We will begin to explore the range of programs and planning interventions that state and local governments can play. The role of nonprofits will also be addressed.

### **Framing Questions:**

1. What strategies can state and local governments play to address housing gaps?
2. How do nonprofits meet housing needs?

### **Review:**

1. Schuetz, Jenny, et al. 2021. [Introducing the Housing Policy Matchmaker: A Diagnostic Tool for Local Officials](#). Brookings Institution.

### **Required Readings:**

1. Schwartz, Alex. 2021. State and Local Housing Policy and the Nonprofit Sector (Ch. 9) in *Housing in the United States* (4th ed.), pp. 238-276.
2. von Hoffman, Alexander and Matthew Arck. 2019. Pro Neighborhoods: Innovative Strategies for Affordable Housing. Joint Center for Housing Studies of Harvard University.
3. Wolf-Powers, Laura. 2014. Understanding Community Development in a “Theory of Action” Framework: Norms, Markets, Justice. *Planning Theory & Practice*, 15(2): 202-219. DOI: 10.1080/14649357.2014.905621.

### **Week 12 | March 28 & 30 | FAIR HOUSING AND COMMUNITY INVESTMENT**

We will discuss continuing efforts to enforce the Fair Housing Act and the Community Reinvestment Act and their impacts on expanding housing opportunities.

**Framing Questions:**

1. What are the Fair Housing Act and Community Reinvestment Act?
2. How effective are they, and why do they continue to be relevant today?

**Review:**

1. HUD's [Affirmatively Furthering Fair Housing Map](#)
2. Esther Sullivan. (2017). [America's Most Invisible Communities – Mobile Home Parks](#). TEDxMileHigh.

**Required Readings:**

1. Schwartz, Alex. (2021). Fair Housing and Community Investment (Ch. 11) in *Housing in the United States* (4th ed.), pp. 290-336.
2. Massey, Douglas S. (2015). The Legacy of the 1968 Fair Housing Act. *Sociological Forum*, 30 (No. S1): 571-588.
3. Akinwumi, Michael, et al. (2021). [An AI Fair Lending Policy Agenda for the Federal Financial Regulators](#). Brookings Center on Regulation and Markets Policy Brief.

**Please note: We will have no class on Thursday, March 30. Your instructor will be participating in her role as a member of the Executive Committee in the spring meeting of the Association of Collegiate Schools of Planning.** Use the class time to review the HUD map and the Ted Talk video and be prepared to discuss these resources next week.

**Week 13 | April 4 & 6 | HOUSING AND URBAN DEVELOPMENT INNOVATIONS**

We will examine persistent issues and potential innovations.

**Framing Questions:**

1. Should there be a right to housing? How would we implement such a right if we were to do so?
2. How can we make communities more resilient to climate change?

**Required Readings:**

1. Berkes, Fikret & Helen Ross. (2013). Community Resilience: Toward an Integrated Approach. *Society & Natural Resources*, 26(1): 5-20. DOI: 10.1080/08941920.2012.736605.
2. 100RC and EY. 2019. Should Resilience Begin with the Home?
3. HUD. 2019. [Fostering Housing Innovation to Improve Affordability and Resilience](#).
4. Ehlenz, M. M., & Taylor, C. (2019). Shared Equity Homeownership in the United States: A Literature Review. *Journal of Planning Literature*, 34(1): 3-18.

**Week 14 | April 11 & 13 | STUDENT PRESENTATIONS**

Your presentation slot will be assigned and posted.

**Week 15 | April 18 & 20 | STUDENT PRESENTATIONS**

Your presentation slot will be assigned and posted.

**Week 16 | April 25 | WRAP UP**

We will address any final topics during this class.

**Assignment:** Final Case Study Housing Report: (12-14 pages double-spaced plus a reference list/bibliography). This is a case study housing report that analyzes a city's or neighborhood's housing challenges and opportunities. **Due by Wednesday, April 26 at 11:59 p.m. (EST).**