

URP 6745

Housing, Public Policy, and Planning (3 Credits)



Instructor: Dr. Mark Davison

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Office Hours: Via Zoom or Telephone, by appointment

Class Times & Location: Online

Grading Scheme: Letter Grade

Course Description

This course will provide students with the ability to identify and analyze phenomena in cities and urbanized areas related to the fundamental need for adequate and affordable shelter that ensures individual well-being and community sustainability. This course will engage students to examine a wide variety of policy and design decisions transforming housing both internationally and domestically, while focusing on the historical, social, and market forces shaping the housing debate in the United States. Critical themes include housing as a right, the centrality of social and racial justice, and gentrification. By examining how planning and housing policies help shape the housing affordability landscape, the course will introduce students to housing concepts, housing issues, and the role planning has played in (re)producing racialized geographies and housing inequality. Housing is a complex, multidimensional 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. We will also explore planning's potential to address housing affordability issues. Students will understand initiatives and interventions related to housing primarily from the perspective of urban planning, but also disciplines such as sociology, economics, and environmental science.

This course examines the evolution of private and 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, informal settlement, and houselessness, single family and multi-family housing, and public ownership vs. private ownership of housing.

Learning Outcomes

By the end of this course, students are able to:

- Communicate how public policy and private markets have affected housing and neighborhoods.
- Provide an overview of techniques for planning public and private interventions to meet housing needs.
- Explain the history of Housing in the US
- Review and critique specific programs, policies, and design strategies that have been, and are being, utilized in public and private housing.
- Critically reflect on their personal sense of the housing debate, its outcomes, and future by processing the various roles that planners play, and policies employed in implementing housing agenda.

Required Books

- Schuetz, J. (2022). Fixer-upper: How to Repair America's Broken Housing Systems. Brookings Institution Press.
- Alex F. Schwartz, Housing Policy in the United States: An Introduction, Fourth Edition (New York: Routledge, 2021).
- Other readings will be made available through canvas downloads and Course Reserves

Evaluation

Assignment	Percentage %	Scale	Due Date
Discussion Posts x 9	30 – 3 each	270 total	Ongoing
Site identification and motivation	3	30	Week 3
Case Study Proposal and annotated bibliography	20	200	Week 5
Mid-term reflection Essay	15	150	Week 7
Case study presentation script	15	150	Week 10
Case Study Presentation	20	200	Week 12
TOTALS	100%	1000	-

Grade scale

A 94 and above

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D+ 67-69

D 64-66

D- 60-63

E 59 and below

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.

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: Please be sure to read the assignment sheets for grading criteria and expectations. The class places significant emphasis on the discussion board posts of readings and debate. You should show evidence of reading and carefully consider readings in posts and response.

Assignments and Projects

In this class, it is essential to keep up with the weekly readings, videos, and lectures to understand the materials covered. If you face difficulty with the course content, reach out to the instructor to schedule a Zoom-based office hour.

Throughout the semester, you will complete nine discussion board posts, and your participation and quality of contribution will be evaluated. To participate effectively, you must make at least three (3) posts, as described below:

Initial Post

- Your first post must be between 300-500 words.
- The post must address the assignment question and be posted by the due date.
- Posts with more than 500 words or less than 300 words will receive a penalty.
- Proper citations and bibliographies in APA 7th are required.

Peer Response Posts

- You are required to make at least two (2) response posts to your peers.
- Each response post should be about 100 words.
- Responses should address the content of the original post.

- Response posts should maintain a respectful and professional tone towards your fellow classmates' ideas.
- It's acceptable to disagree but ensure you do so intelligently and provide support from both assigned and external readings.

Note: Some topics covered in this class may be controversial, so ensure to be respectful and professional when sharing your thoughts.

Case Study Assignment

Depending on class size this may be an individual or group assignment.

The case study project is divided into four assignments, and you are required to submit one copy of each assignment. The breakdown of the assignment is as follows:

1. Site identification and Motivation (written) (week 3)
 - This assignment carries a weightage of 3% of total course grade.
 - You will identify a cases study site and explain your motivation.
2. Case Study proposal and annotated bibliography (written) (week 6)
 - This assignment carries a weightage of 20% of total course grade.
 - You are expected to submit a written proposal and an annotated bibliography.
3. Case Study script (written) (week 10)
 - This assignment carries a weightage of 15% of total course grade.
 - You are expected to submit a written script.
4. Case Study video presentation (Verbal/Visual) (week 12)
 - This assignment carries a weightage of 20% of total course grade.
 - You are expected to present a verbal/visual video presentation.

Over the course of the case study project, you will receive feedback from your instructor and peers. In case of any difficulties or concerns, do not hesitate to reach out to your instructor as soon as possible.

Your ideas must be supported by both the assigned and external readings, and proper citations and bibliographies in APA 7th style are required.

Overview of Case Study Project:

This is a case study that analyzes a city or neighborhood's housing challenges and opportunities based on the book *Fixer-upper: How to Repair America's Broken Housing Systems* by Jenny Schuetz. In each chapter of the book, Schuetz identifies a problem facing the housing system, offers an analysis, and proposes solutions. Your task is to analyze your selected city's housing situation with regards to her chapters, which are chapters 2-8.

For this case study, you (or your group, depending on class size) will:

- Identify a site and document, describe, and critically analyze it.
- Use APA 7th style for all documentation, citations, and bibliography.

Your report should include the following:

- A problem definition related to the housing challenges and opportunities of the selected city or neighborhood.
- An analysis of policy solutions for the defined housing problem.
- A jurisdictional scan of how other communities have employed this tool/solution and how well it 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 case study.

Make sure to consider all seven chapters in your analysis. You will receive feedback from your instructor and peers, so if you have any difficulties or concerns about the completion of the assignment, reach out to the instructor as soon as possible. Proper citations and bibliographies in APA 7th style are required for all sources used in your analysis.

Case Study Part 1: Site Identification and Motivation for Study

For this assignment, your group will choose a city or neighborhood to study for a case study focused on housing. In approximately 400-500 words you will describe your motivation for selecting this site for case study.

Case Study Part 2: Annotated Bibliography

- This assignment consists of two parts: a narrative proposal and an annotated bibliography.
- The narrative proposal should be approximately 1200 words and include:
 - Brief description of the topic.
 - What housing problems and opportunities exist at this site?
 - Housing statistics and/or observations to support the topic.
 - Average housing costs
 - Availability of affordable housing
 - Housing quality and safety
 - Types of housing (e.g., apartments, single-family homes)
 - Demographics of residents (e.g., income, age, race/ethnicity)
 - Outline of how desk research (secondary research) will be conducted.
- The annotated bibliography should consist of no less than 8 academic sources, each with:
 - Full citation in APA 7th.
 - A summary or analysis of the source material in approximately 200 words each.
 - The annotated bibliography should show how each reference will support the report.
 - It is expected that your full report will include more than 8 academic sources, but these will get you started with your analysis.
- This assignment will serve as the introduction to the case study project.

- After submitting the assignment, the viability of the selected site will be discussed.
- If the site is not suitable for study, a new site will be determined in collaboration with the instructor.
- Students having trouble identifying a site for study should contact their instructor immediately.

Cast Study Part 3: Presentation Script

For the Case Study Script assignment, each student or group will create a script for their presentation. Your presentation should be between 10-12 minutes long.

- The script should be approximately 100 words per minute, meaning a 10-minute presentation should have a script of around 1000 words and a 12 minute-video should be about 1200 words.
- The script should indicate the slide numbers for the text and for groups, who will speak the part.
- All group members must speak.
- Full citations and bibliography in APA 7th edition
- During the presentation, avoid heavy reading from the script. Instead, aim to memorize most of the script (it doesn't need to be word-for-word), and use the script for occasional reference, like notes.

Case Study Part 4: Video Presentation:

- Each student or group will create and present a PowerPoint on their chosen site. A video of your presentation should be recorded and uploaded to the class canvas page.
- Case study presentations should consist of 8-10 slides, not including title and bibliographic pages. The presentations must be approximately 10-12 minutes in length.
- All images and borrowed facts, figures, and ideas must be cited in-slide and in the final bibliographic slide.

Grading Criteria for Video Presentation (200 points)

- The depth and quality of research conducted on both the site-specific laws and policies they related to the issues discussed in each chapter of the book. (50 points)
- The quality of analysis and evaluation of the challenges and potential solutions considering the relevant urban planning laws and policies. (50 points)
- The clarity and organization of the case study, including the integration of the legal and policy context. (50 points)
- The soundness of the judgment made regarding the effectiveness of proposed solutions. (25 points)
- The effectiveness of the video presentation, including the use of visual aids and clarity of speaking and visual communication. (25 points)

Mid-term reflection Essay

For this assignment, you will write a reflective essay in response to one of the provided prompts. The essay should be approximately 1200 words and should demonstrate a thoughtful engagement with the questions or tasks requested. The prompts will be posted to the course website at the mid-point of the semester.

Here are some additional guidelines for the assignment:

- Choose one prompt from the 2-3 options provided
- Use the course readings, lectures, and discussions to support your reflection
- End your reflection with well-structured questions that demonstrate a deeper understanding of the course materials
- All documentation, citations, and bibliography must follow APA 7th style.

CLASS MEETINGS

There are no required class meetings for online students. Students will be required to diligently keep pace with the weekly, readings, lectures, and assignments. Try to complete each reading, lecture, and video in the order that it appears in the schedule. Late submission of assignments will have points deducted, please review the point deductions in the grading policy section. I will hold optional evening town hall meetings throughout the semester. If you have read this far through the syllabus you will be rewarded if you send a canvas email to me with the title "I found it!" for a special bonus.

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 through Canvas. 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 schedule 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

Academic Resources U Matter, We Care:

If you or a friend is in distress, please contact 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

392-1111 (or 9-1-1 for emergencies), or <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.

Career Connections Center,

Reitz Union, 352-392-1601. Career assistance and counseling, 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/.

Writing Studio,

302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/.

Student Complaints Campus,

<https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf>

OVERVIEW OF CLASS SCHEDULE

All assignments are due on the Friday of its assigned week by 11:59pm EST. Initial Discussion Posts are due on Fridays by 11:59pm EST, Discussion Post peer responses are due Sunday by 11:59pm EST.

Week	Course Material	Assessments
Module 1: Housing, Planning, and The City		
<p>Week 1: 5/15 – 5/21 Housing and the economy: housing as a good and a service, the scope of housing markets</p>	<p>Video Lecture: Welcome, Course Introduction Week 1 overview</p> <p>Readings: Alex F. Schwartz, <i>Housing Policy in the United States: An Introduction</i>, Fourth Edition (New York: Routledge, 2021). Chapters 1 &2</p> <p>Schuetz, J. (2022). <i>Fixer-upper: How to repair America’s Broken Housing Systems</i>. Brookings Institution Press. (pp. 1-11)</p> <p>Abella. (2023, February 18). <i>How Florida’s housing crisis is breaking social services</i>. Tampa Bay Times. [pdf]</p>	<p>Discussion Board Post (DBP) 1</p> <p>Case Study groups assigned by Instructor on Thursday 5/18</p>
<p>Week 2: 5/22 – 5/28 Housing and Zoning. Exclusion and inclusion</p>	<p>Video Lecture:</p> <p>Readings: Whittemore, A. H. (2020). Exclusionary zoning. <i>Journal of the American Planning Association</i>, 87(2), 167–180. https://doi.org/10.1080/01944363.2020.1828146</p> <p>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. <i>Journal of Urban Affairs</i>, 32(2), 229–252. https://doi.org/10.1111/j.1467-9906.2010.00495.x</p> <p>Schuetz, J. (2022). <i>Fixer-upper: How to repair America’s Broken Housing Systems</i>. Brookings Institution Press. Chapter 2</p> <p>Optional Video: Housing Discrimination: Last Week Tonight with John Oliver (HBO) https://youtu.be/_-0J49_9lwc?t=1</p>	<p>DBP 2</p>

Module 2: Housing in American History		
<p>Week 3: 5/30 – 6/4 (Memorial Day Holiday 5/29) Urban Housing Before the New Deal</p>	<p>Video Lecture:</p> <p>Readings: von Hoffman, A. (1998). The Origins of American Housing Reform (pp. 1–31). Cambridge, MA.</p> <p>Lands, L. A. B. (2004). A reprehensible and unfriendly act: Homeowners, renters, and the bid for Residential Segregation in Atlanta, 1900-1917. <i>Journal of Planning History</i>, 3(2), 83–115. https://doi.org/10.1177/1538513204264096</p> <p>Merwood-Salisbury, J. (2019). Architecture as model and standard: Modern liberalism and tenement house reform in New York City at the turn of the twentieth century. <i>Architectural Theory Review</i>, 23(3), 345–362. https://doi.org/10.1080/13264826.2019.1698399</p> <p>Ely, R. T. (1926). The City Housing Corporation and "Sunnyside". <i>The Journal of Land & Public Utility Economics</i>, 2(2), 172. https://doi.org/10.2307/3138976</p> <p>Video: New York Tenement Slums https://youtu.be/6po3A6-Sigo?t=1</p>	<p>Case study site selection and motivation</p>
<p>Week 4: 6/5 – 6/11 New Deal Housing and Urban Renewal</p>	<p>Marcuse, P. (1986). The beginnings of public housing in New York. <i>Journal of Urban History</i>, 12(4), 353–390. https://doi.org/10.1177/009614428601200403</p> <p>Bristol, K. G. (1991). The Pruitt-Igoe Myth. <i>Journal of Architectural Education</i> (1984-), 44(3), 163. https://doi.org/10.2307/1425266</p> <p>Gotham, K. F. (2001). A city without slums: Urban renewal, public housing, and downtown revitalization in Kansas City, Missouri. <i>American Journal of Economics and Sociology</i>, 60(1), 285–316. https://doi.org/10.1111/1536-7150.00064</p> <p>Greer, J. (2013). The Home Owners’ Loan Corporation and the development of the residential security maps. <i>Journal of Urban History</i>, 39(2), 275–296. https://doi.org/10.1177/0096144212436724</p>	<p>DBP 3</p>

	<p>Videos:</p> <p>: Urban Renewal: The Dynamic American City (1956) (Video is queued to correct time, watch until 16:17) https://www.youtube.com/watch?v=PydFzWfkdOw&t=621s</p> <p>Jason Haber on the Master Builder, Robert Moses Links to an external site.(Video is queued to correct time, watch until 15:00) https://www.youtube.com/watch?v=XvzfgkKL6w4&t=373s</p> <p>James Baldwin on Urban Renewal (1963) https://www.youtube.com/watch?v=T8Abhj17kYU&t=1s</p>	
<p>Week 5: 6/12 – 6/18 Housing, culture, and society. Suburban forms</p>	<p>Jackson, K. T. (2012). Crabgrass frontier: The suburbanization of the United States. OXFORD University Press. (pp. 190-218)</p> <p>Ellickson, Robert (2021) "The Zoning Straitjacket: The Freezing of American Neighborhoods of Single Family Houses," Indiana Law Journal: Vol. 96 : Iss. 2 , Article 2.</p> <p>Alex F. Schwartz, Housing Policy in the United States: An Introduction, Fourth Edition (New York: Routledge, 2021). Chapter 12</p> <p>Schuetz, J. (2022). Fixer-upper: How to repair America’s Broken Housing Systems. Brookings Institution Press. (pp. 37-59)</p> <p>Video: 1950s Suburban Sprawl: Community Growth: Crisis and Challenge (1959) - https://youtu.be/yyRjC5mfDGs?t=1</p>	<p>Case Study Proposal and annotated bibliography</p> <p>DBP 4</p>
<p>Week 6: 6/19 – 6/25 Housing markets, finance, and politics in the 21st century</p>	<p>Schwartz, Alex. 2021. Housing Finance in Housing in the United States (4th ed.), pp. Chapter 3 & 9</p> <p>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. https://www.jchs.harvard.edu/state-nations-housing-2022</p> <p>Schuetz, J. (2022). Fixer-upper: How to repair America’s Broken Housing Systems. Brookings Institution Press. Chapters 5 & 7</p> <p>Choi, J., Zhu, J., Goodman, L., Ganesh, B., & Stochak, S. (2018). (rep.). Millennial Homeownership Why Is It So Low, and How Can We Increase It? (pp. 1–39). Washington , DC: The Urban Institute.</p>	<p>DBP 5</p>

Module 3: Housing Policy and Planning		
<p>Week 7: 7/3 – 7/9 (July 4, Holiday) Rental units, subsidy, and affordability</p>	<p>Alex F. Schwartz, <i>Housing Policy in the United States: An Introduction</i>, Fourth Edition (New York: Routledge, 2021). Chapter 5 & 7</p> <p>Decker, N. (2021). Affordable housing without public subsidies. <i>Journal of the American Planning Association</i>, 87(1), 62–72. https://doi.org/10.1080/01944363.2020.1798806</p> <p>He's lived in his Inglewood apartment for 23 years. LA Times https://www.youtube.com/watch?v=rITDF_1pQtE</p> <p>Nethercote, M. (2019). Build-to-rent and the financialization of rental housing: Future research directions. <i>Housing Studies</i>, 35(5), 839–874. https://doi.org/10.1080/02673037.2019.1636938</p>	<p>Mid-term reflection Essay</p>
<p>Week 8: 7/10 – 7/16 Gentrification, Evictions, and displacement</p>	<p>Facing Eviction (full documentary) FRONTLINE PBS https://www.youtube.com/watch?v=XBVshMTOF08</p> <p>Gentrification Explained. Urban Displacement Project https://youtu.be/V0zAvlmzDFc?t=1</p> <p>Robertson, D., Oliver, C., & Nost, E. (2020). Short-term rentals as digitally-mediated tourism gentrification: Impacts on housing in New Orleans. <i>Tourism Geographies</i>, 24(6-7), 954–977. https://doi.org/10.1080/14616688.2020.1765011</p> <p>Verlaan, T., & Hochstenbach, C. (2022). Gentrification through the ages. <i>City</i>, 26(2-3), 439–449. https://doi.org/10.1080/13604813.2022.2058820</p>	<p>DBP 6</p>
<p>Week 9: 7/17 – 7/23 Housing and Disaster</p>	<p>Schuetz, J. (2022). <i>Fixer-upper: How to repair America's Broken Housing Systems</i>. Brookings Institution Press. Chapter 3</p> <p>Office of Policy Development & Research, Abt Associates Inc., & Amy Jones & Associates, <i>Developing A More Viable Disaster Housing Unit: A Case Study of the Mississippi Alternative Housing Program (2008)</i>. Washington, DC. Pp. 1-20</p> <p>Tolar, B. B., & Brown, B. (n.d.). <i>The Katrina Cottage Movement: A Case Study</i>. The Project for Lean Urbanism.</p> <p>Perrucci, D., & Baroud, H. (2020). A review of Temporary Housing Management Modeling: Trends in Design Strategies, optimization models, and decision-making</p>	<p>DBP 7</p>

	<p>methods. Sustainability, 12(24), 10388. https://doi.org/10.3390/su122410388</p> <p>There's Nothing To Go Back To': Florida's Housing Obstacle After Hurricane Ian. NBC https://youtu.be/v4fTxUzwLvk?t=1</p>	
<p>Week 10: 7/24 – 7/30 Social Stigma and housing: projects, slums, and informal settlement</p>	<p>Mullins, P. R., & Jones, L. C. (2011). Archaeologies of race and Urban Poverty: The politics of slumming, engagement, and The Color Line. Historical Archaeology, 45(1), 33–50. https://doi.org/10.1007/bf03376819</p> <p>Alex F. Schwartz, Housing Policy in the United States: An Introduction, Fourth Edition (New York: Routledge, 2021). Chapter 6</p> <p>Sullivan, E., Makarewicz, C., & Rumbach, A. (2021). Affordable but marginalized. Journal of the American Planning Association, 88(2), 232–244. https://doi.org/10.1080/01944363.2021.1952477</p> <p>Durst, N. J. (2015). The nature and extent of self-help housing in Texas. Journal of Planning Education and Research, 36(2), 145–157. https://doi.org/10.1177/0739456x15612199</p> <p>America's Last Affordable Housing Is Under Threat. Vice News https://youtu.be/9DQa3Ajhzv8?t=1</p>	<p>Case study script DBP 8</p>
<p>Week 11: 7/31 – 8/6 Advocacy, Housing and the houseless. Housing as a right</p>	<p>Virtual site visit: Santosha Village, New Orleans</p> <p>Explore the Santosha Village Website https://santoshavillage.org/</p> <p>Why The U.S. Can't Solve Homelessness. CNBC https://youtu.be/VMjTKbUTaMs?t=1</p> <p>Foscarinis, M., Paul, B., Porter, B., & Scherer, A. (2004). The Human Right to Housing: Making the Case in U.S. Advocacy. New York Law School, 38(3-4), 97–114 .</p> <p>Wolch, J. R., Dear, M., & Akita, A. (1988). Explaining homelessness. Journal of the American Planning Association, 54(4), 443–453. https://doi.org/10.1080/01944368808976671</p>	<p>DBP 9</p>

	<p>Schuetz, J. (2022). Fixer-upper: How to repair America’s Broken Housing Systems. Brookings Institution Press. Chapter 4.</p> <p>Margier, A. (2022). The involvement of business elites in the management of homelessness: Towards a privatization of service provision for homeless people? Urban Affairs Review, 107808742110738. https://doi.org/10.1177/10780874211073882</p>	
<p>Week 12: 8/7 – 8/11 International Perspectives on Housing</p>	<p>Alex F. Schwartz, Housing Policy in the United States: An Introduction, Fourth Edition (New York: Routledge, 2021). Chapter 13-14</p> <p>Billock, J. (2019, December). After Almost 500 Years, the World’s Oldest Social Housing Complex Is Still Going Strong. Smithsonian Magazine.</p> <p>Shatkin, G. (2013). Reinterpreting the meaning of the ‘Singapore Model’: State Capitalism and Urban Planning. International Journal of Urban and Regional Research, 38(1), 116–137. https://doi.org/10.1111/1468-2427.12095</p> <p>Vienna’s Radical Idea? Affordable Housing for All. Bloomberg Originals https://youtu.be/41VJudBdYXY?t=1</p>	<p>Case Study Video Presentation</p>