URP 4740/6745

Instructor: Dr. Kristin Larsen
Email: klarsen@ufl.edu
Office: ARCH 464
Office Hours: Tuesdays (2-4pm) 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 2024

COURSE DESCRIPTION

This course is designed to equip students with the skills to identify and analyze phenomena associated with the critical need for adequate and affordable shelter. Through examining a range of policy and design decisions, students will explore how historical, social, and market forces have influenced the housing debate in the United States. The course will critically examine themes including housing as a right, social and racial justice, and gentrification.

In this complex and multidimensional field, developing effective housing policy can be challenging. Housing is embedded within larger institutions such as capital markets, and can be conceptualized as a home, commodity, asset, or sector of the economy. This course will introduce students to housing concepts and issues and explore the role planning has had in (re)producing racialized geographies and housing inequality. We will also explore planning's potential to address housing affordability issues.

This course examines the evolution of private and public sector involvement in housing, current housing problems, and public policies designed to overcome these problems. However, the course's emphasis is not simply on presenting information, but on building students' abilities to diagnose problems, critique policy, and communicate their findings effectively. Students will also explore how historical, economic, programmatic, geographic, and social conditions influence the provision of affordable housing.

The course will explore the various types of housing produced, including renter and owner-occupied housing, informal settlement, houselessness, single-family and multi-family housing, and public ownership vs. private ownership of housing. By taking an interdisciplinary approach, drawing on fields such as sociology, economics, and environmental science, students will gain a comprehensive understanding of the initiatives and interventions related to housing primarily from the perspective of urban planning.

LEARNING OUTCOMES:

By the end of this course, students will be able to:
- Articulate the impact of public policy and private markets on housing and neighborhoods, drawing on historical, social, and market forces shaping the housing debate in the United States.
- Analyze and evaluate a range of techniques for planning public and private interventions to meet housing needs, including policy and design strategies.
- Discuss the historical development of housing in the United States and its evolution over time.
- Critically review and evaluate specific programs, policies, and design strategies that have been utilized in public and private housing, with a focus on their effectiveness and implications for housing affordability and accessibility.
- Reflect on personal perspectives of the housing debate, considering the various roles planners play and the policies employed in implementing housing agendas, and engaging in critical dialogue around the outcomes and future of housing policy.
- Communicate housing knowledge, ideas, and reasoning effectively in written and oral formats.
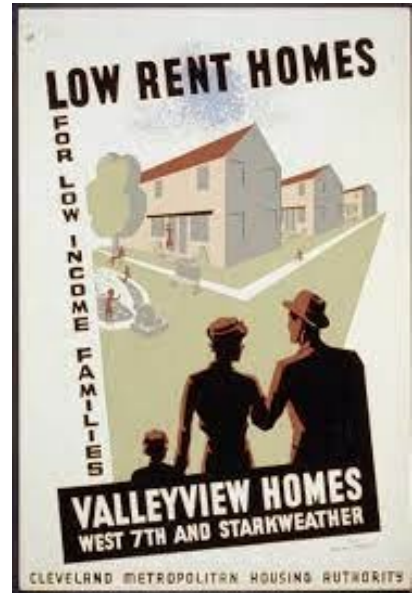
REQUIRED READINGS

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 4th Edition published in 2021. Housing is a field that changes significantly over time, so this version contains critical information that previous editions do not. Additional readings will be posted in Canvas and in Course Reserves. See more about accessing Course Reserves via Ares here.

EVALUATION

Assignment	Weight	Due Date
Class Attendance and Participation	10%	Ongoing
Discussion Board Reflections	24%	Ongoing (1 = 2%; a total of 12, including Introductions)
Short Housing Paper	15%	February 18
Mid-Point Reflections	1%	February 25
Proposal + Annotated Bibliography for Case Study Housing Report	10%	March 8
In-class Presentation of Case Study	15%	April 9/11/16/18 (Sign-up sheet will be available)
Final version of Case Study Housing Report	25%	April 24

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.

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/).

In written work, the format for all attributions should be consistent with the *Journal of the American Planning Association* (JAPA) based upon the *Publication Manual of the American Psychological Association, 7th Edition* (2020). For a quick online guide to in-text citations, see: https://apastyle.apa.org/style-grammar-guidelines/citations.   Citations should appear in text as follows (using the course text): (Hall, 2014) when using a general idea from the text or (Hall, 2014, p. 318) when using a specific quote or data from the text (in this case, on page 318). All written assignments must include a reference list. For a quick online guide to proper formatting of reference lists, see: https://apastyle.apa.org/style-grammar-guidelines/references/examples.

Unless otherwise instructed, all written assignments should be single-spaced with 1-inch margins and no larger than 12-point font. Be sure to meet all minimum word or page requirements.

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 and rubrics for more details and grading criteria. Brief summaries of each appear below.

Class Attendance and 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 (12 reflections * 2% = 24% total): Each week, I will post 2-3 questions that elicit reflection on that week's topic, readings, and lectures. You must complete 12 reflections to get a total of 24%. 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 Thursday by 11:59 p.m.

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.

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.

In-Class Presentation of Case Study Report (15%): 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 your proposal and your presentation.

Final 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 usually 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.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Attendance Policy
Attendance is mandatory and is part of your class grade. Attendance will be recorded at the beginning of every class. If you are not feeling well, stay home and self-quarantine. There are two types of absences – excused and unexcused. Absences for reasons of illnesses, religious holidays, serious family emergencies, special curricular requirements, military obligations, court-imposed legal obligations, or participation in official university activities, as described in this link: UF Attendance Policies are excused. Please inform me of your absence as early as possible and be prepared to provide appropriate documentation. You are responsible for contacting a classmate to obtain notes on the materials covered.

Failure to attend class regularly and/or consistent tardiness (or leaving early) will affect your attendance and class participation evaluation dramatically. When you arrive more than 10 minutes late without explanation or leave early without prior approval, I consider that a missed class. If you arrive after I have taken attendance, please see me at the end of class to ensure I mark your attendance appropriately.

If you encounter an emergency or illness that may cause a prolonged absence, you should contact the Dean of Students Office (202 Peabody Hall, 392-1261) for assistance. Resources are available through their website at: https://umatter.ufl.edu/.

Class Participation
You are expected to come to class on time, do the readings ahead of time, be prepared to discuss them, be an active listener, and participate regularly. Your participation will contribute to the learning of your fellow classmates. Sleeping, texting, being online without permission, or otherwise disengaged or disrespectful behavior will affect your class participation grade significantly.

Personal Conduct Policy
Above all else, the classroom is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect and politeness. Please be on time and prepared to share your informed questions, impressions, and interpretations of that day's reading materials. If you need to leave class early, please let me know ahead of time. We will take a break in the middle of the two-hour block. Students engaging in disruptive behavior, including using their electronic devices for any non-class uses, will be asked to leave the class and will be marked absent for

the day. **Cell phones must be switched off in class and stowed away. Unless instructed to do otherwise, you should refrain from using your laptop during class.** We will have in-class assignments where you will use your laptop, and I will clearly notify you of these opportunities. If you need to take notes of the lectures, please bring pen/pencil and paper to class.

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**. ** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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.

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.

POLICY ON USING AI IN THIS CLASS

This policy is adapted from "[Classroom Policies for AI Generative Tools](#)". Artificial intelligence is a rapidly evolving field that has many applications and implications for various disciplines. Different courses and instructors will have different policies regarding the use of AI tools and services. It is your responsibility to follow the AI policies for each of the courses where you are enrolled. Violating the AI policies of any course may result in serious consequences, such as a lower grade or a failing mark.
A Word about Integrity: Integrity – other people's perception of your word as true – is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. In the planning profession, it is

symbolic of the public trust, professional liability, and ethics associated with the field.

This is my current thinking on generative AI and will serve as policy for this course. As I learn more, along with you, about these tools and as they evolve, I may adjust this policy. If I make any adjustments, I will always announce them ahead of any upcoming assignment to which the policy will apply. This policy applies to all written assignments (including discussion posts and responses), all presentations (including your notes for presentation as well as graphics/images and slides), and any other class assignments we will have over the course of the semester.

The purpose of assignments in this course is for you to demonstrate your writing, presentation, and critical thinking skills while providing you with opportunities to grow as a communicator, thinker, scholar, and professional. Overall, I ask you to embrace the challenges of learning, scholarship, and personal growth and write without using GenAI. If you must use it, the following is permitted:
- Brainstorming and refining your ideas;
- Providing background knowledge (with the understanding that ChatGPT and other GenAI tools can be wrong—always fact-check to ensure accuracy); and/or
- Drafting an outline to organize your thoughts – the caution here being not to use it to generate any written material for this class by copying the material.

Note: I understand that programs such as Word check and correct your writing (i.e., grammar and spelling); I consider such tools an appropriate use of AI in this class.

If you use GenAI for any of the assignments in this class, please keep the following in mind. There is a good possibility that using tools like these are going to become an important skill for careers in the not-too-distant future. In the meantime though, it's going to take a while for society to figure out when using these tools is/isn't acceptable and under what conditions. There are four primary reasons why:
- Work created by AI tools is not considered original work. It is derived from previously created texts from other sources that the models were trained on but does not cite those sources.
- AI models have built-in biases (i.e., they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources).
- AI tools have limitations (i.e., they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments).
- AI can fabricate or "hallucinate" seemingly credible data. It can generate wholly inaccurate content that is nonetheless highly persuasive. This is especially true when asking it for references, quotations, citations, and calculations.

Presenting material in any assignment as if it is your own, when it is not, whether generated by AI, copied from a text, or copied from a website, is considered plagiarism in this class. The writing exercises and assignments in this class must be your original work. Remember, I expect you to use class and other relevant resources, particularly the course readings, as evidence to reinforce your points, and when you do so to properly cite those sources as outlined on page 4 of this syllabus. **GenAI is not permitted as a means to generate your writing in this class for any assignment. Do not quote it. Do not use it for this purpose.**

You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or a GenAI model. Throughout this course, keep the following in mind: AI is not appropriate for all situations and contexts. If you choose to use it consistent with course policy, be thoughtful in how you use it. AI is not a replacement for knowing and understanding the material.

Here is further guidance from UF's Integrated Risk Management at: https://irm.ufl.edu/fast-path-solutions/ and https://irm.ufl.edu/fast-path-solutions/items/chatgpt.html

ChatGPT is currently being assessed for regulatory concerns related to privacy and confidentiality of data within the United States and internationally.

Please be advised that data may be retained by ChatGPT and provided as responses to other users. Individuals have limited control over their data and parent company, OpenAI, offers no process to amend or delete data that has been submitted. Therefore, putting data into ChatGPT or similar services is equivalent to disclosing the data to the public.

Any data classified as sensitive or restricted should not be used. ***This includes, but is not limited to the following data types:***
- ***Social Security Numbers***
- ***Education Records***
- ***Employee Data***
- ***Credit Card Numbers***
- ***Protected Health Information***
- ***Human Subject Research Data***
- ***Unpublished Research Data***
- ***Personal Identifiable Information***

When using ChatGPT, please review responses for factual accuracy, as ChatGPT has been known to assert incorrect facts. Please be cognizant of our data stewardship responsibilities and the importance of safeguarding information.

Also, be alert for AI-enabled phishing. Generative AI has made it easier for malicious actors to create sophisticated scams at a far greater scale.

If you have questions about AI use and/or proper attribution of other people's work, please come ask me! Scholarly citing is not particularly intuitive, and part of my role is to help you learn the rules for intellectual attribution.

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.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 https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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 this resource.

CAMPUS RESOURCES:

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-294-2273, or visit https://umatter.ufl.edu/ to refer or report a concern and a team member will reach out.

Counseling and Wellness Center: https://www.counseling.ufl.edu/cwc, or call 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 https://police.ufl.edu/.

Academic Resources

E-learning technical support: For 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 & counseling, career.ufl.edu/.

Library Support, https://uflib.ufl.edu/ for assistance with research & using the libraries.

Teaching Center, 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills & tutoring: https://academicresources.clas.ufl.edu/tutoring/.

Writing Studio, 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers at writing.ufl.edu/writing-studio/.

Student Complaints: https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf

OVERVIEW OF CLASS SCHEDULE

Week	Dates	Section	Topic and Assignment Due Dates
1	Jan. 9; Jan. 11	**1. BACKGROUND OF HOUSING IN THE U.S.**	Introduction & Expectations; Background on Housing & Definitions
2	Jan. 16; Jan. 18		Housing Demand & Supply – The Big Picture
3	Jan. 23; Jan. 25		Housing Finance & Taxation
4	Jan. 30; Feb. 1	**2. FOUNDATIONS OF U.S. HOUSING POLICY**	Context of U.S. Housing Policy & Programs – History
5	Feb. 6; Feb. 8		Housing for the Working Class
6	Feb. 13; Feb. 15		Incentivizing the Private Sector **SHORT HOUSING PAPER DUE ON FEBRUARY 18**
7	Feb. 20; Feb. 22	**3. U.S. HOUSING IN THE NEW MILLENNIUM**	Gentrification, Foreclosure, & Evictions **MID-POINT REFLECTIONS DUE ON FEBRUARY 25**
8	Feb. 27; Feb 29		Housing for People with Special Needs
9	March 5; March 7		Homeownership – Benefits & Barriers **PROPOSAL + ANNOTATED BIBLIOGRAPHY DUE ON MARCH 8**
Week 10: SPRING BREAK (March 9-17) No class on March 12 and 14			
11	Mar. 19; Mar. 21		State and Local Housing and the Role of Nonprofits
12	Mar. 26; Mar. 28		Fair Housing & Community Investment
13	April 2; April 4		Housing & Urban Development Innovations
14	April 9; April 11	Signup sheet will be posted	Student Presentations
15	April 16; April 18	Signup sheet will be posted	Student Presentations
16	April 23		Class Wrap-Up **FINAL CASE STUDY HOUSING REPORT DUE APRIL 24**

DETAILED COURSE SCHEDULE AND REQUIRED READINGS

Week 1 | January 9 | 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 11 | 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. Hays, Adam. 2023. Housing Starts: An Important Metric for Real Estate Investors. *Investopedia*. June 12: 1-2.
3. Rodriguez, James. 2023. Gen Z is Coming for the Housing Market. *Business Insider*. March 21.
4. Abella, Anna Davidson. 2023. How Florida's Housing Crisis is Breaking Social Services. *Tampa Bay Times*, February 18.

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 12 at 11:59 p.m. (EST).**

Week 2 | January 16 & 18 | 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. 2023. *The State of the Nation's Housing*. Review the report, including the interactive maps and data.

Week 3 | January 23 & 25 | 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 30 & February 1 | 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. Professor Liz Cohen circa 2019 on The Rise of Suburbs, CitiesX.
3. 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 6 & 8 | 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 13 & 15 | 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.
4. Decker, Nathaniel. 2020. Affordable Housing Without Public Subsidies: Rent-Setting Practices in Small Rental Properties. *Journal of the American Planning Association*, 87(1): 62-72.

Optional Video:
Rent: Last Week Tonight with John Oliver (HBO)

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 Sunday, February 18 at 11:59 p.m. (EST).**

Week 7 | February 20 & 22 | 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?

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.

Review: Eviction Lab

Videos:
1. Urban Displacement Project, Gentrification Explained
2. Vox, In Defense of the "Gentrification Building"

Week 8 | February 27 & 29 | 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 5 & 7 | 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?

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.

Videos:
CNBC. Why the U.S. Can't Solve Homelessness.
KGW News. Tiny Home Pods Help Portlanders Facing Homelessness.
Christian Science Monitor. A Look Inside America's Colonias: Near-Third-World Living on the Mexican Border.

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 8 at 11:59 p.m. (EST).**

Week 10: SPRING BREAK   No class on March 12 and 14

Week 11 | March 19 & 21 | 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 26 & 28 | 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.

Week 13 | April 2 & 4 | 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.

Video: [Vienna's Radical Idea? Affordable Housing for All.]()

Week 14 | April 9 & 11 | STUDENT PRESENTATIONS
Your presentation slot will be assigned and posted.

Week 15 | April 16 & 18 | STUDENT PRESENTATIONS
Your presentation slot will be assigned and posted.

Week 16 | April 23 | 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 24 at 11:59 p.m. (EST).**