

Department of Urban and Regional Planning

URP6745: Housing Public Policy and Planning

URP4740: Housing and Urban Development

Spring 2025

Tuesday 12:50-1:40 pm; Thursday 12:50-2:45 pm

RNK 0106

v.1.3

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Office hours: R 3-5:00 pm

[Book online only](#)

Course description

This course is intended for planning and design students interested in housing and public policy. It introduces students to the primary housing policies, programs, and instruments that guide contemporary US housing markets. It draws from current theoretical and empirical research that examines how housing markets operate and the policies designed to overcome problems. Throughout the semester, students will learn effective problem diagnosis and policy prescription rooted in an evidenced-based understanding of housing markets.

The course is organized into two halves. In the first half of the course (weeks 1-8), we will examine foundational US housing policies to establish the basis of the American housing market. The second half of the course (weeks 9-15) interrogates contemporary housing dynamics following the collapse of the housing bubble of 2007-08. Here the focus is less on existing housing policy but rather, speculative or proposed housing policy. Beyond stimulating critical and constructive dialogues about who gets what, how much, and how, when it comes to housing an overarching goal of the semester is to demonstrate the wide-ranging and significant influence that policy and finance have in urban planning and to inspire students to advance this line of thinking through their own professional lives and research projects.

Learning objectives

1. Demonstrate an understanding of the major historical pieces of housing legislation.
2. Analyze the key issues shaping the contemporary US housing market(s).
3. Evaluate the effectiveness of current policies, programs, and instruments.
4. Create policy proposals that respond to a key housing issue.
5. Improve written, visual, and oral communication skills.

Required text and technology

Readings for the course come include original policy documents, federal laws, peer-reviewed academic articles, think-tank policy proposals, and selections of books.

All readings for this course are accessible as .pdfs and webpages through Canvas.

Assignments and evaluation

Your evaluation is based on the following course components:

1. Policy evaluation:	10%
2. Midterm exam:	25%
3. Final project proposal:	5%
4. Final policy project:	30%
5. Group presentation:	20%
6. Participation:	<u>20%</u>
	100%

A complete course schedule is provided below. Note most assignments are due outside of the class period.

The relationship between letter grades and numeric grades is: A (≥ 94.0), A- (≥ 90.0), B+ (≥ 87.0), B (≥ 83.0), B- (≥ 80.0), C+ (≥ 77.0), C (≥ 73.0), C- (≥ 70.0), D+ (≥ 67.0), D (≥ 63.0), D- (≥ 60.0), and E (< 60.0). Where A=4.0, A-=3.67, B+=3.33, B=3.0, B-=2.67, C+=2.33, C=2.0, C-=1.67, D+=1.33, D=1.0, D-=0.67, E=0.0.

Course policies and information

Class format

This class is a combination of seminars and lectures. It meets twice weekly. Students should always come to class prepared, bringing their readings, notes, and questions. Students are responsible for any classes they miss. Please consult the schedule for content; do not email the professor and ask, "what did I miss?"

The course demands significant reading and pre-class preparation. Class meetings focus on in-depth and open discussions of the reading materials. I view my primary role was a facilitator and instigator of in-class analysis and discussion of the materials and case studies we will explore. **You will be expected to complete the assigned readings prior to class, and you should be prepared to discuss the material in detail.** Suffice to say, you will need to be ready, willing, and able to take an active role in class to perform well.

Group work is a vital component of this class. At various junctures, students will find themselves in groups. Forming study groups is encouraged but not mandatory.

Attendance policy

Attendance during class time is required. Absence can be waived for UF-excused reasons with prompt communication and documentation. If you miss a class, check the syllabus and inquire with classmates.

Two missed classes are allowed with acceptable, documented, and prompt reasons for absence, with communication to the instructor as early as possible: <https://gradcatalog.ufl.edu/graduate/regulations/>. Absences beyond two will result in a 5% reduction in the participation grade.

Email

Please use your University of Florida account to email me and use "DCP 6745" in the subject line. I will do my best to respond promptly, 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 lengthy response. You should see me during office hours to ask any in-depth questions.

Canvas

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

Students requiring accommodations

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

Course evaluation

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

Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the University, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University honesty policy

All UF students must follow the University's Honor Code, which includes cheating, plagiarism, and honesty. The code 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 Conduct Code specifies a number of behaviors that violate this code and the possible sanctions. See

the UF Conduct Code website for more information. Any violation of the academic integrity expected of you will result in a minimum academic sanction of a **failing grade on the assignment or assessment**.

ChatGPT, Microsoft Co-Pilot and other generative AI are prohibited from being used in this class. Be advised that assignments may be screened for plagiarism using Turnitin's text-matching tool and AI detecting tools GPTZero, GPT-2 Dector, and AI Content Dector. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution.

Please review the Student Honor Code and Student Conduct Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Student privacy

Federal laws protect your privacy concerning grades earned in courses and on individual assignments. For more information, please see <https://registrar.ufl.edu/ferpa/>.

Campus resources

Health and Wellness

U Matter, We Care:

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

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

COURSE SCHEDULE

Week	Class	Day	Month	Date	Topic
1	1	T	January	14	Introduction
	2	R		16	Foundations of policy
2	3	T		21	Policy evaluation primer
	4	R		23	Policy evaluation primer
3	5	T		28	Public housing
	6	R		30	Public housing
4	7	T	February	4	Suburbanization
	8	R		6	Suburbanization
5	9	T		11	Urban renewal
	10	R		13	Urban renewal
6	11	T		18	Redlining and segregation
	12	R		20	Redlining and segregation
7	13	T		25	Affordable housing
	14	R		27	Affordable housing
8	15	T	March	4	Housing bubble and the end of the American dream
	16	R		6	Housing bubble and the end of the American dream
9	17	T		11	Single-family rentals
	18	R		13	Single-family rentals
10	19	T		18	Spring Break
	20	R		20	Spring Break
11	21	T		25	Alternative assignment, instructor at conference
	22	W		27	Alternative assignment, instructor at conference
12	24	T	April	1	Manufactured housing
	25	R		3	Manufactured housing
13	26	T		8	Evictions
	27	R		10	Evictions
14	28	T		15	Homelessness
	29	R		17	Homelessness
15	30	T		22	In-class evaluation and wrap-up

READING SCHEDULE

Week 1: Foundations of policy

Yang, E (2021, February 26). The Foundations of American Political Thought. *American Institute of Economic Research*. Available at: <https://thedailyeconomy.org/article/the-foundations-of-american-political-thought/>.

Wong, F (2020, January). The Emerging Worldview: How New Progressivism is Moving Beyond Neoliberalism: A Landscape Analysis. Available at: https://rooseveltinstitute.org/wp-content/uploads/2020/07/RI_EmergingWorldview_report-202001-1.pdf.

Week 2: Policy evaluation primer

Quebec Centre de Collaboration Nationale sur les Politiques Publiques et la Sante (2012, September). A Framework for Analyzing Public Policies: Practical Guide. Available at: http://www.ncchpp.ca/docs/Guide_framework_analyzing_policies_En.pdf.

HM Treasury (2020, March). The Magenta Book Guidance for Evaluation. Available at: https://assets.publishing.service.gov.uk/media/5e96cab9d3bf7f412b2264b1/HMT_Magenta_Book.pdf.

Week 3: Public housing

United States Housing Act of 1937. Available at: <https://www.govinfo.gov/content/pkg/COMPS-10348/pdf/COMPS-10348.pdf>.

Goetz, E.G (2012). The transformation of public housing policy, 1985–2011. *Journal of the American Planning Association*, 78(4), pp.452-463.

Vale, L.J. and Freemark, Y (2012). From public housing to public-private housing: 75 years of American social experimentation. *Journal of the American Planning Association*, 78(4), pp.379-402.

Schindler, S. and Moyer, C (2022). The Case for Truly Public Housing. *Places Journal*. Available at: <https://placesjournal.org/article/the-case-for-truly-public-housing/?cn-reloaded=1>.

Week 4: Suburbanization

United States Housing Act of 1949. Available at: <https://www.govinfo.gov/content/pkg/COMPS-10343/pdf/COMPS-10343.pdf>.

Wheaton, W.L (1949). The Housing Act of 1949. *Journal of the American Institute of Planners*, 15(3), pp.36-41.

Jackson, K.T (1987). Chapter 11: Federal subsidy and the suburban dream: How Washington changed the American housing market in *Crabgrass Frontier: The Suburbanization of the United States*. Oxford University Press.

Hanchett, T.W (2000). The other ‘Subsidized Housing’: Federal aid to suburbanization, 1940s-1960s. *From tenements to the Taylor homes: In search of an urban housing policy in twentieth-century America*, pp.163-179.

Week 5: Urban renewal

United States Housing Act of 1954. Available at: <https://www.govinfo.gov/content/pkg/COMPS-10343/pdf/COMPS-10343.pdf>.

Von Hoffman, A., 2008. The lost history of urban renewal. *Journal of Urbanism*, 1(3), pp.281-301.

Teaford, J.C., 2000. Urban renewal and its aftermath. *Housing Policy Debate*, 11(2), pp.443-465.

Week 6: Redlining and segregation

Fair Housing Act of 1968. Available at: <https://www.hud.gov/sites/dfiles/FHEO/documents/fairhousingact.pdf>.

Jargowsky, P.A., Ding, L. and Fletcher, N (2019). The fair housing act at 50: Successes, failures, and future directions. *Housing Policy Debate*, 29(5), pp.694-703.

Massey, D.S. (2015). The legacy of the 1968 fair housing act. *Sociological Forum* 30, pp. 571-588).

or

Community Reinvestment Act of 1977. Available at: <https://www.govinfo.gov/content/pkg/COMPS-258/pdf/COMPS-258.pdf>.

Hillier, A.E., 2003. Redlining and the home owners' loan corporation. *Journal of Urban History*, 29(4), pp.394-420.

Park, K.A. and Quercia, R.G (2020). Who lends beyond the red line? The Community Reinvestment Act and the legacy of redlining. *Housing Policy Debate*, 30(1), pp.4-26.

An, B., Orlando, A.W. and Rodnyansky, S (2019). The physical legacy of racism: how redlining cemented the modern built environment. Available at SSRN 3500612.

Week 7: Affordable housing

US Public Law 99-514, The Tax Reform Act of 1986. Read Section 252—The Low-Income Housing Tax Credit. Available at: <https://www.congress.gov/bill/99th-congress/house-bill/3838/text>.

Shelterforce (2023, November 30). LIHTC for Regular People. Available at: <https://shelterforce.org/2023/11/30/lihtc-for-regular-people/#who-owns-property>.

Dawkins, C., 2013. The spatial pattern of low income housing tax credit properties: Implications for fair housing and poverty deconcentration policies. *Journal of the American Planning Association*, 79(3), pp.222-234.

Schwartz, A. and McClure, K., 2023. The Geography of Absence: Cities, Towns, and Suburbs with No LIHTC Housing. *Housing Policy Debate*, 33(4), pp.963-982.

Private Equity Stakeholder Project (2022, August 2). Private equity firms now rank among the largest owners of US subsidized affordable housing properties. Available at: <https://pestakeholder.org/news/private-equity-firms-now-rank-among-the-largest-owners-of-us-subsidized-affordable-housing-properties/>.

Week 8: Housing bubble and the end of the American dream

Immergluck, D (2009) 'Chapter 1: U.S. Mortgage Market Development and Federal Policy to the Early 1990s' in *Foreclosed*. Cornell University Press: Ithaca, NY, pp. 17-46

Wyly, E., Moos, M., Hammel, D. and Kabahizi, E (2009). Cartographies of race and class: mapping the class-monopoly rents of American subprime mortgage capital. *International Journal of Urban and Regional Research*, 33(2), pp.332-354.

Martin, I. and Niedt, C (2020). *Foreclosed America*. Stanford University Press, prologue and chapters 1-2.

Week 9: Financialization and the single-family rental market

Immergluck, D., 2018. Renting the dream: The rise of single-family rentership in the Sunbelt Metropolis. *Housing Policy Debate*, 28(5), pp.814-829.

Raymond, E.L., Duckworth, R., Miller, B., Lucas, M. and Pokharel, S., 2018. From foreclosure to eviction: Housing insecurity in corporate-owned single-family rentals. *Cityscape*, 20(3), pp.159-188.

Seymour, E., Shelton, T., Sherman, S.A. and Akers, J., 2023. The metropolitan and neighborhood geographies of REIT-and private equity–owned single-family rentals. *Journal of Urban Affairs*, pp.1-25.

Private Equity Stakeholder project (2024). Tools for Tackling Corporate Landlords. Available at: <https://pestakeholder.org/report-series-tools-for-tackling-corporate-landlords/>.

Week 10: Spring Break, no class

Week 11: Group work; Instructor at conference

Landis, D. and McClure, K (2010). Rethinking Federal housing policy. *Journal of the American Planning Association* 76(3): 319-348.

Week 12: Manufactured housing

Sullivan, E (2018). *Manufactured Insecurity: Mobile Home Parks and Americans' Tenuous Right to Place*. Oakland, CA: University of California Press.

Goodman, L and Alexandrov, A (2024, November 7). Tenant protections and new lending options could unlock the manufactured housing market. *Urban Institute*. Available at: <https://www.urban.org/urban-wire/tenant-protections-and-new-lending-options-could-unlock-manufactured-housing-market>.

Week 13: Evictions

Desmond, M (2016). *Evicted: Poverty and Profit in the American City*. Crown Publishing Group.

Benfer, E.A., Koehler, R., Mark, A., Nazzaro, V., Alexander, A.K., Hepburn, P., Keene, D.E. and Desmond, M (2023). COVID-19 housing policy: State and federal eviction moratoria and supportive measures in the United States during the pandemic. *Housing Policy Debate*, 33(6), pp.1390-1414.

Optional but recommended

Seymour, E. and Akers, J (2021). “Our customer is America”: Housing insecurity and eviction in Las Vegas, Nevada’s postcrisis rental markets. *Housing Policy Debate*, 31(3-5), pp.516-539.

Week 14: Homelessness

The US Department of Housing and Urban Development (2024, December). *The 2024 Annual Homelessness Assessment Report (AHAR) to Congress*. Available at: <https://www.huduser.gov/portal/sites/default/files/pdf/2024-AHAR-Part-1.pdf>.

Giamarino, C., Blumenberg, E., & Brozen, M (2022). Who Lives in Vehicles and Why? Understanding Vehicular Homelessness in Los Angeles. *Housing Policy Debate*, 34(1), 25–38.

Batko, S and Reynolds, K (2023, December 15). Homelensness is solvable, but only with sufficient investment in housing. *Urban Institute*. Available at: <https://www.urban.org/urban-wire/homelessness-solvable-only-sufficient-investment-housing>.

American Planning Association. Policy Guide on Homelessness. Available at: <https://planning.org/policy/guides/adopted/homelessness.htm>.

Week 15: In-class evaluations and wrap-up