University of Massachusetts Boston

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Fall 2020

Course Syllabus: PPOL-G 741L Urban Housing Policy

Michael P Johnson, Jr., *University of Massachusetts - Boston*

Available at: https://works.bepress.com/michael_johnson/56/

PPOL-G 741 – Syllabus
Urban Housing Policy

Instructor Information

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Note: The following link will assist you in forwarding your UMB email account to your personal account: http://www.umb.edu/it/getting_services/email/office365/o365_forward. Throughout the semester, I will communicate with you via your UMB email account. You may have e-mail redirected from your official UMass Boston address to another e-mail address at your own risk. The University will not be responsible for the handling of e-mail by outside vendors or by departmental servers.

Course Information

Course Title: PPOL-G 741L Urban Housing Policy

Credits: 3

Location: Online

Day and Time: This course is normally scheduled for a 2 hour 45 minute single weekly session when offered in person. In the current remote modality, this course combines asynchronous content, which can be viewed at any point prior to the day and time of the scheduled class meeting, and synchronous content, the face-to-face (though) remote class meeting. For Fall 2020, the synchronous class meeting will take place on Wednesdays from 6 – 7:30 PM.

Course Description: This course will provide students with the ability to identify and analyze phenomena in cities and urbanized areas related to a socially fundamental need for adequate and affordable shelter that ensures individual well-being and social and community stability and sustainability. Students completing this course will understand the progress the United States, and other countries has made in ensuring decent and affordable housing for its population, as well as the considerable policy barriers that prevent many people enjoying the housing they desire and the individual and social benefits that arise from it.

This course will provide students with the ability to identify and analyze phenomena in cities and urbanized areas related to a socially fundamental need for adequate and affordable shelter that ensures individual well-being and social and community stability and sustainability.

Students will understand initiatives and interventions related to housing primarily from the perspective of public policy, but also disciplines such as sociology, economics, urban planning, environmental science and management science. Students will learn how to measure outcomes related to housing policy that affect diverse groups in society based on age, race/ethnicity, family status, geography and other characteristics. Students will

understand how ideology and values are fundamental to understanding how housing is conceived as a good and a service, how various stakeholder groups are affected by housing policies, and whether and how housing can be viewed as a means for social and racial justice and equality. Though the primary focus of this course is housing policies in the United States, examples will be drawn from other developed and developing countries as appropriate.

Context: This is an elective course in the Public Policy PhD program and cross-listed in the Urban Planning and Community Development master's program. This elective course deepens students' understanding of the means by which investments in physical and social infrastructure related to housing has impacts on individual and social outcomes (attitudes, social and financial well-being, community strength and sustainability). By completing this course students will deepen their understanding of policy and planning as not just a collection of administrative procedures, or the exclusive realm of design, or deal-making, or community engagement, but a transformation of people, places and markets via interventions of government, non-profits and for-profit organizations. Recurring themes in this course are housing and urban space as a right, and the centrality of social and racial justice as a lens through which to understand and evaluate existing housing policies and interventions, as well as to design new policies and interventions.

Prerequisites: Graduate status.

Prerequisite Skills: Students should have taken an introductory course in the core theories associated with the graduate program in which they are enrolled. They should be experienced in integrating and summarizing multiple assigned readings from different disciplinary traditions. They should have had the experience of writing a substantial independent research paper at the graduate level.

Course Objectives: By fully participating in this course, students should be able to address important questions related to policy and economic analysis for housing and urban affairs, such as the following:

1. In what ways is housing an element of urban life worthy of special attention, and what are the connections of housing to other important urban issues?
2. How can planners and policy-makers balance housing-related regulations, tools, economic interventions and community engagement to improve the quality of life in urban communities?
3. How can we implement housing policies and practices to support social and racial justice in a neoliberal capitalist economy characterized by structural and institutional racism?
4. What role can analytics and information technology play in designing effective housing policy and improving individual access to and use of housing services?

Core Competencies:

The objectives for this course focus on the following core competencies:

1. Familiarity with the substance of housing and other important aspects of the urban environment such as transportation, crime and poverty. Such familiarity is represented by an understanding of characteristics, historical antecedents and contemporary responses.

2. Understand the ways in which housing affects the lives of those that live in it, and the way that housing construction, management and finance can drive the health of cities.
3. Apply policy principles to provide a theory-based understanding of causes, outcomes, tradeoffs and interventions related to housing in these areas that affect individuals, institutions and communities.

Required Assignments: Each student will be responsible for completing the assigned readings for each class session before the scheduled class meeting. 'Readings' encompass book chapters, journal articles, book chapters but also blog posts, newspaper articles, long-form journalism and professional-focused journalism, webinars, video clips and movies. Readings are divided into two groups: one that is required for all students, and another that is required for doctoral students only (though master's students are welcome to read them as well).

Students are responsible for submitting a written reflection on one of the required longer-form readings (not a standard newspaper, magazine story or short video; however, a longer feature, op-ed essay or movie, along with the usual scholarly readings, is OK). A 'reflection' consists of: one or more paragraphs that describe the content of the reading, i.e. what the author attempted to discuss, and one or more paragraphs that describe your impression of the reading, i.e. your assessment of the success with which the author addressed the topic, in terms of logic, flow, substance and policy significance. A reflection should be about one page long, no longer than two pages.

Each student will be required to submit two assignments, which are longer-form treatments of course topics, as defined by the instructor. Each assignment will address multiple readings, across multiple lectures. Students are encouraged to include sources that complement those in the syllabus, e.g. current articles, blog posts and the like, that will strengthen their arguments. An assignment should be no longer than five pages, exclusive of references, tables, charts and appendices.

The course will include a project, in which each student will: identify a contemporary urban problem centered on, or closely related to housing; propose a research question; adapt or extend a theoretical framework that includes policy analysis, applied economics or other relevant disciplines; develop one or more hypotheses, and assemble support for the hypothesis(es) using primary and/or secondary data and quantitative and qualitative analytic methods. Priority will be on correctly developing an appropriate theoretical framework, performing descriptive (and possibly explorative) analysis, and identifying specific policy insights. The written project deliverable should be no longer than fifteen pages, exclusive of references, tables, charts and appendices.

Students are required to actively participate in the course. Participation is defined as defined as productive contributions to class discussions and attendance at office hours. Class discussions can be synchronous (during scheduled class meetings) and asynchronous (using Blackboard's threaded discussion boards). At times I may prompt students to provide well-informed comments that reflect required readings, as well as other readings and relevant references to professional experiences and current events. I require each student to contribute at least one well-reasoned post to the discussion board per week.

Office hours are important for me to provide feedback to students on their learning, and for students to provide feedback to me on my teaching. Office hours are also an opportunity for me to check in with students as they navigate a challenging and unusual environment of online learning during a pandemic and social and political unrest. I require each student to attend at least two office hours during the semester.

This course welcomes masters and doctoral students. Doctoral student course requirements include the following: twelve reflections, which will together count 10% towards the final grade; two graded assignments, which will together count 30% towards the final grade, and class participation, which will count 10% towards the final grade. The course project will count 50% towards the final grade. The project will be composed of graded components, including: prospectus (10% of total project grade); rough draft (20%); final report (45%), and final presentation (25%).

Masters and non-degree student course requirements are identical to those of doctoral students. However, it is understood that master's students and non-degree students bring a different set of experiences, perspectives and expectations to the course as compared with doctoral students. For example, masters-level student contributions to the class, in both written and oral form, are more likely to reflect their current employment experiences. They may have less time or inclination to explore scholarly resources beyond the required readings. Therefore, I will evaluate and grade master's-level student course submissions in comparison to other master's students, and not in comparison to doctoral students. I will apply norms for master's student grading that reflect the range of quality of submissions and my subjective assessment of the capabilities of the master's students.

Content alert: This course includes materials on the experience of acquiring, living in and losing housing. It relies on concepts of the right to housing, right to the city, social and racial justice, and anti-racism. Some materials may result in troubling recollections for those who have experienced housing insecurity, bias or discrimination in searching for or living in housing or participating in or advocating for community development. If you believe that certain course materials or class activities may result in troubling emotional reactions, you are welcome to discuss these materials, and your reactions to them, with the instructor. No student will be required to participate in class activities that may be emotionally distressing.

Course Rubric:

Assignment/Deliverable	Number	Grade %
Reflections	12	10%
Assignments	2	30%
Final Project & Presentation		50%
Participation		10%

Course Policies:

- Participation - Participation includes: completing all required reading and writing assignments prior to class, thoughtfully participating in asynchronous (e.g. discussion boards) and synchronous (e.g. during scheduled class meetings) discussions; taking responsibility for helping create a positive learning environment by arriving promptly, listening respectfully, and participating constructively, and attending office hours.
- Attendance - Attendance at every class session is expected. Students may be excused from class attendance by notifying the instructor in advance of an anticipated absence
- Group Work – Students are encouraged to consult with one another regarding alternative approaches to approaching questions in assignments. However, each student is expected to hand in their own complete assignment, reflecting the student's own unique work. Students are expected to work on their own in writing reflections and in completing the final project.

- Late Work – Student work is expected to be handed in on time. Late work will be docked a letter grade for each week that it is handed in late, or fraction thereof.

Grading

Grading: Grade type for the course is a whole or partial letter grade. (Please see table below)
Note: the lowest passing grade for a graduate student is a "C". Grades lower than a "C" that are submitted by faculty will automatically be recorded as an "F".
Please see the Graduate Catalog for more detailed information on the University's grading policy.

Grading Policy			
	Letter Grade	**Percentage**	**Quality Points**
	A	93-100%	4.00
	A-	90-92%	3.75
	B+	87-89%	3.25
	B	83-86%	3.00
	B-	80-82%	2.75
	C+	77-79%	2.25
	C	73-76%	2.00
	F	0-72%	0.0
	INC	A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are given at the discretion of the instructor. They are awarded when satisfactory work has been accomplished in the majority of the course work, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete	N/A
	IF	Received for failure to comply with contracted completion terms.	N/A
	W	Received if withdrawal occurs before the withdrawal deadline.	N/A
	AU	Audit (only permitted on space-available basis)	N/A
	NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Methods of Instruction

Modality: This course is an adaptation of a previous, conventional course delivered in a classroom, comprising an instructor-led lecture, student-led discussions of assigned readings and student-led presentations of course projects, both in-progress and in final form. The recent COVID-19 pandemic has resulted in University of Massachusetts Boston deciding to require that nearly all courses, including this one, be delivered remotely, using the Internet and various information technologies.

This offering of PPOL-G 741 uses 'remote' and 'on-line' methods. By 'remote' is meant real-time class meetings between the instructor and all students using videoconference technologies such as Zoom; 'remote' teaching is also referred to as 'synchronous' teaching since all students and the instructor meet at a specified day and time. Synchronous material includes conventional lectures, class discussion and student presentations.

'On-line', in contrast, refers to course content that can be consumed by students at any time that is convenient to them. The 'asynchronous' learning that results can be more convenient for students with challenging schedules, or course material that requires deliberation that does not fit in a standard in-class session. Asynchronous material includes readings, videos, participation on discussion boards, and creation and consumption of different kinds of multi-media content.

I have designed this course to comprise about 90 minutes per week of synchronous class activities, sometime between the 5:30 – 8:15 PM set class time, and a variable amount of asynchronous class activities, at days and times that are convenient to students. I will strive to create lecture materials that students can review before the synchronous class session, along with readings and other materials that students will read before the synchronous class session. I will also require that students participate in on-line discussions that I will initiate and direct, both before and after the synchronous class session.

The synchronous class session will be designed to assume that students have not only completed all required readings (as would be the case for an in-person class), but that they have reviewed lecture materials and participated in on-line discussions as well. This will allow the synchronous portion of the course to reflect deep student engagement with the material, as well as the use of a variety of learning activities, such as group discussions, or break-out activities, that are harder to do in a conventional lecture format.

I assume that nearly all of your classes this semester will be remote and/or on-line, like this one. Different instructors will have different approaches to delivering their online content; we hope that you will be active, engaged, creative and empathetic learners, accommodating the strengths and weaknesses of different instructors but committed to helping your classmates and the instructor create a vibrant learning community. I am always open to comments and suggestions on how to improve this class, from learning materials, to technologies, to engagement strategies. It will be particularly important that you attend at least two office hours during this course, so I can get a sense of your progress, the challenges you face, and ways I can improve my teaching. I can also learn more about you from your resume or CV, which I will ask you to email to me at the start of class. I hope you will take time on your own to engage with your fellow students about ways to improve your own learning experience, and generate suggestions to help me improve my teaching.

Course Materials

Required Text(s):

Desmond, Matthew. 2016. *Evicted: Poverty and Profit in the American City.* New York: Crown Publishers. ISBN: 978-0-553-44743-9

Rothstein, Richard. 2017. *The Color of Law: A Forgotten History of How Our Government Segregated America.* New York: Liveright Publishing Corporation. ISBN: 978-1-631-49285-3

Schwartz, Alex F. 2014. *Housing Policy in the United States, 3rd Edition.* New York: Routledge. ISBN 978-0-415-83650-0

Technical Requirements: Microsoft Office or equivalent.

Recommended Texts and Resources:

Backyard (affordable housing newsletter): https://nextcity.org/backyard/newsletter

Bezalel, Ronit. 2015. *70 Acres in Chicago: Cabrini Green* (documentary)

Bratt, Rachel G., Michael E. Stone and Chester Hartman (Eds.) 2006. *A Right to Housing: Foundation for a New Social Agenda.* Philadelphia: Temple University Press.

Clapham, David F., Clark, William A.V. and Kenneth Gibb (Eds.) 2012. *The SAGE Handbook of Housing Studies.* Los Angeles: SAGE Publications, Inc.

de Souza Briggs, Xavier (Ed.) 2005. *The Geography of Opportunity: Race and Housing Choice in Metropolitan America.* Washington, D.C.: The Brookings Institution.

de Souza Briggs, Xavier, Popkin, Susan J. and John Goering. 2010. *Moving to Opportunity: The Story of an American Experiment to Fight Ghetto Poverty.* New York: Oxford University Press.

Federal Reserve Bank of San Francisco & Low Income Investment Fund 2012. *Investing in What Works for America's Communities: Essays on People, Place and Purpose.* San Francisco.

Green, Richard K. and Stephen Malpezzi. 2003. *A Primer on U.S. Housing Markets and Housing Policy.* Washington, D.C.: The Urban Institute Press.

Hansbury, Lorraine. 2004. *A Raisin in the Sun.* New York: Vintage [reprint of original 1959 edition with introduction by Robert Nemeroff]

Harvard Joint Center for Housing Studies: http://www.jchs.harvard.edu/

Jacobs, Jane. 1992. *The Death and Life of Great American Cities.* New York: Vintage [reprint of original 1961 edition]

Massachusetts Association of Community Development Corporations: https://macdc.org/

Massachusetts Nonprofit Network: http://www.massnonprofitnet.org/

Metropolitan Boston Housing Partnership: http://www.mbhp.org/

Moskowitz, Peter. 2017. *How to Kill A City: Gentrification, Inequality, and the Fight for the Neighborhood.* New York: Nation Books.

National Low-Income Housing Coalition: http://www.nlihc.org/

Next City: https://nextcity.org/

Office of Policy Development and Research, U.S. Department of Housing and Urban Development: https://www.huduser.gov/portal/home.html

Planetizen: http://www.planetizen.com/

Poverty & Race Research Action Council: http://www.prrac.org/

Shelterforce: http://www.shelterforce.org/

The Cyberhood: http://www.thecyberhood.net/

The Reinvestment Fund – PolicyMap: http://www.policymap.com/.

Tighe, J. Rosie and Elizabeth J. Mueller (Eds.) 2013. *The Affordable Housing Reader*. New York City: Routledge.

Other Reading: Journal articles, book chapters, white papers, popular press articles and other sources as contained in the description of class lectures and described in the References portion of the syllabus.

Course Schedule

Class 1: September 9, 2020

Core Topic(s):	Housing and the economy: housing as a good and a service, the scope of housing markets, housing inequities
Learning Objectives:	Understand the nature of housing as a product and a service, its importance to the economy and social policy and the roots and current characteristics of inadequate and segregated housing.
Reading Assignment:	*All students*: Bratt, Stone and Hartman (2006) Schwartz (2014) – Preface, Chapters 1, 2 Rothstein (2017) – Preface Desmond (2016) – Prologue, Chapter 1 Joint Center for Housing Studies (2019a) [interactive content] Joint Center for Housing Studies (2019b) [executive summary only] *Doctoral students*: Joint Center for Housing Studies (2019b) [complete study] Stone (2006a)
Class Activities:	Class discussion of readings
Assignment(s): Due Date:	Written reflection on one reading for Class 2, due Wednesday, September 16, 2020

Class 2: September 16, 2020

Core Topic(s):	Housing policy and planning in the Boston metropolitan area
Learning Objectives:	Learn of the unique challenges in measuring housing supply and demand in Boston, and in designing policies and planning practices to increase the supply of affordable housing in Boston
Reading Assignment:	*All students*: The Boston Foundation (2020a, 2020c) National Low Income Housing Coalition (2020a,b) Schuster (2019) Federal Reserve Bank of Boston (2015) Boston Area Research Initiative (2020) Leroux (2020) City of Boston (2018)

	Doctoral students: The Boston Foundation (2020b, 2020d) City of Boston (2014) National Low Income Housing Coalition (2020c) The Boston Foundation (2019)
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 2, due Monday, September 14, 2020 Written reflection on one reading for Class 3, due Wednesday, September 23, 2020

Class 3: September 23, 2020

Core Topic(s):	Government's fundamental role in housing provision: subsidies, taxation, finance, regulations
Learning Objectives:	Understand the role that subsidies (to producers and consumers), taxation of housing (provided by producers and occupied by consumers), regulations and the housing finance industry play in meeting the nation's needs for owner- and renter-occupied housing. Learn about market failures, especially the role of housing finance in the 2008 housing crisis.
Reading Assignment:	*All students*: Schwartz (2014) – Chapters 3, 4, 5, 13 Rothstein (2017) – Chapter 1 Belsky and Richardson (2010) Desmond (2016) – Chapters 2, 3 and 4 *Doctoral students*: Horn and O'Regan (2011); Stone (2006b) Dreier (2006) Glaeser and Gyourko (2008)
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 3, due Monday, September 28, 2020 Written reflection on one reading for Class 4, due Wednesday, September 30, 2020 Assignment #1, due Friday, October 23, 2020

Class 4: September 30, 2020

Core Topic(s):	Assisted & affordable rental housing: public housing, housing vouchers, producer subsidies (Ronit Bezalel, director, guest lecturer)
Learning Objectives:	The popular conception of 'housing policy' focuses on policies designed to provide supports for low- and moderate-income renter households. Without discussing, yet, how people choose to rent or own, or low-income homeownership, we address the core, or bedrock function of housing policy – providing long-term shelter, often rental, to those with the least means.
Reading Assignment:	*All students*: Bezalel (2015)

	Schwartz (2014) – Chapters 6, 7, 8 de Souza Briggs, Popkin and Goering (2010) – Chapters 1, 3, 4 and 10 Rothstein (2017) – Chapter 2 Desmond (2016) – Chapters 5 and 6 *Doctoral students only*: Goetz (2003) Popkin and Cunningham (2005) Popkin, Levy and Buron (2009)
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 4, due Monday, September 28, 2020 Written reflection on one reading for Class 5, due Wednesday, October 7, 2020 Paper prospectus due Friday, October 30, 2020

Class 5: October 7, 2020

Core Topic(s):	Community development and change: Nonprofit housing development, advocacy and organizing to address blight, vacancy, abandonment and gentrification at the neighborhood level
Learning Objectives:	Understand how various actors – the federal government, municipal housing authorities and nonprofit organizations enable neighborhoods to address localized threats to well-being though a variety of strategies.
Reading Assignment:	*All students*: Belsky and Fauth (2012) de Souza Briggs (2014) Donovan, Duncan and Sebelius (2012) Grogan (2012) Jennings et al. (2016) Moskowitz (2017) - p. 1 – 43 Desmond (2016) – Chapters 8 and 10 Ramos (2015) Ryan (2017) von Hoffman (2012) *Doctoral students*: Anguelovski (2015) Freeman and Braconi (2004) Hwang and Sampson (2015)
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 5, due Monday, October 5, 2020 Written reflection on one reading for Class 6, due Wednesday, October 14, 2020

Class 6: October 14, 2020

Core Topic(s):	Housing and vulnerable populations (Caitlin Carey, guest lecturer)
Learning Objectives:	Learn how individuals and families that are elderly, disabled, homeless or at risk of homelessness present special challenges for provision of housing and social services, and how understanding and meeting their needs can require skills from multiple can require skills and knowledge from multiple disciplines and professions.
Reading Assignment:	*All students*: Fitzpatrick (2012) U.S. Census Bureau (2020) Schwartz (2014) – Chapter 10 HUD (2020), p. 1 – 6 Biggar (2020) Kaul, Goodman and McCargo (2020) Rothstein (2017) – Chapter 6 Desmond (2016) – Chapters 7, 9, 14 and 23 *Doctoral students*: Benjaminsen and Andrade (2015) HUD (2020) [entire report] Oldman and Beresford (2000) Sanders (2020) [special issue of *Generations Journal*]
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 6, due Monday, October 12, 2020 Written reflection on one reading for Class 7, due Wednesday, October 21, 2020

Class 7: October 21, 2020

Core Topic(s):	Social and environmental impacts of housing
Learning Objectives:	Understand how individual and public choices and attitudes regarding housing type, location and funding can influence trends in a variety of urban policy areas, including environment, education, crime and social integration.
Reading Assignment:	*All students*: Axel-Lute (2020) Brennan, Reed and Sturtevant (2014) Edelman (2012) Gould and Lewis (2018) Harvey (2008) Lavizzo-Mourey (2012) Nonprofit Quarterly (2020) Plumer and Popovich (2020) *Doctoral students*: Curran and Hamilton (2012) Hoffman et al. (2020) Keenan et al. (2018)

	Optional: Anguelovski et al. (2016)
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 7, due Monday, October 19, 2020 Written reflection on one reading for Class 8, due Wednesday, October 28, 2020 Assignment #1 due Friday, October 23, 2020 Assignment #2, due Friday, November 20, 2020

Class 8: October 28, 2020

Core Topic(s):	Housing, urban policy and urban planning: Setting agendas, designing and implementing and evaluating housing-based interventions (Clark Ziegler, guest lecturer)
Learning Objectives:	Understand how public policy, urban planning and community development can work together to support interventions rooted in housing to build and revitalize neighborhoods, cities and regions
Reading Assignment:	*All students*: Manville (2012) Kadi and Ronald (2016) Jacobs (1961), p. 112 – 140, "The Uses of City Neighborhoods" Carr and Mulcahey (2010) Hartman (2006) Rothstein (2017) – Chapter 3 Desmond (2016) – Chapters 11 and 12 Ripple Effect (2018) *Doctoral students*: Konsti-Laakso and Rantala (2018) Lewis (2005) von Hoffman (2009)
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 8, due Monday, October 26, 2020 Written reflection on one reading for Class 9, due Wednesday, November 4, 2020 Graded Assignment #1 returned Paper prospectus due Friday, October 30, 2020 Paper outline due Friday, November 13, 2020

Class 9: November 4, 2020

Core Topic(s):	Fair housing
Learning Objectives:	Learn how race, ethnicity, gender and other individual and group characteristics can represent barriers to adequate and affordable housing, and policy responses to housing discrimination
Reading Assignment:	*All students*: The Boston Foundation (2020e)

	On The Media (2000) Schwartz (2014) – Chapter 11 Kamin (2020) Kim (2020) Rothstein (2017) – Chapters 5, 8 and 9 Desmond (2016) – Chapters 13, 15 and 16 Bartolomei (2020) *Doctoral students*: Turner and Ross (2005) On The Media (2019)
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 9, due Monday, November 2, 2020 Written reflection on one reading for Class 10, due Wednesday, November 18, 2020 Graded project prospectus returned

November 11, 2020: No class (Veterans Day)

Paper outline due Friday, November 13, 2020
Paper rough draft due Sunday, November 29, 2020

Class 10: November 18, 2020

Core Topic(s):	Innovations in housing policy and planning (Taylor Cain, Mayor's Office of Housing Innovation, guest lecturer)
Learning Objectives:	Learn how innovation and prototyping, often associated with technology, can help policy-makers, planners and practitioners develop new projects and initiatives to increase access to decent, affordable housing in opportunity-rich neighborhoods for all Boston residents.
Reading Assignment:	*All students*: Seidman (2012) City of Boston (2017) Pattison-Gordon (2017) Graves (2011) Rothstein (2017) – Chapters 7, 11 and 12 Desmond (2017) – Epilogue *Doctoral students*: Basolo and Scally (2010) Gianfrante et al. (2017) City of Boston (2020) [entire Housing Innovation Lab site]
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 10, due Monday, November 16, 2020 Written reflection on one reading for Class 10, due Wednesday, November 18, 2020 Assignment #2 due Friday, November 20, 2020

	Graded project outline returned

Class 11: November 25, 2020

Core Topic(s):	Housing, culture and society
Learning Objectives:	Understand how the social construction of housing helps influence people's perceptions about who is 'deserving' of decent housing, and how representations of housing in arts, culture and commerce affect our understanding of how housing and community development affect our daily lives.
Reading Assignment:	*All students*: Achar (2017) Brantley (2007) Drew (2014a,b) Schwartz (2014) – Chapter 12 Petrie (1961) Piepenberg (2011) Rothstein (2017) – Chapter 4 Desmond (2016)- Chapters 17 and 18 *Doctoral students*: Drew (2013) Friedman (2014)
Class Activities:	Class discussion of readings
Assignment(s): **Due Date:**	Discussion board response for Class 11, due Monday, November 23, 2020 Written reflection on one reading for Class 12, due Wednesday, December 2, 2020 Graded Assignment #2 returned Paper rough draft due Sunday, November 29, 2020

Class 12: December 2, 2020

Core Topic(s):	International housing: markets, policy and planning (Namesh Killemsetty, University of Massachusetts Boston, guest lecturer)
Learning Objectives:	Understand the differences in housing markets, housing-related policy and planning, and the social and cultural role of housing between the U.S., North America and Europe, Asia and the Global South. Learn the distinct challenges of concentrated poverty communities ('slums') in developing countries as compared to those in developed countries.
Reading Assignment:	*All students*: Chiodelli (2016) Gilbert (2000) Ren (2020) Rothstein (2017) – Chapter 10 Desmond (2016) – Chapters 19, 20 and 21 Orhon (2013) Wilson Center (2016)

	Doctoral students: Killemsetty (2020) Liu and Xiong (2018)
Class Activities:	Class discussion of readings and final paper draft
Assignment(s): **Due Date:**	Discussion board response for Class 12, due Monday, November 30, 2020 Written reflection on one reading for Class 13, due Wednesday, December 9, 2020

Class 13: December 9, 2020

Core Topic(s):	Policy design and analysis for housing
Learning Objectives:	Learn how microeconomics and macroeconomics are used to understand market features and trends, and impacts on markets of policy initiatives. Learn how decision modeling can provide practitioners with specific guidance and insights for community-level interventions in housing markets.
Reading Assignment:	*All students*: Erickson, Galloway and Cytron (2012) Green and Malpezzi (2003) – Chapter 2: "The Market for Housing Services" Johnson et al. (2012) Rothstein (2017) – Epilogue and Appendix Desmond (2015) – Chapters 22, 24 and About This Project *Doctoral students*: McLennan (2012) Meen (2012) Johnson, Hollander and Davenport Whiteman (2015)
Class Activities:	Class discussion of readings and final paper draft
Assignment(s): **Due Date:**	Discussion board response for Class 13, due Monday, December 7, 2020 Comments on paper rough drafts Final presentation, due Wednesday, December 16, 2020 Final paper, due Sunday, December 20, 2020

Final presentations: December 16, 2020

Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. If you have a disability and feel you will need accommodations in this course, please contact the Ross Center for Disability Services, Campus Center, Upper Level, Room 211 at 617.287.7430. http://www.umb.edu/academics/vpass/disability/. After registration with the Ross Center, a student should present and discuss the accommodations with the professor. Although a student can request accommodations at any time, we recommend that students inform the professor of the need for accommodations by the end of the Drop/Add period to ensure that accommodations are available for the entirety of the course.

Personal identities

This course is a welcoming and supportive space for students of all identities, beliefs, backgrounds, abilities and expressions. I will ensure that I treat each student, and each student is treated by their classmates, with respect and empathy. I encourage students to share with me information that can ensure that this is so: preferred pronouns, pronunciations of names, common misunderstandings about their identity, or areas they prefer not to have publicly acknowledged, and more. I welcome the opportunity to modify my behavior, and to help students modify their behaviors, to ensure that this class is a fulfilling experience for all.

Academic Integrity and the Code of Student Conduct

Code of Conduct and Academic Integrity

It is the expressed policy of the University that every aspect of academic life--not only formal coursework situations, but all relationships and interactions connected to the educational process--shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student's own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and relevant program student handbook(s). UMB Code of Student Conduct

Students are encouraged to consult with one another regarding alternative approaches to solving problems in assignments. However, each student is expected to hand in his or her own complete assignment, reflecting the student's own unique work. Students are encouraged to work on a final project in teams. Student team work is expected to be professional-grade, with workloads equitably distributed.

You are encouraged to visit and review the UMass website on *Correct Citation and Avoiding Plagiarism:* http://umb.libguides.com/citations

Other Pertinent and Important Information

Incomplete Policy: The grade incomplete (INC) is reported only where a portion of the assigned or required class work, or the final examination, has not been completed because of serious illness, extreme personal circumstances, or scholarly reasons at the request of the instructor. If your record is such that you would fail the course regardless of your missing work, you will fail.

Permission of the instructor must be obtained and the form for Grade Incomplete must be completed.

If you are receiving the grade of incomplete (INC), you are allowed up to one year in which to complete the course. The new grade must be submitted to the Registrar by the grading deadline for that semester, i.e.,

by the end of the next fall for the fall semester incompletes. The grade for any course not completed by this deadline will be converted to the grade of 'IF'.

Coursework Difficulties: Please discuss all coursework matters with me sooner than later.

Withdrawing From This Course: Please refer to the written policies and procedures on formal withdrawal and add/change dates listed in the Graduate Studies Catalog.

You are advised to retain a copy of this syllabus in your personal files for use when applying for future degrees, certification, licensure, or transfer of credit.

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