

University of Massachusetts Boston

From the Selected Works of Michael P. Johnson

Spring 2018

Course Syllabus: HONORS 490 Mayor's Symposium: Housing in a Changing City

Michael P Johnson, Jr.



Available at: https://works.bepress.com/michael_johnson/97/

Instructor Information

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Office Hours: Monday 4 – 5 PM;

Tuesday 1 – 2 PM (except 2/6, 3/20, 4/17; 1 – 1:30 PM on 2/20 only);

Thursday 8 – 9 PM (online, via Zoom videoconference),
and by appointment

Teaching Assistant:

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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/logging_on_for_the_first_time/-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: Mayor's Symposium: Housing in a Changing City

Prerequisites: None

Prerequisite

Skills: Academic preparation (any college, any major) appropriate to undergraduate juniors and seniors and masters students

Course

Description: This course provides students with an introduction to project-based and community-engaged learning through the subject of urban housing policy. The theme of this course is stabilizing and revitalizing Boston's neighborhoods by increasing access to decent and affordable housing for all, with a focus on reducing incidence of eviction and displacement arising from gentrification and neighborhood change. Through readings, lectures, discussions, site visits and conversations with practitioners, scholars and advocates, students will acquire a comprehensive perspective on urban housing, and develop innovative projects to address important needs of Mayor Martin J. Walsh and the Mayor's Housing Innovation Lab (<https://tinyurl.com/ycnqgx8q>).

Small teams of students will leverage their energy, creativity and unique perspectives to help elected officials, housing providers, advocates and citizens

think different about what housing can be, how we can live in housing, and how housing can help our neighborhoods become great places to live, especially for lower-income and disadvantaged populations. Course project deliverables may include primary field and archival data collection (interviews, ethnographic field observation, historical documents and other materials); analysis of primary and select secondary data (qualitative and quantitative data analysis); community engagement and participation (direct action, teach-ins); development of policy and planning housing prototypes (conceptual as well as physical); artistic expression (video, visual art, performance, music, prose).

This course is open to upper-level undergraduates and master's students.

Context: In 2013, Boston elected a new mayor after 20 years of Thomas Menino's leadership; this was also the year that the Honors Program at UMass Boston attained college status. It seemed appropriate, therefore, that the new Mayor should recognize in the Honors College a natural partner to engage the pressing issues facing the city.

Each year, the Honors College offers the Mayor's Symposium, but the students who are selected to be part of this symposium are not required to be members of the Honors College. Rather, they are competitively selected, based on their academic record, their having acquired at least 60 credits (if undergraduates), and the interest they express in the topic of the Mayor's Symposium. The Honors College is an incubator of new curriculum ideas; the Mayor's Symposium offers students the opportunity to explore both theoretically and through applied techniques an important urban sociocultural, economic, or political issue.

The Honors College works with the office of the Mayor of Boston to identify a challenge or issue of significance to the Mayor and bring to bear on this issue the active and agile minds of UMass Boston's students. Given that many of our students are from the Boston area and will likely live and work here even after they graduate, this symposium helps them understand the intricate workings of municipal government and its complex relationship to Boston communities, and it instills in students an appreciation for the work of community organizations and activists and gives them a grassroots perspective of how people make change in their neighborhoods. This is the fourth offering of the Mayor's Symposium.

Course
Schedule: Monday, Noon – 2:45 PM
Wednesday, Noon – 12:50 PM

Course
Location: Campus Center, 2nd floor, room 2115
Various off-campus locations for selected guest lectures, site visits and special activities

Off-campus class activities will generally start at 12:30 PM and end at 2:15 PM. Students are responsible for arranging transportation to off-campus events.

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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.

Technical

Requirements: There is no special required software for this course. However, students are expected to be familiar with office productivity applications at the level of Microsoft Office 2016, as well as use of Internet websites and social media. Students are not expected to be familiar with any specialized software for data collection and analysis or artistic presentation.

Required

Text(s):

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. ISBN 978-1-59213-432-8

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. ISBN 978-0-615-68152-8

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

Other

Reading: Other reading as assigned and available on Blackboard.

Recommended

Texts:

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

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

Moskowitz, Peter. 2017. *How to Kill A City: Gentrification, Inequality, and the Fight for the Neighborhood*. New York: Nation Books. ISBN: 978-1-568-58523-9

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

Tighe, J. Rosie and Elizabeth J. Mueller. 2013. *The Affordable Housing Reader*. London: Routledge. ISBN: 978-0-415-66938-2

(all of these texts are on reserve at Healey Library)

Online

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

Housing a Changing City: Boston 2030:

<https://www.boston.gov/departments/neighborhood-development/housing-changing-city-boston-2030#boston-2030-reports>.

Imagine Boston 2030: <https://imagine.boston.gov/>

Massachusetts Association of Community Development Corporations:

<https://macdc.org/>

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

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

National Low-Income Housing Coalition: <http://www.nlihc.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 Mayor's Housing Innovation Lab: <https://www.boston.gov/departments/new-urban-mechanics/housing-innovation-lab>

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

Course

Objectives: Students who complete this course will (a) become educated consumers of applied research and practice in urban housing and community development using a variety of analytic methods, (b) collaborate with classmates to develop projects that use multiple analytic and theoretical methods and presentation media and (c) consult with technical experts on projects requiring advanced methods.

In particular, students will demonstrate the following skills:

1. Identify problems in urban housing and community development that align with the needs of the Mayor's Office and reflect the needs of community members and their representatives (community-based organizations, elected officials, local advocates). 'Problems' are indicators of a mismatch between community desires and available programs and services.

2. Assemble data, solve problems and develop prototypes to evaluate evidence, and assess the level of support for initiatives, projects and programs in housing and community development, where:
 - a. 'Data' are artifacts of real-world phenomena: systems, events and the like. Data can be qualitative, i.e. subjective impressions captured through words, images and other non-numeric means – often primary in nature, and quantitative, i.e. objective numeric measures of various entities – often secondary in nature.
 - b. 'Prototypes' are preliminary, proof-of-concept ideas that can be conceptual (policy or planning initiatives) or physical (tangible representations of programs and services that could be reproduced at scale for use by community members and organizations)
 - c. 'Evidence' is understood to be the output of technical analysis that uses data appropriate to the problem at hand;
 - d. 'Solving a problem' means using the best mix of data and methods as possible in a process that is rigorous, reproducible and necessarily collaborative.
3. Learn about and analyze problems using multiple methodological, disciplinary and analytic lenses.
4. Collaborate with classmates to solve problems with increasingly less direct, hands-on guidance from the instructor

**Core
Competencies:**

(Adapted from Planning Accreditation Board Revised Accreditation Standards, August 2011 draft)

2. Planning skills: The use and application of knowledge to perform specific tasks required in the practice of planning.
 - b. Written, Oral and Graphic Communication
 - c. Quantitative and Qualitative Methods
 - e. Creation, Use and Knowledge of Plans
3. Values and Ethics: Values inform ethical and normative principles used to guide in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all courses of the core curriculum, as documented in the required syllabi.

Professional Ethics (including the AICP Code of Ethics)

Course

Requirements: There will be three homework assignments. One assignment will consist of a summary and analysis of a scholarly document (peer-reviewed journal article, book chapter or excerpt). Another assignment will consist of a critical description and analysis of a nonprofit organization which works to address community housing needs, especially eviction and displacement. The third assignment will consist of a critical description and analysis of an activity (speech, public event, demonstration) that represents a popular response to problems in community housing needs,

especially eviction and displacement. For undergraduates, each assignment will count equally towards the 30% of the final grade derived from assignments. For graduate students, each assignment will count equally towards the 20% of the final grade derived from assignments.

The course will include a project, in which two to four students will propose, design and execute an original study using an explicit research design, multiple analytic methods, and multiple data types. The form of the project may encompass traditional data- and theory-based analysis common in the social sciences, primary data collection and analysis (similar to that done by historians and anthropologists as well as social scientists), community engagement and direct action (a public advocacy activity intended illustrate challenges or opportunities associated with course goals), prototype development (conceptual, based on empirical analysis, or physical, to represent how a new product or service might be designed and used), or artistic expression (one or multi-media to express values and principles aligned with course goals). Each project should reflect the purpose of the course, to enable the office of the Mayor of the City of Boston to pursue alternative policies and initiatives to increase access to affordable housing and to reduce or mitigate the effects of displacement and eviction.

The level of sophistication of the analysis used in the project should not exceed the planning/policy relevance of the problem to be solved, and the anticipated impact of the analytic results. The course project will comprise 50% of the final grade. The project will be composed of graded components, including: prospectus (10% of total project grade); rough draft (20% of total project grade); final report (45% of total project grade) and final presentation (25% of total project grade). For graduate students, the project will comprise 40% of the final grade.

Project teams are encouraged to include at least one graduate student. Project teams should not be composed entirely of graduate students.

Graduate students only are required to write a 10-page paper (exclusive of references, end-notes and appendices) on a topic in urban housing and community development that is related to or inspired by the course's emphasis on eviction and displacement, especially as a result of gentrification and community change. This paper will count 20% towards the final grade.

Attendance at every class session is mandatory. Absences may be excused at the discretion of the instructor. If a student anticipates an absence from a class session, he/she is required to notify the instructor in writing.

Active participation during each class session is mandatory. 'Participation' may mean asking questions of guest speakers, responding in direct and nontrivial ways to instructor questions that reflect knowledge of required readings and discussions during the current class, engagement with project team members during project discussions and taking a leadership role in some aspect of the team project.

Course Rubric:

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Undergraduate students:

Assignment/Deliverable	Grade %
Homework Assignments	(30% of final grade)
1. Homework assignment #1	10
2. Homework assignment #2	10
3. Homework assignment #3	10
Final Project/Presentation	(50% of final grade)
1. Prospectus	5
2. Detailed description	5
3. Rough draft	5
4. Final report	22.5
5. Final presentation	12.5
Participation (as defined above)	10
Attendance (as defined above)	10

Graduate students:

Assignment/Deliverable	Grade %
Homework Assignments	(20% of final grade)
1. Homework assignment #1	6.67
2. Homework assignment #2	6.67
3. Homework assignment #3	6.67
Final Project/Presentation	(40% of final grade)
1. Prospectus	5
2. Detailed description	5
3. Rough draft	5
4. Final report	17.5
5. Final presentation	7.5
Research paper	20
Participation (as defined above)	10
Attendance (as defined above)	10

Course Policies:

- ❖ Participation – Students must complete all required reading and writing assignments prior to class, thoughtfully participate in discussions, and take responsibility for helping create a positive learning environment by arriving promptly, listening respectfully, and participating constructively
- ❖ Attendance – Students must attend each class session unless the instructor is notified in writing and the instructor excuses the absence. Each unexcused absence will result in a half-letter grade deduction from the overall class participation grade.
- ❖ Group Work – Students should responsibly and proactively seek to lead and support leadership in group settings. Slacking, blaming and other unprofessional behavior will not be tolerated.

- ❖ Late Work – Each assignment (homework assignment, project component) handed in late will have a half-letter grade deducted for each day late. Assignments handed in a week or more late will receive a grade of zero.

Grading

Grading: Grade type for the course is a whole or partial letter grade. (Please see table below.) Note: the lowest passing grade is a “C”. Computed grades lower than a “C” will automatically be recorded as an “F” in WISER.

Please see the Undergraduate and Graduate Catalog for more detailed information on the University's grading policy.

UMass Boston 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	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	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

Note: The instructor will at his discretion record grades lower than C as follows:

Informal Grading Policy, Less Than 'C'		
Letter Grade	Percentage	Quality Points
C-	70 – 72%	1.75
D+	67 – 69%	1.25
D	63 – 66%	1.00
D-	60 – 62%	0.75
F	0-59%	0.0

Methods of Instruction

Methods: This course will use three required texts, supplemented by readings from peer-reviewed journals, professional magazines, white papers & reports, book chapters, Web resources and a documentary. Each lecture will have a set of required readings, from which students should be prepared to cite in order to actively participate in class discussions.

Accommodations

Section 504 of the Americans with Disabilities Act of 1990 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center for Disability Services, M-1-401, 617-287-7430. The student must present these recommendations and discuss them with each professor within a reasonable period, preferably by the end of Drop/Add period.

Academic Integrity and the Code of Student Conduct

Students are required to adhere to the University of Massachusetts Boston Code of Conduct. The Code is available online at: https://www.umb.edu/life_on_campus/policies/community/code. See particularly Sections 11 (“Academic Honesty”), 12 (“Academic Honesty Violations”), 13 (“Academic Dishonesty Procedures”), 14 (“Academic Dishonesty Sanctions”). Section 12 states in part, that:

“The University defines violations to include, but not be limited to, the following:

1. Submitting as one’s own an author’s published or unpublished work (e.g. material from a journal, Internet site, newspaper, encyclopedia), in whole, in part, or in paraphrase, without fully and properly crediting the author.
2. Submitting as one’s own work or materials obtained from another student, individual, or agency without full and proper attribution.
3. Submitting as one’s own work material that has been produced through unacknowledged or unauthorized collaboration with others.
4. Submitting substantially the same work to more than one course without prior approval from all instructors involved: i.e., dual or multiple submission.”

You are encouraged to visit and review the UMass website on *Correct Citation and Avoiding Plagiarism*: <https://umb.libguides.com/c.php?g=351180&p=2367042>.

Other Pertinent and Important Information

Incomplete Policy: According to the Academic Policies of the Office of the Registrar, which are linked to Undergraduate and Graduate Academic Regulations of the University of Massachusetts Boston: "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." Full details of the incomplete policy are available at https://www.umb.edu/registrar/academic_policies/incomplete_policy.

Coursework Difficulties: Please discuss all coursework matters with me sooner than later, preferably during office hours.

Withdrawing From This Course: Please refer to the written policies and procedures on formal withdrawal and add/change dates listed in the Academic Policies of the Office of the Registrar, at https://www.umb.edu/registrar/academic_policies/course_withdrawal_option.

Course Schedule

There will be 13 sessions of two hours and forty-five minutes on Mondays and 15 sessions of 50 minutes on Wednesdays. Monday sessions are designed to accommodate long-form lectures covering a substantial amount of readings; guest lectures, site visits, and special activities such as film showings and visits to Healey Library. Wednesday sessions are designed to accommodate student-directed activities related to project work and additional presentation of course content.

Week 1, Class 1: Monday, January 22, 2018

Core Topic(s):	Housing and the city of Boston
Learning Objectives:	Understand housing as a good and a service and the role of affordable housing in the health of Boston.
Reading Assignment	City of Boston, 2014, <i>Housing a Changing City</i> (undergraduate students: executive summary; graduate students: entire report) The Boston Foundation, 2017, <i>Greater Boston Housing Report Card 2017</i> (undergraduate students: executive summary; graduate students: entire report)
Class Activities	Guest lecture: Sheila Dillon, cabinet chief of housing and director, Department of Neighborhood Development
Assignment(s): Due Date:	Assignment #1 (research paper analysis and assessment), due Monday, February 5

Week 1, Class 2: Wednesday, January 24, 2018

Core Topic(s):	Introduction to housing policy; discussion of course design
Learning Objectives:	Learn how this class will integrate topics in public policy, public affairs, urban and city planning, community development, urban analytics, civic data and other fields, and how students will collaborate to create projects of meaningful value to the Mayor of the city of Boston.
Reading Assignment	Schwartz, Chapter 1 Johnston, 2014, "Demand for Affordable Housing Soars in Boston Area"
Class Activities	Visioning and brainstorming: what could our value-added be to the mayor's office? How can undergraduate and graduate students work together productively?
Assignment(s): Due Date:	(none)

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Week 2, Class 3: Monday, January 29, 2018

Core Topic(s):	Planning for housing and neighborhoods
Learning Objectives:	Learn how planning principles can support local engagement, visioning, and capacity-building for development of a citywide planning strategy.
Reading Assignment	City of Boston, 2017, <i>Imagine Boston 2030</i> (undergraduate students: executive summary; graduate students: entire report) Duke, 2012, "Foreword: Building Sustainable Communities" Grogan, 2012, "The Future of Community Development" (required for graduate students) de Souza Briggs and Thompson, 2012, "Deep Democracy is Not Meetings That Last Forever: Community Development Next" (required for graduate students)
Class Activities	Guest lecture: Natalia Urtubey, Director of Imagine Boston 2030
Assignment(s): Due Date:	(none)

Week 2, Class 4: Wednesday, January 31, 2018

Core Topic(s):	Housing as right, or a product, or a service?
Learning Objectives:	Learn different conceptions of housing, and understand how some view housing as a fundamental right, and others see housing as a commodity, for sale in markets.
Reading Assignment	Bratt, et al., 2006, "Why a Right to Housing is Needed and Makes Sense" Kadi and Ronald, 2016, "Undermining Housing Affordability for New York's Low-Income Households" Friedman, 2014, "Rights in Front of Our Eyes" (required for graduate students) Benjaminsen and Andrade, 2015, "Testing a Typology of Homelessness Across Welfare Regimes" (required for graduate students)
Class Activities	Guest lecture: Jason Wright, student, Public Policy PhD program, University of Massachusetts Boston
Assignment(s): Due Date:	(none)

Week 3, Class 5: Monday, February 5, 2018

Core Topic(s):	Civil legal support and community organizing for low-and moderate-income renters in Boston
Learning Objectives:	Understand how legal and public advocacy for affordable housing affects the connection between policy, law and administration.
Reading Assignment	Ryan, 2017, "A Brand New Boston, Even Whiter Than The Old" Pollard, 2017, "What Amazon's HQ2 Could Mean For Housing In East Boston" Desmond, 2016, <i>Evicted</i> , p. 1 – 31. Julian, 2008, "Fair Housing and Community Development" (required for graduate students) Hartman, 2006, "The Case for a Right to Housing" (required for graduate students)
Class Activities	Guest lecture: Joseph Michalakes, Attorney, Housing/Employment Units, Greater Boston Legal Services; Andres del Castillo, East Boston/North Side Lead Organizer, City Life/Vida Urbana; tenant organizer TBD
Assignment(s): Due Date:	Assignment #1 due Assignment #2 (description of housing provider/advocate organization), due Monday, February 26

Week 3, Class 6: Wednesday, February 7, 2018

Core Topic(s):	Introduction to public and assisted housing in the United States
Learning Objectives:	Gain an understanding of the history, policy, scope and current status of Federally, state and locally-supported housing for low- and moderate-income families.
Reading Assignment	Schwartz, 2014, Chapters 6 and 8 Gentry, 2009, "How HOPE VI Has Helped Reshape Public Housing" (required for graduate students) Marcuse and Keating, 2006, "The Permanent Housing Crisis" (required for graduate students)
Class Activities	Instructor lecture
Assignment(s): Due Date:	(none)

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Week 4, Class 7: Monday, February 12, 2018

Core Topic(s):	Public housing redevelopment and displacement
Learning Objectives:	Learn how public housing policy has transitioned from managing high-density, primarily low-income developments to mixed-income communities with associated demolition, displacement and revitalization.
Reading Assignment	de Souza Briggs et al., 2010, Chapter 2, "Ghetto Poverty Before and After Katrina" Popkin and Cunningham, 2005, "Beyond the Projects" Belsky and Fauth, 2012, "Crossing Over to an Improved Era of Community Development" (required for graduate students)
Class Activities	Showing of <i>70 Acres in Chicago: Cabrini Green</i> (documentary) Conversation with director Ronit Bezalel
Assignment(s): Due Date:	Assignment #1 graded and returned

Week 4, Class 8: Wednesday, February 14, 2018

Core Topic(s):	Introduction to fair housing and housing discrimination
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	Rothstein, 2017, <i>The Color of Law</i> , Introduction, Chapters 1 and 2 Schwartz, 2014, Chapter 11 Gates, 2018, "Fifty Years After the Fair Housing Act Was Passed to Combat Segregation, We Are Still Struggling to Find the Will to Implement It" Logan, 2016, "Separate and Unequal: Residential Segregation" Denton, 2005, "Segregation and Discrimination in Housing" (required for graduate students)
Class Activities	Instructor lecture
Assignment(s): Due Date:	(none)

(Monday, February 19: President's Day, no class)

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Week 5, Class 9: Wednesday, February 21, 2018

Core Topic(s):	Homeownership: Social forces, benefits and costs, current trends, alternative models
Learning Objectives:	Learn how homeownership has become the symbol of the 'American dream', the role that homeownership plays in housing policy design, supports for low-income and first-time homeownership, and alternative models for housing ownership.
Reading Assignment	Schwartz, 2014, Chapter 12 Drew, 2014, "Believing in Homeownership: Where Does the American Dream Idea Come From?" Drew, 2014, "Believing in Homeownership: How it Affects the Desire to Buy" Desmond, 2016, "Epilogue: Home and Hope" Rohe, et al., 2001, "The Social Benefits and Costs of Homeownership" Stone, 2006, "Social Ownership" (required for graduate students)
Class Activities	Instructor lecture
Assignment(s): Due Date:	(none)

Week 6, Class 10: Monday, February 26, 2018

Core Topic(s):	Housing college students: building communities on- and off-campus
Learning Objectives:	Learn how colleges and universities design creative ways to meet the housing needs of students and in doing so contribute to their academic success and personal development. Discuss the potential relationship, positive and negative, between university-developed housing (on- and off-campus) and local housing markets, including displacement, eviction and community change.
Reading Assignment	MacQuarrie, 2016, "UMass Boston to Open its First Dormitories in 2018" City of Boston, 2014, <i>Housing a Changing City</i> , Chapter 5, "Student Housing" Brotton and Goldrick-Rab, 2014 "The Problem of College Students Without Reliable Housing" U.S. Department of Housing and Urban Development, 2015, "Barriers to Success" (required for graduate students) Brotton and Goldrick-Rab, 2013, "Housing Instability Among College Students" (required for graduate students)
Class Activities	Guest lecture: Chloe Strange, Assistant Director of Off-Campus Housing; Jenn Juliano, Assistant Director of Housing Operations
Assignment(s): Due Date:	Assignment #2 due Assignment #3 (description and analysis of public event related to housing), due Monday, March 19

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Week 6, Class 11: Wednesday, February 28, 2018

Core Topic(s):	Archival research and primary sources to enhance quality of research and community service
Learning Objectives:	Learn how primary sources are stored in library archives. Learn how archival research can benefit academic work. Become acquainted with the range of archival materials at Healey Library.
Reading Assignment	Schmidt, 2016, "Using Archives: A Guide to Effective Research" University of Massachusetts Boston, 2018, "Archives and Special Collections"
Class Activities	Site visit: Healey Library, University Archives and Special Collections Department, 5th floor; guest lecture: Jessica Holden, Reference Archivist
Assignment(s): Due Date:	(none)

Week 7, Class 12: Monday, March 5, 2018

Core Topic(s):	Prototype driven policy in housing: Boston Housing Innovation Lab
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	Seidman, 2012, "Integration and Innovation In a Time of Stress" The Mayor's Housing Innovation Lab: https://www.boston.gov/departments/new-urban-mechanics/housing-innovation-lab
Class Activities	Guest lecture: Marcy Ostberg, Director, Mayor's Housing Innovation Lab, City of Boston
Assignment(s): Due Date:	Assignment #2 graded and returned

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Week 7, Class 13: Wednesday, March 7, 2018

Core Topic(s):	Introduction to housing economics
Learning Objectives:	Learn how microeconomics and macroeconomics can increase understanding of market features and trends, and impacts on markets of policy initiatives and thus contribute to effective housing policy and planning.
Reading Assignment	O'Sullivan, 2012, "Why is Housing Different?" O'Sullivan, 2012, "Appendix: Tools of Microeconomics" (optional) Green and Malpezzi, 2003, "The Market for Housing Services" (required for graduate students) McLennan, 2012, "Understanding Housing Markets" (required for graduate students)
Class Activities	Instructor lecture
Assignment(s): Due Date:	(none)

(Monday, March 12 & Wednesday, March 14: Spring Break, no class)

Week 9, Class 14: Monday, March 19, 2018

Core Topic(s):	National housing trends
Learning Objectives:	Learn about current trends and future prospects for homeownership, tenure choice and homeownership assistance in the United States.
Reading Assignment	Joint Center for Housing Studies of Harvard University, 2017, <i>The State of the Nation's Housing 2017</i> (undergraduate students: executive summary; graduate students: entire report; all students: webcast) Schwartz, Chapter 2 Silver, 2014, "Is Homeownership Really Falling Out of Favor?" Schwartz, Chapter 13 (required for graduate students)
Class Activities	Guest lecture: Chris Herbert, Managing Director, Harvard Joint Center for Housing Studies
Assignment(s): Due Date:	Assignment #3 due Project task #1 (project description), due Monday, March 26

Wednesday, March 21, 2018 – class cancelled due to campus closing

Week 10, Class 15: Monday, March 26, 2018

Core Topic(s):	Gentrification, neighborhood change and displacement (Noon - 1:45 PM) Project scoping (2 – 2:50 PM)
Learning Objectives:	Learn how gentrification occurs, the effects of gentrification on residents, businesses and visitors, and policy and planning responses to gentrification. Introduction to course project deliverables and effective teamwork practices.
Reading Assignment	Jennings, et al., 2016, <i>Understanding Gentrification and Displacement</i> (undergraduate students: executive summary; graduate students: entire report) Moskowitz, 2017, <i>How To Kill A City</i> (excerpts) Rios, 2015, "The First To Leave East Boston Are Us" Ramos, 2015, "Lessons from the Gentrification Wars" Clay, 1979, <i>Neighborhood Renewal</i> (required for graduate students)
Class Activities	Gentrification: Guest lecture, James Jennings, Tufts University (emeritus) Project scoping: open discussion on project ideas; selecting project teams and project goals/deliverables
Assignment(s): Due Date:	(none)

Week 10, Class 16: Wednesday, March 28, 2018

Core Topic(s):	Research methods for project and final paper work
Learning Objectives:	Identify appropriate methods for designing a study and collecting and analyzing data
Reading Assignment	Hedrick, Bickman and Rog, 1993: "The Nature of Applied Research"; "Defining the Focus" Yin, 2018, "Getting Started: How to Know Whether and When to Use the Case Study as a Research Method"
Class Activities	Instructor lecture; Project development: administration, data collection, analysis, progress assessment
Assignment(s): Due Date:	Assignment #3 graded and returned Project task #1 due Project task #2 (project initial analysis), due Monday, April 9

HONORS 490 - Syllabus- **Spring**
2018

Mayor's Symposium: Housing in a Changing City

Week 11, Class 17: Monday, April 2, 2018

Core Topic(s):	Regional issues in affordable housing policy and planning
Learning Objectives:	Learn how planners measure supply and demand for housing, for land on which housing is built, and for services, such as schools and transportation, that are closely related to housing. Learn how planners design interventions to increase the supply of affordable housing in opportunity-rich communities.
Reading Assignment	Pendall et al., 2004, "Connecting Smart Growth, Housing Affordability and Racial Equity" Fisher, 2008, "Reviewing 40B" Dain, 2016, "In Newtonville, Smart Growth is Taking Hold" Voith and Crawford, 2004, "Smart Growth and Affordable Housing" (required for graduate students) Farris, 2001, "The Barriers to Using Infill Development to Achieve Smart Growth" (required for graduate students)
Class Activities	Site visit: Metropolitan Area Planning Council, 60 Temple Pl, Boston; guest lecture, Karina Milchman, Chief Housing Planner and Inner Core Committee Coordinator, plus staff
Assignment(s): Due Date:	Project task #1 graded and returned

Week 11, Class 18: Wednesday, April 4, 2018

Core Topic(s):	Project management
Learning Objectives:	Improve skills in assigning and performing tasks, assessing project progress
Reading Assignment	Usability.gov, 2018, "Project Management Basics" Croft, C. 2013, "Project Management in under 8 minutes"
Class Activities	Instructor lecture; Project development: administration, data collection, analysis, progress assessment
Assignment(s): Due Date:	(none)

HONORS 490 - Syllabus- **Spring 2018**

Mayor's Symposium: Housing in a Changing City

Week 12, Class 19: Monday, April 9, 2018

Core Topic(s):	Homelessness: people, systems, services
Learning Objectives:	Learn how homelessness occurs, and varying types of responses to homelessness, especially Housing First and transition services.
Reading Assignment	HUD, 2016, <i>The 2016 Annual Homeless Assessment Report (AHAR) to Congress</i> (undergraduate students: p. 1 – 6; graduate students: entire report) Conti, 2017, "Survey finds state's homeless population down 10 percent from 2016" Rosenthal and Foscarinis, 2005, "Responses to Homelessness" Fitzpatrick, 2012, "Homelessness" (required for graduate students) Greenwood, et al., 2013, "Pathways Housing First for Homeless Persons with Psychiatric Disabilities" (required for graduate students) Benjaminsen and Andrade, 2015, "Testing a Typology of Homelessness Across Welfare Regimes"(required for graduate students)
Class Activities	Site visit: Rosie's Place, 889 Harrison Ave, Boston; guest lecture, Sandy Mariano, VP of Internal Programs and Planning; site tour; visit to City of Boston homeless shelter (tentative)
Assignment(s): Due Date:	Project task #2 due Project task #3 (rough draft), due Monday, April 23

Week 12, Class 20: Wednesday, April 11, 2018

Core Topic(s):	Effective teamwork practices
Learning Objectives:	Improve skills in assigning and performing tasks, assessing project progress
Reading Assignment	Heathfield, 2017, "10 Tips for Better Teamwork" (article) Spence, 2013, "How to Work More Effectively With a Team of Different Personalities" (video)
Class Activities	Instructor lecture; Project development: administration, data collection, analysis, progress assessment
Assignment(s): Due Date:	(none)

Monday, April 16, 2018 – Patriot's Day, no class

HONORS 490 - Syllabus- **Spring
2018**

Mayor's Symposium: Housing in a Changing City

Week 13, Class 21: Wednesday, April 18, 2018

Core Topic(s):	Open session – project teamwork
Learning Objectives:	Improve skills in assigning and performing tasks, assessing project progress
Reading Assignment	TBD
Class Activities	Project development: administration, data collection, analysis, progress assessment
Assignment(s): Due Date:	Project task #2 graded and returned

Week 14, Class 22: Monday, April 23, 2018

Core Topic(s):	Data, games and artistic expression to support civic learning and problem-solving
Learning Objectives:	Learn how game design and game play, civic data and community engaged decision processes can enable policy-makers, planners and practitioners generate insights regarding challenging public problems that complement those associated with traditional policy and planning analysis.
Reading Assignment	Gordon and Baldwin-Fillippi, 2014, "Playful Civic Learning" Konsti-Laakso and Rantala, 2018, "Managing Community Engagement" Falco, 2017, "Luxury Waters" WE, 2018, "Designing the WE" Gordon and Walter, 2016, "Meaningful Inefficiencies" (required for graduate students) Johnson, et al., 2018, "What Can Data and Technology Do For Shrinking Cities?" (required for graduate students)
Class Activities	Site visit: Emerson College Engagement Lab, 160 Boylston St, Boston; guest lecture, Eric Gordon, director, and Sean Van Deuren, programs manager, Engagement Lab
Assignment(s): Due Date:	Project task #3 due Project final deliverable due Friday, May 11

HONORS 490 - Syllabus- **Spring**
 Mayor's Symposium: Housing in a Changing City **2018**

Week 14, Class 23: Wednesday, April 25, 2018

Core Topic(s):	Open session – project teamwork
Learning Objectives:	Improve skills in assigning and performing tasks, assessing project progress
Reading Assignment	TBD
Class Activities	Project development: administration, data collection, analysis, progress assessment
Assignment(s): Due Date:	(none)

Week 15, Class 24: Monday, April 30, 2018

Core Topic(s):	Community-based affordable housing development and management
Learning Objectives:	Learn how community-based nonprofit organizations use advocacy, technical expertise, funding from diverse sources and deep community engagement to develop services, projects and initiatives to support positive community change and reduce instances of vacancy and displacement.
Reading Assignment	Codman Square Neighborhood Development Corporation, 2014, "Mapping Neighborhood Transformation" Codman Square Neighborhood Development Corporation, 2014, "Gentrification of Codman Square Neighborhood: Fact or Fiction?" (required for graduate students) Codman Square Neighborhood Development Corporation, 2014, "Draft Anti-Displacement Strategy" Federal Reserve Bank of Boston, 2015, <i>The Color of Wealth</i> (undergraduate students: Summary of Findings and Introduction; graduate students: full report)
Class Activities	Site visit: Codman Square Neighborhood Development Corporation, 587 Washington St, Dorchester; guest lecture, Gail Latimore, executive director, CSNDC and staff; neighborhood tour
Assignment(s): Due Date:	Project task #3 graded and returned

HONORS 490 - Syllabus- **Spring
2018**

Mayor's Symposium: Housing in a Changing City

Week 15, Class 25: Wednesday, May 2, 2018

Core Topic(s):	Open session – project teamwork
Learning Objectives:	Improve skills in assigning and performing tasks, assessing project progress
Reading Assignment	TBD
Class Activities	Project development: administration, data collection, analysis, progress assessment
Assignment(s): Due Date:	(none)

Week 16, Class 26: Monday, May 7, 2018

Core Topic(s):	Introduction to management and decision science for housing
Learning Objectives:	Learn how management science and decision modeling can provide practitioners with specific guidance and insights for community-level interventions and thus contribute to effective housing policy and planning.
Reading Assignment	Erickson, Galloway and Cytron, 2012, "Routinizing the Extraordinary" Johnson et al., 2012, "What is a Strategic Acquisition?" (required for graduate students)
Class Activities	Instructor lecture
Assignment(s): Due Date:	(none)

Week 16, Class 27: Wednesday, May 9, 2018

Core Topic(s):	Open session – project teamwork
Learning Objectives:	Improve skills in assigning and performing tasks, assessing project progress
Reading Assignment	TBD
Class Activities	Project development: administration, data collection, analysis, progress assessment
Assignment(s): Due Date:	(none)

Week 17: Wednesday, May 16: Final presentations, City Hall, Government Center; time TBD between 1 – 4:30 PM

Friday, May 18: Final project reports due

Week 18: Monday, May 21 – Wednesday, May 23: Final presentations,
UMass Boston, day, time and venue TBD

Monday, May 21: Final papers due (graduate students only)

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