

CRPLAN 5400: Planning for Housing

Instructor name: Bernadette Hanlon
Year and term: 2017 Spring
Meeting time: Tuesday and Thursday, 2:20pm – 3:40
Meeting location: Knowlton Hall 176

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Office hours: Tuesdays, Thursdays 4:00pm – 5:00

COURSE INFORMATION

DESCRIPTION

This course will examine the various aspects of planning for housing, with a primary focus on housing policy in the United States. We will consider the history and theoretical underpinnings of planning for housing; discuss how affordable housing is defined and characterized; explore how housing intersects with issues such as poverty and community development; and examine how various housing policies are exemplified in the Columbus area.

GOALS AND LEARNING OUTCOMES

- Goal 1: Learn about different subsidized housing policies and how to apply this information to the Columbus context
- 1a. Distinguish between different types of subsidized housing programs
 - 1b. Apply your knowledge of subsidized housing to the situation in Columbus
 - 1c. Recognize what different subsidized housing projects can be like
- Goal 2: Evaluate the housing needs of cities and neighborhoods
- 1a. Use your knowledge of housing affordability and housing programs to determine the needs of city/neighborhood residents
 - 1b. Use your knowledge of housing needs assessments to determine the needs of city/neighborhood residents in a particular location
 - 1c. Recognize the importance of working collaboratively to assess the housing needs of city/neighborhood residents of a particular location
- Goal 3: Learn how to organize, research and discuss housing-related topics
- 1a. Use housing-related data effectively to uncover the housing needs of city/neighborhood residents
 - 1b. Apply your knowledge of housing needs assessments to display the most relevant data
 - 1c. Arrange relevant information to communicate effectively your research findings
- Goal 4: Appreciate the collaborative process involved in housing-related research
- 1a. Apply your knowledge of housing topics to work in a team environment
 - 1b. Provide feedback to peers in ways that are constructive and supportive

FORMAT

This course will include lectures along with discussions and in-class activities around the reading material.

PLANNING ACCREDITATION CRITERIA ADDRESSED

Ohio State University's City and Regional Planning program is an accredited urban planning program. Below is a list

of accreditation criteria that are covered in this course:

- Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
- Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
- Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
- Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
- Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
- Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
- Social Justice: appreciation of equity concerns in planning.

REQUIRED TEXT AND READINGS

Schwartz, A. 2013. *Housing Policy in the United States*. Third Edition. New York: Routledge.

Additional readings are made available on the Carmen website for this course.

ASSIGNMENTS

There will be several assignments for this course. They are as follows:

Columbus Housing Policy Brief

Students will pick **one** major housing policy program covered in class, explain the goals and workings of this program in a short and concise manner, and provide an example of this type of housing program here in Columbus. Each student must visit the site of this program, take photographs, discuss the way the program works here in Columbus (e.g. who runs it, what are the parameters for being accepted into the program, who are the clientele mostly etc.) and offer planning insights into what he or she thinks of this site/program. This assignment should be no more than three single spaced pages. More information regarding this assignment is available on Carmen. **[Due date: April 4]**

Columbus Housing Policy Brief Presentation (for four students only)

Four students will be given the option of presenting this assignment in a PowerPoint format to the class on **April 4** instead of giving a written paper. The presentation should be 20 minutes for each student.

I provide a rubric for the presentation assignment as well as the written assignment. These are on Carmen.

Housing Needs Assessment

Students will work in teams of four or five to develop a housing needs assessment. This housing needs assessment can be at the scale of a neighborhood, county/city, region or state. Details on how to conduct a housing needs assessment will be provided in class. This will involve a lot of data analysis and displaying information in a comprehensible manner. The format for this assignment will be in a written report.

This assignment will have different stages, each with a due date.

The first stage will be to submit a proposal paragraph outlining the location where you will conduct the housing needs assessment and the role that each team member will play to complete the assigned work. [Due Date: March 4]

The second stage for this assignment will be a draft of the report that will be given to a peer evaluator team as well as the professor. The due date for this stage of the report is **April 6**. Peer evaluator teams and the instructor must return draft with comments and suggestions for improvement by **April 11**.

The final draft of the written housing needs assessment is due on the last day of class, **April 25**.

I provide a rubric for the housing needs assessment assignment

In-class reflections

There will be three “reflection” sessions during the course. These will involve in-class activities that will include a “gallery walk” where students will be asked to answer a number of questions related to class topics. More information will be given on these activities during class. These in-class reflections will take place **February 7, February 21, and March 30**.

CRITERIA FOR EVALUATION OR GRADING

Three course reflection sessions count as **30 percent** of the overall grade.

The Columbus Housing Policy Brief counts as **30 percent** of the overall grade.

The Housing Needs Assessment counts as **40 percent** of the overall grade, broken down as follows: 5 percent for proposal paragraph; 15 percent for draft to peer evaluator team and professor; and 20 percent for the final report.

The final grade for the class will be a combination of grades from the various assignments, class attendance and participation, weighted according to their percentage contribution to the overall grade.

Letter grades are assigned based on a standard scheme:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
E	<60

SCHEDULE

Date	Topic
January 10	Explanation of syllabus and course expectations
January 12	Introduction to Trends, Patterns and Problems Chapter 1 of Schwartz, A. 2013. <i>Housing Policy in the United States</i> . New York: Routledge

	<p>Chapter 3, Hays, R. Allen. 2012. <i>The Federal Government and Urban Housing</i>, 3rd Edition. Available on Carmen</p>
January 17	<p>Introduction to Trends, Patterns and Problems</p> <p>Chapter 2 of Schwartz, A. 2013. <i>Housing Policy in the United States</i>. New York: Routledge</p> <p>Joint Center for Housing Studies of Harvard University (2016) <i>The State of the Nation's Housing 2016</i>. Cambridge, MA: Harvard University. Executive Summary only. Available on Carmen</p> <p>Browse http://htaindex.cnt.org</p>
January 19	<p>Housing Finance</p> <p>Chapter 3 of Schwartz, A. 2013. <i>Housing Policy in the United States</i>. New York: Routledge</p> <p>James H. Carr and Katrin B. Anacker (2014) "The Past and Current Politics of Housing Finance and the Future of Fannie Mae, Freddie Mac, and Homeownership in the United States." <i>Banking and Financial Services Policy Report: A Journal of Trends in Regulation and Supervision</i> 33.7. 1-10. Available on Carmen</p>
January 24	<p>The Foreclosure Crisis</p> <p>Chapter 13 of Schwartz, A. 2013. <i>Housing Policy in the United States</i>. New York: Routledge.</p> <p>Stone, M. Housing and the Financial Crisis: What Happened, What to Do About It. In <i>Forging a New Housing Policy: Opportunity in the Wake of the Crisis</i>. Available on Carmen.</p> <p>Marcuse, P. The Three Pillars of the Foreclosure Mortgage Crisis: Analysis and Remedies. In <i>Forging a New Housing Policy: Opportunity in the Wake of the Crisis</i>. Available on Carmen.</p>
January 26	<p>Taxes and Housing</p> <p>Chapter 4 of Schwartz, A. 2013. <i>Housing Policy in the United States</i>. New York: Routledge</p> <p>Dreier, P. Federal housing subsidies: who benefits and why? Available on Carmen</p>
January 31	<p>Public Housing</p> <p>Chapter 6 of Schwartz, A. 2013. <i>Housing Policy in the United States</i>. New York: Routledge</p> <p>Goetz, E. (2012) "The Transformation of Public Housing Policy, 1985-2011" <i>Journal of the American Planning Association</i> 78.4. 452-463. Available on Carmen</p>

February 2	Guest speaker Autumn Glover to talk about Choice Neighborhood program
February 7	In class- activity to reflect on what we've learned so far
February 9	Project-Based Housing Subsidies Chapter 7 of Schwartz, A. 2013. <i>Housing Policy in the United States</i> . New York: Routledge Chapter 5 of Hays, R. Allen. 2012. <i>The Federal Government and Urban Housing</i> , 3rd Edition. Available on Carmen
February 14	Vouchers, Move to Opportunity and Dispersal Chapter 8 of Schwartz, A. 2013. <i>Housing Policy in the United States</i> . New York: Routledge. Varady, David. 2010. What Should Housing Vouchers Do? A Review of the Recent Literature. <i>Journal of Housing and the Built Environment</i> , 25 (4): 391-408. Available on Carmen Jennifer Comey, Susan J. Popkin, and Kaitlin Franks (2012) MTO: A Successful Housing Intervention. <i>Cityscape</i> 14.2. 87-108. Available on Carmen
February 16	Low Income Housing Tax Credit (LIHTC) Chapter 5 of Schwartz, A. 2013. <i>Housing Policy in the United States</i> . New York: Routledge. Oakley, Deirdre. 2008. Locational Patterns of Low-Income Housing Tax Credit Developments: A Socio-Spatial Analysis of Four Metropolitan Areas. <i>Urban Affairs Review</i> 43:5: 599-638. Available from Carmen
February 21	In class- activity to reflect on what we've learned since the last reflection
February 23	Housing Needs Assessment Guidance and Examples <i>Browse the following:</i> Vermont Housing Needs Assessment Guide. Available on Carmen 2010 Vermont Housing Needs Assessment. Available on Carmen Portland Planning and Sustainability Commission. Housing Affordability. Portland Plan Background Report, 2009. Available on Carmen White, B. J., Jensen, M., and C. Cook. 1992. <i>Developing Community Housing Needs Assessments and Strategies</i> . Kansas Center for Rural Initiatives. Available on Carmen
February 28	Finding the Right Data Lecture on how to access data for housing needs assessment
March 2	State and Local Housing Policy and Non Profit Sector Chapter 9 of Schwartz, A. 2013. <i>Housing Policy in the United States</i> . New York:

	<p>Routledge.</p> <p>Bento, A., S. Lowe, G. Knaap and A. Chakraborty. Housing Market Effects of Inclusionary Zoning in <i>The Affordable Housing Reader</i>. Available on Carmen</p> <p>Bratt, R. G. (2009). Challenges for nonprofit housing organizations created by the private housing market, <i>Journal of Urban Affairs</i>, 31(1), 67-96.</p> <p>O'Reagan, K. and J. Quigley. Federal policy and the rise of the non-profit housing providers. In <i>The Affordable Housing Reader</i>. Available on Carmen</p> <p>Due Date for Housing Needs Assessment Proposal</p>
March 7	Film: 70 Acres in Chicago
March 9	Discussion with 70 Acres in Chicago filmmaker Ronit Bezael
March 14 and March 16	Spring Break
March 21	<p>Homeownership and Income Integration</p> <p>Chapter 13 of Schwartz, A. 2013. <i>Housing Policy in the United States</i>. New York: Routledge.</p> <p>Derek Hyra. 2013. Mixed-Income Housing: Where Have We Been and Where Do We Go From Here? <i>Cityscape</i> 15.2. 123-133.</p> <p>James DeFilippis. 2013. On Spatial Solutions to Social Problems. <i>Cityscape</i> 15.2. 69-72.</p>
March 23	<p>Housing Discrimination and Fair Housing Law</p> <p>Chapter 11 of Schwartz, A. 2013. <i>Housing Policy in the United States</i>. New York: Routledge.</p> <p>National Commission on Fair Housing and Equal Opportunity. The Future of Fair Housing in <i>The Affordable Housing Reader</i>. Available on Carmen</p> <p>Galster, G. and E. Godfrey. By words and deeds: racial steering by real estate agents in the U.S. in 2000. In <i>The Affordable Housing Reader</i>. Available on Carmen.</p> <p>DeRango, Kelly. 2001. Discrimination and Segregation in Housing. <i>Employment Research</i> 8(3): 1-3. Available on Carmen.</p>
March 28	<p>Housing for People with Special Needs</p> <p>Chapter 10 of Schwartz, A. 2013. <i>Housing Policy in the United States</i>. New York: Routledge.</p> <p>Barbara Lipman, Jeffrey Lubell, and Emily Salomon. 2012. <i>Housing an Aging Population: Are We Prepared?</i> Washington, DC: Center for Housing Policy. Available on Carmen</p> <p>Community Shelter Board. FY2014 Snapshot Report. Available on Carmen</p> <p>Culhane, D. P., Metraux, S., & Byrne, T. 2011. A prevention-centered approach to homelessness assistance: a paradigm shift? <i>Housing Policy Debate</i>, 21(2), 295-315. Available on Carmen</p>

March 30	In-class reflection on what has been learned since the last reflection
April 4	Student Presentations of Columbus Housing Programs Columbus Housing Policy Briefs Due
April 6	No class – AAG conference Draft of Housing Needs Assessment Due
April 11	Contradictory Changes in the Housing Market Charles, S. (2014). The spatio-temporal pattern of housing redevelopment in suburban Chicago, 2000-2010. <i>Urban Studies</i> 51(2): 2646–2664. Available on Carmen Dixon, D. (2015). Suburban Downtowns. In Emily Talen (ed), <i>Retrofitting Sprawl</i> . Athens, GA: University of Georgia Press, pp. 123- 138. Available on Carmen. Feedback on Housing Needs Assessment from Peer Evaluation Team Due
April 13	Alternative Approaches to Affordable Housing I Wegmann, J., A. Schafran and D. Pfeiffer (2016). Breaking the Double Impasse: Securing and Supporting Diverse Housing Tenures in the United States. <i>Housing Policy Debate</i> . DOI: 10.1080/10511482.2016.1200109. Available on Carmen. Ganapati, S. (2010). Enabling Housing Cooperatives: Policy Lessons from Sweden, India and the United States. <i>International Journal of Urban and Regional Research</i> , 34(2): 365-80. Available on Carmen.
	Alternative Approaches to Affordable Housing II Mingoya, C. (2015). Building Together. Tiny House Villages for the Homeless: A Comparative Case Study. Senior Thesis. MIT. Available on Carmen. City of Seattle (2010). Guide to Building Backyard Cottage. Available on Carmen American Planning Association. (2015). Practice Tiny Houses. Available on Carmen
April 20	No Class – Urban Affairs Association
April 25	Final Draft of Housing Needs Assessment Due

COURSE POLICIES

ATTENDANCE

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. There are five situations that constitute an “excused absence”. They are:

Personal illness: Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class.

Death of a member of the student’s immediate family: Students who have missed class due to a death in the

family must provide documentation of the death (death certificate, obituary, etc.).

Military or government duty: Please notify the instructor prior to service.

University/Knowlton School sanctioned events: Students who will be participating in University/Knowlton School sanctioned events must provide the instructor with a copy of the scheduled events and those classes of which will be missed.

Major religious holiday: Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the semester.

A student's grade **will drop one letter grade after the second and third unexcused absences**; and a student with **four unexcused absences** can be dropped from the course and given an "E".

DEADLINES

Students who miss deadlines due to valid and documented extenuating circumstances may submit the required work at a date agreed upon with the instructor.

COMMUNICATION

Students must check their university email daily. We will use Carmen for assignment uploads etc.

GENERAL POLICIES AND PROCEDURES

ACADEMIC MISCONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

OSU's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to) **plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination**". Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so it is recommended that you review the Code of Student Conduct.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct (COAM). It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Resources you can refer to include:

The Committee on Academic Misconduct web page: oaa.osu.edu/coam.html

Ten Suggestions for Preserving Academic Integrity: oaa.osu.edu/coamtensuggestions.html

SEXUAL HARRASSMENT: Title IX

No forms of sexual harassment or intimidation will be tolerated. Sexual Harassment includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more students; between students and/or faculty and/or staff; and within those groups. The actions can take place in physical, verbal, or written forms.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Also, refer to University's Code of Student Conduct 3335-23-04 (C) for additional information.

SAFETY

To provide the best education, the Knowlton School must act as a community. As such, its members (faculty, students, and staff) must respect and watch out for each other. The University escort service provides safe transportation to and from Knowlton Hall 7:00PM-3:00AM. Call 292-3322.

STUDENTS WITH DISABILITIES

If you have a documented disability, please register with Student Disability Services. After registration, make arrangements to meet with instructors as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307.

PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook and Twitter. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

PROHIBITED ITEMS AND ACTIONS

The following items are prohibited: Non-Knowlton School furniture, alcohol, cigarettes, weapons, bicycles, skateboards, rollerblades, pets, spray paints, foam cutter wands, welding devices, heat guns and any flame or gaseous liquid device.

The following safety compliances must be observed: electrical power cords cannot be connected in a series or extend over traffic areas; fire extinguishers must remain accessible and in full view; access to stairwells, corridors, and aisles must maintain a 44" clear width and handrails must be unobstructed.

Building surfaces cannot be marked, anchored to, or penetrated.

Installations may not occur in any part of the building except by permission of the Knowlton School Building Coordinator.

Power tools are restricted to the shop except when permission is granted by the Knowlton School Building Coordinator.

Loud noise is forbidden.

Graffiti and vandalism are grounds for disciplinary action.

STUDENT RESOURCES

Knowlton Student Services

100 Knowlton Hall. Hours: 8 a.m. – 5 p.m. weekdays

Undergraduate Students: <http://knowlton.osu.edu/students-undergraduates/advising>

Graduate Students: <http://knowlton.osu.edu/students-graduates/course-scheduling>

Student Advocacy and the Dennis Learning Center

<http://advocacy.osu.edu>

<http://dennislearningcenter.osu.edu>

University Counseling and Consultation Services

<http://ccs.ohio-state.edu>

Writing Center at the Center for the Study and Teaching of Writing

<https://cstw.osu.edu/writing-center>

Ohio State Police Department

<http://ps.ohio-state.edu>

General non-emergency: (614) 292-2121

To report an emergency, dial 9-1-1

ADDITIONAL COMMENTS

For me it is imperative that the classroom is a safe zone for all students. This means that together we seek ways to reduce sexism, racism, homophobia and transphobia by being respectful during classroom discussions and interactions to all people no matter their race, ethnicity, gender identity or sexual orientation.