

# HOUSING & URBAN DEVELOPMENT

URP 4740 (4112) ~ 3 CREDITS ~ SPRING 2020

*“Housing is absolutely essential to human flourishing.  
Without stable shelter, it all falls apart.”  
— Matthew Desmond*

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**OFFICE HOURS:** Mondays Periods 6 – 8 or by appointment

**CLASS MEETING TIMES AND LOCATION:**

|                  |            |                  |
|------------------|------------|------------------|
| Tuesdays         | Period 6&7 | (12:50p – 2:45p) |
| Thursdays        | Period 6   | (12:50p – 1:40p) |
| Architecture 215 |            |                  |

**COURSE DESCRIPTION:** Shelter. Home. Safety. Comfort. Family. Acceptance. Stability. These words all describe our emotional and physical connection to housing. This course will look at housing history, policy, form, and meaning in the United States. We will examine concepts of affordability, social inequity, gentrification, homelessness, and the societal and demographic changes that shape housing choice. We will gain insight into how housing shapes urban, suburban, and rural development patterns impact public health, safety, sustainability, and quality of life.

**REQUIRED TEXTS:** The required text for the course is:

- Richard Rothstein. (2017). *The Color of Law*. ISBN: 978-1631492853 (The text is available for rent or sale through Amazon, the UF Bookstore, and other vendors. It is also on course reserve at the Architecture and Fine Arts Library.)

In addition to readings from the course textbook, **supplemental readings** will be assigned. Supplemental readings are posted to the course’s Canvas webpage. Students should complete all readings in preparation for each class meeting.

**COURSE GOALS AND/OR OBJECTIVES:** The following table describes the UF General Education student learning outcomes (SLOs) and the specific course goals of URP 4740. By the end of the course, students will be able to:

| Gen Ed SLOs   | URP 4740 Course Goals  | Assessment Methods  |
|---|--|---|
| <p><b>Content: Demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline</b></p>  | <ul style="list-style-type: none"> <li>• Describe the relationship between housing and development patterns</li> <li>• Explain key housing concepts and related terminology</li> <li>• Discuss issues of housing, including affordability, sustainability, inequality, and changing demographics</li> <li>• Situate the planning profession in relation to housing and urban development</li> <li>• Understand the history of housing policy and current housing policies, programs, and regulatory tools</li> </ul> | <ul style="list-style-type: none"> <li>• Class assignments</li> <li>• Case Study assignment</li> <li>• Class participation</li> </ul>                       |
| <p><b>Communication: Communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.</b></p>                                | <ul style="list-style-type: none"> <li>• Communicate with peers and professionals using planning terminology</li> </ul>  | <ul style="list-style-type: none"> <li>• Oral communication assessment using planning information (class participation)</li> <li>• Presentations</li> </ul> |
| <p><b>Critical Thinking: Analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.</b></p> | <ul style="list-style-type: none"> <li>• Utilize basic planning techniques</li> <li>• Analyze present-day conditions</li> </ul>  | <ul style="list-style-type: none"> <li>• Class assignments</li> <li>• Midterm and Final assignments</li> <li>• Class participation</li> </ul>               |

**TEACHING PHILOSOPHY:** Through new knowledge and new experiences, we can develop new ways of seeing. Students and instructors are co-producers of knowledge and together we can create new understanding.

**EXPECTATIONS:** Students can expect from me: enthusiasm for the course and the field of planning, engaging lectures, application of knowledge through classroom activities and fieldwork, organized and neat course materials, and availability to meet outside of class. I expect students to approach the course with enthusiasm and an open mind. I also expect students to come to class prepared to actively participate in our class discussions and activities. The University standard is for students to expect to study at least 3 hours for each credit hour. For example, URP 4740 is a 3-credit course. Therefore, you should expect to study 9 hours per week outside of class.

**INSTRUCTIONAL METHODS:** This course is based on lectures, discussion of assigned readings, viewing of multi-media materials, activities during and outside of class, and student research and writing outside of class. Class format will combine discussions, lectures, multi-media activities, practice-based activities, and electronic communications and assignments. We may also have guest lecturers. Students should take notes for lectures, guest speakers, and videos, as use of this material will be incorporated into class assignments. My lecture slides will be posted in the corresponding weekly modules on Canvas. Students are expected to take adequate class notes.

If there are issues, ideas, or readings that you want to bring into the course, please share. You are encouraged to invest some of your time into finding relevant materials of interest and leading discussion on those new ideas.

**COURSE COMMUNICATIONS:** We will use Canvas, UF's e-learning system, as our online "homebase". It is your responsibility to check Canvas regularly for announcements related to the course. Readings and changes to the syllabus will be posted on Canvas. I may also send you emails through Canvas. It is your responsibility to ensure that you either login to Canvas to retrieve these emails or have them set to forward to the correct email account. You are also encouraged to download the Canvas App and allow notifications, so that you receive announcements and assignment due dates.

To login to Canvas you will need to provide your GatorLink User Name and Password. If you are new to Canvas or have any problems using Canvas, please contact the Help Desk at 392-HELP.

I will answer your email as quickly as possible but please allow up to 24 hours for a reply during the week, and 48 hours for a reply on weekends. Proper email etiquette is expected.

## COURSE POLICIES:

**ATTENDANCE POLICY: Attendance is mandatory and is part of your class grade.** Attendance will be recorded at the beginning of every class. After class, attendance will be entered into Canvas. There are two types of absences – excused and unexcused. Absences for reasons of illnesses, religious holidays, serious family emergencies, special curricular requirements, military obligations, court-imposed legal obligations, or participation in official university activities, as described in the [Undergraduate Catalog](#) are excused. Please inform me of your absence as early as possible and be prepared to provide appropriate documentation. Students are expected to follow UF's Attendance Policies and procedures published in the Academic Regulations of the Undergraduate Catalog. You are responsible for contacting a classmate to obtain notes on the materials covered.

*Four (4) or more unexcused absences is considered excessive. After four (4) unexcused absences, I reserve the right to prohibit further class attendance and subsequently assign a failing grade.*

Failure to attend class regularly and/or consistent tardiness (or leaving early) will affect your attendance and class participation evaluation dramatically. When you arrive more than 15 minutes late without explanation or leave early without prior approval, I consider that a missed class.

If you encounter an emergency or illness that may cause a prolonged absence, you should contact the Dean of Students Office (202 Peabody Hall, 392-1261) for assistance.

**PERSONAL CONDUCT POLICY:** Above all else, the classroom is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect and politeness. Please be on time and prepared to share your informed questions, impressions, and interpretations of the current week's materials. If you need to leave class early, please let me know ahead of time and sit nearer to the door so as not to disrupt class. We will take a break in the middle of the two-hour block. Students engaging in disruptive behavior will be asked to leave the class and will be marked absent for the day.

**Cell Phones:** Cell phones and other electronic devices must be set to vibrate mode during class. Cell phones must be put away during class time. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day.

**Tablets & Laptops:** You may use tablets or laptops to take notes and access course materials. If you are observed using your electronic device for any non-class uses, you will be asked to leave and marked absent for the day.

**ASSIGNMENT POLICY:** Assignments will be posted on Canvas well in advance of their due dates. **ALL ASSIGNMENTS ARE DUE BY THE POSTED DUE DATES IN CANVAS.** Assignments must be submitted by posting on Canvas. **Late work will not be accepted. It is your responsibility to ensure that your assignments have been successfully uploaded to Canvas.** See the Note on Computer or Canvas Problems below.

**Notice:** Certain activities require attendance at events that occur outside of our normal class meeting time. **Review the schedule carefully.** If you have valid reasons for being unable to attend these activities (e.g., team practice schedule, work, another class), then it is your responsibility to inform me of the conflict at the beginning of the semester or as soon as you know of the conflict. Accommodations for alternate assignments may only be made in advance of an assignment.

**MAKE-UP/ASSIGNMENT EXTENSION POLICY:** Missed deadlines for unexcused reasons will result in a zero. Examples of unexcused reasons include, but are not limited to, forgetting to do an assignment, being too busy with other coursework, or going on a family vacation during regularly scheduled class days on the UF calendar. If you are sick or have an emergency that prevents you from submitting an assignment at the scheduled time, it is your responsibility to contact me as soon as possible. Documentation of the illness or emergency will be required. If you need to schedule an extension, please email me with a detailed explanation and attach documentation. Extension will be given at my discretion. Scheduling extensions is the responsibility of the student.

All assignment deadlines are posted on the syllabus and in Canvas at the beginning of the semester. If you know that you will have excused absences (for example, religious holidays, field trips, professional conferences, participation in official university activities), it is your responsibility to communicate any deadline conflicts well in advance, per UF Attendance Policies.

If you have a serious emergency or life event, please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)), and they will contact all of your instructors so that you do not have to provide documentation of the emergency/death in order to make-up coursework. We will work together to create a schedule for make-up coursework upon your return.

**GROUP WORK POLICY:** There are two types of assignments in this course – individual and group. Design professions have a long history of collaborative, group-based work (such as charrettes), and individual work completed in a group setting (such as studios). As planners, we often work in multidisciplinary groups. For group assignments, you are expected to: Be a good team member. Be on time, be respectful. Be responsive with group communication. In addition, everyone is expected to participate and contribute equally to complete the

assignment. If there are problems with group dynamics or participation/effort levels, please come and talk to me. *To avoid the problem of free riders, all group projects will include Peer Review attesting to your anonymous estimation of each group member's contribution to the total.*

**COMPUTER OR CANVAS PROBLEMS POLICY:** If you have computer or Canvas problems that prevent you from submitting an assignment, you have the ability to receive an extension if you follow these steps:

- Immediately contact the Help Desk (392-HELP (4357) or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)) to report the problem and receive a ticket to document the problem. I can only extend the submittal deadline if you have contacted the Help Desk ahead of the assignment deadline and received a ticket. The Help Desk is available by phone and email 24 hours a day, 7 days a week.
- After contacting the HelpDesk and receiving a ticket, contact me, prior to the assignment due time, and let me know there is a problem.
- If you are having a computer problem (hardware, software), describe the problem to me and we'll work out a plan. Examples of an extension-worthy issue: "I dropped my computer in the parking lot and now it won't turn on." Examples of situations that are not extension-worthy: "I went home this weekend and left my computer behind." "I went to [insert your location here] and there was no internet connection." "My roommate disconnected our wi-fi router." Plan ahead; practice time-management; be resilient by backing up your work frequently to a back-up drive, jump drive, or the cloud.
- If Canvas or the UF Network is experiencing an outage that prevents you from submitting an assignment on time, I will receive a notice from UF IT about the outage. The assignment deadline will be revised accordingly. Students will not be penalized for system or network outages.

## UF POLICIES:

**UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.disability.ufl.edu](http://www.disability.ufl.edu)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Students submitting an accommodation letter must also schedule a meeting with me to discuss and develop a plan to ensure that access needs are met.**

**UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code."* You are expected to exhibit behavior consistent with this commitment to the UF academic community. On all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

You will complete all work independently unless given explicit permission to collaborate on course assignments. We will be using TurnItIn, a plagiarism detection program. **Plagiarism is a serious offense and will result in an honor code violation and potential failure of the course.** Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information, please read the [Student Honor Code and Student Conduct Code](#).

**Important:** Any use, access, or handling of technology (e.g., cell phone, smart watch) during an exam will result in an honor code violation and potential failure of the course.

**Important:** Any requests for extra credit (beyond that given in class) or special exceptions to course grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

**NETIQUETTE: COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the [UF Netiquette Guide for Online Course](#).

**COURSE EVALUATIONS:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

**MATERIALS AND SUPPLIES FEE:** None

## HEALTH & WELLNESS RESOURCES:

Resources available on-campus for students include the following:

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).
- *University Police Department:* Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

**A PERSONAL NOTE:** If you are overwhelmed and feel like you just can't handle the pressure, don't be afraid to reach out or try to go it alone. Please contact me or someone at UF's Counseling and Wellness Center. I genuinely care for your wellbeing, and there are many resources available on campus to assist you.

## GRADING POLICIES:

Grades will be based on evidence that students have completed assigned reading, attended and participated actively in all class discussions and activities, completed all assignments, and completed both in class and outside of class activities throughout the semester. All completed tasks will be evaluated based on content, critical thinking, and communication. Details of each assignment, including rubrics, are posted on the Canvas site. **Please note that "A" grades require performance beyond the minimum or average – e.g., quality, depth, synthesis of ideas, originality, or creativity.**

Information on current UF grading policies may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciesext>

The following table outlines the point-accruing components of the course. The total points earned will be summed and divided by the total points in the course: 1,000

| Assignments                                  | Points       | Approx. % of Total Grade |
|--|--------------|--------------------------|
| Home Assignment                              | 150          | 15%                      |
| Discussion Board Posts (12 @ 10 points each) | 120          | 12%                      |
| News Article Reviews (4 @ 25 points each)    | 100          | 10%                      |
| Walking Audit Group Project (midterm)        | 200          | 20%                      |
| Case Study Topic                             | 80           | 8%                       |
| Case Study (final)                           | 250          | 25%                      |
| Attendance                                   | 100          | 10%                      |
| <b>Total</b>                                 | <b>1,000</b> | <b>100%</b>              |

**URP 4740 GRADING SCALE:** All grades will be posted directly into the Canvas gradebook. Any discrepancies with points displayed in the gradebook should be pointed out to me. There is no curve for this course and grades will not be rounded up. *Any requests for extra credit (beyond that given in class) or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

| Points     | Grade |
|------------|-------|
| 940 – 1000 | A     |
| 900 – 939  | A-    |
| 870 – 899  | B+    |
| 840 – 869  | B     |
| 800 – 839  | B-    |
| 770 – 799  | C+    |
| 740 – 769  | C     |
| 700 – 739  | C-    |
| 670 – 699  | D+    |
| 640 – 669  | D     |
| 600 - 639  | D-    |
| Below 600  | E     |

## **STUDY AND SUCCESS TIPS:**

- Read the material before you come to class. Take notes. Interact with your notes and materials early and often.
- Engage your classmates and study as actively as possible.
- Do not fall behind or procrastinate your studies. You cannot cram the night before and expect to do well.
- Check Canvas announcements/emails daily. I will post important and helpful information as announcements or emails.
- Have a positive attitude! Planning is an exciting and dynamic profession! You are learning knowledge and skills that will help you be a more engaged member of your community.

## COURSE SCHEDULE:

**FINAL EXAM:** Case Study Project due on **Thursday, April 23, 2020**. Presentations for the Case Study will be given during the last two weeks of class.

**NOTE:** Our modules will begin on Thursdays.

| Date                      | Module   | Readings & Assignments  |
|---------------------------|--|---|
| 1/7 (T)                   | Course Introduction                            | <b>Readings:</b> The Syllabus   |
| 1/9 (R)<br>&<br>1/14 (T)  | House & Home                                   | <p><b>Readings:</b></p> <p>Cuba and Hummon. 1993. "A place to call home." <i>The Sociological Quarterly</i>, 34(1). p. 111-131.</p> <p>Klinkenborg. 2012. "The definition of home." <i>Smithsonian Magazine</i>.</p> <p>Gallagher. 2006. Chapter One: "Home: When We See It, We Know What We Like" in <i>House Thinking</i>. p. 3-26.</p> <p>Witold Rybczyski. 2007. "Why do we live in houses, anyway?" Slate.com.</p> <p><b>Assignment: Home Assignment due Wednesday, 1/15</b><br/><b>DBP#1 Due Monday, 1/13</b></p> |
| 1/16 (R)<br>&<br>1/21 (T) | Historical Foundations of Housing and Planning | <p><b>Readings:</b></p> <p>Rothstein. 2017. <i>The Color of Law</i>. Chapters 1-4 (by class on 1/21)</p> <p><b>DBP#2 Due Monday, 1/20</b></p>   |
| 1/23 (R)<br>&<br>1/28 (T) | Historical Foundations of Housing and Planning | <p><b>Readings:</b></p> <p>Rothstein. 2017. <i>The Color of Law</i>. Chapters 5-8 (by class on 1/28)</p> <p><b>DBP#3 Due Monday, 1/27</b></p>   |
| 1/30 (R)<br>&<br>2/4 (T)  | Historical Foundations of Housing and Planning | <p><b>Readings:</b></p> <p>Rothstein. 2017. <i>The Color of Law</i>. Chapters 9-12 (by class on 2/4)</p> <p><b>DBP#4 Due Monday, 2/3</b><br/><b>News Review #1 Due Friday, 1/13</b></p>   |

| Date                      | Module                     | Readings & Assignments   |
|---------------------------|----------------------------|--|
| 2/6 (R)<br>&<br>2/11 (T)  | Housing Policy and Markets | <p><b>Readings:</b><br/>           Joint Center for Housing Studies. 2019. <i>The State of the Nation's Housing</i>.</p> <p>Schwartz, A. 2015. Chapters 3 and 4. In <i>Housing Policy in the United States</i>. (See Course Reserves)</p> <p>Madden and Marcuse. 2016. Chapter 4: "The Myths of Housing Policy." In <i>In Defense of Housing</i>. See Course Reserves.</p> <p>Badger and Bui. 2019. "Cities Start to Question an American Ideal: A House With a Yard on Every Lot."<br/> <a href="https://nyti.ms/2ZBPQJf">https://nyti.ms/2ZBPQJf</a></p> <p>City of Gainesville Comprehensive Plan Future Land Use Element &amp; Housing Element</p> <p>City of Gainesville Five-Year Consolidated Plan for CDBG and HOME Programs</p> <p><b>DBP#5 Due Monday, 2/10</b><br/> <b>Case Study Topic Due Friday, 2/7</b></p> |
| 2/13 (R)<br>&<br>2/18 (T) | Housing Affordability      | <p><b>Readings:</b><br/>           Stone, M. E. 2004. "Shelter Poverty: The Chronic Case of Housing Affordability." <i>New England Journal of Public Policy</i>.</p> <p>Herbert, C. et al. 2018. "Measuring Housing Affordability: Assessing the 30 Percent of Income Standard."</p> <p>Blumgart, J. 2019. "Credit Limit." <i>Planning</i>.</p> <p><b>Class Activity:</b> Planning Home Case Studies, Tuesday, 2/18<br/>           APA Planning Home Case Studies<br/> <a href="https://www.planning.org/home/narrative/">https://www.planning.org/home/narrative/</a></p> <p><b>DBP#6 Due Monday, 2/17</b><br/> <b>News Review #2 Due Friday, 2/14</b></p>  |

| Date                      | Module                          | Readings & Assignments  |
|---------------------------|---------------------------------|---|
| 2/20 (R)<br>&<br>2/25 (T) | Neighborhoods<br>for All        | <p><b>Readings:</b><br/>Ahrentzen and Tural. 2015. "The role of building design and interiors in aging actively at home." <i>Building Research and Information</i>, 43(5).</p> <p>LeaMond, N. 2018. Where We Live: Communities for all ages.</p> <p><b>DBP#7 Due Monday, 2/24</b></p>   |
| 2/27 (R)                  | Neighborhood<br>Audit Fieldwork | <p><b>Fieldwork</b> In-class fieldwork</p>  |
| 3/10 (T)                  | Cities and<br>Suburbs           | <p><b>Readings:</b></p> <p>Fishman. 2005. "The Fifth Migration." <i>Journal of the American Planning Association</i>, 71(4).</p> <p>Lee. 2005. "The Role of Inner Ring Suburbs in Metropolitan Smart Growth Strategies." <i>Journal of Planning Literature</i>, 19(3). p. 330-346.</p> <p><b>DBP#8 Due Monday, 3/9</b></p>  |
| 3/12 (R)<br>&<br>3/17 (T) | Gentrification                  | <p><b>Readings:</b></p> <p>Glass, R. 1964. Excerpt from "London: Aspects of Change" in <i>The Gentrification Reader</i>, p. 7.</p> <p>Ellen, I. 2018. "Can Gentrification be Inclusive?" <i>NY Times</i>.</p> <p>Badger, Bui, and Gebeloff. 2019. "The Neighborhood Is Mostly Black. The Home Buyers Are Mostly White." <i>NYTimes</i>.</p> <p>Saunders, P. 2018. "The Scales of Gentrification." <i>Planning</i></p> <p>Pickren, G. 2012. "Where Can I Build My Student Housing? The Politics of Studentification in Athens-Clarke County, Georgia." <i>Southeastern Geographer</i>, Volume 52. Pp. 113-130.</p> <p><b>DBP#9 Due Monday, 3/16</b><br/><b>News Review #3 Due Friday, 3/11</b></p> |

| Date                      | Module                                  | Readings & Assignments  |
|---------------------------|---|---|
| 3/19 (R)<br>&<br>3/24 (T) | Changing Demographics                   | <p><b>Readings:</b><br/>           Fernando Pagés Ruiz. 2015. "Building Multiculturally: One culture's idea of the ideal house is different from another. Luckily, floor plans are adaptable." <i>Shelterforce</i>.</p> <p>Masnick. 2010. "The new demographics of housing." <i>Housing Policy Debate</i>, 13(2). p. 275-321.</p> <p>AARP. 2017. Making Room: Housing for a Changing America.</p> <p><b>DBP#10 Due Monday, 3/23</b><br/> <b>Walking Audit Group Project Due Friday, 3/20</b></p>  |
| 3/26 (R)<br>&<br>3/31 (T) | Homelessness                            | <p><b>Readings:</b><br/>           HUD. 2018. "The 2018 Annual Homeless Assessment Report to Congress." (Will update if 2019 Report is available by module time)</p> <p>National Coalition for the Homeless. 2016. "Swept Away: Reporting on the Encampment Closure Crisis"</p> <p>National Coalition for the Homeless. 2017. "Foreclosure to Homelessness: the Forgotten Victims of the Subprime Crisis."</p> <p>National Coalition for the Homeless. 2018. "Current State of Homelessness."</p> <p><b>DBP#11 Due Monday, 3/30</b></p> |
| 4/2 (R)<br>&<br>4/7 (T)   | Housing & Urban Development Innovations | <p><b>Readings:</b><br/>           Szibbo. 2016. "Lessons for LEED for Neighborhood Development, Social Equity, and Affordable Housing." <i>Journal of the American Planning Association</i>, 82(1). p. 37- 49.</p> <p>100RC and EY. 2019. "Should resilience begin with the home?"</p> <p><b>Class Activity:</b> ULI Case Studies. <a href="https://casestudies.uli.org">https://casestudies.uli.org</a></p> <p><b>DBP#12 Due Monday, 4/6</b><br/> <b>News Review #4 Due Friday, 4/3</b></p>   |

| Date                     | Module        | Readings & Assignments   |
|--------------------------|---------------|--------------------------|
| 4/9 (R)<br>&<br>4/14 (T) | Presentations | Case Study Presentations |
| 4/16 (R)                 | Presentations | Case Study Presentations |

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

**Notice:** Class assignments require attendance at events that occur outside of our normal class meeting time. Review the schedule carefully. If you have valid reasons for being unable to attend these activities (e.g., team practice schedule, work, another class), then it is your responsibility to inform me of the conflict at the beginning of the semester or as soon as you know of the conflict. Accommodations for alternate assignments may only be made in advance of an assignment.