Course overview
This course provides an overview of the field of housing policy and its interrelationships with social problems in the United States. This course explores various dimensions of housing problems with an emphasis on housing affordability and examines the primary policy tools used to respond to housing problems. This course enables students to think analytically about housing policy in the U.S. and prepares them to meaningfully consider the application of housing policies to context-specific policy problems. Readings, class sessions, and assignments are structured to bridge housing policy concepts with their applications. Students will also act as policy designers, working collaboratively to develop a preliminary policy innovation that responds to local housing and social problems. Students are encouraged to harness their own housing policy-related interests, experiences, and professional goals to enhance the value of the course.

Course outline
Week 1: Course introduction; Intro to housing policy
Week 2: Public housing; Vouchers
Week 3 (Class does not meet): The legacy of MLK; Race, discrimination and housing policy
Week 4: State and local responses; Subsidized private development
Week 5: Homelessness; Housing for special populations
Week 6: Homeownership; The foreclosure crisis; Exam review
Week 7 (Class does not meet): Take-home exam due Tuesday, 2/16 at 8am
Week 8: Housing at the crossroads (Part 1); Policy design lab
Week 9: Housing at the crossroads (Part 2); Policy design lab
Week 10: Housing at the crossroads (Part 3); Policy design lab
Syllabus disclaimer
This syllabus is a guide for this course that is subject to change. I will notify students of any changes to the syllabus as early as possible during class and/or via email and Canvas.

Required readings
- There is one book required for all students:
    - Please note that previous editions are outdated and cannot be substituted for the required version
  - Availability options:
    - UW Bookstore (hard copy)
    - UW Libraries (electronic copy) *FREE*
- Other required readings are available through the Canvas site.

Course design and objectives
I have designed this course with three objectives in mind:
1. Familiarize students with the chief background, concepts, policy tools, and debates that constitute the field of housing policy.
2. Expose students to key intersections between housing policy and other policy areas.
3. Present students with a preliminary policy innovation that responds to local housing and social problems, and challenge them to develop this idea into a policy proposal.

Course expectations and evaluation
Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current events discussion board</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Policy snapshot</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>In-class engagement (8)</td>
<td>40 (5 each)</td>
<td>10</td>
</tr>
<tr>
<td>Policy design class challenge</td>
<td>140</td>
<td>35</td>
</tr>
<tr>
<td>Take-home exam</td>
<td>160</td>
<td>40</td>
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<tr>
<td>Total possible points*</td>
<td>400*</td>
<td>100</td>
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</tbody>
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Final grade = Total points/100 rounded to the nearest .1. (.5 is rounded up)

Examples:
- Total points: 383; final grade = 3.8
- Total points: 355; final grade = 3.6
- Total points: 329; final grade = 3.3

*There may be limited opportunities for extra credit, at my discretion.
Assignments

As outlined above, five components constitute your course grade. Details of each assignment and grading guidelines will be discussed in class and posted on Canvas. A brief summary of each assignment follows:

- **Current events discussion board:** Participation in the current events discussion board (20 points) encourages a link between course materials and housing policy as currently discussed in popular and/or social media. Students are expected to contribute at least one (1) original post and commentary on at least three (3) links posted by others. You are welcome to comment multiple times within a thread, but you must comment on at least three threads—plus your original post—in order to get full credit. Original posts should include commentary in addition to the link. Links can be newspaper articles, blog posts, videos, etc. relating to any aspect of housing policy (local, national, international), but they should be current (ideally published/posted within the past few weeks). To receive full credit, commentary should be thoughtful and clearly communicated, but does not need to be more than 4-6 sentences. The current events discussion board closes on **Monday, March 7 at 8am**.

- **Policy snapshot:** The policy snapshot (40 pts) is a brief overview of a specific housing policy tool, providing information about the tool’s purpose, design, benefits, and drawbacks. Policy snapshots should be 1-page, single-spaced, and the use of memo-style section headings is encouraged. Each student will address a different policy tool. The policy snapshots will be shared with classmates, and the student will make a brief presentation of the policy snapshot during class. Policy snapshots are due on **Fridays at noon**.

- **In-class engagement:** In-class engagement (5 pts each) consists of full participation during the class session. This includes thoughtful involvement in class discussion and exercises as well as adherence to class policies and norms.

- **Policy design class challenge:** Throughout the quarter, the students will work collectively to develop a pre-determined policy innovation that will be introduced on the first day of class (140 pts). This is essentially a team project during which the entire class works on a single topic under the guidance (and participation) of the professor, although we will split into smaller groups based on the projects’ various needs. The specific outputs of this project will be co-determined by the students and professor, but all students will be expected to contribute to the project through collaborative research, analytic thinking, writing, and creativity. There may also be components involving quantitative analysis and formal presentation, but student contributions to these components would be voluntary. The due dates pertaining to this project will be determined when the outputs are defined, but students can expect this experience to mimic the time commitment of a typical team final project that increases in intensity as the quarter progresses. Substantial amounts of class time during the second half of the quarter will be dedicated to this effort.

- **Take-home exam:** The take-home exam (160 pts) evaluates students’ knowledge and understanding of the core aspects of housing policy in the United States. The exam will be due **Tuesday, February 16th at 8am**.
Professionalism

The Evans School is a professional school, and this class is an opportunity to practice the skills that will help you succeed in the workplace. I expect all written communication (including email) to follow professional norms, including appropriate capitalization and punctuation. In general, you can expect me to respond to email within two business days.

In-class expectations

We have been given the privilege of holding class in an experimental active learning classroom. This is the first quarter that students have had the opportunity to use this classroom and equipment for a quarter-long course. This a fantastic opportunity to experience the latest developments in classroom space and technology, but it also means that there may be some challenges associated with being early users. Regardless of these challenges, I expect you to treat the physical space, equipment, and technology with care and respect.

I prefer that you do NOT use your laptop or tablet to take notes during class, since using these devices for note-taking is more likely to distract you and your classmates than it is to add to the learning experience. However, sometimes laptops will be useful for group work, especially during policy design lab. I will post all PowerPoint presentations to Canvas following class.

Three hours is a long time to sit in the same classroom. I will provide at least one break per class session, occurring no later than 3pm (1.5 hours after class begins). You are welcome to bring drinks and food to class, but please refrain from noisy packaging, noisy foods, and fragrant foods. I will ask you to put away your food if it is negatively affecting the classroom experience.

I expect phones and other personal communications (email, text, etc.) to be put away during class sessions. You may check them during breaks. Please let me know in advance if you have a situation for which you cannot wait 1.5 hours to access your phone or email.

Attendance policy

As reflected in the grading, in-class engagement contributes to your final grade. I promise to work hard to make the in-class experience valuable, since I believe that face-to-face interaction enhances learning. Like the workplace, I expect you to attend every class period, arriving on time and staying until the end.

That said, I also understand that we are all professionals with lives outside of PB AF 564, and sometimes life circumstances take precedence over work/class. If you are unable to attend class and would like the opportunity to “make up” your in-class engagement points, I will provide up to two (2) alternate assignments per student. For an anticipated absence, please email me as soon as possible with the date of the anticipated absence. For an unanticipated absence, please email me as soon as you realize you will not be in class. To be eligible for an alternate assignment, you must contact me within 24 hours of the missed class. Please remember that the content and due dates of any alternate assignments are at my discretion.
Evans School Community Conversation Norms

Please note that everyone in our course is expected to behave ethically and professionally at all times. By registering for this course, you agree to abide by the ethical and civil discourse norms of the Evans School and the University of Washington. Specifically, you agree to: 1) not claim the work of others as your own; and 2) respect members of our Evans School learning community.

For guidance on how to behave respectfully with other members of the Evans School community, please refer to the Evans School’s Community Conversation Norms, reproduced below:

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
- **Sharing** and teaching each other generously
- **Clarifying** the intent and impact of our comments
- **Giving and receiving** feedback in a “relationship-building” manner
- **Working** together to expand our knowledge by using high standards for evidence and analysis

Academic integrity

I expect each student to act honestly and sincerely with respect to this course and its related activities. Any student suspected of academic misconduct will have the option of receiving a zero on the assignment in question or appealing the decision to the Dean’s Representative. In the case of repeated or large-scale suspected academic misconduct, the matter will be referred to the Dean’s Representative for resolution. This policy aligns with UW’s recommended policies for addressing academic misconduct.

Academic misconduct includes plagiarism, cheating, and fabricating information. Plagiarism is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. The current MPA Student Handbook includes additional information about what constitutes plagiarism or other academic misconduct.

Policy regarding students with disabilities

In partnership with UW’s Disability Resources for Students (DRS), I am committed to providing reasonable accommodations to qualified students with disabilities. Any student requesting academic accommodation based on a disability is required to register with Disability Resources for Students (DRS). If you are anticipating accommodation, please let me know by email within the first week of the quarter.
Modules, topics, and selected readings

The course Canvas page provides definitive details about the course materials and requirements for each module. The following information provides a sketch of the modules, topics, and selected readings for the course.

**Week 1 (1/4)**

Course introduction

Introduction to housing policy
- Joint Center for Housing Studies of Harvard University. 2015. “Executive Summary.” *The State of the Nation’s Housing.*
- Joint Center for Housing Studies of Harvard University. Interactive map: Housing cost burdens.

**Week 2 (1/11)**

Public housing

Vouchers

**Week 3 (1/18) Class does not meet (MLK Day)**

The legacy of Dr. Martin Luther King, Jr.

Race, discrimination, and housing policy
• Optional:

**Week 4 (1/25)**

State and local responses
- Optional:

Subsidized private development
- Schwartz. 2015.
  o “Chapter 5: The Low-Income Housing Tax Credit.” pp. 135-161.

**Week 5 (2/1)**

Homelessness
- Larimer, Mary E., Daniel K. Malone, Michelle D. Garner, David C. Atkins, Bonnie Burlingham, Heather S. Lonczak, Kenneth Tanzer, Joshua Ginzler, Seema L.

Housing for special populations

**Week 6 (2/8)**

Homeownership

The foreclosure crisis

Exam review

**Week 7 (2/15)** Class does not meet (President’s Day)

Housing policy context, patterns, and conclusions
- Schwartz. 2015.
  - “Chapter 4: Taxes and Housing.” pp. 117-134.
  - “Chapter 14: Conclusions.” pp. 443-452.
- National Low Income Housing Coalition. 2015. “Out of Reach 2015.”

Take-home exam (due 2/16 at 8am)
Week 8 (2/22)

Housing at the crossroads (Part 1)
- Read two “Counterpoint” articles published in Shelterforce in Spring 2011:
  - Tegeler, Philip. “Transportation and Fair Housing Part 1: We Need a Better Measure of Opportunity.”
  - Bernstein, Scott. “Transportation and Fair Housing Part 2: Consider Transportation Cost to Make Fair Housing Practical.”

Policy design lab

Week 9 (2/29)

Housing at the crossroads (Part 2)
  - Executive Summary, pp. v-xvii.

Policy design lab

Week 10 (3/7)

Housing at the crossroads (Part 3)

Policy design lab