

PPD 439: Housing & Community Development FALL 2014
Section 51132, 4 units

Note: this is a policy course, not a real estate course.

Instructor: Janis Breidenbach, PhD

Teaching Assistant:

Time and Classroom: Wednesday, 6:00– 9:20, 112 VPD

Office Hours & contact info for Jan Breidenbach: Wednesdays before class or by appointment, breidenb@usc.edu

Office Hours & contact info for TBD: TBD

COURSE DESCRIPTION

Background: The trajectory of housing and community policy in the United States is a product of our national history--harkening back to colonial ideas of land and private property and the ideology that housing is best secured through a private market--even if this market has not provided the range of choices households require. This history and ideology have produced a paradigm where the most desirable home is a single family house on a separate lot, purchased with a fee-simple mortgage--even as this generally requires a large mortgage debt that is subject to the vagaries of credit markets and creates externalities such as gridlock, pollution and social segregation. Rental housing, on the other hand, receives less policy attention and generally is not considered a long-term or 'smart' decision for those that can afford ownership.

Questions regarding community development are relatively newer in the policy world. Community development policy places the market failure of our housing market in the larger geography of neighborhoods and communities, where not only safe, decent and affordable housing is in short supply, but we find a dearth of good jobs at good wages and a lack of community amenities such as good schools, healthy food options, open space and available credit. Responses to this have generally been in the form of debates between "people" and "place"-based approaches. These two paths revolve around one fundamental question: Should the primary approach to neighborhood development focus on geographical surroundings by refurbishing housing and attracting new businesses? Or, should the approach be to develop people by concentrating on economic and social empowerment for existing, longtime residents, especially those who are low-income and of color?

In recent years, we have seen our housing paradigm challenged through trends and events that raise questions about its economic and ecological viability over the long-term. These questions include the loss of our middle class and growing economic inequality/mobility, demographic changes and concomitant changes in market demand, concern for environmental damage and the role of climate change and, certainly, the crash of 2008 that seven years later has still left approximately 20% of all homeowners with mortgages under water. Further, the dichotomy of two community development strategies has more-or-less been addressed by a combination of strategies. Although challenging, addressing both place and people is the only way to simultaneously preserve AND improve low-income urban communities.

Course outline: The first two-thirds of this course looks at the evolution of our housing policies at the federal, state and local level, and how they relate to these various changes in today's world, with a particular emphasis on policies that include and policies that exclude and the relationship of land for housing and development and climate. The last third of the course takes housing and puts it into a larger spatial frame—particularly low-income communities that bear the brunt of policy and market failures—and explores how communities can respond in ways that repair damage and lay the groundwork for better outcomes.

REQUIRED TEXTS AND READINGS

University courses are a three-legged stool of learning: one is reading, another is classroom interaction and the third is some combination of outside assignments. Together these provide the learning experience of the course, they complement one another; they are not exclusive of one another.

In this course, the weekly readings are a combination of academic articles, book chapters and reports. They are in an electronic reader and posted weekly to Blackboard. From time to time a new report or article is published that is more pertinent to our topic so the syllabus may change slightly. **The readings that are posted for the week are the readings you are responsible for.** In addition, other material may be posted, such as power points, video links, etc. so make sure you pay attention to Blackboard.

Although each class session includes time to discuss the readings, answer questions, etc. *I do not lecture to the readings.* Class discussions complement the readings, they do not repeat them.

ASSIGNMENTS

The course meets once/week. Your grade will be determined by a combination of attendance and completion of assignments. Each part has points that are equal to their percentage of the total grade (100 "points").

NOTE: Graduate students will see me to arrange an appropriate work relevant to both the course and their area of concentration. Please make an appointment no later than the second week of the course.

Attendance & Participation (20%, 15% reading questions, 5% physical attendance)

Attendance:

- * If you will miss class for another university responsibility, you must notify me in advance and **provide a note or schedule from an authority in charge** (e.g., a memo from a coach or game schedule, band schedule, etc.).
- * If you are too ill to come to class you must provide **medical documentation** (e.g., a doctor's note) before or upon your return.
- * All students have **three** absences for whatever reason, after which participation 'points' are deducted each time.
- * Since this is a large class, attendance will be taken with a sign-in sheet.

Participation: In this course, **participation is tied to the readings.**

- * At the end of each class, a question will be posted on BB, the answer to it requires understanding the content of each reading for the next week.
- * Students must answer these questions in a Blackboard journal, posted no later than **midnight, the night before class** (i.e. Tuesday at midnight).
- * Students have **three "passes"** for three readings, but to use these you must still post in the journal, simply marking it "pass".
- * Each question stands on its own and is worth one point. Late answers are marked down by one-half if submitted within one week of their due date.

STUDENTS ARE STRONGLY ENCOURAGED TO TAKE NOTES (see below)

3 Quizzes 45% (15% each)

- * There will be three reading quizzes that are based on the factual material in the readings, either true/false or multiple choice.
- * **Students may bring hand-written or typed notes for the quizzes.** These will be signed by the professor and/or TA and returned with the quiz.
- * Unless a documented emergency prevents a student from taking a quiz, **there are no make-ups.**

THE QUIZZES ARE: SEPTEMBER 23, OCTOBER 21, and NOVEMBER 18

Final exam (30%)

- * The exam will be heavy on analysis and assess students' understanding of the overall concepts in the course and will cover the entire semester.
- * There will be a number of questions to choose from.
- * Students may bring (only) their signed quiz notes to the exam.
- * The last class session will be devoted to reviewing the course material, discussing the concepts and answering any and all questions, with a few sample questions from years past.

The final exam is scheduled for – **Wednesday, December 9, 7:00 – 9:00.**

CLASSROOM EXPECTATIONS

There is an expectation that students will come to class prepared and will conduct themselves in class in a professional manner. If you know you are going to miss class, notify me by email and provide documentation ahead of time. From time to time everyone might be a bit late, but consistent late arrival will reduce your participation grade. If you come from another class and have little time you may bring food or drink.

Computers and cell phones must be turned off during class-time.

If I see any student texting during class, it counts as an absence. I post my slide shows, generally ahead of class, so taking notes by hand will be sufficient. Requirements for notetakers for students with disabilities will be accommodated. If there is a need to access a computer I will let you know.

This is a serious issue. While it is quite understandable that young students today think of their cell phones/computers as part of their ongoing routine, there is ample data that has found adults' learning suffers if learners are multi-tasking. Additionally, it is a distraction to me and interferes with my ability to do my job.

OVERALL COURSE GRADING

In this course, all assignments, and participation, are graded on a point system correlating to the percentage of the grade. Letter grades and the USC definition are as follows:

<u>A: Excellent Quality</u>	<u>B: Good quality</u>	<u>C: Fair quality</u>	<u>D: Minimum passing quality</u>
A 95 – 100	B+ 87 - 89.99	C+ 77 - 79.99	D+ 67 - 69.99
A- 90 - 94.99	B 83 - 86.99	C 73 - 76.99	D 63 - 66.99
	B- 80 - 82.99	C- 70 - 72.99	D- 60 - 62.99

F: Failure to meet adequate quality or failure to complete all course work, 59 or below.

INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to abide by these principles. *SCAMPUS*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov>. Students will be referred to the Office of Student Judicial Affairs and community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. – 5:00 p.m., Monday - Friday. The DSP phone number is (213) 740-077.

COURSE OUTLINE AND READINGS

Wk	Date	INTRODUCTION TO COURSE, REVIEW OF SYLLABUS & ASSIGNMENTS – INEQUALITY AND MOBILITY	
1	8/26	Introduction to the course Impact of income & place on housing choice and life opportunities	
2	9/2	THE URBANIZATION OF HOUSING	
		Origins of US housing market, ideology and contestation. 19 th century urbanization, the creation of slums. Early suburbia and housing	<ul style="list-style-type: none"> * Krueckeberg, D. (1995) The Difficult Character of Property: To Whom Do Things Belong? <i>Journal of the American Planning Association (JAPA)</i>, 61(3), 301. * Jacobs, H. (1999) "Fighting Over Land: America's Legacy...America's Future, <i>JAPA</i>, * Baar, Kenneth (1882). The National Movement to halt the Spread of Multifamily Housing, 1890 – 1926. <i>Journal of the American Planning Association (JAPA)</i>. 58(1) 39 – 48 * Hayden, Dolores (2002) "Streetcar Buildouts" (Chap 5), "Mail-Order and Self-Built Suburbs" (Chap 6). In <i>Building Suburbia</i>, 71 – 144.
3	9/9	SUBURBIA AND FAIR HOUSING	
		American Suburbia Exclusion by race and land use	<ul style="list-style-type: none"> * Hanchett, Thomas (2001). The Other "Subsidized Housing": Federal Aid to Suburbanization, 1940s-1960s. In <i>From Tenements to the Taylor Homes</i>. 163-179. * Jackson, Kenneth (1985). The Baby Boom and the Age of the Subdivision. In <i>Crabgrass Frontier: The Suburbanization of the United States</i>. * Espino, N. Ariel (2005). Inequality, Segregation and Housing Markets. In <i>Desegregating the City: Ghettos, Enclaves, & Inequality</i>. * EXPLUSATORY ZONING
4	9/16	HOUSING MORTGAGE SYSTEM: INTERVENTION, CREDIT AND CRISIS	
		Housing finance from 19 th century through the 2008 crash	<ul style="list-style-type: none"> * Schwartz, Alex (2010). Housing Finance. In <i>Hsg Policy in the U.S. 2nd Ed.</i> * Watch: CNBC Originals, Season 1, Episode 15: "House of Cards" available at: http://www.hulu.com/watch/59026.
5	9/23	AFTERMATH: WHERE DO WE GO FROM HERE?	
		Dealing with the aftermath: Alternative homeownership models Eminent domain? QUIZ #1	<ul style="list-style-type: none"> * Graves, E. (n.d.) <i>Variations on an America Dream: Alternative Homeownership Models</i>. Federal Reserve Bank of Boston. * Davis, John E. Shared Equity * Hockett, Robert (2012). Paying Paul and Robbing No One: An Eminent Domain Solution For Underwater Mortgage Debt. <i>Current Issues in Economics and Finance (Fed. Reserve Bank of NY)</i>, 19 (5) 1-12. * Series of newspaper articles regarding the use of eminent domain to purchase underwater mortgages and repackage to homeowners at Reduced cost.

6	9/30	RENTAL HOUSING & MARKET FAILURE (PUBLIC HOUSING)	
		Rental housing in the US.	<ul style="list-style-type: none"> * Jt. Center for Hsg Studies (2013). <i>Rental Housing in the United States</i> * Desmond, Matthew.(2014). <i>Disrupted Lives, Harvard Magazine.</i>
		Public Housing	<ul style="list-style-type: none"> * Goetz, Ed (2013). The Quiet Successes and Loud Failures of Public Hsg, In <i>New Deal Ruins: Race, Economic Justice, & Pub. Hsg. Policy.</i> * Von Hoffman, Alexander (2001). Why They Built Pruitt Igoe. In <i>From Tenements to the Taylor Homes.</i>
7	10/7	SUBSIDIZED HOUSING CONTINUED: PRIVATELY-OWNED, LIHTC, VOUCHERS	
		Privately-owned subsidized housing – buildings & tenants	<ul style="list-style-type: none"> * NLIHC. (2015). Choice Neighborhoods. In <i>Advocates' Guide.</i> * Orlebeke, C. (2000). The Evolution of Low-Income Housing Policy, 1949 – 1999). <i>Housing Policy Debate</i>, 11(2). 489- 520. (YOU CAN SKIP THE PART SPECICALLY ON PUBLIC HSG.) * Schwartz, Alex. (2010). Vouchers. In <i>Housing Policy in the United States , (2nd Ed.)</i> * NLIHC. The Low Income Housing Tax Credit. In <i>Advocates' Guide, 2015.</i>
8	10/14	LOOKING FORWARD: DEMOGRAPHICS, LAND AND CLIMATE CHANGE	
		Land use and sustainability – SB 375 and the Sustainable Communities Strategy (SCS)	<ul style="list-style-type: none"> * Natural Resources Defense Counsel (2008). <i>Communities Tackle Global Warming: A Guide to California's SB 375.</i>
		The Regional Housing Needs Assessment & the CA Housing Element	<ul style="list-style-type: none"> * City of LA Planning Dept. (2014). <i>Executive Summary. LA City Housing Element.</i>
9	10/21	CLIMATE CHANGE POLICY & ITS IMPACTS	
		Sustainability Conundrums: Transit oriented development, recapturing value	<ul style="list-style-type: none"> * Pollack, Stephanie, Bluestone, Barry & Billingham, Chase. (2010). <i>Maintaining Diversity In America's Transit-Rich Neighborhoods: Tools for Equitable Neighborhood Change.</i> * Calavita, Nico & Mallach, Alan (2009). <i>Inclusionary Housing, Incentive and Land Value Recapture</i>
		QUIZ #2	
10	10/28	COMMUNITY DEVELOPMENT: CONTEXT, HISTORY AND JOBS	
		Basic CD debate: people v place	<ul style="list-style-type: none"> * Crane R. et al (2008). People or Place? Revisiting the Who Versus the Where of Urban Development. * Green, Paul & Haines, Anna. (2008). A History of Community Dev. in America. In <i>Asset Building & Community Development (2nd Ed.)</i>.
		What makes the community part of community development?	<ul style="list-style-type: none"> * Parks, V. & Warren, D. (2009). The Politics and Practices of Economic Justice: Community Benefits Agreements as Tactic of the New Accountable Development Mvt. <i>Jrl of Comm. Practice</i>, 17, 88-106. * Schutz, A. & Sandy, M. (2011). <i>Collective Action for Social Change, Chap. 1</i>

11	11/4	BUSINESS DEVELOPMENT & CAPITAL FOR THE COMMUNITY	
		Micro-business and green jobs	<ul style="list-style-type: none"> * Vallianatos, Mark. (2014). A More Delicious City: How to Legalize Street Food. In <i>The Informal Am. City: Beyond Taco Trucks and Day Labor</i>. * LAANE (2014). <i>From Waste to Resource: Restoring Out Economy with Recycling Careers</i>.
		Community development finance	<ul style="list-style-type: none"> * Green, G.P. & Haines, A. (2008). Financial Capital. In <i>Asset Bldg & Comm. Dev.</i> 2nd Ed.) * Littrell, J. & Brooks, F. (2010). In Defense of the Community Reinvestment Act. <i>Journal of Community Practice</i>, 18, 417 – 439.
12	11/11	ALTERNATIVE MODELS FOR BUSINESS; FOOD ACCESS	
		Community jobs: worker cooperatives	<ul style="list-style-type: none"> * Abell, Hilary (2014). <i>Worker Cooperatives; Pathways to Scale</i>. Democracy Collaborative * Nembhard, Jessica G. (1999). <i>Community Economic Development: Alternative Visions for the 21 st Century</i>
		Food as community development policy and practice	<ul style="list-style-type: none"> * Policy Link (2010). <i>The Grocery Gap: Who Has Access to Healthy Food and Why it Matters</i>. * Community Health Council (2010). <i>From Food Desert to Food Oasis: Promoting Grocery Store Development in South Los Angeles</i>.
13	11/18	ENVIRONMENTAL JUSTICE AND COMMUNITY HEALTH	
		Community development, community health and environmental justice	<ul style="list-style-type: none"> * Los Angeles Collaborative (Liberty Hill Foundation) (2010). <i>Hidden Hazards</i>. * Barboza, Tony & Garrison, Jessica (2013 – 2014). <i>Los Angeles Times</i>. Series on Exide Battery Recycling plant on the Eastside.
		QUIZ #3	
14	11/25	No class – Thanksgiving holiday	
15	12/2	Class wrap-up. Overview of semester, questions and answers	
	12/9	WEDNESDAY. Final exam. 7:00 pm in classroom.	