

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

**Geographical Sciences and
Urban Planning**

College/School College of Liberal Arts and Sciences Department/School _____
 Prefix: PUP Number: 425 Title: Urban Housing Issues Units: 3

Course description:

Is this a cross-listed course? Yes If yes, please identify course(s): PUP 525 Urban Housing Issues

Is this a shared course? No If so, list all academic units offering this course: N/A

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Social-Behavioral Sciences - SB

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

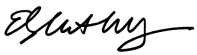
Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Deirdre Pfeiffer E-mail Deirdre.Pfeiffer@asu.edu Phone 323-333-6783

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Elizabeth Wentz Date: 4/12/2021

Chair/Director (Signature): 

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus; modules; list of texts (highlighted green)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	syllabus; modules; list of texts (outlined in purple border)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	syllabus; modules; list of texts (outlined in purple border)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus; modules; list of texts (indicated by yellow star)
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		<ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	General Studies Designation
PUP	425	Urban Housing Issues	SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criteria 1	The course addresses basic understanding and knowledge about human interaction in the housing market. The course begins by establishing housing as a setting for human social interaction and cultural reproduction. We also early on address how housing market outcomes are shaped by social relationships (e.g., with landlords, lenders, neighbors, etc.), a theme that we expound on in depth in addressing the causes and consequences of racial and ethnic discrimination in the housing market. We continue to revisit these themes in exploring two crises of housing -- low income rental housing affordability and foreclosures -- by identifying the dynamics among people contributing to these crises and how difficulty paying for and staying in housing shapes residential decision making and mobility. Finally, we end the course by discussing what	<p>Course Overview [Syllabus p. 1]</p> <p>Course Learning Outcomes [Syllabus p. 2]</p> <p>Module 1: Learning Materials, particularly the lectures Use vs. Exchange Values of Housing, where we discuss the role of housing in social and cultural reproduction and Housing as a Relationship Driver and Opportunity Shaper, where we discuss the different actors involved in the housing market and how relationships among these actors shape housing market outcomes.</p> <p>Module 1: Reflection: This assignment has students reflect on how their behaviors are shaped by where they live.</p> <p>Module 2: Learning Materials, particularly the Spivak reading, which explores human interaction in multigenerational households, and the Interactive Media, which encourage students to explore current popular media relating to human interaction in housing markets.</p> <p>Module 2: Reflection: This assignment has students reflect on human interaction in multigenerational households.</p> <p>Module 3: Learning Materials, particularly the lectures Housing Markets and Submarkets and Supply and Demand Dynamics, which establish housing markets as dynamic aggregations of individuals' choices and behaviors.</p> <p>Module 4: Learning Materials, particularly the lectures Causes of Segregation in the Housing Market and Outcomes of Segregation, which establish that relationships among people lead to disparities in access to housing and that these disparities can shape socioeconomic outcomes.</p>

	<p>behaviors people, including urban planners, housing developers, politicians and other policymakers, and citizens, can engage in to promote more affordable and sustainable housing and shape people's decisions about where to live.</p>	<p>Module 4 Reflection: This assignment has students reflect on how disparities in access to housing and neighborhoods affect the life chances of Blacks and Whites in Chicago.</p> <p>Module 4: Discussion: This assignment has students critically assess what role planners should play, if any, in dealing with racial segregation in the housing market.</p> <p>Module 5: Reflection: This assignment has students reflect on how the design of public housing shapes resident behaviors and experiences.</p> <p>Module 6: Learning Materials, particularly the lecture Pros and Cons of Homeownership, which addresses the role of a households' tenure on their social engagement and investment in their communities.</p> <p>Module 6: Reflection: This assignment has students reflect on how the behaviors of tenants affect the behaviors of landlords and lenders.</p> <p>Module 7: Learning Materials, particularly the lecture Flexible Housing and the video Living Large, which address how housing designs are reflections of their inhabitants' unique needs and constraints.</p> <p>Module 7: Reflection: This assignment reveals how relationships among diverse actors can lead to innovative responses to housing crises, in this case, a community land trust.</p> <p>Textbook: Most of the required readings address how human interaction, including uncoordinated, informal interactions among neighbors, more formalized relationships between housing providers and residents, and relationships among stakeholders in the policy making process, jointly shape our housing market outcomes. Example chapters from the textbook include the Introduction, Trends, Patterns, and Problems, Fair Housing & Community Reinvestment, and The Foreclosure Crisis and Policy Response [Syllabus pg. 2; also see Modules]</p>
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<p>Criteria 2 & 3</p>	<p>Housing planning and policymaking is an interdisciplinary social science field. The theoretical foundations have roots in geography, economics, political science, sociology, and history. Examples include attention to problems of spatial segregation and concentration (geography), supply and demand dynamics (economics), how policies reflect unique and dynamic political-economic contexts (political science), the role that neighborhoods play in socioeconomic mobility (sociology), and how historical events, such as wars, recessions, and social movements, shape housing opportunities and outcomes, which, given the durability of housing, can be "read" in urban landscapes today (history).</p>	<p>Geography:</p> <p>Course Overview [Syllabus p. 1] Module 1: Learning Materials; Interactive Media, which have students explore a series of interactive maps. Module 1: Reflection, which has students explore how their geography affects their access to opportunities and how access differs geographically. Module 2: Kneebone & Lou reading, which explores changing regional geographies of race and ethnicity. Module 4: Learning Objectives and Learning Materials, particularly Measuring Racial Segregation in the Housing Market lecture, the Black-White Segregation... reading, National Segregation and Isolation Weighted Averages and Metro Area Segregation Trends 2010 handouts, and the Interactive Media (which expose students to interactive maps showing geographical trends). Module 4: Reflection, which has students consider how geographical location affects life outcomes. Module 5: Learning Materials, particularly the Interactive Media, which have students explore how housing affordability and stability vary geographically. The New America reading also has visually communicates geographic differences in eviction rates. Module 6: Learning Materials, particularly the Extent of the Foreclosure Crisis lecture, which addresses geographic disparities in housing instability. Module 7: Learning Materials, particularly the Interactive Media, which have maps that allow students to explore geographical differences in policy tools</p> <p>Economics:</p> <p>Course Overview [Syllabus p. 1] Course Learning Outcomes [Syllabus p. 2] Module 1: Learning Materials; Use vs. Exchange Values lecture. Module 2: Dougherty and Koeze readings, which address supply and demand dynamics and macroeconomic trends Module 3: Learning Objectives & Learning Materials, including Badger & Bui and Haag and Rubinstein readings, Housing as a Unique Commodity, Housing Markets and Submarkets, Supply and Demand Dynamics, and Housing Filtering lectures, which introduce students to basic micro and macro economic concepts and dynamics that relate to the housing market.</p>
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		<p>Module 3: Discussion, which has students debate the ethics of applying economics models in practice.</p> <p>Module 5: Learning Materials, particularly the Reagor reading, which addresses supply and demand dynamics, and the Joint Center for Housing Studies' Interactive Media, which addresses how the pandemic changed economic indicators. The Gartland and National Low-Income Housing Coalition readings also convey dynamics between incomes, rents, and affordability.</p> <p>Module 6: Learning Materials, particularly the Schwartz readings, which address the interaction between government subsidies and the strength of household, local, and regional economies</p> <p>Module 7: Learning Materials, particularly the Schwartz reading and the Rethinking Homeownership Finance and Shared or Limited Equity Homeownership lectures, which cover different financial models to further stability in homeownership</p> <p>Political Science:</p> <p>Module 4: Learning Materials, particularly the Policy Responses lecture and ASU Expert: Affirmatively Furthering Fair Housing reading, which addresses political dynamics affecting interventions in the housing market.</p> <p>Module 5: Learning Materials, particularly the 1937 and 1949 Housing Acts and Poverty Deconcentration lectures, which address the role of political dynamics in the evolution of low-income housing policies.</p> <p>Week 6: Learning Materials, particularly the Schwartz readings, which address the impact of partisan politics on approaches to homeownership</p> <p>Sociology:</p> <p>Course Overview [Syllabus p. 1] Course Learning Outcomes [Syllabus p. 2] Module 1: Learning Materials; Housing as a Relationship and Opportunity Driver lecture, which addresses the role of social relationships in housing market outcomes.</p> <p>Module 2: Reflection, which has students reflect on how household formation affects socioeconomic outcomes.</p> <p>Module 4 Learning Objectives & Learning Materials, particularly the Schwartz reading, Explaining Differences in Neighborhood Quality, and the Interactive Media, particularly the How Decades of Racist Housing Policy reading and map, which addresses of disparities in housing access affect health and other life chances.</p>
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		<p>Module 4: Reflection, which has students reflect on how neighborhoods affect life chances.</p> <p>Module 5: Learning Materials, particularly the Poverty Deconcentration lecture, which has students reflect on the benefits and drawbacks of investing in poor communities vs. helping poor people move to more affluent communities on poor people's life chances. Also the She Works Two Jobs video, which shows how housing stability shapes wellbeing.</p> <p>Module 5: Reflection, which encourages students to critically assess how housing design and community structure affects residents' life chances.</p> <p>Module 5: Discussion, which has students to take a stance on whether investing in poor communities or relocating poor people to more affluent communities is better for residents' life chances.</p> <p>Module 6: Discussion, which encourages students to think about how housing tenure affects household and community wellbeing and social networks</p> <p>History:</p> <p>Course Overview [Syllabus p. 1]</p> <p>Module 1: Learning Materials; Historical Role of U.S. Housing Policymaking and Planning lecture, which addresses roles that planners have played in the housing market over the 20th century.</p> <p>Module 4: Learning Materials, particularly the Schwartz reading and the Causes of Segregation in the Housing Market and Outcomes of Segregation lectures, and the Interactive Media, particularly the Mapping Inequality and How Decades of Racist Housing Policy resources, which show the role of historical racial discrimination in current segregation trends</p> <p>Module 4: Reflection, which introduces students to how past racially discriminatory housing policies affect people's access to housing, even today.</p> <p>Module 5: Learning Materials, particularly the Schwartz Public Housing reading and the 1937 and 1949 Housing Acts and Poverty Deconcentration lecture, which address the historical evolution of low-income housing policies.</p> <p>Module 5: Reflection, which exposes students to a famous historical case of public housing and explores the role of changing social, political, and economic context in housing policymaking</p>
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<p>Criteria 4</p>	<p>Students are exposed to diverse forms of social and behavioral data and perspectives in the course. Students learn the stories of how people live in and navigate housing markets, and how planners, developers, and policymakers shape them, through news media, videos, podcasts, statistics, policy reports, scholarly literature, and interactive maps. Students gain bottom-up and top-down perspectives in the course (i.e., from residents and developers/policymakers). Students also are exposed to diverse racial and ethnic, economic, and disciplinary perspectives (i.e., Blacks and Whites, poor people and middle income households, geographers and economists).</p>	<p>DIVERSE DATA:</p> <p>News Media: See the Additional Required Readings.</p> <p>Videos: See Module 2: Reflection; Module 4: Reflection; Module 5: Learning Materials video She Works Two Jobs..., Module 5: Reflection, Module 7: Learning Materials video Living Large, Module 7: Reflection</p> <p>Podcasts: See Module 4: Learning Materials Audio, Module 6: Reflection</p> <p>Statistics: See Module lectures, particularly Trends in Households and Trends in Housing Affordability [Module 2], Explaining Differences in Neighborhood Quality and Measuring Racial Segregation in the Housing Market [Module 4]; also see additional course resources National Segregation and Isolation Weighted Averages and Metro Area Segregation Trends [Module 4], Measuring Housing Affordability [Module 5], Extent of the Foreclosure Crisis and Trends in Homeownership [Module 6],</p> <p>Policy reports: See report Black-White Segregation Edges Downward [Module 4], Out of Reach and Displaced in Maricopa County [Module 5]</p> <p>Scholarly literature: See the textbook and the Wegmann et al. reading in the Additional Required Readings.</p> <p>Interactive maps: See Interactive Media element of Learning Materials for the following Modules: 1, 2, 4, 5, 7</p> <p>DIVERSE PERSPECTIVES:</p> <p>Racial & ethnic: Course Overview [Syllabus p. 1], Module 4: Learning Materials audio Zoning Out and Housing as Reparations and reading How Decades of Racist Housing Policy..., Module 4: Reflection, Module 5: Reflection, Module 7: Reflection</p> <p>Economic: Course Overview [Syllabus p. 1], Module 4: Reflection, Module 5: Learning</p>
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		Materials video "She Works Two Jobs...", Module 5: Reflection, Module 6: Reflection, Module 7: Reflection Disciplinary: See evidence for Criteria 2 & 3 above

i In **fall 2021**, instruction will be delivered to students by faculty in person and on campus unless otherwise indicated. For select, indicated courses, instruction will also be available to students digitally through ASU Sync or asynchronously as an iCourse.

In **spring and summer 2021**, students can remotely attend any class with a campus/building location listed using ASU Sync (unless otherwise noted in additional class details).

The schedule and learning modalities are subject to change.

Course	Title	Class#	Instructor	Days	Start	End	Location	Dates	Units	Seats Open	GS	
PUP 425	Urban Housing Issues ▲	17549	Pfeiffer				iCourse	03/08 - 04/23(B)	3	33 of 60 ▲	Syllabus	Add

Course Description: Nature, dimensions, and problems of urban housing, government policy environment, and underlying economics of the housing market.

Enrollment Requirements: Prerequisite(s): PUP 301 with C or better; Credit is allowed for only PUP 425 or PUP 525

Reserved Seat Information: Seats in this class have been reserved for students in the specified programs, majors or groups listed below. Reserved seats are subject to change without notice.

Reserved Groups	Reserved Available Seats	Students Enrolled	Total Seats Reserved	Reserved Until
On-campus students	33	27	60	n/a

Non Reserved Available Seats: 0

Fees: None

Special notes: Honors Contracts available for this class

Course Materials

Required Items

Title: Housing Policy in United States

Author: Schwartz

Edition: 3rd

Copyright Year: 2015

Publisher: Taylor & Francis Group, LLC

ISBN: 9780415836500

Price New: \$85.25

Price Used: \$64.00

Rental Price New: \$63.94

Rental Price Used: \$34.10



Full Class Details

Showing 1 to 1 of 1

The Arizona State University faculty is at the forefront nationally in advancing research and discovery. They inspire new ways of thinking, innovating and solving problems socially, culturally and economically in our region and in the international community.

[Read more about faculty excellence](#)

Feedback



Course Syllabus

[Jump to Today](#)

 [Edit](#)

To print: MAC users press "⌘" + "P". PC users press "CTRL" + "P".



PUP 425/525: Urban Housing Issues

Faculty Information

Instructor: [Dr. Deirdre Pfeiffer](https://sgsup.asu.edu/deirdre-pfeiffer) [_](https://sgsup.asu.edu/deirdre-pfeiffer) [_](https://sgsup.asu.edu/deirdre-pfeiffer/download?download_frd=1) [↓](https://sgsup.asu.edu/deirdre-pfeiffer/download?download_frd=1) [_](https://sgsup.asu.edu/deirdre-pfeiffer/download?download_frd=1)

Contact Info: deirdre.pfeiffer@asu.edu (<mailto:deirdre.pfeiffer@asu.edu>)

Office Hours: by appointment through [Zoom](https://asu.zoom.us/j/5561707752) [_](https://asu.zoom.us/j/5561707752) (<https://asu.zoom.us/j/5561707752>); please e-mail the instructor for an appointment

Course Information

Course Description: Nature, dimensions, and problems of urban housing, government policy environment, and underlying economics of the housing market.

Course Overview: Housing planning is at a turning point in the United States. We are in the throes of a global pandemic, which is threatening the housing stability of millions of households. We have also failed to make progress in providing affordable and accessible homes for renters, particularly people of color. This course will explore current housing trends and the workings of the free market, along with problems of racial discrimination and segregation in housing. We also will address the causes and effects of current crises of low-income rental housing affordability and unsustainable homeownership, with a focus on the planning and policy decisions that brought us to this point, outcomes on social welfare, and possible responses. By the end of the class, you will have the theoretical and historical context, as well as the writing and policy analysis skills, to begin to tackle the most pressing housing issues of our time.



Credits: 3

Prerequisites:

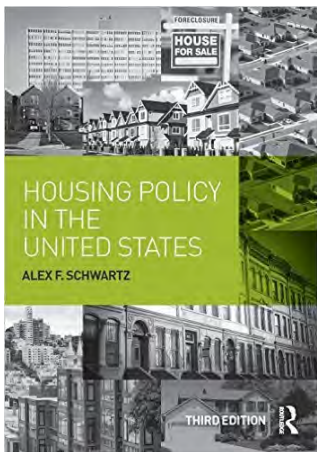
- PUP 301
- Minimum 45 hours

Course Learning Outcomes

At the completion of this course, students will be able to:

1. Identify the primary functions of housing
2. Describe current trends in housing
3. Explain how the housing market works
4. Describe the causes and consequences of housing segregation
5. Analyze current housing crises
6. Propose feasible solutions to current housing crises

Textbooks



- Author: Alex F. Schwartz
- Publisher: Routledge
- Year: 2015

- [Order from Routledge \(https://www.routledge.com/products/9780415836500\)](https://www.routledge.com/products/9780415836500)
- [Order from Amazon \(http://www.amazon.com/Housing-Policy-United-States-Schwartz/dp/0415836506/ref=tmm_pap_swatch_0?encoding=UTF8&qid=&sr=\)](http://www.amazon.com/Housing-Policy-United-States-Schwartz/dp/0415836506/ref=tmm_pap_swatch_0?encoding=UTF8&qid=&sr=)

Course Access

Your ASU courses can be accessed by both my.asu.edu (<http://my.asu.edu>) and asu.instructure.com (<http://asu.instructure.com>); bookmark both in the event that one site is down.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome](https://www.google.com/chrome/) [_ \(https://www.google.com/chrome/\)](https://www.google.com/chrome/), [Mozilla Firefox](http://www.mozilla.org/en-US/firefox/new/) [_ \(http://www.mozilla.org/en-US/firefox/new/\)](http://www.mozilla.org/en-US/firefox/new/), or [Safari](http://www.apple.com/safari/) [_ \(http://www.apple.com/safari/\)](http://www.apple.com/safari/))
- [Adobe Acrobat Reader](http://get.adobe.com/reader/) [_ \(http://get.adobe.com/reader/\)](http://get.adobe.com/reader/) (free)
- [Adobe Flash Player](http://get.adobe.com/flashplayer/) [_ \(http://get.adobe.com/flashplayer/\)](http://get.adobe.com/flashplayer/) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](https://myapps.asu.edu/app/microsoft-office-2016-home-usage) [_ \(https://myapps.asu.edu/app/microsoft-office-2016-home-usage\)](https://myapps.asu.edu/app/microsoft-office-2016-home-usage) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at +1-(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](http://goto.asuonline.asu.edu/success/online-resources.html) [_ \(http://goto.asuonline.asu.edu/success/online-resources.html\)](http://goto.asuonline.asu.edu/success/online-resources.html)

Grading

Your grade will be determined based on the following grading schema:

Undergrads

Grade	Percentage	Points Range
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A	90% or higher	197 and above
B	80 – 89%	175 - 196
C	70 – 79%	153 – 174
D	60 – 69%	131 – 152
E	Below 60%	130 and below

Grads

Grade	Percentage	Points Range
A	90% or higher	215 and above
B	80 – 89%	191 - 214
C	70 – 79%	167 – 190
D	60 – 69%	143 – 166
E	Below 60%	142 and below

Extra Credit

Undergraduate students have the opportunity to earn **30 points** extra credit through the **Discussion Board** assignment and by joining and contributing to an **Emerging Housing Issues group**, starting in Week 2. Graduate students have the opportunity to earn **10 points** extra credit by joining and contributing to an **Emerging Housing Issues group**, starting in Week 2. There are **no other extra credit opportunities** for the class.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the **Time Converter** (<http://www.thetimezoneconverter.com/>) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Please see below for a detailed list of course assignments. Note that some assignments are completed only by undergraduate ("Undergrad Only") or graduate ("Grad Only") students.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will typically be available within one week of the due date in the Gradebook.

Late or Missed Assignments

Assignment due dates are suggested; assignments will be accepted without penalty up until Sunday 4/25 at 11:59p MST. Students who plan to submit assignments late must email Prof. Pfeiffer an estimated alternate date for submission. However, it is highly recommended to submit assignments by their suggested due dates to ensure that you make sufficient progress and do not become overwhelmed at the end of the class. Keep in mind that **no assignments will be accepted after Sunday 4/25 at 11:59p MST**. Students who foresee difficulty meeting this final deadline should consult with Prof. Pfeiffer well in advance to discuss options.

Follow the appropriate University policies to request an [accommodation for religious practices \(http://www.asu.edu/aad/manuals/acd/acd304-04.html\)](http://www.asu.edu/aad/manuals/acd/acd304-04.html) or to accommodate a missed assignment [due to University-sanctioned activities \(http://www.asu.edu/aad/manuals/acd/acd304-02.html\)](http://www.asu.edu/aad/manuals/acd/acd304-02.html).

Communicating With the Instructor and TA

TA

The TA for this course is Teresa Garcia (Teresa.R.Garcia@asu.edu).

Teresa is a second year Masters of Urban and Environmental Planning student in the School of Geographical Sciences and Urban Planning. You can learn more about Teresa [here \(https://sgsup.asu.edu/teresa-garcia\)](https://sgsup.asu.edu/teresa-garcia) [↓ \(https://sgsup.asu.edu/teresa-garcia/download?download_frd=1\)](https://sgsup.asu.edu/teresa-garcia/download?download_frd=1). Teresa will assist with grading undergraduate students' 1) Discussion Board Original Entry and Reactions and 2) Reflections. Questions about completing these assignments should first be addressed to Teresa.

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or TA. You can expect a response within 24 hours on weekdays (Monday through Friday). Note that the instructor does not typically respond to emails over the weekend. Emails sent after 5p on Friday will usually be answered by 5p the following

Monday.

Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

ASU email is an **[official means of communication](http://www.asu.edu/aad/manuals/ssm/ssm107-03.html)** **[_\(http://www.asu.edu/aad/manuals/ssm/ssm107-03.html\)](http://www.asu.edu/aad/manuals/ssm/ssm107-03.html)** among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

ASU Online Course Policies

View the **[ASU Online Course Policies](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html)** **[_\(https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html\)](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-policies.html)**

Accessibility Statements

View the **[ASU Online Student Accessibility](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-accessibility.html)** **[_\(https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-accessibility.html\)](https://asuonline-dev.asu.edu/qm-template/CanvasQM/qm-accessibility.html)** page to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at **<https://sexualviolenceprevention.asu.edu/faqs>** **[_\(https://sexualviolenceprevention.asu.edu/faqs\)](https://sexualviolenceprevention.asu.edu/faqs)**.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> (<https://eoss.asu.edu/counseling>) is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html> (<https://goto.asuonline.asu.edu/success/online-resources.html>).

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academic-integrity> (<http://provost.asu.edu/academic-integrity>).

Be careful to fully reference material that you draw from other sources in all assignments. Quoting or drawing from the ideas or images of a source without referencing it is plagiarism. In turn, double counting assignments already submitted for credit in this class or other classes or working collaboratively on an assignment that should be completed alone also constitute academic dishonesty.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Policy on Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](https://www.asu.edu/aad/manuals/acd/acd401.html#discrimination) (<https://www.asu.edu/aad/manuals/acd/acd401.html#discrimination>), [harassment](https://www.asu.edu/aad/manuals/acd/acd401.html#harassment) (<https://www.asu.edu/aad/manuals/acd/acd401.html#harassment>), and [retaliation](https://www.asu.edu/aad/manuals/acd/acd401.html#retaliation) (<https://www.asu.edu/aad/manuals/acd/acd401.html#retaliation>) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status,

sexual orientation, gender identity, and genetic information.






Copyrighted Materials

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.













Syllabus Disclaimer






The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

Course Summary:

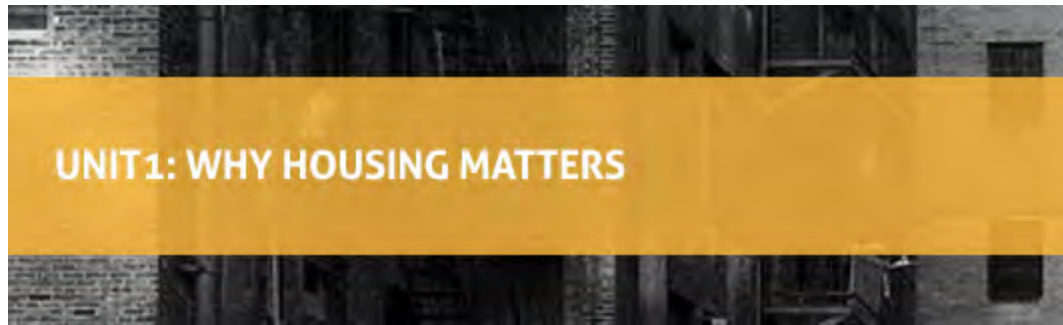
Date	Details	Due
	 Module 0: Academic Integrity Agreement (https://canvas.asu.edu/courses/81821/assignments/2049726)	due by 11:59pm
	 Module 0: Syllabus Quiz (https://canvas.asu.edu/courses/81821/assignments/2049728)	due by 11:59pm
Sun Mar 14, 2021	 Module 1: Quiz (https://canvas.asu.edu/courses/81821/assignments/2049721)	due by 11:59pm
	 Module 1: Reflection - Why Housing Matters (Undergrads Only) (https://canvas.asu.edu/courses/81821/assignments/2049738)	due by 11:59pm
Sun Mar 21, 2021	 Module 2: Quiz (https://canvas.asu.edu/courses/81821/assignments/2049725)	due by 11:59pm

Date	Details	Due
	 Module 2: Discussion (Undergrads Only) https://canvas.asu.edu/courses/81821/assignments/2049734	due by 11:59pm
	 <div style="border: 2px solid purple; padding: 5px;">  Module 2: Reflection - Boomerang Kids (Undergrads Only) https://canvas.asu.edu/courses/81821/assignments/2049740 </div>	due by 11:59pm
	 Module 3: Quiz https://canvas.asu.edu/courses/81821/assignments/2049724	due by 11:59pm
Sun Mar 28, 2021	<div style="border: 2px solid purple; padding: 5px;">  Module 3: Discussion (Undergrads Only) https://canvas.asu.edu/courses/81821/assignments/2049733 </div>	due by 11:59pm
	 Module 4: Quiz https://canvas.asu.edu/courses/81821/assignments/2049722	due by 11:59pm
	<div style="border: 2px solid purple; padding: 5px;">  Module 4: Discussion (Undergrads Only) https://canvas.asu.edu/courses/81821/assignments/2049732 </div>	due by 11:59pm
Sun Apr 4, 2021	 <div style="border: 2px solid purple; padding: 5px;">  Module 4: Reflection - Folded Map Project (Undergrads Only) https://canvas.asu.edu/courses/81821/assignments/2049741 </div>	due by 11:59pm
	 Module 5: Quiz https://canvas.asu.edu/courses/81821/assignments/2049723	due by 11:59pm
Sun Apr 11, 2021	<div style="border: 2px solid purple; padding: 5px;">  Module 5: Discussion (Undergrads Only) https://canvas.asu.edu/courses/81821/assignments/2049731 </div>	due by 11:59pm

Date	Details	Due
	 Module 5: Reflection - The Pruitt-Igoe Myth (Undergrads Only) (https://canvas.asu.edu/courses/81821/assignments/2049742)	due by 11:59pm
Sun Apr 18, 2021	 Module 6: Quiz (https://canvas.asu.edu/courses/81821/assignments/2049727)	due by 11:59pm
	 Module 6: Discussion (Undergrads Only) (https://canvas.asu.edu/courses/81821/assignments/2049730)	due by 11:59pm
		 Module 6: Reflection - What If No One Pays the Rent? (Undergrads Only) (https://canvas.asu.edu/courses/81821/assignments/2049743)
Sun Apr 25, 2021	 Module 7: Quiz (https://canvas.asu.edu/courses/81821/assignments/2049729)	due by 11:59pm
	 Module 7: Emerging Housing Issue Report (Grads only) (https://canvas.asu.edu/courses/81821/assignments/2049745)	due by 11:59pm
	 Module 7: Applied Project (Grads Only) (https://canvas.asu.edu/courses/81821/assignments/2049744) (PUP 525 Grads)	due by 11:59pm
	 Module 7: Applied Project (Grads Only) (https://canvas.asu.edu/courses/81821/assignments/2049744) (PUP 525 Project Manager)	due by 11:59pm
	 Module 7: Reflection - Hands and Homes (Undergrads Only) (https://canvas.asu.edu/courses)	due by 11:59pm

Date	Details	Due
	/81821/assignments/2049746)	
	 Discussion Board Extra Credit (https://canvas.asu.edu/courses/81821/assignments/2049735)	
	 Discussion Board Original Post (https://canvas.asu.edu/courses/81821/assignments/2049736)	
	 Discussion Board Reaction Post (https://canvas.asu.edu/courses/81821/assignments/2049737)	
	 Emerging Housing Issue Group Extra Credit (https://canvas.asu.edu/courses/81821/assignments/2101038)	
	 PUP 525 Project Manager (https://canvas.asu.edu/courses/81821/assignments/2106274)	

Module 1: Overview



Learning Objectives

By the end of this module, students will be able to:

1. Identify the major functions of housing
2. Describe the roles that planners play in housing

Module 1: Learning Materials

Readings

Read the following:

- Schwartz, "Introduction," pp. 1-16.



Lectures

Watch the lectures below:


Use vs. Exchange Values

PUP 425: Urban Housing Issues

Use vs. exchange values of housing



0:00

[Use vs Exchange Values Lecture.pptx \(https://canvas.asu.edu/courses/81821/files/28125494/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125494/download?wrap=1) 
<https://canvas.asu.edu/courses/81821/files/28125494/download?wrap=1>

Housing as a Relationship and Opportunity Driver

PUP 425: Urban Housing Issues

Housing as a relationship driver and opportunity shaper



0:00 / 17:29



[Housing as a Relationship and Opportunity Driver Lecture.pptx](#)

<https://canvas.asu.edu/courses/81821/files/28125502/download?wrap=1> ↓

https://canvas.asu.edu/courses/81821/files/28125502/download?download_frd=1

Note: You are reading about the impact of housing on the economy and the environment in Schwartz; please ignore the reference to the lecture on these topics.

Historical Role of U.S. Housing Policymaking and Planning

PUP 425: Urban Housing Issues

Historical role of U.S. housing policymaking and planning



0:00 / 7:05



[Historical Role of U.S. Housing Policymaking and Planning.pptx \(https://canvas.asu.edu/courses/81821/files/28125699/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125699/download?wrap=1) ↓ [_ \(https://canvas.asu.edu/courses/81821/files/28125699/download?download_frd=1\)](https://canvas.asu.edu/courses/81821/files/28125699/download?download_frd=1)

Interactive Media



- Explore the ways that housing is a point of access to a broader neighborhood, and [how the neighborhoods where we live affect our health](http://vitalysthealth.org/wp-content/uploads/2017/09/EOHC-Handout-Jan2018.pdf) [_ \(http://vitalysthealth.org/wp-content/uploads/2017/09/EOHC-Handout-Jan2018.pdf\)](http://vitalysthealth.org/wp-content/uploads/2017/09/EOHC-Handout-Jan2018.pdf), using the [Arizona Healthy Community Map](https://sgsup.asu.edu/sparc/azhealthmap) [_ \(https://sgsup.asu.edu/sparc/azhealthmap\)](https://sgsup.asu.edu/sparc/azhealthmap) ↓ [_ \(https://sgsup.asu.edu/sparc/azhealthmap/download?download_frd=1\)](https://sgsup.asu.edu/sparc/azhealthmap/download?download_frd=1), [MySidewalk](https://dashboards.mysidewalk.com/vitalyst) [_ \(https://dashboards.mysidewalk.com/vitalyst\)](https://dashboards.mysidewalk.com/vitalyst), [WalkScore](https://www.walkscore.com) [_ \(https://www.walkscore.com\)](https://www.walkscore.com), and [Google Maps](https://www.google.com/maps) [_ \(https://www.google.com/maps\)](https://www.google.com/maps).

Ideas for Continued Education

- Become a free student [member of the American Planning Association](https://www.planning.org/join/students/) [_ \(https://www.planning.org/join/students/\)](https://www.planning.org/join/students/) and [subscriber to the New York Times](https://libguides.asu.edu/NYTgrouppass) [_ \(https://libguides.asu.edu/NYTgrouppass](https://libguides.asu.edu/NYTgrouppass) [/?_ga=2.62723436.137203015.1613409455-263237885.1527705814\)](https://libguides.asu.edu/NYTgrouppass/download?_ga=2.62723436.137203015.1613409455-263237885.1527705814) ↓ [_ \(https://libguides.asu.edu/NYTgrouppass/download?_ga=2.62723436.137203015.1613409455-263237885.1527705814&download_frd=1\)](https://libguides.asu.edu/NYTgrouppass/download?_ga=2.62723436.137203015.1613409455-263237885.1527705814&download_frd=1) to access timely and quality resources and knowledge on housing issues.

Grad Students

- Review the requirements of the [Applied Project](https://canvas.asu.edu/courses/81821/assignments/2049744) [_ \(https://canvas.asu.edu/courses/81821/assignments/2049744\)](https://canvas.asu.edu/courses/81821/assignments/2049744) and explore the [American Planning Association's Housing Needs Assessment Knowledgebase Collection](https://www.planning.org/knowledgebase/housingneeds/) [_ \(https://www.planning.org/knowledgebase/housingneeds/\)](https://www.planning.org/knowledgebase/housingneeds/) after becoming [a free student member of the American Planning Association](https://www.planning.org/join/students/) [_ \(https://www.planning.org/join/students/\)](https://www.planning.org/join/students/).

Module 1: Reflection - Why Housing Matters (Undergrads Only)

 Published
  Edit
 

Instructions

Based on your exploration of the Interactive Media in the Module 1 Learning Materials, write a one-page reflection paper on the following question: How is your access to resources and amenities affected by where you live? Do the resources and amenities that you have access to differ from people living in other kinds of neighborhoods in your region? If so, how?

Submit your reflection paper as a Microsoft Word attachment

Grading criteria

Write one paragraph or more (up to one page) responding to all of the questions. Full points will be awarded to reflections that meet these criteria. Partial or no points will be awarded to reflections that do not meet these criteria (less than one paragraph and/or fails to answer all of the questions).

Points 10

Submitting a text entry box or a file upload

Due	For	Available from	Until
Mar 14	PUP 425 Undergrads	-	-

Module 2: Overview



Learning Objectives


By the end of this module, students will be able to:

1. Describe current trends in housing
2. Assess the broader implications of these trends

Module 2: Learning Materials

Readings

Read the following:

- Schwartz, "Trends, Patterns, Problems," pp. 17-32.
- **Spivak, Jeffrey. 2012. "Making Room for Mom and Dad."**
Planning October: 8-13. (<https://canvas.asu.edu/courses/81821/files/28125496/download?wrap=1>)  (<https://canvas.asu.edu/courses/81821/files/28125496/download?wrap=1>)
- **Kneebone, Elizabeth and Cary Lou. 2014. "Suburban--and Poor."**
Planning June: 17-21 (<https://canvas.asu.edu/courses/81821/files/28125493?wrap=1>).
- **Dougherty, Conor. 2021. "The Californians Are Coming. So Is Their Housing Crisis."** **New York Times February 12.**
(<https://canvas.asu.edu/courses/81821/files/29542309?wrap=1>)
- **Koeze, Ella. 2020. "How the Economy is Actually Doing, in 9 Charts."** **New York Times December.** (<https://canvas.asu.edu/courses/81821/files/29525093?wrap=1>)




Lectures

Watch the lecture below:

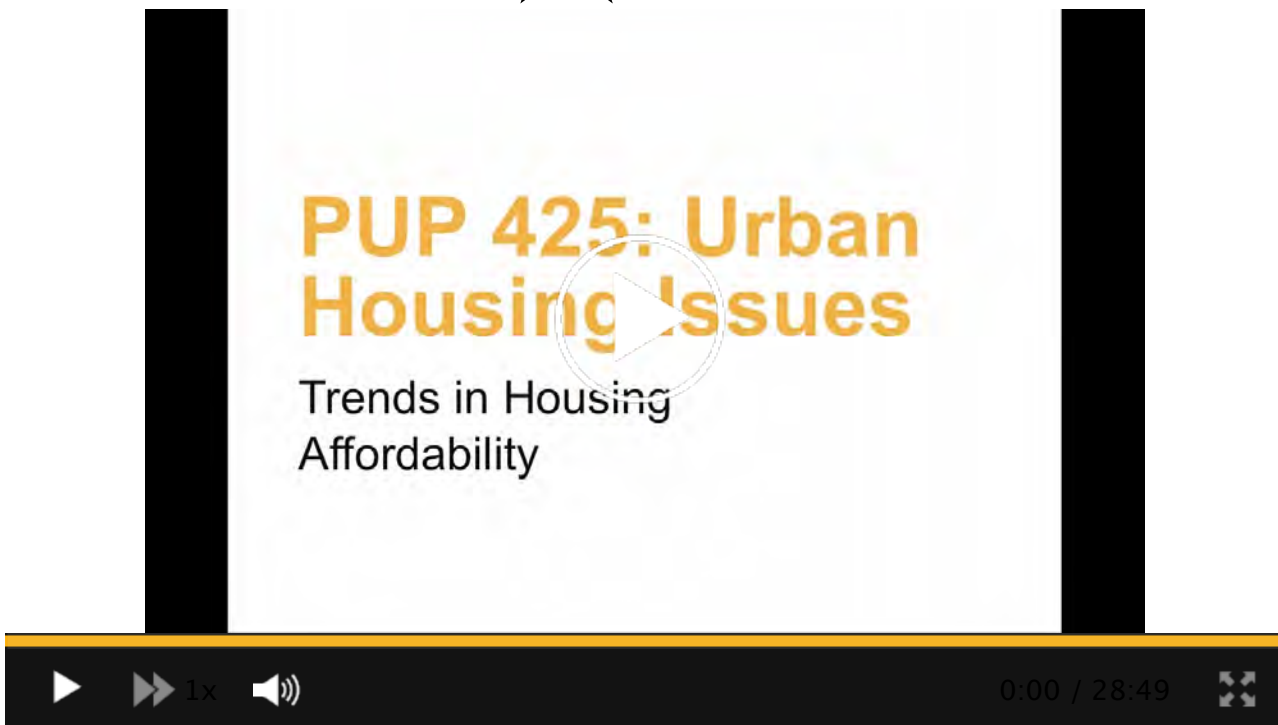
Trends in Households





[Trends in Households Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125500/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125500/download?wrap=1)  [\(https://canvas.asu.edu/courses/81821/files/28125500/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125500/download?wrap=1)

Trends in Housing Affordability



[Trends in Housing Affordability Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125624/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125624/download?wrap=1)  [\(https://canvas.asu.edu/courses/81821/files/28125624\)](https://canvas.asu.edu/courses/81821/files/28125624)

[/download?wrap=1](#))

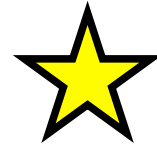
Note: Please ignore the reference to the readings in the lecture. I have updated your readings.

Interactive Media



- Become an expert on an Emerging Housing Issue by exploring 3-5 articles related to this issue in the associated [Resourc \(https://canvas.asu.edu/courses/81821/modules/908265\)](https://canvas.asu.edu/courses/81821/modules/908265) [e page \(https://canvas.asu.edu/courses/81821/modules/908265\)](https://canvas.asu.edu/courses/81821/modules/908265). Note: Grads should choose the Emerging Housing Issue that they plan to write about in their [Emerging Housing Issue Report \(https://canvas.asu.edu/courses/81821/assignments/2049745\)](https://canvas.asu.edu/courses/81821/assignments/2049745).
- Consider joining the Discussion Group for your Emerging Housing Issue (linked at the top of the [Resourc \(https://canvas.asu.edu/courses/81821/modules/908265\)](https://canvas.asu.edu/courses/81821/modules/908265) [e page \(https://canvas.asu.edu/courses/81821/modules/908265\)](https://canvas.asu.edu/courses/81821/modules/908265)). **Earn extra credit** for your contributions to the Group up until Sunday 4/25 at 11:59pm (1 point for each contribution (e.g., post or reply), up to 10 points (the equivalent of one quiz)). Note: You are welcome to join additional groups of interest, but **you will only receive extra credit points for your contributions to one group.**

Module 2: Reflection - Boomerang Kids (Undergrads Only)



Published

Instructions

Watch "Boomerang Kids", parts 1, 2, and 3:

WTHR - Boomerang Kids - Part 1



WTHR - Boomerang Kids - Part 2



WTHR - Boomerang Kids - Part 3



Read "[Getting to Know You, Again](#)".

Based on evidence from the video, the Kurutz and Spivak readings, and your own experience, **write** a one-page reflection paper on the following:

- Why are people moving in with their parents?
- What are the pros and cons of multigenerational households?
- Is the pandemic affecting the drivers or dynamics of multigenerational households? If so, how?

Submit your reflection paper as a Microsoft Word attachment

Grading criteria

This is a graded discussion: 0 points possible

Show Due Dates

Module 2: Discussion (Undergrads Only)

Mar 2 at 3:17pm

89 98

Which of the trends explored in the readings is most surprising to you and why? Speculate on what a long-term effect of this trend might be.

This discussion requires **Group 1** students to write two posts, an **original post** and a **reaction post**. Students who are not in **Group 1** will only write one post, a **reaction post**.

The **original post** should be between 300 and 500 words, have an informative, catchy title, cite at least one of the week’s readings, make an argument, and provide evidence to back up claims. The **reaction post** should be between 100 and 300 words and identify a strength or weakness in an original post’s argument, also providing evidence to back up claims.


Both should be written in a publicly accessible, grammatically correct way—like an editorial and a letter to the editor in the Arizona Republic (<http://www.azcentral.com/arizonarepublic/opinions/> [\(http://www.azcentral.com/arizonarepublic/opinions/\)](http://www.azcentral.com/arizonarepublic/opinions/)). See the discussion grading criteria and the Netiquette guidelines posted in the Discussion Board in Module 0.

Original posts are worth 60 points, and reaction posts are worth 20 points. Students who receive 4 or more reactions to their original post will receive 20 points extra credit.

Due: Original posts are due by Friday at 11:59p. Reaction posts are due by Sunday at 11:59p.

Search entries or author Unread     **Subscribe**

← **Reply**

 **Christian McGrew** (<https://canvas.asu.edu/courses/81821/users/153605>)
Mar 16, 2021

Granny Shacks and Family

After reading “Making Room for Mom and Dad” in this week’s readings, I was left with more

Module 3: Overview



Learning Objectives

By the end of this module, students will be able to:

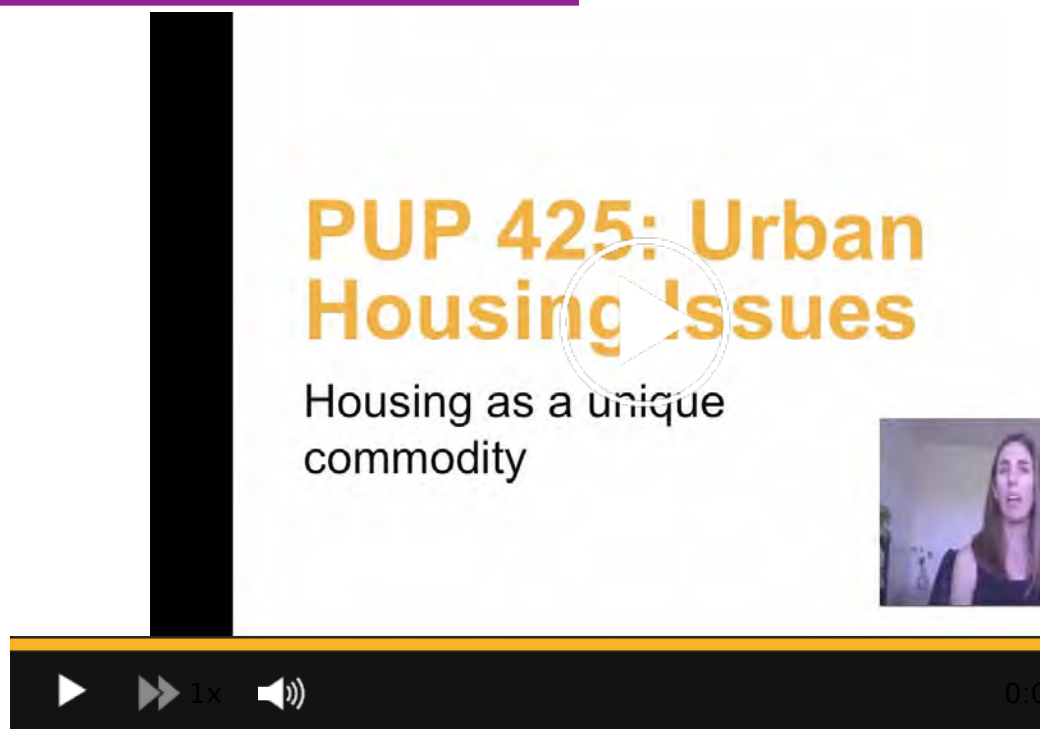
1. Identify the five aspects of housing that make it a unique commodity
2. Define what a housing market is
3. Explain basic housing supply and demand dynamics
4. Describe what housing filtering is

Module 3: Learning Materials

Lectures

Watch the lectures below. Note: Please ignore the references to the readings in the lecture. I have updated your readings.

Housing as a Unique Commodity



[Housing as a Unique Commodity Presentation.pptx](https://canvas.asu.edu/courses/81821/files/28125505/download?wrap=1)

(<https://canvas.asu.edu/courses/81821/files/28125505/download?wrap=1>) 


(<https://canvas.asu.edu/courses/81821/files/28125505/download?wrap=1>)

Housing Markets and Submarkets

PUP 425: Urban Housing Issues

Housing markets and submarkets



[Housing Markets and Submarkets Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125509/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125509/download?wrap=1)  [\(https://canvas.asu.edu/courses/81821/files/28125509/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125509/download?wrap=1)

Supply and Demand Dynamics

PUP 425: Urban Housing Issues

Supply and demand dynamics



[Supply and Demand Dynamics Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125712/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125712/download?wrap=1)  [\(https://canvas.asu.edu/courses/81821/files/28125712\)](https://canvas.asu.edu/courses/81821/files/28125712)

[/download?wrap=1\)](#)

Look for how concepts in the Supply and Demand Dynamics lecture are reflected in media on current housing dynamics:

- [Badger, Emily and Quoctrung Bui. 2021. "Where Have All the Houses Gone?" New York Times February 26. \(https://canvas.asu.edu/courses/81821/files/29542231?wrap=1\)](https://canvas.asu.edu/courses/81821/files/29542231?wrap=1)
- [Haag, Matthew and Dana Rubinstein. 2020. "Midtown Is Reeling. Should Its Offices Become Apartments?" New York Times December 11. \(https://canvas.asu.edu/courses/81821/files/29542377?wrap=1\)](https://canvas.asu.edu/courses/81821/files/29542377?wrap=1)

Housing Filtering

The image shows a video player interface. The main content is a presentation slide with the title "PUP 425: Urban Housing Issues" in large orange letters. Below the title, the text "Housing filtering" is displayed in a smaller black font. A large white play button icon is overlaid on the slide. In the bottom right corner of the slide area, there is a small video inset showing a woman with long brown hair speaking. Below the slide area, the video player controls are visible, including a play button, a skip forward button, a volume icon, and a progress bar showing "0:00 / 10:18".

[Housing Filtering Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125511/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125511/download?wrap=1)  [\(https://canvas.asu.edu/courses/81821/files/28125511/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125511/download?wrap=1)

 Published Edit

This is a graded discussion: 0 points possible

[Show Due Dates](#)

Module 3: Discussion (Undergrads Only)

Mar 2 at 12:11pm

86 / 86

In *The Economics of Cities and Suburbs*, William Bogart argues, “The filtering model of housing suggests that the poor benefit from construction of housing for the rich. Therefore, we should subsidize the construction of housing for the rich.” Do you agree or disagree? Why or why not?

This discussion requires **Group 2** students to write two posts, an **original post** and a **reaction post**. Students who are not in **Group 2** will only write one post, a **reaction post**.

The **original post** should be between 300 and 500 words, have an informative, catchy title, cite at least one of the week’s readings, make an argument, and provide evidence to back up claims. The **reaction post** should be between 100 and 300 words and identify a strength or weakness in an original post’s argument, also providing evidence to back up claims.

Both should be written in a publicly accessible, grammatically correct way—like an editorial and a letter to the editor in the Arizona Republic (<http://www.azcentral.com/arizonarepublic/opinions/> (<http://www.azcentral.com/arizonarepublic/opinions/>)). See the discussion grading criteria and the Netiquette guidelines posted in the Discussion Board in Module 0.

Original posts are worth 60 points, and reaction posts are worth 20 points. Students who receive 4 or more reactions to their original post will receive 20 points extra credit.

Module 4: Overview



Learning Objectives

By the end of this module, students will be able to:

1. Explain methods to measure housing segregation
2. Describe current trends in housing segregation
3. Identify the causes of housing segregation
4. Summarize the positive and negative consequences of segregation
5. Consider the appropriate role that urban planners should play in remedying segregation

Module 4: Learning Materials

Readings

Read the following:

- Schwartz, "Fair Housing and Community Reinvestment," pp. 329-378.



Lectures


Watch the lectures below:

Explaining Differences in Neighborhood Quality



PUP 425: Urban Housing Issues
Explaining Differences in Neighborhood Quality

Explaining Differences in Neighborhood Quality

Presentation.pptx (<https://canvas.asu.edu/courses/81821/files/28125510/download?wrap=1>)  (<https://canvas.asu.edu/courses/81821/files/28125510/download?wrap=1>)

Measuring Racial Segregation in the Housing Market




PUP 425: Urban Housing Issues

Measuring Racial Segregation in the Housing Market



Measuring Racial Segregation in the Housing Market Presentation.pptx

(<https://canvas.asu.edu/courses/81821/files/28125610/download?wrap=1>)  (<https://canvas.asu.edu/courses/81821/files/28125610/download?wrap=1>)

Check out the article "[Black-White Segregation Edges Downward Since 2000](https://www.brookings.edu/blog/the-avenue/2018/12/17/black-white-segregation-edges-downward-since-2000-census-shows/)"

(<https://www.brookings.edu/blog/the-avenue/2018/12/17/black-white-segregation-edges-downward-since-2000-census-shows/>) and handouts on [National Segregation and Isolation Weighted Averages, 1980 to 2010](https://canvas.asu.edu/courses/81821/files/28125713/download?wrap=1) (<https://canvas.asu.edu/courses/81821/files/28125713/download?wrap=1>)

↓ (https://canvas.asu.edu/courses/81821/files/28125713/download?download_frd=1) and [Metro Area Segregation Trends in 2010](https://canvas.asu.edu/courses/81821/files/28125555/download?wrap=1) (<https://canvas.asu.edu/courses/81821/files/28125555/download?wrap=1>) ↓ (https://canvas.asu.edu/courses/81821/files/28125555/download?download_frd=1) for insights into recent trends on U.S. racial and ethnic segregation.




Causes of Racial Segregation in the Housing Market

PUP 425: Urban Housing Issues

Causes of Segregation in the Housing Market



[Causes of Segregation in Housing Market Presentation.pptx](https://canvas.asu.edu/courses/81821/files/28125491/download?wrap=1) (<https://canvas.asu.edu/courses/81821/files/28125491/download?wrap=1>)  (<https://canvas.asu.edu/courses/81821/files/28125491/download?wrap=1>)

Outcomes of Segregation

PUP 425: Urban Housing Issues

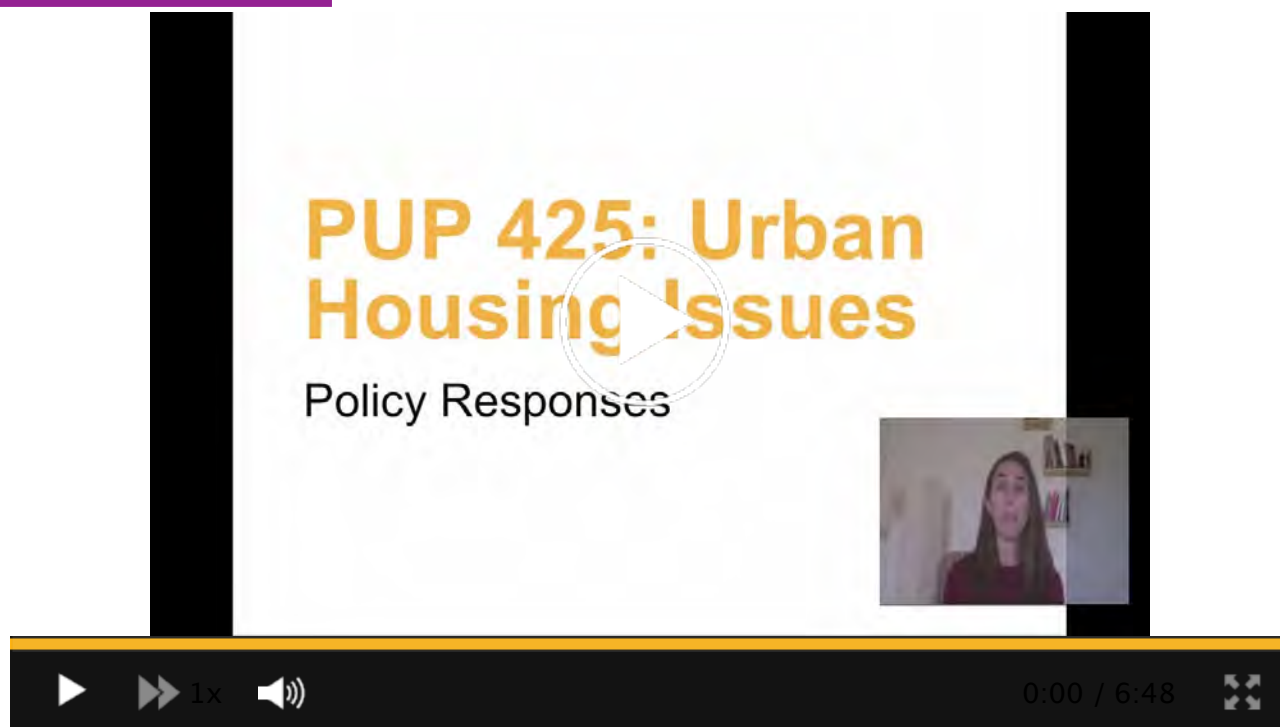
Outcomes of Segregation




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Policy Responses



[Policy Responses Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125715/download?wrap=1\)](#)  [\(https://canvas.asu.edu/courses/81821/files/28125715/download?wrap=1\)](#)

Check out my ASU Now synthesis of the important role that Affirmatively Furthering Fair Housing plays in enabling disadvantaged people to live in advantaged neighborhoods: [ASU Expert: Affirmatively Furthering Fair Housing act important for socially diverse neighborhoods \(https://news.asu.edu/20200813-asu-expert-affirmatively-furthering-fair-housing-act-important-socially-diverse\)](#)  [\(https://news.asu.edu/20200813-asu-expert-affirmatively-furthering-fair-housing-act-important-socially-diverse/download?download_frd=1\)](#).

Audio



Listen to the NPR Sold Out "[Zoning Out](#)" [\(https://www.podtrac.com/pts/redirect.mp3/traffic.megaphone.fm/KQINC7736024153.mp3?dl=1&siteplayer=true&dl=1\)](#) and "[Housing as Reparations](#)" [\(https://dcs.megaphone.fm/KQINC4925161758.mp3?key=452461a58256df815dfe039479eaf0b\)](#) podcasts for insights into the role of upzoning single-family home neighborhoods and reparations in addressing injustices and preventing future disparities related to housing discrimination.

Interactive Media

Explore the past and present causes, trends, consequences, and responses related to racial residential segregation in the housing market through the following resources:



- **[Mapping Inequality: Redlining in New Deal America](https://dsl.richmond.edu/panorama/redlining/)** [\(https://dsl.richmond.edu/panorama/redlining/\)](https://dsl.richmond.edu/panorama/redlining/)
- Racial Dot Maps for the **[U.S](https://demographics.coopercenter.org/racial-dot-map/)** [\(https://demographics.coopercenter.org/racial-dot-map/\)](https://demographics.coopercenter.org/racial-dot-map/) and **[Brazil](https://patadata.org/maparacial/how.html)** [\(https://patadata.org/maparacial/how.html\)](https://patadata.org/maparacial/how.html)
- Brown University's **[Diversity and Disparities](https://s4.ad.brown.edu/Projects/Diversity/Data/Data.htm)** [\(https://s4.ad.brown.edu/Projects/Diversity/Data/Data.htm\)](https://s4.ad.brown.edu/Projects/Diversity/Data/Data.htm) project
- **[How Decades of Racist Housing Policy Left Neighborhoods Sweltering](https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html?searchResultPosition=1)** [\(https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html?searchResultPosition=1\)](https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html?searchResultPosition=1)
- **[Southwest Fair Housing Council](http://swfhc.com/)** [\(http://swfhc.com/\)](http://swfhc.com/)

Ideas for Continued Education

Put the following books on your future reading lists:

- **[Richard Rothstein's *The Color of Law*](https://www.epi.org/publication/the-color-of-law-a-forgotten-history-of-how-our-government-segregated-america/)** [\(https://www.epi.org/publication/the-color-of-law-a-forgotten-history-of-how-our-government-segregated-america/\)](https://www.epi.org/publication/the-color-of-law-a-forgotten-history-of-how-our-government-segregated-america/)
- **[Jessica Trounstein's *Segregation by Design*](https://www.cambridge.org/core/books/segregation-by-design/9CEF629688C0C684EDC387407F5878F2)** [\(https://www.cambridge.org/core/books/segregation-by-design/9CEF629688C0C684EDC387407F5878F2\)](https://www.cambridge.org/core/books/segregation-by-design/9CEF629688C0C684EDC387407F5878F2)

Other resources to expand your knowledge during or after the class:

- **[What they need are home loans. What they get are apartments in high crime neighborhoods.](https://www.youtube.com/watch?v=SARhcjaN5m0)** [\(https://www.youtube.com/watch?v=SARhcjaN5m0\)](https://www.youtube.com/watch?v=SARhcjaN5m0) (11 minute investigative journalism piece on the application of the Community Reinvestment Act)

Module 4: Reflection - Folded Map Project (Undergrads Only)



✓ Published

 Edit



Instructions

Read about the **Folded Map Project**. (<https://www.foldedmapproject.com/>)

Watch the **Map Twins Interviews** (<https://www.youtube.com/watch?v=zgnu366ICM4&feature=youtu.be>).

Write a one-page reflection paper on the following questions:

- How do the experiences of the map twins reflect the legacy of racial segregation and discrimination in the Chicago housing market?
- What implications do these experiences have for the twins' life chances?

Submit your reflection paper as a Microsoft Word attachment

Grading criteria

Write one paragraph or more (up to one page) responding to all of the questions. Full points will be awarded to reflections that meet these criteria. Partial or no points will be awarded to reflections that do not meet these criteria (less than one paragraph and/or fails to answer all of the questions).

Points 10

Submitting a text entry box or a file upload

 Published Edit

This is a graded discussion: 0 points possible

[Show Due Dates](#)

Module 4: Discussion (Undergrads Only)

Mar 5 at 9:39am

Given the evidence in this week's learning materials, what role should housing planners take in remedying discrimination and racial segregation, if any?

This discussion requires **Group 3** students to write two posts, an **original post** and a **reaction post**. Students who are not in **Group 3** will only write one post, a **reaction post**.

The **original post** should be between 300 and 500 words, have an informative, catchy title, cite at least one of the week's readings, make an argument, and provide evidence to back up claims. The **reaction post** should be between 100 and 300 words and identify a strength or weakness in an original post's argument, also providing evidence to back up claims.

Both should be written in a publicly accessible, grammatically correct way—like an editorial and a letter to the editor in the Arizona Republic (<http://www.azcentral.com/arizonarepublic/opinions/> (<http://www.azcentral.com/arizonarepublic/opinions/>)). See the discussion grading criteria and the Netiquette guidelines posted in the Discussion Board in Module 0.

Original posts are worth 60 points, and reaction posts are worth 20 points. Students who receive 4 or more reactions to their original post will receive 20 points extra credit.

Due: Original posts are due by Friday at 11:59p. Reaction posts are due by Sunday at 11:59p.

Module 5: Overview



Learning Objectives

By the end of this module, students will be able to:

1. Identify five ways of measuring housing affordability
2. Describe the causes and consequences of the low-income rental housing crisis

Module 5: Learning Materials

Readings

Read the following:

- Schwartz, "Trends, Patterns, Problems," pp. 32-54.
- Schwartz, "Public Housing," pp. 163-202.



- **National Low-Income Housing Coalition. 2020. *Out of Reach: The High Cost of Housing*. Washington D.C.: National Low-Income Housing Coalition. Read pp. 1-20. (<https://canvas.asu.edu/courses/81821/files/29684670?wrap=1>)**
- **Gartland, Erik. 2020. "2019 Income-Rent Gap Underscores Need for Rental Assistance, Census Data Show". Washington, D.C.: Center on Budget and Policy Priorities. (<https://www.cbpp.org/blog/2019-income-rent-gap-underscores-need-for-rental-assistance-census-data-show>)**
- **Reagor, Catherine. 2020. "Rents Still Rising in Metro Phoenix as They Drop in Pricier Cities." Arizona Republic October 18. (<https://canvas.asu.edu/courses/81821/files/29542489?wrap=1>) (<https://canvas.asu.edu/courses/81821/files/28125522/download?wrap=1>)**



- **New America. 2020. "Displaced in Maricopa County." Washington, D.C. New America. (<https://canvas.asu.edu/courses/81821/files/29685891?wrap=1>) (<https://canvas.asu.edu/courses/81821/files/29685898?wrap=1>)**



Video

Watch the New York Times' "She Works Two Jobs. She's Still Facing Eviction" (2021) (5 min):





4:35

She Works Two Jobs. She's Still Facing Eviction.



Watch in Times Video »




Lectures

Watch the lectures below:

Measuring Housing Affordability



The video player displays a slide with the following text: **PUP 425: Urban Housing Issues** and **Measuring Housing Affordability**. A play button is overlaid on the slide. In the bottom right corner of the video frame, there is a small video thumbnail of a woman speaking. The video player controls at the bottom include a play button, a skip forward button, a volume icon, a speed icon set to 1x, a progress bar showing 0:00 / 34:56, and a full screen icon.

[Measuring Housing Affordability Lecture Presentation.pptx](https://canvas.asu.edu/courses/81821/files/28125586/download?wrap=1) (<https://canvas.asu.edu/courses/81821/files/28125586/download?wrap=1>)  (<https://canvas.asu.edu/courses/81821/files/28125586/download?wrap=1>)

1937 and 1949 Housing Acts


PUP 425: Urban Housing Issues

1937 and 1949 Housing Acts



0:00 / 34:57



[1937 and 1949 Housing Acts Lecture Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125515/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125515/download?wrap=1)  [_ \(https://canvas.asu.edu/courses/81821/files/28125515/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125515/download?wrap=1)

Poverty Deconcentration

PUP 425: Urban Housing Issues

Poverty Deconcentration



0:00 / 29:35



[Poverty Deconcentration Lecture Presentation.pptx \(https://canvas.asu.edu/courses/81821/files\)](https://canvas.asu.edu/courses/81821/files)

[/28125522/download?wrap=1](https://canvas.asu.edu/courses/81821/files/28125522/download?wrap=1))  (<https://canvas.asu.edu/courses/81821/files/28125522/download?wrap=1>)

Interactive Media



Explore these resources:

- [University of Minnesota Institute for Metropolitan Opportunity's Low Income Displacement and Concentration in U.S. Census Tracts, 2000 to 2016](https://myottetm.github.io/USMapBoxIMO/USLwDispConc.html) (<https://myottetm.github.io/USMapBoxIMO/USLwDispConc.html>)
- [The Eviction Lab](https://evictionlab.org/) (<https://evictionlab.org/>)
- [New America's Housing Loss Rate by Census Tract Maricopa County \(2014-2018 Average\)](https://datawrapper.dwcdn.net/esKaQ/5/) (<https://datawrapper.dwcdn.net/esKaQ/5/>)
- [Joint Center for Housing Studies' The Unequal Financial Impacts of the Pandemic Tool](https://www.jchs.harvard.edu/blog/interactive-tool-illustrates-disparate-economic-impacts-pandemic) (<https://www.jchs.harvard.edu/blog/interactive-tool-illustrates-disparate-economic-impacts-pandemic>)

Ideas for Continued Education

- [Matthew Desmond's](https://www.evictedbook.com/) (<https://www.evictedbook.com/>) *Evicted* (<https://www.evictedbook.com/>) (note: he is an ASU alum!)

Module 5: Reflection - The Pruitt-Igoe Myth (Undergrads Only)



✔ Published Edit

Instructions

Watch the 2011 documentary film directed by Chad Friedrichs, entitled “The Pruitt-Igoe Myth”.

The Pruitt-Igoe Myth

© Infobase. All Rights Reserved. Length: 01:23:01

Write a one-page reflection paper addressing the following questions:

- What was life like early on for the residents interviewed in the film? How was Pruitt Igoe

different from the slum housing that residents lived in before?

- What are the reasons for the failure of Pruitt Igoe based on the residents' experience and the experts interviewed in the film?
- If you were in charge of planning for low-income housing in places like St. Louis in the 1950s, how would you have done it differently?

Submit your reflection paper as a Microsoft Word attachment

Grading criteria

Write one paragraph or more (up to one page) responding to all of the questions. Full points will be awarded to reflections that meet these criteria. Partial or no points will be awarded to reflections that do not meet these criteria (less than one paragraph and/or fails to answer all of the questions).

Points 10

Submitting a text entry box or a file upload

Due	For	Available from	Until
Apr 11	PUP 425 Undergrads	-	-

+ [Rubric](#)

 Published Edit

This is a graded discussion: 0 points possible

[Show Due Dates](#)

Module 5: Discussion (Undergrads Only)

Mar 5 at 1:28pm

Discussion Prompt

Housing planning has increasingly focused on dispersing poor people into higher income neighborhoods rather than investing in the communities where they currently live. Do you agree with this strategy? Why or why not?

This discussion requires **Group 4** students to write two posts, an **original post** and a **reaction post**. Students who are not in **Group 4** will only write one post, a **reaction post**.

The **original post** should be between 300 and 500 words, have an informative, catchy title, cite at least one of the week's readings, make an argument, and provide evidence to back up claims. The **reaction post** should be between 100 and 300 words and identify a strength or weakness in an original post's argument, also providing evidence to back up claims.

Both should be written in a publicly accessible, grammatically correct way—like an editorial and a letter to the editor in the Arizona Republic (<http://www.azcentral.com/arizonarepublic/opinions/> (<http://www.azcentral.com/arizonarepublic/opinions/>)). See the discussion grading criteria and the Netiquette guidelines posted in the Discussion Board in Module 0.

Original posts are worth 60 points, and reaction posts are worth 20 points. Students who receive 4 or more reactions to their original post will receive 20 points extra credit.

Module 6: Overview



Learning Objectives

By the end of this module, students will be able to:

1. Describe the causes and consequences foreclosures
2. Evaluate the pros and cons of homeownership for households and communities

Module 6: Learning Materials

Readings

Read the following:

- Schwartz, "The Foreclosure Crisis and Policy Response, 411-442.
- Schwartz, "Housing Finance" and "Taxes and Housing," pp. 69-102, 117-126.



Lectures

Watch the following:

Extent of the Foreclosure Crisis



A video player interface for a lecture. The title "PUP 425: Urban Housing Issues" is displayed in large orange text, with "Extent of the Foreclosure Crisis" below it in black. A play button icon is overlaid on the title. A small video thumbnail shows a woman speaking. The player controls at the bottom include a play button, a skip forward button, a volume icon, and a progress bar showing 0:00.

[Extent of Foreclosure Crisis Lecture Presentation.pptx](https://canvas.asu.edu/courses/81821/files/28125520/download?wrap=1)

<https://canvas.asu.edu/courses/81821/files/28125520/download?wrap=1> 


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Trends in Homeownership

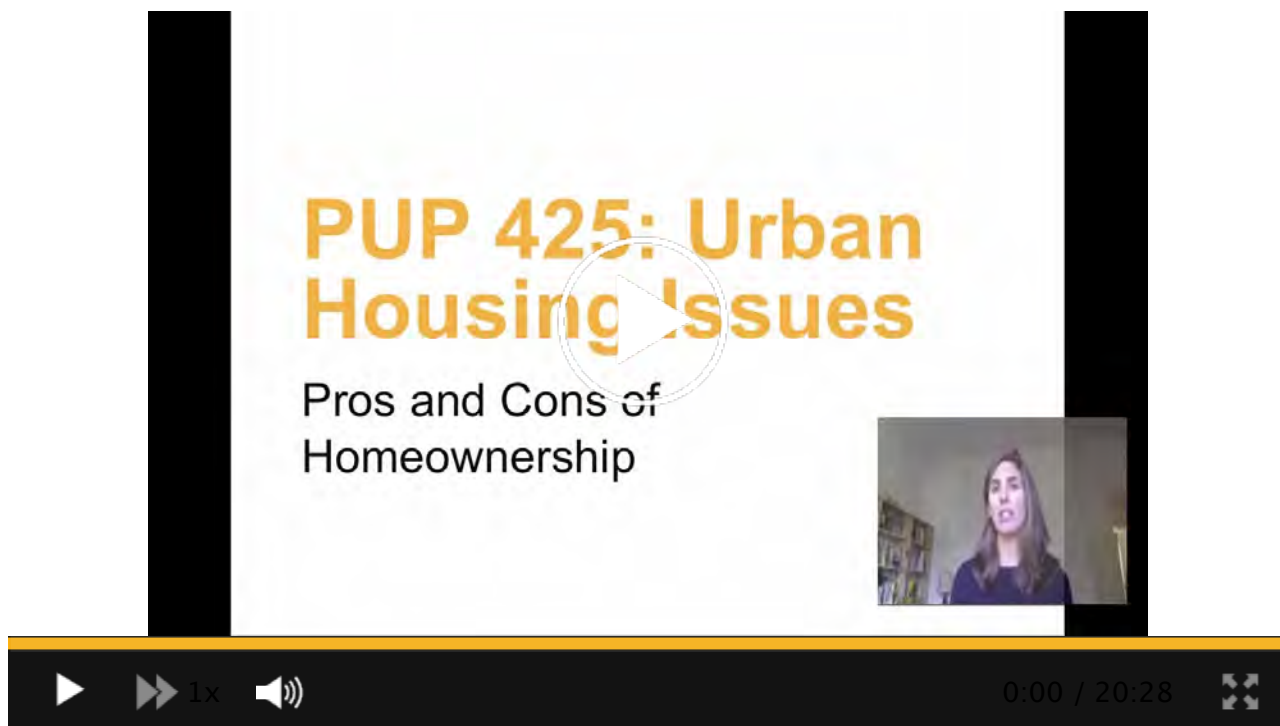


PUP 425: Urban Housing Issues
Trends in Homeownership

0:00 / 11:23

[Trends in Homeownership Lecture Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125616/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125616/download?wrap=1)  [\(https://canvas.asu.edu/courses/81821/files/28125616/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125616/download?wrap=1)

Pros and Cons of Homeownership



PUP 425: Urban Housing Issues
Pros and Cons of Homeownership

0:00 / 20:28

[Pros and Cons of Homeownership Lecture Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125519/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125519/download?wrap=1)  [\(https://canvas.asu.edu/courses/81821/files/28125519\)](https://canvas.asu.edu/courses/81821/files/28125519)

Module 6: Reflection - What If No One Pays the Rent? (Undergrads Only)



Published

Edit



Instructions

Listen to **NPR Planet Money's "What if no one pays the rent?"** (<https://www.npr.org/transcripts/830237502>) (21 mins):

Write a one-page reflection paper on the following question:

- How are the rental housing affordability and foreclosure crises linked?

Submit your reflection paper as a Microsoft Word attachment

Grading criteria

Write one paragraph or more (up to one page) responding to all of the questions. Full points will be awarded to reflections that meet these criteria. Partial or no points will be awarded to reflections that do not meet these criteria (less than one paragraph and/or fails to answer all of the questions).

Points 10

Submitting a text entry box or a file upload

Due	For	Available from	Until
Apr 18	PUP 425 Undergrads	-	-

 Published Edit

This is a graded discussion: 0 points possible

[Show Due Dates](#)

Module 6: Discussion (Undergrads Only)

Mar 5 at 1:10pm

Is the federal government's deep support for homeownership justified in light of the benefits that are produced? Why or why not?

This discussion requires **Group 5** students to write two posts, an **original post** and a **reaction post**. Students who are not in **Group 5** will only write one post, a **reaction post**.

The **original post** should be between 300 and 500 words, have an informative, catchy title, cite at least one of the week's readings, make an argument, and provide evidence to back up claims. The **reaction post** should be between 100 and 300 words and identify a strength or weakness in an original post's argument, also providing evidence to back up claims.

Both should be written in a publicly accessible, grammatically correct way—like an editorial and a letter to the editor in the Arizona Republic (<http://www.azcentral.com/arizonarepublic/opinions/> (<http://www.azcentral.com/arizonarepublic/opinions/>)). See the discussion grading criteria and the Netiquette guidelines posted in the Discussion Board in Module 0.

Original posts are worth 60 points, and reaction posts are worth 20 points. Students who receive 4 or more reactions to their original post will receive 20 points extra credit.

Due: Original posts are due by Friday at 11:59p. Reaction posts are due by Sunday at 11:59p.

Module 7: Overview



Learning Objectives

By the end of this module, students will be able to:

1. Evaluate strategies to solve the low-income rental housing crisis
2. Evaluate strategies to make homeownership more sustainable

Module 7: Learning Materials

Readings

Read the following:

- Schwartz, "The Low-Income Housing Tax Credit" and "State and Local Housing Policy and the Nonprofit Sector," 135-161, 265-309.



- Wegmann, Jake, Alex Schafran and Deirdre Pfeiffer. 2017. "Breaking the Double Impasse: Securing and Supporting Diverse Housing Tenures in the United States." *Housing Policy Debate* (<https://canvas.asu.edu/courses/81821/files/29696814?wrap=1>) . 27(2): 193-216. (<https://canvas.asu.edu/courses/81821/files/29696821?wrap=1>)



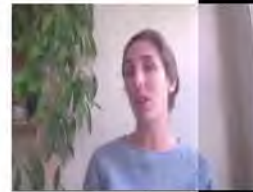
Lectures

Watch the lectures below:

Rethinking Homeownership Finance


PUP 425: Urban Housing Issues

Rethinking Homeownership Finance



0:00 / 20:03



[Rethinking Homeownership Finance Lecture Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125573/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125573/download?wrap=1)  [\(https://canvas.asu.edu/courses/81821/files/28125573/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125573/download?wrap=1)

Shared or Limited Equity Homeownership


PUP 425: Urban Housing Issues

Shared or Limited Equity Homeownership



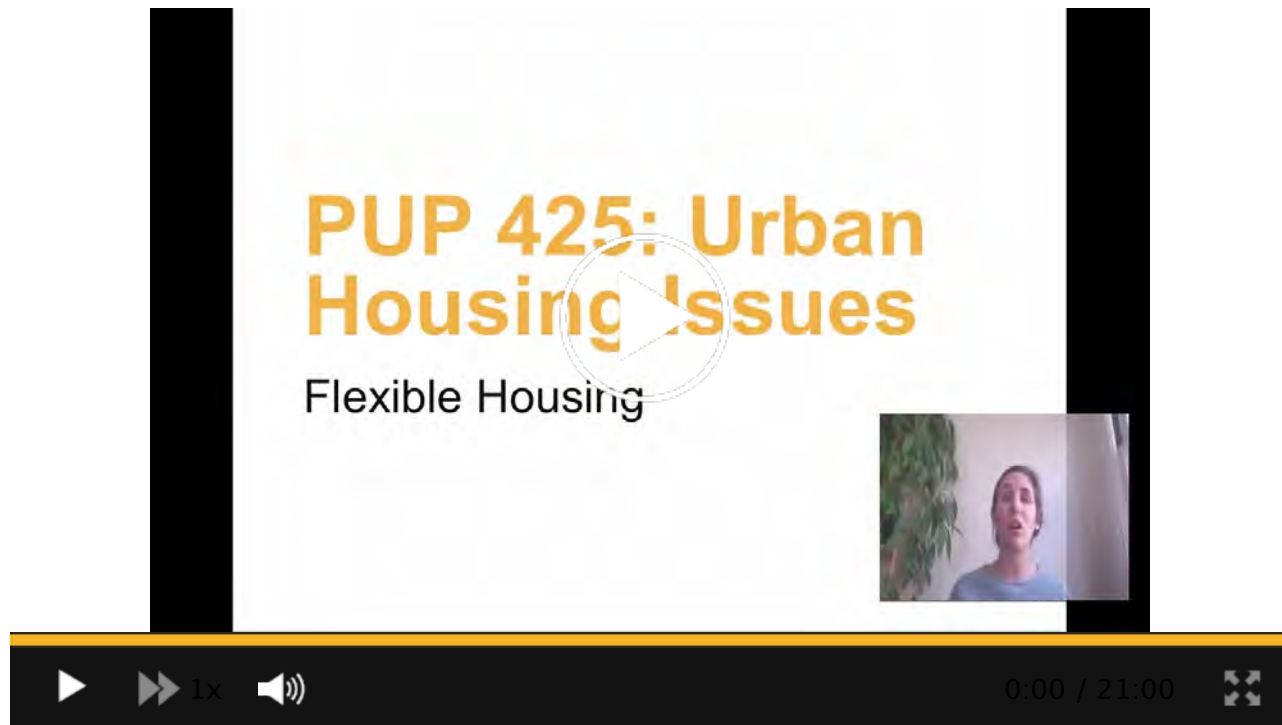
0:00 / 21:26




[Shared or Limited Equity Homeownership Lecture Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125556/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125556/download?wrap=1)  [\(https://canvas.asu.edu/courses/81821/files/28125556/download?wrap=1\)](https://canvas.asu.edu/courses/81821/files/28125556/download?wrap=1)

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Flexible Housing



[Flexible Housing Lecture Presentation.pptx \(https://canvas.asu.edu/courses/81821/files/28125498/download?wrap=1\)](#)  [\(https://canvas.asu.edu/courses/81821/files/28125498/download?wrap=1\)](#)

Video

Watch the video entitled "[Living Large: A Look Inside the Tiny House Movement \(https://www.dailymotion.com/video/x2ojn5u\)](#)" (9 min)



Interactive Media

Explore the resources below:



- [Grounded Solutions Inclusionary Housing Map & Program Database \(https://inclusionaryhousing.org/map/\)](#)
- [Community Change Housing Trust Fund Map & Data \(https://housingtrustfundproject.org/housing-trust-funds/\)](#)
- [Skim the Project Scoring criteria for the 2021 Arizona LIHTC Qualified Allocation Plan \(https://canvas.asu.edu/courses/81821/files/29696624?wrap=1\)](#)
- [Skim the City of Tempe's 2019 Affordable Housing Strategy \(https://canvas.asu.edu/courses/81821/files/29696678?wrap=1\)](#)
- [Skim tools available in states of interest in the National League of Cities Local Tools to](#)

[Address Housing Affordability: A State-By-State Analysis \(https://canvas.asu.edu/courses/81821/files/29696744?wrap=1\)](https://canvas.asu.edu/courses/81821/files/29696744?wrap=1)

Ideas for Continued Education

- **[Shane Phillips' *The Affordable City* \(https://islandpress.org/books/affordable-city\)](https://islandpress.org/books/affordable-city)**

Module 7: Reflection - Hands and Homes (Undergrads Only)



✔ Published

 Edit



Instructions

Watch the following video entitled “Hands and Homes: The Success Story of CLTs throughout the US (Part 1).” (10 min)

Homes and Hands - The Success Story of CLTs throughout ...



Write a one-page reflection paper on the following questions:

- What is a community land trust?
- How does this strategy make homeownership more sustainable?
- What are the challenges to scaling up this strategy?
- Would you live in a community land trust? Why or why not?

Submit your reflection paper as a Microsoft Word attachment

Check out [Newtown CDC's Community Land Trust program](https://newtowncdc.org/what-we-do/community-land-trust.html) [_ \(https://newtowncdc.org/what-we-do/community-land-trust.html\)](https://newtowncdc.org/what-we-do/community-land-trust.html) if you have interest in land trusts in Arizona.

Grading criteria

Write one paragraph or more (up to one page) responding to all of the questions. Full points will be awarded to reflections that meet these criteria. Partial or no points will be awarded to reflections that do not meet these criteria (less than one paragraph and fails to answer all of the questions).

Points 10

Submitting a text entry box or a file upload

Due	For	Available from	Until
Apr 25	PUP 425 Undergrads	-	-

PUP 425 Reflection Rubric				
Criteria	Ratings			Pts
Description of criterion	10 pts Full Points Both of the following criteria are met: reflection is 1) at least one paragraph and 2) specifically answers all of the questions in the prompt.	5 pts Partial Points One of the following criteria is unmet: reflection is 1) at least one paragraph and 2) specifically answers all of the questions in the prompt.	0 pts No Points Both of the following criteria are unmet: reflection is 1) at least one paragraph and 2) specifically answers all of the questions in the prompt.	10 pts
				Total Points: 10



HOUSING POLICY IN THE UNITED STATES

ALEX F. SCHWARTZ

THIRD EDITION

ROUTLEDGE


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First published 2015
by Routledge
711 Third Avenue, New York, NY 10017

and by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

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First edition published by Routledge 2006
Second edition published by Routledge 2010

Library of Congress Cataloging-in-Publication Data

Schwartz, Alex F., 1957–

Housing policy in the United States / by Alex F. Schwartz.—Third Edition.

pages cm

Includes bibliographical references and index.

1. Housing policy—United States.
2. Housing—United States.
3. Housing—United States—Finance.
4. Financial crises—United States.
5. Low-income housing—United States.
6. Public housing—United States.
7. Rental housing—United States. I. Title.

HD7293.S373 2014

363.55'610973—dc23 2013049442

ISBN: 978-0-415-83648-7 (hbk)

ISBN: 978-0-415-83650-0 (pbk)

ISBN: 978-0-203-45820-4 (ebk)

Typeset in WarnockPro
by Apex CoVantage, LLC

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