

# PPPM

Department of Planning, Public Policy and Management



UNIVERSITY  
OF OREGON



## Seminar: Housing Policy

Department of Planning, Public Policy and Management

PPPM 407/507: Seminar: Housing Policy

Winter 2016 (CRN 27320/27321)

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**Instructor:** Dr. Ren Thomas

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**Office Hours:** Mondays and Wednesdays 10:00am-11:30pm

**Course Number:** PPPM 407/507

**Class Time:** Tuesdays and Thursdays 2:00-3:20pm

**Room:** 116 Esslinger Hall

### Course Objectives

The objective of this course is to introduce students to housing policy issues in the US through a comparative approach. The course will cover the relationship between housing policy and comprehensive planning, municipal/regional tools used in planning for a variety of housing types and tenures, and the theoretical concepts that influence the development of housing plans.

At the end of the course, students will:

- Have theoretical and applied knowledge of housing plans, policies, and programs in the US
- Understand the methods, key debates, and concepts in housing policy and planning, including comparative issues
- Real world experience applying tools and techniques in housing policy and planning for the City of Redmond, simulating the roles of planners in the housing field

Key paradigms to be explored in this course include:

- The role of housing in the development and growth of households
- Housing as a system contributing to the spatial, social, and resilient networks of cities/regions
- The contribution of housing to the economy

- The development of context-dependent solutions to housing problems using cases from international contexts

## **Teaching Methods/Learning Formats**

A variety of teaching methods will be applied including lectures, seminars, and group work. The emphasis is on self-study through alternately working in groups and individually on a project for the City of Redmond. The theoretical framework will include the sessions where a new theme/paradigm will be introduced by the instructor (indicated as ‘Lecture’ / LE in the program below), and the applied sessions will include the application of theories and/or methods to a planning problem (‘Application and Reflection’, A&R in the program). The A&R sessions will clarify the assignments and discuss the work of the students (see program below). In these sessions, students will work in groups (4 students per group) on a real-world planning problem, and the instructor will supervise the process by means of feedback to student presentations (in the A&R sessions and in the ‘Presentations and Feedback’ sessions, P&F in the program).

## **Assessment Requirements & Criteria**

The assignments and contribution to the final grade will be as follows:

Assignment	Type	Bachelors Students	Masters Students
Assignment 1: Plan Content Analysis	Individual	15	15
Assignment 2: Research Tools	Group	15	15
Assignment 3: Final Report	Group	35	35
Quizzes (5)	Individual	20	10
Group Contract and Evaluation	Individual	15	15
Group Management (Masters students only)	Individual	0	10
<b>Total</b>		<b>100</b>	<b>100</b>

All assignments must be submitted on Canvas and must also be submitted on paper in the instructor’s PPPM mailbox.

Graduate students must achieve a minimum grade of B- (undergraduate students must achieve a minimum grade of C-) on each of these assessments to pass the course. The grade of the Final Report will be communicated within four days of the last Friday of exam week, and the grade of all other assignments two weeks after the due date.

A+	A	A-	B+	B	B-	C+	C	C-	D	F
95-100	90-94	85-89	80-84	75-79	70-74	65-69	60-64	55-59	50-54	<50

*Requirements and criteria concerning Lectures, Application and Reflection sessions, and Quizzes*

I assume participation of the students in both ‘Lectures’ and ‘Application and Reflection’ sessions. Participation includes studying the relevant literature beforehand and engaging in on-the-spot applications. Participation in Lectures will be not controlled formally. However, knowledge of

presentations and discussions during the sessions, not only of the literature, will be tested in the quizzes. Furthermore, the Lectures are essential in understanding how to study the literature. Participation in the interactive Application and Reflection sessions is obligatory and will be controlled. Students missing more than one of these sessions will be required to do an extra assignment. Students missing more than two will be not allowed to take part in the final presentation to the City of Redmond.

Quizzes will be held during class time and will not be announced ahead of time. The intention is to ensure that students are completing the readings and are prepared for the assignments. For Bachelors students they will be weighted at 20% of the final grade, whereas for Masters students they will be weighted at 10%.

#### *Group Contract and Evaluation*

All students will develop a group contract with their group members which will outline the goals they want to achieve and skills they want to gain during the term, as well as their goals for managing time and performance. The group contract will be developed during Week 2 of the term. A group evaluation will be conducted in Week 6, which will allow group members to evaluate how well they and other group members are doing. The Group Contract and evaluation will be worth 15% of the final grade.

Masters students will also be responsible for managing the group (e.g. setting up meeting times, facilitating meetings/discussions, ensuring the group is prepared for site visits and the final presentation to the City of Redmond). Group management for Masters students will be worth 10% of their final grade.

#### *Requirements and criteria concerning presentation and feedback sessions and final report*

I assume equal contribution of group members to the final report. In particular, all the students in the group must be present when the group presents their work, all will participate in the development of a group contract during Week 2, and all will evaluate each other's progress in Week 6. In principle, the same grade will be given to all students in the group. However, if some group members feel not everybody is contributing equally, the instructor should be contacted so that a different arrangement can be made. Please contact the course coordinator as soon as problems emerge.

The group final report must be delivered on time. If it is not, and up to two days of delay, ten percent (out of 100) will be subtracted from the mark. In the case of more than two days of delay the paper will not be graded. "Days" include holiday and weekend days.

All assignments should be written in an academic style. Citations and reference list should be in APA format: <http://library.uoregon.edu/guides/citing/apa.html>. For writing guidance please visit the University of Oregon College of Education: <https://education.uoregon.edu/student-academic-services/writing-resources> or the Teaching and Learning Center: <http://tlc.uoregon.edu/subjects/writing/> Students are also encouraged to visit the Writing Lab, which begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available on a drop-in basis or by appointment, Monday-Friday 9:00am-5:00pm, 72 PLC (Prince Lucien Campbell). PPPM also has a writing coach, Kathi Jaworski, who you can contact at [kjaworski@write-to-know.com](mailto:kjaworski@write-to-know.com).

Detailed instructions for all assignments, including assessment criteria, are in the Appendices below.

#### *Inspection of Assignments, Feedback*

The instructor will give directions for the study of the literature during the 'Lecture' sessions, and feedback during the 'Application and Reflection' sessions. The quizzes will be given in class and the correct answers will be discussed afterwards.

Written comments will accompany the assignment grade. If more explanation is needed, the group can make an appointment with the instructor. The instructor will give directions for the assignments during

the introductory session, and will provide feedback during the ‘Application and Reflection’ and ‘Presentation and Feedback’ sessions.

The instructor will communicate the final grade by e-mail/Canvas after grading the examinations, or four days after the last Friday of exam week.

### **Rules regarding Plagiarism and Academic Misconduct**

The provisions of the policies governing plagiarism and academic misconduct for University of Oregon students apply in full. For this purpose a check with SafeAssign or Turn It In may be performed. Access the regulations at <http://library.uoregon.edu/guides/plagiarism/students/index.html> and <http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>.

### **Disability Accommodations**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability related barriers to your participation. You are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### **Inclusion Statement**

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website ([www.bias.uoregon.edu](http://www.bias.uoregon.edu)) or by phoning 541.346.2037.

### **Diversity**

The University of Oregon values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. This course is committed to upholding this principle by encouraging the exploration, engagement, and expression of different perspectives and diverse identities. We will value each class member’s experiences and contributions, and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles. For additional resources, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion, 1 Johnson Hall, 541.346.3175; <http://inclusion.uoregon.edu/>
- Center on Diversity and Community, 54 Susan Campbell Hall, 541.346.3212; <http://codac.uoregon.edu/>
- Bias Response Team, 164 Oregon Hall or [brt@uoregon.edu](mailto:brt@uoregon.edu); <http://uodos.uoregon.edu/Programs/BiasResponseTeam.aspx?q=bias> (bias.uoregon.edu)

### **Title IX and a Safe Learning Environment**

I support Title IX and have a responsibility to report relevant information. The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity. The University Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students.

## Class Schedule

<b>Week</b>	<b>Date &amp; Time</b>	<b>Activity</b>	<b>Contents</b>
1	Tuesday January 5, 2:00-3:20	LE	Introduction & instructions, current issues in the US
	Thursday January 7, 2:00-3:20	A&R	Introduction of project, discussion guidelines, groups finalized
	Friday January 8, 8:00-3:30		Field trip to City of Redmond
2	Tuesday January 12, 2:00-3:20	LE	Reading housing plans: Content analysis
	Thursday January 14, 2:00-3:20	LE	Guest Lecture: Stephanie Jennings, City of Eugene <b>Group Contract due</b>
3	Tuesday January 19, 2:00-3:20	LE	Reading housing plans: Housing strategies and comprehensive plans
	Thursday January 21, 2:00-3:20	A&R	Reading housing plans: Housing strategies and comprehensive plans <b>Assignment 1 due</b>
4	Tuesday January 26, 2:00-3:20	LE	Research methods in housing
	Thursday January 28, 2:00-3:20	A&R	Research methods in housing
5	Tuesday February 2, 2:00-3:20	LE	Housing theories and models <b>Assignment 2 due</b>
	Thursday February 4, 2:00-3:20	A&R	Housing theories and models
6	Tuesday February 9, 2:00-3:20	LE	Housing theories and models
	Thursday February 11, 2:00-3:20	A&R	Housing theories and models
7	Tuesday February 16, 2:00-3:20	LE	Emerging strategies
	Thursday February 18, 2:00-3:20	A&R	Emerging strategies
8	Tuesday February 23, 2:00-3:20	LE	Housing for specific demographic groups
	Thursday February 25, 2:00-3:20	P&F	Presentation to class: Research progress
9	Tuesday March 1, 2:00-3:20	LE	Current issues in housing
	Thursday March 3, 2:00-3:20	A&R	Current issues in housing
10	Tuesday March 8, 2:00-3:20		No class
	Wednesday March 9 or Friday March 11 (TBD)	P&F	Presentation to the City of Redmond: <i>Strategies to address affordable housing</i>
	Thursday March 10, 2:00-3:20	A&R	Course evaluation, group evaluation and final questions
	<b>Friday March 11, 2016: Final Report Due, 5:00pm!!!</b>		

## **Readings**

### **Section I: Introduction**

Katz, B., Turner, M.A., Brown, K.D., Cunningham, M., and Sawyer, N. (2003). Rethinking local affordable housing strategies: Lessons from 70 years of policy and practice. Washington, DC: Brookings Institute.  
<http://www.brookings.edu/es/urban/knight/housingreview.pdf>

Anacker, K. (2015). Analyzing foreclosure risk rates in mature and developing suburbs in the United States. *Urban Geography* DOI: 10.1080/02723638.2015.1055931

Li, W. and Yang, F. (2010). American Dream or American Obsession? The economic benefits and costs of homeownership. *Business Review Q3 2010*. Federal Reserve Bank of Philadelphia.

### **Section 2: Reading Housing Plans**

City of Redmond. (2006). *2020 Comprehensive Plan*. Redmond, Oregon: City of Redmond.

City of Redmond. (2007). *Affordable Housing Plan*. Redmond, Oregon: City of Redmond.

City of Redmond. (2015). *2015-2016 Annual Action Plan: Ordinance No. 2015-2016*. Redmond, Oregon: City of Redmond.

City of Eugene and City of Springfield. (2015). *Eugene-Springfield Consolidated Plan 2015-2019: Summary*. Eugene, Oregon: City of Eugene and City of Springfield. (Note: Please read in preparation for Jan 14 guest lecture)

Hoch, C. (2007). How plan mandates work: Affordable housing in Illinois. *Journal of the American Planning Association* 73(1): 86-99.

Norton, R.K. (2008). Using content analysis to evaluate local master plans and zoning codes. *Journal of Land Use Policy* 24: 432-454.

### **Section 3: Research Methods in Housing**

Kadi, J. & Ronald, R. (2014). Market-based housing reforms and the 'right to the city': the variegated experiences of New York, Amsterdam and Tokyo. *International Journal of Housing Policy* 14(3): 268-292. DOI: 10.1080/14616718.2014.928098

Thomas, R. (2013) Resilience and housing choices among Filipino immigrants in Toronto. *International Journal of Housing Policy* 13(4): 408-432. DOI: 10.1080/14616718.2013.840112

Eggers, F.J. and Moumen, F. (2011). American Housing Survey: Housing Units that Serve the Renter and Owner Markets. U.S. Department of Housing and Urban Development, Office of Policy Development and Research.

### **Section 4: Housing Theories and Models**

R. Ronald and Doling, J. (2012). Testing home ownership as the cornerstone of welfare: lessons from East Asia for the West. *Housing Studies*, 27 (7), 940-961. DOI: 10.1080/02673037.2012.725830. [Note: This article is not available through UO VPN; please check Canvas]

Hulchanski, J.D. (2007). Canada's Dual Housing Policy: Assisting Owners, Neglecting Renters. Toronto: Centre for Urban and Community Studies, University of Toronto, Research Bulletin #38.

Murdie, R.A., Chambon, A.S., Hulchanski, J.D., and Teixeira, C. (1999). Differential Incorporation and Housing Trajectories of Recent Immigrant Households: Towards a Conceptual Framework. *Housing New Canadians Research Working Group: Discussion Paper*.

## **Section 5: Emerging Strategies**

Calavita, N. and A. Mallach (Eds.) (2010). *Inclusionary Housing in International Perspective*. Cambridge MASS: Lincoln Institute of Land Policy [Introduction]

Gurran, N., Milligan, V., Baker, D., and Bugg, L.B. (2007). International practice in planning for affordable housing. Sydney: Australian Housing and Urban Research Institute (AHURI). AHURI Positioning Paper No. 99.

City of Vancouver. (2012). City of Vancouver Policy Report: Secured Market Rental Housing Policy.

## **Appendix I: Sustainable City Year Program**

The Sustainable City Year Program (SCYP), a program through the University of Oregon Sustainable Cities Initiative (SCI) links the students of the University of Oregon with an Oregon city, county, special district, or partnership of governments for an entire academic year. For the 2015-2016 academic year, the University of Oregon is partnering with the City of Redmond, Oregon.

Each year, a partner city receives assistance with their sustainability goals through the work of student classes across the University. In a typical year, **400+ students** from **10-12 disciplines** across **20-30 classes** might work on **15-20 partner-directed projects**, devoting **40,000+ hours of work to helping a local entity** transition to a more sustainable future.

Now in its sixth year, SCYP is working with Redmond to assist them in reaching their sustainability goals in an affordable manner while transforming higher education into an arena where students can learn through real-life problem solving. Students in the class will be expected to turn in high-quality, professional-level work. You will work closely with Redmond city staff, as well as engage local community members and at times, local media. At the end of the term, you will present your work to the City. This may take the form of a poster presentation and/or a report. For interested students, there is an opportunity at the end of the term to work for SCI as a paid report-writer and to compile the work of the class into a single, final report to be given to Redmond. Class instructors will recommend a student report writer.

Students will be given the opportunity to take a site visit to Redmond. Should students desire to take multiple site visits, SCI can arrange meetings with City staff and may also be able to reimburse students for transportation costs. We also recommend that students post their work on social media and blogs. Our official hashtag for SCYP Redmond is #RedmondBigIdeas.

To learn more about SCYP Redmond, please visit: <https://sci.uoregon.edu/scyp-redmond-2015-2016> and <http://sci.uoregon.edu/scyp-redmond-2015-2016>

The University of Oregon Libraries has prepared a research guide for SCYP students. To access resources, data, maps, and other information about Redmond, please visit:  
<http://researchguides.uoregon.edu/sustainableredmond>

If you have any further questions, please contact SCYP Manager, Megan Banks, at [mbanks@uoregon.edu](mailto:mbanks@uoregon.edu) or call [\(541\) 346-6395](tel:(541)346-6395).

## **Appendix 2: Assignment I**

**Due Thursday January 21, 2016, 5:00pm**

The City of Redmond is reviewing its Affordable Housing Plan (2007). Conduct a content analysis of the Redmond Affordable Housing Plan (AHP). Search the AHP for a key word or phrase such as homeless/homelessness, rental/renting, homeowner/ownership.

- How many times is the word/phrase used in the AHP?
- How long are the sentences/paragraphs containing the target word/phrase?
- Is the word/phrase used in a favourable or unfavourable way?
- What does your analysis tell you about the priorities of the Plan, the structure of the arguments, and the policy/planning recommendations?

Assignment I is worth 15% of the final grade. This is an individual assignment and should be 5-7 pages (1,500-2,100 words) in length, double spaced, following the general criteria below.

General criteria:

- Is the **argumentation** clear and consistent?
- Is there evidence of **original insights** and of a critical and creative attitude?
- Is the paper **easy to read** and grammatically correct? In particular, do text, figures and tables complement each other?
- Is the paper written according to the **guidelines for scientific publications**? In particular, are literature references appropriate and correctly reported?

## **Appendix 3: Assignment 2: Research Tools**

**Due Tuesday February 2, 2016, 5:00pm**

Students will work in groups. Each group is made up of four students, with a minimum of one graduate student per group. Groups will be assigned to the following two projects for the City of Redmond (below) so that there is even coverage of each project. Groups will be finalized in Week 2. The projects are:

1. The City of Redmond is interested in understanding how their Affordable Housing Plan (AHP) strategies can better fit into the existing policy framework. How does the AHP relate to other plans, policies, and strategies in the city and state?
  - Using documents provided by the City of Redmond and online resources, set out a plan/timeline for reviewing the policy documents and reviewing the literature to find innovative tools in affordable housing
  - Develop a diagram showing how the affordable housing strategies fit into the Comprehensive Plan (2001), the Annual Action Plan, and Statewide Planning Goals. You will be using this in Assignment 3
  - Develop a table summarizing innovative tools and outlining a strategy for further analysis. You will be using this in Assignment 3
2. The City has had some trouble implementing the strategies set out in the existing AHP. Has the city advocated to the state for more funding mechanisms, e.g. real estate transfer tax, recording fees for affordable housing, authorizing inclusionary zoning.
  - Study the AHP Options
  - Write an interview guide. You will be using this in Assignment 3

Assignment 2 is worth 15% of the final grade. The assignment should be 5-7 pages (1,500-2,100 words) in length, double spaced, following the general criteria below.

General criteria:

- Is the **argumentation** clear and consistent?
- Is there evidence of **original insights** and of a critical and creative attitude?
- Is the paper **easy to read** and grammatically correct? In particular, do text, figures and tables complement each other?
- Is the paper written according to the **guidelines for scientific publications**? In particular, are literature references appropriate and correctly reported?

### **Appendix 3: Assignment 3: Final Report, Due Friday March 11, 2016, 5:00pm**

Groups will continue working on the projects assigned in Week 2. The final report should introduce the research context (City of Redmond and its affordable housing challenges), describe the methods/approach the students took to develop solutions to their problem, and then present the results of their research. Finally, the report should make recommendations to the City of Redmond. The final report should be in the range of 25-30 pages (7,500-9,000 words), double spaced, and should be presented in a professional format (e.g. bound with a cover page, headings and subheadings, academic/professional literature cited in-text and included in a reference list). Assignment 3 is worth 25% of the final grade.

- I. The City of Redmond is interested in understanding how their Affordable Housing Plan (AHP) strategies can better fit into the existing policy framework. The goal is to determine how the AHP relates to other plans, policies, and strategies in the city and state so that better implementation can be achieved.
  - Using the research plan, diagram, and summary of affordable housing tools developed in Assignment 2, determine the opportunities for implementation of the affordable housing strategies, and whether there are opportunities for implementation through other means or goals.
  - Summarize existing policies and the innovative tools available, and make recommendations for implementation of affordable housing strategies
2. The City has had some trouble implementing the strategies set out in the existing AHP. The goal is to find out about the City's advocacy to the state for more funding mechanisms, e.g. real estate transfer tax, recording fees for affordable housing, authorizing inclusionary zoning. In the view of the respondents, what are the barriers to implementation of these mechanisms?
  - Using the interview guide developed in Assignment 2, interview individuals/organizations identified in the Work Plan (or by the City of Redmond) about progress on advocacy, the political climate, and how changes in the state political climate affect local implementation
  - Summarize the interview data and make recommendations

#### **Assessment criteria**

Specific criteria:

- Is the **problem definition** clear and supported by evidence?
- Is the **problem analysis** sound? Does it give insight in critical factors and relationships?
- Is the **solution** clearly related to the problem? Is it innovative? Is it realistic?
- Have the different housing theories/models been used appropriately? If they have not been used, or other paradigms have been used, does the paper clarify why?

General criteria:

- Is the **argumentation** clear and consistent?
- Is there evidence of **original insights** and of a critical and creative attitude?
- Is the paper **easy to read** and grammatically correct? In particular, do text, figures and tables complement each other?
- Is the paper written according to the **guidelines for scientific publications**? In particular, are literature references appropriate and correctly reported?