Course Description
Seventy years ago, Congress enacted the Housing Act of 1949, which declared
...that the general welfare and security of the Nation and the health and living standards of its people require... the realization as soon as feasible of the goal of a decent home and suitable living environment for every American family, thus contributing to the development and redevelopment of communities and to the advancement of the growth, wealth and security of the Nation.

What went wrong?

In USP 567, we will learn about the scope and extent of the nation’s housing problems, ponder the underlying causes, examine policy history and critically consider the adequacy of the current housing delivery system. We will engage with local housing professionals about the policy questions and challenges they face in their work. Finally, you will contribute to policy development at the state or local level through undertaking a research project for a public sector client or pursue a policy-related project that you design.

Key Themes
- “The past is present.” Historical housing and urban development policies have had long-lasting impacts on inequality.
- Housing policies have intended and unintended consequences. Good intentions only go so far; humility and nimbleness are required.
- Housing policy and planning involves making choices and living with tradeoffs. Only rarely is there a technically ideal solution. One of the most important questions to ask is who (or what) wins, and who (or what) looses.
- “It depends.” The economic, policy and political context matters and impacts the outcomes. What works in Missoula many not work the same way in Beaverton.

Course Objectives
- Understand the current and changing context of housing problems and policies in the US
- Gain a working knowledge of existing housing policies and programs
- Come to understand housing
  - As a market good, which can be analyzed through microeconomic tools
  - As an ethical issue, where political and social values matter
  - As a political issue, about which decisions regarding who is advantaged and who is disadvantaged in the US housing system are made
  so that you can develop coherent arguments in support of policy choices
- Critically examine the underlying
  - Facts
  - Market theory
  - Values stance
supporting US housing policies so that you can begin to define your own viewpoint.

- Learn about policy analysis and assist with state or local policy development through your research project
- Interact with a variety of local housing policy professionals so that you become more familiar with the range of careers in the field

Ultimately, I doubt you will leave the class with “the answer” or even “an answer” to solving the imbalances and inequities inherent in the US housing system. Instead, I hope you leave the class with a better compass and some new skills to help you navigate the big and little choices about housing you will be called upon to make as a practitioner, whether your field is public policy, public administration, or any of the many specialties of planning (land use, transportation, environmental, housing, etc.). Dr. Lisa Bates has called this compass a “viewpoint...backed by facts, [knowledge of] market theory [and] a values stance” that you can use to make choices that you translate into a persuasive argument. I couldn’t put it better.

**Course Format**
This class will be presented as a seminar (group discussion of the material) with presentations by guests and your instructor. We may engage in small group discussions and other class activities.

**What to Expect**
- Serious reading and other content each week
- Lively class discussions that demand your active participation
- A focus on professional practice and practical applications
- Engaging guest speakers who are actively involved as professionals in the topics we will be discussing that week
- One principal assignment with multiple pieces due during the term: A Housing Policy Report for a public sector client with whom you will consult. You may work on this project individually or as part of a student-organized team

**Course Content and How to Prepare for Class Each Week**
Links to the readings and other material for this class can be found in D2L in the Course Content folder. You do not need to purchase texts. In the folder for each week you will find a “Read First” file that provides an introduction and links to the week’s readings as well as questions to ponder; start here each week. Please have access to a copy of the readings during each class (electronically on a tablet or laptop is fine), as we will be discussing them, and you will need to refer to them. If this presents a hardship for you, try to find another student who will let you “look on” his/her material during class. Note that your participation in class accounts for 40% of your grade; come prepared to engage with the material and each other.

**Co-Creating a High-Quality Learning Environment**

We make this class happen together.

**Your part**
- Come to class prepared.
- Participate in class discussions by both contributing your ideas and listening to what others say.
- Exhibit respect for your fellow students. Disagree with the idea, not the person.
• Do your share of the work.
• Exhibit electronic courtesy, so that you and others can be focused and fully present. No texting, checking email or looking at non-course related content.
• Take pride in your work.

My part
• Take your desire to learn seriously.
• Offer a variety of different kinds of learning experiences.
• Maintain a provocative and safe environment for exploring ideas.
• Respect the knowledge, skills and experiences you bring to class.
• Provide the structure for learning; design the content (with input) and set objectives.
• Encourage experimentation and creativity.
• Have fun.

Housing Policy Project

Student Choice: Team or Individual Projects
Students may elect to do this work individually or as a student-formed team of two to three students.

• Individual project: The individual produces all the products below.
• Team project: If teams are formed, the resulting scope of work, report and presentation should reflect the increased person-hours available from a team. The Reflection is not to be done as a team; each student should submit his/her own Reflection.

Project Options
1. Missing middle: What can be done to make it work in suburban areas of Oregon?
   a. What are the barriers to missing middle housing? (See Portland analysis.)
   b. What are the most promising solutions? (Identify promising practices from similar kinds of locations in other states.)
   c. What other impacts might these solutions have? Who or what is impacted?
   d. Product: Report summarizing promising practices and housing market conditions in which those practices work. (Context matters.)

Very helpful to have other course work in housing development finance so that you understand underlying economic feasibility.
Client: Oregon Department of Land Conservation and Development

2. Oregon coast cities have a need for workforce housing. But the workforce housing supply in some locations is affected by vacation rentals and second homes.
   a. What are the policy solutions? (Identify promising practices from visitor-impacted jurisdictions in other states.)
   b. What are the barriers to implementation?
   c. What other impacts might these solutions have? Who or what is impacted?
   d. Product: Report summarizing promising practices and conditions underlying their success. (Context matters.)

Client: Oregon Department of Land Conservation and Development

3. Affirmatively furthering Fair Housing: What works and why?
a. What are common impediments identified in Fair Housing Plans beyond education and need for more affordable housing? (Ideally, identify jurisdictions similar in population size to Washington County, with a similar allocation of CDBG funds, with increasing population diversity, and with a mix of rural and urban/suburban communities)

b. What actions do the plans call for to address these impediments? Also examine how these communities address NIMBYism in the development process---what is the role of local government and what is the role of the developer?

c. Follow up to see which strategies have been effective (produced measurable results, and how they determined this) and why/why not. Ask about the intended and unintended consequences.

d. Product: Report summarizing common impediments (including NIMBYism), strategies adopted, and which were the most successful. (Context matters.)

Client: Washington County, including Cities of Hillsboro and Beaverton

4. Student-Initiated Project: See professor to discuss. Products will be the same.

Products

Choice of Topic and Team

Provide the name of the topic, whether you will work on it individually or as part of a team, and, if relevant, the names of the other members of your team

- Length: Only as long as it needs to be
- Due: Tuesday, January 22, electronically to professor
- 0% of grade but counts toward class participation

Scope of Work

The scope of work should consist of a problem statement, proposed approach, and your timeline. The problem statement should describe the housing problem that you wish to focus on, why it is important, and its consequences. The approach should describe how you plan to investigate potential solutions. If you are researching promising practices, explain how you will do that and which communities (or kinds of communities) you will include. In general, individuals should plan to include relevant promising practices from three to five communities; teams of two should generally include five to seven; teams of three should generally include five to seven and a more in-depth analysis regarding context. Describe how you will determine which practices are most relevant to addressing your client’s housing problem. If it is a team project, describe the roles of team members. Finally, provide a timeline or schedule for completing your work and producing the report and presentation. Your scope of work may include charts, diagrams and other kinds of visual communication images.

- Length: About 2-4 pages
- Due: Tuesday, January 29, electronically to professor and client
- 10% of grade

Report

The final report is your review of promising practices and the most effective approaches you found, culminating in your recommendations. The review/analysis of promising practices should be about 7-10 pages long (longer for teams); your recommendations should be about 1 – 2 pages long. Your report should open with a 1- to 2-page executive summary. Once again, visual communication tools are welcome. Note that you have an opportunity to submit a draft report on February 27 for review and informal feedback by the client and professor.
• Length: see above
• Due: Tuesday, March 12, electronically to professor and client; Wednesday, March 13, hard copy also due at the beginning of the final class.
• 40% of grade

Final Presentation
Students will present their final products to clients during the final exam period during exam week. Parameters for the presentations (time allotment, etc.) will be decided later in the term, after teams are formed.
• Due: Tuesday, March 19, 8 AM to 9:50 AM
• 5% of grade

Reflection
Each student will submit a written course reflection that discusses the following:
• If and how their project enabled them to explore housing as a market good, an ethical issue and a political issue.
• If and how their understanding of and professional viewpoint on housing (see syllabus) has evolved over the term.
• Ideas about if and how they might integrate what they learned from this course into their professional practice going forward.
• Length: 2 – 3 pages
• Due: Wednesday, March 20, electronically to professor only
• 5% of grade

General Information About Products
Written submissions should be single-spaced. Think “professional report” instead of “term paper.” Electronic submissions to professor should be uploaded through D2L, preferably as a Word document. Electronic submissions to client should be through email, with a cc to the professor. Format may be as a PDF or Word document. The parameters provided above (length, etc.) are intended as general guidelines as to level of effort; individual projects may vary. Quality matters more than quantity.

Process and Schedule
Week 2: Class on Wednesday, January 16, 11:00-12:30. Clients provide an overview of their projects. Students take notes, ask questions, establish contacts. At the end of class, students preliminarily select a project and consider whether they want to do it individually or as a team.

Week 3: Statement of final topic and team choices due from students to professor in electronic format. Due from students on Tuesday, January 22. Professor notifies clients and posts online.

Week 4: Proposed Scope of Work (problem statement, approach and schedule) due from students to client and professor in electronic format. Due Tuesday, January 29; clients respond by Tuesday, February 5 (and copy professor).

Week 8: Optional review of draft report. Students may submit electronic draft to client and to professor for informal feedback. Due from students Tuesday, February 26; Comments due back from client (copy professor) by Tuesday, March 5.
Week 10: Written report due electronically to client and professor Tuesday, March 12. Students also bring one printed copy to class on Wednesday, March 13.

Exam week
- Presentations to client on Tuesday, March 19, 8 AM to 9:50 AM
- Students submit Reflection to professor electronically by Wednesday, March 20.

Thursday, March 21: Clients provide individual feedback to students or student teams via email (copy professor). Feedback should discuss what client found most helpful, places where the report or presentation could have been improved, how client intends to use the information, plus anything else client wants to discuss.

Client Contact Information

Oregon Department of Land Conservation and Development Projects
Gordon Howard
Community Services Division Manager
Oregon Department of Land Conservation and Development
635 Capitol Street NE, Suite 150 | Salem, OR 97301-2540
gordon.howard@state.or.us www.oregon.gov/LCDC

Washington County Project
Omar Martinez
Community Development Program Coordinator
City Manager’s Office
City of Hillsboro
150 E Main Street, Hillsboro, OR 97123
O: 503.681.5209 | C: 503.828.4941
omar.martinez@hillsboro-oregon.gov

Course Grade
- Class participation: 40%
- Scope of work and approach: 10%
- Report: 40%
- Presentation: 5%
- Reflection: 5%

Grading Rubric
- A: Demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Excellent work.
- A- or B+: Presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Good work.
- B or B-: Shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- C+ or below: Misunderstands or misrepresents the material or is so poorly written presented as to obscure the analysis. Inadequate work.
In academic discourse, your opinions must be supported with appropriate evidence and logical arguments. I will not discriminate against you on the basis of your well-formed and articulated viewpoints. Your grade will reflect the quality of your work and fulfillment of the expectations outlined in this syllabus, and nothing else.

**Access, Integrity and Safe Learning Environment**

**Access and Inclusion for Students with Disabilities**  
PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

If you already have accommodations, please contact me at atrem@pdx.edu to make sure that I have received a faculty notification letter and discuss your accommodations. You are welcome in this class!!! Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable. For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**Academic Integrity**  
All work done for the course must be your own or that of your team. The work must be original and prepared for this class. Plagiarism is unacceptable. Copying the work of another and not citing it; lifting text from the Internet; or even presenting ideas that are not your own without proper attribution are all examples of plagiarism. Submitting work for this class that has been done for another class also counts as plagiarism, it is called “plagiarizing oneself.” Plagiarism will result in a zero on the assignment and could result in higher university level sanctions.

**Sexual Assault and Harassment**  
As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. I take this responsibility very seriously, and I expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance (https://www.pdx.edu/diversity/office-of-equity-compliance) or the Office of the Dean of Student Life (https://www.pdx.edu/dos/student-conduct-at-psu). PSU’s Student Code of Conduct (https://www.pdx.edu/dos/psu-student-code-conduct) makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions. If
you or someone you know has been harassed or assaulted, you can find resources on PSU’s Enrollment Management & Student Affairs: Sexual Prevention & Response website at http://www.pdx.edu/sexual-assault.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here: https://www.pdx.edu/sexual-assault/get-help. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.
## Class Schedule as of January 9, 2019

*It’s winter; expect changes, which will be posted in D2L Announcements. Please be nimble.*

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Guests</th>
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<tr>
<td>Class 1 Jan 9</td>
<td><strong>Introductions</strong>&lt;br&gt;Where are we? How did we get here?&lt;br&gt;How did the federal government go from a minimal role in the housing market in the early 1900s to the complicated role it has now? How well does this work?</td>
<td>No guests today.</td>
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<td>Class 2 Jan 16</td>
<td><strong>Federal Role in Housing Policy, Part 1</strong>&lt;br&gt;<strong>Options for Your Housing Policy Project</strong>&lt;br&gt;How does federal housing policy reinforce a two-tier housing system, one of means-tested, stigmatizing subsidies for the poor and one of invisible entitlements for the not-poor?&lt;br&gt;Also, discussion of policy projects</td>
<td>Clients:&lt;br&gt;Matthew Mattia,&lt;br&gt;Washington County&lt;br&gt;Omar Martinez, Hillsboro&lt;br&gt;Gordon Howard, Oregon&lt;br&gt;Department of Land Conservation &amp; Development</td>
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<td>Class 3 Jan 23</td>
<td><strong>Federal Roles in Housing, Part 2</strong>&lt;br&gt;<strong>Intro to Policy Analysis</strong>&lt;br&gt;What are the elements of policy analysis? How does it inform and interact with policy development, implementation and subsequent adjustments?&lt;br&gt;• Jan 22: Housing Policy Option choice due</td>
<td>Jackie Dingfelder, PhD&lt;br&gt;Former State Senator&lt;br&gt;Former Staff to Portland Mayor Charlie Hales</td>
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<td>Class 4 Jan 30</td>
<td><strong>State, Regional and Local Roles in Housing</strong>&lt;br&gt;What tools and resources can be brought to bear at a level closer to the real action of addressing the universal human need for shelter?&lt;br&gt;• Jan 29: Scope of Work due</td>
<td>Kim Armstrong&lt;br&gt;Senior Planner-Housing&lt;br&gt;Washington County</td>
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<td>Class 5 Feb 6</td>
<td><strong>Fair Housing, AFFH and Access to Opportunity</strong>&lt;br&gt;Obama-era Fair Housing policies marked a return to the core intentions of the original 1968 Fair Housing Act. But so much has been dismantled. Where are we now and what can be done about it?</td>
<td>Louise Dix&lt;br&gt;AFFH Specialist&lt;br&gt;Fair Housing Council of Oregon</td>
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<td>Class 6 Feb 13</td>
<td><strong>Rental Housing</strong>&lt;br&gt;How can renting be a more stable, affordable and soul-satisfying housing option? What is involved in creating a new subsidized affordable housing development?</td>
<td>Rachael Duke&lt;br&gt;Executive Director&lt;br&gt;Community Partners for Affordable Housing</td>
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<td>Class 7 Feb 20</td>
<td><strong>Owner-Occupied Housing</strong>&lt;br&gt;Is the American Dream still alive? If so, what does it look like in 2018? What are emerging options?</td>
<td>Diane Linn&lt;br&gt;Executive Director&lt;br&gt;Proud Ground</td>
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<td>Class 8 Feb 27</td>
<td><strong>Houselessness</strong>&lt;br&gt;Who is houseless? What is acceptable as shelter? What helps people recover from the trauma of houselessness? What are the policy options?&lt;br&gt;• Feb 26: OPTIONAL Students may submit draft report for feedback</td>
<td>Erika Silver, Human Services Manager&lt;br&gt;Clackamas County Social Services</td>
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<td>Class 9</td>
<td>Housing Supply &amp; YIMBY</td>
<td>Garlynn Woodsong, Planning &amp; Development Partner</td>
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<td>Mar 6</td>
<td><em>What is “solved” by more housing? If we need more housing, where should it go and what should it look like? Who wins and who loses?</em></td>
<td>Neil Heller, Urban Design &amp; Incremental Development Partner Cascadia Partners LLC</td>
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<th>Class 10</th>
<th>Connecting Housing More Broadly: Land Use, Transportation, Economic Development &amp; Health</th>
<th>Kim Travis Housing Integrator Oregon Housing and Community Services</th>
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<td>Mar 13</td>
<td><em>How does housing matter beyond providing shelter? What are the intersectional policies that can make a real difference in people’s lives?</em></td>
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<td>• Mar 12: Report due. Also, bring one hard copy to class Mar 13</td>
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<th>Exam</th>
<th>Student Presentations</th>
<th>Clients: Washington County and DLCD</th>
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<td>Tues, Mar 19, 8-9:50</td>
<td>• Mar 19: Presentation in class</td>
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<td>• Mar 20: Reflection due</td>
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