

PLAN 761 - Housing and Public Policy
Monday and Wednesday 2:40-3:55 – New East 301.

Fall 2021

Instructor: Dr. Roberto G. Quercia
Office Hours: By appointment
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This course is designed to expose students to contemporary theoretical and empirical work related to metropolitan housing/urban problems and public policies designed to overcome these problems. But more than simply presenting this information as is done in introductory courses, this course attempts to build students' capabilities for diagnosis of problems, incisive critiques of policy, and written and oral presentation of these findings in both group and individual contexts.

The central intellectual theme of the course is that effective problem diagnosis and policy prescription depends on a thorough understanding of how the metropolitan housing/urban market operates. Thus, significant attention will be paid to developing a working knowledge of the pre-eminent theoretical model of the urban housing market, presented in George C. Galster, Making Our Neighborhoods, Making Our Selves

Assignments and Grading

Various tools to estimate learning and provide vehicles for student evaluation will be employed. Students will deliver two short professional presentations, prepare a policy brief or class paper, and participate in class discussions.

The first presentations, "Policy Diagnosis", are scheduled for September 27, 29, and October 4 and 4. The goal of the presentations is to help students focus on a particular housing/urban problem of their choosing. More narrowly, students are expected to talk about the nature, extent, consequences and origins of the problem.

The second presentations, "Policy Critique", are scheduled for November 1, 3, 8, and 10. In the presentations, students are expected to evaluate critically policy alternatives designed to address the problem.

You will be graded both on content (evidence of solid preparation, a clear logic in the flow of ideas of your talk, inclusion of the latest research and literature, etc.) and delivery (preparedness, coherence, etc.). Students will also complete an evaluation form of your presentation.

The final assignment is a Policy brief or class paper. In it, students are expected to build upon the two class presentations and propose a policy response to the problem of interest. The final assignments are due on December 1, 2021 COB.

Topics to be covered in the course include:

- **Evolution of housing and urban policy**
- **State and local programs**
- **Urban markets and submarkets**
- **The current crisis, issues and policy solutions**
- **Promotion of Homeownership**
- **Housing and the land use connection**
- **Housing and schools**
- **Discrimination**

Grades will be assigned based on the following weights:

- 40% Presentations
- 40% Policy brief or Term paper
- 20% Class Participation

It is expected that all assignments will be submitted when they are due in order to receive credit. It is also expected that all readings will be done prior to the date for which they are assigned. The class grades with a curve. If everybody does relatively well, the average goes up. If everybody does relatively poorly, the average goes down. Either way, only students at the high end of the distribution get the highest grade. The course relies on the average and standard deviation of scores to assign grades.

George C. Galster. Making Our Neighborhoods, Making Our Selves. University of Chicago Press. 2019 (If you order online, you can use promo code GALSTER20 for a 20% discount www.press.uchicago.edu)

Logistics

The course is offered synchronously. Sessions will be recorded. Students will have access to the recorded session. We will use Zoom. The Zoom link for each session will be sent via email the morning of the class.

We acknowledge that remote learning is new to many students. There are unique challenges with internet/Zoom/etc. that may hinder participation. Please let me know if/when problems arise.

My goal is to help you to excel in this learning environment. I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. UNC broadly defines diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make the course an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate suggestions.

Rules of engagement

“The Honor Code represents UNC-Chapel Hill students' commitment to maintain an environment in which students respect one another and are able to attain their educational goals. As a student at Carolina, you are entering a community in which integrity matters--integrity in the work you submit, and integrity in the manner in which you treat your fellow Carolina community members.”

We are committed to treating Honor Code violations seriously and urge all students to become familiar with its terms. If you have any question it is your responsibility to ask faculty about the Code's application. All written work and other projects must be submitted with a signature that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

Contacting instructor: We recognize that many of the projects in this course are dynamic and may require being flexible. Therefore, you are encouraged to maintain an open line of communication with the instructor. We also encourage you to inform the instructor well in advance if you are unable to attend class or fulfill an assignment. Failure to do so will be reflected in your grade.

Missing Class: Students are permitted to miss class for EXCUSABLE absences only (for details about what an excused absence is, see [UNC-Chapel Hill's attendance policy](#).) On the first day of class, each student starts with a 100% for participation. Students are allowed one UNexcused absence without any questions from the instructor. If a student has two UNexcused absences, the participation grade will be affected.

Laptops and cell phones: Please turn off your cellphones before entering the Zoom session. If you must have your phone on during class because of an extraordinary circumstance (you are expecting a baby, etc.), please let me know beforehand. During the Zoom session, please turn off all other programs in your computer such as emails and instant messaging because they can be distracting.

Disability: The University's Accessibility Resources and Service Office (ARS) coordinates all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

Students should visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email accessibility@unc.edu. A student is welcome to initiate the registration process at any time; however, the process can take time. ARS requests that students contact them as early in the semester as possible.

Community standards and mask use. Our class is remote. But in the eventuality that you will be on campus, or plan to meet for group work, please note that the following community standards apply and must be adhered to. This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose. This requirement is to protect our educational community — your classmates and me — as we learn together. If you choose not to wear a mask, or wear it improperly, UNC requires me to submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. An exemption to the mask wearing community standard will not typically be considered to be a reasonable accommodation. Individuals with a disability or health condition that prevents them from safely wearing a face mask must seek alternative accommodations through the [Accessibility Resources and Service](#). For additional information, see [Carolina Together](#).

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

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Class Topics and Reading Assignment

Wed August 18

Course Introduction

Mon August 23

Housing and Urban Policy Issues in August 2021

State of the Nation's Housing 2021. Joint Center for Housing Studies, Harvard University.

<https://www.jchs.harvard.edu/state-nations-housing-2021>

Redfin. Coronavirus Housing News (updated regularly)

<https://www.redfin.com/blog/coronavirus-housing-market-news/>

Evictions

<https://www.urban.org/urban-wire/end-national-eviction-moratorium-will-be-costly-everyone>

Goetz, Williams, & Damiano. 2020. Whiteness in Urban Planning. JAPA.

https://www.tandfonline.com/doi/full/10.1080/01944363.2019.1693907?casa_token=yL9phZ_79DkAAAAA%3ACHv19uRLE5bRD4CF4bdVxBR9Wyn4mFIRZCZkUFk7nbWUwxN5979mhsZ8gmJH-b28RGaqD-59oba3&

Wed August 25

Evolution of U.S. Federal Housing and Urban Policy

Quercia, Roberto. 2021. Markest and Government. University of North Carolina at Chapel Hill (in Sakai)

von Hoffman, Alexander. 1996. High Ambitions: The Past and Future of American Low-Income Housing Policy. *Housing Policy Debate* 7(3): 423-446.

https://www.innovations.harvard.edu/sites/default/files/hpd_0703_hoffman.pdf

Dolores Hayden. 1995. Urban History of Los Angeles

<https://www.youtube.com/watch?v=zap45gfXz>

Mon August 30.

The Foreclosure Crisis, The Great Recession

Financial Crisis Inquiry Report, February 25, 2011. Conclusions of the Financial Crisis Inquiry Commission, pp. XV-XXVIII
<http://www.gpo.gov/fdsys/pkg/GPO-FCIC/pdf/GPO-FCIC.pdf>

Financial Crisis Inquiry Report, February 25, 2011. Before Our Very Eyes, pp. 3-24.
<http://www.gpo.gov/fdsys/pkg/GPO-FCIC/pdf/GPO-FCIC.pdf>

Financial Crisis Inquiry Report, February 25, 2011. Dissenting Statements, pp. 413-70. <http://www.gpo.gov/fdsys/pkg/GPO-FCIC/pdf/GPO-FCIC.pdf>

Wed September 1

Post Financial Crisis Policy

America's Rental Housing 2020. Joint Center for Housing Studies. Harvard University. <https://www.jchs.harvard.edu/americas-rental-housing-2020>

Jenny Shuetz. 2018. Under US Housing Policy Homeowners Mostly Win and Renters Mostly Lose
<https://www.brookings.edu/research/under-us-housing-policies-homeowners-mostly-win-while-renters-mostly-lose/>

Institutional Investors' Impact on the Housing Market
<https://www.urban.org/events/institutional-investors-impact-housing-market>

Julia Gordon. 2018. The Dark Side of Single Family Rental. Shelterforce (Summer)
<https://shelterforce.org/2018/07/30/the-dark-side-of-single-family-rental/>

Sessoms and Dukes. Five Takeaways from our analysis of Opendoor's Wake County home buying spree. 7/24/2021
<https://www.newsobserver.com/news/business/article252973958.html>

Students choose topic for first assignment.

Mon September 6 Labor day holiday

Wed September 8 Big picture: Foundations of Policy

Yand and Nicastro. 2021. The Foundations of American Political Thought. American Institute of Economic Research
<https://www.aier.org/article/the-foundations-of-american-political-thought/>

Felicia Wong. 2020. The Emerging Worldview: How New Progressivism is Moving Beyond Liberalism. Roosevelt Institute.
https://rooseveltinstitute.org/wp-content/uploads/2020/07/RI_EmergingWorldview_report-202001-1.pdf

Mon September 13 State and Local Housing Policy

HousingPolicy.org

Karki, Tej Kumar. 2015. Mandatory versus incentive based state zoning reform policies for affordable housing in the United States: a Comparative Assessment. Housing Policy Debate 25(2): 234-62.
<http://www.tandfonline.com/loi/rhpd20#.U-uES1a5dFw>

Orange County, NC. Program Years 2015-2020 Five Year Consolidated Plan and FY 2015 Annual Action Plan.
http://www.orangecountync.gov/Final_Consolidated_Plan_5_5_2015.pdf

Wed September 15 Policy Evaluation: Primer

Quebec Centre de Collaboration nationale sur les politiques publiques et la sante. 2012. A Framework for Analyzing Public Policies: Practical Guide.

Martin Ravallion. The Mystery of the Vanishing Benefits: Ms. Speedy Analyst's Introduction to Evaluation. World Bank.

HM Treasury. The Magenta Book Guidance for Evaluation. April 2011 (recommended, good resource).

Mon September 20 How Housing Markets Operate

Galster. Chapter 3, 4, and 5

Adam J. Levitan and Sustain M. Wachter, *Explaining the Housing Bubble*, Georgetown University Law Center: Business, Economics and Regulatory Policy Working Paper Series, Research Paper No. 1669401

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1669401

**Wed September 22 Guest speaker: Orange County COVID response
Emila Sutton, Director
Orange County Housing and community Development**

<https://www.nytimes.com/2020/08/21/business/economy/rent-tenants-evictions.html>

<https://www.enterprisecommunity.org/research-and-resources/covid-19-impact-tracker>

<https://evictionlab.org/eviction-tracking/>

Mon September 27 Student Presentations

Wed September 29 Student Presentations

Mon October 4 Student Presentations

Wed October 6 Student Presentations

Mon October 11 Neighborhood and Housing

Galster. Chapter 2 and 8.

Morkcel, Victoria C. 2015. Does House or Neighborhood Matter More? Predicting Abandoned Housing Using Multivelvel Models. *Cityscape* 17(1): 61-69

<https://www.huduser.gov/portal/periodicals/cityscpe/vol17num1/ch5.pdf>

Hwang, Jackelyn and Jeffrey Lin. 2016. What Have We Learned About the Causes of Recent Gentrification. *Cityscape* 18(3): 9-26

<https://www.huduser.gov/portal/periodicals/cityscpe/vol18num3/c1.pdf>

Emily Lieb. 2017. How Segregated Schools created Segregated Cities. Bloomberg CityLab. <https://www.bloomberg.com/news/articles/2017-02-02/the-roots-of-america-s-apartheid-schools>

In-class exercise: Neighborhood revitalization or gentrification

Wed October 13

Demand Side Policies

A Pilot Study of Landlord Acceptance of Housing Choice Vouchers. 2018. Urban Institute.

<https://www.urban.org/research/publication/pilot-study-landlord-acceptance-housing-choice-vouchers>

McClure, Kirk.; Alex F. Schwartz, and Lydia B. Taghavi. 2015. Housing Choice Voucher Location Patterns a Decade Later. Housing Policy Debate 25(2): 215-33.

<http://www.tandfonline.com/loi/rhpd20#.U-uES1a5dFw>

Rosin, Hanna. 2008. American Murder Mystery. The Atlantic Monthly <http://www.theatlantic.com/doc/200807/memphis-crime> (Recommended)

Dreier and Briggs. 2008. Not a Mystery: Mistaken Identity

<http://www.shelterforce.org/article/special/1043/>

(Recommended)

Mon October 18

Supply-side Policies I: Substantial Rehab, Rent Control

Finding Common Ground on Rent Control. May 2018. Turner Center for Housing Innovation.

http://turnercenter.berkeley.edu/uploads/Rent_Control_Paper_053018.pdf

George Fallis and Lawrence B. Smith. 1984. Uncontrolled Prices in a Controlled Market: The Case of Rent Controls. American Economic Review, 74 (1), march, 193-200 (recommended).

In class exercise: Rent Control in Chapel Hill, NC?

Wed October 20 Supply-side Policies II: Public Housing, LIHTC, RAD

Reid, Carolina. 2018. The Link between Affordable Housing and Economic Mobility: The Experience of Renters Living and Low Income Housing Tax Credit Properties. Turner Center
http://turnercenter.berkeley.edu/uploads/Links_Between_Affordable_Housing_and_Economic_Mobility_.pdf

Hayes, Christopher and Matthew Gerken. 2020. The Future of Public Housing: Rental Assistance Demonstration.
<https://www.urban.org/research/publication/future-public-housing-rental-assistance-demonstration-fact-sheet>

Evaluation of HUD's Rental Assistance Demonstration (RAD). Final Report. June 2019. (Recommended)
<https://www.huduser.gov/portal/sites/default/files/pdf/RAD-Evaluation-Final-Report.pdf>

Mon October 25 Guest speaker: Discrimination

Aranda, Claudia. 2019. Housing Discrimination in America: Lessons from the Last Decade of Paired Tested Research. Urban Institute.
https://www.urban.org/sites/default/files/publication/99836/housing_discrimination_in_america_-_claudia_aranda.pdf

Solomon, Danyelle; Connor Maxwell; and Abril Castro. 2019. Systematic Inequality: Displacement, Exclusion, and Segregation. How America's Housing System Undermines Wealth Building in Communities of Color. Center for American Progress.
<https://www.americanprogress.org/issues/race/reports/2019/08/07/472617/systemic-inequality-displacement-exclusion-segregation/>

Wing, Nick. 2015. Supreme Court Keeps Key Housing Discrimination Protection Intact. The Huffington Post.
http://www.huffingtonpost.com/2015/07/09/obama-hud-housing-segregation_n_7758196.html

- Wed October 27** **Guest speaker: Discrimination II**
- Geeta Kapur. History and Legacy of Racism at UNC.
<http://www.ncpolicywatch.com/2021/08/09/pw-exclusive-author-geeta-kapur-discusses-her-new-book-detailing-the-history-and-legacy-of-racism-at-unc/?eType=EmailBlastContent&eId=25b354c5-bbd5-4e57-a4fc-5a11e3437afd>
- Mon November 1** **Student presentations**
- Wed November 3** **Student presentations**
- Mon November 8** **Student presentations**
- Wed November 10** **Student presentations**
- Mon November 15** **International Perspectives on Housing**
- Housing Europe. 2015. The State of Housing in the EU 2015.
<http://www.housingeurope.eu/resource-468/the-state-of-housing-in-the-eu-2015>
- <http://unhabitat.org/books/international-guidelines-on-urban-anterritorial-planning/>
- Wed November 17** **International Perspective on Housing II**
- Mon November 22** **In class workday - term paper**
- Wed November 24** **Thanksgiving Recess**
- Mon November 29** **Remaking National Housing Policy**
- Galster. Chapter 10.
- Dolores Hayden. 2012004. Building Suburbia. Only Chapter 11: The Importance of Older Suburbs. Vintage Books.

Wed December 1 Last day of class

Take aways, what worked and what did not, term papers due

