Instructor: Dr. Bernadette Hanlon  
Office Phone: 614-292-7470  
Office Location: Room 272 Knowlton Hall  
Office Hours: 2:10pm to 3:10pm Wednesdays and Fridays and by appointment  
E-mail: hanlon.42@osu.edu

Course Time: 2:20pm to 3:40pm on Tuesday and Thursdays  
Class Location: Knowlton School Room 195

Course Overview

This course will examine the various aspects of planning for housing, with a primary focus on housing policy in the United States. We will consider the history and theoretical underpinnings of planning for housing; discuss how affordable housing is defined and characterized; explore how housing intersects with issues such as poverty and community development; and examine how various housing policies are exemplified in the Columbus area.

Course Objectives

Upon completion of this course, students should:

- Be able to identify and comprehend the evolution of different housing policies
- Understand the dynamics and definitions of affordable housing;
- Evaluate the role of non-profits and local and state governments in housing provision;
- Understand different aspects of housing finance and their impact on the provision of market-rate and affordable housing;
- Understand the impact of discrimination in the housing market on minority and low-income communities;
- Understand various housing policies and dynamics for people with special needs
- Discuss various strategies aimed at income integration and homeownership
- Recognize how housing policy impacts neighborhoods and people’s lives, particularly in light of the recent foreclosure crisis;
- Improve your research, writing, and oral communications skills.

Textbook

Other Readings

I will provide additional readings to students. They will be available on Carmen.

Class attendance

I expect students to attend all classes, unless there is some medical emergency or other unavoidable circumstance that prevents a student from coming to class.

Class Participation

I expect students to read and to be able to discuss the assigned readings. Each student will be assigned to help lead a class discussion around a specific reading at different times during the semester. This will mean that the assigned students should come to class with a list of up to three questions we can discuss as a group or in groups. These questions must be uploaded to the discussion board on Carmen before class.

Assignments

The following are a list of class assignments with due dates:

Assignment 1:

Students will pick one major housing policy program covered in class, explain the goals and workings of this program in a short and concise manner, and provide an example of this type of housing program here in Columbus. Each student must visit the site of this program, take photographs, discuss the way the program works here in Columbus (e.g. who runs it, what are the parameters for being accepted into the program, who are the clientele mostly etc.) and offer planning insights into what he or she thinks of this site/program. This assignment should be no more than three single spaced pages. The assignment is due April 2. Students should upload the assignment to the dropbox on Carmen that day. NOTE: Five students will be given the option of presenting this assignment in a PowerPoint format to the class on April 2 instead of giving a written paper.

Assignment 2:

Students will work in teams of four or five to develop a housing needs assessment. This housing needs assessment can be at the scale of a neighborhood, county/city, region or state. Details on how to conduct a housing needs assessment will be provided in class. This will involve a lot of data analysis and displaying information in a comprehensible manner. The format for this assignment will be in a written report.
This assignment will have different stages, each with a due date.

The first stage will be to submit a proposal paragraph outlining the location where you will conduct the housing needs assessment and the role that each team member will play to complete the assigned work. The due date for this stage is **March 3** and the paragraph should be uploaded to the Carmen dropbox.

The second stage for this assignment will be a draft of the report that will be given to a peer evaluator team as well as the professor. The due date for this stage of the report is **April 7** and should be uploaded to the Carmen dropbox and also sent via email to your peer evaluator team **that day**. Peer evaluator teams and the instructor must return draft with comments and suggestions for improvement by **April 14**. These comments should be uploaded to Carmen dropbox.

The final draft of the written housing needs assessment is due on the last day of class, **April 23**. If students need more time we can switch the due date to **April 30**. Students should upload the final draft to the dropbox on Carmen on the assigned day it is due.

**Grading**

Each assignment will receive a score out of 100, translated into a base letter grade as follows:

- A  94-100
- A-  90-93
- B+  87-89
- B  84-86
- B-  80-83
- C+  77-79
- C  74-76
- C-  70-73
- D+  67-69
- D  60-66
- E  <60

Attendance and participation (including provision of class discussion questions) counts as **20 percent** of the overall grade.

Assignment 1 counts as **35 percent** of the overall grade.

Assignment 2 counts as **45 percent** of the overall grade, broken down as follows: 10 percent for proposal paragraph due **March 3**; 10 percent for draft to peer evaluator team and professor due **April 7**; and 25 percent for the final report due **April 23** or **April 30**.

**Late or missed assignments**

Late assignments may be marked down a letter grade. I have outlined the assignment deadlines in the course outline below. I may alter the assignment deadlines as we move through the semester but if a deadline is changed,
students must adhered to this new deadline or assignments may be marked down a letter grade.

**Team Work and Peer Evaluations**

In the overwhelming majority of cases, students are hardworking and serious about their work. However, there can be times when someone is not pulling their weight and actively engaging in team work. When this happens, it negatively impacts the whole team and the final product. Professional planners and policymakers have to work in teams to be effective and so it is important that everybody collaborate. One way for me to know if someone is not working as hard as everyone else is through peer evaluations. Through these evaluations, I can also recognize those that are doing exceptional work. Therefore at the end of the semester, students will be asked to complete a team evaluation form and offer constructive and honest feedback on team members. **More information regarding this evaluation will be provided in class.** I do not expect that anyone will receive a poor evaluation from his or her peers, but in the event that this happens it may result in a poor grade. **I reserve the right to deduct up to 50 percent from a student’s grade if they receive negative peer evaluations.**

If students are having difficulty with specific tasks and/or with team members, I encourage you to try to work it out together and collaboratively. However, if that does not work, students can **always** come to me with any problems or difficulties that might arise.

**Plagiarism**

I will not tolerate any plagiarism. Plagiarism is passing off as one’s own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as as your own even if you have the permission of that person. Each group/person should work separately on projects and they cannot copy another group’s/individuals’ work or ideas. If I suspect plagiarism, I will have to report it to the Committee on Academic Misconduct. If you are unsure as to what constitutes plagiarism, please come and see me. A way to avoid plagiarism is to cite your work correctly. The following link leads to citation guides that available on-line through the OSU library: [http://library.osu.edu/help/research-strategies/](http://library.osu.edu/help/research-strategies/). Just expand the first link: “How to Cite and Organize Information.”

**ADA Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at (614) 292-
Additionally, contact me as early as possible in the semester so that we can properly accommodate your disability.

**Course Outline**

*Please note the course outline is subject to change*

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 13</td>
<td>Syllabus and course expectations</td>
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<tr>
<td></td>
<td><strong>Introduction to Trends, Patterns and Problems</strong></td>
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<td>Browse <a href="http://htaindex.cnt.org">http://htaindex.cnt.org</a></td>
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<td>January 22</td>
<td><strong>Housing Markets, Filtering and Ideology</strong></td>
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<td>January 27</td>
<td><strong>Housing Finance</strong></td>
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<td>February 12</td>
<td>Discussion of Team Work and Evaluations</td>
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<td><strong>Housing Needs Assessment Guidance and Examples</strong></td>
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<td>February 19</td>
<td><em>Browse the following:</em></td>
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<td>Vermont Housing Needs Assessment Guide.</td>
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<td>2010 Vermont Housing Needs Assessment.</td>
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<td><strong>State and Local Housing Policy and Non Profit Sector</strong></td>
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<td>Bento, A., S. Lowe, G. Knaap and A. Chakraborty. Housing Market Effects of Inclusionary Zoning in <em>The Affordable Housing Reader</em>. <strong>Available on Carmen</strong></td>
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<td><strong>Land Use Regulation and Housing Choices</strong></td>
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<td>Pollack, S., Bluestone, B. and C. Bilingham. Neighborhood Change and Transit. What we learned in <em>The Affordable Housing Reader</em>. <strong>Available on Carmen</strong></td>
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<td><strong>Community Development and the Non-Profit Sector</strong></td>
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<td>March 17</td>
<td>No classes - Spring Break</td>
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<td>March 19</td>
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<td>March 26</td>
<td>The Foreclosure Crisis</td>
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**The Effects of the Foreclosure Crisis and What Communities can Do**

| March 31 |

*Note: Draft of Housing Needs Assessment due to Peer Evaluators and Professor*

| April 2 |
| Students Presentations on Housing Programs in Columbus |

| April 7 |
| Guest Speaker: Michael Wilkos from the Columbus Foundation |

*In-class discussion of peer evaluation of Housing Needs Assessment Draft*

| April 9 |
| No class – Urban Affairs Association Conference. Students should meet to conduct the peer evaluation of Housing Needs Draft |

<p>| April 14 |
| Housing for People with Special Needs |</p>
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<tr>
<th>Date</th>
<th>Event</th>
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<td>April 16</td>
<td>Community Shelter Board. FY2014 Snapshot Report.</td>
<td>Available on Carmen</td>
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<td>Guest Speaker and/or Shelter Visit</td>
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