

2018

# Housing and Community Development

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**SOC 31136 – Housing and Community Development (3 credits)  
Syllabus (Revised September 17, 2018)**

**INSTRUCTOR:** Professor Yana Kucheva  
Office:  
Email: ykucheva@ccny.cuny.edu  
Office hours:

**TIME AND PLACE:**

**CLASS WEBSITE:** Blackboard

**COURSE DESCRIPTION AND OBJECTIVES:** This course will introduce students to U.S. housing policy with a special emphasis on three substantive policy areas – affordability, social outcomes, and the creation of diverse communities. Students will learn about the symbolic significance of owning a home, the importance of homeownership for wealth accumulation, the history of providing housing for the poor, and the difficulties in setting housing policy across multiple scales (individual, neighborhood, city, region). The course will use both theoretical and empirical scholarship to explore the spatial and social segmentation of the U.S. housing market through topics such as segregation, gentrification, and the privatization of public space. In the process, students will gain a greater appreciation for the social, economic and political structures of American society, the successes and failures of U.S. housing policies, and the link between housing policy and community development. The class will include a critical assessment of the role of housing in the U.S. economy and provide possible policy solutions to creating inclusive communities through housing policy.

**PREREQUISITES:** While this course has no formal prerequisites, it will draw on basic sociological concepts and means of presenting quantitative and qualitative information. Sociology majors should already have the required background from the following courses: SOC 105 Introduction to Sociology, SOC 232 Methods and Techniques of Sociological Research, and SOC 237 Foundations of Sociological Theory. Without these foundational courses, you will have difficulty with readings, lectures, and written assignments.

**COURSE MATERIALS:** All course readings and materials will be posted on Blackboard.

**REQUIREMENTS AND GRADING:**

***On-going short writing assignments:***

*Ten (10) short writing assignments to be submitted as discussion board posts on Blackboard; 2 points each, due by 5pm on due dates throughout the semester*

I will not accept any late Blackboard posts. See the class schedule for due dates and topics. See the respective Blackboard discussion board forum for each prompt. See the Participation Rubric at the end of the syllabus for grading criteria.

*Ten (10) replies to discussion board posts of classmates; 1 point each, due by 11:59pm on Sunday within the same week of the post to which you are responding.*

I will not accept any late replies to Blackboard posts. You will receive an *extra credit* of 0.5 points for one additional reply over the one required for each post.

***Final Project, 30 points***

*Written policy brief: 20 points, 15 pages*

*In-class presentation: 10 points, 15 minutes.*

You will take part in a group research project on a specific housing or community development policy that could be implemented in New York City or the region. The purpose of this project is to have you step into the shoes of policy makers and urban planners by proposing a concrete and viable housing or community development initiative for New York City or the region. You will work in a group of five people to choose a specific topic and develop concrete recommendations for change given previous research on the topic and your own original research. The research component of this project could be either qualitative or quantitative, but it has to include at least two maps to visualize your main points. I expect this assignment to be challenging. The learning goals here are multifold: to have you think critically about policies in the realm of housing and community development, to develop your research skills in either analyzing secondary sources of data and/or interviewing community members and stakeholders, to learn how to visualize data using publicly accessible mapping portals, and to learn how to write an engaging policy brief for an audience that includes both policy makers and community members.

***Exams, 30 points.***

*Midterm exam 1      15 points.*

*Midterm exam 2      15 points.*

All exams are essay-based and open-note on Blackboard. You can submit one exam late with a 50% penalty if you submit it within 24 hours of its deadline. You will have a week to complete each exam, but they are meant to take you less than three hours.

***In-person class participation, 10 points.***

Throughout the semester, we will work in small groups in class to practice the concepts we are learning. I will also call on you to provide examples from the readings or from personal experience. You are expected to come to class prepared to ask and answer questions and to engage in respectful discussion with your classmates. I encourage you to participate in class whenever necessary to ask for clarification, raise objections, or connect the class material to current events.

***In-person class attendance, minus 1 point for every 3 missed classes.***

You are expected to attend all class sessions and to complete all readings prior to the class for which they are assigned. More importantly, if you miss class sessions regularly or spend time on your phone during class, you will miss material that is crucial for your success. **Students who miss class regularly, usually do poorly on exams and assignments.** I will take class attendance at the beginning of each class. For every 3 classes that you miss, your total grade for the class will be reduced by 1 point. If you come to class more than 15 minutes late, you will not get attendance credit for that class. If you miss class, it is your responsibility to ask a fellow classmate for their notes.

**Grading summary.**

Short writing assignments and responses	30 points
Exams	30 points

Final Project	20 points
Final Presentation	10 points
Class Participation	10 points
<i>Total</i>	<i>100 points</i>

**Grade Scale.**

A+	97-100	A	93-96	A-	90-92
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D	60-69	F	below 60		

**Late work.** I will not accept any late discussion board posts. You can submit one exam late with a 50% penalty if you submit it within 24 hours of its deadline. For all other assignments, your grade will be reduced by 3 points for every 24 hours your work is late. I will not give the grade “Incomplete” as a final grade. Please plan accordingly at the end of the semester.

**Technology Policy.** The use of laptops, tablets, and mobile phones is only permitted for note taking and other activities directly related to the class. **Students who do not pay attention in class do poorly on the exams and the assignments for this class.**

**Academic Integrity.** Please read CUNY’s policy on academic integrity. If you are found guilty of plagiarism or any other type of academic dishonesty, you will be subject to appropriate disciplinary action, which may include a failure in the course, suspension, or expulsion.

[https://www.ccny.cuny.edu/sites/default/files/about/upload/academic\\_integrity.pdf](https://www.ccny.cuny.edu/sites/default/files/about/upload/academic_integrity.pdf)

**Students with disabilities.** In compliance with CCNY policy and equal access laws, appropriate accommodations are administered by the Access Ability Center. Students who register with Access Ability, and are entitled to specific accommodations, must request a letter from Access Ability to present to the Professor that states what their accommodations are. If specific accommodations are required for a test, students must present an “Exam Administration Request Form” from Access Ability, at least one week prior to the test date in order to receive their accommodations.

<http://www.ccny.cuny.edu/accessibility/>

**Counseling and Support Services.** CCNY offers free counseling services and workshops to help students with studying strategies, time managements, stress, and emotional issues. I encourage you to take advantage of this resource.

<http://www.ccny.cuny.edu/counseling/>

**Writing Center.** The CCNY Writing Center can help you during all stages of the writing process. You can schedule one-on-one meetings for feedback on your writing. On their website, you can also find information on strategies to help with writing and revisions.

<http://www.ccny.cuny.edu/writing/>

## SCHEDULE

Topic	Readings	Assignment due
Welcome and Introductions		
Why is studying housing important? Is affordable and decent housing a right?	<ol style="list-style-type: none"> <li>(1) Hartman, Chester. 1998. "The Case for a Right to Housing." <i>Housing Policy Debate</i> 9(2): 223-246.</li> <li>(2) Carr, James. 1998. "Comment on Chester Hartman's 'The Case for a Right to Housing': The Right to 'Poverty with a Roof'—A Response to Hartman." <i>Housing Policy Debate</i> 9(2): 247-257.</li> </ol>	
Housing as an ideology	<ol style="list-style-type: none"> <li>(1) Jackson, Kenneth. 1985. <i>Crabgrass Frontier: The Suburbanization of the United States</i>. New York: Oxford University Press. Chapter 3, "Home Sweet Home: The House and the Yard."</li> <li>(2) Rybczynski, Witold. 1986 <i>Home: A Short History of an Idea</i>. New York: Viking. Chapter 2, "Intimacy and Privacy."</li> </ol>	Report 1, The meaning of home
Current trends in the U.S. housing market	(1) Joint Center for Housing Studies of Harvard University. 2018. <i>The State of the Nation's Housing</i> .	
Housing affordability	<ol style="list-style-type: none"> <li>(1) Center for Urban Pedagogy. 2009. <i>What is Affordable Housing? NYC Edition</i>.</li> <li>(2) Stone, Michael. 2006. "What is Housing Affordability? The Case for the Residual Income Approach." <i>Housing Policy Debate</i> 17(1): 151-184.</li> </ol>	Report 2, Who can afford to live in New York City?
Slums and early interventions into housing	<ol style="list-style-type: none"> <li>(1) Riis, Jacob. 1890. <i>How the Other Half Lives</i> read one chapter by choice: <a href="http://www.gutenberg.org/ebooks/45502">http://www.gutenberg.org/ebooks/45502</a></li> <li>(2) Lubove, Roy. 1963 <i>The Progressives and the Slums: Tenement House Reform In New York City, 1890-1917</i>. University of Pittsburgh Press. Chapter 1, "The Origins of Tenement Reform 1830-1865."</li> </ol>	
History of federal housing intervention: An introduction	(1) Jackson, Kenneth. 1985. <i>Crabgrass Frontier: The Suburbanization of the United States</i> . New York: Oxford University Press. Chapter 11, "Federal Subsidy and the Suburban Dream."	Report 3, How is the government subsidizing housing in your neighborhood?
Homeownership	<ol style="list-style-type: none"> <li>(1) Rohe, William, Shannon Van Zandt, and George McCarthy. 2013. "The Social Benefits and Costs of Homeownership: A Critical Assessment of the Research." <i>The Affordable Housing Reader</i>: 196-212.</li> <li>(2) Schwartz, Alex. <i>Housing Policy in the United States</i>. Routledge. Chapter 3, "Housing Finance"</li> </ol>	
Evictions and foreclosures	<ol style="list-style-type: none"> <li>(1) This American Life, Episode 355. "The Giant Pool of Money." (podcast)</li> <li>(2) Desmond, Matthew. 2015. "Unaffordable America: Poverty, Housing, and Eviction." <i>Fast Focus: Institute for Research on Poverty</i> 22: 1-6.</li> </ol>	Report 4, Should the U.S. government continue to subsidize homeownership?

“The Pruitt Igoe Myth”	Documentary screening	
Public Housing	<ol style="list-style-type: none"> <li>(1) Sard, Barbara and Will Fischer. 2008. “Preserving Safe, High Quality Public Housing Should Be a Priority of Federal Housing Policy.” Center on Budget and Policy Priorities.</li> <li>(2) Popkin, Susan. 2009. “Academic Perspectives on the Future of Public Housing.” Testimony before the U.S. House of Representatives, Committee on Financial Services, Subcommittee on Housing and Community Opportunity. <i>The Urban Institute</i>.</li> </ol>	Report 5, The Pruitt Igoe Myth
Vouchers	<ol style="list-style-type: none"> <li>(1) DeLuca, Stefanie and Peter Rosenblatt. 2017. “Walking away from The Wire: Housing Mobility and Neighborhood Opportunity in Baltimore.” <i>Housing Policy Debate</i> 27(4): 519-546.</li> </ol>	
“Storied Streets”	Documentary screening	Midterm 1 due
Homelessness	<ol style="list-style-type: none"> <li>(1) Abt Associates. 2018. <i>The 2017 Annual Homeless Assessment Report to Congress</i>.</li> <li>(2) Gladwell, Michael. 2006. "Million-Dollar Murray." <i>The New Yorker</i> February 13: 96.</li> </ol>	
Housing and social outcomes	<ol style="list-style-type: none"> <li>(1) Newman, Sandra J. 2008. “Does Housing Matter for Poor Families? A Critical Summary of Research and Issues Still to Be Resolved.” <i>Journal of Policy Analysis and Management</i> 27(4): 895-925.</li> <li>(2) Kucheva, Yana. 2013. “Subsidized Housing and the Concentration of Poverty, 1977-2008: An Examination of Eight U.S. Metropolitan Areas.” <i>City and Community</i> 12(2): 113-133.</li> </ol>	
Neighborhood effects	<ol style="list-style-type: none"> <li>(1) Sampson, Robert. 2012. “Neighborhood Effects: The Evolution of an Idea.” Pp. 31-52 in <i>Great American City: Chicago and the Enduring Neighborhood Effect</i>. Chicago: University of Chicago Press.</li> <li>(2) Pebley, Anne and Narayan Sastry. 2004. "Neighborhoods, Poverty, and Children’s Well-Being." <i>Social Inequality</i>: 119-145.</li> </ol>	Report 6, Draw a map of your neighborhood and your daily activities (and be prepared to present it in class)
Residential segregation	<ol style="list-style-type: none"> <li>(1) Charles, Camille Zubrinsky. 2003. "The Dynamics of Racial Residential Segregation." <i>Annual Review of Sociology</i>: 167-207.</li> <li>(2) Bischoff, Kendra and Sean Reardon. 2013. “Residential Segregation by Income, 1970-2009.” <i>The Lost Decade? Social Change in the U.S. after 2000</i>. Russell Sage Foundation.</li> </ol>	
Fair housing	<ol style="list-style-type: none"> <li>(1) Oh, Sun Jung and John Yinger. 2015. "What Have We Learned from Paired Testing in Housing Markets?" <i>Cityscape</i> 17(3): 15-60.</li> </ol>	Report 7, How did you find the current apartment or house where you live?

	(2) Kucheva, Yana and Richard Sander. 2014. "The Misunderstood Consequences of Shelley v. Kraemer." <i>Social Science Research</i> 48: 212-233.	
Gentrification	(1) Hwang, Jackelyn and Jeffrey Lin. 2016. "What Have We Learned about the Causes of Recent Gentrification?" <i>Cityscape</i> , 18(3): 9-26.	
The privatization of public space	(1) Kohn, Margaret. 2004. <i>Brave New Neighborhoods: The Privatization of Public Space</i> . Chapter 4, "The Mauling of Public Space."	Report 8, What signs of gentrification or privatization of public space are there where you live, work, or go to school?
Rethinking housing policy: integration	"70 Acres in Chicago" documentary screening	Midterm 2 due
Rethinking housing policy: integration	(1) Series on "Why Integration?" Furman Center, Essay by Mary Pattillo, discussion by Sherrilyn Ifill, Pat Sharkey, and Rucker Johnson. (2) Mark L. Joseph. 2006. "Is Mixed-Income Development an Antidote to Urban Poverty?" <i>Housing Policy Debate</i> 17(2): 209-234.	
Rethinking housing policy: urban planning and zoning	(1) Jacobs, Jane. 1961. <i>The Death and Life of Great American Cities</i> . Chapters 7 and 8. (2) Gaspar, Christine and Liz Ogbu. 2015. Using Our Words: The Language of Design for Equity.	
Rethinking housing policy: disaster preparedness and environmental hazards	(1) Klinenberg, Erik. 2002. <i>Heat Wave</i> . University of Chicago Press: Chicago, IL. Prologue and Introduction. (2) "Poisoned Water": Available at PBS	Report 9, What environmental justice issues does your neighborhood face?
Methods of studying housing and community development	Familiarize yourself with the following websites before class: SocialExplorer.com DATA2GO.NYC	
Methods of studying housing and community development		Report 10, Make an electronic map of NYC
Housing in the New York City metropolitan area	(1) Furman Center. 2015. <i>State of New York City's Housing and Neighborhoods</i> . Gentrification (2) Furman Center. 2016. <i>State of New York City's Housing and Neighborhoods</i> . Poverty in New York City.	
Class presentations		

## Participation Rubric for Discussion Board Posts

Throughout the semester, you will be asked to write short reaction posts to 10 prompts on the Blackboard discussion board forum for a total of 30 possible points. You will also need to reply to 10 posts made by your classmates for a total of 10 possible points.

To earn the full 2 points for each discussion board post, you need to:

- Reply to the prompt by the respective deadline
- Respond to the prompt showing evidence that you have completed the relevant readings or watched the relevant documentaries
- Respond to the prompt in a substantive manner that directly addresses all parts of the prompt
- Respond in a way that is informative, persuasive, or provokes further conversations
- Be constructive and express differences of opinion in a collegial manner
- Write a post that is free of spelling or grammatical errors
- Write a post that is at least 300 words long but no more than 600 words long.

To earn the full 1 point for each response to a classmate, your post needs to:

- Reply to your classmate's post by the respective deadline
- Provide evidence that you have read your classmate's post
- Include comments or questions that enhance the discussion or help move the conversation forward. These may include follow up questions, examples, or new perspectives.
- Be constructive and express differences of opinion in a collegial manner.
- Address the ideas that your classmates presented rather than your classmates' character or personal traits.
- Be free of spelling or grammatical errors
- Be at least 200 words long but no more than 400 words long. Excessive flattery of your classmates' posts or simple summaries of your classmates' main points do not count towards the 200-word minimum since they do not move the discussion forward.