

**University of Florida  
Department of Political Science  
Spring 2016**

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**Anderson Hall 210**  
**W 9:00-12:00, and by appointment**  
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**Politics of Housing (POS 4931)**

Course Description

This course will consider how politics and law can assist in shaping housing, cities, homelessness, and suburbia. Significant attention will be given to understanding governmental policies that attempt to influence how people live. Some examples will consider the early origins of modern cities, the development of suburbia, and historically recent developments such as public housing, gentrification, and gated communities.

About the Syllabus

Based on the composition of the class, our progress discussing these issues, elements beyond our control, and student needs, this syllabus is flexible and may change. Throughout the semester, you will be notified of any changes that might emerge. During the first day of class the professor will read and explain this syllabus at length. It is the student's responsibility to understand the requirements for this class and asking all the appropriate questions about this document to the professor. Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found at <https://catalogue.ufl.edu/ugrad/current/regulations/info/attendance>.

Readings

The assigned texts are required and available at the UF Bookstore. It will be our source of discussion and used extensively. In addition, during the course the professor will offer required readings that will be available on our Canvas page identified by a C. This syllabus is a living document, and in case of changes in the readings students will be properly notified.

Assigned Texts

Lawrence J. Vale (2013) *Purging the Poorest: Public Housing and the Design Politics of Twice-Cleared Communities*. University of Chicago Press.

Mark Monmonier (2010) *No Dig, No Fly, No Go: How Maps Restrict and Control*. University of Chicago Press.

Alex F. Schwartz (2014) *Housing Policy in the United States*. Third Edition. Routledge.

### Writing Requirements and Grade

The grade will be based on a four-page paper (10 points), a mid-term examination (20 points), research paper proposal presentation (5 points), research paper proposal document (5 points), a 12-15 research paper (30 points), research paper presentation (5 points), a second examination (20 points), class attendance (5 points), and participation (5 points).

#### Four Page Paper (10 points)

The four-page paper will be written responding to questions that will be offered to the students. The rubric that will be used to evaluate the paper will be posted on our Canvas page.

#### Midterm Exam (20 points)

The mid-term will be short in nature. Blue books will be required and the student is expected to complete the exam during the exam period.

#### Research Paper Proposal Presentation (5 points)

The proposal and annotated bibliography presentation should last five minutes and will be an opportunity for students to present their hypothesis for their research paper, and to offer a preliminary bibliography. The topic of the paper should be discussed with the professor for approval prior to the class presentation. In this presentation the student will offer a proposal of their final research paper, outlining the research question, and relevant literature of five academic sources that will be used. The sources cannot include any class readings. The rubric that will be used to evaluate the presentation will be posted on our Canvas page.

#### Research Paper Proposal Document (5 points)

In this document the student will offer a proposal of their final research paper, outlining the research question, and relevant literature that will be used. The topic of the paper should be discussed with the professor for approval prior to the class presentation. This document should be three pages long, featuring a cover page, research question with an abstract, and an annotated bibliography page with five academic sources. The sources cannot include any class readings. The rubric that will be used to evaluate the document will be posted on our Canvas page.

#### Research Paper (30 points)

Students will prepare a 12 to 15-page paper product of their original research. The sources cannot include any class readings. The paper will be evaluated making use of the rubric that will be made available on Canvas.

#### Research Paper Presentation (5 points)

In this 5-7 minute presentation students will present their research findings and receive feedback from the class as well as the professor. The rubric that will be used to evaluate the presentation will be posted on our Canvas page.

#### Second Exam (20 points)

The second exam will be due at the end of the semester. The format of the exam will be announced in a timely fashion during the semester.

### Participation (5 points)

Students are expected to attend and be active components of the class and discussion. It is expected that by the end of the semester all students have participated by offering quality contributions. If you do not feel comfortable by participating in class feel free to send me an email with your thoughts to [casuarez@ufl.edu](mailto:casuarez@ufl.edu).

### Attendance (5 points)

Attendance will be taken by either roll book, or index card during the first 15 minutes of the class. Any student that shows up after attendance has been taken will be considered absent. Students are therefore allowed two absences from days of class without penalty. Any unjustified absence after the second one will be penalized by taking three points off per missed class. Written evidence will be required in order to justify absences.

### On Timeliness

Students are expected to turn in their assigned work on time. If students are not able to turn in their work on time they will have offer written evidence in order to justify the tardiness. If said evidence is not produced one letter grade will be deducted per day after due date.

### Grade scale

A	94 and above
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	64-66
D-	60-63
E	59 and below

### Academic Honesty

An important component in academic work is recognizing one's work as well as others. Plagiarism and other forms of academic dishonesty are not allowed. **Any violations of the academic honesty policy will be vigorously pursued. All students are expected to adhere scrupulously to the University policy concerning academic honesty.** In order to respect this principle students are expected to abide by the Academic Honesty Policy. A copy of the Academic Honesty Policy can be found in the following link, <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. It is the student's responsibility to read and understand the policy. Following these guidelines will assure that original academic work will be recognized and celebrated.

### Concerns with a Grade

In the case that a student disagrees with a grade that concern should be presented in writing. This statement should be handed in writing the next class day after receiving

your grade. The merits of the concern will be evaluated taking into consideration how deeply the student is thinking about the subject at hand, and whether or not this student can provide textual evidence to justify their claim. After careful evaluation, I will notify the student about my decision and adjust the grade accordingly if applicable.

### Incompletes

Students who have not completed the required class work will only be evaluated by the work that was turned in by the day it was due. Incompletes will only be awarded under exceptional circumstances. Incompletes will be given when students comply with the following conditions, (1) notifying the professor two weeks prior to the last day of class, (2) providing written evidence for the medical condition, or situation that has prompted the student to request an incomplete. The student and professor should agree upon a proper arrangement on how the missing work will be submitted. The student will have the following semester as the time period to complete the missing work; failure to do so will result in an E.

### Special Needs

Testing accommodations and other needs will be addressed for students with proper documentation. Please make sure to inform me of these needs in writing during the first week of class. Retroactive accommodations will not be considered. In case of questions about Disability Resource Center feel free to contact them at <https://www.dso.ufl.edu/drc/>

### Classroom interaction

Respect is required at all times. Textual evidence is crucial when engaging in intelligent academic debates. Please make use of this tool when elaborating your arguments in the classroom. Refrain from comments that are not related to class discussion. Video or audio recording of the class is not allowed. Finally, the use of cell phones, and laptops are prohibited.

### Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## **I. Introduction**

Review course syllabus and introduction.

## **II. Setting Boundaries**

### *A. Establishing Limits*

Reading: Monmonier, Ch. 1, 2, 3 (1/12)

Questions for discussion: What type of influence did the English had in our understanding of American boundaries? Do all American states following the same pattern of boundaries? How is housing impacted by this diversity in boundaries?

Reading: Yi-Fu Tuan, *Language and the Making of Place*. C (1/14)

Questions for discussion: How crucial is language in the making of place? Is language given too much credit for the making of place?

Reading: David Harvey, *Between Space and Time*. C (1/19)

Questions for discussion: How have notions of space and time changed throughout the centuries? What is the connection of the mode of production to our understanding of space?

Reading: Judd, *Theorizing the City*. C (1/19)

Questions for discussion: What do the Chicago schools argue when understanding the city? What has been the contribution of the Los Angeles school?

### **First Paper Topic Distributed (1/19)**

Reading: Parkinson, *Place and Politics*. C (1/21)

Questions for discussion: Can place impact political behavior? How relevant are physical sites when thinking about democracy?

Reading: Hackworth and Smith, *The Changing State of Gentrification*. C (1/26)

Questions for discussion: What are the origins of gentrification? Are there any common threads to the Three Waves of gentrification?

#### *B. The presence of cultural values*

Reading: Richard Mohr, *Law and Identity in Spatial Contests*. C (1/26)

Questions for discussion: What happens when a plurality of laws may apply in a single place? Is this Australian experience applicable to other realities? How are liberal notions impacted in the discussion of this case study?

Reading: Ellen Pader, *Space of Hate*. C (1/28)

Questions for discussion: How can housing codes impact everyday life? Do housing codes respond to a particular cultural notion? Why are occupancy standards a culturally contested dynamic?

#### *C. Why Housing Matters*

Reading: Schwartz, Chapter 1. (2/2)

Questions for discussion: What is the goal behind housing policy? How can American housing policy be best summarized?

### **III. Housing Policy in the United States**

Reading: Schwartz, Chapter 2. (2/2)

What are some of the trends seen in housing policy? Can we point to persistent problems?

Reading: Schwartz, Chapter 3. (2/4)

What types of measures have been taken in order to make housing affordable? Who ends up subsidizing efforts to make housing more affordable?

Reading: Schwartz Chapter 4 (2/9)

What is the nexus between taxes and housing? How have the different policies behind taxation changed throughout time?

#### **IV. Public Housing**

Reading: Schwartz Chapter 6 (2/9)

What is the origin of public housing? What types of policies were set in place in order to promote their emergence?

Reading: Vale, Chapter 1 (2/11)

Questions for discussion: What were some of the core values behind public housing? What are some of the political views that are present in housing policy?

#### **First Paper Due (2/11)**

Reading: Vale, Chapter 2, (2/16)

Questions for discussion: How did the private and public sectors teamed up to support public housing? Is the experience in Atlanta unique to the city or similar processes occurred in other parts of the United States?

Reading: Vale, Chapter 3 (2/16)

Questions for discussion: What were the political forces that favored the "purges"? Was there any opposition to these types of practices?

Reading: Vale, Chapter 4 (2/18)

Questions for discussion: What were some of the arguments for the development of the Cabrini Homes? Were the "clearing" practices similar to those in Atlanta?

Reading: Vale, Chapter 5 (2/23)

Questions for discussion: How were postwar politics linked to the development of Cabrini Green? How did notions of mixed race housing impact the development of Cabrini Green?

Reading: Vale, Chapter 6 (2/23)

Questions for discussion: When did Cabrini Green stop being a viable urban project to some? Was the community consulted in order to improve living conditions?

#### **Mid Term Exam in Class (2/25)**

#### **Second Paper Proposal Presentations (3/8)**

#### **V. Suburbia**

Reading: Clapson, *The City Spreads*. (3/8)

Questions for discussion: When can it be determined that Suburbia started? How did the automobile facilitate the expansion of Suburbia?

Reading: Clapson, *The Suburban Aspiration*. (3/10)

Questions for discussion: What were some of the values present in Suburbia? Have the patterns of urban growth been the same?

Reading: Nicolaides, *How Hell Moved from the City to the Suburbs*. C (3/15)  
Questions for discussion: How have scholars approached the understanding of Suburbia? How can academic work shed some light on the changes in Suburbia?

Reading: Wiese, *"The House I Live In"*. C (3/15)  
Questions for discussion: What was the experience of African Americans in Suburbia? Was this experience homogeneous across the country?

Reading: Dixon, *Suburban Downtowns*. C (3/17)  
Questions for discussion: Have downtowns shifted to Suburbia? Is there a paradox between the walkability of these new developments and their distance by car?

## **VI. Neighborhoods and Social Mobility**

Reading: de Sousa et. al., *How Does Leaving High-Poverty Neighborhoods Affect the Employment of Low-Income Mothers and Youth?* C (3/22)

Questions for discussion: Does it make a difference to move? What is the role of networks when moving?

Reading: Ferreira, *Preferences for Hispanic Neighborhoods*. C (3/22)  
Questions for discussion: Is there a significant difference in terms of preference between Hispanic communities and others? Are Hispanics understood as a diverse community when it comes to this matter?

## **VII. Current Challenges**

### *A. Zoning and Gentrification*

Reading: Monmonier, Chapters 8, 9, 10 (3/24)

Questions for discussion: What is Redlining? What is Greenlining? What is the relevance of zoning laws? What is a NIMBY?

### *B. Homelessness*

Reading: Simon, *Towns Without Pity*. C (3/29)

Questions for discussion: Is there a common feature on how different cities have addressed homelessness in this article? What types of judicial decisions have been used by these cities to support their actions?

### *C. Housing Discrimination*

Reading: Schwartz, Chapter 10 (3/29)

Questions for discussion: What has been the role of the Federal government in assisting those with special needs for housing? Where do these efforts stand today?

Reading: Schwartz, Chapter 11 (3/31)

Questions for discussion: How has housing discrimination looked throughout time? What types of measures have been taken in order to alleviate such discrimination?

### *D. Foreclosure Crisis*

Reading: Schwartz, Chapter 13 (4/5)

Questions for discussion: What type of policies led to the foreclosure crisis? What types of steps have been taking in order to prevent a similar situation in the future?

*E. Redevelopment*

Reading: Vale, Chapter 7 (4/5)

Questions for discussion: How has the Gold Coast expanded at the expense of Cabrini Green? Who gets to decide what types of urban changes cities can commit to?

*F. Policy Alternatives*

Reading: Vale, Chapter 8 (4/7)

Questions for discussion: What types of decisions have other cities have taken when facing situations such as those of Atlanta and Chicago? What type of politics should be practiced in order to make alternative urban models possible?

Reading: , Yerena, *The Impact of Advocacy Organizations on Low-Income Housing Policy in U.S. Cities*. C (4/12)

Questions for discussion: How can political advocacy impact low-income housing policies? What type of challenges are municipalities facing when trying to make housing more affordable?

Second Paper and Presentation Due 4/14

Second Exam TBA