

**University of Florida
Department of Political Science
Spring 2017**

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Anderson Hall 210

Wednesdays 10:00-12:00, Thursdays 9:30-10:30, and by appointment.

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**Politics of Housing (POS 4931)
T 07 and R07-08 Anderson 0034**

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

Louis Hyman (2011). *Debtor Nation*. Cornell University Press

Kevin Fox Gotham and Miriam Greenberg (2014). *Crisis Cities*. Oxford University 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 (25 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 (25 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. The rubric for participation will be posted on our Canvas page. If you do not feel comfortable by participating in class feel free to send me an email with your thoughts to casuarez@ufl.edu.

Attendance (5 points)

The professor will take attendance either by roll book, canvas, or index card. Students are therefore allowed three absences from days of class without penalty. Any absence after the third one will be penalized by taking three points per missed class. A student who leaves the class before it is over will not be considered as present in terms of attendance. Written evidence will be required in order to justify absences. It is the student's responsibility to be aware of their number of absences during the semester. If a student has any questions about their attendance on a particular day, this issue should be brought up in writing no later than the following class. Students that are late will be marked as such, and three recorded late arrivals will be counted as one absence.

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

On Canvas

The Canvas grade book will be updated as class assignments are graded. Please note that the grade book does not include the grades for Participation and Attendance. Also Canvas calculates attendance throughout the semester in a way that does not reflect your final attendance grade

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 Boundaries

Reading: Yi-Fu Tuan, *Language and the Making of Place*. C (1/10)

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 (1/12)

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 (1/12)

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

First Paper Topic Distributed (1/12)

Reading: Parkinson, *Place and Politics*. C (1/17)

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

B. The presence of cultural values

Reading: Richard Mohr, *Law and Identity in Spatial Contests*. C (1/19)

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 (1/19)

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?

III. Housing Policy in the United States

A. Why Housing Matters

Reading: Schwartz, Chapter 1. (1/24)

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

Reading: Schwartz, Chapter 2. (1/26)

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

B. Financing, Affordability, Access

Reading: Schwartz, Chapter 3. (1/26)

Questions for discussion: 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. (1/31)

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

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

Questions for discussion: Questions for discussion: What types of institutions were created in order to create the modern credit system? How was housing made part of the credit industry?

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

Questions for discussion: How did the New Deal impacted Federal and State housing policy? Who favored and opposed these policy changes?

Reading: Hyman, Chapter 3. (2/7)

Questions for discussion: What was the role that banking had in promoting the consumer credit culture? How did consumer culture impact the housing market?

IV. Housing for the working class

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: Schwartz, Chapter 7. (2/9)

Questions for discussion: Why did the Federal government got involved in privately owned rental housing? Who promoted these changes?

Reading: Schwartz, Chapter 8. (2/14)

Questions for discussion: Why have vouchers become more prevalent in the past three decades? What is the profile of those who make use of these vouchers?

First Paper Due (2/14)

V. Suburbia

Reading: Clapson, *The City Spreads*. (2/16)

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*. (2/16)

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

Reading: Hyman, Chapter 5. (2/21)

Questions for discussion: What were the practices of suburban borrowing? How vital was housing to the suburban borrowing practices?

Reading: Nicolaides, *How Hell Moved from the City to the Suburbs*. C (2/21)

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 (2/23)

Questions for discussion: What was the experience of African Americans in Suburbia? Was this experience homogeneous across the country?

Reading: Dixon, *Suburban Downtowns*. C (2/28)

Questions for discussion: Have downtowns shifted to Suburbia? Is there a paradox between the walkability of these new developments and their distance by car?

Mid Term Exam in Class (3/2)

Second Paper Proposal Document and Presentation (3/14-3/16)

VI. Crisis Driven Urbanization

Reading: Gotham and Greenberg, Ch. 1. (3/16)

Questions for discussion: Why is there a need to create a Theory of Crisis Cities? Is this a recent trend?

Reading: Gotham and Greenberg, Ch. 2. (3/21)

Questions for discussion: Why is there a legacy of urban crisis? Are the examples of NYC and New Orleans unique?

Reading: Gotham and Greenberg, Ch. 3. (3/23)

Questions for discussion: How is crisis politically constructed? Why is there a need to construct a crisis?

Reading: Gotham and Greenberg, Ch. 4. (3/23)

Questions for discussion: How can crisis serve to spark civic engagement and crisis organizing? Can it be argued that New Orleans and New York were successful examples of political contestation in the midst of a crisis?

VII. Current Challenges

A. Postwar Credit Structures

Reading: Louis Hyman, pp.223-240 and 275-287. (3/28)

What type of practices has the Federal government pursued in order to channel capital to American cities? What is the enduring legacy of mortgages and government policy on living conditions?

B. Housing Discrimination

Reading: Schwartz, Chapter 10. (3/30)

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. (3/30)

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

C. Foreclosure and city branding

Reading: Schwartz, Chapter 13. (4/4)

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?

City Branding

Gotham and Greenberg, Ch. 6. (4/6)

Questions for discussion: Why is there a need to brand cities? Is this strategy effective in addressing the challenges discussed during the semester?

Research Paper and Presentation Due 4/13

Second Exam TBA