Housing Policy
POLI 423.1 (Cross-Listed as PUBA 523.1)
Fall 2020

A message from your professor: It is most important this semester for you to take care of your physical and mental health. While I am committed to providing you with a learning experience that will help you build a solid foundation in housing policy and prepare you for future academic and professional work in this very important field, your work in this class should not come at the expense of your health. Please do not hesitate to reach out to me if you find yourself struggling. I will work with you to support you.

Instructor: Maren Trochmann, Ph.D. (she/her/hers)
Email: trochmannmb@cofc.edu
Phone: 843.953.1036 (office)
Office: J.C. Long Building, 9 Liberty Street, Room 213
Virtual Office Hours: Mondays 3:30-5pm; Tuesdays 4:30-6pm; or by appointment

Welcome to Housing Policy. This course is a upper-level undergraduate Political Science course in the American Politics and Processes subfield. (It is also cross-listed as an elective course in the Master of Public Administration (MPA) Program.) I look forward to having you in class this semester!

Class Time: Mondays, 5:30-8:15pm
Class Location: Virtually via Zoom*
*Students will receive an Outlook Meeting invite with log-in details. See Zoom details here.

Prerequisites: Undergraduates must have junior or senior standing or attain approval from the instructor.

Course Description
Housing provides the foundation for many aspects of a healthy life and links citizens and families to education, jobs, transportation, community networks, and myriad public services. This course is designed to provide the background necessary to become informed participants in this debate over the future of U.S. housing policy and to develop conceptual tools necessary to formulate and implement housing policy.

Course Objectives
This course is designed with a special emphasis on housing policy formation and implementation in ways that advance a unique public service perspective and engage a diverse constituent base in the collective pursuit of shared goals. To that end, student learning outcomes are below. At the end of this course, students will be able to:

(1) Explain the history of housing policy in the U.S.
Assessment: Weekly Reading Responses, Final Policy Paper
(2) Describe and distinguish the four roles housing plays in our society: shelter; home; investment; and industry.
Assessment: Weekly Reading Responses; Engagement & Participation
(3) Articulate the political and financial constraints to developing a cohesive, national housing policy.
Assessment: Debates; Weekly Reading Responses
(4) Communicate productively and write articulately considering diverse perspectives.
   Assessment: Final Policy Paper; Debates and Reflections
(5) Analyze and think critically about complex housing problems.
   Assessment: Final Policy Paper

**Required Texts & Additional Readings**

*I have designed this course to be affordable, accessible, and open access.*


*These textbooks are both available for free electronically through Addlestone Library’s eBook Central via Proquest. Specific links are included above. These books can also be located through basic search functions and will be linked in OAKS. Should you desire a hardcopy textbook, you are welcome to buy your own new or used online.*

**Additional required readings, podcasts, or videos will be made available electronically through the OAKS system, accessible via MyCharleston.**

**My Educational Philosophy**

My educational philosophy is reflective of my experience as a practitioner and manager in the public sector and affordable housing field. I strongly believe that learning and growth occur most fully in the context of dialogue and through deep reflection on our own experiences. As such, our professional and personal experiences provide a foundation for our learning this semester. I believe this is essential in the field of public administration and housing policy, as a vocation aimed towards realizing the public good is almost always conducted in dialogue with diverse and inclusive communities, organizations, peers, and citizens.

**Communication**

Please do not hesitate to contact me. My preferred method of initial communication is email. The way you present yourself in in written and verbal form says a lot about who you are, your work ethic, and your priorities. Consider every interaction you have with faculty and your peers an opportunity to demonstrate the best version of yourself.

**Technology**

It is required that you have a computer with Internet access, microphone, and speakers. You must have a reliable Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can determine if this course will be manageable for you. I have also included resources below if you have concerns about course access or financial burdens.
If you have technical problems, please contact Student Computing Support or Helpdesk using these methods: Student Computing Support at 843-953-5457 or via email studentcomputingsupport@cofc.edu or the IT Helpdesk at 843-953-3375 or helpdesk@cofc.edu. It’s important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

Navigating This Course

This course contains distinct learning modules, and each module represents a unit of instruction taking place over the course of one week. OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted. The course modules are located in the Content tool in OAKS. Everything you need for instruction is located inside each module. Each module will contain an optional checklist in the content section to assist you in staying organized. More specific instructions for assignments are posted under the Assignment Dropbox and the Discussion Board for Reading Responses within OAKS. You will be able to access and progress through each module each week. Each content module will contain:

1. Required readings, videos, and/or podcasts;
2. Recorded lectures (if applicable);
3. Participation opportunities and requirements (e.g., weekly reading response discussion boards);
4. Links to any assignment dropbox and details (as applicable);

Recording of Classes (via Zoom)

Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

Time Commitment (Attendance Policy)

This is a full semester online course. We move quickly and cover a lot of material. Assume approximately 7-8 hours per week of active work in the course. I recommend you log into the course at least 2-3 days per week to stay current. This includes checking your CofC email, viewing feedback, and engaging in online discussion boards, as noted below.

Per the disclaimer at the top of this syllabus, I am aware of and sympathetic to the many challenges that college student experience, especially now in the time of COVID-19. If you are experiencing personal or health-related challenges, please communicate with me. There are numerous resources that I can recommend to you and, to an extent, I will work with you on deadlines. Please see this website a colleague (Dr. Hoffman in Sociology) created containing additional resources for Life-College Balance. Depending on circumstances, sometimes withdrawing from the class is the best option. October 28th is the withdrawal deadline for this full semester class with the grade of “W”. Regardless of your circumstances, please reach out to me or somebody else for support before and/or after deciding to withdraw from the class.

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception
Involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an X XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged; the F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted.

Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams or written assignments, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

**Accommodations for Documented Disabilities**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. You can contact Center at SNAP@cofc.edu or (843) 953-1431. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before any accommodation is needed.

**Center for Student Learning**
I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition
to other services). This fall, the Writing Lab is offering Online Writing Assistance Monday-Thursday 10a-9p; Friday 10a-12p; and Sunday 4-9p. Students can visit the CSL website to sign up for help by following the website’s directions and go into a drop-in session with Writing Lab Consultants. For more information regarding these services please visit the CSL website at http://csl.cofc.edu.

Financial Challenges
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor Trochmann if you are comfortable in doing so.

Inclusion
The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

Preferred Name and Pronoun Information
I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of any request early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

On Campus Gender Inclusive facilities
Campus Resources
College of Charleston Reporting Portals
National Resources for Faculty & Staff
GSEC Reports
Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project)
College of Charleston Quality Enhancement Plan (QEP)
Articles about CofC and LGBTQ+ Issues

Religious Accommodations
The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless
the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

**Inclement Weather, Pandemic or Substantial Disruption Policy**

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Additional Student Support Services**

http://capp.cofc.edu/Support%20Services/index.php

**Additional Policies**

http://policy.cofc.edu/policy.php#student

Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

**Assignments, Due Dates, and Grading Scale**

As a general rule, late assignments are not accepted. If you need an accommodation or extension, to the extent possible, please contact me prior to the due date/online submission deadline.

Grades of “Incomplete” (I) are reserved for those students who for some unexpected reason are unable to complete final requirements for the class.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Date(s) Due</th>
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<tbody>
<tr>
<td>Engagement &amp; Participation</td>
<td>15</td>
<td>Ongoing</td>
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<tr>
<td>Reading Responses (10)</td>
<td>3 each</td>
<td>Weekly, prior to class</td>
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<tr>
<td>In-Class Debates (3)</td>
<td>10 each</td>
<td>9/14, 10/26, 11/16*</td>
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<tr>
<td>Final Policy Paper (8-10 pages)</td>
<td>25</td>
<td>12/8</td>
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<tr>
<td><strong>Total</strong></td>
<td>100</td>
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*Date of in class debate. Individual reflections on the debate are due a week later prior to class.
**Grading Scale**

- A = 93% or above
- A- = 92-90%
- B+ = 89-88%
- B = 87-83%
- B- = 82-80%
- C+ = 79-78%
- C = 77-73%
- C- = 72-70%
- D+ = 69-68%
- D = 67-63%
- D- = 62-60%
- F = below 59%

**Course Assignments**

**Engagement & Participation**

This is a fast-moving course and a large part of our learning will take place in the virtual classroom via discussions and breakout groups. Your active, prepared, and civil engagement will be essential to enhance your own and your peers’ learning throughout the semester. Engagement requires us all to practice the values of fairness, justice, equity, responsiveness, and empathy. We must demonstrate a spirit of inquiry, valuing diverse perspectives during classroom engagement. Additionally, we should show curiosity and respect for each other and our individual differences. This includes adherence to civil, honorable, and respectful conduct per the CofC Student Handbook. Together, we will create guidelines for active, civil engagement during the first class, based on the first assignment.

**Debates and Reflections**

On the assigned dates and topics, students will be responsible for preparing an in-class discussion debating each side of the issue. Each student must participate in the preparation and debate, supporting their arguments with the literature and readings. After each debate, a short (1-2 page) reflection on the topic will be due in OAKS prior to the next class meeting.

**Reading Responses**

To promote weekly reading, attendance, and comprehension of the assigned materials, there will be short reading responses posted in OAKS throughout the course. Each week, with the exception of week one and three other weeks of your choosing, you must submit a response prior to class via OAKS. You will be expected to provide a synthesis or analysis of the readings, the readings’ or other materials’ connection to current events or other course content, and/or another narrower response. Prompts and potential questions to consider are included in the OAKS discussion board. Your responses should be grammatically correct, concise, and well-written short essays (no more than 1 page, single-spaced).

**Policy Paper**

You are working on a political campaign and have been asked to write a policy paper for the candidate. Depending on the type of campaign (local, state, or national), you will research and write about pertinent housing issues. Your paper should be well-researched and utilize class learnings to generate proposals and positions on key housing topics. Undergraduates will complete a paper of eight (8) to ten (10) pages double-spaced using APA citations. A full grading rubric and further guidance will be provided in OAKS.
**Course Schedule**

Listed below are the topics and associated assignments due each week. Detailed readings (and podcasts/videos) assigned for each week can be found in the associated OAKS Modules. Each module will open on Monday at midnight and students should have completed the readings and any associated reading response before the Zoom meeting for that week on the following Monday.

The instructor reserves the right to modify this schedule, as necessary. Any changes will be reflected in the content in OAKS and/or discussed in class.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment**</th>
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<tbody>
<tr>
<td>1: Aug. 25-31</td>
<td>Introduction to the Course, Overview &amp; Expectations</td>
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<tr>
<td>2: Sep. 1-7</td>
<td>Introduction to Housing Policy in the U.S.</td>
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<td>3: Sep. 8-14</td>
<td>Defining the “Housing Problem”: A Right to Housing?</td>
<td>Debate #1 (in class)</td>
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<td>4: Sep. 15-21</td>
<td>Inclusive and Fair Housing</td>
<td>Debate #1 Reflection</td>
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<td>5: Sep. 22-28</td>
<td>Homeownership &amp; Heirs Property*</td>
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<td>6: Sep. 29-Oct. 5</td>
<td>Evictions, Rental Policy, and the SC Context*</td>
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<td>7: Oct. 6-12</td>
<td>Public Housing*</td>
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<td>8: Oct. 13-19</td>
<td>Community Reinvestment Act: CDCs and Place-Based Housing Policy</td>
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<td>9: Oct. 20-26</td>
<td>Deconcentrating Poverty</td>
<td>Debate #2 (in class)</td>
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<td>10: Oct. 27-Nov. 2</td>
<td>State/Local Land Use Policies and Housing</td>
<td>Debate #2 Reflection</td>
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<td>11: Nov. 3-9</td>
<td>Housing Discrimination and Segregation</td>
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<td>12: Nov. 10-16</td>
<td>NIMBY/YIMBY &amp; Local Control</td>
<td>Debate #3 (in class)</td>
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<td>13: Nov. 17-23</td>
<td>Gentrification vs. Disinvestment</td>
<td>Debate #3 Reflection</td>
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<td>14: Nov. 24-30</td>
<td>The Future of Fair, Affordable Housing</td>
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<tr>
<td>Dec. 8</td>
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<td>Final Policy Paper</td>
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*Guest Speaker*  **10 Reading Responses**