

Housing and Community Development

Fall 2018

UPA 648-88, PLAN 680-88, PADM 626-88, Social Work 697-76

School of Urban and Public Affairs

College of Arts and Sciences

University of Louisville

Revised September 24, 2018

Instructor: Dr. John Gilderbloom

CO 235 Fridays and Saturdays from 12:00 PM to 1:00 PM or by appointment.

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This course outline will be posted to Blackboard and my website <http://sun.louisville.edu>

Class Meeting:

We will meet every Saturday from 9:00 AM to 11:45 AM. We will meet at the School of Urban and Public Affairs (Standard Oil Building), Room CO 117 at 426 W. Bloom Street.

Office Hours:

We meet in Room 117 after class. Please call to schedule appointments in advance or approach the Professor immediately following class to set a time to meet.

The Course

Course Description:

Community Housing Policy examines housing from a variety of viewpoints: sociological, psychological, economical, political, historical, design and planning perspectives. You can't "do housing" from one kind of academic perspective it must be a multiple-perspective.

Topics to be covered are as follows:

- Housing as a symbol of self.
- The impact of housing and community on individuals and groups.
- How social and political factors structure housing markets inter-city differentials.
- Sociological evaluation of community development policy on the federal, state, and local level.
- Housing Design that is affordable and creates community.
- Housing and neighborhood development as an economic engine driving the local economies
- How Mayors can impact housing and community development—good and bad
- Housing and community development as a catalyst for growth and revitalization—live, work and play
- How neighborhoods impact health and lifespan of residents;
- How to conduct qualitative and quantitative research

Goals and Objectives:

This class is unique and different from what many of the classes you have taken here. This is a graduate seminar with lots of reading, discussion, debate and experiential learning. The class will have a number of guest lectures, walking tours, and slide presentations; learning is also designed to be "experiential" which means seeing, smelling, feeling and interacting with residents, developers and designers. The class will attempt to understand the dynamics of slums and mansions, sprawl and new urbanism, historic preservation and modernism. We will meet with the key players in the cities development who are also national figures. Housing cannot be understood by just sitting in the classroom. Past student evaluations have given high marks for these out of classroom pedagogical experience. Across the country, most graduate classes on housing have this component. The course will be run as a seminar, so class discussion will be encouraged. We will also draw on my experience with developers, city councils, legislatures, and community organizations. As instructor, we reserve the right to make changes in the organization of the course; this allows the class to be flexible and responsive to the needs of the students and the professors.

The course strives to give a good working overview of housing from political, economic, sociological and planning perspectives. This course should apply to anyone who is interested in the areas of urban design, planning, real estate, banking, public administration and social services. In the past, advisors have been willing to designate this as an elective for a variety of majors including business, architecture, political science, social work, and economics. A number of former students have taken a variety of jobs including with architecture firms, city planning departments, real estate firms, and social service programs for the elderly and disabled community action organizations.

Etiquette:

As a courtesy to the instructors and other members of the class, please no smoking. Spouses and significant others are invited to go on walking tours as long as they “go along with the program” no yawning while the Professor is talking! As instructor, we reserve the right to make changes in the organization of the course in consultation with class members; this allows the class to be flexible and responsive to the needs of the students. Often speakers, events and conferences suddenly appear and we want to have the flexibility to seize these opportunities. Please turnoff beepers and cell phones during class sessions.

Grading

The four areas below are of equal weight and will be averaged out with a letter grade assigned to each area. The assignments will each be assigned a letter grade and a weighted average (using the weights listed below) will be used to calculate a final grade. The letter grades will be translated into numerical equivalents for the purposes of calculating the final grade: A+ = 4.3, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, etc.

The three areas below are of equal weight and will be averaged out for a final letter grade:

Class Participation (33%):

Since the course is designed as a seminar, it is expected that students come prepared to discuss the assigned readings of the week and if possible introduce relevant current events into class discussion. The first part of class will generally be in a lecture format, followed by a class discussion during the second half of class. We want you to come to all classes. All classes are interesting, important and thought provoking. If you are sick, have a family emergency, a boss that is making you work on a Saturday its OK to miss one session. This grade will be based on: (1) Attendance and ACTIVE PARTICIPATION (questions, comments, that reflect the readings etc...), (2) Assigned Readings Presentation (a letter grade will be issued based on the quality of your presentation), (3) credit for attending bonus sessions of conferences here in Louisville and elsewhere, (4) Field survey research in Covington (5) Self Evaluation—We ask that you provide a grade for your work in this class: a fair and balanced assessment: covering class participation, book reviews, project and final exam. It’s your chance to be the teacher and tell me what you think you deserve. You might also list bonus activities and number of classes you have missed.

Midterm (33%):

You must choose five books and write five short critical essays reviewing the book. We are looking for around 800 words—13 paragraphs or so. The essays are due on the day we discuss the book. If you want to write extra essays that is fine too especially if you miss a class! Please staple on previous marked up drafts along with the final clean version.

Project Paper (33%):

You will undertake a project focusing on an area of your choice related to Housing and Community Development. Great freedom is given in the choice of topic, which must be submitted to the Professor for pre approval by October 15th. This project can be completed individually or jointly with another student. You will also be asked to give a presentation to the class pertaining to your project;

Books and Related Materials

At the University of California (ranked as one of the top public Universities in the world) seminars on Freud, Shakespeare, Marx, or Weber were done by reading their original publications and not the textbooks aimed at a 10th grade reading level. I loved it. In this seminar, I am trying to do the same **by having you read some of best books on housing and urban development policy**. But I am only asking you **to read and comment on five of the books**, with bonus points given if you read more. There is still time to get many of these books used via Amazon or e-versions through Kindle). I urge you to use Amazon for their great discounts. For further reading recommendations, check Blackboard.

The following books you must choose five to do critical assessments of them and present one in class:

1. Henry G. Cisneros and Lora Engdahl (editors), *From Despair to Hope: Hope VI and the New Promise of Public Housing in America's Cities* Washington D.C: Brookings Institution Press ISBN: 978-0-8157-1425-5
 2. Gilderbloom, John and Mullins, Robert. *Promise and Betrayal: Universities and the Battle for Sustainable Urban Neighborhoods*. Albany, NY: SUNY Press, 2005. ISBN 0791464830
 3. Duany, Andrews. Plater-Zyberk, Elizabeth. Speck, Jeff. *Suburban Nation*. New York, NY: North Pointe Press, 2001. ISBN 0865476063
 4. Gilderbloom, John. *Invisible City: Poverty, Housing, and New Urbanism*. Austin, TX. University of Texas Press. 2008. ISBN 0292717105
 5. Florida, Richard. *The Rise of the Creative Class. And How It's Transforming Work, Leisure and Everyday Life*, 2002. Basic Books. ISBN 0465024777.
 6. Montgomery, Charles. *Happy Cities*. Farrar, Straus, Giroux. ISBN 978037416823-0
 7. *Walkable City: How Downtown Can Save America, One Step at a Time* by Jeff Speck New York: Farrar, Straus and Giroux
 8. Hartman C. and Squires G. *The integration Debate: Competing Futures for American Cities*. Routledge press. ISBN 0415994608
 9. Jan Gehl. *Cities for People*
 10. Jane Jacobs. *The Death and Life of Great American Cities*. New York: Random House*
 11. John Gilderbloom, *Chromatic Homes: The Joy of Color in Historic Places**
 12. *The Color of Law* by Richard Rothstein
 13. *America's Addiction to Automobiles: Why Cities Need to Kick the Habit and How* by Chad Frederick
 14. *Ghetto: The Invention of a Place* by Mitchell Duneier
 15. *A \$500 House in Detroit: Rebuilding an Abandoned Home and an American City* by Drew Philp*
 16. *The Original Green: Unlocking the Mystery of True Sustainability* by Stephen A. Mouzon*
- * We can't read them all but we will use them in the Sustainability Course next Winter

Course Outline

* The instructor reserves the right to make changes in the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for other legitimate reasons.

Session One - August 25th

Introduction to the Course, Assign readings, Presentations, Questions/Review of Syllabus
Videos of Dick Jackson Video and Mayor of Bristol England

Session Two – September 01st

From Despair to Hope: A Look at HOPE VI and Revitalization
Student Presentation Calvin: HOPE VI

Readings:

Henry G. Cisneros and Lora Engdahl: *From Despair to Hope* sections: 2, 3, and 4

Gilderbloom, Invisible City: Chapter 6

Urban Experience: Mayor's bike ride at Waterfront Park at 9:00 a.m. Labor Day Monday September 7

Urban Experience: International Fair Labor Day Weekend September 5 to 7;

Session Three & Four– September 08th

Meaning and Importance of Housing—what happens when you lose your home?

. Please bring in your drawing of your childhood home so we can talk about its meaning and the impact of the exercise.

Gilderbloom, Invisible City: Chapters 1 and 2

Gilderbloom: “Chromatic Homes: The Joy of Color in Historic Places

Coloring Exercise

Read: Gilderbloom, Chromatic Homes: The Joy of Color in Historic Places

Session Five – September 15th Tour of West Louisville

Trip to **Rubbertown And Russell**: details will be discussed in the class.

Session Six – September 22nd (Tour of West Louisville)

Non-profit Housing Developers, University /Community Partnerships

Gilderbloom and Mullins Promise and Betrayal: University and the Battle for Sustainable Urban Neighborhoods.

Read the whole book.

Gilderbloom, Invisible City: Chapter 8

Tour of East Russell

Session Seven – September 29th

Reading Presentation: Mary

Selections from the Jane Jacobs, “The Death and Life of Great American Cities”

Selective Videos from Jane Jacobs

go to YouTube Video: Two Way Streets / Louisville Pollution problems

Session Eight---October 6

Transporation Issues: Walkable City by Jeff Speck

Readings:

Gilderbloom: Get out of your Car!

Walkable City: How Downtown Can Save America, One Step at a Time by Jeff Speck New York: Farrar, Straus and Giroux

And Howard Frumkin Montreal talk—National Never Walk Campaign

<http://www.youtube.com/watch?v=oMsy0G3jiqU>

Student Presentation: Jeremy

Bonus Class: Friday October 12: Bernheim Forest 8:30 a.m. to noon.

Session Nine–Saturday October 13th

Transportation and Community Development

Readings:

Montgomery, Happy City: Chapters 1-4

Duany, Andrews. Plater-Zyberk, Elizabeth. Speck, Jeff. *Suburban Nation*. New York, NY: North Pointe Press, 2001. ISBN 0865476063

Student Presentation:

Hartman C. and Squires G. *The integration Debate: Competing Futures for American Cities*. Routledge press. ISBN 0415994608

Session Ten Bonus Class – Friday October 19 Bonus: Mayors Sustainability Summit
<http://louisvillesustainabilitycouncil.org/2018-sustainability-summit/>
No class on October 20th because you have too many classes already!

Read: Gilderbloom, Chromatic Homes: The Joy of Color in Historic Places
Read: HOPE VI Evaluation Report by John I. “Hans” Gilderbloom

Session Eleven – October 26th
Environmental Justice Bus Tour with Russ Barnett meet at 8:45 a.m. to noon
meet at 8:45 a.m. to noon in front of 426 West Bloom Street

Session Twelve ---November 03rd
Contemporary Housing and Neighborhood Dynamics / Special Needs
Film: Edens Lost and Found
Readings:
Gilderbloom, Invisible City: Chapter 5, 6, 7
Cisneros and Engdahl, pages 1 to 84
Present Proposed Final Projects: 1 to 2 page write up

Session Thirteen – November 10th
The Color of Law: Forgotten History of How our Government Segregated America by
Richard Rothstein
Student presentation by Sait
Community Development—economic development and creative class
Slides of Amsterdam
Video: Oscar Newman “Defensible Space”
Readings:
Florida: The Rise of the Creative Class
California Neighborhood Grant.
Student Presentation: Ghetto by Michael Duneier

Session Fourteen – November 17th No Class
No Class---class made up by alternative classes on the AIA walking tour
Professor Making a Presentation at Kentucky Book Fair in Lexington, Kentucky

Session Fifteen Dec 1st
Housing and Community Development: European Practices—Netherlands slide show
Readings: **Community Development—economic development and creative class**
Slides of Amsterdam
Video: Oscar Newman “Defensible Space”
Readings:
Florida: The Rise of the Creative Class
California Neighborhood Grant.
Green Urbanism: Lessons from European Cities
Evaluations
Class Presentations
Self Evaluation — we ask that you provide a grade for your work in this class: a fair and balanced assessment covering: class participation, book reviews, project and final exam. It is your chance to be the teacher and tell me what you think you deserve. You might also list bonus activities and number of classes you have missed.

Session Sixteen –December 8
Final Papers due in my mailbox by 5:00pm (Hard Copy Required)

University Policies

U of L Sexual Harassment Policy:

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus in a University –sponsored program, or involving a campus visitor or University students or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer. For more information, see the Sexual misconduct Resource guide:
<http://louisville.edu/hr/employerrelations/sexual-misconduct-brochure>

All professors at U of L are required to take sexual harassment examinations and seminars. I follow these guidelines because I love my job and won’t do anything to compromise it. Sexual harassment is defined as unwanted sexual advances by another person. It is wrong. If a student is doing it to another student or Professor to student it hurts the class. If you feel a fellow student, staff person or Professor is acting contrary to U of L’s sexual harassment policy you should advise that person they are acting in a way that is contrary to the policy of U of L. And try to work it out informally with a warning. If it doesn’t stop after a verbal or written request, you can go to the department Chair or campus grievance officer. With that said, Professor prefers to meet students in the classroom after class instead of going upstairs to his office with the door shut —I want to be in public places when meeting with students. It is uncomfortable for the Professor. With that said my classes do examine issues of race, gender, and class that challenges conventional wisdom. Classrooms are given the space to be provocative and raise uncomfortable questions. We are guaranteed that freedom by several Supreme Court decisions. Sometimes the issues at hand of how one becomes poor or violent can make some students uncomfortable. If you have any issues or concerns on how the course is being taught, please advise the Professor immediately so they can be addressed. With that said, the seminar is run as a traditional seminar where students are expected to do the readings and participate. All students are expected to participate and will be called upon.

Disabilities:

Whether mental or physical, please notify the professor by email of needed accommodations and also contact the Disabilities Resource Center at (502) 852-6938.

Academic Honesty:

Please note that I will be enforcing the University of Louisville’s code of student rights and responsibilities. It can be found at <http://www.louisville.edu/student/services/registrar/GI-5-30%20.pdf> beginning on page 26. There is also a student code listed at the following address, but it omits the information on academic dishonesty: <http://campuslife.louisville.edu/cloffice/conduct/index.html>

University Guidelines and Policies

** Accommodations for Students with Disabilities: “The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify the professor immediately and contact the Disability Resource Center (Stevenson Hall 119; 852-6938) for verification of eligibility and determination of specific accommodations.”

** Academic Dishonesty: “Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and

defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.”

Check the Code of Student Rights and Responsibilities (Sections 5. and 6.): <http://louisville.edu/dos/policies-and-procedures/code-of-student-rights-and-responsibilities.html> for more information.

** Religious Holy Days and Observances. “Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.”

** Policy Regarding Notification of Course Modification: If changes are made to assignments, requirements and/or methods of grading during the semester, the Code of Student Rights and Responsibilities requires that students must be provided that information in writing, including the reasons for modifications. Students will be notified via Blackboard, in the event of course modifications.

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

** Diversity: “The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences—including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status—that enrich a vibrant metropolitan research university.”