DHA 2463, Housing and Community Development

University of Minnesota, College of Design
Department of Design, Housing and Apparel
Spring 2009

Instructor: Dr. Jeff Crump
Office: 350 McNeal Hall
Phone: 612.624.2281
E-mail: jrcrump@umn.edu

Office hours: 1:00-2:00, TTH, or by appointment
Office hours are between 1:00 and 2:00 PM on Tuesdays and Thursdays in my office in McNeal Hall 350. If you cannot make these hours, you are welcome to see me in class to make an appointment at another time. You can also schedule meetings with me outside of office hours by exchange of e-mail.

Please do not see office hours exclusively as a time to address only problems, you can use them to clarify points you don’t understand, to get additional readings, to talk about the subject matter in relation to your special interests, or to go over work in progress. You don’t need a crisis to make productive use of these hours.

Phone: 612.624.2281
The best time to reach me by phone is during office hours, and on Tuesdays and Thursdays before class. Please leave a message on my voice mail if I am not in the office when you call. Messages on my voice mail will reach me faster than messages left with my secretary. Please be sure to include your name, your number, and good times to try to reach you if you would like me to return your call.

Course Description
This course is an examination of the linkages between housing and community development. The process of residential neighborhood change and the impact of housing on neighborhood conditions will also be explored. The course considers theories of neighborhood change, trends in residential development, and ideas of community building. Private sector, community-based, and governmental efforts at neighborhood revitalization and their effectiveness will be studied. Related issues such as racial discrimination in housing, gentrification and the displacement of low-income residents will be surveyed.

Major Course Objectives
1. Develop an understanding of linkages between housing and the broader community.
2. Develop an appreciation of the linkages between housing and quality of life.
3. Develop an awareness of the connections between housing and social justice.

Teaching Philosophy
I have found that I learn the most when I combine three things: reading, discussion and actual experience. My reading informs both my discussions and my life experience. From discussions I learn to read critically (or perhaps just more carefully) and I also find that discussion informs and challenges me to look more closely at the world around me (i.e. what I experience when I am out in the “real world”). Getting out into the real world
helps me to understand the complexity and contradiction that surrounds me and also stimulates me to both read more and learn more from others (discussion). In this course, I am operationalizing this “learning triangle” in the following way: 1) through lectures intended to stimulate discussion, 2) by assigning readings that will be discussed in class, and 3) through a community experience component that will provide us with a real world experience that will help to inform what we do in the classroom.

**Required Texts**

The books are on sale at Books Underground on the St. Paul campus. All of the following textbooks are required for this course.


**POLICIES AND PROCEDURES**

**Disability accommodation statement:**

1. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to bring this to my attention early in the semester to discuss their individual needs. Further information is available from Disabilities Services, 612.626.1333.

2. All of us learn in different ways and with varying degrees of success. If you know of any factors in your life which hinder your abilities to learn up to your potential in this course, please notify me at once. If these factors are recognized disabilities under the ADA, please provide me with appropriate notification. If they fall outside official categories, stop in my office to discuss them so that we may arrive at a satisfactory program of study/performance for you in this course.

**COURSE GUIDELINES**

**Course expectations:**

I hope this will be an exciting and enriching learning experience for you; to that end, I want to be as clear as possible about my expectations. I expect you to read all the assigned readings in their entirety and carefully **BEFORE** our discussion of it begins. I expect you to attend class sessions unless serious circumstances prevent that, in which case, I would appreciate your speaking with me about your absence. I expect you to take yourself and the material seriously, refusing to stop at the absolute minimum requirements, insisting on having what
you say orally and on paper be as clear and effective as possible. While I know it is not possible to expect the following, I do most certainly hope for it in many cases: I want to connect what’s in this course with what’s going on in your own life and in the larger world in which you live.

Class participation:

1. Course activities:
   - discussions among the entire class of works read in common
   - lectures by me
   - reports by small groups
   - in-class discussions in small groups
   - spontaneous in-class writing
   - periodic evaluations of how things are going
   - spontaneous partners work on certain housing issues and solutions
   - recordings by small groups of class work, provided as written summaries to the entire class
   - frequent two-minute papers at the end of class to provide immediate information about what is being learned

As you can see, this is a class in which you are a very active player, one from which it will be difficult to recede into a passive role. I hope you will enter into various levels of class activity with an open mind, especially concerning activities which are unfamiliar to you.

2. Community-based Housing Analysis Project: Groups of students will sign up to work on a project concerned with some aspect of housing in the Twin Cities. The goals of this project are two fold: first, to enhance your learning experience through actually participating in a real world project, and second, to integrate your community experience with course goals and theories via classroom discussion throughout the semester.

3. Classroom Participation: Many students find speaking in front of a group quite stressful, especially as a non-volunteer. The best way to overcome the anxiety of public speaking is to come prepared and to participate regularly. Every one of you should participate in classroom discussions. If you tend to be quiet in class, you should push yourself to raise your hand and join the discussion. If you are a regular participant, you should limit the frequency of your comments to allow others to participate. Some of you may be more likely to volunteer a comment when there are fewer hands raised or when there is a gap in the discussion. Some of you will have an answer ready almost immediately; some of you will take more time to formulate your thinking and get ready to speak. I will try to provide an opportunity for everyone to participate. In calling on students who raise their hands, I will usually call first on students who participate less often. When the only raised hands I see are from frequent participants, I will often wait for others to be ready to join the discussion, or call on a non-volunteer.
In class, I will call upon both non-volunteers and volunteers each day, so come prepared. If I call on you, I expect you to listen to the questions and to make a good faith effort to answer them. If you do not know how to answer a question, you may simply say so and I will either rephrase my question, ask another one, or invite another student to assist us. And you don’t have to be absolutely certain about an answer to contribute to the discussion. Often the best learning in class will occur from discovering how to think through a question to get to an answer or walking through the steps that led to a wrong answer.

Classroom climate:

1. **Guiding Principles of the Course:** Everyone’s experience and opinions will be valued. Every class has a culture influenced by the fact that students come from widely diverse backgrounds and hold different values. They also learn in different ways. I encourage you to acknowledge your diversities by listening actively to each other. It is especially important that you listen to students whose opinions differ from your own.

2. **Scholastic misconduct:** Scholastic misconduct can be grounds for dismissal from the university and includes: cheating on assignments, acquiring or using test materials without faculty permission, plagiarizing (representing as your own work any part of what was done by another person), submitting the same paper or substantially similar papers to meet the requirements of more than one course without the written approval and consent of all the instructors involved, depriving another student of necessary course materials or otherwise interfering with another student’s work, falsifying a record, or any other act that violates the academic rights of another student or involves misrepresentation of a student’s own work.

3. **Exams:** There will be three exams in this course. Each covers material from both the lectures and text readings. Each exam will be a combination of short answer and long essay.

4. **Group Presentations:** Each group will present their findings to the class during the last two weeks of the semester. These presentations will be 30 minutes long, followed by a question/discussion period. Groups are encouraged to use visual aids and/or multi-media techniques.
5. **Grades:** Points will be awarded on the following basis:

- classroom participation: 200 points (20%)
- three exams: 300 points (40%)
- group project: 500 points (40%)
- Total: 1000 points (100%)

**Grading Scale:**

- 100-90% - A
- 89-80% - B
- 79-70% - C
- 69-55% - D
- 55% below - F

6. **Makeup exams:** If you miss an exam the only way you can make it up is by presenting a valid doctor's excuse within one week of the exam. No make-up exams will be given without a valid excuse. Make-up tests are essay and will only be given at the instructor's convenience. You can only make-up one exam per semester.
Course Outline and Schedule (subject to change)

Week 1
January 20-22
Introduction to the course and course requirements
State of the Nation’s Housing

Readings:

Week 2
January 27-29
Housing finance

Readings:
Renuart (webCT)

Week 3
February 3-5
Subprime lending and foreclosure

Readings:
Crump, HousingLink (webCT)

Week 4
February 10-12
The crisis in housing, Reading: TBA

Week 5
February 17: Exam I
February 19: Housing Assessment Methodology

Readings:
Handout on housing assessment methodology

Week 6
February 24-26
neighborhood, community, and community development

Readings:
Peterman, c. 1, 2, 3

Week 7
March 3-5
Housing, race and the city
Controlling community: homeowners associations and suburbia I

Readings:
McKenzie, c. 1, 2

Week 8
March 10-12
Controlling community: homeowners associations and suburbia II

Readings:
McKenzie, c. 3

Spring Break! March 17-19
Week 9
March 24: Review session
March 26: Exam II

Week 10
March 31-April 2
Moving back to the city: Gentrification

Readings:
Peterman, c. 5, 6

Week 11
April 7-9
Criteria for successful neighborhood-based redevelopment

Readings:
Peterman, c. 9, 10

Week 12
April 14-16
Processes and patterns of urban disinvestment

Readings:
Medoff and Sklar, Introduction & c. 1, 2, 3

Week 13
April 21-23
Organizing the Dudley St. Neighborhood Initiative, Don’t dump on us!

Readings:
Medoff and Sklar, c. 4, 5, 6, 7

Week 14
April 28
Nuts and bolts: Land acquisition
April 30: Exam III

Readings:
Medoff and Sklar, c. 8, 9

Week 15
May 5-7: Oral reports

Final Exam Date, Friday, May 15, 8:00AM to 10:00 AM