

Fall 2020 Sociology 6252\_80/PPPA 6085\_80  
Wednesdays 6:10-8 pm  
Synchronous Remote

Professor Hilary Silver  
Office hours: Wed 4-6 pm  
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## **HOMELESSNESS and HOUSING**

### **Course Description**

This course aims to inform students about the causes, history, and experiences of homelessness and about existing programs and affordable housing policies to address the problem. It also provides students with the opportunity to conduct original research and write an extended term paper on topics related to these themes.

### **Course Learning Goals**

- Learn why we describe those without shelter as “homeless”
- Learn how people experience homelessness, what it feels like
- Learn the history of, and trends in homelessness in the US, and measures of it
- Learn how to count people experiencing homelessness
- Learn why people live on the streets even in affluent societies with social services
- Assess conflicting explanations for the rise in homelessness
- Assess the impact of COVID-19 on homelessness
- Learn about homelessness in your city and Washington, DC
- Examine ways in which societies criminalize the homeless, and legal remedies
- Evaluate various approaches to ending homelessness, including Housing First
- Learn about the main low-income housing programs
- Compare homelessness in the US to other countries
- Write critical responses to readings on these subjects
- Conduct original research, analyze data, and write a long paper that can serve as a writing sample for employers or doctoral programs

**Prerequisites:** The seminar is open to graduate and advanced undergraduate students in the social sciences from all schools at George Washington University who can demonstrate research skills.

### **Assignments and Grading:**

- Preparation of weekly readings prior to class and participation in discussions (instructor reserves the right to quiz).
- Response to a film on homelessness: 10% of grade. **DUE September 9**
- A 2-page report on a particular subgroup of the homeless: vets, youth, elderly, families, LGBT, ex-offenders, etc. 20% of grade **DUE September 23**

- A 3-5 page report on people experiencing homelessness in one Continuum of Care of your choice and how the CoC is housing them: 30% of grade. **DUE October 21**
  - Resources include: <https://catalog.data.gov/dataset/coc-areas>; <https://www.hudexchange.info/programs/coc/>; <https://www.hudexchange.info/news/using-hud-and-other-data-resources-to-help-end-homelessness/>
  - Especially see the annual PIT and HIC counts <https://www.hudexchange.info/resource/3031/pit-and-hic-data-since-2007/>
  - The National Alliance to End Homelessness also computes rates. <https://endhomelessness.org/homelessness-in-america/homelessness-statistics/state-of-homelessness-report/>
  - Rates of homelessness compare point-in-time counts to state, county, and city population data from the Census Bureau’s Population Estimates Program. Most CoC boundaries align with one or multiple counties, and about a dozen align with cities that are entirely within one county. However, four CoCs align with city boundaries spanning multiple counties (Atlanta, GA; Amarillo, TX; Kansas City, MO; and Oklahoma City, OK) and estimates rely on prior year trends.
  - CoC Racial Analysis Tool lets you calculate the extent to which local homelessness exceeds the poverty rate and over-represents particular racial groups at <https://www.hudexchange.info/resource/5787/coc-analysis-tool-race-and-ethnicity/>
  - The U.S. Conference of Mayors and the National Alliance to End Homelessness (NAEH) have an annual report on homelessness and hunger in 38 cities: *The U.S. Conference of Mayors’ Report on Hunger and Homelessness, A Status Report on Homelessness and Hunger in America’s Cities*, December 2017 is the <https://endhomelessness.org/resource/the-united-states-conference-of-mayors-hunger-and-homelessness-survey/>
  - Put homelessness in context: find the American Community Survey/ Census data for the county or counties of the CoC here: [https://www.census.gov/data/tables/time-series/demo/popest/2010s-counties-detail.html#par\\_textimage](https://www.census.gov/data/tables/time-series/demo/popest/2010s-counties-detail.html#par_textimage)
- Term paper based on original research: 40% of grade.  
The *paper*, not to exceed 20 double-spaced pages (excluding tables and references), shall be on a topic related to homelessness or housing the homeless. It should draw upon course themes and readings, but significantly transcend them with original research, preferably in Washington, DC or with a local NGO. Students should consult the professor on their topic early on, and indicate if the paper will contribute to a qualifying exam or thesis. Students will **present a summary of their paper online on December 2 or 9. Final draft is DUE December 16 at 11:59 pm! No “Incompletes”** shall be awarded, so please plan ahead and manage your time accordingly.

- Original research may include documentary analysis of primary and secondary materials, quantitative statistical analysis of datasets, interviews, analysis of information systematically collected during a field placement, or a study collecting new data as requested by local agencies. Participant observation is discouraged due to time constraints.
- The paper should consist of several sections: (1) state the research question and define the problem under study, (2) review the relevant literature and course readings on the problem, (3) describe research methods used and explain why they are appropriate, (4) present the findings, and (5) conclude with the theoretical and policy implications of the study.
- Students will consult with the instructor and prepare one-page paper proposals declaring the topic of study (e.g. the main question under investigation) and the research methods to be employed. **DUE: October 7**
- A progress report, in the form of a literature review, a short narrative describing methods and work in progress, or another section of the paper already written. **DUE: November 4**
- Students will briefly summarize and present their research findings and receive comments for revision during the last weeks of the seminar; **12/2 or 12/9.**
- The final paper itself is **DUE December 16**, the Wednesday of exam period.

### **Books and Materials**

Most assigned readings are available on Blackboard. URLs to online sources are provided. Any “Recommended” readings on the syllabus are for background and greater depth, and not required.

### **Useful Internet Sites**

Interagency Council on Homelessness <https://www.usich.gov/>  
 The National Coalition for the Homeless (fact sheets) <http://www.nationalhomeless.org>  
 National Low Income Housing Coalition <http://www.nlihc.org>  
 National Law Center on Homelessness and Poverty [www.nlchp.org/](http://www.nlchp.org/)  
*Housing Policy Debate* <http://www.fanniemaefoundation.org/programs/journals.shtml>  
 Interagency Council on Homelessness <http://www.ich.gov/>  
 HUD: <http://www.huduser.org/datasets/>  
*Cityscape* <https://www.huduser.gov/portal/periodicals/cityscape.html>  
 National Housing Market and Affordability <http://www.jchs.harvard.edu/>  
 Shelterforce <http://www.shelterforce.org/>  
 Eviction Lab (<https://evictionlab.org/get-the-data/>)  
 Urban Institute [HousingMattersUpdate@urban.org](mailto:HousingMattersUpdate@urban.org)

### **DEADLINE SUMMARY**

9/9 Discussion page post on film  
 9/23 Subgroup paper  
 10/7 Term paper proposals  
 11/4 Term paper progress report  
 10/21 Continuum of Care paper  
 12/2 and 12/9 Paper presentations  
 12/16 Term papers due

## COURSE POLICIES

### **Expected Time Commitment:** 3-credit Graduate Seminar

In keeping with the course requirement of 112.5 hours over the semester, students will spend 2 hours per week in class or viewing films (100 minutes total) over the 15 weeks of the semester, for a total of 25-30 instructional hours. Out of class work – required readings, research, and writing -- will total, on average, 7 hours (350 minutes) a week, or 87-105 hours total in preparation time.

**Format:** The course consists of short lectures and synchronous discussions of assigned readings so that all students share and actively discuss the same basic information. In addition, the course includes guest lectures from DC experts and films. In the early weeks of the semester, preparation of required readings or films prior to the seminar meetings is expected to take up approximately 6 hours per week (reading at 24 pages/hour) and preparation of responses make require another 1 hour. Students will search for a research topic and have individual consultations with the instructor which may take 2-3 hours a week. As the semester progresses, out of class time devoted to reading and writing for seminar meetings will decline to 3 hours a week, while independent reading and research for one's term paper will increase to 7 hours a week. In the last weeks of the semester, course time outside of class may exceed 10 hours a week, as students will be fully engaged in their research projects, analyzing findings, writing up the term paper, and preparing an in-class presentation. After Thanksgiving, students will present their preliminary findings and revise their papers for submission.

**Online Office Hours:** I will be available in Blackboard Collaborate for individual consultations and group discussions on Wednesdays 4-6 pm EDT. Please email me ahead of time if you want a private consultation on Webex or Blackboard.

**Student Discussions:** Students should feel free to initiate their own chat rooms or discussion threads. The instructor can facilitate this if requested.

### **Etiquette and “Web-iquette”**

Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

Class discussions will be conducted in a spirit of mutual respect and collective inquiry. Own your ideas; do not post anonymously. Diverse opinions are welcomed. Indeed, reasoned disagreement between arguments supported with evidence can facilitate learning. In case you need guidance about how to disagree respectfully, try to challenge or criticize the *idea*, not the person. Read/listen carefully to what others are saying. Be courteous: do not interrupt or chat/engage in private conversations or play with your devices while others are speaking. Do not demean, devalue, or “put down” people for their experiences, lack of experience, or difference in interpretations. Allow everyone the

chance to talk. If you have already spoken a lot, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion. Finally, if you find something said to be offensive, speak up. Anti-racism resources are posted on the Blackboard site if you wish some guidance.

## UNIVERSITY POLICIES

### **University policy on observance of religious holidays**

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see : [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines)

### **Academic Integrity Code**

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation. More information is available from the Office of Academic Integrity at [studentconduct.gwu.edu/academic-integrity](http://studentconduct.gwu.edu/academic-integrity). The University's "Guide of Academic Integrity in Online Learning Environments" is available at [studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments](http://studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments). Contact information: [rights@gwu.edu](mailto:rights@gwu.edu) or 202-994-6757.

### **Disability Support Services (DSS) 202-994-8250**

Any student who may need an accommodation based on the potential impact of a disability should contact [Disability Support Services](#) to establish eligibility and to coordinate reasonable accommodations. [disabilitysupport.gwu.edu](http://disabilitysupport.gwu.edu)

### **Counseling and Psychological Services 202-994-5300**

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. [healthcenter.gwu.edu/counseling-and-psychological-services](http://healthcenter.gwu.edu/counseling-and-psychological-services)

### **Safety and security**

- In an emergency: call GWPD 202-994-6111 or 911
- For situation-specific actions: review the Emergency Response Handbook at [safety.gwu.edu/emergency-response-handbook](http://safety.gwu.edu/emergency-response-handbook)
- In an active violence situation: Get Out, Hide Out or Take Out. See [go.gwu.edu/shooterprep](http://go.gwu.edu/shooterprep)
- Stay informed: [safety.gwu.edu/stay-informed](http://safety.gwu.edu/stay-informed)

## **Support for students outside the classroom**

### **Virtual academic support**

A full range of academic support is offered virtually in fall 2020. See updates at [coronavirus.gwu.edu/top-faqs](https://coronavirus.gwu.edu/top-faqs)

### **Academic Commons**

Academic Commons provides tutoring, course review sessions, and other academic support resources to students in many courses in an online format. See [academiccommons.gwu.edu/tutoring](https://academiccommons.gwu.edu/tutoring). Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions, or access other academic support resources at [academiccommons.gwu.edu](https://academiccommons.gwu.edu). Coaching, offered through the Office of Student Success, is available in a virtual format. See [studentsuccess.gwu.edu/academic-program-support](https://studentsuccess.gwu.edu/academic-program-support). Writing and research consultations are available online. See [academiccommons.gwu.edu/writing-research-help](https://academiccommons.gwu.edu/writing-research-help).

Academic Commons offers several short videos addressing different virtual learning strategies for the unique circumstances of the fall 2020 semester. See [academiccommons.gwu.edu/study-skills](https://academiccommons.gwu.edu/study-skills). They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See [tinyurl.com/gw-virtual-learning](https://tinyurl.com/gw-virtual-learning)

### **Writing Center**

GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See [gwu.mywconline](https://gwu.mywconline). This useful resource can help with all the mechanics and style of the writing process. It is essential to **avoid plagiarism**, especially in a course like this calling for research. You may not attribute someone else's work or ideas as your own (even if you worked on it together as a group) or use someone's ideas without appropriate citations. Your papers must have **full documentation** – both footnotes or endnotes or in-text (author year page) and bibliography -- when an author's ideas are presented in your writing, even if you paraphrase or do not quote the text word-for-word. If you have any questions, please ask.

### **Remote learning instructions**

This course will meet weekly on line via Blackboard Collaborate Ultra. Minimum technology requirements for participation in the course are therefore a stable internet connection, webcam, and microphone, and knowledge of Blackboard, Blackboard Collaborate, and Webex. Students will be doing a lot of online research via [library.gwu.edu](https://library.gwu.edu) and the internet. Blackboard help is available from the course website and through the [GWIT Support Center](#). For technical support, student services, obtaining a GWorld card, and state contact information): [online.gwu.edu/student-support](https://online.gwu.edu/student-support)

Classes will be audio/video recorded for students who may be abroad or ill, so students who do not wish to be recorded should inform the instructor immediately to discuss alternative arrangements such as the option for the student to not identify themselves or editing them out. The Blackboard site will have all that students should need to get started, including all the readings and films, Discussion Boards, and Assignments. The guest speakers will do their best to speak within the Blackboard session. Webex is available as a backup.

Students are prohibited from recording/distributing any Class Activity without permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

## **PART ONE: Homelessness**

### **September 2 Introduction: Home and Homelessness**

*Questions for class discussion: Why use the label "home-lessness"? What is home? Why is homeownership preferred to renting?*

Hilary Silver. 2020. The Home and Homelessness. Arts of the Working Class (Special Issue no. 5): pp. 24-25.

View one of the following film and comment on Discussion board by **September 9**:

Hilary Silver, Direction Home (58 minutes)

<https://www.youtube.com/watch?v=GS8hoRwk6Kw>

Ken Burns, East Lake Meadows (2018). History of Atlanta Public Housing, featuring Lawrence Vale, Ed Goetz, Mary Pattillo, Mario Small, Richard Rothstein.

<https://www.pbs.org/kenburns/east-lake-meadows/>

Oren Moverman, Time Out of Mind (2014)

<https://www.youtube.com/watch?v=L09lqYYw2yc>

Marc Singer, Dark Days [https://www.youtube.com/watch?v=cTNeG9m\\_3Uw](https://www.youtube.com/watch?v=cTNeG9m_3Uw)

Elizabeth Lo, Hotel 22 <https://www.youtube.com/watch?v=c9BEbWu8Ygc>

When I Came Home (70 minutes) on homeless veterans. Trailer:

[https://www.youtube.com/watch?v=ufJ\\_-ktwxjM](https://www.youtube.com/watch?v=ufJ_-ktwxjM)

On the Streets Los Angeles <https://www.youtube.com/watch?v=WUsJcPc8g0A>

### **September 9 History and Ethnography of Homelessness**

Kim Hopper. 2002. Reckoning with Homelessness, Cornell University Press, chs. 2 From Almshouse to Shelter.

Kenneth Kusmer, *Down & Out, On the Road: The homeless in American history*. Oxford University Press, 2001, ch. 1.

Teresa Gowan, 2010. *Hobos, Hustlers, and Backsliders: Homeless in San Francisco*. University of Minnesota Press. Pp. xii-xiv Introduction: Sin, Sickness and the System

September 16 **Counting and Characterizing People Experiencing Homelessness**

**Guest Lecture: Dr Claudia Solari, Associate/Scientist, Urban Institute**

*How and Why do we count the homeless? Who is more likely to experience homelessness?*

HUD and Abt Associates. 2020. The Annual Homeless Assessment [AHAR] Report to Congress: Part 1 Point-in-Time Estimates of Homelessness. Washington: U.S. Department of Housing and Urban Development, Office of Community Planning and Development, January. *Read pp. 1-20 and then choose one other population you are most interested in.*

Marybeth Shinn and Jill Khadduri. 2020. *In the Midst of Plenty: Homelessness and What To Do About It*. Wiley-Blackwell, chs. 1-2.

Daniel Treglia, Ann Elizabeth Montgomery, and Dennis Culhane. 2018. Homelessness, ch. 11 pp. 183-95 in Katrin Anacker, et al. eds. *Introduction to Housing*, 2<sup>nd</sup> ed. University of Georgia Press.

The LSA: HUD has just replaced the Annual Homeless Assessment Report (AHAR) data submission process for Continuums of Care (CoCs) with the [Longitudinal Systems Analysis \(LSA\)](#) report. Expected soon. See [Resources for the 2018 Longitudinal Systems Analysis Report \(Formerly AHAR\)](#) Find a link to the data dictionary here: <https://www.hudexchange.info/resource/5726/lisa-report-specifications-and-tools/> and read Appendix B in the other document on the LSA page for the information in the LSA report: <https://files.hudexchange.info/resources/documents/LSA-Programming-Specifications.pdf>

David Snow and Leon Anderson, "Street People." *Contexts* 2, 1 (Winter 2003): 12-17. [http://www.contextsmagazine.org/content\\_vol2-1.php](http://www.contextsmagazine.org/content_vol2-1.php)

Jeffrey Olivet et al. 2018. SPARC Supporting Partnerships for Anti-Racist Communities. Phase 1 Study Findings, executive summary.

September 23 **Criminalization of Homelessness: Squatting, Encampments, Fair Chance Ordinances** DUE subgroup paper

National Law Center on Homelessness and Poverty. 2020. *Housing, Not Handcuffs 2019*. Washington.

Jeremy Waldron. 1991. Homelessness and the Issue of Freedom. *UCLA Law Review* 39: 295-324.

David J. Amaral. 2020. Who Banishes? City Power and Anti-homeless Policy in San Francisco. *Urban Affairs Review* 1-34.

Claire W. Herbert, Jeffrey D. Morenoff, and David J. Harding. 2015. Homelessness and Housing Insecurity Among Former Prisoners. *RSF: The Russell Sage Journal of the Social Sciences* 1, 2: 44-79 OR

David Harding, Jeffrey Morenoff, and Claire Herbert. 2013. Home Is Hard to Find: Neighborhoods, Institutions, and the Residential Trajectories of Returning Prisoners. *The Annals of the American Academy of Political and Social Science* 647, 1: 214-236.

Claire W. Herbert. 2018. Squatting for Survival: Precarious Housing in a Declining U.S. City. *Housing Policy Debate* 28,5: 797-813. DOI: 10.1080/10511482.2018.1461120

Chris Herring. 2019. Complaint-Oriented Policing: Regulating Homelessness in Public Space. *American Sociological Review* 84, 5: 769-800.

Chris Herring. 2014. The New Logics of Homeless Seclusion: A Comparative Study of Large-Scale Homeless Encampments in the Western US. *City & Community* 13(4): 285-309 OR

Patrick Geiger and Aaron Howe. 2019. D.C.'s homeless encampment 'cleanups' are only making things worse. *Washington Post* (April 19).

[https://www.washingtonpost.com/opinions/local-opinions/dcs-homeless-encampment-cleanups-are-only-making-things-worse/2019/04/19/757775da-5262-11e9-88a1-ed346f0ec94f\\_story.html?utm\\_term=.594b9667ee12](https://www.washingtonpost.com/opinions/local-opinions/dcs-homeless-encampment-cleanups-are-only-making-things-worse/2019/04/19/757775da-5262-11e9-88a1-ed346f0ec94f_story.html?utm_term=.594b9667ee12)

OR

Sarah Esther Lageson. 2020. How criminal background checks lead to discrimination against millions of Americans. *Washington Post* (July 10). OR *Digital Punishment: Privacy, Stigma, and the Harms of Data-Driven Criminal Justice*.

<https://www.washingtonpost.com/opinions/2020/07/10/personal-data-industry-is-implicit-bad-policing-it-must-be-held-accountable/>

**September 30 Housing Insecurity, Sweeps, Evictions, and Homelessness:**

COVID-19 moratoriums

**Guest Lecture: Prof. Barrett Lee, Penn State on "Trajectories and Policies"**

View: Coronavirus IX: Evictions: Last Week Tonight with John Oliver (HBO)

<https://www.youtube.com/watch?v=R652nwUcJRA>

Cherie Steuve, Martin Seay, and Andrew Carswell. 2018. Renting. Ch. 9 in Katrin Anacker, et al. eds. *Introduction to Housing*, 2<sup>nd</sup> ed. University of Georgia Press.

Chris Glynn and Melissa Allison. 2017 Rising Rents Mean Larger Homeless Population.

<https://www.zillow.com/research/rents-larger-homeless-population-16124/>

Matthew Desmond. 2016. *Evicted: Poverty and Profit in the Inner City*. New York: Crown, Introduction, Epilogue.

Esther Sullivan. 2018. *Manufactured Insecurity: Mobile Home Parks and Americans' Tenuous Right to Place*. University of California Press. Pp. 14-30.

Jacob William Faber. 2019. *On the Street During the Great Recession: Exploring the Relationship Between Foreclosures and Homelessness*, *Housing Policy Debate* 29, 4: 588-606. DOI: 10.1080/10511482.2018.1554595

## **PART TWO: Housing**

### **October 7 Housing Affordability and Rent Control**

Council of Economic Advisers. 2019. *The State of Homelessness in America*. September. Executive Summary.

Joint Center for Housing Studies of Harvard University. 2019. *State of the Nation's Housing 2019*. Cambridge, MA: executive summary pp. 1-6, 33-35. (2020 will be released in November 2020)

National Low-Income Income Housing Coalition. 2020. *Out of Reach 2020*. Pp. 1-20.

National Low-Income Income Housing Coalition, Andrew Aurand et al. 2020. *State and Local Rental Assistance Programs: Finding Solutions for a Growing Crisis*. Washington: National Low-Income Income Housing Coalition, July.

Amee Chew and Treuhaft. 2019. *Our Homes, Our Future: How Rent Control can Build Stable, Healthy Communities*. PolicyLink, pp. 7-33.

### **October 14 Shelters, Housing First and Rapid Rehousing**

*Housing First vs. Shelters: What is wrong with emergency shelters?*

RESOURCE: Vulnerability Index questionnaire

Marybeth Shinn and Jill Khadduri. 2020. *In the Midst of Plenty: Homelessness and What To Do About It*. Wiley-Blackwell, chs. 3-5.

Deborah Padgett, Benjamin Henwood, and Sam Tsemberis. 2015. *Housing First: Ending Homelessness, Transforming Systems, and Changing Lives*. Oxford University, chs.

Jennifer Rae, Jonathan Samosh, Tim Aubry, Sam Tsemberis, Ayda Agha and Dhrasti Shah. 2018. *What Helps and What Hinders Program Fidelity to Housing First: Pathways to Housing DC*. *European Journal of Homelessness*, 12, 3: 103-28.

HUD. 2016. *Family Options Study: 3-Year Impacts of Housing and Services Interventions for Homeless Families*. PD&R. Executive Summary.

<https://nlihc.org/resource/follow-family-options-study-long-term-housing-subsidies-are-most-effective-intervention>

Anne Fletcher and Michelle Wood, Next Steps for the Family Options Study. *Cityscape* 19, 3: 191-202 OR Michelle Wood and Anne Fletcher, Lessons for Conducting Experimental Evaluations in Complex Field Studies: Family Options Study. *Cityscape* 19, 3: 271-92.

US Interagency Council on Homelessness. 2019. USICH and SARS-CoV-2: The Federal Response for Families and Individuals Experiencing Homelessness. Washington, July.

October 21 **Mobility and Section 8 Housing Vouchers**  
**Guest Speaker: Eva Rosen, Georgetown University**  
DUE Continuum of Care paper

Philip M. E. Garboden, Eva Rosen, Stefanie DeLuca & Kathryn Edin. 2018. Taking Stock: What Drives Landlord Participation in the Housing Choice Voucher Program. *Housing Policy Debate*, DOI: 10.1080/10511482.2018.1502202 OR

Eva Rosen. 2020. *The Voucher Promise: "Section 8" and the Fate of an American Neighborhood*. Princeton University Press, chs. 3-5.

Mary Cunningham et al. 2018. A Pilot Study of Landlord Acceptance of Housing Choice Vouchers (September): HUD/Urban Institute, executive summary pp. ix-xvii. OR Claudia Solari and Jill Khadduri. 2017. Family Options Study: How Homeless Families Use Housing Choice Vouchers. *Cityscape* 19, 3: 387-412.

Edward Goetz. 2003. Housing Dispersal Programs. *Journal of Planning Literature* 18,1: 3-16 OR

Edward Goetz. 2018. *The One-Way Street of Integration*. Cornell University Press. Ch. 5 New Issues, unresolved questions, and the widening debate (LIHTC siting); Ch. Everyone deserves to live in an opportunity neighborhood.

Ingrid Gould Ellen and Justin Peter Steil, eds. 2019. *The Dream Revisited: Contemporary Debates about Housing, Segregation, and Opportunity*. Columbia University Press, pp. 298-307, 314-15 (Vouchers).

October 28 **Public and Subsidized Housing**

Katrin Anacker, et al. eds. 2018. *Introduction to Housing*. Athens, GA: University of Georgia Press, 2<sup>nd</sup> ed.: ch 10 Christine Cook, Marilyn Bruin, and Becky Yust, Housing Affordability, pp. 167-182; ch 14 Kirk McClure, Federal Housing Policy, pp. 235-54.

Alex Schwartz, *Housing Policy in the United States*, 3<sup>rd</sup> ed.: Ch 5 LIHTC, Ch 6 Public Housing, HOPE VI, RAD, Ch 7 Privately-owned subsidized housing  
FILM: The Pruitt-Igoe Myth <http://www.pruitt-igoe.com/>

Michael L. Owens, Rodriguez, A.D. and Brown, R.A. 2020. “Let’s Get Ready to Crumble”: Black Municipal Leadership and Public Housing Transformation in the United States. *Urban Affairs Review*, Online first.

Keeanga-Yamahtta Taylor. 2019. *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership*. University of North Carolina Press.

November 4 **Production: LIHTC, CDBG, Trust Funds, Coops**

Alex Schwartz, *Housing Policy in the United States*, 3<sup>rd</sup> ed.: Ch 5 LIHTC

Katrin Anacker, et al. eds. 2018. *Introduction to Housing*. Athens, GA: University of Georgia Press, 2<sup>nd</sup> ed.: ch 8 Katrin Anacker, *Housing Finance Industry*, pp 139-55.

Amanda Huron. *Carving Out the Commons: Tenant Organizing and Housing Cooperatives in Washington, D.C.* University of Minnesota Press, ch. 4 the benefits of limited-equity cooperatives.

Hilary Silver. 2018. Can Cities End Homelessness on their Own? *Boston Review* (February) <http://bostonreview.net/forum/cities-hill/hilary-silver-can-cities-end-homelessness-their-own>

Alex Schwartz, *Housing Policy in the United States*, 3<sup>rd</sup> ed. Trust Funds in ch. 9 only pp. 277-82.

Center for Community Change. 2016. *Opening Doors to Homes for All: The 2016 Housing Trust Fund Survey Report*. Washington. [http://housingtrustfundproject.org/wp-content/uploads/2016/10/HTF\\_Survey-Report-2016-final.pdf](http://housingtrustfundproject.org/wp-content/uploads/2016/10/HTF_Survey-Report-2016-final.pdf)

National Low-Income Housing Coalition on the national Housing Trust Fund at: <http://nlihc.org/issues/nhtf> and *Getting Started: First Homes being built with 2016 National Housing Trust Fund Award*. [https://nlihc.org/sites/default/files/NHTF\\_Getting-Started\\_2018.pdf](https://nlihc.org/sites/default/files/NHTF_Getting-Started_2018.pdf)

November 11 **Exclusion and Inclusion: NIMBY, YIMBY, and AFFH**  
Segregation, Fair Housing, Exclusionary/Inclusionary Zoning, ADUs/tiny homes/RVs,

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November 25 THANKSGIVING BREAK

December 2 Class presentations of student research

December 9 Class presentations of student research

**December 16 Final paper due**

# Supplementary Readings

## Home

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#### Defining, Measuring, Counting, and Classifying the Homeless

Guest Lecture: Dr Claudia Solari, Associate/Scientist, Urban Institute

*How and Why do we count the homeless?*

Annual Homeless Assessment Report [AHAR] 2018 Part 1:

<https://files.hudexchange.info/resources/documents/2018-AHAR-Part-1.pdf>

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Characteristics and Causes of Homelessness: Age, Health, Gender, Race, Veterans, Ex-offenders, People with AIDS/HIV

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<https://www.samhsa.gov/data/sites/default/files/cbhsqreports/NSDUHDetailedTabs2017/NSDUHDetailedTabs2017.htm#tab5-1A>

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Survival Strategies and Criminalization: Ethnographic evidence

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#### Housing First and Rapid Rehousing

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Elizabeth Lo, Hotel 22 <https://www.youtube.com/watch?v=c9BEbWu8Ygc>

When I Came Home (70 minutes) on homeless veterans. Trailer:

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Community-level COVID-19 Homelessness Planning & Response Dashboard

[https://tomhbyrne.shinyapps.io/covid19\\_homeless\\_dashboard/](https://tomhbyrne.shinyapps.io/covid19_homeless_dashboard/)

The dashboard is based on [this report](#) of the impact of COVID-19 on the homeless population and was created by the report's authors: [Dennis P. Culhane](#), [Dan Treglia](#), & [Ken Steif](#) from the University of Pennsylvania, [Tom Byrne](#) from the Boston University

School of Social Work and [Randall Kuhn](#) from UCLA. The dashboard will be updated regularly as new data become available and to add new information. Update announcements will be made [here on Twitter](#) Code for dashboard is available [here](#) Please direct any comments, suggestions, questions or information about errors to Tom Byrne at [tbyrne@bu.edu](mailto:tbyrne@bu.edu)

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