**Course Description**

Housing and education are two social policy domains that touch almost all people at some point in their lives. Housing markets and schools strongly influence each other but scholars and practitioners often study these subjects separately. This course brings these two policy areas together by exploring the ways that housing and schools interact.

In this seminar course, we address the following questions: How do housing policies, programs, and decisions affect educational outcomes? How do schools and perceptions of schools affect housing options, choices, and mobility? What are the ways that policy and institutions can address socioeconomic inequality stemming from the interaction of housing and schools? The course adopts a multidisciplinary approach to understanding how housing and schools affect each other.

The course is organized around the broad theme of the reproduction of poverty and socioeconomic inequality through housing and schools. During the course, we will explore the following topics:

- Reasons why housing influences educational outcomes and why schools influence housing choices
- Challenges for housing and school policy, including racial and income segregation; school closures and school choice; and housing affordability and neighborhood change
- Approaches to simultaneously address housing and school inequality
The course is intended to foster a collaborative learning environment. It is designed around an interactive seminar format that relies on preparation, active participation, and engagement. Participants are encouraged to bring their professional and personal experiences to discussions.

Course Objectives

The goals of this course are to:

- Evaluate research addressing the role of housing and education in socioeconomic mobility
- Develop substantive knowledge about the processes by which housing and schools influence each other
- Develop skills and experience in critical writing and data collection
- Equip planners, policy analysts, and citizens with tools to engage in debates and decisions affecting housing and schools

Expectations

Students are expected to attend all class sessions, arrive on time, and be prepared to engage in discussions. The course is designed to be interactive so students should complete the readings and be ready to discuss them during class. In addition, students are expected to complete all assignments and submit them by the due date. Your attendance, preparation, and active involvement are essential to the course.

Readings

Readings for the course will include journal articles, book chapters, research reports, and newspaper articles (see below). Most of the readings are available on Trunk.

Assignments

Reading responses
Students are required to submit a brief essay in response to the assigned readings for a given week. The reading response essay should summarize the main points of the readings, critically assess the arguments, and identify connections across readings and topics. Each reading response essay should be 1-2 single-spaced pages in length. Students are required to complete ten (10) response essays during the semester. Students are also welcome to submit responses for additional weeks and have their lowest grades dropped. Reading response essays are due by 12:00 p.m. on the day preceding class.
Prepare and lead discussion
Each student will lead one class discussion during the semester. In preparation, students must submit an outline of the topic and discussion. The outline should include notes on the readings, talking points, and questions to generate discussion. Students can choose which session they would like to lead. The discussion outline is due by 4:00 pm two days prior to the selected class session.

Conduct interviews
Students will conduct individual interviews with people involved in the intersection of housing and schools. Interview participants may include parents, teachers, school administrators, government officials, housing developers, and real estate agents. We will work together during the first several class meetings to develop an interview instrument. The interview data will be shared among class participants and form the basis for the final memo (see below). Additional information about the interviews will be discussed in class. Each student will conduct ten interviews during the semester. The interviews must be completed by April 4.

Final memo
Students are required to submit a final memo for the course. The memo should build on the course readings, shared interview data, and other materials. The topic of the memo will be an assessment and recommendation on a government policy of your choice. Students wishing to address a different topic must discuss it in advance with the instructor. The memo should be 3-5 single-spaced pages in length. Students may work together in teams to write the memo. The memo is due by 12:00 p.m. on May 6.

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<thead>
<tr>
<th>Course Component</th>
<th>Contribution to Grade</th>
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<tbody>
<tr>
<td>Reading response essays</td>
<td>30%</td>
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<tr>
<td>Conduct interviews with key individuals</td>
<td>20%</td>
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<td>Final memo for the course</td>
<td>20%</td>
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<tr>
<td>Attendance and participation in class</td>
<td>20%</td>
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<tr>
<td>Prepare and lead one class discussion</td>
<td>10%</td>
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Additional Resources

The Academic Resource Center at Tufts provides one-on-one tutoring, workshops, and support to students in writing, public speaking, and other topics. For more information, see http://students.tufts.edu/academic-advice-and-support/academic-resource-center

Academic Integrity

Tufts University holds its students strictly accountable for adherence to academic integrity. It is critical that students understand the requirements of ethical behavior and academic work as described in Tufts’ Academic Integrity handbook. If you ever have any questions
about the expectations concerning a particular assignment or project in this course, speak with the instructor. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office.

More information on the academic integrity policy is available here: http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy

The instructor may use TurnItIn in the Trunk learning management system to help determine the originality of student work. TurnItIn is an automated system which instructors can use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. When papers are submitted to TurnItIn, the service will retain a copy of the submitted work in the TurnItIn database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work.

**Accessibility**

Tufts University values the diversity of students, staff, and faculty, and recognizes the important contribution each student makes to our unique community. For students with disabilities, the Student Accessibility Services office will work with each student individually to ensure access to all aspects to student life. Tufts is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access curricula and achieve personal and academic potential.

If you have a disability that requires reasonable accommodations, please call the Student Accessibility Services office at 617-627-4539, or send an email to accessibility@tufts.edu, to make an appointment to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.
# Schedule Overview

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>January 26</td>
<td>Inequality in Housing and Education</td>
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<tr>
<td>2</td>
<td>February 2</td>
<td>How Does Housing Matter?</td>
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<td>3</td>
<td>February 9</td>
<td>How Do Schools Matter?</td>
<td>Questions due by February 12</td>
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<td>4</td>
<td>February 16</td>
<td>Racial Segregation and Income Segregation, Part I</td>
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<td>5</td>
<td>February 23</td>
<td>Racial Segregation and Income Segregation, Part II</td>
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<td>6</td>
<td>March 1</td>
<td>Housing Affordability and Neighborhood Change</td>
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<td>7</td>
<td>March 8</td>
<td>Residential (In)stability and School Closures</td>
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<td>8</td>
<td>March 15</td>
<td>Housing Mobility and School Mobility</td>
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<td>9</td>
<td>March 22</td>
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<td>[Spring Recess]</td>
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<td>10</td>
<td>March 29</td>
<td>School Choice</td>
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<td>11</td>
<td>April 5</td>
<td>Public Housing and Public Schools</td>
<td>Complete interviews by April 4</td>
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<tr>
<td>12</td>
<td>April 12</td>
<td>Mixed-Income Housing and Schools</td>
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<tr>
<td>13</td>
<td>April 19</td>
<td>Choice Neighborhoods, Promise Neighborhoods</td>
<td>Complete transcriptions by April 18</td>
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<tr>
<td>14</td>
<td>April 26</td>
<td>Community Development and Urban Revitalization</td>
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<tr>
<td>15</td>
<td>May 3</td>
<td></td>
<td>[Reading Period]</td>
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<td></td>
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<td>Final memo due May 6</td>
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Schedule of Topics and Readings

Week 1: Inequality in Housing and Education


Assignment: Develop list of interviewees and question topics

Week 2: How Does Housing Matter?


Class Assignment: Refine questions and develop interview instrument

Additional Reading

**Week 3: How Do Schools Matter?**


**Class Assignment:** Finalize interview instrument

**Additional Reading**


**Week 4: Racial Segregation and Income Segregation, Part I**


**Class Exercise:** Schelling Model

**Additional Reading**


Week 5: Racial Segregation and Income Segregation, Part II


Orfield, Gary and Nancy McArdle. The Vicious Cycle: Segregated Housing: Schools and Intergenerational Inequality. Cambridge, MA: Joint Center for Housing Studies.


Class Exercise: Buying a Home

Week 6: Housing Affordability and Neighborhood Change


Additional Reading


**Week 7: Residential (In)stability and School Closures**


**Week 8: Housing Mobility and School Mobility**


**Additional Reading**


**Week 9: [no class – Spring Recess]**
**Week 10: School Choice**


**Additional Reading**


**Week 11: Public Housing and Public Schools**


Case Study: Tacoma Housing Authority - Tacoma, WA
additional reading
rusk, david and jeff mosley. 1994. the academic performance of public housing children: does living in middle-class neighborhoods and attending middle-class schools make a difference? washington, dc: urban institute.

week 12: mixed-income housing and schools


moore, sandra m., and susan k. glassman. 2014. the neighborhood and its school in community revitalization: tools for developers of mixed-income housing communities. st. louis: urban strategies inc.

schwartz, heather. 2010. housing policy is school policy: economically integrated housing promotes academic success in montgomery county, maryland. new york: the century foundation.

additional reading

week 13: choice neighborhoods, promise neighborhoods

readings tba

week 14: tools for community development and urban revitalization


Additional Reading
