**Course Description**

This course explores the multidimensional relationship between housing and inequality in the United States. Rising inequality is an important issue and has received a great deal of attention from policymakers, researchers, practitioners, and journalists. The course will provide a conceptual framework for understanding inequality and evidence on recent trends. Our focus will be on forms of social and economic inequality. Next, we will examine the various ways that inequality is manifest through housing, including issues related to cost, neighborhood conditions, and segregation. We will also study government interventions to address housing inequality for low-income groups and critically analyze their successes and failures.

The course is intended to foster a collaborative learning environment by using an interactive format that relies on preparation, active participation, and engagement. Participants are encouraged to bring their academic, professional, and personal experiences to discussions. The course is open to graduate students and advanced undergraduates.

**Course Objectives**

The goals of this course are to:

- Provide a conceptual framework for understanding inequality
- Learn about inequality in housing conditions and how those conditions have changed over time
• Develop substantive knowledge about government programs to address housing inequality
• Evaluate the strengths and weaknesses of government housing programs in terms of inequality

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 the course website or through links in the course syllabus. There is no required textbook.

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.

Assignments

Short Papers
Students are required to write three (3) short papers. The papers will respond to questions or prompts provided by the instructor. Each paper should be approximately 5 double-spaced pages in length.

Statistical Profile
Students will produce a brief summary of how housing conditions have changed over time at the city or neighborhood level. The summary will include a short written description and visual presentation of data. Students will choose a housing measure, gather publicly available data, create graphs to show key trends, and describe the results. Guidance on selecting places, variables, datasets, and graphing will be available. More details and instructions will be provided in class.

Students interested in completing a final project should consult with the instructor.

Reading questions
Each student must submit 1-2 questions raised by the readings. These questions should be posted on the course website by 6 p.m. before class.

In class presentation
Each student, either individually or in a team, will make a presentation in class and facilitate discussion on the course topic for a given week. In preparation, students must submit an outline of the topic and discussion. The outline should include notes on the readings and a set of talking points. Students can choose which session they would like to lead. The discussion outline is due by 12:00 p.m. two days prior to the selected class session.

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<thead>
<tr>
<th>Course Component</th>
<th>Contribution to Grade</th>
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<tbody>
<tr>
<td>Short papers</td>
<td>45%</td>
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<tr>
<td>Statistical profile</td>
<td>15%</td>
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<tr>
<td>Reading questions</td>
<td>10%</td>
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<tr>
<td>Prepare and lead one class discussion</td>
<td>15%</td>
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<tr>
<td>Attendance and participation in class</td>
<td>15%</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](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](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 of 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

(subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>January 22</td>
<td>Overview</td>
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<tr>
<td>2</td>
<td>January 29</td>
<td>What Is Inequality?</td>
<td></td>
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<tr>
<td>3</td>
<td>February 5</td>
<td>Levels of Inequality</td>
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<tr>
<td>4</td>
<td>February 12</td>
<td>Why Inequality Matters</td>
<td>Paper due 2/15</td>
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<tr>
<td>5</td>
<td>February 19</td>
<td>Housing Quality, Cost, and Affordability</td>
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<td>6</td>
<td>February 26</td>
<td>Location and Neighborhood Characteristics</td>
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<tr>
<td>7</td>
<td>March 5</td>
<td>Racial Segregation and Income Segregation</td>
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<tr>
<td>8</td>
<td>March 12</td>
<td>Additional Housing Conditions</td>
<td>Paper due 3/15</td>
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<tr>
<td>9</td>
<td>March 19</td>
<td>[Spring Recess]</td>
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<tr>
<td>10</td>
<td>March 26</td>
<td>Public Housing</td>
<td></td>
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<tr>
<td>11</td>
<td>April 2</td>
<td>HOPE VI Redevelopment</td>
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<tr>
<td>12</td>
<td>April 9</td>
<td>Housing Choice Vouchers and Moving to Opportunity</td>
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<tr>
<td>13</td>
<td>April 16</td>
<td>Low Income Housing Tax Credit Program</td>
<td>Paper due 4/19</td>
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<tr>
<td>14</td>
<td>April 23</td>
<td>Concluding thoughts</td>
<td>Profile due 5/10</td>
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Schedule of Topics and Readings

**Week 1: Overview**

Review course syllabus and objectives

**Week 2: What Is Inequality?**

   Read Chapter 1


   Read page 3

Freeman, Richard. 2016. *How Much Inequality Is Too Much?*
   Watch video (4:38)

**Additional Reading**

   Under “Inequality: Overview, Concepts, and Measurement”


   Under “Inequality: Overview, Concepts, and Measurement”
   Read sections 1-4

**Week 3: Levels of Inequality**


Watch “Wealth and Inequality in America.” (6:23)


**Additional Reading**


Week 4: Why Inequality Matters


Additional Reading


Week 5: Housing Quality, Cost, and Affordability


Joint Center for Housing Studies. 2015. State of the Nation’s Housing 2015. Cambridge, MA: Harvard University. Read Chapter 6 “Housing Challenges”

Joint Center for Housing Studies. 2015. America’s Rental Housing: Expanding Options for Diverse and Growing Demand. Cambridge, MA: Harvard University. Read Introduction & Summary

Additional Reading


Poverty and Inequality Trend Data

Week 6: Location and Neighborhood Characteristics


Additional Reading

Week 7: Racial Segregation and Income Segregation


http://www.pewsocialtrends.org/2012/08/01/the---rise---of---residential---segregation---by---income/

http://www.slate.com/articles/business/metropolis/2015/07/_concentrated_poverty_the_term_has_noble_intentions_but_it_s_damage_our.single.html

Additional Reading


Week 8: Additional Housing Conditions


Week 9: [Spring Recess – no class]

Week 10: Public Housing

Additional Reading


Week 11: HOPE VI Redevelopment


Week 12: Housing Choice Vouchers and Moving To Opportunity


Additional Reading


Week 13: Low Income Housing Tax Credit Program

Week 14: Concluding thoughts