

**Course:** USP 554 Planning and Housing Markets  
**Term:** Spring 2024  
**Credits:** 3  
**Instructor:** Matthew Gebhardt  
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### Course Description

This course explores the interaction of planning and local housing markets and submarkets. In a market economy, non-public actors build, own, and operate the majority of the housing stock (along with other assets, including other types of real estate, businesses, even ideas). Planning has a role in framing and influencing the decisions and approaches of these actors. Adams and Tiesdell (2012, 201) describe four ways in which planning can do this: market shaping, through plans and large-scale projects that communicate information about priorities and future development; market regulation, through land use and environmental controls; market stimulation, through subsidies and incentives; and capacity building, through public-private partnerships and networks. Influencing housing markets requires planners to conceive of themselves as market actors and to understand the behavior and decision cultures of other actors<sup>1</sup>. Using this as a conceptual frame, the course explores the programs, tools, and policies available at the state, regional, and local level that can influence housing markets to pursue goals such as affordability, energy efficiency, and density.

USP 554 Planning and Housing Markets focuses on the role of local, regional, and state-level planners into housing, with an emphasis on land use and local planning tools. This course complements USP 567 Urban Housing Policies which addresses the role of federal and state policies and market pressures and their implementation in shaping the housing sector and housing delivery systems.

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<sup>1</sup> This is true even if a planner does not accept that markets are the appropriate mechanism for allocating resources in an economy or society and/or does not believe that they function according to abstract economic principles (e.g., the world is a flat, featureless plane; everyone is a rational, self-interested actor; information is perfect; you get the point). Whether one is a diehard capitalist or anti-capitalist, the narratives, assumptions, and myths (along with others like the American Dream) that underlie our system assume the primacy of markets.

## Learning Outcomes

A student who successfully completes this class will be:

- Familiar with the concept of a housing (sub)market and able to relate this concept to urban land and real estate economics, urban social geography, political-economic structures, and socio-cultural norms;
- Able to understand the ways in which planning (and planning adjacent) interventions influences local housing markets and development;
- Conversant in the key terminology, concepts, goals, and ideas associated with the decision cultures of public, private, and nonprofit housing market actors;
- Familiar with historic, current, and potential programs, tools, policies, and strategies for framing and influencing housing markets;
- Capable of analyzing and interpreting the above, assessing strengths and weaknesses as well as anticipated outcomes and unanticipated consequences.

## Teaching Methods

This course is taught through a once weekly seminar format where we will actively discuss concepts from readings and other materials related to course topics. Where possible we will have guest speakers for a portion of our class time to share insights and help frame discussions. This course may also involve site visits.

## Texts and Readings

There are no required texts for this course. Instead, readings and other resources will be made available online either through the University Library's website or other sources. **Note: please regularly check the online version of the syllabus and reading list as readings may change or new readings or resources may be added during the term.**

## Assignments and Grading

Your course grade will be based on the assignments and examinations listed below. Each will be graded on a 100-point basis, weighted for your final grade by the percentages listed next to the item. For a variety of reasons, including a desire to reduce paper, all assignments will be submitted online, through which you will also receive your grades and feedback.

• Assignment 1: Housing History and Needs Narrative Video	20
• Assignment 2: Policy and Program Assessments	45
• Assignment 3: Housing Market Intervention "Fact Sheet"	35
• Total	<hr/> 100

The basic rubric used to grade graduate-student work is as follows:

- A: Demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Excellent work.
- A- or B+: Presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Good work.
- B or B-: Shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- C+ or below: Misunderstands or misrepresents the material, or is so poorly written presented as to obscure the analysis. Inadequate work for a graduate-level course.

*The following represent summaries of the assignments; further guidance and detailed instructions about the four assignments will be provided in class and via Canvas.*

### **Assignment 1: Housing Needs Narrative Video (20%)**

**Purpose:** This assignment will afford you opportunities to employ terminology and concepts commonly used to describe and analyze housing in literature and practice – tenure, type, space, quality, location, and expenditure – and space to reflect on your own requirements, desires, and aspirations for housing.

**Task:** For this assignment you will consider your current and future housing and neighborhood needs, as well as elements of your housing history. Your results will be presented as a narrated video that will be shared with the class.

### **Assignment 2: Housing Concept, Program, or Policy Reflection (50%)**

**Purpose:** To encourage reflection, dialogue, and debate on the concepts and cases shared in this course.

**Task:** For this assignment you will bring to class and submit a one-page reflection each week using the framework for the course to analyze different concepts, policies, and programs. Specifically, you will consider the strengths and challenges from the perspective of the public sector, private/nonprofit organizations, and community/user groups, as well as who benefits and who is harmed. You will also discuss how you might

engage with these in your future practice to advance more equitable and/or sustainable housing market outcomes.

### **Assignment 3: Housing Market Intervention “Fact Sheet” (30%)**

**Purpose:** This assignment will allow you to examine in detail a recent planning (or planning adjacent) housing market intervention using the course conceptual framework and summarize the key characteristics of your chosen intervention in the form of a brochure style “fact sheet”.

**Task:** For this assignment you will select and analyze a state, regional, or local housing market intervention that has been proposed, passed, enacted, or implemented in the past 3-5 years (ideally, no more than two or three students should examine the same intervention). Examples of potential interventions include Portland’s inclusionary housing policies, Statewide rent stabilization legislation, Statewide mandate to revise single-dwelling unit zoning, Metro’s general obligation affordable housing bond, or Portland’s renter relocation assistance requirements. You will conduct research on your chosen intervention, including: specific issue(s) targeted by the intervention, strengths and weaknesses, legal authorizations and limitations, variations based on geography (i.e., urban, suburban, rural), and relationship with federal and non-federal interventions. These will be presented in the form of a fact sheet, a mix of text, images, and data laid out on a two-sided, legal-size brochure.

**Late Assignments:** This term is obviously a bit odd; there is a great deal of uncertainty and students may be experiencing a host of external pressures. However, late assignments create a variety of issues related to equity, pedagogy and integrity. Please try to avoid them if at all possible, but extensions will be granted where circumstances merit. Communication is important, so please try to let me know in advance if you believe you will need an extension.

**Academic Integrity:** All work done for the course must be your own. The work must be original and prepared for this class. Plagiarism is unacceptable. Copying the work of another and not citing it; lifting text from the Internet; or even presenting ideas that are not your own without proper attribution are all examples of plagiarism.

## **Access and Inclusion for Students with Disabilities**

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC can be contacted at: 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/drc>. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

## **Sexual Assault and Harassment**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. I take this responsibility very seriously, and I expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance (<https://www.pdx.edu/diversity/office-of-equity-compliance>) or the Office of the Dean of Student Life (<https://www.pdx.edu/dos/student-conduct-at-psu>).

PSU's Student Code of Conduct (<https://www.pdx.edu/dos/psu-student-code-conduct>) makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions. If you or someone you know has been harassed or assaulted, you can find resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here: <https://www.pdx.edu/sexual-assault/get-help>. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L or find more information about it here: <https://www.pdx.edu/sexual-assault/safe-campus-module>.

## Other Campus Resources

The PSU Food Pantry offers supplemental food items to currently enrolled PSU students. The pantry is located in SMSU 325. For more information, you can email [foodhelp@pdx.edu](mailto:foodhelp@pdx.edu). For more information on food and wellness assistance for students visit: <https://www.pdx.edu/student-access-center/>.

The Office of Diversity & Multicultural Student Services (Smith Memorial Union 425) provides structured, academic support service, advising, referrals, and advocacy for first-generation college students, low-income and others facing special challenges. Visit <http://www.pdx.edu/dmss/> for info.

Services are available for students with children, including childcare subsidies and family events, a lending library and clothing closet, lactation spaces, and a Family Resource Room. More information can be found at: <https://www.pdx.edu/students-with-children/our-services>.

The Learning Center (Millar Library 245) mission is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping with current coursework, academic support services can assist in developing effective learning strategies. See <http://www.pdx.edu/tutoring/> for more info.

The Writing Center (Cramer 188) will help you with all varieties of projects, including class assignments, resumes, application essays, presentations, and creative writing. It aims to help writers at any stage of the writing process, from brainstorming to the final draft. You can schedule an appointment online: <http://www.writingcenter.pdx.edu/>. Their website also contains resource pages that suggest ideas and strategies for completing writing projects.

Student Legal Services provides legal advice and assistance on a range of areas of law including family, landlord-tenant, and immigration. More information can be found at: <https://www.pdx.edu/sls>.

## Course Outline

Below is an evolving list of topics that are planned for inclusion in the course. It is subject to revision, and the exact schedule and groupings is not set. Each week will cover a cluster of topics (e.g., financing, incentives, capacity, regulation), supported by 2-3 weekly readings, videos, and/or additional resources.

Date	Topic
Week 1	<b>Introductions and Conceptual Framework</b> Planners as market actors, affordability, tenure, choice, mobility
Week 2	<b>Key Terminology, Concepts, and History</b> Housing markets; real estate development
Week 3	<b>Market Failures</b> Discrimination, fragmentation, information asymmetries
Week 4	<b>Market Shaping</b> Plans, analyses (e.g., HNA and RHNA), urban growth boundaries (UGBs), infrastructure investments
Week 5	<b>Market Regulation</b> Zoning, building codes, inclusionary housing, rent stabilization, tenant right of refusal, deconstruction, seismic codes
Week 6	<b>Market Regulation/Stimulus</b> Density bonuses, waivers (e.g., SDC, parking), transfer of development rights, transfer taxes
Week 7	<b>Market Stimulus</b> GO bonds, tax increment financing, housing trust funds
Week 8	<b>Market Stimulus</b> Tax credits, tax abatements, housing vouchers, land
Week 9	<b>Market Capacity</b> Development actors and specialization, information sharing, data
Week 10	<b>Emerging Markets</b> Cooperatives, modular, co-housing, green buildings