

Course: USP 510 Planning and Housing Markets
Term: Spring 20226
Credits: 3
Instructor: Tyler Bump
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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.¹

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. This course will also utilize real world examples from Vancouver and Tacoma to apply the learning outcomes in a professional manner. We will identify case study areas that we will use for assignments and to frame real world application of our weekly topics.

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;

¹ 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.

- 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. If additional time is needed to submit an assignment, the student must communicate and coordinate with the course professor in advance of missing deadlines. All assignments must be submitted by the final day of this class in the spring quarter or will not otherwise be accepted.

● Assignment 1: Housing History and Needs Narrative Video	15
● Assignment 2: Housing Submarket Investigation	30
● Assignment 3: Housing Market Intervention Brief	45
● Participation	10
● Total	<hr/> 100

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

- A (93-100%): Demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis and is clearly written and presented. Excellent work that exceeds expectations.
- A- (90-93%) or B+ (87-90%): Presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Very good or good work that exceeds expectations.
- B (83-87%): Shows a competent level of understanding, with limited analysis that addresses required topics. Writing is competent. Competent work that meets expectations.
- B- (80-83%): Shows basic understanding, with very limited analysis that covers most required topics. Adequate work at the minimum level of expectations for graduate work.

- C+ or below (<80%): Misunderstands or misrepresents the material, or is so poorly written presented in a manner that omits or obscures analysis. Poor work that does not meet expectations. 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 D2L.

Assignment 1: Housing History and Mobility Narrative Video (15%)

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, expenditure, and accessibility – and space to reflect on your own requirements, desires, and aspirations for housing in relation to transit and multimodal transportation infrastructure.

Task: For this assignment you will consider your housing history as well as your current and future housing and neighborhood needs, with particular attention to the relationship between housing and access to transit or multimodal transportation infrastructure (or the lack thereof). You should reflect on how location and transportation options have shaped your personal mobility, daily routines, access to opportunity, and monthly household costs, including both housing and transportation expenditures. Your results will be presented as a narrated video that will be shared with the class.

Assignment 2: Transit Station Area Housing Submarket Investigation (30%)

Purpose: This assignment will provide an opportunity to explore the concept of a housing submarket and examine one specific transit station area in detail, with attention to planning policy, market dynamics, and transit-oriented development opportunities in Vancouver or Tacoma.

Task: For this assignment, you will analyze a housing submarket centered on either a BRT station area in Vancouver or a streetcar station area in Tacoma. You may choose a single station area or a segment of a corridor containing multiple station areas. Your choice of submarket should be based on geography and the relationship between housing, land use, and transit access. You will review and summarize relevant plans, reports, zoning regulations, and market information for your chosen area. You will supplement this summary with additional data on the area’s demographics, housing conditions, and development activity. Results will be shared through a PowerPoint presentation either to the class or recorded as a presentation the student gives on their own and submitted virtually.

Assignment 3: TOD Station Area Housing Evaluation (45%)

Purpose: This assignment will allow you to build from the previous exercise to create a TOD Station Area Housing Evaluation that includes housing policy, investment, and program recommendations to meet housing needs of current and future residents in your TOD study area.

Task: Assignment three should be focused on creating a full evaluation of the TOD study area and integrate additional considerations with a focus of housing. This assignment will add a physical assessment of conditions, functionality, infrastructure and amenities in the TOD study area to the information from the submarket investigation from Assignment 2. The student will continue to focus on housing as the main topic in this assignment but will also integrate considerations for infrastructure improvements, urban design and public realm, and anti-displacement strategies. The student should make recommendations on how to advance best practices for TOD station area planning within the framework of the recent statewide TOD legislation. These recommendations might include development incentive programs, zoning changes, and infrastructure investments to support housing outcomes in the TOD study area. This assignment will be presented as an ESRI Story Map for your area that will be shared with the class.

Participation (10%): Comprehension of many of these topics can be improved through discussion and exchange of ideas. In an effort to facilitate this, we will have asynchronous activities and discussion boards and synchronous meetings throughout the term.

Late Assignments: 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 let me know in advance if you believe you will need an extension. Late assignments may not be accepted without prior communication with me.

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