

Class Time: 12:30-1:45, Tues – Thurs  
Instructor: Wesley Brooks  
Location: Clough 262

Office Hours: Scheduled Availability

Email: wbrooks7@gatech.edu

### **Course Description**

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Welcome to Government and Housing Markets. This course examines the broad structural forces that have led to the existing housing market conditions. We will scrutinize how policy has played a role in both creating and alleviating market failures along the housing continuum, from homelessness to homeownership. This course evaluates contemporary policy remedies city planners employ to help households at various income levels obtain safe, stable, and affordable housing.

In this class, we will learn the fundamental concepts of housing markets and housing policy in the United States. These include: understanding the importance of local context, how land markets respond to policy intervention, the role of housing systems in perpetuating racial hierarchies and segregation in the United States, and common policies and programs enacted by federal, state and local governments as well as by non-profits and the financial sector.

Learning objectives include:

1. The development of housing as a cornerstone of household wealth, health, employment, and opportunity,
2. the way in which housing systems have worked to reproduce varied inequalities in a US context and policy remedies,
3. barriers to the provision of safe, stable, affordable urban housing in America,
4. the variety of factors, institutions and groups involved in the development of housing,
5. evolution of U.S. policy to address housing needs in the United States,
6. the role that community organizations have played in developing affordable housing policies.

Students will practice and demonstrate their knowledge and understanding of this material in class discussions, a final presentation, and in a short writing assignment.

At the end of this course, students will understand the developmental factors of affordable housing, the dynamics that lead to displacement and dispossession through housing systems and the government's role in the design and implementation of those structures. Students will be conversant with major national, state and local housing policies and programs in the United States, and practiced in writing analytically and critically about one housing policy, program, issue, system, institution, or case study.

**Land Acknowledgement** Georgia Tech is built on the ancestral lands of the Muscogee Creek Confederacy; the Cherokee Nation held land nearby. Both tribes were forced off of their land in the 1830s and marched the infamous Trail of Tears. Today, Georgia remains home to the [Lower Muscogee Creek Tribe](#) and [Georgia Tribe of Eastern Cherokee](#).

[Land acknowledgements](#) are traditionally used for indigenous peoples only. However, we also know that this land was occupied by enslavers and worked by enslaved peoples; and Atlanta would not exist today without their labor. While this is an incomplete account, it is important to acknowledge the complex and layered history of the land, particularly as planners whose work may ultimately add new layers. A land acknowledgement is one method of bringing history to light and opening a conversation about the responsibilities we have to the land and to each other.

### **Structure of the Course**

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This course will be conducted as mixed lecture and seminar. We will master the material by reading, engaging guest speakers, and discussing ideas with each another in class. We will practice thinking analytically and critically by considering and evaluating cultural and environmental factors that lead to policy orientations and by comparing and evaluating solutions in class, and in the final project.

### **Assignments and Grading**

<b>Component</b>	<b>Weight</b>	<b>Description</b>
Class Participation	50%	Attendance, weekly discussion questions, engagement in debates and seminars.
Final Presentation	30%	20-minute policy proposal or case study presentation + Q&A. Week 13 & 14.
Final Writing Assignment	20%	2,000 - 3,000 word short writing assignment due finals week.

### **Readings and class participation: 50%**

I aim to keep readings to approximately 100 pages a week; if there is more, the expectation is that you will focus on covering 100 pages. Students are expected to come to class having done the reading and prepared to discuss. Many texts will be uploaded to Canvas, but students are expected to be able to retrieve readings from GA Tech's online journal repository. Come to class having prepared thoughts from the readings; participate in discussions.

### **Final Group Presentation and Writing Assignment**

The final group presentation is an opportunity to explore a housing-related policy issue, case study, or original proposal in-depth and to present your findings and recommendations to your classmates in a professional, conference-style format. This presentation should demonstrate your

ability to synthesize course concepts, apply policy analysis frameworks, work as part of a team, and communicate clearly and persuasively.

The final writing assignment will be a short answer prompt, due on 4 December, 2025. The goal will be to assess your understanding of the course material and synthesize your own perspective on the place of government participation in housing. We will discuss this assignment in week 6.

### **Objectives:**

- Analyze a significant housing issue, policy, program, or system.
- Develop and communicate a well-supported argument or policy proposal
- Demonstrate mastery of relevant readings, empirical evidence, and case-specific context
- Engage with audience questions and feedback

### **Turning in Assignments:**

All assignments should be submitted through Canvas and are due at the beginning of class. Late assignments will not receive detailed feedback and may lose points.

### **ChatGPT Policy:**

I view ChatGPT as a tool which would be available to you in the workplace as an urban planner; to that end, you should be learning to use AI responsibly as an urban planner.

If you use ChatGPT or any other AI to complete a project, please indicate that you have done so, and share your prompts. You may use ChatGPT to assist you in complete any aspect of an assignment or exam, whether it's to write code for statistical programming software, brainstorming ideas, generating outlines, or drafting prose.

Because ChatGPT and other AI tools freely invent facts and sources, we all need to be more careful about verifying the source of information and claims. In your submitted work, please cite sources liberally in all of your turned in work.

### **Grading:**

Assignments are graded in the usual letter grade system. In general, we endeavor to follow these grading standards:

"A": exemplifies excellence: including clear reasoning, sound methods, forceful exposition, and stimulating ideas in comparison with others at the same stage of career. Independent and creative thinking utilizing a thorough understanding of course concepts is evidenced. Language usage, calculation, attribution, and formatting are essentially free of error.

"B": allowing for growth in performance between now and graduation, the work would be considered satisfactory professional planning work given the time and resources allocated to it. Assertions are

correct; arguments are persuasive. Mastery of course concepts is evidenced. Errors in language usage, attribution, calculation and/or formatting are minimal.

"C": even allowing for growth in performance between now and graduation, the work would be considered less than satisfactory in a professional planning environment. There may be errors in fact or in understanding of course concepts. Arguments may not be convincing; there may be multiple errors in language usage, grammar, attribution, calculation and/or formatting.

"D": the work does not meet expectations for graduate students. The core prompts in the assignment may not be followed; arguments may be hard to understand or may ignore key lessons understood broadly in our profession and/or developed in the course; language usage, attribution, calculation and/or formatting may have serious flaws or widespread errors.

"F": the work does not address the assignment, fails to meet ordinary expectations for English-language exposition, or appears to have been completed in a manner violating the Institute Honor Code.

### Books for the Course

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- Schwartz, A. F. (2021). *Housing policy in the United States* (3rd ed.). Routledge.
- Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing
- Hays, R. A. (1995). *The Federal Government and Urban Housing*. SUNY.

### Syllabus by Week

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	Tuesday class	Thursday class	
Week 1	8/25/2025	8/27/2025	Introduction to the Housing Continuum
Week 2	9/1/2025	9/3/2025	Political Ideologies of Housing Policy
Week 3	9/8/2025	9/10/2025	Urban Land Markets
Week 4	9/15/2025	9/17/2025	Structural Racism and Segregation
Week 5	9/22/2025	9/24/2025	Neighborhoods and Neighborhood Change
Week 6	9/29/2025	10/1/2025	Public Housing to Mixed Opportunity
Week 7	No Class	10/8/2025	Sustainable Development; LIHTC and Development
Week 8	10/13/2025	10/15/2025	Fall Break / Homeownership
Week 9	10/20/2025	10/22/2025	Homeownership II; Financial Markets in Housing
Week 10	10/27/2025	10/29/2025	Migration, Eviction, and Displacement
Week 11	11/3/2025	11/5/2025	The Devolution of Federal Housing Policy
Week 12	11/10/2025	11/12/2025	Homelessness and Housing First
Week 13	11/17/2025	11/19/2025	Final Presentations
Week 14	11/24/2025	No Class	Final Presentations
Week 15	12/1/2025	12/3/2025	Final Presentations / Thanksgiving Break
Week 16	12/8/2025	no class	Final Paper Due

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## 1 Introduction

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**Tuesday: Introduction to the Housing Continuum, review syllabus and readings**

**Thursday: Introduction to the state of housing in the US – Guest Lecturer: **Laura Ann Holland (DCA)****

JCHS (2023). “The State of the Nation’s Housing, 2025”

[https://www.jchs.harvard.edu/sites/default/files/reports/files/Harvard\\_JCHS\\_The\\_State\\_of\\_the\\_Nations\\_Housing\\_2025.pdf](https://www.jchs.harvard.edu/sites/default/files/reports/files/Harvard_JCHS_The_State_of_the_Nations_Housing_2025.pdf)

**Questions:**

What are the important categories of actors to consider when thinking about housing?

How do we expect the current crisis to affect those categories of actors?

## 2 Political Ideologies of Housing Policy

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**Tuesday: Ideological Context of Housing – Why is this So Hard?**

Chapter 1: Power, Ideology and Public Policy and Chapter 2: The Ideological Context of Housing Policy in Hays, RA. (1995). *The Federal Govt and Urban Housing*, SUNY Press (56 pgs)

**Thursday: Reading & Speaker Recap**

Chapter 2: Trends, Patterns, Problems. in Schwartz, A. F. (2021). *Housing policy in the United States* (3rd ed.). Routledge.

Chapter 1: If San Francisco, Then Everywhere? In Rothstein, R. (2017). *The color of law*

**Questions:**

Describe the different ideological frameworks for housing policy.

What underlying beliefs are associated with each framework?

Are there approaches to housing policy that are supported by more than one perspective?

### 3 Urban Land Markets

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#### **Tuesday: What Does the Market Have to Say About It?**

Chapter 3: Housing Markets and Submarkets in Hays, RA. (1995). *The Federal Govt and Urban Housing*, SUNY Press

Chapter 2: Public Housing, Black Ghettos and Chapter 3, Racial Zoning in Rothstein, R. (2017). *The color of law*

Damiano, A., & Frenier, C. (2020). Build baby build? Housing submarkets and the effects of new construction on existing rents. *Center for Urban and Regional Affairs Working Paper, University of Minnesota*. Retrieved from <https://www.tonydamiano.com/project/new-con/bbb-wp.pdf>

#### **Thursday: Filtration, Submarkets and Rent Gaps**

Axel Lute. 2017. Trickle Up Housing: Filtering Does Go Both Ways. *Shelterforce*. <https://shelterforce.org/2017/11/02/time-for-trickle-up-housing/>

Watkins, C. A. (2001). The definition and identification of housing submarkets. *Environment and Planning A*, 33(12), 2235-2253.

#### Questions:

What is spatial equilibrium?

Why would building new housing or a park make housing more expensive?

Why does land have a different price in different areas of the city?

What is housing segmentation and submarkets?

## 4 Structural Racism and Segregation

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### Tuesday: Race, Racism and Theories of Segregation

Chapters 2, 3, 4 in Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing.

Krysan, M., & Crowder, K. (2017). *Cycle of segregation: Social processes and residential stratification*. Russell Sage Foundation. Chapter 2: Patterns and Consequences of Segregation in the United States. Pp. 17-37 (20 pages)

### Thursday: The transition from de jure to market-based segregation

Lasner, M. G. (2020). *Segregation by design: Race, Architecture, and the Enclosure of the Atlanta Apartment*. Journal of urban history, 2020-11, Vol.46 (6), p.1222-1260

Chapter 5, Private Agreements, Government Enforcement in Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing.

#### Questions:

Differentiate between individual racism and systemic racism.  
What are the main theories explaining why residential segregation persists today?  
What role have urban planners and the state played in segregation?  
What role has housing and financial markets played in segregation?  
What forms of housing discrimination did the 1968 Fair Housing Act address?

## 5 Neighborhoods and Neighborhood Change

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### Tuesday: Defining neighborhood; Project Groups and Topics

Jacobs (1961) The uses of City Neighborhoods, Chapter 6 in *Death and Life in Great American Cities*

Jacobs (1961) Slumming and Unslumming, Chapter 15 in *Death and Life in Great American Cities*

### Thursday: Guest Speaker; William Tucker, City of Atlanta

Chapters 6, 7, & 8 in Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing.

### Further Reading

The immigrant enclave: Theory and empirical examples A Portes, RD Manning - The urban sociology reader, 2005

Sharkey, P. (2013). *Stuck in place: Urban neighborhoods and the end of progress toward racial equality*. University of Chicago Press.

Erikson, 2009. The Housing Policy Revolution: Networks and Neighborhoods *Urban Institute Press*

Rigolon, A., & Németh, J. (2020). Green gentrification or 'just green enough': Do park location, size and function affect whether a place gentrifies or not?. *Urban Studies*, 57(2), 402-420.

Wachsmuth, D., & Weisler, A. (2018). Airbnb and the rent gap: Gentrification through the sharing economy. *Environment and Planning A: Economy and Space*, 50(6), 1147-1170.

#### Questions:

Why does Jane Jacobs argue against the concept of neighborhoods in favor of streets, districts, and regions?

What is the urban growth machine?

How does the urban growth machine lead to gentrification?

## **6 From Public Housing to Moving to Opportunity**

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### **Tuesday: Final Project Development**

### **Thursday: From Public Housing to Mixed Income Developments**

Schwartz, A. Housing Policy in the United States. Chapter 6 Public Housing

Schwartz, A. Housing Policy in the United States. Chapter 8: Vouchers

DeFilippis, J., & Fraser, J. (2010). Why do we want mixed-income housing and neighborhoods. *Critical urban studies: New directions*, 135-147. (12 pages)

### Further Reading

Williamson, A. R., Smith, M. T., & Strambi-Kramer, M. (2009). Housing choice vouchers, the low-income housing tax credit, and the federal poverty deconcentration goal. *Urban Affairs Review*, 45(1), 119-132.

Schwartz, A. (2017). Future prospects for public housing in the United States: Lessons from the Rental Assistance Demonstration program. *Housing Policy Debate*, 27(5), 789-806.

Smith, J. Chapter 5 Public Housing Policy under Obama in DeFilippis, J. (2016). *Urban Policy in the Time of Obama*. University of Minnesota Press.

What were the goals of HCV? Where can you live if you have an HCV? Are HCVs effective at allowing residents to leave environments of concentrated poverty? Are they an efficient use of funds? Interrogate the goals of deconcentrating poverty: why do policy makers pursue this goal? Are there alternative approaches to providing safe, affordable housing?

Why did the U.S. move away from Public Housing? What is the case for mixed-income housing? What is DeFilippis and Fraser's case against it? How does the RAD program work? Has it been effective?

## **7 Tax Credits and the LIHTC**

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**Tuesday: Sustainable Development**

**Thursday: The LIHTC Program and Development**

Schwartz, A. Housing Policy in the United States. Chapter 4, Taxes and Housing and Chapter 5, the Low Income Housing Tax Credit.

<https://ternercenter.berkeley.edu/wp-content/uploads/2021/04/LIHTC-Complexity-Final.pdf>

How does the Low Income Housing Tax Credit work? How efficient is it? How large is the program? How sustainable is it as a housing policy? Why is it popular? What segments of the population does it help the most?

## **8 Homeownership and Wealth**

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**Tuesday: Fall Break; Final Project Outline is due by 5PM**

**Thursday: Affordable Homeownership; Housing Wealth; Wealth Inequality**

Chapter 11 Looking Forward, Looking Back in Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing.

Chapter 12 Homeownership and Income Integration in Schwartz, A. F. (2021). *Housing policy in the United States* (3rd ed.). Routledge.

Rohe, W. M., & Lindblad, M. (2013). Reexamining the social benefits of homeownership after the housing crisis. Chapter 3. *Boston: Joint Center for Housing Studies of Harvard University*.

## **9 Homeownership and Financial Markets**

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## **Tuesday: Homeownership II**

Rohe, W. M., & Lindblad, M. (2013). Reexamining the social benefits of homeownership after the housing crisis. Chapter 10. *Boston: Joint Center for Housing Studies of Harvard University.*

Chapters 8, 9 in Rohe, W. M., & Watson, H. L. (Eds.). (2007). *Chasing the American dream: New perspectives on affordable homeownership.* Cornell University Press.

## **Thursday: Bond Finance and HFAs,**

Chapter 28, Affordable Housing: Program Financing and Policies in U.S. States. The Routledge Handbook of Housing Policy and Planning. Katrin B. Anacker, Mai Thi Nguyen, and David P. Varady

## **10 Migration, Eviction and Displacement**

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### **Tuesday: Bond Recap, Intro to TADs & TIFs**

### **Thursday: Understanding Eviction and Displacement**

**Guest Speaker, Megan Conville, Department of Community Affairs/SCaRP PhD Program**

Desmond, M. (2012). Eviction and the reproduction of urban poverty. *American journal of sociology, 118*(1), 88-133.

Zuk, M., Bierbaum, A. H., Chapple, K., Gorska, K., & Loukaitou-Sideris, A. (2018). Gentrification, displacement, and the role of public investment. *Journal of Planning Literature, 33*(1), 31-44.

### Further Reading:

Fields, D. (2015). Contesting the financialization of urban space: Community organizations and the struggle to preserve affordable rental housing in New York City. *Journal of Urban Affairs, 37*(2), 144-165.

Bratt, R. Community Development Corporations: Challenges in Supporting a Right to Housing. Chapter 16 in Bratt, R. G. (2006). *A right to housing: Foundation for a new social agenda.* Temple University Press.

<https://ebookcentral.proquest.com/lib/gatech/detail.action?docID=298850>

Teresa, B. 2022. " The Financialization of Housing and Its Implications for Community Development". Shelterforce.

<https://shelterforce.org/2022/08/09/the-financialization-of-housing-and-its-implications-for-community-development/>

Harvey, David. 2001. "Globalization and the 'spatial fix'," *Geographische Revue* 3(2), 23-30

Fields, D., & Raymond, E. L. (2021). Racialized geographies of housing financialization. *Progress in Human Geography*, 45(6), 1625-1645.

Teresa, Benjamin. 2016. "Managing fictitious capital: The legal geography of investment and political struggle in rental housing in New York City." *Environment and Planning A*, 48(3): 465-484

August, M. (2021). Financialization of housing from cradle to grave: COVID-19, seniors' housing, and multifamily rental housing in Canada. *Studies in Political Economy*, 102(3), 289-308.

## **11 Devolution of Federal Housing Policy**

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### **Tuesday: Block Grants, Bond Finance, Housing Trust Funds, Inclusionary Zoning**

Chapter 9: State and Local Housing and the Nonprofit Sector, in Schwartz, A. (2010). *Housing Policy in the United States*. Routledge.

Inclusionary Zoning: Been, V., Meltzer, R., & Schuetz, J. (2007). The effects of inclusionary zoning on local housing markets: lessons from the San Francisco, Washington DC and suburban Boston areas. *Furman Center for Real Estate & Urban Policy, Working Paper*, 07-05.

### **Thursday:**

<https://shelterforce.org/2021/03/10/inclusionary-housing-secrets-to-success/>

What is devolution? Discuss three benefits and negatives of administering housing policy at the state and local level rather than at a national scale. Are public private partnerships a necessary feature of devolution?

Teresa, B. F., & Howell, K. L. (2020). Eviction and segmented housing markets in Richmond, Virginia. *Housing Policy Debate*, 1-20.

Garboden, P., & Rosen, E. (2019). The threat of eviction: How landlords shape a contingent tenure. *City & Community*, 18(2).

Sudeall, L., Raymond, E. L., & Garboden, P. M. (2022). Disaster Discordance: Local Court Implementation of State and Federal Eviction Prevention Policies During the COVID-19 Pandemic. *Geo. J. on Poverty L. & Pol'y*, 30, 545.

**Questions:**

Why is eviction detrimental to households?

Why is eviction detrimental to neighborhoods?

How do landlords use eviction?

What are the causes of eviction?

What is Desmond's recommended policy for reducing evictions?

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## **12 From Administrative Burden to the Criminalization of Poverty**

### **Tuesday Administrative Burden in Housing Policy**

Herd & Moynihan (2018) Administrative Burden: Policymaking by other Means. Introduction and Conclusions.

SIGTARP (2017) Mismanagement of the Hardest Hit Fund in Georgia.

### **Thursday Homelessness and Housing First**

Mitchell, D. (2011). Homelessness, American style. *Urban Geography*, 32(7), 933-956.

Chapter 3 in Ellen, I. G., & O'Flaherty, B. (Eds.). (2010). *How to House the Homeless*. Russell Sage Foundation. How to House the Homeless is available through the GA Tech library here: <https://ebookcentral.proquest.com/lib/gatech/detail.action?docID=4417081>

Speer, J. (2018). The rise of the tent ward: Homeless camps in the era of mass incarceration. *Political Geography*, 62, 160-169.

Chapter 10 Suppressed Incomes in Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing.

#### Further Reading:

Goldstone, Brian. August 21, 2019. The New American Homeless. The New Republic. Retrieved from: <https://newrepublic.com/article/154618/new-american-homeless-housing-insecurity-richest-cities>

What features of housing policies increase administrative burden?

How does a carceral understanding of housing differ from a view of housing as a human right?

## **13 & 14 Presentations**

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## University Policies

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### Special Needs

Georgia Tech values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### Academic Integrity

Georgia Tech is an academic research institution, with the goal of dissemination and production of knowledge. For this reason, plagiarism and cheating strike at the heart of Georgia Tech's mission, are among the most serious academic offenses with serious consequences, and can lead to expulsion. If you are discovered plagiarizing or cheating in this course, you will earn a failing grade on the assignment in question, and further disciplinary action may be taken.

For a clear description of what counts as plagiarism, cheating, and/or the use of unauthorized sources, please see the Student Code of Conduct: <http://www.catalog.gatech.edu/rules/19>.

I encourage you to work together on homework assignments and to make use of campus resources like the Center for Academic Success, and the Communication Center to assist you in your pursuit of academic excellence.

If you have questions about my integration of the university's honor code into this course, please do not hesitate to ask: my aim is to foster an environment where you can learn and grow, while ensuring that the work we all do is honest and fair.

For more information about Georgia Tech's standards with respect to academic integrity, you can also check out the following link: <http://honor.gatech.edu/>

### Class Cancellation

If classes are cancelled, please submit any assignments through Canvas. Any exams will be rescheduled for the following class meeting unless contacted by the instructor. If the instructor is late, please wait 15 minutes before assuming class is cancelled.

### Attendance and Missed Classes

Regular attendance and active participation are essential for success in this course. If you must miss a class due to illness, emergency, or another valid reason, you are required to inform the instructor in advance whenever possible. Notification should be sent via email and include the reason for your absence and any supporting documentation if applicable.

Unexcused absences or failure to notify the instructor may negatively impact your class participation grade, which is a component of your final grade. Repeated absences, even if excused, may also affect your understanding of course material and your ability to contribute

meaningfully in class discussions. It is the student's responsibility to catch up on any missed material, assignments, or announcements. You are encouraged to connect with a classmate or consult course materials posted online to stay current.

If you experience an extended absence due to serious circumstances (e.g., medical or personal emergency), please reach out to the instructor as soon as possible to discuss options and accommodations.

**Anti-Harassment and Non-Discrimination Policy**

Georgia Tech is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972.