PHIL/HIS 449: EHPP SENIOR CAPSTONE
GENTRIFICATION & AFFORDABLE HOUSING IN PITTSBURGH
Fall 2016
TR, 3-4:20pm
Baker Hall 342F

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Office Hours: Mondays 1-2pm & Tuesdays 4:30-5:30pm
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Course Description & Objectives
The purpose of the EHPP capstone course is to challenge you to use the knowledge and skills that you have developed throughout the EHPP program. Your goal is to work together in a collaborative way to engage with an important social issue. Your analysis of the course topic should be informed by historical, ethical, legal, and policy considerations. Your end product will consist of both a written policy brief and an oral presentation of your recommendations.

The broad topic of this year's course is the recent tech boom in the city of Pittsburgh and how this economic advancement has impacted housing for low- and fixed-income residents. As more high-skilled labor migrates to Pittsburgh, this puts pressure on affordable housing in multiple ways. More people are competing for existing housing stock, driving prices up. Neighborhoods transitioning due to an influx of higher-income residents generate new construction as well as significant amounts of renovations. Increases in property values drive increases in property taxes, often forcing families out of homes that they own when they can no longer afford the tax bills. Construction of new housing often involves the demolition of older, low-income housing. Gentrification also historically disproportionately affects people of color. How should the city balance the benefits of technological and economic progress against the potential harms of gentrification to low-income city residents? Are there policies that can and should be implemented to mitigate the negative effects of economic progress on low-income groups, or to ensure that those groups also benefit from the revival this city has seen over the last decade? How should policies going forward take into account persistent segregation along racial lines and the disproportionate housing impacts of economic progress on Pittsburgh residents of color?

In developing your policy recommendations, you should consider as your audience the Pittsburgh City Council. Your specific client is City Councilman Dan Gilman, a Carnegie Mellon EHPP alum (2004). You can find out more about Councilman Gilman from his website: http://pittsburghpa.gov/district8/councilman-dan-gilman

I also recommend looking at previous years' capstone results. You can find them here: http://www.cmu.edu/hss/ehpp/capstone-projects/index.html

This course will not operate in the same way that the bulk of your courses do. This course is designed to be **student-directed** and as such my role as instructor is to point you in the right direction and offer guidance where it is needed. But as the policy-makers, it is **your responsibility, as a group, to:**

- Articulate a clear project that it is feasible to complete over the course of a semester with approximately 100-150 person hours of work available per student
- Organize yourselves into a coherent team, including a division of labor in a manner that plays to your team members' strengths
- Develop a team organizational infrastructure to ensure efficient communication, sharing of information, and meeting planning
- Research those issues germane to your project, remembering that your policy recommendations should be informed by historical, legal, and ethical considerations
- Organize your output into a coherent analysis and recommendation
- Present your findings in a clear, accessible manner in both a written report and an oral presentation to your client and the instructor

Grading
Your individual grades for this course will be determined on the basis of both my assessment of your work as well as the assessments of your peers. Each of you will present your individual contributions to the work product during the semester. I will solicit feedback from you about the contributions of your peers both at midterm and at the end of the semestser. Your grades will be assessed as follows:

- Individual presentations 20%
- Final written product 30%
- Final group oral presentation 25%
- Individual contributions to group project: 25%
  - Grades for this last item will be based on my observations of your working as a group as well as input from your peers. This will include attendance at scheduled meetings; contributions to research, writing, and organizational tasks; and ability to work well with other team members

Broad Course Outline
Step 1: Background Research
During this part of the course, you should be informing yourselves about the political climate in Pittsburgh related to gentrification and affordable housing trends, as well as reading background materials about the history of urban development and its intersections with both poverty and race. You should identify any relevant local, state, or federal laws that may be germane. You should start to think about what some of the relevant ethical issues are in city planning and development.

Step 2: Defining the Project
During this part of the course, you will work as a team to articulate a clear mission statement. This mission statement should clarify what you have identified as the most pertinent considerations in the development of affordable housing policy, both historical and ethical. You will need to identify the scope of the policies you seek to develop (City? State? Federal?)

During this stage of the project, you will also need to develop a work plan and division of labor. This requires you to establish responsibilities, mechanisms of accountability, and logistical details. Note that although work must be allocated to different individuals or small groups, it is absolutely essential that as the project progresses that you are all talking to each other about where you are. **If you don't coordinate your work, you will end up with a fractured and incoherent final product.**

Step 3: Research & Analysis
During this part of the course, you will need to determine what it is that you need to learn more about in order to complete the project you have defined. This will involve:
- Identification of topics you need more information about
- Determining where and how you can get that information, and following through to gain it
- Identifying relevant stakeholders with whom you should consult, developing lines of communication with those stakeholders, and seeking their input
- Identifying the most relevant ethical considerations that will come into play in the development of your policy and developing an ethical framework to inform your policy
- Identifying any relevant local, state, or federal statutes or case law and ensuring that your recommendations adhere to both the letter and the spirit of those laws

This stage also involves identifying where you as a group do not feel adequately equipped to fill in gaps in your knowledge. Part of working in a professional capacity is recognizing when you need to ask for help, being able to identify the best people to solicit that help from, and learning how to solicit help in such a way that others are willing to provide it to you.

Step 4: Construction of Policy Recommendation(s)
Once your analysis of the issue is complete, it will be time to assemble your policy brief. You will need to assemble a written product that motivates the need for policy in this area; clearly and coherently enunciates the relevant ethical, legal, and historical considerations that informed your policy recommendations; provides a brief statement of the policy(ies) you are recommending; and provides a more in-depth report of each aspect of your recommendation, including recommendations for implementation and scale-up.

By the last few weeks of the semester, you should have a solid draft of your policy brief so that you can begin to develop and refine your oral presentation, using this period also to clarify and revise your policy brief.

Academic Integrity & Plagiarism
Plagiarism refers to the use of any ideas or words from another person or source without appropriate citation. All sources used for this course should be appropriately credited, including information found on the internet, in readings, or from discussions with local stakeholders. If you are unsure about how or whether to credit something, ask. I have a zero-tolerance policy for cheating: **Any student found to have plagiarized any portion of this project may be subject to failure of the course at my discretion.** Additionally, all available institutional penalties will be sought.

If you wish to request an accommodation due to a documented disability, please see me and contact Disability Resources at access@andrew.cmu.edu or 412-268-2013 as soon as possible.

Tentative Schedule
(Subject to change. You as a group will be largely tasked with scheduling after the first few weeks of the semester.)

Aug 30: Introduction to Topic, Course Mechanics, and Expectations
Please read before class the following articles about the phenomenon of gentrification:

- http://www.npr.org/2016/03/30/471347547/in-a-high-rent-world-affordable-and-safe-housing-is-hard-to-come-by
- http://www.slate.com/blogs/moneybox/2016/08/11/why_families_don_t_returned_to_redeveloped_communities_after_public_housing.html?wpsrc=sh_all_dt_tw_top
- https://www.theguardian.com/us-news/2016/apr/19/los-angeles-la-gentrification-resistance-boyle-heights
- http://www.citylab.com/work/2014/02/why-gentrification-so-hard-stop/7708/
- http://www.citylab.com/housing/2014/04/theres-basically-no-way-not-be-gentrifier/8877/
- http://www.slate.com/articles/news_and_politics/politics/2015/01/the_gentrification_myth_it_s_rare_and_not_as_bad_for_the_poor_as_people.html

Step 1: Background Research
Sept. 1: Affordable Housing in Pittsburgh
- Not enough section 8 housing in Pittsburgh: http://www.post-gazette.com/local/city/2016/06/20/Millions-in-Pittsburgh-housing-voucher-funding-not-going-to-vouchers/stories/201605060194
- Affordable housing in Lawrenceville: http://www.post-gazette.com/local/city/2016/06/02/Lawrenceville-seeks-affordable-housing-amid-building-boom/stories/201606020023
- Residents move out of Allegheny dwellings: http://www.post-gazette.com/local/city/2016/07/03/Residents-will-soon-begin-to-move-from-Allegheny-Dwellings-pittsburgh-north-side/stories/201606240193
- New Whole Foods development in East Liberty: http://www.post-gazette.com/business/development/2016/07/27/Whole-Foods-signs-deal-for-second-store-at-East-Liberty-Penn-Plaza-apartments/stories/201607270227
- Two articles about the possibility of a Pittsburgh affordable housing trust fund: http://www.post-gazette.com/local/city/2016/07/07/Bill-would-create-housing-trust-for-Pittsburgh-residents/stories/201607070019 and http://www.post-gazette.com/local/city/2016/08/10/Affordable-housing-fund-won-t-be-on-November-ballot-in-Pittsburgh/stories/201608100037
- Pittsburgh property tax appeals moratorium: http://pittsburghpa.gov/mayor/release?id=5962

Sept. 6: City Councilman Dan Gilman
Your client, Dan Gilman, will be coming to class to discuss what he thinks are the most pressing questions. Use this time to garner as much information and input from him as you can. Ultimately, you will decide what kind of policy you will develop, but Councilman Gilman's expertise should inform that decision.

Sept. 8: Gentrification: What is It? Good or Bad?

Smith, N. (2010). A Short History of Gentrification. In J. Brown-Saracino (Ed.), *The Gentrification Debates: A Reader* (pp. 31-36). New York: Routledge.

Zukin, S. (2010). Gentrification as Market and Place. In J. Brown-Saracino (Ed.), *The Gentrification Debates: A Reader* (pp. 37-44). New York: Routledge.

Smith, N. (2010). Toward a Theory of Gentrification: A Back to the City Movement by Capital, Not People. In J. Brown-Saracino (Ed.), *The Gentrification Debates: A Reader* (pp. 71-86). New York: Routledge.

Byrne, J. P. (2003). Two Cheers for Gentrification. *Howard Law Journal, 46*(3), 405-432.

Powell, J. A., & Spencer, M. L. (2003). Giving Them the Old "One-Two": Gentrification and the K.O. of Impoverished Urban Dwellers of Color. *Howard Law Journal, 46*(3), 433-490.

Graham, J. (2013). Playing "Fair" with Urban Redevelopment: A Defense of Gentrification Under the Fair Housing Act's Disparate Impact Test. *Arizona State Law Journal, 45*, 1719-1759.

Sept. 13: The Intersection of Segregation and Gentrification

Hunter, M. A., & Robinson, Z. F. (2016). The Sociology of Urban Black America. *Annual Review of Sociology, 42*, 385-405.

Shrage, L. (2016). Racial Segregation and Equality. *(Author's draft)*.

Dawkins, Casey J. (2016). Putting Equality in Place: The Normative Foundations of Geographic Equality of Opportunity. *Housing Policy Debate*. doi:10.1080/10511482.2016.1205646

"US Supreme Court Barely Saves the Fair Housing Act"
http://www.theatlantic.com/politics/archive/2015/06/the-supreme-court-barely-saves-the-fair-housing-act/396902/

Recommended additional reading: (available on course reserves at Hunt Library):

Anderson, Elizabeth. (2010). *The Imperative of Integration*. Princeton: Princeton University Press.

Connolly, N.D.B. (2014). *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*. Chicago: University of Chicago Press.

Sept. 15: The Debate About Liberal Urban Policy

Imbroscio, D. (2012). Beyond Mobility: The Limits of Liberal Urban Policy. *Journal of Urban Affairs, 34*(1), 1-20.

Deluca, S. (2012). What is the Role of Housing Policy? Considering Choice and Social Science Evidence. *Journal of Urban Affairs, 34*(1), 21-28.

Squires, G. D. (2012). Beyond the Mobility versus Place Debate. *Journal of Urban Affairs, 34*(1), 29-33.

Imbroscio, D. (2012). The End of (Urban) Liberalism. *Journal of Urban Affairs, 34*(1), 35-42.

Recommended legal research:

Fair Housing Act; Pittsburgh Affordable Housing Task Force 2016 Final Report; Shelley v. Kraemer (1948); Jones v. Mayer Co. (1968); Village of Arlington Heights v. Metropolitan Housing Development Corp. (1977); Texas Department of Housing and Community Affairs v. Inclusive Communities Project (2015)

Step 2: Defining the Project
Sept. 20: Organizational meeting.
On this day you will, as a group, determine the distribution of labor, establish your organizational infrastructure, set a tentative schedule for the rest of the semester (including hard deadlines on which you will have to produce deliverables for me), and assign first individual research assignments. Necessary hard deadlines:

- Project definition and scope, formal write-up
- Individual presentations on allocated research and analysis – set aside two class days for presentations. This should coincide roughly with the end of Step 3/beginning of Step 4 and must occur before mid-semester grades are due (Oct. 24)
- Target date for research completion
- Target date for initial written draft
- Target date for revised written policy

Sept. 22: From this date forward, I will not attend class meetings regularly. You are nevertheless required to meet during this time in the reserved space to coordinate and continue your research. I am available to attend any meeting during regular class time if you would like me to, but must be given a minimum of 48 hours notice, and can attend meetings during other times if those times are coordinated with me in advance. I will also attend arbitrary meetings throughout the semester unannounced to check in on your progress (not unlike a boss would). Any hard deadlines established on the 20th you can expect me to be in class.

Sept. 27:

Sept. 29:

Oct. 4:

Oct. 6:

Oct. 11:

*Oct. 13: *I am out of town on this date and unavailable to attend any meetings**

Oct. 18:

Oct. 20:

Oct. 25:

Oct. 27:

Nov. 1:

Nov. 3:

Nov. 8:

Nov. 10:

Nov. 15:

Nov. 17:

Nov. 22

*** Nov. 24: No Class Meeting, Thanksgiving Break***

Nov. 29:

Dec. 1:

Dec. 6: **These dates set aside for practice of oral presentation**

Dec. 8: **These dates set aside for practice of oral presentation**