



**FLORIDA  
ATLANTIC  
UNIVERSITY**

**NEW COURSE PROPOSAL  
Undergraduate Programs**

**Department Sociology**

**College Arts and Letters**

*(To obtain a course number, contact [erudolph@fau.edu](mailto:erudolph@fau.edu))*

UUPC Approval 12/4/23

UFS Approval \_\_\_\_\_

SCNS Submittal \_\_\_\_\_

Confirmed \_\_\_\_\_

Banner Posted \_\_\_\_\_

Catalog \_\_\_\_\_

**Prefix** SYD  
**Number**  
4422

*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)*

**Lab Code**

**Type of Course**

Lecture

**Course Title**

Sociology of Housing

**Credits** *(See Definition of a Credit Hour)*

3.0

**Grading** *(Select One Option)*

Regular

Sat/UnSat

**Course Description** *(Syllabus must be attached; see [Template](#) and [Guidelines](#))*

This course explores the causes and consequences of affordable housing crises in the U.S. Students will learn about the relationship between housing and social inequalities, how government policies shape housing access and affordability, and the research methods sociologists employ to study housing conditions and outcomes. These themes will be explored through historical and contemporary case studies, such as foreclosure and homelessness during the Great Depression, redlining and urban renewal in the post-WWII era, the 2008 Subprime Mortgage Crisis, and widespread affordability crises following the COVID-19 pandemic.

**Effective Date** *(TERM & YEAR)*

Summer 2024

**Prerequisites, with minimum grade\***  
SYG 1000 or SYD 3792; SYA 3010;  
SYA 3300;

**Corequisites**  
None.

**Registration Controls** *(Major, College, Level)*  
None.

*\*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course*

**WAC/Gordon Rule Course**

Yes  No

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See [WAC Guidelines](#).

**Intellectual Foundations Program (General Education) Requirement** *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See [Intellectual Foundations Guidelines](#).

**Minimum qualifications to teach course**

Ph.D. in Sociology.

**Faculty Contact/Email/Phone**

Phillip Lewin / [lewinp@fau.edu](mailto:lewinp@fau.edu) / (678) 770-8425

**List/Attach comments from departments affected by new course**

None.

**Approved by**

Department Chair Ann Branaman

College Curriculum Chair [Signature]

College Dean [Signature]

UUPC Chair Korey Sorge

Undergraduate Studies Dean Dan Meeroff

UFS President \_\_\_\_\_

Provost \_\_\_\_\_

**Date**

11/6/23

11/13/23

11/14/23

12/4/23

12/4/23

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**SOCIOLOGY OF HOUSING**  
**SYD 4422 / SCTN TBD / CRN TBD**  
**Florida Atlantic University**  
**Department of Sociology**  
**Summer 2024**

**LOCATION:**

**Classroom:** Distance Learning (online live lecture via Zoom)

**Time:** Tuesdays and Thursdays, 1:15 pm – 4:25 pm

**Credit Hours:** 3.0 credits

**Prerequisites:** SYG 1000 or SYD 3792; SYA 3010; SYA 3300; this course counts towards the sociology major or minor.

**CONTACT:**

**Instructor:** Philip Lewin, Ph.D.

**Office:** Culture and Society (CS), Rm. 257

**Email:** [lewinp@fau.edu](mailto:lewinp@fau.edu) (this is the preferred method of contact)

**Phone:** 678-770-8425

**Office Hours:** Wednesdays and Fridays from 10:00 am to 11:00 am or by appointment (online).

**Website:** <https://canvas.fau.edu>

**COURSE OVERVIEW:**

This course explores the causes and consequences of affordable housing crises in the U.S. Students will learn about the relationship between housing and social inequalities, how government policies shape housing access and affordability, and the research methods sociologists employ to study housing conditions and outcomes. These themes will be explored through historical and contemporary case studies, such as foreclosure and homelessness during the Great Depression, redlining and urban renewal in the post-WWII era, the 2008 Subprime Mortgage Crisis, and widespread affordability crises following the COVID-19 pandemic.

The course will give special attention to housing conditions in South Florida.

**COURSE OBJECTIVES and LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

- Understand the primary causes and consequences of the affordable housing crisis in South Florida
- Understand the causes and consequences of previous housing crises that have occurred in the United States
- Understand the relationship between housing, economic security, social mobility, public health, and human rights
- Understand the basic contours of federal, state, and regional housing policy
- Understand the primary strategies that have been developed to create and preserve affordable housing
- Understand the major theoretical perspectives on the U.S. housing crisis

- Understand the primary research methods sociologists employ to study housing conditions and outcomes
- Develop the ability to analyze housing affordability and security at the neighborhood level
- Develop the ability to understand and evaluate the actions plans that government agencies and non-profit actors have developed to address housing affordability

### **REQUIRED TEXTBOOKS:**

All readings will be available to download on our course Canvas page.

You must rent or purchase some of the films I have assigned, which are listed in the course timetable and can be streamed through services such as Amazon.

### **ASSESSMENT and GRADING:**

1. **PARTICIPATION:** Active participation is essential to learning the material that I will present in this course. All students are thus required to participate in some way. To maximize your opportunities for engagement, and to create opportunities for everyone to participate in a comfortable way, I offer two modes of student participation: (1) “in-class participation” and (2) “online participation” through weekly discussion boards.

**Option 1: In-Class Participation.** Students can earn weekly participation points by coming to class and contributing to class discussions. In-class participation can take various forms, such as asking questions about readings or lectures, responding to questions I pose, or advancing original ideas. (Please note that showing up without saying anything *does not* count as participation, nor does asking unproductive questions, e.g., “when is the next paper due”). Effective in-class participation requires coming to class prepared, which means having completed the readings and attended previous lectures. You can also earn in-class participation points by coming to my office hours with substantive questions or comments about the material covered in readings and lectures (coming to discuss grades, absences, etc. does not count, nor does asking me to summarize the material for you).

**Option 2: Discussion Board Participation.** Students can also score weekly participation points by posting to online discussion boards. After each class period, I will create a discussion board on the course Canvas page with a prompt that asks you to reflect on some aspect of the material covered in the week’s readings and lectures. To receive full credit, you will need to post two things. First, you will post an original submission to the week’s discussion board based on the instructions and prompt provided. Responses that do not follow the directions or exhibit engagement with the relevant course material will not receive credit.

Second, you will reply to at least one of your classmates’ posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, and/or evidence to the conversation. “I agree,” “ditto,” and the like are not acceptable replies. *Both original posts and responses are due before the next class*

*period begins.* At that time, submission will be automatically closed. No late posts will be accepted. Please note that discussion board posts and replies are not texts with your friends. Full sentences, proper spelling, source citations, and basic grammar and mechanics are expected. The rules of Netiquette must be followed.

**Scoring:** Each student can earn a maximum of two (2) participation points per class session, up to a total of twenty-two (22) points for the semester. For in-class participation, one point is awarded for attendance, and one point is awarded for participating. For weekly discussion boards, one point is awarded for posting an original response to the prompt, and one point is awarded for a substantive reply to a classmate's post. You do not need to stick to an exclusively "in-class" or "online" format. Feel free to mix and match as long as you participate in some way every week.

Please note that you cannot score more than two points per session, so consistent participation is crucial to scoring full participation points.

Please also note that absences will affect your grade in the following way even if you regularly participate online.

Unexcused Absences	Maximum Participation Grade
2	85%
3	80%
4	75%
5	70%
6	65%
7 or more	60%

I will aggregate your participation assignments at the end of the semester into a consolidated grade, which will be worth 15 percent of your final average.

2. **CONTENT QUIZZES:** Over the course of the semester there will be six quizzes based on the readings and lecture material. These quizzes will not be difficult *if* you have done the reading ahead of time and attended class. These quizzes will be taken via Canvas and are due before the start of class session that covers the assigned reading (by 1:14 pm). No late quizzes will be accepted, but the lowest of the six quiz grades will be dropped.

Reading Quiz #1 – July 6<sup>th</sup>

Reading Quiz #2 – July 11<sup>th</sup>

Reading Quiz #3 – July 18<sup>th</sup>  
Reading Quiz #4 – July 25<sup>th</sup>

Reading Quiz #5 – August 1<sup>st</sup>  
Reading Quiz #6 – August 3<sup>rd</sup>

I will aggregate your content quizzes at the end of the semester into a consolidated grade, which will be worth 25 percent of your final average.

3. **AFFORDABLE HOUSING ACTION PLAN ANALYSIS:** In lieu of a final exam, you will read the [Action Plan](#) that Palm Beach County has developed for addressing the affordable housing crisis in our area. After reading it, you will write a brief memo that: (1) summarizes the main tenets of the plan, (2) identifies the theory of housing affordability the plan is based on, and (3) evaluates the plan's strengths and weaknesses. In addressing point (3), your analysis should draw on the readings, concepts, and theories that you have learned in SYA 3930 to assess the degree to which the plan is likely to improve housing affordability/security in Palm Beach County, and it should specify any changes that would improve the plan.

The final analysis should be 3-5 page double-spaced pages long, and it will be due at **11:59 pm on Friday, August 4<sup>th</sup>**.

4. **NEIGHBORHOOD AFFORDABILITY ANALYSIS:** During this course, you will obtain real world research experience by producing a neighborhood-level housing affordability report. Your report will contribute to an emergency housing study that your instructor is carrying out for the City of Lake Worth Beach, FL. I will assign each student to a research team that will focus on a specific neighborhood in the city, and I will provide time during each class session for the team to work on their report.

During the semester, each team will compile the following data for their neighborhood: (1) descriptive statistics on current and historical housing market conditions; (2) information on affordable housing options; (3) historical data on eviction activity; (4) descriptive statistics on current eviction activity; (5) data on homelessness and housing insecurity; (6) data on short-term vacation rental activity and vacancy; (7) figures on housing quality and code violations; and (8) data on new housing construction activity.

At the end of the semester, your team will compile the data you have collected into a comprehensive report on the neighborhood's housing conditions. The report should analyze the following questions and issues: (1) How affordable is it for community members to buy or rent a home in the neighborhood; (2) has the neighborhood become more affordable, less affordable, or remained stable over time; (3) to what degree does the neighborhood exhibit signs of housing distress; (4) have measures of housing distress increased, decreased, or remained stable over time; (5) what are key housing issues in the neighborhood; and (6) what policy measures or political actions would improve housing conditions in it.

The final analysis should be 3-5 page double-spaced pages long—not including charts and maps—and it will be due at **5:00 pm on Monday, August 7<sup>th</sup>**.

**SUMMARY of GRADING and ASSESSMENT:**

<b>Assessment Component</b>	<b>Value</b>
Participation	15 percent
Reading quizzes	25 percent
Affordable Housing Action Plan Analysis	25 percent
Neighborhood Affordability Analysis	35 percent
<b>Total</b>	<b>100 points</b>

Letter Grade	Points
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D	60 - 69
F	0 - 59

**CLASSROOM POLICIES and EXPECTATIONS:**

1. I expect you to prepare for, attend, and participate in our class sessions. I also expect you to keep up with assignments. If you miss a session or assignment, it is your responsibility to make up the material you missed.
2. Unless you have special circumstances, I expect you to arrive to class on time, stay until it ends, and keep your camera activated.
3. Although this is a distance learning course, I expect you to be fully present during class sessions. It should not be something that you have on in the background while you focus on other activities.
4. Please allow 24-48 hours for a response to emails. If you have a serious concern regarding the course, please plan to set up a virtual or in-person meeting.
5. One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly is the keystone of the academic experience. In this course, the professor may articulate positions and make statements for the purpose of accomplishing this objective and enhancing the learning environment. As a result, students should keep in mind that, at times, the ideas conveyed during class may not necessarily reflect the professor's personal beliefs or

opinions on the subject matter. You are expected to be respectful to both me and your peers during class discussions.

### **RECORDING POLICY**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **ABSENCES AND LATE WORK**

You are expected to attend all class sessions and abide by the due dates given for assignments. If you anticipate missing or have missed an assignment deadline for an excused reason, please notify me ASAP to request accommodations (e.g., an extension). Please note that I reserve the right to request verifying documentation. If you fail to submit an assignment for an unexcused reason (e.g., poor planning, going on vacation, etc.), accommodations will be granted only at my discretion.

Although assignments are due on the dates, at the times, and in the format I have specified, you may submit work after the deadlines for a penalty. The penalty for late work is -10% per day late.

### **ATTENDANCE POLICY STATEMENT**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work

missed without any reduction in the student's final course grade as a direct result of such absence.

### **RELIGIOUS ACCOMMODATIONS FOR STUDENTS AND FACULTY**

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

### **DISABILITY POLICY STATEMENT:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

### **ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations: [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **TIMETABLE**

Depending on how the course develops, modifications to the syllabus might be needed. I will announce any deviations in class, via Canvas, or through email (so please regularly monitor our Canvas page and your FAU email account).

You should complete the readings listed for each date before that particular class session. Please reflect on the study questions I have provided as you work through the material. These study questions and notes can also be used to study for your exams.



**June 27 (Tuesday): Overview of Florida's Affordable Housing Crisis**

- [PBS: South Florida Housing Crisis.](#)

**June 29 (Thursday): Overview of Housing Policy and Housing Insecurity in the U.S.**

- Rosen, Eva. *The Voucher Promise*. Pp. 1-27, 60-90.

**July 4 (Tuesday) – No Class (Independence Day).**

- No reading.

**July 6 (Thursday): Strengths and Weaknesses of the Section 8 Voucher Program**

- Rosen, Eva. *The Voucher Promise*. Pp. 91-164, 234-260.
- **Content Quiz #1**

**July 11 (Tuesday): Causes of the Subprime Mortgage Crisis**

- Glantz, Aaron. *Homewreckers: How a Gang of Wall Street Kingpins Demolished the American Dream*. Pp. xi-40, 51-68 (Intro, Chaps. 1-3, 5)
- View [The Big Short](#)
- **Content Quiz #2**

**July 13 (Thursday): Consequences of the Subprime Mortgage Crisis**

- Glantz, Aaron. *Homewreckers: How a Gang of Wall Street Kingpins Demolished the American Dream*. 77-114, 129-142, 169-182. (Chaps. 7-8, 10, 13)
- Desmond, Matthew. "[How homeownership became the engine of American inequality.](#)"

**July 18 (Tuesday): Motel Dwelling, Homelessness, and Housing Insecurity in Florida**

- Ross, Andrew. *Sunbelt Blues*. Pp. 1-56, 71-96. (Chaps. 1-2, 4)
- Movie: [The Florida Project](#)
- **Content Quiz #3**

**July 20 (Thursday): How Low-Incomes, the Tourist Economy, and Vacation Rentals Contribute to Housing Insecurity**

- Ross, Andrew. *Sunbelt Blues*. Pp.97-174, 199-214. (Chaps. 5-7)

**July 25 (Tuesday): The Affordable Housing Shortage and the NIMBY + YIMBY Debate**

- Glick et al, *Neighborhood Defenders: Participatory Politics and America's Housing Crisis*. Pp. 1-57.
- **Content Quiz #4**

**July 27 (Thursday): Market-Based vs. Marxist Perspectives on the Affordable Housing Crisis**

- Glick et al, *Neighborhood Defenders: Participatory Politics and America's Housing Crisis*. 115-145.
- Madden and Marcuse. *In Defense of Housing*. Pp. 7-30.

**August 1 (Tuesday): Should Housing be Decommodified?**

- Madden and Marcuse. *In Defense of Housing*. 46-77, 126-139
- **Content Quiz #5**

**August 3 (Thursday): A Middle-Ground? The Unintended Consequences Housing Protections**

- Grief, Meredith. *Collateral Damages: Landlords and the Urban Housing Crisis*. Pp. 1-40, 131-146.
- [PBS: "Poverty, Politics, and Profit"](#)
- **Content Quiz #6**

**August 4 (Friday): Affordable Housing Action Plan Analysis Due at 11:59 pm**

**August 7 (Monday): Neighborhood Affordability Analysis Due at 5:00 pm**