

SOC 201: A SOCIOLOGY OF HOUSING IN THE U.S.

Summer 2018 (June 18-August 16)

Instructor: Erin Carll

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Student Support Trainings: [Safe Zone](#)

Course Schedule: Mondays & Wednesdays, 10:50am-1pm

Location: Parrington Hall (PAR), Room 206

Office Hours: By appointment in SAV 228

Course Webpage: <https://canvas.uw.edu/courses/1206809>

COURSE DESCRIPTION & OBJECTIVES

People (activists, scholars, other people who live places) have long been concerned with the conditions people live in, which we know influence and are influenced by residents' broader social realities. In this course, we will explore where and how people live in the United States now, how this has been in the past, and how it came to be. Questions we will ask include: What is housing and what role does it play in our lives? Why do people live where they do? Why are some people "homeless" while others build wealth through buying and/or inheriting homes? What does it mean to live in different types of neighborhoods or in a city versus the suburbs or rural areas? How have policymakers and activists worked to shape housing in the U.S. and what has this meant in practice? How does all of this relate to European settler practices regarding land use/property and abuses particularly towards Native and Black peoples? By considering the development of the U.S. housing landscape over time, we will trace the long-term entrenchment of residential stratification, and note shifts in where we find residential disadvantage, which correspond with a changing understanding of "desirable" homes.

The course is geographically focused on the United States. However, especially since housing systems are increasingly global, we will sometimes read work that references or focuses on housing in other contexts. Such work will help us begin to understand housing from an international perspective and will provide a comparative lens to deepen our knowledge of U.S.-based dynamics.

Additionally, housing takes many forms and is created and sustained through systems that are not just sociological, but are also geographic, economic, anthropological, and more. Because the study of housing does not fall neatly into a particular disciplinary box, we will read work not only by sociologists, but also by geographers, urban planners, and more. Additionally, we will consider work by journalists, which represents the way housing issues are portrayed in the media and—at least in some cases—reflects a growing focus on science-driven reporting. Though we will draw from various perspectives, we will evaluate course materials through a sociological framework and, to do so, we will continually articulate how these materials relate to a sociology of housing.

To successfully complete this course, students should be able to do the following by the end of the term: 1) articulate what housing is and what is sociological about it, 2) describe various forms of contemporary housing inequalities in the U.S. and their historical roots, and 3) evaluate how the world around *you* connects with a sociology of housing. Relatedly, you should practice myriad skills that will be helpful in future professional and academic settings: 1) producing professional e-communication (emails, etc.), 2) understanding isolated observations/experiences within a complex framework, 3) speaking publicly, both formally and informally, 4) working in a team, and more!

ASSIGNMENTS

- **IN-CLASS PARTICIPATION (15 POINTS; 15% OF FINAL GRADE):** In-class discussion will be important for deepening our engagement with course material. To consistently earn points for this portion of your final grade, it is necessary to come to each class *having already read and thought about* the readings for that day, so that you can participate in class activities.
*****PARTICIPATION POINTS CANNOT BE MADE UP IF MISSED*****
- **DISCUSSION QUESTIONS (15+ POINTS; 15% OF FINAL GRADE), DUE BY 8AM BEFORE EACH CLASS (EXCEPT THE FIRST AND TWO LAST CLASS SESSIONS):** In advance of each class session you should complete a Canvas Discussion post with a question about the materials (or topic of the day, if no readings), along with a brief proposed response to that question (1-2 sentences). **You can submit your post on the course Canvas page under Discussions.** The question can be a sincere question that you have (i.e., something you don't understand related to the readings), a question that you think would be good for discussion during class, etc. Your proposed response can be what you *think* might be the answer to the question, even if you are not sure. Yes/no questions and questions unrelated to the substance of the readings (e.g., a question about the author or the definition of a word that does not represent a related concept) will not count. **This assignment offers an extra-credit opportunity. You can earn an additional half-point each day that your question/answer demonstrates that you have engaged with the assigned material.**
*****DISCUSSION QUESTION POINTS CANNOT BE MADE UP IF MISSED*****
- **JOURNALING PROJECT¹ (50 POINTS; 50% OF FINAL GRADE):** The journaling and reading reflection project offers an opportunity to develop connections between the world around us and course content. It entails 5 journal entries (due weekly, most weeks) and a 3-4 page analytic summary (due Weds, 8/8). You may choose which day of the week you submit your journal responses, but by 8/8, **you should submit 5 journal entries, and no more than one per week** (a "week" is a Mon/Weds pair that falls within two days of each other). **Submit under Assignments on Canvas.** In class, we will discuss this in more depth and go over ethical qualitative methods.
Journal Reflections (7 points each, 35 points total), FIVE DUE BY 8/8/18: Most weeks, you should submit a **1-page** response that connects your own ethnographic research, or in some cases a memory or set of memories, with the themes from the class. Your journal entries should include a description of: 1) your experience and 2) how you make sense of the experience (your reaction to the experience and what you think it means).
Journaling Reflection Analytic Summary (15 points), DUE 8/13/18: For this 3-4 page analytic piece, you should 1) summarize key themes you explored in your journal (discuss at least 4 entries), 2) discuss how the experiences described in your journal relate to course content *and* have influenced your everyday life, and 3) summarize your reflections on your journal. You should cite **at least 5 readings or other assigned materials** in your analytic summary.
*****THERE IS NO CLASS ON 8/13. UPLOAD A COPY OF YOUR PAPER TO CANVAS BY 10:50AM PT ON 8/13 AND BRING A HARD COPY TO CLASS ON WEDNESDAY, 8/15*****
- **TEAM PRESENTATIONS (20 POINTS; 20% OF FINAL GRADE), 8/15/18:** You should work in a team of 2-4 people to present on a topic of your choice (that is related to course content). This is an opportunity to demonstrate what you have learned in the course. You can take a theme from the class and go deeper with it, or you can discuss an aspect of the sociology of housing that was not covered in class. Presentations should be 5 minutes per person (e.g., 15 min for 3 pple).

¹ This assignment is adapted from that discussed in Picca, Leslie H., Brian Starks, and Justine Gunderson. 2013. "It Opened My Eyes" Using Student Journal Writing to Make Visible Race, Class, and Gender in Everyday Life." *Teaching Sociology* 41(1):82-93.

COURSE POLICIES

ASSIGNMENTS

ACADEMIC INTEGRITY: Plagiarism, cheating, and other forms of academic misconduct will not be tolerated. Such behavior may be reported to university officials. For more information, please see UW's Student Conduct Code at <http://www.washington.edu/students/>.

CITATION REQUIREMENTS: You must be the sole author of all assignments that you submit. Of course, however, it will often be important for you to make reference in your writing to research that others have done. In such instances, you will need to properly cite all resources that you draw from. Format your references using the American Sociological Association (ASA) style. You can use the following web-based resources for formatting your in-text and reference-list citations:

<https://owl.english.purdue.edu/owl/resource/583/02/> and

<https://owl.english.purdue.edu/owl/resource/583/03/>.

LATE ASSIGNMENT POLICY: All written work is due at a specific time (the start of class unless I specify otherwise on the syllabus). I provide a 10-minute cushion on this. Late assignments handed in by 11:59pm PT on the day they are due will be docked 5%. Assignments will be docked an additional 10% for each day they are late after the due date, with the weekend counting as two days or 20%. Please submit the written work electronically as soon as possible and bring a hard copy to the next class meeting. In-class participation and discussion questions cannot be made up if missed.

READINGS/OTHER MATERIALS: I provide all course readings/materials on the Canvas course website. These are organized by date and can be found under "Modules."

FORMAT FOR JOURNALING PROJECT WORK: Please submit hard copies of all journaling project work in class; please also upload a copy of a .doc, .docx, or .pdf file to Canvas. Hard copies of work that is more than one page should be double-sided (if possible) and work that is more than one sheet of paper should be stapled in the top left corner. The assignments should all be double-spaced, with 12-pt Times New Roman font. The assignment header should use the following, single-spaced model:

[Your Name]

SOC 201: A Sociology of Housing in the U.S.

[Assignment Title]

[Date Submitted]

COMMUNICATION

EMAIL: Please only email with questions that can be answered in 3 sentences or less, and which I do not already answer in the syllabus. Questions that require a more detailed response (e.g., "Why is housing important?") should be addressed during class or office hours. Direct electronic correspondence to me via email (ecarll@uw.edu) and allow up to 72 hours for a response.

Do the following in all emails: a) structure your subject with "SOC 201: [topic, e.g., inquiry about this week's readings]," b) begin the email with a greeting (e.g., "Dear Erin," or "Hi Erin,"—please avoid "Hey" or other greetings that are similarly casual), c) provide context for the email (e.g., "I am a student in SOC 201 and I have a brief question about a concept discussed in class today."), and d) close your email with a signature (e.g., "Best regards, Maria").

GRADING

I do not currently plan to curve course grades, but I may do so, if the overall distribution of grades is lower than I expect. In this event, I will curve grades in a way that raises student scores. If the distribution of course grades is unexpectedly high, I will not lower grades. I will assign final grades based on the below breakdown of points.:

- 4.0—93-100 points
- 3.8—90-92 points
- 3.4—87-89 points
- 3.1—83-86 points
- 2.8—80-82 points
- 2.4—77-79 points
- 2.1—73-76 points
- 1.8—70-72 points
- 1.4—67-69 points
- 1.1—63-66 points
- 0.8—60-62 points
- 0.0—59 or fewer points

IN-CLASS TIME

COMMITMENT TO AN OPEN CLASSROOM: The Department of Sociology at the University of Washington has a long-standing commitment to the promotion of diversity in its scholarship and community. It strongly affirms that the coming-together of communities of intersecting identities leads to a diversity of experiences. In agreement and accordance with this, I seek to provide an open and supportive classroom for all students. I strongly encourage any who feel uncomfortable in this environment to let me know, including anonymously. You can send me an anonymous message using this link: <https://catalyst.uw.edu/webq/survey/ecarl/357415>. Please note that this is not an appropriate means for contacting me if you would like a personal response.

ATTENDANCE: If you need to miss class, please check in with a colleague about any work you might have missed.

REQUIRED CLASS MATERIALS: Students are expected to bring a copy of the day's readings to each class (of course, you do not have to bring audio or video files). You are welcome to bring a hard copy or an e-version of the readings, depending on what works best for you. You can even bring both if, like me, you appreciate holding the paper in your hand while also being able to easily search for memorable quotations. Just please be respectful and only use technological equipment for class activities.

SENSITIVE COURSE CONTENT: To develop a holistic understanding of the development and maintenance of housing systems in the U.S., it will be necessary to discuss sensitive themes. This might make you feel uncomfortable for a variety of reasons, including those that flow from your positionality relative to these topics. If this is the case, I encourage you to explore why these themes are discomfiting to you and, if you're comfortable doing so, to speak with me about this.

RESOURCES & ACCOMMODATIONS

Basic Needs Statement: If you lack a safe and stable place to live, have difficulty accessing sufficient food to eat every day, or could use physical, emotional, or mental health support, I urge you to pursue such support through the below resources. Furthermore, please notify me if you feel comfortable doing so, so that I may provide any resources that I possess.²

Basic Needs Resources

Emergency Aid: <http://www.washington.edu/emergencyaid/seattle/>

Campus Food Pantry: <http://www.washington.edu/anyhungryhusky/get-food/>

Counseling Center: <https://www.washington.edu/counseling/about/>

Short Term Loans: <http://www.washington.edu/financialaid/types-of-aid/loans/short-term-loans/>

Office of Student Financial Aid: <https://www.washington.edu/financialaid/contact-us/>

Health and Wellness office: <http://depts.washington.edu/livewell/>

Hall Health: <http://depts.washington.edu/hhpccweb/>

Hall Health Mental Health: <http://depts.washington.edu/hhpccweb/project/mental-health-clinic/>

Q Center (for queer community): <http://depts.washington.edu/qcenter/wordpress/>

International Student Center: <https://iss.washington.edu/>

Undocumented Student Resources: <https://www.washington.edu/admissions/undocumented/>

Sexual Assault Resources: <http://www.washington.edu/sexualassault/>

Additional Resources

Odegaard Writing and Research Center: <http://www.lib.washington.edu/ougl/owrc>

UW Information Technology Customer Service & Support: <https://www.washington.edu/uwit/divisions/css/>

Disability Accommodations: As an important component of an open classroom, I am happy to work with students with one or more conditions that necessitate academic accommodations. Disability Resources for Students (011 Mary Gates, (206) 543-8924) can provide official institutional approval and support for accommodations. Applying for accommodations can be time-consuming—in many cases, this should take place prior to the start of the course—so please plan accordingly. Please feel free to see me after class or during an appointment to further discuss this.

Religious Observance: Within the first two weeks of class, please inform me of any dates you will miss due to religious observance, so that we can make accommodations.

Student Athletes: Within the first two weeks of class, please contact me and complete the required forms listing your future sports-related absences.

Student-members of the classroom community are expected to treat others with respect. This includes not only engaging with others in a sensitive manner. We will discuss in class what this means for our group.

² The language for this Basic Needs Statement is borrowed/adapted from Sara Goldrick-Rab's "Basic Needs Security and the Syllabus" blog post from August 7, 2017: <https://medium.com/@saragoldrickrab/basic-needs-security-and-the-syllabus-d24cc7afe8c9>

COURSE SCHEDULE³

THEME: HOUSING AS A HOME AND THEN SOME

Monday, June 18, 2018—Getting Started

Part I. Introductions & course overview

Part II. Lecture & discussion: What is housing? What are homes? What is sociology? What is a sociology of housing?

*****No readings*****

THEME: HOUSING IN THE U.S. TODAY: A TALE OF TWO+ COUNTRIES

Wednesday, June 20, 2018—What's happening with housing in the U.S.? What types of housing conditions do people live in? (Part I) How can students excel at the Journaling Project? (Part II)

Required Materials:

1. "Executive Summary." 2017. Pp. 1-6 in *The State of the Nation's Housing*. Joint Center for Housing Studies of Harvard University.
2. Madden, David and Peter Marcuse. 2016. "Introduction: The Residential is Political." Pp. 1-13 in *In Defense of Housing: The Politics of Crisis*. London: Verso.
3. "America's Homelessness Crisis." 2018. *The Week*. <http://theweek.com/articles/759683/americas-homelessness-crisis>

Recommended Additional Materials:

1. *The Seattle Times*' "Seattle's Homeless Crisis" section: <https://www.seattletimes.com/category/seattles-homeless-crisis/>

Monday, June 25, 2018—How have sociologists looked at housing? (Part I) What about the housing crisis? What was/is that all about? (Part II)

Required Materials:

1. Harvey, David. 2012. "Chapter 2: The Urban Roots of Capitalist Crises." Pp. 27-66 in *Rebel Cities: From the Right to the City to the Urban Revolution*. London: Verso.
*****Only Pp. 27-34 & 42-57 are required. You can skip the sections entitled "The Marxist Perspective," "The China Story," and "The Urbanization of Capital"*****
2. McKay, Adam. 2015. *The Big Short*. [film]
*****You can "rent" online, including on Amazon: <https://smile.amazon.com/Big-Short-Christian-Bale/dp/B019969US8> *****
3. Pattillo, Mary. 2013. "Housing: Commodity versus Right." *Annual Review of Sociology* 39:509-531.

Recommended Additional Materials:

1. Von Tunzelmann, Alex. 2016. "How Historically Accurate is *The Big Short*?" *The Guardian*. <https://www.theguardian.com/film/2016/jan/27/the-big-short-financially-accurate-adam-mckay-subprime-money-bale-gosling-pitt>

³ This is subject to change as the class progresses.

Wednesday, June 27, 2018 — Where do people live in the U.S.? How are people spatially distributed?

Required Materials:

1. Allard, Scott. 2017. "Chapter Three: The Changing Geography of Poverty in the United States." Pp. 44-100 in *Places in Need: The Changing Geography of Poverty*. New York: Russell Sage Foundation. *****Only pages 44-57 are required—you can stop just before the "Poverty in Mature..." Section*****
2. Logan, John R. 2013. "The Persistence of Segregation in the 21st Century Metropolis." *City & Community*, 12(2):160-168.
3. White, Gillian B. 2015. "Rural America's Silent Housing Crisis." *The Atlantic*. <https://www.theatlantic.com/business/archive/2015/01/rural-americas-silent-housing-crisis/384885/>
4. Whittle, Joe. 2017. "Most Native Americans Live in Cities, Not on Reservations. Here are Their Stories." *The Guardian*. <https://www.theguardian.com/us-news/2017/sep/04/native-americans-stories-california>

THEME: HOW DID WE GET HERE AND WHERE ARE WE HEADED? HOUSING IN THE U.S. OVER TIME

Monday, July 2, 2018 — Why are things the way they are? Part I. The Foundation and Perpetuation of Residentially Excluding Black People

Required Materials:

1. Coates, Ta-Nehisi. 2014. "The Case for Reparations." <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/> *****Listen to the audio version of the article and/or read the article. I find it can be helpful to read and listen at the same time. Do whatever allows you to absorb the material.*****
2. Hannah-Hones, Nikole. 2016. "Choosing a School for My Daughter in a Segregated City." *The New York Times Magazine*. <https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html> *****Read the above article by Hannah-Jones OR listen to the below interview with Hannah-Jones*****
- Gross, Terry. 2017. "How The Systemic Segregation Of Schools Is Maintained By 'Individual Choices'" [Interview with Nikole Hannah-Jones.] *Fresh Air*. <https://www.npr.org/sections/ed/2017/01/16/509325266/how-the-systemic-segregation-of-schools-is-maintained-by-individual-choices>
3. Krysan, Maria and Kyle Crowder. 2017. "Chapter 1: The Historical Roots of Segregation in the United States and the Need for a New Perspective." Pp. 3-16 in *Cycle of Segregation: Social Processes and Residential Stratification*. New York: Russell Sage Foundation.

Wednesday, July 4, 2018—NO CLASS

NO CLASS

NO CLASS

NO CLASS

Monday, July 9, 2018—Why are things the way they are? Part II. The Foundational Eradication/Expulsion of Indigenous Peoples, the "New Frontier" & Settler Colonialism

Required Materials:

1. Haselby, Sam. "The Invasion of America: The Story of Native American Dispossession is Too Easily Swept Aside, but New Visualizations Should Make it Unforgettable." <https://aeon.co/essays/how-were-1-5-billion-acres-of-land-so-rapidly-stolen>
2. "History of the Duwamish People." and "Federal Acknowledgement." *Duwamish Tribe*. <https://www.duwamishtribe.org/>

3. Nakano Glenn, Evelyn. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of US Race and Gender Formation." *Sociology of Race and Ethnicity* 1(1):52-72.
Read pages 52-61 (you can stop before the "Manifest Destiny..." section) & pages 67-69 (read the Summary and Conclusions" section, stopping just before the last full paragraph on page 69, which starts with "I will now briefly consider...")
4. Tuck, Eve, Allison Guess, and Hannah Sultan. 2014. "Not Nowhere: Collaborating on Selfsame Land." *Decolonization: Indigeneity, Education & Society* 26: 1-11.

Wednesday, July 11, 2018—Settler Colonialism Today? Selective Access to Cities and Residential Displacement

1. Kolko, Jed. 2016. "Urban Revival? Not for Most Americans." Blog.
<http://jedkolko.com/2016/03/30/urban-revival-not-for-most-americans/>
2. Moore, Kesha S. 2009. "Gentrification in Black face?: The return of the Black middle class to urban neighborhoods." *Urban Geography* 30(2):118-142.
3. Safransky, Sara. 2014. "Greening the Urban Frontier: Race, Property, and Resettlement in Detroit." *Geoforum* 56:237-248.

**THEME: MOVING TO THE AMERICAN DREAM?
RESIDENTIAL MOBILITY, INTERNAL MIGRATION, AND IMMIGRATION**

Monday, July 16, 2018—Residential Mobility & (Im)Migration

1. Mendoza, Paola and Gloria La Morte. 2009. *Entre Nos*. [film]
***You can "rent" online, including on Amazon: https://www.amazon.com/Entre-Nos-Paola-Mendoza/dp/B007T3SL4I/ref=sr_1_1?s=instant-video&ie=UTF8&qid=1529276008&sr=1-1&keywords=entre+nos ***
2. Rosenblatt, Peter, and Stefanie DeLuca. 2012. "'We Don't Live Outside, We Live in Here': Neighborhood and Residential Mobility Decisions Among Low-Income Families." *City & Community* 11(3):254-284.
3. Rugh, Jacob S., and Matthew Hall. 2016. "Deporting the American Dream: Immigration Enforcement and Latino Foreclosures." *Sociological Science* 3:1053-1076.
4. Wilkerson, Isabel. 2011. *The Warmth of Other Suns: The Epic Story of America's Great Migration*. New York: Vintage Books, A Division of Random House, Inc.
At least read pages 8-15 and 527-538.

THEME: HOUSING SUBSIDIES THEN AND NOW

Wednesday, July 18, 2018—The Facilitation of Homeownership & the Housing Assistance Lottery

1. Gross, Terry. 2017. "A 'Forgotten History' of How the U.S. Government Segregated America." *National Public Radio*. <https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>
2. Dreier, Peter. 2006. "5. Federal Housing Subsidies: Who Benefits and Why?." Pp. 105-138 in *A Right to Housing: Foundation for a New Social Science Agenda*, edited by Rachel G. Bratt, Michael E. Stone, and Chester Hartman. Philadelphia: Temple University Press.
Read pages 105-129

THEME: HOME OWNERSHIP, WEALTH, DEBT, & RESIDENTIAL EXCLUSION

Monday, July 23, 2018—Homeownership & the Unequal Accumulation of Wealth v. Debt

1. Conley, Dalton. 1999. "Chapter One. Wealth Matters." Pp. 1-24 in *Being Black, Living in the Red: Race, Wealth, and Social Policy in America*. Berkeley: University of California Press.
2. Krivo, Lauren J., and Robert L. Kaufman. 2004. "Housing and Wealth Inequality: Racial-Ethnic Differences in Home Equity in the United States." *Demography* (41)3:585-605.
3. White, Gillian B. 2015. "Black Americans Would Have Been Better Off Renting Than Buying." *The Atlantic*. <https://www.theatlantic.com/business/archive/2015/10/black-americans-homeowners/410041/>

Wednesday, July 25, 2018—Homeowners, Tenants, & Power

1. Gross, Terry. 2018. "First-Ever Evictions Database Shows: 'We're In the Middle of a Housing Crisis.'" *Fresh Air*. [Interview with Matthew Desmond] <https://www.npr.org/2018/04/12/601783346/first-ever-evictions-database-shows-were-in-the-middle-of-a-housing-crisis>
Listen to interview
2. McCabe, Brian J. "5. Building Community? Homeownership and the Politics of Exclusion." Pp. 98-118 in *No Place Like Home: Wealth, Community & the Politics of Homeownership*. New York: Oxford University Press.
3. Rosen, Eva. 2014. "Rigging the Rules of the Game: How Landlords Geographically Sort Low-Income Renters." *City & Community* 13(4):310-340.

THEME: GENDER, SEXUALITIES, & HOUSING

Monday, July 30, 2018

1. Durso, Laura E. and Gary J. Gates. 2012. "Serving Our Youth: Findings from a National Survey of Service Providers Working with Lesbian, Gay, Bisexual and Transgender Youth Who are Homeless or at Risk of Becoming Homeless." Los Angeles: The Williams Institute with True Colors Fund and The Palette Fund. <https://williamsinstitute.law.ucla.edu/research/safe-schools-and-youth/serving-our-youth-july-2012/>
2. Krum, Tiana E., Kyle S. Davis, and M. Paz Galupo. 2013. "Gender-Inclusive Housing Preferences: A Survey of College-aged Transgender Students." *Journal of LGBT Youth* 10(1-2):64-82.
3. Saegert, Susan and Helene Clark. 2006. "14. Opening Doors: What a Right to Housing Means for Women." Pp. 296-315 in *A Right to Housing: Foundation for a New Social Science Agenda*, edited by Rachel G. Bratt, Michael E. Stone, and Chester Hartman. Philadelphia: Temple University Press.
Read pages 296-304

Wednesday, August 1, 2018—Race, Ethnicity, & Housing Panel (outside speakers)

YOU STILL MUST SUBMIT A DISCUSSION QUESTION

THEME: HOUSING FOR ELDERLY INDIVIDUALS & PEOPLE WITH DISABILITIES

Monday, August 6, 2018

1. Badger, Emily. 2013. "The Great Senior Sell-Off Could Cause the Next Housing Crisis." *CityLab*. <https://www.citylab.com/equity/2013/03/aging-baby-boomers-and-next-housing-crisis/4863/>
2. Haycox, Karen. 2018. "New York City is Struggling to House Its Aging Population." *Observer*. <http://observer.com/2018/04/new-york-faces-affordable-housing-crisis-for-the-elderly/>

3. James, Will. 2018. "Inside the Nightmare of Finding Housing When You're Disabled." *knkx*. <http://knkx.org/post/inside-nightmare-finding-housing-when-youre-disabled>
 Listen to the 2:07 audio file and read the article
4. Pynoos, Jon, and Christy M. Nishita. "13. The Elderly and a Right to Housing." Pp. 279-295 in *A Right to Housing: Foundation for a New Social Science Agenda*, edited by Rachel G. Bratt, Michael E. Stone, and Chester Hartman. Philadelphia: Temple University Press.
 Read pages 279-284

THEME: WHAT IS TO BE DONE? WHAT IS ALREADY BEING DONE (BY ACTIVISTS)?

Wednesday, August 8, 2018

1. Marcuse, Peter. 1999. "Housing Movements in the USA." *Housing, Theory and Society* 16(2):67-86.
2. Tobias, Jimmy. 2018. "Meet the Rising New Movement that Wants to Create Homes for All." *The Nation*. <https://www.thenation.com/article/the-way-home/>

Monday, August 13, 2018—NO CLASS

NO CLASS
 NO CLASS
 NO CLASS

Wednesday, August 15, 2018—Presentations & Party