Syllabus – Summer 2016
UST 693/893 Source of Income Discrimination

Cleveland State University
Levin College of Urban Affairs
Tuesday 6:00-10:10 pm, UR 326
4 credits

General Information
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Course Hashtag: #CSUonSOI

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Course Description
The course is designed to engage students in participatory research on source of income discrimination, primarily through focus groups. The approach will be interdisciplinary, incorporating legal, planning, political, and policy approaches. The course will combine content information on housing vouchers and source of income discrimination, as well as qualitative research methods. A major component of the course is community engagement; we will be working with community partners in the field research, there will be several guest speakers, and students will be expected to present their research in a public forum at the end of the course.

Students in any graduate program are welcome into the course. Previous course work in urban and/or housing policy is not required, but is recommended.

Learning Objectives
At the end of this course, students will:
• Have experience designing and conducting community-based research
• Demonstrate an enhanced awareness of the depth and scope of issues surrounding affordable housing, generally and in Cuyahoga County
• Display the ability to translate research into a publically-accessible format
• Be familiar with a range of the most influential research and scholarship in the field of housing vouchers and source of income discrimination
• Understand the process of writing and presenting a professional report
• Engage in discourse from an informed standpoint using facts as opposed to opinion
• Present ideas and arguments effectively using relevant research orally, visually, and in writing
Course Texts
There is one required academic book for this course:

All other course readings will be posted the course Blackboard site.

Course Requirements
This is a seminar course where students are responsible for significant research and classroom participation. Students are expected to complete all reading, written assignments, and presentations. Students shall have all reading completed prior to the start of class and be prepared for discussions based upon the readings.

Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Masters</th>
<th>PhD</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>15%</td>
<td>13%</td>
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<tr>
<td>City memo</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Summary of focus group</td>
<td>5%</td>
<td>4%</td>
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<tr>
<td>Group research design</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Outreach paper</td>
<td>15%</td>
<td>13%</td>
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<tr>
<td>Group consulting report</td>
<td>25%</td>
<td>22%</td>
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<tr>
<td>Consulting report presentation</td>
<td>10%</td>
<td>9%</td>
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<tr>
<td>Critical book review (PhD only)</td>
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<td>13%</td>
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**Class participation (15%/13%)**: Informed participation in the class discussion that is based upon a reading of the assigned material will be recognized and rewarded. Participation will be gauged by regular attendance, quality of questions, and informed discussion during class. Participation that is not based on preparation will not be rewarded.

**City memo (20%/17%)**: Prepare a Source of Income Discrimination Profile of your assigned municipality. This professional report should include information relevant to a policy advocate working on the issue of source of income discrimination in that local government. Specifically, the memo should include the following:
- Does the municipality have a fair housing ordinance? Does it include source of income discrimination?
  - If so, when was it enacted, and why?
  - If not, has such an ordinance been considered? Why was it not enacted?
- Information about the housing stock and community
  - Community demographics?
  - How many rentals? How many voucher holders?
  - How many advertised rentals say “no section 8”?
- Does the city have any rental registration/inspection requirements currently? How do these compare to those required under by CMHA?

This will be original research, which means you may have to dig for this information in newspaper articles, public records, city webpages, interviews, Craigslist research, and/or other sources.
Summary of focus group (5%/4%): Each group will be conducting an in-class focus group as practice on either June 14 or June 21. Your group will be expected to turn in a 2-page summary of the questions you used, a short analysis of your results, and critical evaluation of things you would do differently in the community. This will be due 1 week following the in-class exercise (i.e., either June 21 or June 28).

Group research design (10%/9%): Each group will write a short essay explaining their proposed community research design. Your essay should be modeled after a peer reviewed journal methodology section and should include the following:

- Research question
- Methodological choice
  - Benefits and limitations of this methodology
- Mechanics of the research
  - Recruitment strategies
  - Number of participants
  - Role assignments – moderator, observer, etc.
  - Whether and how you will record your research
- Research protocol
  - Consent form
  - Proposed questions
- Strategy for analyzing the data

Outreach paper (15%/13%): Write a short piece communicating some aspect of what you have learned about source of income discrimination to a general audience. This piece should be written with a specific forum in mind. (Some ideas include Cleveland Tenants’ Organization Blog, an op-ed for a local newspaper, or a national housing policy blog.) You should adhere to the rules of the particular forum you have identified (i.e., op-eds typically have word limits around 750 words), and make an argument about some aspect of Source of Income Discrimination that is accessible to a general audience. You are strongly encouraged, although not required, to submit it for publication.

Group consulting report (25%/22%): This report will serve as a final product to be delivered to the community partners, outlining your research design, results, and recommendations. Your group report will include revised versions of your city memos and group research design, as well as new sections. As part of completing this assignment, you must make the changes recommended by the professors before submitting the report to the community partners. The report should include the following:

- Executive summary
- Background and problem statement (including information from the city memos)
- Research design
- Results
- Discussion of results
- Recommendations for community members on addressing this issue moving forward
Consulting report presentation (10%/9%): Each group will present their research design, results, and recommendations at a public forum on the last week of class. All students should participate in the presentation. Presentations should be 10-12 minutes long with an additional 5 minutes for questions. Your presentations should be professional and well-rehearsed.

Critical book review (13%) PhD only: PhD students must write a critical book review of Evicted. A critical book review is more than just a summary of the book; it is interpretive and wide-ranging in analysis. An excellent review will situate the book within the broader literature, in both methodological and theoretical terms. Be sure to explain how the lessons from this book can further our understanding of the issues surrounding source of income discrimination.

All written work must be submitted in APA style. A useful source for APA formatting is the Purdue OWL site: https://owl.english.purdue.edu/owl/resource/560/01/. Grading will be based not only on content, but also spelling and grammar. You are in graduate school and the expectation is that you will submit first-class, error-free work each time an assignment is due.

Summary of Select Class Deadlines
City memo: June 14
Conduct in-class focus group: June 14 or June 21
Summary of in-class focus group: June 21 or June 28
Group research design section: June 28
Outreach paper: July 12
Critical book review (PhD only): July 26
Group consulting report: July 31, noon
Consulting report presentation: August 9

Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
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The professors will only give incomplete “I” grades to students if the student and professors have arranged it before grades are due. Students will only receive an I if they have documentation proving they are unable to complete the course through no fault of their own and they are generally passing the class (C grade or higher). Students receiving an I will sign a contract with the professors detailing what they must do to complete the class and the day by which they will complete it. If the student does not complete the class by the date in the contract, the grade will become an F. According to the Registrar’s Office, the last day to complete a course is the last day of classes of the next term.

Please refer to the CSU Catalogue for more information on I and X grades. Grades will only be changed after they are submitted to the Registrar in cases of clerical error.

There are no extra credit assignments. Your grade will be based on the credit you earn for each assignment.
University Deadlines
- The deadline for adding a course is May 27, 2016.
- The deadline for dropping a course is June 4, 2016.
- The last day to withdraw from the course is July 21, 2016.

Please check the CSU Academic Calendar to confirm all dates.

Course Schedule
This syllabus is intended as a guide to the course for the student. Sound educational practice requires flexibility and the professor may, with appropriate notice, change content and requirements at any time during the course. Attending class and checking your email and Blackboard regularly are the best ways to be informed of any changes.

Week 1, May 24
Introduction
Guest speakers: Michael Lepley & Lenore Healy, Housing Research and Advocacy Center
Topics: Welcome; syllabus review; meet with community partners; introduction to housing policy and housing subsidies
In-class exercise: Reading South Euclid SOI ordinance
Assigned reading:
- South Euclid Ordinance No. 07-15

Week 2, May 31
Policy
Guest speaker: Latweeta Smyers, Director of HCVP, CMHA
Topics: Overview of policy issues and fair housing law; poverty and housing availability; people vs. place-based housing assistance; other research methodologies; crafting research questions; content analysis
In-class exercise: Analysis of landlord survey
Assigned reading:
Week 3, June 7
Focus group research
Guest speaker: Dr. J. Rosie Tighe
Topics: Qualitative research methods; research design; research questions; focus groups; ethics
Assigned reading:
- Tighe, J. R. (n.d.). *Affordable housing focus group questions.*
- Tighe, J. R. (n.d.). *Affordable housing focus group clips.*

Week 4, June 14
Source of income discrimination
Guest speaker: Keith Benjamin, South Euclid
Topics: Pros and cons: Why the push back?; different forms of SOI discrimination (social security, HCVP, rapid rehousing); what we know and do not know
In-class exercise: Focus group practice (2 groups)
Due: City Memo (individual)
Assigned reading:

Week 5, June 21
Policy diffusion
Topics: Policy diffusion and SOI discrimination; SOI protections through time and space
In-class exercise: Focus group practice (2 groups)
Due: Summary of focus group (6/14 groups only)
Assigned reading:
- Reader on SOI laws
Week 6, June 28
Fair housing
Topics: Fair housing law: Link between SOI discrimination and FHA; disparate treatment and impact; statute enforcement
Due: Group research design section; Summary of focus group (6/21 groups only)
Assigned reading:
- Equal Rights Center. (2013). Will you take my voucher?

Week 7, July 5
Lawmaking authority
Topics: Federalism and localism; communicating to lay audiences
In-class exercise: Case study of Texas versus Austin
Assigned reading:
- Reader on Distribution of Fair Housing Authority
- Reader on outreach communications

Week 8, July 12
Human side of housing
Guest Speaker: Bill Denihan, CEO of Alcohol, Drug Addiction and Mental Health Services (ADAMHS) Board
Topics: What housing means to people; experiences with discrimination; analyzing data and presenting your findings
In-class exercise: Data analysis and presenting findings; small group meetings
Due: Outreach paper
Assigned reading:
- Carry out your focus groups
- Evicted chapters 1 through 8

Week 9, July 19
No Class
Carry out focus groups and read Evicted

Week 10, July 26
Evicted book discussion
Due: Critical book review (PhD only)
Assigned reading:
- Finish Evicted
Due: July 31, noon: Group consulting reports

Week 11, August 2
Wrap up and what’s next?
Topics: Where do we go from here? Strategies for advocates
In-class exercise: Small group meetings

Week 12, August 9
Community presentation in Bonda
Due: Consulting report presentations

Classroom Policies
Attendance
Because this is a seminar course, a successful class depends on the active participation of all students. We expect you to attend every class. Please email us and let us know in advance if you will miss class. Assignments due on days in which you are absent must be submitted prior to the start of class (e.g. 6 pm on Wednesday). If you miss class or are late, please make sure you get notes from a classmate.

Late Assignments
Assignments must be turned in on the date they are due unless you made prior arrangements with us. Unless otherwise noted in this syllabus, all assignments are due by the beginning of class. Late assignments will be reduced by ten percentage points for each day (6 pm to 6 pm) or part thereof it is late. For example, if an assignment is due at 6 pm on Tuesday, and you send it to us at 1 pm on Wednesday, your grade will be reduced by ten percentage points.

Make-up Assignments
Make-up of assignments is at the discretion of the professors and only with written documentation such as a doctor’s note. Typically, make-up assignments will only be given in extraordinary circumstances, which are situations that could not have been reasonably anticipated. Except in absolute emergencies, you must inform us that you will be missing an assignment prior to the deadline.

Email Policy
Please address all course-related emails to both professors.

While we read our email almost every day, we do not check it constantly. Therefore, please allow one business day for us to respond to your emails. If you email us an assignment, we will always send you a short confirmation email. Do not consider the assignment submitted until you receive that confirmation. If we need to contact you, we will do so via Blackboard and your CSU email. Please make sure you check that account frequently for any updates.

We do not give out grades over email. If you want a grade on a particular assignment or a mid-semester evaluation, please see us during my office hours. We will keep graded final papers with comments for one semester. You may pick them up from our offices at your convenience.
Technology in the Classroom
When using technology, please be respectful of your classmates and the active and participatory nature of the class. Laptops and tablets are permitted for note-taking only. The use of these devices for email, Facebook, Twitter, or any other purpose is prohibited while class is in session. Please turn off or silence all cell phones during class time. Please do not record the lecture or class discussion without permission of the professors.

University Policies
Cancellation of Class Due to Weather
Class will not be cancelled due to weather unless the university is closed. Check the CSU website for the most up-to-date information.

Safety Escort
The CSU Policy Department offers a free escort service for students, faculty, and staff to and from their cars. To request an escort, call (216) 687-2020. For more information, visit http://www.csuohio.edu/welcome/safety-services.

Students with Special Needs
It is the policy of Cleveland State University that “Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunity for all students regardless of their disability.” Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.”

Social Media and Publicity
The professors strive to give public acknowledgement to students and engage with them on Twitter, while allowing students to opt-out of such forms of engagement if they choose. Students are encouraged to engage with the class, the subject, and community partners/stakeholders through the use of the course’s Twitter hashtag. You will be given the choice to opt-in or opt-out of public acknowledgement of your work on the first day of class.

Academic Conduct
Please note that students are subject to all CSU student policies and academic regulations, including (but not limited to) The Code of Student Conduct and the Policy on Academic Misconduct, which can be found online at: http://www.csuohio.edu/compliance/student-code-conduct.

Except when permitted for group projects, students may not work together on assignments, although discussion of course topics and readings is always encouraged.

Your Code of Student Conduct states that: “Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status.” Although at times graded separately, the assignments in this course are interrelated. A breach of academic integrity in one assignment may infect the entire course, and be considered a major infraction, which will lead to a failing grade. It also can lead to additional punishments by the university, up to and including expulsion with a permanent notation on your transcript.
The CSU Student Handbook defines plagiarism as: “Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.” When in doubt, ask the professor, writing center, or librarian for clarification.

Please note that the professors may use plagiarism detection services, such as Turnitin, in order to evaluate student work.

**Writing Center**

The CSU Writing Center is available to help you develop writing skills and learn how to avoid the problem of plagiarism. The Writing Center offers workshops and is available on an individualized basis to assist you. Be certain to give yourself enough time for the Writing Center to review your material and suggest changes before the due date. The Writing Center can be reached at www.csuohio.edu/academic/writingcenter/index.html.

**Library Assistance**

The CSU librarians are a very helpful resource. The CSU librarian assigned to work with students in our college is Diane Kolosionek. Her email address is d.kolosionek44@csuohio.edu and her phone number is (216) 802-3358. You can make an appointment her through the library website.