

Zoning for Equity

PUP 494/598
Mondays
Coor 5636
1:30p – 2:50p

Instructor: Prof. Deirdre Pfeiffer, AICP
deirdre.pfeiffer@asu.edu
Office Hours: Tuesdays 3:00p – 5:00p in
Coor 5646 or on Zoom
(<https://asu.zoom.us/j/5561707752>), or
by appointment



This hybrid course brings together students and faculty from multiple universities to learn about 1) the role of exclusionary zoning in furthering social inequity in accessing affordable, healthy, and safe homes and neighborhoods, 2) current attempts to undo its harms, and 3) innovative paths forward. This semester, we will contribute to new approaches led by Arizona fair housing and renters' rights organizations to create a more inclusive housing market. We also will build relationships with students across universities and discover common and unique contextual qualities related to exclusionary zoning and inclusive housing strategies across diverse places in the United States.

This class uses a "flipped classroom" and "learning by doing approach." What this means is that you will engage with recorded lectures and other materials related to the learning outcomes for the week on Canvas, prior to class. We will devote our time together to discussing concepts and collaborating on our local projects. You will continue to make progress on your projects outside of class, as well as engage with students and faculty at online multicampus "collaborative learning labs".

Learning Objectives:

- Distinguish ways that different actors have built and reinforced exclusionary zoning
- Identify role of past and present exclusionary zoning in current housing inequalities
- Evaluate the strengths and limitations of existing responses to exclusionary zoning
- Understand how housing equity has worked and been won in the past
- Discover approaches to foster an inclusive housing market
- Conduct planning research
- Advocate for inclusive housing strategies using research findings
- Consider how people's societal positioning affects their perspectives
- Determine and apply effective methods of working with peers and community partners
- Discover common and unique contextual qualities related to exclusionary zoning and inclusive housing strategies across diverse places in the United States

Materials

Required lectures and readings and optional materials to extend your learning on topics discussed in lectures are posted on Canvas in modules for their associated weeks.

Assignments and Grading

You will complete two sets of assignments for the course: 1) quizzes and 2) a local project with a community partner. You also will participate in three online collaborative learning labs.

Quizzes

You will take weekly quizzes to assess your understanding of knowledge and skills addressed in the required lectures and readings. These quizzes are worth only a small number of points (5 points each) and have no time limit. You are encouraged to revisit the materials while taking the quizzes, if needed. The quizzes must be done alone.

Total: 45 points

Due Date: 11:59p Arizona time on Sundays.

Local Project

You will collaborate with community partners to advance new solutions to further housing equity. This year, our class is partnering with the [Southwest Fair Housing Council](#) to contribute to efforts to create 1) an Arizona Tenants' Bill of Rights and 2) a City of Tucson Housing Equity Study. Additional partners involved include the [William E. Morris Institute for Justice](#) and [Wildfire](#) for the Tenants' Bill of Rights and the [City of Tucson's Commission on Equitable Housing and Development](#), Housing Segregation Subcommittee for the Housing Equity Study. More information about these projects is available under the Local Projects module on Canvas.

Your local project has three parts. In the first part, you will research the Context for the Problem that your project addresses, including the role of past and present exclusionary zoning and current strategies to address it. In the second part, you will complete a series of tasks (called Local Project Tasks) to help advance the Tenants' Bill of Rights or Housing Equity Study. You will tell the story of your findings through two in-class presentations and a first and final draft report.

The local project will be completed in groups. You will be assigned to a group based on your preference for the topic, reported skills, degree program, and availability to allow for a diversity of skills/backgrounds and a compatibility of schedules within each group. Preferences will be assessed through a short survey that you will complete early in the course. Group members must read Peter Ash's "Working with Teams" and submit 1) a Group Contract prior to working together and 2) a Project Charter for each assignment prior to starting. These document templates are available in the "Groups" module on Canvas. Group members should keep in mind that *this is a mixed undergraduate and graduate course*; it is expected that the Project Charters for each assignment show *higher workloads requiring more advanced skills for graduate students*. For instance, all students may collaborate in creating data collection instruments, but undergraduate students might use the instrument to

collect the data, and graduate students might analyze the data and visually and verbally communicate the findings.

You will meet regularly with the community partners during class time while you make progress on your local project. The community partners and I will provide resources to help you get started on your assignments (e.g., reports, maps, media, list of people to interview, etc.), but you are encouraged to search for additional resources.

Your learning and effort on the local projects will be assessed through four deliverables: 1) a group contract and project charters for each assignment, 2) two in-class presentations, 3) first and final drafts of the Context for the Problem and Local Project Tasks reports, and 4) a group member assessment. Full points will be awarded to groups that submit group contracts and project charters that address elements identified in the templates. The presentations will be graded on the comprehensiveness and professionalism of the storytelling. The reports will be graded on how comprehensively and professionally the final drafts responded to requests for revisions made on the first draft reports. The group member assessment will involve evaluating your collaborators on their performance within the group, including timely communication, attitude, and completion of assigned tasks. Students will receive the average of scores given by collaborators for each area, dropping the lowest scores.

The deliverables, points, and due dates are as follows:

- #1: Group Contract 10 points
Deliverable: Adapted template submitted on Canvas
Due Date: 11:59p on Sunday 9/4 (Week 3)
- #2: Context for Problem Project Charter 10 points
Deliverable: Adapted template submitted on Canvas
Due Date: 11:59p on Sunday 9/11 (Week 4)
- #3: Context for Problem Presentation 50 points
Deliverable: In-class presentation
Due Date: 1:30p on Monday 10/17 (Week 9)
- #4: Context for Problem Report Section Revisions 100 points
Deliverable: First draft submitted on Canvas
Due Date: 11:59p on Sunday 10/16 (Week 9)
Deliverable: Final draft submitted on Canvas
Due Date: 11:59p on Sunday 12/4 (Finals Week)
- #5: Local Project Tasks Project Charter 10 points
Deliverable: Adapted template submitted on Canvas
Due Date: 11:59p on Sunday 10/1 (Week 7)
- #6: Local Project Tasks Presentation 50 points
Deliverable: In-class presentation
Due Date: 1:30p on Monday 11/14 (Week 13)
- #7: Local Project Tasks Report Section Revisions 100 points
Deliverable: First draft submitted on Canvas
Due Date: 11:59p on Sunday 11/13 (Week 13)

Deliverable: Final draft submitted on Canvas
Due Date: 11:59p on Sunday 12/4 (Finals Week)

- #8: Group Member Assessment 50 points
Deliverable: Survey on peers' performance submitted on Canvas
Due Date: 11:59p on Sunday 12/4 (Finals Week)

Total 380 points

Collaborative Learning Labs

You participate in three online collaborative learning labs over the semester. The labs, which will occur on Zoom, will enable you to gain comparative perspectives on processes and outcomes of exclusionary zoning and innovative ways of undoing its harms and building more inclusive housing markets by interacting with students at other campuses in small "reflection groups". This year, our class will engage with students at the University of Minnesota, University of Florida, UCLA, and The Ohio State University. The labs also will provide you an opportunity to engage with the instructors from these campuses on our course topics.

The lab times and participation points are as follows:

- #1: Friday 10/28 12p – 2p (Week 11) 25 points
- #2: Friday 11/18 1p – 3p (Week 14) 25 points
- #3: Friday 12/2 1p – 3p (Finals Week) 25 points

Total 75 points

You will submit evidence of your participation by uploading a screenshot of the lab zoom room on Canvas. Information on your reflection group assignments and Zoom links will be shared in advance of the lab. Students who have an unalterable conflict in attending a lab or miss a lab should contact me to discuss completing an alternative assignment.

Active Participation

If your final grade for the class is borderline (1 point away from the next grade), and you have consistently been an active participant in the class, you will receive a bump up to the next grade. Active participation includes suggesting ideas and building on those of your classmates, asking questions, and giving your reactions or opinions, among other behaviors. Remaining silent or inconsistently actively participating without an approved reason do not constitute active participation.

English as a Second Language

If you speak English as a second language, let me know, and I will take this into account in grading the grammatical correctness and clarity of your writing.

Absences & Late Assignments

Class absences will not be recorded. Students who miss class should reach out to me or your group members to gain knowledge and skills discussed in class. Keep in mind that

failure to attend class may detract from your mastery of the course learning outcomes. You may request from me a digital recording of the class sessions that you are unable to attend due to illness or possible exposure to infectious disease. To request recordings, please email me in advance of class if possible.

Quiz due dates are suggested; quizzes may be submitted without penalty up until Sunday 12/4 at 11:59p Arizona time. Students who plan to submit these assignments late must email me an estimated date for completion. However, it is highly recommended to complete these assignments by their suggested due dates to ensure that you make sufficient progress and do not become overwhelmed at the end of the class. Local project assignment deliverables should be submitted on time to make adequate progress. Groups that are unable to complete presentations, draft reports, and other tasks on time should contact me to discuss alternate arrangements and a plan for completion. Keep in mind that **no assignments will be accepted after Sunday 12/4 at 11:59p Arizona time**. Students who foresee difficulty meeting this final deadline should consult with me well in advance to discuss options.

Summary of Grading

Quizzes:	45 points (X%)
Group Contract:	10 points (X%)
Context for Problem Project Charter:	10 points (X%)
Context for Problem Presentation:	50 points (X%)
Context for Problem Report Section Revisions	100 points (X%)
Local Project Tasks Project Charter:	10 points (X%)
Local Project Tasks Presentation:	50 points (X%)
Local Project Tasks Report Section Revisions:	100 points (X%)
Group Member Assessment:	50 points (X%)
Collaborative Learning Lab #1:	25 points (X%)
Collaborative Learning Lab #2:	25 points (X%)
Collaborative Learning Lab #3:	25 points (X%)
Total:	500 points (100%)

Grading scale (%): >96 (A+), 93-96 (A), 90-92 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 70-76 (C), 60-69 (D), <60 (E)

Polices

Recording Policy

Note that class sessions may be recorded and that recordings may be provided to enrolled students, instructors or instructional support personnel. Please let me know if you have concerns about being recorded. Recordings may be used to accommodate student absences.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss

of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academic-integrity>

Be careful to fully reference material that you draw from other sources in all assignments. Quoting or drawing from the ideas or images of a source without referencing it is plagiarism. In turn, double counting assignments already submitted for credit in this class or other classes or working collaboratively on an assignment that should be completed alone also constitute academic dishonesty.

Accommodating Students with Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Expected Class Behavior

Be sure to arrive on time for class. Dress as if you are in a classroom setting. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes excessive tardiness, ringing cell phones, text messaging, constant talking, or eating food noisily, will not be tolerated and subject to sanctions, including removal from class.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Technical Support

This course uses Canvas to deliver content. Canvas can be accessed through MyASU at <http://my.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk call toll-free at 1-855-278-5080.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has

been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Policy on Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Office Hours

Don't hesitate to email me or come speak with me in office hours if you have questions about the class or assignments or would like to discuss anything further. My office hours are on Tuesdays from 3:00p – 5:00p in Coor 5646 or on Zoom (<https://asu.zoom.us/j/5561707752>), or by appointment. You are welcome to drop by during this period, but students who sign up for an appointment on SignUp Genius (see Canvas link) will be given priority.

Week 1: Introduction (8/22)

- Getting to know each other
- Overview of course

Readings:

- Syllabus

Class Agenda (8/22):

- Introductions
- Discussion of syllabus
- Multi-campus instructor welcome

Assignments:

- No assignments due.

Week 2: Positionality & Reflexivity, Single-Family Housing, & Local Projects (8/23 - 8/29)

- Overview of local projects
- Positionality & reflexivity
- Origins of the dominance of the single-family home

Learning Objectives:

- Consider how people's societal positioning affects their perspectives
- Distinguish ways that different actors have built and reinforced exclusionary zoning
- Discover approaches to foster an inclusive housing market
- Determine and apply effective methods of working with peers and community partners

Lectures & Readings:

- Positionality & Reflexivity (Pfeiffer)
- Positioning of Instructors (TBD)
- The Single-Family Detached House in US Urban History (Whittemore)
- Memorandums of Understanding for Arizona Tenants Bill of Rights and City of Tucson Housing Equity Study
- Contextual resources posted in Local Projects module

Class Agenda (8/29):

- Discussion of lectures
- Meetings with community partners
- Collaboration on group contracts

Assignments:

- Complete quiz after reviewing lectures.
- Submit local project preference survey by 11:59p on Sunday 8/28.

Week 3/4: Exclusionary Zoning & Residential Segregation, Part 1; No Class on 9/5, Happy Labor Day! (8/30 - 9/12)

- Origins of exclusionary zoning and residential segregation
- Getting organized for the Context for Problem project
- Relax and recharge over Labor Day

Learning Objectives:

- Distinguish ways that different actors have built and reinforced exclusionary zoning

- Identify role of past and present exclusionary zoning in current housing inequalities
- Conduct planning research
- Determine and apply effective methods of working with peers

Lectures & Readings:

- What to Expect in the Whittemore Article (Pendall)
- Whittemore, A. H. (2021). Exclusionary Zoning. *Journal of the American Planning Association*, 87(2), 167–180.
- Racial Zoning (Reece)
- The Community Builders (Pendall)
- Racially Restrictive Covenants (Reece)

Class Agenda (9/12):

- Discussion of lectures and reading
- Collaboration on understanding Context for Problem

Assignments:

- Complete quiz after reviewing lectures and reading.
- Submit Group Charter by 11:59p on Sunday 9/4.
- Submit Context for Problem Project Charter by 11:59p on Sunday 9/11.

Week 5: Exclusionary Zoning & Residential Segregation, Part 2 (9/13 - 9/19)

- Origins of exclusionary zoning and residential segregation
- Researching the Context for Problem

Learning Objectives:

- Distinguish ways that different actors have built and reinforced exclusionary zoning
- Identify role of past and present exclusionary zoning in current housing inequalities
- Conduct planning research
- Determine and apply effective methods of working with peers

Lectures:

- Spread of Zoning and Subdivision Regulations (Pendall)
- Euclid and Its Dissenters (Reece)

Class Agenda (9/19):

- Discussion of lectures
- Collaboration on understanding Context for Problem

Assignments:

- Complete quiz after reviewing lectures.
- Collect and analyze data to understand Context for Problem for local project.

Week 6: Redlining (9/20 - 9/26)

- Role of redlining in housing inequalities
- Researching the Context for Problem
- Connecting with community partners

Learning Objectives:

- Distinguish ways that different actors have built and reinforced exclusionary zoning
- Identify role of past and present exclusionary zoning in current housing inequalities
- Conduct planning research
- Determine and apply effective methods of working with peers and community partners

Lectures:

- Origins of Redlining (Pendall)
- Case Study of Redlining: Columbus, Ohio (Reece)

Class Agenda (9/26):

- Discussion of lectures
- Meetings with community partners
- Collaboration on understanding Context for Problem

Assignments:

- Complete quiz after reviewing lectures.
- Collect and analyze data to understand Context for Problem for local project.

Week 7: Movements to Reverse Residential Segregation (9/27 – 10/3)

- Past efforts to undo residential segregation
- Researching the Context for Problem
- Getting organized for Local Project Tasks project

Learning Objectives:

- Evaluate the strengths and limitations of existing responses to exclusionary zoning
- Understand how housing equity has worked and been won in the past
- Conduct planning research

- Determine and apply effective methods of working with peers

Lectures:

- Open Suburbs Movement (Whittemore)
- Fair Housing Act (Goetz)

Class Agenda (10/3):

- Discussion of lectures
- Collaboration on understanding Context for Problem

Assignments:

- Complete quiz after reviewing lectures.
- Finalize data collection and analysis to understand Context for Problem.
- Prepare Context for Problem presentation and report first draft.
- Submit Local Project Tasks Project Charter by 11:59p on Sunday 10/1.

Week 8/9: Context for the Problem Stories; No Class on 10/10, Happy Fall Break! (10/4 – 10/17)

- Telling the story of the Context for the Problem
- Researching Local Project Tasks
- Relax and recharge over Fall Break

Learning Objectives:

- Conduct planning research
- Determine and apply effective methods of working with peers

Lectures:

- No lectures this week.

Class Agenda (10/17):

- Context for Problem presentations
- Collaboration on Local Project Tasks

Assignments:

- Finalize Context for Problem presentation.
- Submit Context for Problem report first draft by 11:59p on Sunday 10/16.
- Collect and analyze data needed to complete Local Project Tasks.

Week 10: Theory of Change (10/18 – 10/24)

- How change happens
- Researching Local Project Tasks

Learning Objectives:

- Understand how housing equity has worked and been won in the past
- Discover approaches to foster an inclusive housing market
- Conduct planning research
- Determine and apply effective methods of working with peers and community partners.

Lectures:

- Theory of Change (Garcia)
- Changemaker Videos Introduction (Pendall)
- Changemaker Videos (Pendall & Garcia)
- Synthesis of Changemaker Videos (Pendall & Garcia)

Class Agenda (10/24):

- Discussion of lectures
- Meetings with community partners
- Collaboration on Local Project Tasks

Assignments:

- Complete quiz after reviewing lectures.
- Collect and analyze data needed to complete Local Project Tasks.

Week 11: Frameworks for More Equitable Housing (10/25 – 10/31)

- Housing equity frameworks
- Researching Local Project Tasks
- Connecting with students and faculty at other universities

Learning Objectives:

- Discover approaches to foster an inclusive housing market
- Conduct planning research
- Determine and apply effective methods of working with peers
- Discover common and unique contextual qualities related to exclusionary zoning and inclusive housing strategies across diverse places in the United States

Lectures & Readings:

- Fair Share (Goetz)
- Affirmatively Furthering Fair Housing (Monkkonen)
- Local Projects at Other Campuses

Class Agenda (10/31):

- Discussion of lectures

- Collaboration on Local Project Tasks

Assignments:

- Complete quiz after reviewing lectures.
- Attend the Collaborative Learning Lab on Friday 10/28 from 12p – 2p.
- Collect and analyze data needed to complete Local Project Tasks.

Week 12: State- and Local-Level Approaches to Housing Equity (11/1 – 11/7)

- State- and local-level level housing equity approaches
- Researching Local Project Tasks

Learning Objectives:

- Discover approaches to foster an inclusive housing market
- Conduct planning research
- Determine and apply effective methods of working with peers
- Determine and apply effective methods of working with peers and community partners

Lectures:

- East vs. West Coast State Housing Laws (Monkkonen)
- Movement to End Single Family Only Zoning Districts (Monkkonen)
- Additional videos on state and local approaches to inclusive housing (TBD)

Class Agenda (11/7):

- Discussion of lectures
- Meetings with community partners
- Collaboration on Local Project Tasks

Assignments:

- Complete quiz after reviewing lectures.
- Finalize data collection and analysis data needed to complete Local Project Tasks.
- Prepare Local Project Tasks presentation and report first draft.

Week 13: Local Project Tasks Stories (11/8 – 11/14)

- Telling the story of the Local Project Tasks

Learning Objectives:

- Conduct planning research
- Advocate for inclusive housing strategies using research findings
- Determine and apply effective methods of working with peers

Lectures:

- No lectures this week.

Class Agenda (11/14):

- Local Project Tasks presentations
- Collaborating on Context for Problem revisions

Assignments:

- Prepare Local Project Tasks presentation.
- Submit Local Project Tasks first draft by 11:59p on Sunday 11/13.

Week 14: Limitations and Challenges (11/15 – 11/21)

- Recognizing barriers to creating more equitable housing markets
- Refining Context for Problem and Local Project Tasks research and storytelling
- Connecting with students and faculty at other universities

Learning Objectives:

- Discover approaches to foster an inclusive housing market
- Determine and apply effective methods of working with peers
- Discover common and unique contextual qualities related to exclusionary zoning and inclusive housing strategies across diverse places in the United States

Lectures:

- Promise and Perils of Local Control Over Zoning (Monkkonen & Goetz)
- The Outcomes of Main Anti-Exclusionary Zoning Efforts (Goetz)

Class Agenda (11/21):

- Discussion of lectures
- Collaboration on Context for Problem revisions

Assignments:

- Complete quiz after reviewing lectures.
- Attend the Collaborative Learning Lab on Friday 11/18 from 1p – 3p.
- Address requested revisions for first draft of Context for Problem report.

Week 15: Refining Inclusive Housing Strategies Research & Storytelling (11/22 – 11/28)

- Refining Context for Problem and Local Project Tasks research and storytelling

Learning Objectives:

- Conduct planning research
- Advocate for inclusive housing strategies using research findings
- Determine and apply effective methods of working with peers

Lectures:

- No lectures this week.

Class Agenda (11/28):

- Collaboration on Context for Problem and Local Project Tasks revisions

Assignments:

- Address requested revisions for first draft of Local Project Tasks report.

Finals Week: Wrapping Up (11/29 – 12/4)

- Finalizing Context for Problem and Local Project Tasks research and storytelling
- Connecting with students and faculty at other universities

Learning Objectives:

- Conduct planning research
- Advocate for inclusive housing strategies using research findings
- Determine and apply effective methods of working with peers
- Discover common and unique contextual qualities related to exclusionary zoning and inclusive housing strategies across diverse places in the United States

Lectures:

- No lectures this week.

Assignments:

- Attend the Collaborative Learning Lab on Friday 12/2 from 1p – 3p.
- Submit Context for Problem final draft by 11:59p on Sunday 12/4.
- Submit Local Project Tasks final draft by 11:59p on Sunday 12/4.
- Submit Group Member Assessment Survey by 11:59p on Sunday 12/4.