

Class Meetings:

Friday Oct. 30th: 6pm-9pm:

Saturday & Sunday Oct. 31st and Nov. 1st: 9am-4pm

Location: Sem 1 1006 & Canvas

Faculty: Jessica Bateman

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MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the Change.”

Course Description: This graduate course examines the policies, institutions, and market forces that shape housing production and consumption in the United States. Students will explore how local, state, and federal housing policies—including zoning, land use regulation, subsidies, tax incentives, housing law, and affordable housing programs—influence what gets built, where it gets built, who can access it, and at what cost. The course will pay particular attention to the relationship between housing supply, affordability, displacement and segregation. Students will analyze the roles of key actors in the housing system, including private developers, landlords, elected officials, nonprofit housing organizations, and neighborhood groups. Through readings, policy analysis, guest speakers, and applied case studies, students will develop a practical understanding of how housing projects are planned, financed, regulated, opposed, approved, and implemented.

Key Questions and Learning Objectives:

- Identify local, state, and federal housing policies that influence housing production and consumption
- Understand the private, public, and non-profit actors involved in the production of housing and the politics that influences it
- Engage in analyzing solutions to real-world housing challenges through community case studies

***For your information*:** This course is offered in an intensive format. The pace is “intense” with 10 weeks of content delivered in a course weekend. The class will require a large amount of self-directed learning outside of class time through readings, assignments, and discussion posts.

Required Books:

Klein, E., Thompson, D. (2025). *Abundance*. Avid Reader Press/Simon & Schuster. ISBN 9781668023488

Rothstein, R. (2017). *The Color of Law*. Supercritical Books. Chapters 1, 2, 4, 11, & 12. ISBN 9781631494536.

Schuetz, J. (2022). *Fixer Upper: How to Repair America's Broken Housing Systems*. Brookings Institution Press. ISBN 9780815739289.

Required Readings and Media

Horowitz, A., Canavan, R. (2023). [More Flexible Zoning Helps Contain Rising Rents](#). *Pew Charitable Trusts*.

Klein, E. (Host). (2022, July 19). Why Housing is So Expensive Particularly in Blue States. [Audio podcast episode]. In *The Ezra Klein Show*. The New York Times.
<https://www.nytimes.com/2022/07/19/opinion/ezra-klein-podcast-jenny-schuetz.html>
(Use this [link](#), scroll down to NYT and follow instructions to access the podcast using your Evergreen login credentials.)

Liang, L. et. al. (2024). [Minneapolis Land Use Reforms Offer a Blueprint for Housing Affordability](#). *Pew Charitable Trusts*.

Shroder, M. et. al. (2023). [100 Years of Federal Model Zoning](#). *Cityscape: A Journal of Policy Development and Research*, 1 – 43.

Washington State Senate. (2/4/2026). [Senate Housing Committee Meeting](#). [Video recording of committee meeting]. Tvw.org

Recommended Media

Simon, D., Zorzi, W. & Haggis, P. (2015). (Season 1, Episodes 1-3). Simon, D. et. al., [Show Me a Hero](#). Blown Deadline Productions and Pretty Pictures in association with HBO.

Fall 2026 Schedule (faculty may alter schedule)

Friday October 30th

Time	Activity	Deliverable
6:00pm	Introductions & Course Protocols	
6:30pm	Lecture: Housing policy landscape in Washington	
7:15pm	BREAK	
7:30pm	Seminar	<u>Assignment #1</u> Seminar paper <u>Readings:</u> 100 Years of Federal Model Zoning & The Color of Law
8:45pm	Overview of upcoming class meetings and assignments	
9:00pm	End	

Saturday October 31st

Time	Activity	Deliverable
9:00am	Overview of course expectations with guest speakers	
9:15am	Guest speaker	
10:15am	BREAK	
10:30	Lecture: Intersection of local & state government housing policies. Workshop: Housing bill summary	<u>Assignment #2:</u> Policy One Pager
12:00pm	LUNCH	
1:00pm	Guest speakers	
2:15pm	BREAK	
2:30pm	Seminar	<u>Readings:</u> Abundance
3:45pm	End	

Sunday November 1st

Time	Activity	Deliverable
9:00am	Lecture/discussion: Politics of housing policy: middle housing a case study	
10:15am	BREAK	
10:30am	Guest Speakers	

11:45am	LUNCH	
12:45am	Seminar	<u>Assignment #3:</u> Seminar paper <u>Reading:</u> Fixer Upper
2:00pm	Break	
2:15pm	Decision-maker policy memo group exercise	<u>Assignment #4:</u> Draft policy memo
3:00pm	Policy position mock testimony	<u>Assignment #4</u> 3-minute testimony/Q&A
3:45pm	Closing	

Evaluations: Student's self-eval and student's eval of faculty required for credit. We will not hold evaluation conferences.

Assignments

Assignment #1: Seminar Paper

Due: October 30 posted to canvas by 6:00pm

Length: 2-3 pages. APA essay format.

Read assigned pages of *100 Years of Federal Model Zoning & The Color of Law* and write a seminar paper in response to the following key questions and learning objectives:

1. What local, state, and federal housing policies & political factors influence housing production and consumption?
2. What private, public, and non-profit actors are involved in the production of housing?
3. Identify solutions to real-world housing challenges proposed in the book.

Assignment #2: Policy One Pager

Due: October 31 posted to canvas by 9:00am.

Select a bill from the [list](#) (one student per bill) and provide a one-page summary. Using the bill, [bill report](#) (as introduced & heard in committee) [final bill report](#) (as passed), bill testimony (included in bill report), [fiscal note](#) (use most recent) and relevant news articles describe: what is the context/background? What problem the bill is trying to solve? How does it propose solving it? Who are the actors impacted by or invested in the bill? What positions do they have? What is the budget impact (how much will it cost to implement) and when does it go into effect?

Assignment # 3: Seminar Paper

Due: November 1 posted to canvas by 9:00am

Length: 2-3 pages. APA essay format.

Read *Fixer Upper* and write a seminar paper in response to the following key questions and learning objectives:

1. What local, state, and federal housing policies and political factors influence housing production and consumption?
2. What private, public, and non-profit actors are involved in the production of housing?
3. Identify solutions to real-world housing challenges proposed in the book.

Assignment # 4: Draft Policy Memo & Decision Maker Interview

Draft Due: November 1 posted to canvas by 9:00am

Final Due: November 16 posted to canvas by 9:00am

Select a bill topic and decision-maker from the [list](#) (one student per topic). Schedule interview with decision-maker (15-minute Zoom). Produce a draft policy memo including an executive summary, problem statement, background/context, policy options, recommendation, implementation considerations, potential challenges or opposition and conclusion. Be prepared to discuss in class and share final memo with interviewee via email. Be sure to contact your interviewee early to schedule an interview as early as possible. These are busy people and their schedules fill up quickly and it can take a week or more to schedule. Research topic and interviewee before the meeting to be prepared for a discussion. Students will incorporate

feedback from students and myself in the final memo.

Length: 2-3 pages with at least two references from peer reviewed literature or government sources. APA essay format.

Assignment # 5: Mock testimony

Watch Senate Housing Committee Meeting for reference.

In-class provide mock testimony (pro, con or neutral) from the perspective of a private, public, or non-profit actor on selected bill from assignment #2.

Course Policies, Commitments, and Responsibilities

Use of Artificial Intelligence (AI): Discuss how you plan to use AI with faculty as there are many types of AI with multiple ethical considerations. AI is also experimental and is often inaccurate. If you use an AI tool in your assignments, cite it as per APA guidance:

<https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>

Trauma-Informed Principles Commitment: While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be ["a cognitive burden comparable to a full-time job."](#) The faculty are committed to recognizing trauma and resisting re-traumatization by integrating [Trauma Informed Teaching & Learning Principles](#) throughout the course. Specifically, we seek to create an atmosphere that is respectful, transparent and trustworthy by making expectations clear and communicating with the goal of building learning community trust and understanding to foster student choice by, when possible, offering options for engagement, readings, and communication; and lastly, to empower student voice by responding to the various forms of privilege and oppression silencing and limiting decision-making in learning communities.

Mandatory Reporter: The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. We are committed to your well-being and safety, and we're open to discuss any concerns you may have.

Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please feel free to contact the following confidential resources: Office of Sexual Violence Prevention and Response (Sem I, 4119, 360.867.5221,

jonese@evergreen.edu), Student Wellness Services (Sem I 2110, 360.867.6200), or SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please request academic accommodations due to a disability, please contact the office of [Access Services](#) for Students with Disabilities (867-6348 or 6364) to receive a letter of accommodation. If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. Information about a disability or health condition will be regarded as confidential.

Participation & Attendance: Classes are offered in person. Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, contributing in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (= 3 hours accumulated is one absence), make-up work will be assigned by faculty. Makeup work must be completed by the end of the last scheduled class meeting to receive course credit. After 9 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (e.g., being late to class; regularly missing an hour of class), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for the class meeting missed, turn in any assignments that were due on the class date missed, and review class notes and materials available on Canvas.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than prior to the original assignment's due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit. Late assignments may or may not receive feedback.

Credit: Students will receive 2 graduate credits if all course requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. Partial or full loss of credit decisions will be made by the faculty. Failing to meet course requirements (e.g. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Human Subjects Review (HSR): Students may NOT conduct primary data collection without HSR approval by faculty. There may also be requirements regarding research protocols with

governments (Tribes/Feds/state/local), Native communities, private organizations or nonprofits. For more information see the [Institutional Review Board Student Guide](#).

Plagiarism: (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#), for the MPA Academic Honesty policy and additional information. Academic Honesty at TESC: "Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments." Source: <http://www.evergreen.edu/advising/academichonesty.htm>

Evaluation: Student's course self-eval and eval of faculty are both required for credit as submitted via my.evergreen.edu.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not an appropriate use of class time. Consult your faculty to discuss technology use and learning style options.

Guest policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to still hold class virtually or may cancel a class meeting even if campus is open and we will send an all-class email prior to the start of class. Students are responsible for checking email and ensuring viable online access options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as “Canvas”. Our class Canvas site is accessible to faculty and students registered for this course only. The work students post on Canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.

Tribal Acknowledgement for both Olympia and Tacoma locations of The Evergreen State

College: The Squaxin Island Tribe’s habitation of the land on and around the inlets of the Southern Salish Sea, including what is now the City of Olympia and here at The Evergreen State College spans thousands of years. The ancestral families who lived and thrived here: They named Budd Inlet Steh-Chass, and they named Eld Inlet where the campus is located Squi’Aitle. Today, the Squaxin Island Tribe continues to live on and steward the lands and waters of the Southern Salish Sea. We acknowledge the Squaxin Island Tribe as it continues to live on and steward these lands and waters.

We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences and histories of the Indigenous people of this land and beyond.

We respect and acknowledge the Squaxin Island and Puyallup Tribes, and other Tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, Tribal sovereignty, environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures and histories of the Tribes of these lands and waters.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity are to be understood as aiming to promote constructive community discourse about issues of culture, power, and differences.

Conduct & Conflict Resolution: Please refer to the [MPA Student Handbook](#) .

Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal

from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#) : WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism):

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals

Process: <https://www.evergreen.edu/offices-services/academic-affairs/student-conduct-code>.

We will abide by the [non-discrimination policies and procedures at TESC](#)

Additional Campus Resources

- [Academic and Career Advising](#)
- [Academic honesty](#)
- [Access Services for Students with Disabilities](#)
- [Alcohol/drug use](#)
- [All Official College Policies](#)
- [Assistive Technology \(AT\) Lab](#)
- [Basic Needs Resources](#)
- [BLISS \(BIPOC & LGBTQ+ Intersectional Support Services\)](#)
- [Code of student rights and responsibilities](#)
- [COVID-19](#)
- [Conflict Resolution](#)
- [Counseling Services](#)
- [Evergreen's Social Contract](#)
- [Free Speech Guide](#)
- [Library](#)
- [Media Loan](#)
- [MPA Student Resources](#)
- [Non-discrimination policy](#)
- [QuaSR: Quantitative & Symbolic Reasoning Center](#)
- [Sexual Misconduct reporting and resources](#)
- [Student Activities](#)
- [Student Employment](#)
- [Student Engagement, Equity, and Support](#)
- [Student Wellness Services](#)
- [The Writing Center](#)

