

Course: Housing and Community Development, END406, RSD606, URP606

Delivery Mode: Online, Asynchronous

Semester and Year: Fall 2026

Instructor Information:

Name: Robert Silverman, PhD ([Bio](#))

Office Location: Hayes 329

Office Hours: By appointment

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Course Description

The study of housing and community development encompasses a variety of issues related to: neighborhood planning, citizen participation, grassroots organizing, housing policy, economic development, social welfare, public safety, health, education, recreation, the environment and other aspects of community life. During the semester these issues will be examined in relation to institutional constraints in US cities. The course applies a critical framework to the examination of housing and community development systems in the US, focusing on historic patterns of discrimination and societal inequality that have been reinforced and perpetuated through urban social institutions. A substantial portion of the semester will focus on how institutions shape: housing systems, public schools, and mega-projects. Course content and activities include: readings, lectures, written assignments and applied analysis.

As we explore linkages between community development and urban institutions, you should maintain a holistic view and remain conscious of how each dimension interacts with others. In addition to examining substantive issues in community development, this course focuses on critical thinking.

The dates that individual course modules open are identified in the “Readings and Assignments” section of this syllabus. All the assigned readings for the course are in the “Reserve Readings” widget of the UBLearns website. Students should review all materials in the modules as they become available.

If you have any questions, please bring them to my attention as soon as any issues or concerns come up either through email or during office hours by appointment.

Student Learning Outcomes

The course objectives for END406 / RSD606 / URP606 are listed below. The course assignments will be used to assess knowledge of the course objectives.

- **Course Objective 1:** Examine core federal housing and community development policies in the United States and apply this knowledge to assignments.
- **Course Objective 2:** Critique how historical and contemporaneous patterns of inequality influence the structure, implementation and effectiveness of housing and community development policy in the United States and apply these critiques to assignments.

- **Course Objective 3:** Develop relevant writing, analytic, presentation and graphic skills to apply course objectives 1 and 2 to planning analysis, practice, and advocacy.

Required Text and Required Reserve Readings: *The required texts were ordered at the University Bookstore and are part of the e-books collection on the UB libraries website:*

- 1) Schwartz, A.F. (2021). *Housing Policy in the United States*, 4th edition. New York: Routledge. This book is on reserve in Abbot Library and [the eBook is available at UB](#).
- 2) Additional Required Readings are available on UBLearn.

Course Delivery

This course is a fully online course. A schedule of any opportunities to meet synchronously such as office hours which can be arranged by contacting the professor via email.

Instructor and Course Support Staff Information

- [UB Bio page](#) for Rober Silverman, PhD

Course Requirements

Each requirement is designed to meet the Course Objectives 1-3

Assignment Details:

- **Suburban Package Deal Essay:** The suburban package deal essay will be assigned in MODULE 6.
- **Picture of Subsidized Housing Assignment:** The picture of subsidized housing assignment will be assigned in MODULE 10.
- **Subsidized Housing Myths Essay:** The subsidized housing myths essay will be assigned in MODULE 12.
- **Quizzes:** There are 3 quizzes. In each quiz students will reflect on course materials and respond to questions in an online assessment. Quiz 1 will become available in MODULE 4. Quiz 2 will become available in MODULE 9. Quiz 3 will become available in MODULE 13.

Grading Policy

There are 100 points possible during the semester. With the exception of extreme emergencies, the grade of "I" will not be given at the end of the semester. Extra credit will not be offered in this course. Your grade is based on the following assessments:

Assessment	END406/RSD606/URP606	Module(s)	Weight
Suburban Package Deal Essay	25 pts	6	25%
Picture of Subsidized Housing Assignment	25 pts	10	25%
Subsidized Housing Myths Essay	20 pts	12	20%
Quizzes 1, 2, 3	10 pts each	4, 9, 13	30%
TOTAL POINTS POSSIBLE	100 pts		100 %

Grading Scale

Undergraduate Grading Scale (END406)

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	F
PERCENT	96-100	90-95.99	87-89.99	84-86.99	80-83.99	77-79.99	74-76.99	70-73.99	67-69.99	66-60.99	0-59.99

Graduate Grading Scale (END606 / URP606)

GRADE	A	A-	B+	B	B-	C+	C	D	F
PERCENT	96-100	90-95.99	87-89.99	84-86.99	80-83.99	77-79.99	70-76.99	60-69.99	0-59.99

UB Policies and Information

Academic Integrity

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university and of themselves while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas. For this course, plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. For more information on UB's policies, please refer to [UB's Office of Integrity](#) and the UB [Graduate Academic Integrity policy](#).

Accessibility Resources

If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at: <http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

Technology Recommendations

To effectively participate in this course, regardless of mode of instruction, the university recommends you have access to a Windows or Mac computer with webcam and broadband. Your best opportunity for success in the blended UB course delivery environment (in-person, hybrid and remote) will require [these minimum capabilities](#).

Writing Centers:

The University at Buffalo has writing centers where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:

- Students can go to the Center for Excellence in Writing for assistance. It is located at Norton 17, Email: writing@buffalo.edu; <https://www.buffalo.edu/writing.html>.
- Graduate students can contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program go to the GSA office in 310 Student Union, (716) 645-2960; gsaedit@buffalo.edu; <https://ubgsaedit.wixsite.com/gsa-editorial>.

- International students can contact the English Language Institute. The English Language Institute is located at 210 Baldy Hall; (716) 645-2077; elibuffalo@buffalo.edu; <http://www.buffalo.edu/english-language-institute.html>.

Diversity and Inclusiveness

UB encourages openness and tolerance for diverse perspectives. Please visit <http://www.buffalo.edu/inclusion/resources/IXResources.html>, which details resources, services, events and support related to equity and inclusion for students.

Protecting Course Materials Disclaimer

The Graduate School's [Improper Distribution of Course Materials policy](#) is in place to protect course materials. All materials prepared and/or assigned by me for this course are for the students' educational benefit. Other than for permitted collaborative work, students may not photograph, record, reproduce, transmit, distribute, upload, sell or exchange course materials, without my prior written permission. "Course materials" include, but are not limited to, all instructor-prepared and assigned materials, such as lectures; lecture notes; discussion prompts; study aids; tests and assignments; and presentation materials such as *PowerPoint* slides, handouts, etc.. Public distribution of such materials may also constitute copyright infringement in violation of federal or state law. Students who violate this policy will be required to complete an educational sanction about the value of intellectual property. More serious and/or repeat violations of this policy may be treated as acts of "academic dishonesty" and/or subject a student to disciplinary charges under the [Student Code of Conduct](#).

Course Policy on Generative Artificial Intelligence (GenAI) Platforms:

A large component of the assessments in this course requires critical thinking, conceptual framing, analysis, and synthesis of ideas in writing. The danger of relying on a GenAI platform to do these tasks is that the student will not develop these important skills as part of the course learning objectives. Submission of text generated by GenAI or other automated methods, whether or not mediated by human revision, cannot demonstrate achievement of course learning objectives.

As a guideline, students should not use GenAI tools for assignments in this course and GenAI tools in applications like Grammarly should be disabled. Some examples where the use of GenAI is inappropriate include:

- Misrepresenting your participation in the courses (e.g., developing discussion board posts, and other content submitted as your work or independent thoughts),
- Completing group work for which your team is responsible,
- Outlining, writing or drafting an assignment, and
- Writing entire sentences or paragraphs.

Students should consult with the professor and review UB's Artificial Intelligence Guidance (<https://www.buffalo.edu/academic-integrity/instructors/protect/ai-guidance.html>) **before** using GenAI tools in this course. For approved uses of GenAI, students are responsible for verifying the accuracy of all GenAI information by cross-referencing content with credible and scholarly sources.

GenAI uses previously published work so using it without acknowledgement is plagiarism. Cutting and pasting whole text from an application will be considered academic dishonesty. Include proper attribution of GenAI contribution to avoid plagiarism. For example, materials generated using ChatGPT should include a citation according to APA generative AI citation guidelines. Material generated using other AI tools should follow a similar citation convention.

All GenAI content can apply the following format, using APA citation guidelines.

- In-Text Citations

Include the authoring tool and year (e.g., OpenAI, 2025)

- Reference List

OpenAI (2025). ChatGPT (March 14 version) [Large language model]. Retrieved from <https://chat.openai.com/chat>

In short, information derived from GenAI tools is based on previously printed materials. Presenting GenAI output as your original work and/or without proper citation is considered plagiarism. The software UBLearn uses to check for plagiarism/originality now includes features to detect AI-generated text. Moreover, GenAI models work by predicting what text is most likely to follow previous text based on the information it has ingested from a wide range of academic and non-academic sources. Therefore, GenAI output often misinterprets data and includes incorrect or false information. Ultimately, the student is responsible for the accuracy and validity of this output.

Readings and Assignments

Note: Please refer to the assessment table on page 2 for a breakdown of points and value of all assessments.

MODULE 1: Introduction to the Course (opens 9am EST, August 24)

Readings Assigned:

- Schwartz: Ch 1
- McConnell, C. and Lachapelle, P. (2023). The seven deadly sins of community development. *Community Development*, Online First.

MODULE 2: Race, Segregation and Urban Inequality (opens 9am EST, August 31)

Readings Assigned:

- Schwartz: Ch 14
- Blauner, R. (1969). Internal colonialism and ghetto revolt, *Social Problems*, 16(4): 393-408.
- Owens, M.L. (2020). The urban world is a world of police. *Journal of Race, Ethnicity and the City*, 1(1-2): 11-15.
- Pinderhughes, C. (2011). Toward a new theory of internal colonialism. *Socialism and Democracy*, 25(1): 235-256.
- Seamster, L. (2015). The white city: Race and urban politics. *Sociological Compass*, 9(12): 1049-1065.

MODULE 3: Race, Segregation and Urban Inequality, cont. (opens 9am EST, September 7)

MODULE 4: Quiz 1 (opens 9am EST, September 14; due by 9am EST, September 21)

MODULE 5: Trends in Homeownership (opens 9am EST, September 21)

Readings Assigned:

- Schwartz: Ch 2, 3, 4 & 12

MODULE 6: The Housing and Public Schools Nexus (opens 9am EST, September 28)

Readings Assigned:

- Benjamin, K. (2025). Introduction: Selling segregation. In K. Benjamin, *Good Parents, Better Homes, and Great Schools: Selling Segregation Before the New Deal* (pp. 13-31). Chapel Hill: University of North Carolina Press.
- Bhargava, A. (2018). The interdependence of housing and school segregation. In C. Herbert, J. Spader, J. Molinsky, & S. Rieger (Eds.), *A shared future: Fostering communities of inclusion in an era of inequality* (pp. 388-397). Cambridge, MA: Joint Center for Housing Studies of Harvard University.
- Diem, S. and Walters, S.W. (2019). Understanding the housing-school relationship: Achieving integration in racially clanging cities and suburbs. *Equity by Design*. Indianapolis: Midwest & Plains Equity Assistance Center.
- Lewis-McCoy, R.L. (2018). Suburban black lives matter. *Urban Education*, 53(2): 145-161.

Other Activities and Assignments:

- Suburban Package Deal Essay Assigned (due by 9am EST, October 19)

MODULE 7: US Affordable Housing Policy (opens 9am EST, October 5)

Readings Assigned:

- Schwartz: Ch 5 & 8

October 12: Fall Break

MODULE 8: Fair Housing Policy (opens 9am EST, October 19)

Readings Assigned:

- Schwartz: Ch 11
- Bull, M. and Gross, A. (2022). *Housing In America: An Introduction*. New York: Taylor & Francis. [Read Chapter 5: Housing and Discrimination]

MODULE 9: Quiz 2 (opens 9am EST, October 26; due by 9am EST, November 2)

MODULE 10: Picture of Subsidized Housing Assignment (opens 9am EST, November 2; due by 9am EST, November 23)

MODULE 11: Nonprofit Housing Systems (opens 9am EST, November 9)

Readings Assigned:

- Schwartz: Ch 9
- Grey, K.A. (2008). Community land trusts in the United States. *Journal of Community Practice*, 16(1): 65-78.

MODULE 12: Mega-Projects and Anchor Institutions (opens 9am EST, November 16)

Readings Assigned:

- Birch, E.L. (2009). Downtown in the “New American City.” *The ANNALS of the American Academy of Political and Social Science*, 626: 134-153.
- Bornstein, L. (2010). Mega-projects, city-building and community benefits. *City, Culture and Society*, 1(4): 199-206.
- Florida, R. (2016). Hip, cool & unaffordable: The double-edged sword of big city living. *alternativesjournal.ca*, 42(2): 42-46.
- Parks, V. and Warren, D. (2009). The politics and practice of economic justice: Community benefits agreements as tactic of the new accountable development movement. *Journal of Community Practice*, 17: 88-106.
- Wilson, D. and Heil, M. (2022). Decline machines and economic development: Rust belt cities and Flint, Michigan. *Urban Geography*, 42(2): 163-183.

Other Activities and Assignments:

- Subsidized Housing Myths Essay Assigned (due by 9am EST December 7)

November 25-28: Thanksgiving

MODULE 13: Quiz 3 (opens 9am EST, December 7; due by 9am EST, December 14)