

COURSE OUTLINE

GEOGRAPHY 3463: Housing Winter 2020

1. Course information

Instructor: Prof. M. Buzzelli

Office: SSC 2429

Office Hours: TBA

Teaching Assistant: Merlin Chatwin

Office: SSC 2436

Office Hours: TBA

Class time: Tuesdays 9:30am – 12:30pm, UCC 066

2. Calendar description

This course explores the geography of housing in North American with a detailed investigation of the effects of land development, construction, financing, planning, public policy, demographics and lifestyle changes on the production and consumption of residential landscapes.

Pre or Corequisites

Prerequisite(s): Third or fourth year status at the University.

Extra Information

Extra Information: 2 lecture hours, 1 tutorial hour.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: GEOGRAPHH

Senate Regulations

Senate Regulations state, “unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

More information

Honours seminar on housing and neighbourhoods in the North American city

This course is an advanced honours seminar on housing and neighbourhoods from a geographical perspective. Geographers and other social scientists as well as planning, design and associated engineering fields have a long-standing interest in housing and neighbourhoods. As

the single most important durable good consumed by most households, we are interested in how housing is supplied, obtained and used. Overlaid on these interests is the geography of the market: because most housing is fixed in place, it is characterised by its location perhaps more than any other feature. The urban housing market is necessarily a geographical market of neighbourhoods. The focus of this course is on how that residential geography comes to be, how it influences and reinforces the everyday lives and socioeconomic position of its residents and how the state influences these processes via policies and programmes.

A defining feature of this course is the group-based term-length research project. The project is set up as an experiential (or work-integrated) learning activity with the aim of connecting you to the expert community beyond campus but doing so from within the regular running of the course. The research project is completed for and with the course instructor along with an identified community expert (your 'community mentor') who will work with your group on a regular basis throughout the course. More details are provided in the first weeks of the teaching term.

3. Textbook

There is no textbook in this course. Readings and other materials are distributed via OWL.

4. Course objectives and format

Objectives:

- Develop skills of critical thinking, oral and written communication
- Develop the ability to apply geographical concepts, skills and understanding to real-world problems and in a variety of careers and occupations
- Develop the ability to relate current trends to theories and methods in the study of housing and neighbourhoods
- Work with a community partner for experiential learning skills and research impact

Format of the course: Seminars and laboratory/group discussion periods.

5. Learning outcomes

Learning Outcomes

- Develop knowledge and critical understanding of the fundamental characteristics, processes, temporal changes and landscapes of social and biophysical systems and their interactions.
- Demonstrate informed awareness of geographical diversity through knowledge of different places and understanding of the processes that shape them spatially and over time.
- Combine breadth of knowledge of Geography with specialized understanding in selected sub-fields.
- Analyze real-world problems and policy applications using geographical concepts, skills and understanding.
- Communicate geographic ideas and understanding effectively to a variety of audiences in writing, orally, and graphically

- Identify, analyze and interpret spatial patterns and processes of urbanization, financial and economic aspects of urban development, and processes in urban systems and built environments.

Geographical Skills

- Spatial thinking, spatial analysis & spatial processes of human and/or environmental processes (e.g. cultural, social, political, economic, scientific)

Generic Skills

- Literature and secondary data sources: information search and retrieval, meta-analysis of published data, synthesis of information sources and literature, annotated bibliographies.
- Critical and reflective reading, listening, thinking.
- Writing – education and practice in writing essays, reports, notebooks.
- Visual presentation and graphical design: graphical design and production of: maps, diagrams, presentations, posters, web-based media
- Oral communication/presentation: -structured class discussions (seminars, small-group interaction, debates), individual and group presentations.
- Project planning, management and design: time management, independent major project, research proposals.
- Inter-personal skills: leadership, team facilitation

6. Evaluation (late penalties apply – 10%/day):

See the separate assignment handout for a full description of these assessments and their scheduled due dates.

- Group project proposal, 15%, due/presented in the class prior to reading week
- Term paper/project, 25%, due/presented last class of term
- Mid-term exercise, week after reading week
- Seminar presentations and summaries, 20%, scheduled throughout term
- Individual course summative reflection, 25%, due one week after the end of term
- Students are required to attend all scheduled meetings. No scheduled times are optional.

Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a [Self-Reported Absence form](#) provided that the conditions for submission are met;
- (ii) For [medical absences](#), submitting a [Student Medical Certificate](#) (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- (iii) For [non-medical absences](#), submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration is not normally intended for the following circumstances:

- **Students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability.** Students with an ongoing physical illness or mental disorder (recurring or chronic) or an existing disability are responsible, in consultation with their doctors or other health professionals, to determine if they are capable of pursuing their studies and, if so, with what accommodations. Students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the [Policy on Academic Accommodation for Students with Disability](#). Students with pre-existing accessibility plans arranged through SAS may not need to provide additional documentation when seeking academic consideration where such request for consideration relates to their disability and where their accessibility plans allow for coursework deferral or deadline extensions.
- **Students who experience high levels of stress related to academic performance** (including completing assignments, taking part in presentations, or writing tests or examinations). Students with academic or exam stress should access supports through [Student Health and Wellness](#) and [Learning Skills Services](#) in order to deal with this stress in a proactive and constructive manner.

7. Make-up examinations – NA.

8. Use of electronic devices for tests and exams– NA.

9. Academic offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a [Scholastic Offence](#).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

10. Western's commitment to accessibility

The Department of Geography strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. [Information regarding accommodation of exams](#) is available on the Registrar's website.

More information about ["Accessibility at Western"](#) is available.

11. Mental health

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's [Health and Wellness website](#) for more information on mental health resources.

12. Support services

[Western's Support Services
Student Development Centre](#)

13. Important dates

January 6: Classes resume

January 10: Last day to add a second term half course

February 17: Family Day – Department Office Closed

February 18-23: Spring Reading Week (No classes; Department Office open)

March 7: Last day to drop a second term half course without penalty

April 3: Classes end

April 4 and 5: Study days

April 6-26: Examination Period

Other course policies:

1. Retain a copy of all submitted assignments (in case of loss) and graded assignments.
2. Students who plan to be absent for varsity athletics, family obligations or other similar commitments should discuss their commitments with the instructor.

3. Mobile telephones and any similar devices should be switched off during class. If you bring one to class, be sure to turn it off or you will be asked to leave. No electronic devices will be allowed during tests and examinations.
4. Email within OWL, and/or office hours, are the only ways to contact your instructor.

Seminar topics and schedule

NB: The schedule includes meetings times for group term projects with your community mentor. The schedule also includes your group seminars. Readings will be researched and assigned in class week over week for seminars.

Week	Seminar Topic
1	Course introduction Housing in the North American city (slide show)
2	Assignment time and research help session Term assignment issued; seminars scheduled
3	Theoretical perspectives on housing and policy
4	The nature/characteristics of housing
5	Housing supply and development
6	Residential demand, search and consumption
7	Reading week
8	Project proposal presentations
9	Homelessness, affordability and need
10	Residential segregation
11	Green building and development
12	Housing and health
13	Project presentations

About your professor

Michael Buzzelli, B.A. (Hons.), M.A., Ph.D., M.Ed., Associate Professor at the University of Western Ontario.

After completing graduate work at McMaster University, I held academic appointments at UBC and Queen's. I have been at Western since 2007. Along the way I have taught many undergraduate courses and supervised students at all graduate/postdoctoral levels. I have led several national and international research projects on a range of issues and developed and supervised applied graduate policy training programmes. My current work focuses on higher education system policy and planning, particularly with respect to teaching and learning.

In addition to these rewarding experiences, I have also held visiting appointments at the Universities of Melbourne (Summer 2007), Glasgow (Summer 2008), UBC (Summer 2011) and Bologna (January – June 2016). Among the most important I have done professionally is serve

on the Board of Directors (including as Chair up to June 2018) of London and Middlesex Housing Corporation, the largest social housing provider in the region.