


GEOG 3463: Housing Winter term 2021



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the Digital Student Experience website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>.

1. Technical Requirements



Stable internet connection



Laptop or computer



Working microphone



Working webcam



Zoom application installed

Recommended technical specifications: <https://registrar.uwo.ca/academics/timetables.html> Western Zoom webpage, including privacy information: <https://wts.uwo.ca/zoom/index.html>.

2. Course Information



Delivery Mode	Dates	Time
Online, synchronous and asynchronous via Zoom and OWL	Tuesdays	9:30am-12:30pm

*Details about design and delivery of the course are listed below in Section 5

Classes Start	Reading Week	Classes End	Study day(s)	Exam Period
January 11	February 13-21	April 12	April 13	April 14-30

* March 15, 2021: Last day to add a second-term half course



Course Instructor	Contact Information	Office Hours
Prof M Buzzelli	Email within OWL	TBA

Teaching Assistant(s)	Contact Information	Office Hours
	Email address	



- Office hours will be held remotely via Zoom
- Students will be able to sign up for an appointment within OWL

3. Calendar Description

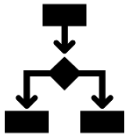
This course explores the geography of housing in North American with a detailed investigation of the effects of land development, construction, financing, planning, public policy, demographics and lifestyle changes on the production and consumption of residential landscapes.

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: GEOGRAPH

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.”

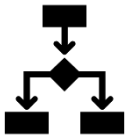
4. Textbook



There is no textbook in this course. Assigned readings are distributed within OWL

5. Course Objectives and Format

- 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
- Further learning outcomes listed below



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

Google Chrome or Mozilla Firefox are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#).

If students need assistance, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

6. Learning Outcomes (programme level)

Learning outcomes

- Develop knowledge and critical understanding of the fundamental characteristics, processes, temporal changes and landscapes of social processes.
- 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.
- Analyse 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)

Transferrable 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.

7. Course Content and Schedule

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.

Week	Dates	Topic	Readings and notes
1	Jan 12	Course introduction	Assignments issued
2	Jan 19	Housing in North American cities overview	Bunting and Filion, 2010; library research session
3	Jan 26	Housing, social theory and public policy	Kemeny, 2006
4	Feb 2	Nature of housing, supply and dev't.	Buzzelli 2004
5	Feb 9	Project progress reports	N/A
6	Feb 15 – 21	Reading Week	N/A
7	Feb 23	Demand, residential search and filtering	Boeing et al 2020
8	Mar 2	Residential segregation	Walks and Bourne 2006
9	Mar 9	Tenure, affordability and need (incl. homelessness)	CMHC HiCO
10	Mar 16	Housing and identity	TBA
11	Mar 23	Housing and health	Breysse et al 2011
12	Mar 30	Term project time	N/A
13	Apr 6	Final project presentations	N/A



8. Evaluation

Students are responsible for material covered in the lectures as well as the assigned readings.

- All assignments are due at 11:55 pm EST unless otherwise specified
- Written assignments will be submitted to Turnitin (statement in policies below)
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days

Formative and summative evaluations are built into the assessments.

Assessment item	Value (%)
Term project progress 1, (based on slide show + syllabus topics)	10
Term project progress 2	10
Final term project, including presentation	30
Seminar presentation (based on the project topic)	10
Final reflection paper	20
Professionalism, including 10% for attendance. Professionalism includes weekly readings and class summary notes.	20
TOTAL	100

A separate handout will detail course assignments.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Information about late or missed evaluations:

- Late assessments without illness self-reports will be subject to a late penalty 10 %/day
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report
- An assessment cannot be submitted after it has been returned to the class; [an alternate assessment will be assigned] OR [the weight will be transferred to the final grade]

Grades **will not be adjusted** on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

Participation, including professionalism



Attendance is expected each week for the full scheduled class time. The course is designed to be collaborative and interactive and we use the full scheduled time each week to be present and engaged.

As noted above, professionalism will form part of the evaluation in the course. It is much more than attendance. See <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/teaching-tips-learning-activities/student-guidelines-communicating-online-professional> (external site) for guidelines on professional practices for working online, including:

- Treating others with respect
- Observing the conventions of professional writing
- Discussion groups
- Email

Disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

More details are appended at the end of this syllabus.

Tips for succeeding in this course



- Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
- Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
- Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
- Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
- Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor and/or teaching assistant.
- Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.



9. Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
 - if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

10. 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>).

11. 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.

12. 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.

13. Support Services

Western's Support Services
Student Development Centre

14. Important Dates

January 11: Classes resume
January 19: Last day to add a second term half course
February 15: Family Day – Department Office Closed
February 13 to February 21: Spring Reading Week (No classes;
Department Office open)
March 15: Last day to drop a first term half course without penalty
April 2: Good Friday
April 12: Classes end
April 13: Study day
April 14 to April 30: Examination Period

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 undergraduate and graduate courses and supervised students at all graduate/postdoctoral levels. In terms of scholarship and practice, 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 institutional and system policy and planning, including research on 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 things I have done professionally is serve on the Board of Directors of the London and Middlesex Housing Corporation, the largest social housing provider in the London region (Member 2014-17, Chair, 2017-18). Since 2019 I have sat on the City of London's Diversity, Inclusion and Anti-oppression Advisory Committee (DIAAC) and the London Community Foundation's Social Finance Committee.

Further notes on participation, including professionalism

Adapted from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/teaching-tips-learning-activities/student-guidelines-communicating-online-professional>

Guidelines for Communicating in Online/Professional Contexts



The notes below provide guidance on appropriate ways of interacting with your classmates, teaching assistants, and instructors in online and professional contexts. It applies to email, online discussion groups, and online chats.

Treat others with respect

- Use your instructor's proper title, such as "Dr." or "Professor." Don't call instructors by their first names unless they have invited you to do so.
- Use the preferred names of your classmates. If someone signs their name as "Melanie," don't address them as "Mel" in your response.
- For those individuals who have indicated preferred pronouns (such as "he," "she," or "they"), use those preferred pronouns when referring to them.
- Do your part to maintain a professional environment. For example, if your instructor has you use an online tool where you can make up your own username, don't create a username that is silly or offensive. Use your real name or something similar and appropriate.
- Be respectful of others' opinions. Being open to new perspectives is one of the objectives of academic discussions. However, if someone writes something that you think is genuinely offensive or hateful, immediately draw it to your instructor's attention.
- Before you write something, ask yourself: "Would I say this out loud in class?" If not, don't write it.
- If you're angry about something, wait a day (to cool off) before you communicate with the person or persons who've angered you. This is a good idea in the real world, too!

Observe the conventions of professional writing

- Write in a clear and concise manner. Write in sentences, not fragments.
- In professional communications, you should endeavour to use correct spelling and grammar.
- Avoid using short forms such as "u" instead of "you." Those abbreviations are fine when texting friends but not in a professional context. Likewise, avoid abbreviations such as "ROFL" and "WTF."
- Avoid using all caps because it can be interpreted as YELLING.

- Be careful about responding with humorous or ironic statements: they might be misinterpreted and cause offence. If you do inadvertently offend someone, apologize immediately.

Discussion Groups

- In discussion groups (and email), make your subject line specific and descriptive: “Next Wednesday’s midterm” is a better subject line than “Question.”
- Stay on topic. If the topic of a given thread is “Napoleon’s rise to power,” don’t bring in the movie “The Fast and the Furious” (unless you are making a genuine and thoughtful connection).
- Don’t reply to someone’s post with just “I agree.” Instead, explain why you agree, or explain why you mostly agree but have a slightly different perspective on certain aspects of the topic.
- It’s become acceptable to use common emoticons such as a smiley face or sad face. Such emoticons can help convey the tone of your statement. But avoid overusing them, and avoid using outlandish ones (like a winking badger).
- Don’t share personal information pertaining to others (and be prudent about the personal information you share about yourself).

Email

- Don’t start an email to an instructor with “Hey” or similar informalities.
- If you need to email your instructor or teaching assistant, use your university email address (e.g. abc@uwo.ca) not a personal email address (e.g. funky_poodle@gmail.com).
- It is often a good idea provide some brief context for what you are emailing about, such as, “I’m in your Tue/Thu Stats course. Last Thursday I asked you after class about bivariate distributions. I have a follow-up question...”
- Use a standard font such as Ariel, Calibri, or Times New Roman. Avoid “silly” fonts like Comic Sans. As for font size, choose 12 pt. or 14 pt.

Remember: You are part of a professional learning community. That community is enhanced or undermined by each person’s behaviour. Help to enhance it!