GEOG 3463: Housing

Winter term 2022

1. Course Information

	Delivery Mode	Day/Time	Location
Seminar	In person	Tuesdays, 9:30am-12:30pm	SSC 1302

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

Classes Start	Spring Reading Week	Classes End	Study day(s)	Exam Period
January 10	February 21-25	April 8	April 9	Not applicable

January 18, 2022: Last day to add a second-term half course
March 14, 2022: Last day to drop a second term half course without penalty

Course Instructor	Contact Information	Office Hours
Prof. M Buzzelli	Via OWL	TBA

☒ Office hours will be held remotely via Zoom. Details in OWL
☒ Students will be able to sign up for an appointment using OWL

2. Calendar Description

This course explores the geography of housing in North America 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.
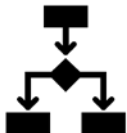
Pre or Corequisites
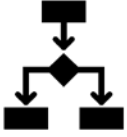Prerequisite(s): Third or fourth year status at the University.

Extra Information: 2 lecture hours, 1 tutorial hour.

Course Weight: 0.50
Breadth: CATEGORY A
Subject Code: GEOGRAPH
Prerequisite checking is the student's responsibility

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."

3. Textbook - none

☒All resources will be posted in OWL

4. 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
- Further learning outcomes listed below

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

☒ Attendance is required
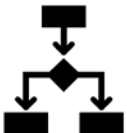
All course material will be posted to OWL: http://owl.uwo.ca. Any changes will be indicated on the OWL site and discussed with the class.

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. [Using the right browser is important, especially when using different features integrated with OWL]

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.

5. Learning Outcomes

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.

6. 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
1	January 10-14	Course introduction	Assignments issued
2	January 17-21	Housing in North American cities overview	Bunting and Filion, 2015; library research session
3	January 24-28	Housing, social theory and public policy	Kemeny, 2006
4	January 31-February 4	Nature of housing, supply and dev't.	Buzzelli 2004
5	February 7-11	Project progress reports	N/A
6	February 14-18	Demand, residential search and filtering	Boeing et al 2020
7	**February 21-25**	**Reading Week**	**N/A**
8	February 28-March 4	Residential segregation	Walks and Bourne 2006
9	March 7-11	Tenure, affordability and need (incl. homelessness)	CMHC HiCO
10	March 14-18	Housing and identity	TBA
11	March 21-25	Housing and health	Breysse et al 2011
12	March 28-April 1	Term project time	N/A
13	April 4-8	Final project presentations	N/A

7. Communication

☒ Students should check the OWL site daily

☒ A weekly update will be provided during class (see below)

☒ Students should email their instructor(s) and teaching assistant(s) using OWL "messages"

☒ For students: any other communication, the centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts here

☒ This course will use Zoom for some meetings

☒ Any course-related queries from students (e.g. about assignments) will be posted to OWL for all students

8. Evaluation

A separate assignment document details the assignments in the course. 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 understand feedback prior to querying grades

Formative and summative evaluations are built into the assessments. Assignment type, values and due dates are shown in the table. Further details are provided on each assignment after the table.

Assessment item	Value (%)
Term project progress 1, (based on slide show + syllabus topics)	15%, due January 31-February 4
Term project progress 2	15%, February 28-March 4
Final term project, including presentation	35%, March 28-April 1
Seminar presentation (based on the project topic)	15%, March 28-April 1, seminar given during class time
Professionalism, including 10% for attendance. Professionalism includes weekly readings and class summary notes.	20%
TOTAL	**100**

Grade distribution

A+	90-100	One could scarcely expect better from a student at this level. Often attributed to graduate-level work
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 <u>without</u> illness self-reports will be subject to a late penalty 10 %/day

☒ Late assessments <u>with</u> 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 <u>will not be adjusted</u> 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.

Tips for succeeding in this course

- Invest in a planner or similar digital 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. 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: <u>Academic Accommodation for Students with Disabilities</u>.

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. **Make-up Examinations – N/A**

11. **Use of Electronic Devices – permitted**

12. **Course delivery with respect to the COVID-19 pandemic**

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

When deemed necessary, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: https://remoteproctoring.uwo.ca.

13. **Information on COVID-19**

Masking Guidelines

Students will be expected to wear triple layer, non-medical, paper masks at all times in the classroom as per University policy and public health directives. Students who are unable to wear a mask must seek formal accommodation through Western Accessible Education, and present medical documentation.

Students are not permitted to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Western policy and public health directives will be referred to the Dean, and such actions will be considered a violation of the student Code of Conduct.

Course Absences due to Daily COVID Screening Questionnaire

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations (typically self-reported absences and/or academic counselling). Students should be aware that some learning outcomes cannot be easily made up and may need to be completed in a subsequent year. Your instructor will provide you with further information as to how this applies within this course.

Students who demonstrate a pattern of routinely missing coursework due to self-reported COVID symptoms, and therefore do not demonstrate mastery of the learning outcomes of the course, will not receive credit for the course.

14. Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a <u>Scholastic Offence</u>.

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).

15. Western's Commitment to Accessibility

The Department of Geography and Environment 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. <u>Information regarding accommodation of exams</u> is available on the Registrar's website.

More information about <u>"Accessibility at Western"</u> is available.

16. 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 <u>Health and Wellness website</u> for more information on mental health resources.

17.   Support Services

<u>Western's Support Services</u>
<u>Student Development Centre</u>

18. Important Dates

January 10: Classes resume
January TBA: Last day to add a second term half course
February 21: Family Day – Department Office Closed
February 21-25: Spring Reading Week (No classes; Department Office open)
March 7: Last day to drop a first term half course without penalty
April 8: Classes end
April 9: Study day
April 10-31: Examination Period

About your professor:

Michael Buzzelli, B.A. (Hons.), M.A., M.Ed., Ph.D.
Director, Centre for Urban Policy and Local Governance
Associate Professor, Department of Geography and Environment
Western Teaching Fellow
Chair, DIAAC - Diversity, Inclusion and Anti-oppression Advisory Committee, City of London

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 (Australia, Summer 2007), Glasgow (Scotland, Summer 2008), UBC (Vancouver, Summer 2011) and Bologna (Italy, 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 served 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

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 as well as classroom/in-person interaction.

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!