

## GEOG 3463: Housing

### Winter term 2023

#### 1. Course Information

	Delivery Mode	Day/Time	Location
Seminar	In person	Tuesdays, 9:30am-12:30pm	LWH 2205

\*Details about design and delivery of the course are given below.



Classes Start	Spring Reading Week	Classes End	Study day(s)	Exam Period
January 9	February 18-26	April 10	Not applicable	Not applicable

January 17, 2023: Last day to add a second-term half course

February 20, 2023: Family Day

March 7, 2023: Last day to drop a first term half course without penalty



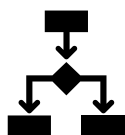
Course Instructor	Contact Information	Office Hours
Prof. M Buzzelli	Via OWL	TBA



- 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.

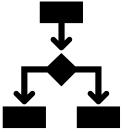
Extra Information: 2 lecture hours, 1 tutorial hour.

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



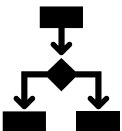
All resources will be posted in OWL

### 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)

### Professional 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.

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.



Week	Dates	Topic	Readings
1	January 10	Introduction: Housing in North American cities overview	Bunting and Filion, 2015; library research session. Assignments issued
2	January 17	Housing, social theory and public policy	Kemeny, 2006
3	January 24	Nature of housing, supply and dev't.	Buzzelli 2004
4	January 31	Demand, residential search and filtering	Boeing et al 2020
5	February 7	Group project time, work with community mentors	N/A
6	February 14	Group CEL/CSL project proposal/progress report	N/A
<b>7</b>	<b>February 18-26</b>	<b>Reading Week</b>	<b>N/A</b>
8	February 28	Residential segregation	Bourne and Hulchanski, 2020
9	March 7	Tenure, affordability and need (incl. homelessness)	CMHC HiCO
10	March 14	Group project time, work with community mentors	N/A
11	March 21	Housing and health	Breyse et al 2011
12	March 28	Term project time	N/A
13	April 4	Group CEL/CSL 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 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.



Assessment item	Value (%)
Group CEL/CSL project proposal/progress report	15%, due/presented February 14
Final CEL/CSL group project	25%, due end of term, April 10
Project presentation	15%, presented last class of term
Seminar	15%, scheduled throughout term
Individual course summative reflection	15%, due at end of term
Professionalism, including 10% for attendance. Professionalism includes weekly readings and class summary notes.	15%
<b>TOTAL</b>	<b>100</b>

### 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 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.**

### 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: [Academic Accommodation for Students with Disabilities](#).

## **Academic Consideration for Student Absence**

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Policy on Academic Consideration for Medical Illness - Undergraduate Students

Student Medical Certificate (SMC)

## **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. Continuity of Education Plan (in-person class pivoting to online learning)**

In the event of a COVID-19 resurgence during the course that necessitates the university to direct courses move away from face-to-face interaction, all remaining course content will be delivered entirely 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 remaining assessments will also be conducted online as determined by the course instructor.

### **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 academic counselling). [Methods for dealing with missed work and course content are at the discretion of the instructor(s). 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 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> ).

### **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. Information regarding accommodation of exams is available on the Registrar's website.

More information about "Accessibility at Western" 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 [Health and Wellness website](#) for more information on mental health resources.

## 17. Support Services

Western's Support Services  
Student Development Centre

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

## 18. Important Dates

Monday January 9: Classes resume

Tuesday January 17: Last day to add a second term half course

Monday February 20: Family Day – Department Office Closed

February 18 to February 26: Spring Reading Week (No classes; Department Office open)

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

Friday April 7: Good Friday – Department Office Closed

Monday April 10: Classes end

April 11 and 12: Study days

April 13-30: 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). More recently I have served on the City of London's Diversity, Inclusion and Anti-oppression Advisory Committee (DIAAC; Chair, 2021-22) 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!