

GEOG 3463: Housing

Winter term 2025

1. Course Information

*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 6	February 15-23	April 4	April 5	Not applicable

January 14, 2025: Last day to add a second-term half course

March 7, 2025: Last day to drop a second term half course without penalty



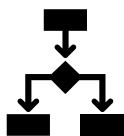
Course Instructor	Contact Information	Office Hours
Desmond Oklikah Ofori	doklikah@uwo.ca	Tuesdays [1pm-3pm]



Office hours will be held remotely via Zoom/in person.

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

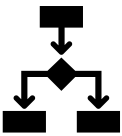


All resources will be posted in OWL

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	Jan 6-10	Course introduction/Global housing	Kohler, A. (2024). The housing crisis is global. What are other countries doing about it? <i>The Guardian</i> . https://tinyurl.com/57yfrs6t
2	Jan 13-17	Housing in North American cities [Public and private good]	**[1] Debrunner et al. (2024). Housing Precarity in Six European and North American Cities: Threatened by the Loss of a Safe, Stable, and Affordable Home

Week	Dates	Topic	Readings
			<p>[2] Haffner, M. E. (2021). Pathways of Dutch and German social renting.</p> <p>[3] Fillion, P. (2015). Suburban Inertia: The Entrenchment of Dispersed Suburbanism.</p> <p>[4] Parker, B., & Leviten-Reid, C. (2022). Pandemic precarity and everyday disparity: gendered housing needs in North America.</p> <p>[5] Herbert, C. W. (2018). Squatting for Survival: Precarious Housing in a Declining U.S. City.</p>
3	Jan 20-24	Nature of housing demand, supply and development in Canada	<p>**[1] Walks, A., & Clifford, B. (2015). The political economy of mortgage securitization and the neoliberalization of housing policy in Canada.</p> <p>[2] Zhu et al. (2021). Neoliberalization and inequality: disparities in access to affordable housing in urban Canada 1981-2016</p> <p>[3] Cohen, E. (2022). Regulating Demand or Supply: Examining Israel’s Public Policy for Reducing Housing Prices During 2015-2019.</p> <p>[4] Seymour, E., & Akers, J. (2021). “Our Customer Is America”: Housing Insecurity and Eviction in Las Vegas, Nevada’s Postcrisis Rental Markets.</p> <p>[5] Birchall, D. (2019). Human rights on the altar of the market: the Blackstone letters and the financialization of housing.</p>
4	Jan 27-31	Housing affordability and policy responses [Housing First, National Housing strategy]	<p>**[1] Aalbers, M. B., & Christophers, B. (2014). Centring Housing in Political Economy. Housing, Theory, and Society.</p> <p>[2] Collins, D., & Stout, M. (2021). Does Housing First policy seek to fulfil the right to housing? The case of Alberta</p> <p>[3] Tranjan, R. (2023). The Tenant Class</p> <p>[4] Moos et al. (2018). Planning for Mixed Use: Affordable for Whom?</p> <p>[5] Johnsen, S., & Teixeira, L. (2012). “Doing it Already?”: Stakeholder Perceptions of Housing First in the UK.</p>
5	Feb 3-7	Housing policy responses [Rent controls, First time home buyer incentive, Foreign buyer taxes] /project progress report	<p>**[1] CMHC. (2024). The First-time home buyer incentive.</p> <p>[2] Government of Ontario. (2024). Non-resident Speculative Tax.</p> <p>[3] Fetter, D. K. (2016). The Home Front: Rent Control and the Rapid Wartime Increase in Home Ownership</p> <p>[4] Dantzler, P. A. (2022). Housing affordability, market interventions, and policy platforms in the 2022 Ontario provincial election.</p> <p>[5] Greenwood et al. (2013). Implementations of Housing First in Europe: Successes and Challenges in Maintaining Model Fidelity</p>

Week	Dates	Topic	Readings
6	Feb 10-14	Housing access, inequality and gentrification	<p>**[1] Banabak et al. (2024). Gentrification and the suburbanization of poverty: evidence from a highly regulated housing system.</p> <p>[2] Mensah, J, & Tucker-Simmons, D. (2021). Social (In)justice and Rental Housing Discrimination in Urban Canada: The Case of Ethno-racial Minorities in the Herongate Community in Ottawa.</p> <p>[3] Steinmetz-Wood et al. (2017). Is gentrification all bad? Positive association between gentrification and individual's perceived neighborhood collective efficacy in Montreal, Canada</p> <p>[4] Anguelovski et al. (2022). Green gentrification in European and North American cities</p> <p>[5] Marom, N., & Carmon, N. (2015). Affordable Housing Plans in London and New York: Between Marketplace and Social Mix.</p>
7	Feb 15-23	Reading Week	N/A
8	Feb 24-28	Housing tenure, affordability and need [Homelessness]	<p>** [1] Kidd et al. (2019). A national study of Indigenous youth homelessness in Canada.</p> <p>[3] CMHC. (2014). 2011 Census/National Household Survey Housing Conditions Series: Issue 2 The Geography of Core Housing Need in 2011.</p> <p>[2] Falvo, N. (2022). Editorial: Special Issue – Homelessness in Canada.</p> <p>[4] Bunting et al. (2004). The uneven geography of housing affordability stress in Canadian metropolitan areas.</p> <p>[5] Batterham et al. (2022). The Spatial Dynamics of Homelessness in Australia: Urbanisation, Intra-City Dynamics and Affordable Housing.</p>
9	Mar 3- 7	Immigration and Housing [Temporary foreign workers/International student]	<p>**[1] Pottie-Sherman et al. (2024). Navigating the housing crisis: A comparison of international students and other newcomers in a mid-sized Canadian city</p> <p>[2] Kuuire et al. (2016). Obligations and expectations: Perceived relationship between transnational housing investment and housing consumption decisions among Ghanaian immigrants in Canada.</p> <p>[3] Teixeira, C. (2009). New immigrant settlement in a mid-sized city: a case study of housing barriers and coping strategies in Kelowna, British Columbia.</p> <p>[4] López Salinas, A., & Teixeira, C. (2022). Settlement and housing experiences of recent Mexican immigrants in vancouver suburbs.</p> <p>[5] Purcell, T., & Davidson, D. (2023). Homelessness and housing instability in young people engaged in tertiary education in Australia: An urgent call for research.</p>

Week	Dates	Topic	Readings
10	Mar 10-14	Housing: A social determinate of health — Guest lecture 1 [Housing: A social determinate of health] & Guest lecture 2 [Higher Education, Talent Attraction and Housing]]	<p>**[1] Rolfe et al. (2020). Housing as a social determinant of health and wellbeing: developing an empirically-informed realist theoretical framework.</p> <p>[2] Angel, S., & Bittschi, B. (2019). Housing and Health.</p> <p>[3] Waterson et al. (2015). Housing need in Canada: Healthy lives start at home.</p> <p>[4] Novoa et al. (2015). How substandard dwellings and housing affordability problems are associated with poor health in a vulnerable population during the economic recession of the late 2000s.</p> <p>[5] Waldron, R. (2022). Experiencing housing precarity in the private rental sector during the covid-19 pandemic: the case of Ireland.</p>
11	Mar 17-21	Sustainability and Housing [green spaces and community planning]	<p>**[1] Severson, M., & de Vos, E. (2021). Social sustainability in social and affordable housing.</p> <p>[2] Garcia-Lamarca et al. (2021). Urban green boosterism and city affordability: For whom is the ‘branded’ green city?</p> <p>[3] Yuliani et al. (2020). Green-Roof: The Role of Community in the Substitution of Green-Space toward Sustainable Development</p> <p>[4] Bartelt et al. (2017). The relationships between community context and entry into a homeless shelter system.</p> <p>[5] García, I. (2024). Understanding the Housing Preferences of Older Adults: Insights from a Study on Micro-Housing in Salt Lake City, U.S.</p>
12	Mar 24- 28	The future of housing: Technology and innovation	<p>**[1] Listerborn, C. (2024). Between smart housing and home. EU-funded climate smart interventions in Swedish public housing</p> <p>[2] Lovell, H. (2008). Discourse and innovation journeys: the case of low energy housing in the UK.</p> <p>[3] Van Oorschot et al. (2020). Getting innovations adopted in the housing sector.</p> <p>[4] Forchuk et al. (2017). Smart Technologies for apartments. https://publish.uwo.ca/~cforchuk/smarthomes/</p>
13	Mar 31-Apr 4	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 1	20%, due Jan 31-Feb 4
Term project 2	20%, Feb 28-Mar 4
Group presentation [on final project]	5%
Group final term project	35%, Mar 28-Apr 1
Test	15% [TBA]
Weekly seminar presentations	5%
Attendance	5%
Reflection	5%
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 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](#).

General Information about missed work:

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found here.

Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

Formal Documentation Designation statement:

Please note that all assignments are considered to be central to the learning objectives for this course. Accordingly, students seeking academic consideration for any assignment will be required to provide formal supporting documentation. Students who are granted academic consideration for any assignment will be provided with the opportunity to take a make-up exam.

Absence from Course Commitments

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically schedule during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner.

Course Assessments that Require Supporting Documentation

For this course the following assessment has been designated as requiring supporting documentation:

Group final term project—35%, Mar 28-Apr 1

Academic Consideration for Course Components with Flexible Deadlines

This course employs flexible deadlines for assignments. The assignment deadlines can be found above in the course outline. For each assignment, students are expected to submit the assignment by the deadline listed. Should illness or extenuating circumstances arise, students are permitted to submit their assignment up to 48 hours past the deadline without academic penalty. Should students submit their assessment beyond 48 hours past the deadline, a late penalty of 5% per day will be subtracted from the assessed grade. As flexible deadlines are used in this course, requests for academic consideration will not be granted. If you have a long-term academic consideration or an accommodation for disability that allows greater flexibility than provided here, please reach out to your instructor at least one week prior to the posted deadline.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

10. Make-up Examinations – N/A

11. Use of Electronic Devices – permitted

12. 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>).

13. 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.

14. 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.

15. Support Services

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

16. Important Dates

January 6: Classes resume

January 14: Last day to add a second term half course

February 17: Family Day – Department Office Closed

February 21-23: Spring Reading Week (No classes; Department Office open)

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

April 4: Classes end

April 5: Study day

April 7-30: Examination Period

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!