DHA 5484 Rural Housing Issues (3 cr) Spring 2009  
Monday & Wednesday 3:00-4:15 p.m.  
McNeal Hall 146, St. Paul Campus, University of Minnesota-Twin Cities  
Instructor:  
Dr. Ann Ziebarth  
Room 358 McNeal Hall  
612-625-8795  
Email: aziebart@umn.edu  
Office Hours:  
Wednesday 1:00-2:00 p.m.  
By Appointment  

Course Description:  
Housing issues for nonmetropolitan places, small towns, and rural areas are explored in this course. Emphasis is on the housing needs and policy implications for targeted rural populations including Native American Indians, immigrants, migrant farm workers, and those living in areas of persistent poverty. Impacts of various rural economic development strategies and public policies on housing availability, adequacy, and affordability will be discussed.  

Course Objectives:  
1) Students will increase their awareness of the ways housing policies in rural places are similar and different than in urban settings  
2) Students will gain an appreciation of the unique challenges facing rural communities in addressing housing needs of their current and potential residents.  
3) Students will develop an understanding of the public policies directed at rural housing.  

Instructional Strategies:  
The course will involve a variety of learning strategies including lecture, discussion, students presentations, videotapes, and problem solving activities.  

Textbook:  

Additional Readings:  
As assigned.  

Course Requirements, Grading and Evaluation:  
Workload:  
1. Reflection papers (50 points)  
2. Final report: Specific place analysis (100 points)  
3. Oral presentation (30 points)  
4. Class attendance & participation (20 points)  
4. Examinations/Quizzes: Four in-class (25 points each)
Reflection papers

Five reflection papers are required throughout the semester. Papers are due at the beginning of class on Mondays. You may decide when to write these papers, however, you may only turn in one in a week.

Begin with a statement of your opinion or point-of-view on the topic that was discussed in class. Next back up your opinion integrating readings, previous class discussion, and information from other academic sources or experiential knowledge. Cite materials used in the text using APA style guidelines. Papers should be word-processed, double spaced, and 2-5 pages in length.

A bibliography of all articles and/or readings should be attached to your paper. There should be at least one academic article or book cited in each paper in addition to the textbook or assigned readings.

Papers will be graded on a 10-point scale. A clearly presented, thoughtful synthesis of the material is expected.

This is a FIRM DEADLINE. NO LATE PAPERS WILL BE ACCEPTED.

You will draw a card to identify a Minnesota community for your place analysis. Over the semester gather as much information as you can about the place you have drawn. If possible, it is good to go and visit the community in person. Please talk to the instructor BEFORE contacting anyone in the community directly.

You are required to write a 10-15 page paper about the community incorporating primary and secondary housing data and information about public policies that related to the local housing situation. Photographs, charts, illustrations, and graphs should be used to highlight your points. Include the following information in your paper:

A. Background about the place:
   1. Location and regional context
   2. Relevant physical geographic features
   3. History of settlement and/or key people (such as the founders)
   4. Demographic information (population, trends, race/ethnicity)
   5. Economic base, retail businesses, and household income
   6. Governmental structure
   7. Social institutions (schools, social welfare, churches, voluntary associations)
B. Relevant housing and housing policies:
   8. Housing stock condition and availability, cost of housing
   9. Local housing ordinances, state policies, and federal laws that impact housing
C. Bibliography- include all sources cited in the text of your paper using APA style.

Plagiarism is a form of cheating and will not be tolerated in this class. If you have any questions about properly citing sources of information for reflection papers or your term paper, PLEASE ASK.
Oral Presentation
Class participants will share their place analyses throughout the semester. Community selection is determined by drawing a card. You will need to prepare a 15-minute oral presentation sharing the preliminary findings of your project with the class. The presentation should engage your audience. Plan to use either power-point or overhead transparencies to illustrate your talk. In addition, you are expected to provide comments for other student’s work.

Class Attendance/Participations
Class attendance is essential to successful learning in this course. Please come to class prepared. I expect you to be an active learner by contributing to class discussions, asking questions, participating in in-class activities and providing feedback to your classmates following their oral presentations. Participation points will be included in the overall grade.

Quizzes
Four quizzes will be given during the semester. These will cover material from the textbook, additional readings, and lectures. See schedule for dates of quizzes. There will not be a final comprehensive examination in this class.

Extra Credit
No extra credit opportunities are available for this class.

Grade Criteria
There are 300 possible points for determining the grade in this course as follows:
1. Reflection papers (50 points)
2. Final report: Specific place analysis (100 points)
3. Oral presentation (30 points)
4. Class attendance & participation (20 points)
4. Quizzes: Four in-class quizzes (25 points each)

Grades will be assigned according to the total points accumulated during the course.
A 90-100%
B 75-89%
C 60-74%
D 50-59%
F <50%
Non-majors electing to take the class S-N must obtain at least a C grade to pass.

Additional information:
- I strive for a classroom in which there is an open exchange of information and options as part of the learning process. For this to occur, we all need to be respectful of each other.
- The University offers a wide range of academic support for students. If you need assistance with writing, if you have a disability that effects learning or test-taking, or if during the semester you have something that inhibits your ability to do your best work
please contact the instructor, your advisor, or the appropriate academic support office for assistance.

- The two major grading systems used are the A-F and S-N. Departmental majors must take major courses on the A-F system; non-majors may use either system. The instructor will specify criteria and achievement levels required for each grade. All students, regardless of the system used, will be expected to do all work assigned in the course, or its equivalent as determined by the instructor. Any changes you wish to make in the grading base must be done in the first two weeks of the semester.

- The instructor will specify the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed. "I" grades will automatically lapse to "F"s at the end of the next semester of a student's registration, unless an instructor agrees to submit a change of grade for a student during a subsequent semester to maintain the grade as an "I".

- Inquiries regarding any changes of grade should be directed to the instructor of the course; you may wish to contact the Student Conflict Resolution Center (SCRC) in 211 Eddy Hall (624-7272) for assistance.

- Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. The instructor will specify whether class attendance is required or counted in the grade for a class.

- A student is not permitted to submit extra work in an attempt to raise his or her grade, unless the instructor has specified at the outset of the class such opportunities will be afforded to all students.

- Scholastic misconduct is broadly defined as "any act that violates the right of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work."

- Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Further information is available from Disabilities Services (230 McNamara).

- University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office, located in 419 Morrill Hall.