

# COLLEGE OF DESIGN

UNIVERSITY OF MINNESOTA

## Syllabus Overview

Course Title	Housing and the Social Environment
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Course Designator	HSG	Section Number	001
Course Number	4467W/5467	Semester and Year	Fall 2016

Class Meeting Days & Time	Thursday, 2:30 – 6:05
Classroom	110 Northrup Memorial Auditorium
Number of Credits	4
Final Exam Date & Time	10:30am-12:30pm Thursday, December 22; exam will be online through Moodle

### Instructor's Information

Name	Marilyn Bruin, PhD
Office Location	360 McNeal
Office Phone	4-3780
Email	mbruin@umn.edu
Office Hours	Tuesday, 9:30 - noon

### Course Information and Instructor's Expectations

**Course Description:** The course deals with the housing choices of households in the context of the social environment with an emphasis on the special needs of the elderly, disabled, minorities, large families, female-headed households, and low-income households. The course is intended to challenge students to develop their own ideas about housing for particular households and requires independent work and independent thinking and how to research those ideas.

There are multiple components to the written research paper

1. Describe and justify need for study of a specific population
2. Summarize primary and secondary data from sources such as U.S. Census, Minnesota Compass, and others
3. Conduct a literature review summarizing the characteristics and needs of a specific type of household
4. Develop and describe a conceptual framework based on research articles of the constraints and housing options pertinent to the specific household
5. Write a clear, concise paper.

There are multiple components to applied research project (POE) of a multifamily development

1. Observe site
2. Interview housing providers
3. Develop and implement a survey of residents
4. Develop and conduct an observation checklist of a multifamily housing development.
5. Analyze data and interpret findings.
6. Compile a group report

Through this project, students are equipped to understand housing needs of households and how programs and policies can work to support their needs. They also develop skills in project management and group work.

**Course Prerequisites:** HSG 2401 for HSG 4467W

**Required and Recommended Materials:**

Text Books available at University Bookstore in Coffman Union or Amazon:

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown  
Schwartz, B.M., Landrum, R.E., & Gurung, R.A. (2017). *An easy guide to APA style 3e*. Los Angeles, CA: Sage Publications.

Research articles, resource materials, and reports as assigned and posted on the class Moodle site including Zeisel, J. (1981, 1984). Observing physical traces (Chapter 7), Observing environmental behavior (Chapter 8), Focused interviews (Chapter 9), Standardized Questionnaires (Chapter 10), and Asking questions: Topic and format (Chapter 11). In *Inquiry by design: Tools for environment-behavior research* (pp. 89-196). NYC: Cambridge University Press.

**Course goals and objectives**, upon completion of this course students will:

1. Understand and interpret the social science theory of housing adjustment (Morris and Winter) presented through lectures, reading materials, activities and assignments.
2. Read, write, and present the social, economic, and demographic characteristics and the housing conditions needs of an at-risk population group based on literature and analysis of secondary data.
3. Apply the Morris and Winter theory to an exploration of the housing needs and alternatives of the chosen at-risk group.
4. Conduct a post-occupancy evaluation research project by evaluating the physical traces within and outside the building and analyzing responses to a questionnaire distributed to residents.
5. Develop empathy for households in need of finding affordable and adequate housing.

**Student Learning Outcomes following course completion:** *(must identify from the list at least one outcome and how it relates to this course how it will be addressed and how it will be assessed, <http://www.slo.umn.edu/>)*

While each of the seven learning outcomes expected of graduates of the UM are touched on in this course, the one that is most significantly addressed by this course is that students will “Have mastered a body of knowledge and a mode of inquiry.” How this outcome is addressed: Analysis of primary data collected through the POE assignment, analysis of secondary data through sources such as the U.S. Census, and research literature to understand housing decisions of households within the context of the housing adjustment theory. How this outcome is assessed: Students complete a major research paper based on a review of research literature and analysis of secondary data and present it to the class. Students conduct a post-occupancy evaluation and write a report based on their observations and primary data analysis of questionnaire responses of residents.

**Release of Work Statement:**

Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

**Attendance: Students are expected to attend class and come to class prepared each week by being prepared to discuss the readings and share written assignments.**

**Workload: Reading assignments each week range from 100 – 150 pages. Students should plan to write between five and twenty pages per week.**

**Grading**

**Structure:** <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

**Accepting and Returning Assignments: Assignments are due at the beginning of class; after**

**class begins the assignment will graded as late.** Your instructor has clear policies about deadlines because she intends to return graded work as quickly as possible, typically within one week. Please do not request extensions unless there is an emergency.

**Grading Late Work:** Assignments are due at the beginning of the period in which they are due. You may send assignments to me as email attachments. For peer reviews, you must bring written assignments to class. The concept paper, drafts of your introduction, narrative, and elevator pitch must be brought to class on the assigned date to benefit from the peer review process and receive points. If you do not participate in the peer review process, you will not receive points for the concept paper, drafts, or elevator pitch.

**Strict deadlines are an important component of this course. Plan to complete your work before deadlines to accommodate the unexpected.**

**As a hybrid/flipped course, students must take responsibility for their own and their peers' learning. You will be held accountable to come to class meetings, come prepared, and participant in class and on-line.**

**If you anticipate not being able to meet a deadline or you experience an unforeseen event, please contact me as soon as possible.**

**Policy for Missed Exams:** Exams are to be taken on line during scheduled class time. A missed test is a missed grade. Tests may be made up only for legitimate absences (see UM policy). If you have an emergency, contact me as soon as possible.

**Make Up Work for Legitimate Absences:**

<http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

**Extra Credit Options: There are no extra credit options in this course.**

**Professional behavior:**

Everyone is expected to be attentive, ask questions, understand, and actively participate. Listen and respond respectfully to others.

Readings and writing assignments are assigned for specific class sessions; come to class having read the material and prepared to engage in active conversation. We will practice self-reflection and peer review.

Come fully prepared to class with assignments completed.

Participate in class activities

Contribute equitably to the peer review process.

Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. There are no make-up assignments.

Once the class begins, please do not leave the room and re-enter unless it is an emergency. Side conversations are distracting, if you have something to share please participate in the discussion.

### University Policies

**Personal Electronic Devices in Classroom:**

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

**Use of Class Notes and Materials:**

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

**Scholastic Dishonesty and Student Conduct Code:**

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Sexual Harassment:**

<http://policy.umn.edu/hr/sexualharassment>

**Statement on Climate of Inclusivity:**

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia,

classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

*(or refer*

*to [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf)*

**Academic Freedom and Responsibility:**

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic\\_Freedom.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf)

**Academic Services:**

If you would like additional help, please contact one of the offices listed below.

Center for Writing	10 Nicholson Hall, Mpls	612-626-7579
Student Academic Success Service	340 Appleby Hall, Mpls 199 Coffey Hall, St. Paul	612-624-3323

**Availability of Disability and Mental Health Services:** The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612- 626-1333 (V/TTY) or [ds@umn.edu](mailto:ds@umn.edu)
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu) or contact Counseling/Consulting Services at 612-624-3323.

**GRADING:** Your final grade will be based on the total number of points you have earned.

Total Points Percentage Grade U of M standard for letter grade

651-700 93-100 A Represents achievement that is outstanding

630-650 90-92 A –

609-629 87-89 B+ Represents achievement that is significantly above the course requirements.

581-608 83-86 B

560-580 80-82 B –

539-559 77-79 C+ Represents achievement that meets course requirements in every respect.

511-538 73-76 C

490-510 70-72 C –

469-489 67-69 D+ Represents achievement that is worthy of credit though it fails to meet fully the course requirements.

420-468 60-66 D

0-419 0-59 F Represents failure or work was completed but at a level of achievement that is not worthy of credit.

**COURSE REQUIREMENTS:**

Exams (3 exams @ 50 points each)	150 points
Article review and facilitated discussion (2 @ 25 points each)	50 points
Written Research Project	250 points
• Justification and Identification of household group (1-2 pages)	20 points
• Preliminary reference list (1-3 pages)	20 points
• Research matrix (chart 3-5 pages)	20 points
• Literature Review (10 – 20 pages first draft)	40 points
• Conceptual framework, graphic and narrative	40 points
• Final draft (20 – 30 pages; concise papers earn the most points)	60 points
• Power point presentation (8-10 slides)	50 points
Applied Research Project (Group Project)	200 points
• Summary of site observation and Interview housing providers	20 points
• Develop and implement a survey of residents	40 points
• Develop and conduct an observation checklist	40 points
• Analyze data and interpret findings; submit draft	40 points
• Outline of final paper and (1-2 pages)	20 points
• Final group report	40 points
Class participation (online and face to face)	100 points
Total Course Points	750 points

**Note: Graduate students registered for HSG 5467: You will complete each of the assignments, but your assignments will be graded on a higher standard of evaluation than for undergraduate students' work. For the final paper, you will write a research manuscript with the expectation that you submit it for presentation and/or publication.**

**BRIEF DESCRIPTIONS OF ASSIGNMENTS** (will be discussed in class and available on the class Moodle site):

**Exams** 150 points Three exams, worth 50 points each, will be given. The exams will consist of multiple choice, true-false, and short answer questions based on assigned readings, lecture notes, class discussions, and handouts distributed in class or posted on the class Moodle site. The exams are not strictly cumulative. The third exam will be given during the final period.

**Research Summaries and facilitated discussion** 2 @ 25 points each.

1. Check “semester at a glance” on the Moodle for your assigned article from the following list and summarize for the class. Post your summary and two discussion questions on the Moodle. Specific articles are due over the course of the semester, see the syllabus and “semester at a glance”. (3-5 pages)

Research articles:

1. Bruin, M., & Cook, C. (1997). Understanding constraints and residential satisfaction among low-income single-parent families. *Environment and Behavior*, 29, 532-553.
2. Cairney, J., & Boyle, M. H. (2004). Home ownership, mortgages and psychological distress. *Housing Studies*, 19(2), 161-174.
3. Clark, W. A. V., Deurloo, M. C., & Dieleman, F. M. (2000). Housing consumption and residential crowding in U.S. housing markets. *Journal of Urban Affairs*, 22(1), 49-63.
4. Greenberg, G., & Rosenheck, R. (2009). Home ownership and housing cost burden: A comparison of veterans and non-veterans, *Housing and Society*, 36(1), 75-94.

5. Jacobs, D.E., Clickner, R. P., Zhou, J. Y., Viet, S. M., Marker, D. A., Rogers, J. W., et al. (2002). The prevalence of lead-based paint hazards in U.S. housing. *Environmental Health Perspectives*, 110(1), A599--A606.
6. Lee, H., Beamish, J., & Goss, R. (2008). Location preferences of multifamily housing residents. *Housing and Society*, 35(1), 41-58.
7. Mimura, Y., Vanderford, S., George, L., & Sweaney, A. (2009). Are profiles of 'mobile home' residents in Georgia changing? Evidence from 1980, 1990, and 2000 U.S. Census data. *Housing and Society*, 36(1), 29-52.
8. Morrow-Jones, H. (2007). Why do homeowners move? Push and pull factors in the movement of repeat home buyers. *Housing and Society*, 34(2), 161-185.
9. O'Dell, W., Smith, M., & White, D. (2004). Weaknesses in current measures of housing needs. *Housing and Society*, 31(1), 29-40.
10. Parks, K., Carswell, A., & James III, R. (2009). Residential satisfaction of military households in privatized apartment communities. *Housing and Society*, 36(1), 95-114.
11. Skobba, K., Bruin, M., & Yust, B. (2013). Beyond renting and owning: The housing accommodations of low-income families. *Journal of Poverty* 17:234-252.

2. Select a research article from your literature review on your chosen type of household. Summarize the article within the framework of the housing adjustment and adaptation framework. (3-5 pages) check "semester at a glance" on the moodle.

**Written research project** 250 points The written paper summarizing the research project consists of a series of graded assignments. Early assignments will be returned with feedback for the students to revise and include in the final paper. Students are expected to build the final paper over the semester. The stages of reviewing literature and mapping research have specific due date. Points will be deducted for assignments turned in late. You are encouraged to use RefWorks through the UM Library website. You must identify the household type you will be writing about by **September 15**.

- Assignments are due at the beginning of the class period on which they are due.
- Late assignments will be graded down by 10% of the points possible.
- Incompletes will be given only at the discretion of the instructor for reasons such as documented prolonged illness.
- Be sure to review the assignment sheets and grading rubrics on the class Moodle site. Upload your assignment to Moodle, submit it to Turnitin, turn in a hard copy to me, and/or send me an email attachment. All written assignments must use the American Psychological Association style guide; refer to *An easy guide to APA style*. Examples of how to cite references will be discussed in class.

**Applied research group project** 200 points A comprehensive Post-occupancy Evaluation of a multi-family development will be conducted in stages and constructed as a Google Doc. Because the final report will be shared with community partners it is critical that everyone contribute their best efforts to complete a successful professional deliverable.

**Participation** Each student will facilitate two on-line discussions over the course. The maximum points earned for each facilitation is 20 points. In other words, students earn 40% of the participation points through assigned facilitations. The remaining 60% is earned by responding to on-line and in class discussions and exam questions.

### Course Outline (tentative)

#### Red dates meet in 110 Northrup

#### Blue dates course is on-line – post discussion before 3 p.m.

**September 8** Introductions, overview of course, assignments and resources.

In-class activities: Collect housing careers.

Read and reflect on Cook, C.C., Bruin, M.J., & Yust, B.L. (2012). Housing Adjustment and Adaptation Theory. In A.T. Carswell (Ed.), *Encyclopedia of Housing, Second Edition* (pp. 336-338). Thousand Oaks, CA: Sage Publications.

**September 15** Application of theoretical model, household as a social system

Readings: *Morris and Winter Chapters 1, 2, 3.*

Zeisel, J. (1981, 1984). Observing physical traces (Chapter 7)

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown.

Chapters 1 and 2 Student 6 and 11 facilitate discussion

Schwartz, B.M., Landrum, R.E., & Gurung, R.A. (2017). *An easy guide to APA style 3e*. Los Angeles, CA: Sage Publications. Chapter 1 - 2

**September 22** Housing adjustment and adaptation

Readings: *Morris and Winter Chapter 4*

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown.

Chapters 3 and 4. Students 4 and 10 facilitate on-line discussion

Schwartz, B.M., Landrum, R.E., & Gurung, R.A. (2017). *An easy guide to APA style 3e*. Los Angeles, CA: Sage Publications. Chapter 3

On-line activities: Review power points and participate in on-line discussion prompts. You should post at least three substantial comments or questions.

- Explain the difference between adjustment and adaptation with unique examples
- Discuss articles

Assignment: Students 2, 3, & 7 submit research article summaries to mbruin@umn.edu

**September 29** Space norms and standards; Tenure and structure norms

Readings: *Morris and Winter Chapters 5 & 6*

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown.

Chapters 5 and 6 Students 2 and 3 facilitate on-line discussion

Schwartz, B.M., Landrum, R.E., & Gurung, R.A. (2017). *An easy guide to APA style 3e*. Los Angeles, CA: Sage Publications. Chapter 4-6

Assignment: Reflection, how did our housing careers compare to the norms described in Morris and Winter (counts toward participation points)

On-line activity:

- Post four exam questions from readings and research articles (counts toward participation points)

**October 6** Exam one complete through Moodle between 3 and 6 on 10/6

Readings:

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown. Chapters 7 and 8 Student 3 facilitates on-line discussion

Schwartz, B.M., Landrum, R.E., & Gurung, R.A. (2017). *An easy guide to APA style 3e*. Los Angeles, CA: Sage Publications. Chapter 7 - 8



**October 13** Quality expenditure, and neighborhood norms

Reading: *Morris and Winter Chapter 7*

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown. Chapters 9 and 10. Student 7 facilitates on-line discussion

Schwartz, B.M., Landrum, R.E., & Gurung, R.A. (2017). *An easy guide to APA style 3e*. Los Angeles, CA: Sage Publications. Chapters 11-12.

*The State of the Nation's Housing* at [http://www.jchs.harvard.edu/research/state\\_nations\\_housing](http://www.jchs.harvard.edu/research/state_nations_housing)

Students 1 and 2 facilitate on-line discussion

Greenberg, G., & Rosenheck, R. (2009). Home ownership and housing cost burden: A comparison of veterans and non-veterans, *Housing and Society*, 36(1), 75-94.

Jacobs, D.E., Clickner, R. P., Zhou, J. Y., Viet, S. M., Marker, D. A., Rogers, J. W., et al. (2002). The prevalence of lead-based paint hazards in U.S. housing. *Environmental Health Perspectives*, 110(1), A599--A606.

Lee, H., Beamish, J., & Goss, R. (2008). Location preferences of multifamily housing residents. *Housing and Society*, 35(1), 41-58.

O'Dell, W., Smith, M., & White, D. (2004). Weaknesses in current measures of housing needs. *Housing and Society*, 31(1), 29-40.

Assignment: Students 4, 5, 6, & 7 submit research article summaries to [mbruin@umn.edu](mailto:mbruin@umn.edu)

On-line assignments:

- Write one multiple choice exam question and one short answer question for each chapter 2 through 6 (10 questions in total for a maximum of 20 participation points).
- Write one multiple choice exam question for each research article.
- Write a reflection paper comparing the concepts in our theoretical framework and Chapter 2 in *The State of the Nation's Housing* and submit by email to [mbruin@umn.edu](mailto:mbruin@umn.edu) before class. Bring a hard copy to class and prepare to discuss.

**October 20** Residential satisfaction

Readings: *Morris and Winter Chapter 8*

Zeisel, J. (1981, 1984). Observing environmental behavior (Chapter 8),

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown. Chapters 11-13. Student 6 facilitates on-line discussion

Bruin, M., & Cook, C. (1997). Understanding constraints and residential satisfaction among low-income single-parent families. *Environment and Behavior*, 29, 532-553.

Parks, K., Carswell, A., & James III, R. (2009). Residential satisfaction of military households in privatized apartment communities. *Housing and Society*, 36(1), 95-114.

Assignment: Students 1 & 10 submit research article summaries to [mbruin@umn.edu](mailto:mbruin@umn.edu)

On-line assignments:

- Use theoretical framework to develop solutions to challenges summarized in Chapter 6 of *The State of the Nation's Housing*
- Practice observing and develop observational checklist

**October 27** Constraints and mobility

Readings: Zeisel, J. (1981, 1984). Chapters 9 – 11.

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown. Chapters 14-16. Student 5 facilitates on-line discussion

Readings: *Morris and Winter, Chapter 9*

Skobba, K., Bruin, M., & Yust, B. (2013). Beyond renting and owning: The housing accommodations of low-income families. *Journal of Poverty* 17:234-252.

Schwartz, B.M., Landrum, R.E., & Gurung, R.A. (2017). *An easy guide to APA style 3e*. Los Angeles, CA: Sage Publications. Chapters 14-17

Assignment: Students 8 and 10 submit research article summaries to [mbruin@umn.edu](mailto:mbruin@umn.edu)

In-class activities: Develop survey for POE  
Review for exam

On-line assignments:

- Write one multiple choice exam question and one short answer question for about conducting a rigorous POE.

**November 3** Exam two

Readings: Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown.

Chapters 17-18. Student 4 facilitates on-line discussion

On-line assignments:

- Discuss Skobba, Bruin & Yust and Morrow-Jones
- Summarize examples of forced and voluntary mobility from *Evicted*.

**November 10** Residential alterations and additions, special populations,  
resource constraints

Readings: Morris and Winter, Chapters 10, 11, & 12

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown.  
Chapters 19 – 20. Student 3 facilitates on-line discussion

On-line assignment:

- Reflection paper, Which resource constraints are evident in *Evicted*? Describe at least three examples from the book with examples of attempts to overcome constraints? Describe the household norms of participants in the book. (Counts toward participation points)

**November 17** Housing Discrimination

Readings: Morris and Winter, Chapter 13

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown.  
Chapter 21-22. Student 2 facilitates on-line discussion

Friedman, S., Reynolds, A., Scovill, S., Brassier, F.R., Campbell, R., & Ballou, M. (2013). *An estimate of housing discrimination against same-sex couples*. (executive summary). Washington, DC: Department of Housing and Urban Development, Office of Policy Development and Research.

Gotham, K. F. (2000). Separate and unequal: The Housing Act of 1968 and the Section 235 program. *Sociological Forum*, 15(1), 13-37.

Assignment:

- Discuss articles
- Submit four exam questions on the theoretical framework

**December 1** Structural and Normative adaptation  
Housing and cultures

Readings: Morris and Winter, Chapter 14 and 15

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown.  
Chapter 23-24. Student 1 facilitates on-line discussion

Schwartz, B.M., Landrum, R.E., & Gurung, R.A. (2017). *An easy guide to APA style 3e*. Los Angeles, CA: Sage Publications. Chapters 19-22

**December 8** Housing Policy

Readings: Morris and Winter, Chapter 16

Schwartz, B.M., Landrum, R.E., & Gurung, R.A. (2017). *An easy guide to APA style 3e*. Los Angeles, CA: Sage Publications. Appendices A and B

Online activities

- conduct peer reviews of papers
- draft summary of survey findings

**December 15** Presentations

Assignment: Turn in final paper

In-class activity: develop two exam questions based on the presentations

**December 20** Final Exam: On line