

**Syllabus Overview**

<b>Course Title</b>	Theoretical Perspectives in Housing Studies
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<b>Course Designator</b>	HSG	<b>Section Number</b>	
<b>Course Number</b>	8467	<b>Semester and Year</b>	Fall 2015

<b>Class Meeting Days &amp; Time</b>	Tuesday 3:00-5:45 pm
<b>Classroom</b>	395 McNeal Hall
<b>Number of Credits</b>	3
<b>Final Exam Date &amp; Time</b> <i>(Also state if there is NO final)</i>	No final exam will be scheduled

**Instructor's Information**

<b>Name</b>	Ann Ziebarth
<b>Office Location</b>	358 McNeal Hall
<b>Office Phone</b>	612-625-8795
<b>Email</b>	aziebart@umn.edu
<b>Office Hours</b>	

**Course Information and Instructor's Expectations**

**Course Description:**

This course focuses on the investigation and critical evaluation of theories applied to the study of housing. We will examine theoretical perspectives from various levels of analysis from individual psychological viewpoint such as "meaning of home" to the macro or global perspectives such as comparative world views.

**Course Prerequisites:**

As a graduate level course only students who are registered at the Master's or PhD level are eligible to take this course. Housing Studies Certificate Students may enroll with the instructor's permission. All students must take the course for an A-F grade.

**Required and Recommended Materials:**

Readings will be available online, on library reserve or as in-class handouts.

**Established Course Objectives:**

Upon completing this course, students will be able to:

1. analyze multiple theories used in housing research
2. evaluate the appropriateness of different theories to specific research problems
3. apply, adapt, or develop a theory related to a particular research problem
4. explain how the theory would be operationalized for research including appropriate research questions and analytical methodologies

**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/>)*

The learning objectives of this course are (1) that students will have mastered the skills required to locate and critically evaluate information regarding theoretical perspectives appropriate for housing studies as demonstrated in class assignments and (2) that they can communicate their knowledge through both oral and written means evidenced through their class discussions, leading class sessions, and the final written project.

**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:**

As this is a seminar, class attendance is mandatory and there is an expectation that all students will participate fully in a lively and thoughtful discussion.

**Workload:**

Substantial reading, critical thinking, and writing are required throughout this course.

**COURSE REQUIREMENTS**

1. **Bi-weekly reading notes:** (10 points each- 40 points). Reading notes are required every other week and should include the following information:

- (1) your name,
- (2) date and the time you start and stop the reading note process for each session,
- (3) complete citation for the material,
- (4) Identification of:
  - (4a) the level of analysis
  - (4b) methodology (4c) purpose,
  - (4d) your thoughts, comments, and ideas as you read the material,
  - (4e) appropriate quotes with page numbers
  - (4f) questions for further investigation
- (5) questions for in-class discussion

Reading notes can be turned in as hard copies at the beginning of the class period or a file can be emailed to the instructor *before* the start of class. Email to: [aziebart@umn.edu](mailto:aziebart@umn.edu) with a subject line of your last name plus the words 'reading notes'.

2. **Bi-Weekly reflections papers.** (10 points each- 40 points). Five short reflection papers are required. These are personal reflections and do not require references. Appropriate topics include thoughts on the readings, reaction to previous class discussions, or recording of progress regarding the course projects. Reflection papers should be submitted as hard copies at the beginning of class or prior to class as an email attachment. Email subject line should be your last name plus the words 'reflection'.

3. **Report of on site visit to Wilson or Magrath Library Visit** (20 points). The week of October 12-2015 you will go on your own to either Wilson or Magrath Library journal stacks and physically look at available journals. Your assignment is prepare a report of your visit that includes the following:

- (1) A list of at least four journals with housing related peer-reviewed research articles
- (2) Reading notes for two articles you discover while browsing the journals
- (3) Notes about the experience such as what you might have discovered in journals next to the one specifically related to housing or what was different about exploring literature in the library compared to online information searches. *Note: you may want to combine electronic searches with the onsite one by identifying at least two journals on line to guide your on-site exploration.*

4. **Class participation.** As this is a seminar class—everyone is expected to participate in the discussion. Please come to class prepared. At a minimum, it is necessary to complete the assigned readings.

5. **Discussion leadership.** (25 points). Each student will identify a theoretical perspective appropriate

for your own research. You will be expected to identify appropriate readings and lead the seminar discussion on that perspective. You may want to provide class members with “points to ponder” regarding the required reading prior to the class. You will need to locate additional material about the assigned theory, key exemplars, and application to housing research.

6. **Field guide entry.** (75 points). Throughout the course of the semester you will focus on a variety of theoretical perspectives. We will be extending the “field guide to housing theory” as a collaborative project during the semester. Each student will be responsible for a 2-3 page summary or field guide entry. A format will be provided.

7. **Term paper.** (100 points). The final paper is a critical examination of a theory of your choice with an application to your own dissertation or thesis research topic. The paper will consist of two parts. The first part is a discussion of the theory and its previous application to your research topic. This may be first or second draft of your dissertation/thesis chapter two. The second part of the paper will identify your specific research question and discuss the process for using the theory in your methods and analysis. This is the rough introduction to chapter three of your dissertation/thesis. Clearly show how you will use the theoretical perspective to predict our outcome and/or explain your results. You do not need a detailed justification or literature review; I assume that your topic is important.

**Grading Structure:**

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

Grades are based on a percentage of total possible points. The exact grade determination is as follows:

A = 100%-90%	270-300 points
B = 89%-80%	240-269 points
C = 79%-65%	195-239 points
D = 64%-55%	165-194 points
F = less than 55%	<165 points

**Accepting and Returning Assignments:**

All assignments are due at the beginning of class. No late papers will be accepted.

**Grading Late Work:**

Late work will be reviewed and students will receive comments; no credit will be allowed.

**Policy for Missed Exams:**

No exams will be given during this course.

**Make Up Work for Legitimate Absences:**

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

All make up work must be arranged with the instructor and will be due the last day of classes.

**Extra Credit Options:**

None offered—the workload is substantial as is.

## 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)

**Availability of Disability and Mental Health Services:**

The University of Minnesota is committed to providing all students equal access to learning opportunities. The Office of Equity and Diversity has a *Disability Resource Center* (DRC) 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 [drc@umn.edu](mailto:drc@umn.edu).
- Students registered with DRC, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

For additional information please visit: <https://diversity.umn.edu/disability/>

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.

**Academic Services:**

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

Student Writing Support <http://writing.umn.edu/sws/index.html>

Student Academic Success Service <http://www.uccs.umn.edu/>