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"The States Parties ... recognize the right of everyone to an adequate standard of living..., including adequate food, clothing and housing, and to the continuous improvement of living conditions." – International Covenant on Economic, Social and Cultural Rights, 1966

*Homelessness is “an odd-job word, pressed into service to impose order on a hodgepodge of social dislocation, extreme poverty, seasonal or itinerant work, and unconventional ways of life.”* – Kim Hopper and Jim Baumohl, 1996:3

“A house is grasped as such only if the observer recognises that it is a dwelling with a range of other properties specified by the modes of its utilisation in human activity.” – Anthony Giddens (1984)

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**Calendar Description**

*Housing and Community Development* focuses on the importance of adequate housing and the challenge of achieving this for all households. It will root theoretical explanations in realities using Canada and Toronto as examples. Topics covered include public policies relating to social housing, rental housing, homeownership, neighbourhoods, and homelessness.

**About the Course**

This course examines a broad range of social issues associated with Canada’s housing system. The focus is on the policy implications of the problems lower income households and specific groups within the population (based on gender, ‘race’ and/or socio-economic status) have in accessing affordable appropriate housing in good quality neighbourhoods. The gender, ‘race’ and ethnicity aspects of housing issues are a particular focus. ‘Housing’ includes concepts of home and community, as well physical shelter (the house) and its geographical location (the neighbourhood). A particular theme is Canada’s rental housing sector, which houses one third of all Canada’s households (and half of the City of Toronto’s households).

Another theme running through the course is community development and neighbourhood renewal. Housing problems of a social nature are likely to be resolved by solutions that emerge from the bottom up through formal and informal community development processes. Community development is change in the social, economic, organizational or physical structures of a community that improves welfare and enhances the community’s ability to control its future. The aim of community development is social development, defined as structural change, socioeconomic integration, institutional development and institutional renewal. Social development is concerned with the welfare of the people, as determined by the people themselves.
Learning Objectives

The aim of the course is to provide a thorough understanding of the social implications of Canada's housing system, which aspects work well and which do not, what population groups have the greatest difficulty accessing appropriate housing, what the trends are, and what the range of possible solutions might be. The course seeks to help students better understand:

- the foundations of the scholarly and political/partisan debates over the nature and causes of housing problems in Canada today;
- the reasons why low-income and other disadvantaged individuals and households have difficulty accessing decent and affordable housing; and
- the diversity of practical issues relating to the institutional barriers, such as discriminatory practices, that hinder successful progress in meeting the housing needs of all Canadians.

Course Attendance and Expectations

a. This is not a “correspondence course.” Class attendance is mandatory.

b. Come to class, engage the material, share your ideas and experiences, and ask questions when you have them. Please show respect for your classmates and for me, and expect the same in return.

c. I will post presentations (PowerPoint slides) on Blackboard, but these slides will not be useful if you do not attend class (they only illustrate topics discussed; most are not self-explanatory; they have very little text).

d. Use of electronic devices is prohibited (with the exception for audio-recordings specified in “e” below). This includes phones, smart phones, cameras, etc. Computers or tablets may be used for note taking but they cannot be connected to the Internet. If there is an exceptional reason for using a device please contact me.

e. Students may create audio-recordings of the lectures for their personal use. Recordings are intended to permit lecture content review so as to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class.
   - Students should note that since audio recordings are to be permitted, their voice may be recorded by others during the class. Please speak to the instructor if this is a concern for you.
   - In accordance with the Ontarians with Disabilities Act, persons having special needs will be accommodated.
   - Students agree to the following terms when creating audio recordings of lectures: (1) Recordings are not to be distributed without the permission of the instructor via the Internet, peer-to-peer file sharing, or other distribution channels. (2) Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments, or if the instructor permits for other reasons. Non-compliance with these terms violates an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

f. I have high expectations of you as a student and you should have the same expectations for me as an instructor. If you have any questions, concerns, or suggestions about the class please feel free to contact me.
Course Readings

The required readings have been carefully selected, are not numerous or very long, and are a central component of the course, forming the basis for in-class discussions, assignments, and the final exam.

If you can’t, don’t, or won’t read, please do not take this course. If you read and understand all the required readings you can do very well.

Assigned readings will be posted (as PDFs) on Blackboard. Readings listed under ‘supplementary’ are optional. Supplementary readings are provided to allow further exploration of particular themes.


Assessment, Assignments, Due Dates

1) Quiz #1: An in classroom short (20 minute) quiz on January 27 (Session 4) covering the readings (Sessions 2 to 4) and classroom discussions (Sessions 1 to 3). (= 10% of final grade)

2) Quiz #2: An in classroom short (20 minute) quiz on February 10 (Session 6) covering the readings (Sessions 2 to 6) and classroom discussion (Sessions 1 to 5). (= 10% of final grade)

3) Paper #1: A short paper (700 words) is due at the start of Session 7, February 24 (which is after reading week). (= 15%)

4) Paper #2: A research paper (maximum 2,250 words). Due March 31. (= 30%)

5) Final Exam: During the FA&S final exam period. It will cover material from the entire course. The goal is to test your comprehension of material presented in class and in the readings, and to assess your ability to communicate an understanding of the material in an organized, coherent manner in written format, utilizing appropriate terminology, citing examples, applying what you have learned, and synthesizing material from different parts of the course. (= 35%)

The detailed description of Paper #1 is attached to this course outline. The Paper #2 assignment will be provided later in the term posted on Blackboard. These descriptions provide details on the required format and submission procedures.

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any concerns, please visit http://studentlife.utoronto.ca/accessibility as soon as possible.

Extensions and Missed Quiz

Extensions on assignments will be granted sparingly in the case of illness or other non-medical emergencies. For illness, you must have a health care professional fill out the official U of T medical certificate (available online at http://www.healthservice.utoronto.ca/pdfs/medcert.htm).

Please consult your college registrar if you are having difficulties during term that prevent you from completing your course work. If you miss the quiz due to illness or other emergency, email the instructor as soon as possible, and no later than one week from the date of the test.
Late penalty

5% (of the assignment grade) will be deducted for each weekday that an assignment is late (weekends count as one day). Assignments will not be accepted later then one session after the due date, unless the student has obtained prior permission from the instructor in the case of documented illness or other extenuating circumstances.

Enquiries about graded term work

Any enquiries about grading on term work must be made within one month of the return date of the work. This is in accordance with Arts and Science rules and regulations as specified in the calendar. Any material submitted for remarking should also be accompanied by a written explanation detailing your reasons for requesting the instructor to review the quiz or assignment.

Communications Policy

Please always use your University of Toronto email address (@utoronto.ca or @mail.utoronto.ca) for course related communications. Other email addresses may be filtered as spam. Please read the course handouts and check the Blackboard site before emailing a question, to make sure that it has not already been answered.

Plagiarism

Plagiarism is an academic offense. Plagiarism is quoting (or paraphrasing) the work of an author (including the work of fellow students) without a proper citation. Students should not be submitting any academic work for which credit has previously been obtained or is being sought, without first discussing with the instructor. Please consult the “Rules and Regulations” section of the Arts and Science Calendar for further information and check the ‘How not to plagiarize’ website at http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize
Weekly Topics & Required Readings

Session 1. January 6
Introduction to the Course & Presentation, “Housing ... What is the Problem?”

The first class will introduce the major themes of the course, readings, assignments and expectations. The lecture and discussion will focus on the ways in which and the reasons why housing continues to be a difficult societal problem.

Session 2. January 13

Canada’s Housing System: The Evolution of Owning, Renting & Non-market Social Housing


Supplemental

Session 3. January 20

Canada’s Housing System Compared to Other Similar Nations

1. CECODHAS Housing Europe (2011) Housing Europe Review 2012: The Nuts and Bolts of European Social Housing Systems, CECODHAS Housing Europe’s Observatory, Brussels. 10-35. From this Housing Europe Review 2012, select and read the profiles of two European countries of your choice. These are in Chapter 3. Note the similarities and differences with Canada.

Supplemental
Session 4. January 27
Housing Affordability & Why is the Private Sector Not Building Much Rental Housing?

➔ Quiz #1, 3:10 sharp, covering the Sessions 2 to 4 readings and the Sessions 1 to 3 classroom discussions. (= 10% of final grade)


Supplemental


Session 5. February 3
Canada’s Dehousing Processes: Homelessness Past, Present, Future


Supplemental


Session 6. February 10
“Sorry it’s taken”: Housing Discrimination

Quiz #2, 3:10 sharp. covering the sessions 2 to 6 readings and the sessions 1 to 5 classroom discussions. (= 10% of final grade)


February 17. Reading Week: No Class

Session 7. February 24
The Human Right to Adequate Housing

Paper #1 due at the start of Session 7

3. Charter Challenge (2011) Homelessness as a Housing Rights Violation in Canada, Ontario Superior Court. The 15 page summary document that was the legal application to file a human rights violation challenge under provisions of the Charter of Rights and Freedoms against the governments of Canada and Ontario.
Session 8. March 3

Socio-spatial Polarization: Neighbourhood Change Trends in Urban Canada


Supplemental

Session 9. March 10

Community Development: House/Home, Neighbourhood/Community

Guest speaker at 4:15: a community planner from Social Planning Toronto


Supplemental

Session 10. March 17

Planning New Neighbourhoods as Communities: St. Lawrence, Regent Park, & Others


Supplemental
5. Freemark, Y. (2011) “Roosevelt Island: Exception to a City in Crisis,” Journal of Urban History, 37(3), 355-383. “Today, New York City’s Roosevelt Island stands as living proof that the public sector can produce a mixed-income and mixed-race neighborhood from scratch. Its successes contrast with typical perceptions of government housing failure and indicate that with determined leadership, stable funding, and a good location, the public sector can create healthy, heterogeneous neighborhoods.” -- from abstract
Session 11. March 24
A “Town Hall” style session.

Three very experienced housing practitioners will each present their views and recommendations on a particular housing issue. Q&A and discussion will follow.


Supplemental

Session 12. March 31
Final Session: Overview & What does the future hold for Canada’s Housing system?

Assume you have been asked by a newspaper to write a brief (700 word maximum) op-ed on your position as to what the housing policy priorities ought to be for the federal and provincial (Ontario) governments. Given current economic and housing realities, what role should these two senior levels of government be playing in the housing system? Who and/or what sectors need assistance?

This short paper is an opportunity to sort out your thoughts on this question of appropriate housing policy priorities. What are the priorities for Canada/Ontario in the housing system?

Policy questions like this are normative – meaning that values and norms are involved rather than one right or wrong answer. There are many good options and many good combinations of programs. Evidence can and must be brought to support normative policy positions (in order to increase potential credibility among readers). Though op-eds select and use evidence from research, they are not research papers. Thus you will not be assessed on what policy priorities you define – what you recommend – but on how well you draw on key evidence (facts) in a summary fashion (evidence from our classroom discussions, the presentations, and the readings) in making/justifying your position.

Op-eds: An op-ed is a short opinion-based article, a personal observation, a brief comment/recommendation on a topic.

It is not a research paper but is based on your knowledge of research on an important topic, a topic you have something to say about to a broader audience. (In this case your op-ed is primarily based on the classroom discussion and course readings.)

Criteria for a great paper:

- Do not simply list facts and figures
- Have an opinion, take a stance; make an argument for a (your) position
- Make your point early on; the first sentence should give readers a sense of what your opinion/argument is (that is, start with your opinion/argument; do not end with it)
- Recognize and be respectful of counterarguments and viewpoints but there is no need to dwell on them or slander them. You are mainly making your argument; stating your opinion.
This is, therefore, not a research paper but it is based on research you know of from the course readings and classroom sessions. You do not provide any footnotes or references. You do not have enough room in the 700 words for long quotes. Any quotes should be very short. Rather than a traditional reference you write something like: ...as sociologist Jane Doe notes, "housing problems are xxxxx."

An op-ed is an opinion, like an editorial.


- “The inaugural Op-Ed page appeared on Sept. 21, 1970. It was named for its geography -- opposite the editorial page -- not because opinions would be expressed in its columns. A page of clashing opinions, however, was the aim from the beginning.”
- “we look for timeliness, ingenuity, strength of argument, freshness of opinion, clear writing and newsworthiness.”
- “Op-Ed will inevitably be subjective and idiosyncratic.”
- “Are there guidelines for submitting an article? You bet. Shoot for about 750 words -- though it's worth remembering that some terrific and influential Op-Ed pieces have been as short as 300 words.”
- “Make one argument thoroughly, point by point; the more detail the better. If you try to do too much, you can wind up with an article that, in striving to say everything, ends up saying nothing.”

Make one key argument thoroughly:

The final point in the NYT’s advice, make one argument thoroughly, is perhaps the most important. Trying to cram too much into a short article never works. You end up with many vague generalities, unsupported “point by point” by your argument and evidence.