

FSEM 100 F701
Fall 2018

Sect 1: MWF 9-9:50am, Monr 213
Sect 2: MWF 11-11:50, Monr 110

No Place Like Home: Housing and Society

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Office Hrs: MWF 8-8:45; 1-2:30
Tues & Thurs: ask.

Course Overview: What does it mean to be homeless? How does that affect ones daily life? What sort of forces cause homelessness, and what solutions are being tried to address it? What does it mean to be a homeowner? What makes homeownership the “American Dream,” and is it a dream for all? What policies support homeownership, and how does the foreclosure crisis come into play here? Why do neighborhoods matter in our lives? What shapes neighborhood patterns – who lives where? What forces causes and maintain segregated neighborhoods? What does our understanding of “housing tenure” (whether one rents, owns, or has neither) tell us about power and inequality in society? In other words, how do race, class, and gender intersect with issues of housing in our communities?

These are among the questions we will wrestle with in this course. We will explore these issues through readings, discussions, and small original research projects conducted in Fredericksburg. For these projects you will combine analysis scholarly material on housing with field work, cultural product analysis or quantitative data analysis to explore an aspect of housing of interest to you. You will also complete community engagement hours with a local organization focused on housing, homelessness, neighborhoods, or related issues.

Course Goals: upon successful completion of the course, you will:

- » Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- » Improve development and organization of written arguments;
- » Demonstrate the ability to edit and revise in the writing process;
- » Apply the basic theories and principles of oral communication; and
- » Communicate effectively in a variety of settings, including public speaking and group discussion.

Course Materials:

Harvey, Michael. 2003. *The Nuts and Bolts of College Writing*. Indianapolis: Hackett Publishing Company.

Modan, Gabriella Gahlia. 2007. *Turf Wars: Discourse, Diversity and the Politics of Place*. Malden, MA: Blackwell Publishing.

McCabe, Brian. 2016. *No Place Like Home: Wealth, Community and the Politics of Homeownership*. New York, NY: Oxford University Press.

Desmond, Matthew. 2016. *Evicted: Poverty & Profit in the American City*. New York, NY: Penguin Random House.

Other readings available on Canvas.

*You are expected to complete readings by class time on the day/week they are listed on the syllabus. Reading AHEAD is ALWAYS good.

Course Assignments:

I. Community Engagement.

This course contains a community engagement component. That means that in order to successfully complete this FSEM, you will need to engage in course-related volunteer work in the Fredericksburg area. I have been working with COAR to make this requirement easier for you. The requirement is as follows:

A. Contribute 15 service-learning hours during the semester, ***completing them before the end of classes***. Your options will be explained to you in class – but there are several housing-related opportunities with transportation arranged by COAR. You can absolutely identify other opportunities – but they need to be local to the Fredericksburg area: consult with me!

Then:

B. You will write several reflective essays about your experiences, and tie them to course material. Because these are scattered throughout the semester, you cannot save all of your service hours for the end of the semester. A good strategy is to make note of when these essays are due, and make sure you have some service time completed before each.

C. A failure to complete these service-learning hours will cause a *significant* reduction in your final grade – ***your final grade will be reduced by a letter grade if you do not complete this component***.

II. Assignments.

Participation: 15% You must be present, prepared, and actively participate in this seminar. That is the way we will all get the most possible out of this course. We all come from diverse viewpoints and we need to share our interpretations of our course materials in order to enrich our understanding of the topic. That said, we all need to participate respectfully as well. We are not all equally comfortable talking in class ---- as a group we will work to make a comfortable environment for EVERYONE to contribute their ideas, insights, and voices.

Discussion Leading: 20%. One way to ensure we have productive discussion of our reading materials is to rotate responsibility for leading discussion of them. You will each take two turns facilitating class discussion on our readings. More information will be forthcoming on how and when to do this – but you can use whatever methods you think will be most successful. For example, in-class debate, small group discussions of prepared questions, and reflective writing followed by a large group discussion are among the many options available to you. You will do this two times during the semester so that you get more practice, and you can improve from the feedback you are given after your first discussion.

Research Projects: 15%, 15%, 15%; total of 45%. Twice during the semester, you will conduct original research on an aspect of housing, neighborhoods or homelessness that is of interest to you. For instance, perhaps you want to learn more about homeless families, or about gated apartment complexes. To do this research you may combine a search of the *academic literature* with *another form of original research*. We will discuss methodology **in detail** in class. For each research project you will write an individual paper (4-6 pages) to summarize your findings. For your 3rd paper, you will revise one of the two previous papers (you choose), and resubmit it with a memo detailing the revisions you've made. You will also make a short presentation to the class on your research project during the final week of class.

Writing Assignments: 15%. Throughout the semester you will complete small writing assignments, designed to help you both explore substantive issues from the course, and to hone your writing style. Due dates for these are on the syllabus.

Online Learning Modules: 5%. UMW has prepared lots of online learning modules for first year seminar students. These are short videos and instructional information that are on Canvas. At the end of each is a quiz. You will each need to complete 9 of them I've selected (3 on writing, 3 on oral communication, 3 on research). I have scheduled deadlines for each on the syllabus; you are always welcome to complete them earlier!

HONOR CODE: All students are expected to follow the policies of UMW with respect to academic conduct. Anyone engaging in plagiarism, cheating, or any other form of academic dishonesty will be referred to the Honors Council. Please write and sign the following pledge on all assignments and exams:

I hereby declare, upon my word of honor, that I have neither given nor received unauthorized help on this work. (Signature)

Disability Services: The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please meet with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you need accommodations, (note taking assistance, extended time for tests, etc.) I would be happy to refer you to the Office of Disability Services. Their phone number is 540-654-1266.

Class recording policy: In this class, students may not make audio or video recordings of any course activity unless the student has an approved accommodation from the Office of Disability Resources permitting the recording class meetings. In such cases, the accommodation letter must be presented to the instructor in advance of any recording being done and all students in the course will be notified whenever recording will be taking place. Students who are permitted to record classes are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Distribution without permission is a violation of educational privacy law. This policy is consistent with UMW's Policy on Recording Class and Distribution of Course Materials.

Other resources:

We are fortunate to have both a Peer Mentor for this class (Emily Voorhis, evoorhis@umw.edu and Tirzah Rao, trao@umw.edu) and a Student Success Coordinator who will work with us (Jennifer Cirbus, jcirbus@umw.edu). They will each provide us some support through the semester. But you can contact them directly as well, not only waiting until they come to class for a scheduled activity.

III. Schedule of Course Units: (This is schedule to revision, as needed.)

DATE	TOPIC/READINGS	SKILLS/RESOURCES	ASSIGNMENTS DUE
Aug 27-31	<i>Introduction to the course; why it matters where you live</i> Harvey Intro Modan ch 1 Harvey ch 1	Discussion guides, expectations, community engagement	Meet with me for advising this week. <i>Module: Class discussion due 8/29</i> Writing #1 due 8/31 <i>Module: Communication Apprehension due 8/31</i>
Sept 3	NO CLASS _ LABOR DAY!		
	I. Social Organization of Neighborhoods		
Sept 5-7	<i>Residential Segregation</i> *on Canvas: Coates	Leading discussion, research topics	Writing #2 due 9/5 <i>Module: Finding research topic due 9/7</i>
Sept 10-14	<i>Neighborhood change</i> Modan: chs 2-4 Harvey ch 2	Library resources: Sept 10 – meet at library, room 225A	<i>Module: CRAAP due 9/10</i> Research topic due: 9/12
Sept 17	<i>Working appropriately with sources</i> Harvey ch 3 & 6	Plagiarism & how to avoid it Community Engagement reflection	Writing #3 due 9/17
Sept 19-21	<i>Social construction of neighborhoods and neighbors</i> Modan – ch 5-7		<i>Module: Writing Process due 9/21</i>
	II. The American Dream: Homeownership		
Sept 24-28	<i>Who does the dream work for? Race, class, gender & homeownership</i> McCabe chs 1-3		<i>Module: Communication theory due 9/26</i> Writing #4 NOW CANCELLED. Or do as extra credit
Oct 1-5	<i>Homeownership Policy & Rhetoric</i> McCabe chs 4-5		Research Paper #1 due 10/3
OCT 6	FIELD TRIP!!!!		
Oct 8-12	<i>Homeownership Outcomes</i> McCabe ch 6 *other, on canvas	Gathering, assessing, presenting data	Writing #5 due 10/12
Oct 15	NO CLASS – FALL BREAK		
Oct 17	<i>In-class community engagement reflection and</i>	Community engagement reflection	Writing #6 due 10/17

	<i>trouble shooting</i> Harvey chs 5 & 7		
Oct 19	<i>Degree Evaluations</i> Harvey: ch 8, Desmond ch 1		
Oct 22-26	<i>When the dream goes sour: the foreclosure crisis</i> Desmond: next 2 chapters	Thesis statements	<i>Module: search boxes due 10/24</i>
	III. The American Nightmare; Housing Precariousness, Eviction, Homelessness		
Oct 29- Nov 2	<i>Renting at the bottom</i> Desmond: Finish Part I, and ch 9		<i>Module: intro/conclusion due 11/2</i>
Nov 5-9	<i>Homelessness: Causes and Consequences</i> Desmond: Finish Part II		Writing #7 due Nov 9
Nov 12-16	<i>Homelessness in popular imagination</i> Desmond: Part III		Research paper 2 due Nov 12
Nov 19	Community Engagement reflection (Catch up on Desmond)		
Nov 26-28	<i>Solutions, band-aids and other interventions</i> *on canvas, TBA		Writing #8 due Nov 26
Nov 30- Dec 5	<i>Presentations on research projects</i>		<i>Module: Edit/Revise due Dec 3</i>
Dec 7	<i>Workshopping Paper #3</i>		Bring draft of research paper
DEC 11	<i>Research paper 3 due – start of exam period</i>		<i>Research paper 3 due – start of exam period</i>