

FIRST-YEAR SEMINAR REAPPROVAL FORM
UNIVERSITY OF MARY WASHINGTON

COURSE TITLE:	NO PLACE LIKE HOME: HOUSING AND SOCIETY		
SUBMITTED BY:	Leslie Martin	DATE:	Oct. 21, 2014

RATIONALE. Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above).

In this course we will examine a variety of types of housing tenure, and what these housing types tell us about society, power and inequality.

This course is explicitly exploratory. For each section of the course students will identify an aspect of the issue (homelessness, renting, homeownership) that interests them to research individually. They will combine findings from the scholarly literature with their own field work in Fredericksburg to examine how the issues we discuss on a national level in class have local relevance. Through this process students will become exposed to the basics of several forms of qualitative research, and to compiling small scale literature reviews. They will make written and oral reports of their findings throughout the semester.

In class students will engage with primary texts within sociology and related disciplines that outline some of the key debates around housing and social inequality. Students are expected to not only participate in discussion but also to lead discussion in pairs two times during the semester.

Students receive extensive feedback on each written and oral assignment (including both rubrics and narrative evaluations), and are provided with written guidelines prior to completing these assignments. Additionally, class time is dedicated both to explaining assignments, and also to trouble-shooting areas students find problematic.

SYLLABUS. *Attach a course syllabus.*

SUBMIT this form and attached syllabus **electronically as one document** to Dave Stahlman (wdstahlm@umw.edu). All submissions **must** be in electronic form.

FSEM 100 F701
Fall 2015

No Place Like Home: Housing and Society

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Course Overview: What does it mean to be homeless? How does that affect one's 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 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 a series of small original research projects conducted in Fredericksburg. For each segment of the course (homelessness, renting, homeownership) we will combine in-class analysis of popular and scholarly material on housing with field work to explore an aspect of housing of interest to you.

Course Goals: by the end of the semester, you should:

- demonstrate an understanding of key issues surrounding housing situations, policies, and inequality
- be able to identify and acknowledge the perspectives of others, while recognizing & critiquing one's own perspectives
- have a greater familiarity with the Fredericksburg community
- 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.

Kozol, Jonathan. 2006. *Rachel and her Children: Homeless Families in America*. New York: Three Rivers Press.

Rivlin, Gary. 2010. *Broke, USA: From Pawnshops to Poverty, Inc.* New York: Harper Business.

Woldoff, Rachael. 2011. *White Flight/Black Flight: the Dynamics of Racial Change in an American Neighborhood*. Ithaca: Cornell University Press.

Course Assignments:

I. Service-learning.

This course contains a service-learning 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 on campus to make this requirement easier for you. The requirement is as follows:

A. Participate in *any* service activity during MLKing day activities – on-campus or off-campus. COAR has been putting together an impressive roster of activities – we will share options with you.

B. Contribute 10-15 service-learning hours (NOT including hours served during King day festivities) during the semester, ***completing them before the end of classes***. Your options will be explained to you – but there are several housing-related opportunities with transportation arranged by COAR. (See COAR website – coar.umwblogs.org)

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%. In each section of the course (homelessness, rental, homeownership) you will conduct original research on an aspect of the issue 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.

Writing Assignments: 20%. 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.

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 make an appointment 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. They will require appropriate documentation of a disability. Their phone number is 540-654-1266.

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

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

<u>DATE(s)</u>	<u>TOPIC/READINGS</u>	<u>SKILLS/RESOURCES</u>
Jan 14-18	<i>Introduction to the Course: Why it Matters Where You Live</i> Harvey: Intro Woldoff: ch 1 <i>Writing #1 due in class Jan 18th</i>	Discussion guides, expectations, Service-learning
Jan 21 – No class – Martin Luther King, Jr. day ----- engage in service!		
Section One: Neighborhoods and Renting: Not Quite as Good		
Jan 23-30	<i>Residential Segregation</i> Harvey: ch 1 Woldoff: chs2-4	Leading discussion; research topics Library resources – Jan. 28th – meet at library
Feb 1	<i>Social Perception of Renters</i> Woldoff: ch 5 Harvey: ch 8 <i>Writing #2 due in class Feb 1st</i>	Thesis sentence: identifying & writing
Feb 4	<i>Working appropriately with sources</i> Harvey: chs 2 & 6	Plagiarism and how to avoid it
Feb 6-11	<i>Rental Housing Policy</i> Woldoff: chs 6-8	Critique: analyzing arguments
Section Two: The American Dream: Owning Your Own Home		
Feb 13-18	<i>Who Does the Dream Work For? Race, Class, Gender and Homeownership</i> *on canvas: Hayden: chs 2 & 3 Harvey: ch 3 **Research paper 1 due IN CLASS Feb 13** <i>Writing #3 due in class Feb 18</i>	

Feb 20-25 *Homeownership Policy and Rhetoric*
Rivlin: Prologue, chs 1, 2
Writing #4 due in class Feb 25

Feb 27-Mar 1 *Homeownership Outcomes*
Rivlin: ch 5, 7
Harvey: ch 8
Writing #5 due in class Mar 1

Spring Break: March 4-8: No class

Mar 11 *In class service-learning reflection & trouble-shooting* Service-learning
Rivlin: ch 8

Mar 13 *Drafts, Revising and improving from feedback...* The Writing Center
Harvey: ch 7

Mar 15-22 *When the Dream Goes Sour: the Foreclosure Crisis*
Rivlin: ch 11, 13, 16, epilogue
Writing #6 due in class Mar 15 Critical thinking: looking at
patterns, drawing conclusions

Mar 25 *Workshopping Research Paper #2*
Harvey: ch 5

Section Three: The American Nightmare: Homelessness

Mar 27-April 1 *Prevalence, Trends of Homelessness*
Kozol: Ordinary People, Overview, Christmas at Martinique...
**** Research Paper #2 due Mar 27 ****

Apr 3-8 *Causes and Consequences*
Kozol: Part I
Writing #7 due in class Apr 3

Apr 10-15 *Solutions, Band-Aids and other Interventions*
Kozol: Part II
Harvey: ch 4
Writing #8 due in class April 10

Apr 17-22 Homelessness in Pop Culture
Kozol: Part 3

Apr 24 *Wrapping Up! Housing Tenure, How it Matters* Reflection on course
****reading on canvas, TBA**

April 26 *Workshopping Research Paper #3*

WED MAY 1st Research Paper #3 due at start of Final Exam Period 8:30am