GENERAL DESCRIPTION OF THE COURSE:

The purposes of the course are to (1) present a social science theory of how families and households deal with the problem of providing housing for themselves, (2) apply the theory to the needs of particular groups within the population, (3) use the theory and information about the group to explore housing alternatives that would meet the needs of the group, and (4) evaluate the appropriateness of a housing unit by conducting a post-occupancy evaluation.

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 library work and independent thinking.

MAJOR OBJECTIVES OF THE COURSE:

By the end of the semester, the student will be able to:

1. Interpret the social science theory of housing adjustment presented through lectures and reading materials.
2. Read, write, and present the social, economic, and demographic characteristics and the housing conditions needs of an at-risk population group.
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.

REQUIRED TEXTS:

Available at Books Underground in the St. Paul Student Center (Copies on Campus packet):


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 EXPECTATIONS:

- You are expected to be attentive during class, ask questions if you do not understand something, and to participate in class discussions. You are also expected to listen respectfully to others when they are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in this class.

- Reasonable accommodations will be provided for students with documented disabilities. Please see Disability Services at the beginning of the semester to work out details of any accommodation.

- Assignments are to be turned in at the beginning of the class period on which they are due. Late assignments will be graded down.

- Exams are to be taken at their scheduled time. A missed test is a missed grade. Tests may be made up only if prior arrangements have been made with the instructor or an emergency arises. If you do have an emergency, contact the instructor as soon as possible.

- Students are expected to follow the honor code of the University of Minnesota and any violation will result in the loss of credit.

- Incompletes will be given only at the discretion of the instructor for reasons such as documented prolonged illness.

GRADING:

Your final grade will be based on the total number of points you have earned on the assignments. Written papers of graduate students will be assessed based on a higher standard of evaluation than undergraduate students’ work. For graduate students, an alternative to completing the final paper is to write a research proposal utilizing the Morris & Winter theory. Speak with Dr. Yust if you wish to do so.

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Percentage</th>
<th>Grade</th>
<th>U of M standard for letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>651-700</td>
<td>93-100</td>
<td>A</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>630-650</td>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>609-629</td>
<td>87-89</td>
<td>B+</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>581-608</td>
<td>83-86</td>
<td>B</td>
<td></td>
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<tr>
<td>560-580</td>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>539-559</td>
<td>77-79</td>
<td>C+</td>
<td>Represents achievement that meets course requirements in every respect.</td>
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<tr>
<td>511-538</td>
<td>73-76</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>490-510</td>
<td>70-72</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>469-489</td>
<td>67-69</td>
<td>D+</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>420-468</td>
<td>60-66</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>0-419</td>
<td>0-59</td>
<td>F</td>
<td>Represents failure or work was completed but at a level of achievement that is not worthy of credit.</td>
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COURSE REQUIREMENTS:

Class participation (including unannounced activities) (5 @ 10 points) 50 points
Exams (3 @ 50 points) 150 points
POE Project 100 points
  (5) POE site summary 35 points (3-5 pages)
  (6) POE instrument 25 points (in class)
  (7) POE summary 40 points (5-7 pages)
Theory Paper 400 points
  Initial Stage (130 points):
    (1) Identification of household group 10 points (1 paragraph)
    (2) Household & housing characteristics 50 points (3-4 pages)
    (3) Preliminary reference list 20 points (1 page)
    (4) Research matrix 50 points (chart 3-5 pages)
  Final Stage (270 points):
    (8) Outline of final paper 20 points (1 page)
    (9) PowerPoint® oral presentation* 50 points (~9 slides)
    (10) Final paper 200 points (15-25 pages)

ASSIGNMENT BRIEF DESCRIPTIONS:

Class attendance and participation: [50 points] I expect that you will attend each class session and participate in discussions. During the semester, students can expect at least five in-class assignments or quizzes for which you will receive credit for completing. These will not be announced prior to distribution and you must be in attendance to complete them. Students can earn 10 points per in-class assignment/quiz, for a maximum of 50 points.

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. The exams are not cumulative. The third exam will be given on Monday, December 15, 8:00am - 10:00am, in room 395.

POE Project: [100 points total] A post-occupancy evaluation project includes (5) POE site summary, (6) POE instrument, and (7) POE data collection and summary.

Theory Paper: [400 points total] This paper consists of two stages with a series of seven graded assignments. The stages overlap with the POE so review the work plan to see the semester at a glance. The initial stage includes the assignments of (1) identification of the household group you want to study, (2) a summary of your population group and their demographic and housing characteristics, (3) a preliminary reference list of research articles, and (4) a research matrix summarizing the articles. The final stage includes (8) an outline of your final paper, (9) the PowerPoint® slides and oral presentation you give, and (10) the final paper. You will receive information for each of these during class and each has a 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 10.
For the written assignments:

1. **unless I indicate otherwise, do not** send me your written papers as email attachments—only the hard copy handed to me at the beginning of class will be accepted, but,
2. **do** send me your final PowerPoint® presentation as an email attachment.
3. submit assignments #2, #7 and #10 to SafeAssign through the WebVista site (in the assignment folder) so that you and I can assess the similarity of your paper to existing web-based documents to prevent plagiarism.
4. all papers should be double-spaced, 12-point font, and margins of one inch, and
5. all written assignments must use the American Psychological Association style guide. Examples of how to cite and reference works will be discussed in class.

The **Center for Writing** offers free one-to-one writing assistance to undergraduate and graduate students with appointments up to 45 minutes. Non-native speaker specialists also are available. Hours are Mon.-Thurs., 9 a.m. to 5:15 p.m.; Fri., 9 a.m. to 2:15 p.m.; 15 Nicholson Hall. For more information, see http://writing.umn.edu and http://writing.umn.edu/sws/hours.htm or call 612-625-1893.

**CLASS SCHEDULE (Fall 2008, subject to change):**

<table>
<thead>
<tr>
<th>Topics to be covered</th>
<th>Due dates, tests, &amp; reading assignments</th>
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<tbody>
<tr>
<td><strong>Week One: September 3</strong></td>
<td>(complete assigned readings by the beginning of each week)</td>
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<tr>
<td>Introduction to the class</td>
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<td>Housing histories</td>
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<td>Library and Web resources</td>
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<tr>
<td><strong>Week Two: September 8, 10</strong></td>
<td>Reading: Morris &amp; Winter, Chapters 1, 2 &amp; 3</td>
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<tr>
<td>Research application of the M&amp;W model</td>
<td>Due 9/10: Identification of population group (#1)</td>
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<td>The household as a social system</td>
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<td>Norms and the evaluation of housing</td>
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<tr>
<td><strong>Week Three: September 15, 17</strong></td>
<td>Reading: Morris &amp; Winter, Chapter 4</td>
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<td>Computer lab exercises</td>
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<tr>
<td>Housing adjustment and adaptation</td>
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<tr>
<td><strong>Week Four: September 22, 24</strong></td>
<td>Reading: Morris &amp; Winter, Chapter 5 &amp; 6</td>
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<tr>
<td>Space norms and standards over the life cycle</td>
<td>Due 9/24: Household &amp; housing characteristics paper (#2)</td>
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<tr>
<td>Tenure and structure norms</td>
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<tr>
<td><strong>Week Five: September 29, October 1</strong></td>
<td>Reading: Morris &amp; Winter, Chapter 7</td>
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<td>Quality norms, expenditure and neighborhood norms</td>
<td>10/1: Exam #1</td>
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<tr>
<td><strong>Week Six: October 6</strong></td>
<td>Reading: Morris &amp; Winter, Chapter 8</td>
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<tr>
<td>NO CLASS October 8</td>
<td>Due 10/6: Reference list (#3)</td>
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<tr>
<td>Residential satisfaction/dissatisfaction</td>
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</tbody>
</table>
| Week Seven: October 13, 15 | Research ethics and procedures  
|                          | Post-oOccupancy evaluations  
| Reading: Ziesel, Chapters 7, 8, 9, 10 & 11  
| 10/15: Tour POE Site |
| Week Eight: October 20, 22 | Develop survey instrument to conduct Post Occupancy Evaluations  
| Due 10/22: Site summary for POE (#5) |
| Week Nine: October 27, 29 | Individual and household mobility  
|                          | Constraint indicators and mobility  
| Reading: Morris & Winter, Chapter 9  
| Due 10/27 (in class): POE instrument (#6)  
| Due 10/29: Research matrix (#4) |
| Week Ten: November 3, 5 | Residential alterations and additions  
| Reading: Morris & Winter, Chapter 10  
| 11/5: Exam #2 |
| Week Eleven: November 10, 12 | Housing for special populations  
|                          | Resource constraints/Income and housing prices  
| Reading: Morris & Winter, Chapter 11  
| Due 11/10: Final paper outline (#8) |
| Week Twelve: November 17, 19 | Structural and normative adaptation  
| Reading: Morris & Winter, Chapters 12 & 13  
| Due 11/19: POE summary (#7) |
| Week Thirteen: November 24, 26 | Housing discrimination  
|                          | Housing and subcultures  
|                          | Housing policy  
| Reading: Morris & Winter, Chapters 14, 15, & 16 |
| Week Fourteen: December 1, 3 | Student presentations  
| Due 12/1, 12/3: Oral presentations (#9) |
| Week Fifteen: December 8, 10 | Student presentations  
| Due 12/8: Final paper (#10)  
| Due 12/8, 12/10: Oral presentations (#9) |
| Finals Week | 12/15: Exam #3, Monday, 8:00-10:00, room 395 McNeal |
APA STYLE GUIDE (in brief):


Examples of different types of references as they would appear in a reference list are below. However, do not separate by type of reference—list all alphabetically—and only include in the reference list those sources that you actually cited in your paper.

To identify a source of information in the text of the paper, place the last name(s) of the author(s) and the year of publication separated by a comma in parentheses. For example, if you had just used an idea from one of the authors in the list below, you would paraphrase the idea or research finding and then cite the reference immediately (Morris & Winter, 1978). Or if the idea came from more than one author, cite each source and keep them in alphabetical order separated by semi-colons (Lerman, 1985; Morris & Winter, 1978).

Below are ways to cite your reference sources for different types of references:

Journal Articles


Authored Books

Edited Books

Chapter in Edited Books

Monographs/Reports

Government Publications
On-line Journal Articles

On-line Reports

Below is how references (examples from above) would be listed at the end of the paper in the reference list. Note that they are alphabetical by authors’ last names, not by type of source.

References


