

GGR 357H1

Housing and Community Development

Winter Term, 2015. Mondays, 3 to 5pm. Classroom: SS 2105

Instructor: **David Hulchanski**, PhD (urban planning)

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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)

Calendar Description

Housing and Community Development focuses on the importance of adequate housing and the challenge of achieving this for all households. It roots theoretical explanations in realities using Canada and Toronto as examples. Topics 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).

Community development and neighbourhood renewal is another theme permeating the course. 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 population, as determined by the people themselves. Housing, as the most

expensive budget item for most households, and as one of the basic necessities, plays a major role in the quality of life and general wellbeing of individuals and families.

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

- 1) **Attend class.** This is not a “correspondence course.” Class attendance is mandatory.
 - 2) **Participate.** 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.
 - 3) **Take notes.** 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).
 - 4) **No electronic distractions.** Use of electronic devices is prohibited (with the exception for audio-recordings specified in “(5)” 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.
 - 5) **Audio recording.** 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.
 - 6) **Contact me.** 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. david.hulchanski@utoronto.ca
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Course Readings

Required 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. Assigned readings are posted (as PDFs) on Blackboard.

Supplementary readings. Readings listed under 'supplementary' are optional. Supplementary readings are provided to allow further exploration of particular themes.

Book. Many readings are from an edited book, referred to in the reading list as *Finding Room*. The full citation is: Hulchanski, J.D. & M. Shapcott (2004) *Finding Room: Policy Options for a Canadian Rental Housing Strategy*, Toronto: CUCS Press, University of Toronto. PDFs of required readings from this book are posted on Blackboard.

Assessment, Assignments, Due Dates

- 1) **Quiz #1:** A short (20 minute) quiz on **January 26**, Session 4. (= 10% of final grade)
 - covering the readings from Sessions 2 to 4 and
 - classroom discussions from Sessions 1 to 3.

- 2) **Quiz #2:** A second short (20 minute) quiz on **February 9**, Session 6. (= 10% of final grade)
 - covering the readings from Sessions 2 to 6) and
 - classroom discussion from 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 23**.
 - The detailed description of Paper #1 is attached to this course outline.
 - The due date is after reading week. (= 15% of the final grade)

- 4) **Paper #2:** A research paper (maximum 1,700 words). Due **March 30**. (= 30% of final grade)
 - The details of this assignment, including the required format and submission procedures, will be provided later in the term and posted on Blackboard.

- 5) **Final Exam:** During the FA&S final exam period. (= 35% of final grade)
 - 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.

Extensions and Missed Quiz

- Please consult your college registrar if you are having difficulties during term that prevent you from completing your course work.
 - Extensions on assignments will be granted sparingly in the case of illness or other non-medical emergencies.
 - If you miss a 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.
 - **Medical documentation.** For illness, the new UofT medical certificate is available here: <http://www.illnessverification.utoronto.ca>
 - **Non-medical documentation.** FAS has posted Guidelines and a form that covers a wide range of situations. <http://www.artsci.utoronto.ca/current/petitions/process#documentation>
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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 than 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.

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.

Communications Policy

Always use your UofT email address (@utoronto.ca or @mail.utoronto.ca) for course related communications. Other email addresses may be filtered as spam.

Plagiarism

Plagiarism is a serious academic offense. Plagiarism is quoting (or paraphrasing) the work of an author (including the work of fellow students) without a proper citation. In addition, 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 'How not to plagiarize' at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Writing

- Information about college writing centres is at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.
 - The Writing Plus workshop series is described here: <http://www.writing.utoronto.ca/writing-plus>.
 - More than 60 Advice files on all aspects of academic writing are available at www.writing.utoronto.ca/advice.
 - A complete list of printable PDF versions are listed at <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.
 - On the proper use of sources: www.writing.utoronto.ca/advice/using-sources.
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Weekly Topics & Required Readings

Session 1. January 5

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 12

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

1. Carver, Humphrey (1948) “The Ultimate Housing Problem,” final chapter from his book, *Houses for Canadians: A Study of Housing Problems in the Toronto Area*, U of T Press.
2. Hulchanski, J.D. (2004) “How Did We Get Here? The Evolution of Canada’s ‘Exclusionary’ Housing System,” *Finding Room*, Chapter 11, 179-191.
3. Sousa, J. (2013) “Canadian Public Housing Policy and Programs,” Chapter 1 of his *Building a Co-operative Community in Public Housing: The Case of the Atkinson Housing Co-operative*, UofT Press, 11-32.
4. *The Wall Street Journal*. Two columns by J Clements, “Don’t Buy a House as an Investment,” 2014; & “How Houses Eat Money,” 2005.

Supplemental

5. CMHC (2013) “Condominiums,” Chapter 2 of the *2013 Canadian Housing Observer*.
6. Peters, D. (2004) “Affordable Housing Policy Challenges in Ontario: The View from the Non-Profit Sector,” *Finding Room*, Chapter 25, 365-379.
7. Shapcott, M. (2004) “Where Are We Going? Recent Federal and Provincial Housing Policy,” *Finding Room*, Chapter 12, 195-211.
8. Hulchanski, J. D. (2002) *Housing Policy for Tomorrow’s Cities*, Ottawa: Canadian Policy Research Networks, Discussion Paper F27.

Session 3. January 19

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. **NOTE:** 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.
2. Murie, A. (2012) “Housing in the welfare state: Partitioning places and people,” *Local Economy*, 27(5-6), 480-485.
3. Forrest, R. (2008) “Globalization and the housing asset rich: Geographies, Demographies and Policy Convoys,” *Global Social Policy*, 8 (2), 167–187.

Supplemental

4. Dalton, T. (2009) “Housing Policy Retrenchment: Australia and Canada Compared,” *Urban Studies*, January, 46: 63-91.
 5. Murie, A. (2012) “The Next Blueprint for Housing Policy in England,” *Housing Studies*, 27(7).
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Session 4. January 26

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)

1. ONPHA (2013) *Where's Home: The Need for Affordable Housing in Ontario*. Selections from the full report.
2. Hulchanski, J.D. (2005) *Rethinking the Housing Affordability Challenge*, Discussion paper, Government of Canada's "Canadian Housing Framework Initiative" consultation process.
3. Hulchanski, J.D. (2007) *Canada's Dual Housing Policy: Assisting Owners, Neglecting Renters*, Toronto: UofT, Centre for Urban and Community Studies, Research Bulletin #38. 8 pages.

Supplemental

4. Wellesley Institute (2010) *Precarious Housing in Canada, Executive Summary*, 1-7.
5. Drummond, D., D. Burleton, G. Manning (TD Economics), (2003) Affordable Housing in Canada: In Search of A New Paradigm, *Finding Room*, Chapter 2, 15-65.
6. Gilbert, A. (2004) "Promoting Rental Housing: An International Agenda," *Finding Room*, Chapter 27, 389-399.

Session 5. February 2

Canada's Dehousing Processes: Homelessness Past, Present, Future

1. Gaetz, S. et al. (2013) *The State of Homelessness in Canada 2013*, Toronto: Canadian Homelessness Research Network Press, Homeless Hub Paper #4. www.HomelessHub.ca
2. Hulchanski, J.D. et al. (2009) "Homelessness: What's in a Word?" Introduction (15 pages) to *Finding Home: Policy Options for Addressing Homelessness in Canada* (e-book), J.D. Hulchanski et al., eds.: Toronto: Cities Centre, UofT. www.homelesshub.ca/FindingHome
3. Wellesley Institute (2006) *The Blueprint to End Homelessness in Toronto*.

Supplemental

4. Canada, Senate Committee on Social Affairs (2009) *In From the Margins: A Call to Action on Poverty, Housing and Homelessness*. Ottawa.
 5. NHHN (2004) "Ending Homelessness: The One Percent Solution, National Housing and Homelessness Network," *Finding Room*, Chapter 26, 381-387.
 6. Falvo, N. (2009) "Toronto's Streets to Homes Program," Chapter 1.5 in *Finding Home*. www.homelesshub.ca/FindingHome
 7. Jahiel, R.I. (1992) "Homeless-making Processes and the Homeless-makers," Chapter 18, *Homelessness: A Prevention-oriented Approach*, R.I. Jahiel, ed., Baltimore: Johns Hopkins U Press, 269-294.
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Session 6. February 9

“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)

1. Novac, S., J. Darden, J.D. Hulchanski, A. Seguin (2004) “Housing Discrimination in Canada: Stakeholder Views and Research Gaps,” *Finding Room*, Chapter 7, 135-145.
2. Centre for Equality Rights in Accommodation (2009) “*Sorry it’s rented”: Measuring Discrimination in Toronto’s Rental Housing Market*, Toronto: CERA. 22 pages.
www.equalityrights.org/cera
3. Divine, G. (2004) “Aboriginal Housing in Canada,” *Finding Room*, Chapter 23, pp. 343-355.
Supplemental
4. Ontario Human Rights Commission (2007) *Human Rights and Rental Housing in Ontario: Background Paper*. Toronto.
5. Robert Murdie, Robert (2004) “Housing Affordability: Immigrant and Refugee Experiences,” *Finding Room*, Chapter 8, 147-157.

February 16. Reading Week: No Class
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Session 7. February 23

The Human Right to Adequate Housing

→ **Paper #1 due at the start of Session 7**

1. Porter, B. (2004) “The Right to Adequate Housing in Canada,” Chapter 3, *Finding Room*.
 2. United Nations, Committee on Economic, Social and Cultural Rights (1998) “Canada’s Record on Economic, Social and Cultural Rights, UN Report,” in *Finding Room*, Appendix D, 427-438.
 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.*
Supplemental
 4. COHRE (2006) *Women and Housing Rights*, Geneva: Centre on Housing Rights and Evictions.
 5. United Nations, Committee on Economic, Social and Cultural Rights (1991) “Defining the Right to Adequate Housing,” in *Finding Room*, Appendix C, 417-424.
 6. Martin, Paul (1990) “Adequate Shelter: A Fundamental Human Right,” Chapter 2 of the *Report of the National Liberal Caucus Task Force on Housing*, reprinted as Appendix E, *Finding Room*, 439-443.
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Session 8. March 2

Socio-spatial Polarization: Neighbourhood Change Trends & Urban Policy

1. Walks, Alan (2011) "Economic Restructuring and Trajectories of Socio-spatial Polarization in the Twenty First-Century Canadian City," Chapter 6 in *Canadian Urban Regions*, Oxford University Press. NOTE: focus on pp. 125-129 and 153-154.
2. Hulchanski, J. D. (2010) *The Three Cities within Toronto: Income Polarization Among Toronto's Neighbourhoods, 1970 – 2005*, Toronto: Cities Centre, UofT. 32 pages.
3. Wolfe, Jeanne (2003) "A National Urban Policy for Canada? Prospects and Challenges," *Canadian Journal of Urban Research*, 12(1), 1-16.

Supplemental

4. Marcuse, Peter (2004) *The Future of Housing Advocacy and Research*, Toronto: UofT, Centre for Urban and Community Studies, Research Bulletin #25. 6 pages.
5. Fortin, N. et al. (2011) Canadian Inequality: Recent Developments and Policy Options, *Canadian Public Policy*, 38(2), 121-141.
6. Stapleton, J, B. Murphy, Y Xing (2012) *The Working Poor in the Toronto Region, Summary Report*, Toronto: Metcalf Foundation. 26 pages.

Session 9. March 9

Community Development: House/Home, Neighbourhood/Community

1. Brown, J.D and D. Harris (2012) "Introduction to Community Development," Chapter 2 in their text *Community Development in Canada*, Toronto: Pearson Canada, 8-17.
2. Toronto Public Health (2012) *Toward Healthier Apartment Neighbourhoods*, Toronto.
3. Cowen, D. and V. Parlette (2010) *Toronto's Inner Suburbs: Investing in Social Infrastructure in Scarborough*, Toronto: UofT, Cities Centre. 12 pages.

Supplemental

4. E.R.A. Architects, et al. (2010) *Tower Neighbourhood Renewal in the Greater Golden Horseshoe: An Analysis of High-Rise Apartment Tower Neighbourhoods Developed in the Post-War Boom (1945-1984)*, A report for the Ontario Growth Secretariat. <http://www.cugr.ca/tnrgh>

Session 10. March 16

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

1. Hulchanski, J.D. (1990) Planning New Urban Neighbourhoods: Lessons from Toronto's St. Lawrence Neighbourhood, UBC Planning Papers, Canadian Planning Issues #28. 18 pages.
2. Toronto Community Housing Corporation (2008) *Regent Park Revitalization* [PDF of a PowerPoint presentation, an illustrated history of the planning process]. 14 pages.
3. August, M. (2008) "Social Mix and Canadian Public Housing Redevelopment: Experiences in Toronto," *Canadian Journal of Urban Research*, 17(1), 82-100.

Supplemental

4. GHK International, et al. (2003) *Lessons From St. Lawrence for the Regent Park Redevelopment Process*, Toronto Community Housing Corporation. 15 pages.
 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
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Session 11. March 23

Policy Options: How Can we do Better? Panel Discussion.

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.

1. Maclellan, Duncan (2008) *Housing for the Toronto Economy*, Toronto: UofT, Cities Centre Research Paper #212. Read Chapter 5, “Conclusions and Recommendations,” 41-47.
2. Allan, E. [Toronto Board of Trade] (2004) “The Business Case for Affordable Housing,” *Finding Room*, Chapter 14, 231-236.
3. City of Toronto (2008) *Housing Opportunities Toronto: An Affordable Housing Framework, 2008-2018*. <http://www.toronto.ca/affordablehousing/hot.htm>

Supplemental

4. Federation of Canadian Municipalities (2008) *Sustaining the Momentum: Recommendations for a National Action Plan on Housing and Homelessness*, Ottawa
5. Conference Board of Canada (2010) *Building from the Ground Up: Enhancing Affordable Housing in Canada*, Ottawa.

Session 12. March 30

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

1. Gaetz, S. (2010) “The Struggle to End Homelessness in Canada: How we Created the Crisis, and How We Can End it,” *The Open Health Services and Policy Journal*, 2010, 3, 21-26.
 2. Canadian Centre for Policy Alternatives (2012) *Housing* section of the *Alternative Federal Budget* (AFB), 91-99.
 3. Canadian Social Economy Hub (2010) *The Role of the Social Economy in Meeting Diverse Housing Needs*, March. 4 pages.
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Housing and Community Development

Paper #1 Assignment: A short op-ed for a newspaper (or a blog)

Due February 23 (Session 7, submitted **at the start of class at 3:10**; not at the end of the class).

- 700 word maximum.
- 1 ½ inch (3.8cm) margins; 12 pt. text, double-spaced.
- 15% of final grade.

In 1948 UofT social work professor Humphrey Carver published the first scholarly book on Canada's housing issues, *Houses for Canadians: A Study of Housing Problems in the Toronto Area* (UofT Press). The final chapter is titled "The Ultimate Housing Problem." (see Session 2, reading 1)

Assume you have been asked by a newspaper to write a brief (750 word maximum) op-ed on the extent to which this concluding chapter to Carver's 1948 book (its 66th anniversary) could be written today. What is Canada's "ultimate housing problem" according to Carver? What similarities/contrasts do you see between Carver's assessment in 1948 and the contemporary articles and reports about Canada's housing system we have looked at in the first five sessions of this course? How much progress has been made in addressing the "ultimate housing problem"?

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**What is an Op-ed?** An op-ed is a short opinion-based article, a personal observation, a brief comment with specific advice on a topic.

It is not a research paper but is based on your knowledge of research on the given 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 – as a demonstration that you know this material.*)

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.

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*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."

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| In summary, an op-ed is an opinion, like an editorial. |
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Here is some advice from a *New York Times* op-ed editor ("*And Now a Word From Op-Ed*," by David Shipley, *NYT*, February 1, 2004).

- "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.

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