Housing and Community Development

Winter Term, 2020. Mondays, 3 to 5pm.

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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.”

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.” – Hopper & Baumohl, 1996:3

Housing and Community Development focuses on the importance of adequate housing and the challenge of achieving this for all households. Within the general focus on the problem of increased housing insecurity and inequities within Canada’s housing system, topics include the evolution of housing policies, rental and social housing issues, comparisons with other nations, housing discrimination and human rights, and related neighbourhood impacts and trends.

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 low and moderate 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 quality are also themes 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 the 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. I use PowerPoint to help 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. 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 by email (start the subject line with GGR357 followed by a few words about the topic/question).  
   david.hulchanski@utoronto.ca

**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 Quercus.
Supplementary readings. Readings listed under ‘supplementary’ are optional. Supplementary readings are provided to allow further exploration of particular topics.

Books (supplemental; for background and context; now and for your future)

- Suttor, Greg (2016) *Still Renovating: A History of Canadian Social Housing Policy*, McGill-Queen's University Press. This recently published book is relevant to the entire course. Anyone with a longer-term interest in housing should have this book. It is available online via the UofT Library.


Important recent housing books (mainly US & UK)


- Dorling, D. (2014) *All that is solid: How the great housing disaster defines our times, and what we can do about it*. Penguin UK.


Assessment: Assignments

1) Classroom Participation & Reading Responses = 14%

2) Three short 20-minute in class quizzes = 36% (12% each)

3) One research paper = 25%

4) Final exam during Faculty exam period = 25%

1) Classroom Participation & Reading Responses: 14% of final grade.

Students are encouraged to participate by asking questions and offering comments.

**Reading Responses** are based on the required readings. They must be printed and submitted in person during the class for which they are due. They are one page only (single spaced). Each has a defined “response” task (e.g., definitions, comments, key points) relevant to the readings for that week.

- In order for the reading responses to be a valuable learning tool and part of the participation objective, they need to be prepared prior to class meetings as they are intended to facilitate and enhance discussion. They will not be accepted after class or via email.
• They are intended to promote critical thinking and preparedness in advance of discussions.
• Students must submit the Reading Response in person only. A student cannot submit on behalf of an absent student. (It is an academic offence to submit the reading response on behalf of an absent student.)

Grading Reading Responses: Reading responses are graded acceptable or not acceptable in terms of thought/effort; or not submitted (i.e., missed class).
• If marked not acceptable, you will receive an email explanation.
• If you receive no email, it means the Reading Response was acceptable.
• Reading Responses are not returned.

2) Three Quizzes

Quiz #1: January 20, Session 3, a 20-minute quiz covering the readings from Sessions 1 to 3 and classroom discussions from Sessions 1 to 2 (= 12% of final grade).
Quiz #2: February 10, Session 6, a 20-minute quiz covering the readings from Sessions 1 to 6 and classroom discussions from Sessions 1 to 5. (= 12% of final grade)
Quiz #3: March 16, Session 10, a 20-minute quiz covering the readings from Sessions 1 to 10 and classroom discussions from Sessions 1 to 9 (= 12% of final grade).

3) Research Paper (‘Policy Brief’ format)

Paper: By April 6. A research paper (maximum 1,800 words due by midnight April 6 by email to david.hulchanski@utoronto (= 25% of final grade). The details of this assignment, including the required format will be provided later in the term and posted on Quercus.

4) Final Exam

Exam: During the FA&S final exam period. (= 25% 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.wellnessverification.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
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://aoda.brandequity.utoronto.ca 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.
SESSION 1. January 6

Introduction to the Course & Discussion of:

After 80 years of housing programs why do we still have a housing problem?

The first class will introduce the major themes of the course, the 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. (Note: The three readings are 'required' and their content may be a question on a quiz or the final exam.)

The 'Supplementary Readings' this week (below) are about Canada's National Housing Strategy, launched in November 2017: the NHS document, my Globe and Mail comment on it, and the analysis of it by Canada's Parliamentary Budget Office. These are reference works for the entire course. We will be referring to them throughout the course. You need not know all the details in the two reports (just the broad themes) but need to know what they contain in general -- the broad themes and analysis that will be mentioned in various sessions throughout the course.

Readings


Supplemental (optional) Readings: The Trudeau Government’s National Housing Strategy


Session 2. January 13

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

Reading Response #1: At start of class (10:10am) submit one page (12pt, 1” margins, single spaced, name [name in large font]/student number/date at top) that provides: (1) a brief summary of what Carver calls “the ultimate housing problem” (one paragraph); (2) Suttor divides Canada’s social housing policy and programs into six periods and then discusses “broad themes” in this history. What are a few of those broad themes (a short paragraph or two)?

Note: Graded acceptable or not acceptable in terms of thought/effort.

Readings


Supplemental (optional) Readings


Session 3. January 20
The Private Rented Sector & the Issue of “Housing Affordability”

→ Quiz #1, 3:10 sharp, covering the Sessions 1, 2, and 3 readings and the Sessions 1 & 2 classroom discussions. (= 12% of final grade)

Readings

Supplemental (optional) Readings
Session 4. January 27
Canada’s Housing System Compared to Other Similar Nations

**Reading Response #2:** At start of class (10:10am) submit one page (12pt, 1” margins, single spaced, name/student number/date at top), in numbered point form, list very briefly five ways in which Canada’s housing system differs from key aspects of the UK and Australian housing systems. Note: there are many possible types/categories of differences one could focus on; the choice is yours; the main criteria relate to being factual/accurate.

**Readings**


**Supplemental (Optional) Readings**


Session 5. February 3
“Sorry it’s taken”: Housing Discrimination

Reading Response #3: At start of class (10:10am) submit one page with two paragraphs. (1) definition: provide in your words a definition of what "housing discrimination" is from the readings. (2) a summary of the information or insights about housing discrimination you found most interesting/informative (ideally 3 or 4 numbered points, very briefly stated).

Readings


3. CERA (2011) ”Sorry it’s Rented”: Know Your Rights, Housing Discrimination is Against the Law, Toronto: CERA.


Supplemental (optional) Readings


Session 6. February 10

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

→ Quiz #2, 3:10 sharp, covering the Sessions 1 to 6 readings and the Sessions 1 to 5 classroom discussions. (= 12% of final grade)

Readings


Supplemental (optional) Readings


February 17. Reading Week. No Class.
Session 7. February 24
The Human Right to Adequate Housing

Reading Response #4: Two paragraphs: (1) What is the basis made in the readings for claiming that homelessness is a violation of Canada’s Charter of Rights and Freedoms? (2) The United Nations review of Canada’s compliance with social and economic rights in 2016: summarize a few of the U.N. Committee’s main housing/homelessness related criticisms of Canada. Note: Philip Alston (reading #1) served as the Chair of the UN Committee on ESCR for many years.)

Readings


3. Charter Challenge (2011) Homelessness as a Housing Rights Violation in Canada, Ontario Superior Court. This 15 page summary document 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 (optional) Readings


Session 8. March 2  
Socio-spatial Polarization: Neighbourhood Change Trends & Urban Policy

**Reading Response #5:** (1) Gentrification is one type of neighbourhood change. How does Marcuse define gentrification, and what does he consider its key positive and key negative aspect? (about half a page single spaced). (2) The City of Toronto is more geographically divided by income than in the past. Summarize briefly how much greater both socio-spatial inequality is and socio-spatial polarization is in the City. The United Way (2017) supplemental reading provides data/maps from the 2016 census as an update on these trends.

**Readings**


**Supplemental (optional) Readings**


Session 9. March 9
Community Development: House/Home, Neighbourhood/Community

Reading Response #6: (coming soon on Quercus)

Readings

Supplemental (optional) Readings
Session 10. March 16
Planning Neighbourhoods as Communities: St. Lawrence, Regent Park, & Others

→ Quiz #3, 3:10 sharp, covering the Sessions 1 to 10 readings and the Sessions 1 to 9 classroom discussions. (= 12% of final grade)

Readings

Supplemental (optional) Readings

Details about Sessions 11 and 12 will be posted on Quercus

Session 11. March 23
Policy Options: Shaping Canada’s Housing Future for Canada. How Can we do Better?

Reading Response #7:

Readings

Session 12. March 30
Final Session: Overview & What does the future hold for Canada’s Housing system?

Readings