

**Department of Geography and Planning
University of Toronto**

**JPG 1507 H1S: HOUSING MARKETS AND HOUSING POLICY ANALYSIS
January-April 2021
Wednesdays 12:00 noon – 2:30 p.m.**

COURSE OUTLINE

Instructor: Greg Suttor – greg.suttor@mail.utoronto.ca

Office hours (Zoom): Usual hours 1:00 –3:00 Tuesday and Thursday; other times by arrangement. Please email to book a time with the instructor, regardless.

A. Course description:

The objective of this course is to provide an opportunity for in-depth analyses of housing, as both product and process, and to apply these analyses to concrete housing situations and current policy and planning problems. Two principal themes are emphasized:

- 1) assessments of changes in the structural and spatial dimensions of housing demand and supply, and alternative modes of housing provision; and
- 2) evaluations of housing policies and programs and their relationships to social and economic policies and urban planning.

The latter will be undertaken primarily through the discussion of case studies of specific problems and policy issues, the former through a review of basic concepts on housing in the first few weeks of class.

B. Classes and course structure:

- Classes will be held online via Zoom.
- Each week will have two distinct halves, averaging just over an hour each plus a break of about 15 minutes – total 2.5 hours (a couple of exceptions, up to 3 hours).
- First half of each week: normally a lecture presentation by the instructor, with class discussion.
- Second half of each week:
 - first half of semester – guest speaker(s) most weeks, with Q&A /discussion.
 - second half of semester – student seminar presentations and discussion (see below).
- Each student presentation: 30-minute time slot, a 10-15 minute presentation, then discussion
- Some exceptions to this structure, as shown below.

C. Readings:

- Primary readings are noted in the week-by-week outline below.
- Adjustments may be made to this list during the course (to be noted in class and on Quercus).
- Additional Readings and Resources will be on Quercus (PDF or link), organized by topic.

D. Related University policies:

Related University of Toronto policies and principles apply in this course, including but not limited to:

1. Academic integrity

- Academic integrity: <https://www.academicintegrity.utoronto.ca>
- Code of Behaviour on Academic Matters: <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>
- Code of Student Conduct: <https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please contact the instructor. Note that you are expected to seek out additional information on academic integrity from the instructor or from other U of T resources

2. Inclusivity

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

In this class, we will be respectful and inclusive of diverse experiences, viewpoints, and accessibility needs. Students, instructor and guest speakers are free to put forward different viewpoints, including opposing ones. We will do so in a respectful way, in a spirit of constructive feedback & open discussion.

If you have particular needs (includes religious holidays, family care responsibilities, other), please let the instructor know.

If you have inclusivity-related concerns about something raised or expressed in class, please raise the matter courteously in class, and/or raise it individually with the instructor if you prefer.

3. Accommodation

If you have a disability or health consideration that may require accommodation(s), please let the instructor know, and/or raise these with the relevant University offices. See: <https://hrandequity.utoronto.ca/inclusion/accessibility>.

All reasonable best efforts will be made to provide accommodation.

E. Week by week outline:

Week 1 – Jan 13

Part A – **Course overview and roundtable introductions**

Part B – **Markets, social rights, and other perspectives** (lecture presentation + discussion)

Primary readings:

Jackson (2004) *Home Truths: Why Housing Matters to all Canadians* (esp. introduction pp. 7-15)
http://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/hometruths.pdf

Angel (2000) *Housing Policy Matters: A Global Analysis* – Ch. 6 extract (pp. 67-74)

Kenna (2008) “Globalization and Housing Rights”

Whitehead (2012) “The Neo-Liberal Legacy to Housing Research” [online at U of T libraries]

http://sk.sagepub.com.myaccess.library.utoronto.ca/reference/hdbk_housingstudies/n6.xml

Week 2 – Jan 20

Part A – **Housing systems and political economy** (lecture presentation + discussion)

Primary readings:

Aalbers and Christophers (2015) “Centring Housing in Political Economy”

Matznetter & Mundt (2012) “Housing and Welfare Regimes” – Ch 15 in *The SAGE Handbook of Housing Studies* [online at U of T libraries]

Hulchanski (2016) “The Housing System” (presentation)

Aalbers (2017) “The Variegated Financialization of Housing”

Part B – **Demography, lifecycle, and housing choice** (lecture presentation + discussion)

Primary readings:

Clark & Dieleman (1996) “Housing and the Life Course” – Ch. 2 in *Households and Housing* [online at U of T libraries]

<https://search.library.utoronto.ca/details?13014313&uuiid=62aa934c-d26c-4af3-91c0-10521dc4d462>

Miron (1993, chapter 2); “Demographic and Economic Factors in Housing Demand”

CMHC (2014) *Canadian Housing Observer*, Ch. 2 “Demographic Influences on Housing Demand”

Week 3 – Jan 27

Part A – **Public policy and housing** (lecture presentation + discussion)

Primary readings:

“Public Policy” definition – Atlas of Public Management <http://www.atlas101.ca/pm/concepts/public-policy>

Dye (2013) *Understanding Public Policy* – Chapter 2

Doling (1997) “Policy Options and Frameworks” – Chapter 3 in *Comparative Housing Policy*

Gough (2008) “European Welfare States: Explanations and Lessons ...” (pages 39 to 57 only)

Howlett & Cashore 2014 *Conceptualizing Public Policy.pdf*

(Jan 27)

Part B – *Guest speaker* – **Federal Housing Policy and the National Housing Strategy**

Steve Pomeroy – Principal, Focus Consulting – housing policy and research

Primary readings (to be confirmed/adjusted with guest speaker):

Canada, Parliamentary Budget Officer (2019) *Federal Spending on Housing Affordability*

Description of the National Housing Strategy programs on the CMHC website:

<https://www.cmhc-schl.gc.ca/en/nhs/guidepage-strategy/about-the-initiatives>

Pair of blogs providing a quick summary of the NHS, its programs, and what's new:

<https://www.wellesleyinstitute.com/housing/canadas-national-housing-strategy-the-basic-facts>

<https://www.wellesleyinstitute.com/housing/canadas-national-housing-strategy-the-strong-the-soft-and-the-splashy>

Socialrights.ca <https://nhs.socialrights.ca> – Website of advocacy coalition on housing rights in NHS

Pomeroy (2019) “What will 2019 hold for Canada's affordable housing sector”

Week 4 – Feb 3

Part A – **Housing needs and inequality** (lecture presentation + discussion)

Primary readings:

Anacker (2019) “Introduction: Housing Affordability and Affordable Housing”

Three short CMHC data reports on Core Housing Need:

CMHC (2013) Core Housing Need definition (1 page)

CMHC (2018) “Core Housing Need” Ch. 2 in *Canadian Housing Observer 2018*.

CMHC (2019) *Housing Conditions of Visible Minority Households*

Ronald (2018) “ ‘Generation Rent’ and Intergenerational Relations in The Era of Housing Financialisation”

Hogan & Berry (2011) “Racial and Ethnic Biases in Rental Housing: An Audit Study of Online Apartment Listings”

Smith & Ley (2008) “Even in Canada? The Multiscalar Construction and Experience of Concentrated Immigrant Poverty in Gateway Cities”

Paradis et al (2014) *Nowhere Else to Go: Inadequate Housing & Risk of Homelessness Among Families in Toronto's Aging Rental Buildings*

Part B – *Guest speaker* – **Housing and homelessness**

Nick Falvo – Housing policy and research consultant

Primary readings:

The Street Health Report 2007 <https://www.streethealth.ca/downloads/the-street-health-report-2007.pdf>

Milaney et al. (2018) “Falling through the Cracks: How the Community-Based Approach Has Failed Calgary's Chronically Homeless” (School of Public Policy, U. of Calgary)

<https://www.policyschool.ca/wp-content/uploads/2018/02/Falling-Through-The-Cracks-Milaney-FINAL-2Williams-Dutton-final.pdf>

Falvo (2020) *The Long-term Impact of the COVID-19 Recession on Homelessness in Canada: What to Expect, What to Track, What to Do* (prepared for ESDC)

Goering et al (2014) *National At Home/Chez Soi Final Report* (Mental Health Commission of Canada)
– See the executive summary <https://www.homelesshub.ca/resource/national-homechez-soi-final-report>

Week 5 – Feb 10

Part A – **Housing programs and who does what** (short presentation + discussion – 45 min)

Primary readings:

Lampert (2012) *The Federal Role in Canada's Housing System* (CHBA)

BC Housing (2015) *Program Guide*

New Brunswick (2019) *2019 – 2022 New Brunswick Action Plan (National Housing Strategy)*

RPCO Affordable Housing Group (2015) “Activities Summary Table”

Part B – *Guest speakers* – **City of Toronto affordable housing policy and programs**

Erik Hunter – Acting Housing Development Manager (Housing Secretariat)

Deanna Chorney – Project Manager, Strategic Initiatives Policy & Analysis (City Planning)

Primary readings: (to be confirmed)

● **Feb 17 - Reading week – No class** ●

Week 6 – Feb 24

Part A – **Social housing and rental assistance** (lecture presentation + discussion)

Primary readings:

Whitehead (2017) “Social Housing Models: Past & Future”

Malpass (2008) “Histories of Social Housing: A Comparative Approach”

Yates (2012) “Housing Subsidies” – Ch. 21 *SAGE Handbook of Housing Studies* [online U of T libraries]

Kemp (2007) “Housing Allowances in Context”

Kemp (2007) “Housing Allowances in Comparative Perspective”

Part B – *Guest speaker* – **Affordable housing development**

Leslie Gash – Vice President, Development, Waterfront Toronto

Primary readings: (to be confirmed)

Week 7 – March 3

Part A – **Housing production and finance** (lecture presentation + discussion)

Primary readings:

Ball (2012) Housebuilding and Housing Supply (Ch. 2 in Sage Handbook of Housing Studies)

Pomeroy & Phinney (2016) *Adding to Rental Supply: Review of International Rental and Social Housing Policies and Programs* (Carleton University – CURE)

Pawson et al. (2020) ‘Financing and Governing Affordable Rental Housing’ (Palgrave Macmillan)

Part B – **Student seminar presentations and discussion**

Week 8 – March 10

Part A – **Policy over time: How did we get here?** (lecture presentation + discussion – 45 min)

Primary readings:

Carroll (1989) “Post-War Trends in Canadian Housing Policy”

Patterson (1985) “Federal Assistance to Rental Housing Construction 1946-1983” (1-page table)

Banting (1990) “Social Housing in a Divided State”

Suttor (2016) “Conclusions” – Ch. 8 of *Still Renovating*

Pomeroy & Falvo (2014) “Pragmatism and Political Expediency: Housing Policy under the Harper Regime”

Part B – **Student seminar presentations and discussion**

Week 9 – March 17

Part A – **Housing, neighbourhood change, and urban space** (lecture presentation + discussion)

Primary readings:

Galster (2012) “Neighbourhoods and their Role in Creating and Changing Housing” Ch 5 in *The SAGE Handbook of Housing Studies* [online at U of T libraries]

Megbolugbe et al. (1996) “Understanding Neighbourhood Dynamics: A Review of the Contributions of William G. Grigsby”

Murie (2005) “The Dynamics of Social Exclusion and Neighbourhood Decline: Welfare Regimes, Decommodification, Housing, and Urban Inequality” Ch. 7 in *Cities of Europe* (Blackwell).

Hamnett (1991) “The Blind Men and the Elephant: The Explanation of Gentrification”

Arbaci, Sonia (2007) “Ethnic Segregation, Housing Systems and Welfare Regimes in Europe”

Part B – **Student seminar presentations and discussion**

Week 10 – March 24

Part A – **Pressured markets and escalating costs** (lecture presentation + discussion)

Primary readings:

Wetzstein (2017) “The Global Urban Housing Affordability Crisis”

Ley and Tutchener (2001) “Immigration, Globalisation and House Prices in Canada's Gateway Cities”

Walks (2020) “Global City, Global Housing Bubble? Toronto’s Housing Bubble and its Discontents” Ch. 9 in *Critical Dialogues of Urban Governance, Development & Activism: London & Toronto*

Gordon (2020) “Reconnecting the Housing Market to the Labour Market: Foreign Ownership and Housing Affordability in Urban Canada”

Part B – **Student seminar presentations and discussion**

Week 11 – March 31**Part A – Choosing policy to address current issues** (structured discussion)

Proposed readings:

Each student will read about 3 of these diverse readings, depending on interests. Other resources may also be chosen, depending on the interests of class participants.

We will discuss different options & approaches to current housing issues. Details to be confirmed.

Katz et al (2003) *Rethinking Local Affordable Housing Strategies: Lessons from 70 Years of Policy and Practice* (Brookings Institution) – Read a least the Executive summary (pp. vi-xiv)

Pomeroy (2016) *Optimizing Demand and Supply Side Housing Assistance Programs* (for CMHC)

Brescia (2005) *The Affordability Crisis in Ontario: Trends, Causes, Solutions* (FRPO)

Gibb et al. (2019) “Private Renting” – Ch. 7 in *Shaping Futures – Final Report*

Brandon & Hajer (2019) *Making Space for Change: The Story of Manitoba’s Rent Assist Benefit*

Pomeroy (2020) *Recovery for All: Proposals to Strengthen the National Housing Strategy and End Homelessness* (CAEH)

City of Vancouver (2017) *Vancouver Housing Strategy*

Pomeroy (2017) *Envisioning a Modernized Social and Affordable Housing Sector in Canada* (CURE)

Steele & Tomlinson (2010) *Increasing the Affordability of Rental Housing in Canada: An Assessment of Alternative Supply-side Measures* (U. of Calgary)

Pomeroy et al. (2019) *Promising Practices in Affordable Housing: Evolution and Innovation in BC and Quebec* (Canadian Housing Policy Roundtable)

Cheshire et al. (2014) *Living with Place Disadvantage: Community, Practice and Policy* – Ch.9 extract

Additional resource: Fischer et al. (2005) *Handbook of Public Policy Analysis* (Taylor & Francis)

Part B – Student seminar presentations and discussionWeek 12 – April 7**Part A – Integration and review of themes from the course**

We will consider themes and issues from the various presentations by the instructor, students, and guest speakers. We can reflect, integrate, discuss, & consider where you may want to probe more.

The focus and emphasis will depend on the interests of the class. Details to be confirmed.

Part B – Student seminar presentations and discussion (if required – depends on enrollment)

F. Grades and assignment weights:

15 %	General participation
15 %	1 st short paper
15 %	2 nd short paper
15 %	Seminar presentation
40 %	Research paper
100 %	TOTAL

Assignments are to be submitted on Quercus. Deadline 11:59 p.m. on date noted for each assignment. Penalty for late submission: 5% per day. (e.g. 5% of 15% = ↓0.75 final marks; 2 days x 5% of 40% = ↓4.0 final marks)

Submissions more than 5 calendar days late will not be accepted. Exceptions may be offered in extreme circumstances (severe illness, death in family) if adequately documented to satisfaction of the instructor.

G. Assignments:

There are three smaller assignments plus a research paper.

Assignments #1, #2, and #4 are to be submitted in MS-Word (not PDF or other).

Assignment #1 Housing prices/rents and supply: What solutions?

Short paper, up to 1,200 words.

Due Date: February 5, 2021

Consider the problem in Canadian cities of rising housing rents and prices, and shortfalls or imbalances of supply, with broader social impacts. Choose a broad or specific aspect of this, as you wish. As a basis of concepts and evidence for your paper, select one or more readings from each of these three topics: '*Markets, social rights, and other perspectives*' (Jan 13), '*Housing systems and political economy*' (Jan 20), and '*Housing needs and inequality*' (Feb 3). Draw on other materials too if you wish.

What approach, or mix of approaches, is needed to address these problems? What are the advantages and the limitations of depending on market-based approaches, or looking to policy and government programs to address them? In what ways are these two approaches opposed, or interrelated?

Argue a specific position, with a thesis statement, supported by related arguments drawing on the chosen sources and concepts discussed in class. Your position can be nuanced, but it must be clear.

Assignment #2 *Critical Evaluation of Selected Housing Research*

Short paper, up to 1,200 words.

Due Date: February 26, 2021

Choose three recent articles from different scholarly journals, all addressing a shared housing policy or research issue (problem), but each using different concepts/theories, analytical frameworks, and/or methodologies. You can use listed primary readings for this course, and/or additional listed readings, and/or articles you choose.

Critically review and evaluate them in relation to each other and your interests. Consider the authors' concepts, theories, and framing of the problem; methods; contradictions or gaps that you find; evidence; conclusions; and other matters that interest you. Draw conclusions on the articles' relative strengths in probing the housing issue or policy and expanding our knowledge.

For example, the issue might be: a) income, rents and affordability; b) shortfalls or imbalances in housing supply; c) ethnoracial inequalities and systemic racism in housing; d) financialization and rising costs; e) effects of planning/zoning on supply and affordability; f) age or gender differences; g) housing and neighbourhood change. Feel free to choose a different issue, but check in with the instructor.

You will need to be quite brief in conveying the essentials of each article; focus mostly on your analytical comparison, and arrive at some conclusion(s). Articulate a general argument or position in your introduction, and structure this short paper accordingly.

Assignment #3 *Seminar Presentation*

10 to 15 minute presentation by each student (using PowerPoint or similar) + discussion time. 30-minute slots. We will do 3 (or on occasion 4) presentations per class.

Seminar presentations will start March 3rd and run to March 31st or April 7th.

Choose a topic, preferably based on Assignment #1, #2, or #4, or based on other research which is part of your graduate work. Check in with the instructor in advance about your choice. This is a chance to share your interests with the class. If you base it on #4, it's also an opportunity for early feedback.

Assignment #4 *An Analysis of a Current Housing Problem, Policy Issue, or Research Question*

Research paper, up to 5,000 words (plus references).

Due Date: April 1, 2021

Topic to be selected by the student with prior approval by the instructor.

Brief (up to 1 page) proposal due March 3.

The research paper should focus on a specific topic or concern, guided by research questions you choose in consultation with the instructor. It should be evidence-based and informed by concepts or theories discussed in the classes or of interest to you. It should be clearly structured, concise, and cogently argued. Evidence, concepts, and arguments are to be well supported by references to academic literature in all cases, and to non-academic research or policy reports if it suits your topic.

Graduate Course Policies Department of Geography & Planning

Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make-up date for the missed class.

Fall 2020

July 30, 2020	Course enrolment opens
September 8, 2020	F (fall) and Y (fall-winter) session graduate courses and seminars begin
September 11, 2020	Final registration deadline
September 21, 2020	Deadline to add F (fall) and Y (fall-winter) session courses
October 26, 2020	Deadline to drop Fall courses
October-November 2020	Undergraduate reading week*

Winter 2020

January 4, 2021	S (winter) session graduate courses and seminars begin
January 13, 2021	Grades for F (fall) courses available for viewing on ACORN
January 25, 2021	(Updated) Deadline to add S (winter) session courses
March 1, 2021	(Updated) Deadline to drop S (winter) and Y (fall-winter) session courses

Summer 2021

May 3, 2021	Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
May 19, 2021	Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
May 28, 2021	Final date to drop F (May-June) session courses without academic penalty
June 7, 2021	Summer S (July-August) session graduate courses and seminars begin
July 14, 2021	Grades for F (May-June) courses available for viewing on ACORN

* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes. Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

Late Assignments

Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

Attendance and Participation

Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

Accessibility and Accommodations

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact [Accessibility Services](#) as soon as possible.

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources](#) webpage outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Coursework Extensions

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Religious Accommodations

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Course Enrolment and Quercus

Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course's Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

Auditing

Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

Reading Courses

Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. The [Reading Course Form](#) must be accompanied by a brief course outline.

Copyright in Instructional Settings

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.