

# SYLLABUS FOR HOUSING, PEOPLE, AND PLACES IN A SPATIALLY DIVERSE AMERICA

## GEO 3611-19F9, Fall 2017 (3 Credits)

(SATISFIES SOCIAL SCIENCE GENERAL EDUCATION & DIVERSITY REQUIREMENTS)

Tue. Period 4 (10:40-11:30 a.m.) and Thur. Period 4-5 (10:40 a.m.-12:35 p.m.)  
Matherly Hall, Rm. 103

Professor Stephen M. Golant, PhD  
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*Office Hours (No Appointment Needed): Tuesdays and Thursdays, 12:30 p.m. to 2:00 p.m.*

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### Information about Professor Golant

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## Syllabus, Lectures, Grading, and Special Announcements on CANVAS/E-LEARNING

<http://lss.at.ufl.edu/>

## COURSE OVERVIEW, REQUIREMENTS, AND GRADING

### Overview of Course

This course focuses on the housing, people, and places that comprise the diverse contemporary human settlement patterns in the United States. This diversity is revealed through an examination of the hierarchical arrangement of places that encompass regions, metropolitan areas, communities, neighborhoods, and dwellings. The course has three goals: (1) To compare and contrast the housing, household, and place characteristics of these diverse settlements; (2) To examine how housing demand and supply factors influence these patterns; and (3) To judge the variation in the quality of life outcomes produced by these housing alternatives. As an advanced undergraduate offering of human geography, this course emphasizes that a comprehensive geographical analysis must include description, explanation, and outcomes.

### Relevance to General Education and Diversity Requirements

Intellectuals and scholars have often pointed to the diversity of the United States and its tolerance of different views and ideas as one of its strong virtues. This course focuses on how this population diversity manifests itself in the different types of places, residential enclaves, and housing arrangements found throughout the country, reviews the private and public sector forces underlying their persistence and change, and questions whether this settlement diversity can be linked with favorable or unfavorable outcomes. After taking this course, students will be more aware of a tangible expression of a diverse society, namely the housing arrangements of its demographically diverse households.

### Requirements and Grading

**Powerpoint Slides:** These will be available for each of the Lecture Topics and will be posted on CANVAS/E-LEARNING no later than 10:00 p.m. on the evening prior to the next day's lecture. Please bring powerpoint slides to class in order to insert lecture material that clarifies or elaborates. Students should not assume that all material presented in class will be included in the Powerpoint slides. Therefore, students should be prepared to take notes in class.

**Textbook and Readings:** All required readings for this course will be available on CANVAS/ E-LEARNING site. They will be listed after the powerpoint presentation(in .pdf formats) after each Lecture Topic.

**Study/Test Guides:** There are no study/test guides, but if you regularly attend the lectures and read the powerpoint slides, you will have a good idea as to what types of questions will be asked on your exams.

**Course Material:** You are responsible for all material (and announcements) presented in scheduled lectures and your required readings.

**Exams:** You are required to take **three** multiple choice exams (each 33-34 questions). Each of these exams will count for one-third of your final grade. For each exam, you will be tested on about one-third of the lecture and required reading material covered in the course. As many as 30% of the exam questions will be based on your readings. **No extra grade/score credit is available through any other means.** Grades will not be adjusted unless evidence of computer error. Grade distributions for this class will be posted on CANVAS/E-LEARNING.

**Exam Dates:** First Exam—**Tuesday, September 19<sup>th</sup>, 2017**; Second Exam—**Tuesday, October 24<sup>th</sup>, 2017**; Third Exam—**Tuesday, December 5<sup>th</sup>, 2017**. There is no final exam. The three exams are taken at the same time and in the same place as regularly scheduled lecture periods. **Please bring picture I.D. and #2 pencil to all exams.**

**On Exam Make-Ups:** Students are required to take the three exams at the scheduled times only. A missed exam will be graded as zero unless written documentation is provided from an appropriate professional. Typically, this requires medical evidence that attendance was prevented by extreme health problems or officially sponsored university events. Email notification of exam absence must be given **no later than the day of the exam.**

**Attendance:** Presence at lectures is expected. Material not found in powerpoint slides or readings **WILL** be discussed during regularly scheduled lecture periods. Material from the readings will also be discussed. If absent from class, this material will **NOT** be available from professor, but only from other students

“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Grade Distribution:** Total possible points of three exams will be 100. Grade distribution based on 0%-100% scale. Letter grades linked to scores will be posted on CANVAS. I will use the following distribution as a guide to assign letter grades. However, I reserve the right to change the distribution as I see fit.

Grade	Grade Interval
A	90-100
A-	87-89
B+	84-86
B	80-83
B-	77-79
C+	74-76
C	70-73
C-	67-69
D+	64-66
D	60-63
D-	57-59
E	<57

**General Education/Diversity Requirement:** You are required to earn a **C** grade or better to qualify for credit. **C-** is **NOT** a qualifying grade. Please see the University of Florida WEB Page explaining the equivalency between the old and new (with minus grades) grading systems. <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

**On Tape Recording:** Tape recording of lectures is not permitted unless written evidence of disabled student status is provided. All lecture materials are copyrighted (Stephen M. Golant) and cannot be distributed or sold for any commercial purposes.

**Regarding Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then show it to the instructor when requesting accommodation.

#### **Statement of University's Honesty Policy**

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details). Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

“WE, THE MEMBERS OF THE UNIVERSITY OF FLORIDA COMMUNITY, PLEDGE TO HOLD OURSELVES AND OUR PEERS TO THE HIGHEST STANDARDS OF HONESTY AND INTEGRITY.”

## Assistance with Personal Health

Phone number and contact site for university counseling services and mental health services: 392-1575, <http://www.counseling.ufl.edu/cwc/Default.aspx> University Police Department: 392-1111 or 9-1-1 for emergencies.

# LECTURE TOPICS AND REQUIRED READINGS

**GENERAL READING:** Joel Kotkin, *Retrofitting The Dream* (RD): Various readings will be assigned.

## (1) WHAT IS THE HOUSING ENVIRONMENT AND ITS DEMAND AND SUPPLY INFLUENCES

- ü Cox, Wendell (2015). "Levittowns of the Future" in J. Kotkin et al. (eds.) *America's Housing Crisis*. Chapman University Press, pp. 13-25.

## (2) CONCEPTUALIZATION OF HOUSING ENVIRONMENTS: SETTLEMENT TYPES

- ü Hart, Gary L., Larson, Eric H., and Lishner, Denise M. (2005). Rural definitions for health policy and research. *American Journal of Public Health*, Vol. 95, No. 7, pp. 1149-1155.
- ü RD: Pages 12-18 (Suburban Discontents/Americans, Land and Ownership to Migration Patterns)
- ü RD: Pages 28-31 (Why People Opting to Live in Suburban Hell & Surprising Appeal of Suburban Community)
- ü Kotkin, J., "America's Fastest- and Slowest-Growing Cities", 2013.

## (3) WHY STUDY HOUSING: IS AFFORDABLE AND DECENT HOUSING A RIGHT OF THE AMERICAN PEOPLE?

- ü Schulz, Amy and Northridge, Mary E. (2004). Social determinants of health: Implications for environmental health promotion. *Health Education & Behavior*, Vol. 31 (4), 455-460
- ü Sampson, R. J. "The Neighborhood Context of Well-Being, pp. S53-S56.
- ü Matthews, C. (2013). "Can housing power the economic recovery?" *Time*, April 4, 2013.
- ü Hartman, C. (1998). "The case for a right to housing." *Housing Policy Debate*, 9, 223-246.
- ü Carr, James H. (1998). "Comment on Chester Hartman's 'The case for a right to housing': The right to 'poverty with a roof'—A response to Hartman," *Housing Policy Debate*, 9, 247-257.

## (4) POPULATION COMPOSITION: HOUSEHOLD AND STAGE IN LIFE DIFFERENCES

- ü Nielsen (March 4, 2014). "Millennials Prefer Cities to Suburbs, Subways to Driveways."
- ü Winograd, M. and Hals, Michael D. "Are Millennials the Solution to the Nation's Housing Crisis?"
- ü RD: Pages 37-44 (Aging Boomers/Truth About Millennials to Families and Urban Future)

## (5) POPULATION COMPOSITION: POVERTY INEQUALITIES

- ü Dornhoff, William G. (2010). "Wealth, Income, and Power," from *Who Rules America? Pp. 1-10*
- ü HUDUSER (2011). "Understanding Neighborhood Effects of Concentrated Poverty."
- ü Housing Assistance Council (2012). *Poverty in Rural America*.

## (6) POPULATION COMPOSITION: ETHNIC AND RACIAL MINORITY DIFFERENCES

- ü Martin, P. and Midgley, E. 2010. Immigration in America: 2010. *Population Bulletin Update*, pp. 1-6.
- ü Jenkins, Alan. (2007). "Inequality, race, and remedy." *The American Prospect*, April 22<sup>nd</sup>.
- ü RD: Pages 33-37 (End of white suburbia to Role of Foreign Born)

## (7) HOMEOWNERSHIP AND THE AMERICAN DREAM OR NOT

- ü Atlas, J. & Dreir, P. (2008). "Stemming the red tide," *Shelterforce*, Spring, 8-15.
- ü Libman, K. & Fields, D. (2007). "American nightmare," *Shelterforce*, Summer.
- ü "Housing busts and hedge fund meltdown: A spectator's guide"
- ü RD: Pages 7-12 (Is the Dream Dead/What People Want/Americans, Land, Ownership to Government Saves The Dream)
- ü RD: Pages 31-33 (Social Benefits of Home Ownership)

## **(8) HOUSING PROBLEMS OF U.S. HOUSEHOLDS**

- ü Bauerlein, Valerie (2010). "Crowds chase scarce housing vouchers." *Wall Street Journal*, August 14, p. A3.
- ü National Low Income Housing Coalition. (2017). *Out of reach, 2017. "Introduction/Where The Numbers Come From."* Washington, DC: NLIHC.
- ü National Low Income Housing Coalition. (2017). *Out of reach, 2017. "FLORIDA"*. Washington, DC: NLIHC.
- ü Kotkin, J. *America's Emerging Housing Crisis. (2013). America's Emerging Housing Crisis.*

## **(9) HOUSING ISSUES FACING AMERICA'S OLDER POPULATION**

- ü Golant, S. (2006). Supportive housing for frail, low-income older adults: Identifying need and allocating resources. *Generations*, 24(4), 37-43.
- ü Golant, S. M. (2009). Aging in the American suburbs. *Aging Well Magazine*, July/August, Web Exclusive.
- ü Golant, S. M. (2009). "Aging in Place Solutions for Older Americans: Groupthink Responses Not Always in their Best Interests."
- ü Golant, S. M. (2017). "Self-Reliant Older Baby Boomers Are Now Better Connected to Goods, Services, and Care." *Generations*, Vol. 41, No. 2, 79-87.

## **(10) GENTRIFICATION: NEIGHBORHOODS OF OPPORTUNITY**

- ü Kennedy, M., & Leonard, P. (2001). *Dealing with neighborhood change: A primer on gentrification and policy choices*. Washington, DC: The Brookings Institute, pp. 1-27.
- ü Whelan, R. "Companies spruce up neighborhoods putting gentrification in overdrive," *Wall Street Journal*, August 13, 2013