Course Number	**PLAN 680**	**Classroom**	Online/ Zoom
Course Name	**Affordable Housing: People & Places**		
Pre/Co-Requisites			
Instructor	Dr. Sasha Tsenkova	**Office Hours/Location**	Online by appointment
	Email: tsenkova@ucalgary.ca	**Phone: N/A**	
Class Dates	Mandatory real-time Zoom classes: Monday, October 5 – 9, 2020 9:00am to 5:00pm Other asynchronous assignments due on specified dates		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.		
Name and Email of Teaching Assistant(s)	N/A		

Course Description

Introduction and Rationale

Affordable housing is critical for equitable and economically vibrant cities. It defines the vision of the city, the configuration of its neighbourhoods and its ecological footprint. A reinvigorated commitment to green and affordable housing in cities will maximize economic efficiency, promote sustainable density, encourage social diversity and mixed land uses, and thus make the city more functional, inclusive while maintaining environmental balances.

A growing affordability problem affecting over 10 million people in Canadian cities has prompted a renewed commitment of the federal government, complemented with provincial and municipal programs, to end homelessness and increase the supply of affordable rental housing. Given the devolution of government involvement in housing, consensus has been building across Canada that an effective response requires a multi-sectoral approach, including all levels of government, the private for-profit and non-profit sectors, as well as local communities. This is perceived as the most effective way of producing affordable housing to meet growing local needs within limited resources and capacity. The last few years have seen large Canadian cities join their efforts with non-profit and private organisations to provide affordable rental housing in mixed-income, mixed-tenure projects. While these projects are experimental and relatively limited in scope, they have demonstrated a viable alternative for neighbourhood intensification using a variety of housing typologies – 'the missing middle' – and design solutions. This block course connects students from architecture, planning and

landscape architecture with housing practitioners and researchers to provide a systematic evaluation of partnerships for affordable housing in Canadian cities. It focuses on new directions through identification of policy instruments, planning strategies, best practices in design, and international experiences profiled through series of affordable housing events at the University of Calgary.

With affordable housing partnerships becoming a prominent mechanism to rebuild cities, this is an important time for scholars and practitioners to come together to build a culture of collaboration and planning to support implementation.

Objectives

The course provides a conceptual framework for the understanding of a wide range of issues affecting the affordability of housing and its importance for people and places in the city. It connects students to a joint initiative in Calgary aiming at collaboration between housing practitioners and leading scholars committed to developing innovative solutions for affordable housing. It is taught as a research seminar and allows students to select a specific research topic for their final assignment that is particularly relevant to their interest and program of study. It has the following objectives:

1)   To enable critical discussions and knowledge mobilization on implementation challenges and opportunities for the effective implementation of affordable housing partnerships;
2)   To develop knowledge and understanding of issues affecting the design and planning of affordable housing through evidence-based approaches and exchange of best practices;
3)   To provide an opportunity for students to connect with and engage in a constructive dialogue on affordable housing with leading housing professionals, planners and scholars.

Please note that enrolment is limited to ten students.

Content and Teaching Approach

The block course will include lectures, field trips to neighbourhoods and project sites, directed reading, preparation of a poster presentation on a select topic, independent reading and review of selected papers by the student. A final research paper will be developed and submitted by the end of the term. The course uses blended learning and experiential learning pedagogy.
Students will have access to conference papers and presentations by leading housing researchers and practitioners prepared for two international conferences at the University of Calgary (see www.ucalgary.ca/cities/affordable-housing). This award-winning research initiative is sponsored by the Social Sciences and Humanities Research Council of Canada, City of Calgary, City of Edmonton, Canada Mortgage and Housing Corporation, Alberta Real Estate Foundation and the Affordable Housing Collective. Students will have access to presentations of innovative research by 35 world class scholars, planners, architects and practitioners who share their experience with innovative partnership models for affordable rental housing in mixed-income, resilient communities. The emphasis is on successful models implemented in large Canadian, US and European cities.

The teaching approach of this course acknowledges the value of peer-reviewed research contributions in shaping and advancing the knowledge in the interdisciplinary field of affordable housing. Students, depending on their research topic, will complement the research papers/readings from this conference with publications from international journals, books, and research reports to finalise their independent study on a topic of their choice. A review of the literature will be discussed through poster presentations (Oct 9th) to facilitate proactive learning.

Lectures, seminars, field trips, independent reading and assignments will explore a wide range of topics organised in the following thematic clusters:

Theme 1: How to implement new models for affordable rental housing to increase its supply?
Theme 2: How to design affordable rental housing? Rethinking the role of design, density, and zoning to deliver results.
Theme 3: How to support social mix and community building through better planning and design of affordable housing projects?

The course requires students to contribute to critical discussion of research seminar presentations to develop common knowledge and understanding of critical issues affecting affordable housing in communities. This will be a strategic direction for designers, planners and policy-makers in Canadian cities in the next decade, given the renewed commitment of different levels of government. Students will conduct individual literature review and prepare a poster presentation on mixed-income models for affordable housing in a Canadian city, under direction from the instructor. During the block week students will be given some time to work on the poster and to present their research to the class. The poster presentations will be followed by a group discussion prompting critical reflection and feedback, with the instructor serving as a moderator.

Course Hours: 3 units; (2-1 Tutorial)

Online Delivery

This course will take place online via Zoom and Desire2Learn (D2L). Students are required to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Course Learning Outcomes

At the end of this course, students will be able to:
1. Gain critical knowledge on implementation challenges and opportunities for the effective implementation of affordable housing partnerships;

2. Develop knowledge and understanding of issues affecting the design and planning of affordable housing through evidence-based approaches and best practices;
3. Engage in a constructive dialogue on affordable housing partnerships and social mix in communities affecting innovative design and planning practices.

Technology requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online courses are required to have reliable access to the following technology:
- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Additional Classroom Conduct and Related Information

Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Presentation	Rapid project assessment	15%	1 and 2
Presentation/Poster	Affordable housing	25%	1, 2 and 3
Research project written component	Affordable housing	40%	2 and 3
Class participation	Engagement in classes, tours & independent research/readings	20%	1,2,3

Assessment and Evaluation Information

Effective research, writing and presentation are major factors in the evaluation of student work. The course evaluation will be based on the assignments completed during the term, which includes written assignments, presentation of work, and team neighbourhood profile.

Students must achieve a passing grade in all assignments to complete the course successfully. Students are expected to attend all online classes during the scheduled time. The first two hours of each session will normally be dedicated to synchronous lectures, while the last hour will be reserved for tutorials, group activity, independent reading of course material or viewing of video recordings.

Grades will be deducted for work submitted later than the deadline specified in the assignment. Effective engagement is also expected as a requirement for progress in planning and design, and is characterized by active involvement in online Zoom class discussions, team work, and effective presentation of research. Class participation will be evaluated on the basis of attendance of online sessions, engagement in class discussions, peer review tasks, brainstorming sessions and review of assigned readings. Students will share practical examples of research innovation pertinent to their specific field of inquiry/thesis, current trends and resources for additional information.

Assignments should be submitted using D2L, and are due by 11:59pm on the day listed in the class assignments unless otherwise directed by the instructor. Quality of writing (spelling, grammar, clarity) or other forms of communication (visual, oral, etc.) will be a component of the assessment of all assignments. Writing skills are important to academic study across all disciplines and particularly important in professional planning. Writing quality is a factor in the evaluation of student work. Please refer to 'Writing Across the Curriculum' policy statement in the course calendar:
http://www.ucalgary.ca/pubs/calendar/current/e-2.html

There will be no final examination.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be

				counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C$^+$" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Topic Areas & Detailed Class Schedule

Course activities are synchronous (real-time/Zoom) and asynchronous (students complete on their own time independent research, watching videos, etc.). Important dates including assignment due dates, presentations, first and last day of classes, holidays and term breaks are included.

Course Schedule Date	Topic	Assignments/Due Dates
October 5	Introduction/Major Concepts Field Work	
October 6	Thematic Seminars: Partnerships in Action Presentation Rapid Assessment	Assignment 1 is due
October 7	Thematic Seminars: Design & Planning Nexus Research topic consultation	
October 8	Thematic Seminars: Affordable Housing in World Cities Critical reflection	
October 9	Project work Final poster presentation	Assignment 2 is due
December 1	Individual research paper	Assignment 3 is due
Final schedule subject to change.		

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Media and Recording in Learning Environments

University Calendar: https://www.ucalgary.ca/pubs/calendar/current/e-6.html
Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.
Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

 The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Any video-recording would be intended to only capture the instructor; students/other participants would not necessarily be visible on video recordings.

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.
Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.
SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .

ACADEMIC MISCONDUCT
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf
Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

COPYRIGHT LEGISLATION:
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-

lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (https://www.ucalgary.ca/pubs/calendar/current/k.html).

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. https://www.ucalgary.ca/secretariat/student-appeals

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at:
https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information

- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk.