1. INTRODUCTION

1.1 The topic:
This course presents various ways of explaining, unpacking and tackling the inadequacies of housing in a developing world context. In doing so, it introduces students to the core aspects of housing from a critical perspective. Different theoretical paradigms have informed different approaches to analysing the housing problem. These in turn are linked to different intervention approaches. This course seeks primarily to highlight the links between theories, concepts of analysis, policies and intervention approaches, also highlighting the importance and the pitfalls of policy evaluation. It therefore equips students to engage critically in the debate on policy and practice in South Africa and elsewhere.

The course draws on international literature, allowing a comparison between South Africa and other countries in Africa, Latin America and Asia, which offer a good contrast in housing policy and debates. This allows us to explore how different theoretical approaches have shaped concepts of analysis and housing policy discourses. In the other courses in the MBE (Housing) degree this is applied to regulating, financing and implementation of housing interventions. Throughout, we will explore local and international case studies in search for real examples.

The topics covered across the 4 parts of this course are strongly interrelated. While the sessions follow on one another in a clear logic, there will be continuous reference back to previous lectures. It is therefore in your interest that you do not miss any of the lecture sessions. Do note that attendance is compulsory and anyone not attending more than 20% of the contact time will not be permitted to write the exam.
1.2. Aims and objectives:
The course introduces students to the local and international literature on core aspects of housing. The students are expected to engage critically with existing discourses on housing policy, both local and international. Students are expected to be able to draw on contrasting policies from other countries, while being able to reflect on the political, economic and social conditions that allowed these to be developed in their particular context. The course assists students to develop their own position on aspects of housing policy, relating this to ethical as well as socio-political questions. The course encourages a commitment to addressing the housing crisis. On a more immediate level, it expects a high level of commitment to the course. On the practical side, the course seeks to enhance group work and communication skills, both in writing and in discussion.

Expected outcomes:

<table>
<thead>
<tr>
<th>Category</th>
<th>Outcome</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| Knowledge, Comprehension and Application | - Ability to understand and cite the theories, concepts and ideas put forward by key authors.  
- Ability to apply theories and concepts to housing inadequacies in a particular situation.  
- Knowledge of the housing policies in South Africa and as promoted by various international institutions, and of comparative policy in various countries.  
- Understanding of the key arguments in the literature across various countries. | Your verbal participation in class and group discussions; your written submissions and exam assignment. |
| Analysis, Synthesis and Evaluation | - Ability to link a particular policy and practice with theoretical frameworks and analytical concepts.  
- Ability to judge the appropriateness of a particular policy for a given context.  
- Ability to develop and argue for your own position in relation to policy (with reference to theories and concepts).  
- Ability to develop policy suggestions and argue for these. | Your verbal participation in discussions; your written submission and exam assignment. |
| Commitment and Professionalism  | - A concerned commitment, professional attitude and interest in the real world. | Your punctual attendance, participation, timely submissions and seriousness of engagement with the assignments. |
| Skills                          | - Ability to write and communicate academically and professionally.  
- Ability to work in a diverse group. | Your verbal participation, presentations and written submissions. Your performance in group tasks. |
1.3 Structure and content of the course:
The course is structured into two blocks. The first block introduces various debates, theories and concepts relevant to housing policy. The second block deals directly with policy, building on the insights from the first block.

1.4 Study and lecture times:
The course requires 200 hours of study time of the student. Of this, 24 hours make up formal contact time during the two teaching blocks. The exact start and end time of each teaching block will be negotiated with the class to accommodate the needs of those commuting within Gauteng.

1.5 Teaching approach:
The course is structured into four sections, covering ten topics in total (5 in Block One, 5 in Block Two). Each section has a reading list, with the most important readings listed first (also provided in the course pack), and relevant additional readings following. Much of the additional literature listed is available to you online through the e-journal portal on the library website. Wherever possible (particularly in the second block), classes are based on the discussion of this literature (please read in advance). This is also the literature you will be reviewing in your assignments. You are required to prepare a reading assignment of at least two readings per topic, but are encouraged to read beyond this minimum.

The reading assignments are intended as preparation for the essay and the exam-equivalent assignment. They will be marked and returned, to ensure that the students’ understanding of the readings and approach to academic writing is adequate.

For the second teaching block, you will also be asked to commit to certain readings in advance of the block, and for these readings you’ll be asked to make in input into the class discussion. These readings will be assigned towards the end of the first teaching block. This means that teaching in the second teaching block will be more interactive than in the first block.

2. COURSE REQUIREMENTS

2.1 Attendance:
The evidence we require for satisfactory participation is:

- Physical presence and active participation in all classes, group tasks, fieldtrips and evening seminars (those missing more than 20% of this contact time may not write the exam). Please note that your exam questions will draw on topics, cases and discussion in the lectures and fieldtrip;
- Evidence of preparatory reading;
- Timely submission of, and adequate performance in, all essays/assignments (see Relevant University Rules under 2.6 below)

A register will be passed around both at lectures and seminars, in order to monitor your attendance. Apologies for not attending must be well argued and submitted in writing to the convenor before the time. A medical certificate must be submitted if a session is missed on grounds of ill health.
The School runs a Faces of the Cities seminar programme on Tuesdays 4-6pm with mostly external speakers covering urban, housing and planning topics. With the exception of those travelling to their teaching blocks from beyond Gauteng, we expect that you attend these seminars, as they enrich your understanding of topical debates and urban research in general.

2.2 Assignments:

Reading Assignments
You will submit a total of 5 reading assignments, each assignment (with the exception of E) covering more than one topic, as set out below:

Assignment A: Intro to theory, and theoretical debates in housing:
- Topic 1
- Topic 2.1
- Topic 2.2
Assignment B: Analytical concepts:
- Topic 3.1
- Topic 3.2
Assignment C: Policy concepts and shifts:
- Topic 4.1
- Topic 4.2
Assignment D: SA and other policies:
- Topic 4.3
- Topic 4.4
Assignment E: Policy evaluation:
- Topic 4.5

Each reading assignment will be based on two readings per topic. Feedback on your reading assignments will assist you in improving your approach and your understanding of the material. The reading assignments will help your skills in reviewing literature, will assist your analysis and interrogation of the literature, and provide a first step towards writing your essays.

Structure for each reading assignment:
1) Your name, date, and the Assignment number
2) As title, the names of the topics (as per this outline) which this assignment covers
3) Themes and key points
   Provide a sub-heading ‘Themes and key points’. In one page or one and a half pages, describe the themes and key points across the papers you have selected. Try to identify which themes are covered across the papers (i.e. themes that these papers have in common) and then add any additional key themes of the individual papers. Highlight significant points. The writing style needs to be that of a literature review (i.e. not bullet points or point-form). It needs to be a narrative that consciously reviews and compares the different papers. Take care to place direct quotes in inverted commas, with the page number (as per Harvard referencing conventions).
4) Commentary on the key points
   Provide a new sub-heading ‘Commentary on key points’. In a further half to one page, discuss and comment on the key points you have identified. Here we encourage you to
refer to other literature that expands, supports or contradicts the key points (i.e. deepening the ‘literature review’). Use the Harvard referencing system to cite additional readings.

5) Relevant research question
Provide a sub-heading ‘Relevant research question’. Formulate in one or two sentences a relevant research question (ending with ‘?’) that leads out of the key points and commentary. Be sure to not simply ask a policy or practical question, but one that suggests what further research may be needed.

6) Under the sub-heading ‘References’, provide the full reference of the readings you selected for this assignment and other readings you cited in section 4 (Harvard referencing)

Please do not provide an ‘introduction’ and a ‘conclusion’ as this is not a full essay, merely a reading assignment.

**Length:** each reading assignment 2-3 pages single spaced; font: Calibri 11 point or similar.

| Assignment A | Intro to theory, and theoretical debates in housing | Topic 1  
|             |                                                   | Topic 2.1  
|             |                                                   | Topic 2.2  
|             |                                                   | **Sunday 1 Mar**  
| Assignment B | Analytical concepts                                 | Topic 3.1  
|             |                                                   | Topic 3.2  
|             |                                                   | **Sunday 8 Mar**  
| Assignment C | Policy concepts and shifts                          | Topic 4.1  
|             |                                                   | Topic 4.2  
|             |                                                   | **Sunday 22 Mar**  
| Assignment D | SA and other policies                               | Topic 4.3  
|             |                                                   | Topic 4.4  
|             |                                                   | **Thursday 26 Mar**  
| Assignment E | Policy evaluation                                   | Topic 4.5  
|             |                                                   | **Sunday 29 Mar**  

**Essays:**
There are two essays. The first essay is due at the beginning of the second teaching block. Feedback from the first essay will assist you in improving your techniques, approach and understanding for the second essay, which is due at the beginning of your next course. This second essay is a take-home exam and will be externally examined.

The essays must be clearly structured with subheadings, an introduction and conclusion. Use the handout from the academic writing and referencing seminar as a guide during the writing, and as a check-list before submitting.

**Essay 1: Topic**
Briefly set out your understanding of the broad theoretical positions on society (Topic 1), in order to locate the two opposing positions on self-help housing (represented by John Turner and Rod Burgess) that dominated the housing literature on the developing world from the late 1960s through to the 1980s (Topic 2.1). Highlight three aspects in which the positions of Turner and Burgess on state-aided self-help housing differ. With reference to the broader theoretical positions, explain the difficulty in closing the gap between the Turner and Burgess positions.
Show how at least one author has attempted to bridge this divide in more recent work (Topic 2.2), adding your own position on the usefulness of this work in addressing housing inadequacy.

Choose one concept from the literature listed under ‘Frameworks and Themes: Part 1’ (Topic 3.1) and explore if this may contribute to the aided self-help debate. Then choose a concept from the literature listed ‘Frameworks and Themes: Part 2’ (3.2) and show how this may contribute a different angle to the debate on aided self-help. Conclude the essay with your own, carefully argued position on aided self-help, referring back to positions you have reviewed in this essay.

- You may cite & reference the presentations from the class (particularly for Topic 1), in addition to your literature (these presentations will be made available on SAKAI).
- Give your essay an interesting and relevant title, no longer than 10 words.
- Structure the essay in at least 3 sections with relevant sub-headings, in addition to the ‘introduction’ and ‘conclusion’.
- Please make sure that you cover topics 1 through to topic 3.2 in this essay, citing relevant literature from all these topics. While we expect you to read beyond this list, please focus on the prescribed reading for this essay.
- Length: 2 500 – 3 000 words, including the reference list (please make use of MS Word Word Count – found under ‘Review’ in your toolbar, or see bottom left of your display).
- Please do a grammar and spellcheck on MSWord, in addition to checking your references and citations, before submitting.
- Submission: Sunday 15 Mar on SAKAI

**Essay 2: Main assignment**

This is a second essay-assignment covering all aspects of the course. It will be submitted to external examination. You have one week, including two weekends to work on this exam-equivalent assignment.

Issued: 9.00am Friday 2 April
Submission: 9am Monday 13 April on SAKAI

**The expected standard for your assignments**

You are urged to **take submission dates and times seriously.** At the request of the majority of students, for the sake of fairness, the School has adopted a no-extensions policy (see Relevant University Rules under 2.6 below).

Part time students are urged to arrange their work schedules around the course deadlines. If they anticipate extended problems due to work pressures, it is advised that they deregister from the course and instead take it in the following year.

You are also urged to **pay close attention to editing** of submissions. It is recommended that you let another person with good writing skills read your assignment before submission. The Wits Writing Centre offers an editing service (at a cost). However, you are also encouraged to develop your own editing skills. Marks subtracted for poor editing will increase as the course proceeds, as students are expected to improve on these skills from one submission to the next.

Before submitting the essay, please take time to **check that every reference that appears in the text is listed in the reference list** at the end of the essay. Also make sure that this list does not contain references that are not used in the text. Marks are also subtracted for incomplete or
inaccurate referencing. Note: all direct quotes must be in inverted commas and page numbers given.

Your submissions are automatically passed through a plagiarism check with submission on SAKAI (see Relevant University Rules under 2.6 below)

2.3 Breakdown of components adding up to the final mark:
- **Class participation**: 10
- **Reading assignments**: 40 (each assignment counts for 8 points)
- **Essay 1**: 50
- **Class mark subtotal**: 100
- **Essay 2 (exam-equivalent assignment)**: 100
- **TOTAL**: 200

2.4 The use of readings in essays and assignments:
In your essays, you are expected to make use of the listed readings to the essay topic. As this is an introductory course in which we also sharpen your writing and referencing skills, we do not expect you to use references beyond the listed course material in your assignments and essays. You are required to reference accurately, according to the Harvard system (do not use footnotes). All reference to the ideas, statements and findings of other people (be they from written work, seminars or personal communication) must be referenced. You are discouraged from quoting long passages. If you are quoting directly, this must be in inverted commas. Wherever possible, you should use your own words, demonstrating that you are able to interpret and reflect on what other people have stated. All use of existing ideas and passages, whether quoted directly or not, must be fully referenced. Note that where text is directly quoted, or key ideas are referenced, a page number must be included in the reference.

The Harvard System of referencing is explained in the detailed handout of your academic writing session (introductory programme). Please use this as a referencing handbook throughout this course.

Plagiarism, i.e. the omission of references, or omission of inverted commas for direct quotes (giving the impression that the ideas, passages or phrasing are yours and not those of a known author) is a severe offence. Plagiarism will not be tolerated, and if recognised in your work, disciplinary proceedings will be instituted (see 2.6 below)

2.5 Accessing the literature:
A course pack is provided for this course, in addition to a list of further relevant reading. You need to familiarise yourself with the university library system (hard copy and electronic) in order to access this additional literature. Please respect copyright legislation when making photocopies. Ask a librarian if you’re uncertain about this. Please also do never write or draw lines in library copies, whether in pen or pencil. Remember that generations of students after you will need to use the same book or resource. The Library has strict rules which are applied when abuse of its resources are detected. Please make extensive use of your library (1st floor, John Moffat Building). It has relevant housing related resources well beyond what is listed for this course, and we try to keep up with purchasing the latest titles. The library is also a peaceful space, conducive to study. Your fees contribute to the upkeep of this valuable resource for your convenience.
2.6 Relevant University rules

SAKAI: on-line course platform with electronic submission system
As explained in the SAKAI training session in your introductory programme, all students have to access their Wits e mail accounts. studentnumber@students.wits.ac.za Yahoo/ Gmail or any other non Wits accounts will not be accepted. It is your responsibility to access SAKAI through your WITS student account. There will be no excuses that you did not receive the information through SAKAI. If you do not understand SAKAI or have difficulty accessing the SAKAI website, do not understand Turnitin or how to access your Wits student account you are urgently required to visit http://www.wits.ac.za/students/webct/3897/home.html

Marking and academic staff turn-around time for feedback:
As this course is intensive in relation to written assignments, students can expect a 2 week turn-around marking time.

Plagiarism
Students are required to familiarise themselves with all plagiarism issues. We have provided you with inputs on plagiarism during your introduction programme - HOWEVER, if you missed the session you are responsible for investigating all aspects related to Plagiarism. Please refer to the E learning website that explains the software Turnitin – which will assist you in your submissions and will help to avoid the problems related to plagiarism. Note that copying a fellow students’ work, submitting an assignment which you prepared for another course/programme/ university, or copying from submissions another student made for the same course in a previous year all are forms of plagiarism and the same rules apply.

“Turnitin is a proprietary internet-based plagiarism detection system developed by iParadigms, LLC. Turnitin provides a faster way of electronically checking documents and encourages correct citation of other people’s material. Turnitin is mainly designed to make comparisons between texts contained within a document against standard paper repositories”. (https://elearn.wits.ac.za/home/default/ELSI/services/)

The programme will be set up on SAKAI for the course so that you can check for plagiarism yourself, correct it and resubmit until the time for final submission.

First time plagiarism offenders in the first quarter of the semester may be allowed to rewrite their assignment or marks will be deducted depending on the level of severity, but thereafter any plagiarized assignments will get 0%. Wits Policy on Plagiarism indicates that at post-graduate level, repeat offenders should be referred to the Legal Office, which can result in expulsion from the university. Plagiarism at post-graduate level is considered to be a serious matter, with severe consequences.

Late submission
All work is to be submitted on the day stipulated in the brief or course outline. While the School of Architecture and Planning understands the demands on students, we will
assist students as far as possible and within the educational requirements of the course to plan their time based on personal, professional and non-academic demands. Our policy attempts to get the student to take control over their own lives. In terms of this we have the following guidelines in place:

- Should you need an extension you must consult with your lecturer and mutually agree on a future date for submission, based on a valid reason for the extension, PRIOR TO THE DUE DATE.

- Should your class request an extension your class representative must consult with your lecturer and jointly decide on a future date for submission, based on a valid reason for the extension, PRIOR TO THE DUE DATE.

- Should you have a crisis on the day of the submission – car broke down, printer problems, health crisis and so on – you are required to bring in evidence of your problems (if possible) and notify the School before hand-in time.

If you have not contacted us about your crisis or do not bring credible evidence and your hand-in is late on the day of submission, we have to subtract 10% from your mark, 50% if you submit the following day, and we are not permitted to give you any marks for a submission beyond that day, i.e. you will receive 0%. For those motivating for delayed submission, a reasonable extension will be given, e.g. one day of illness will result in one day’s extension.

3. COURSE STRUCTURE

1) Introductory session (19 Feb)
   - Topic 1 – Theory that underpins the way we grapple with housing

2) Theoretical debates on housing (19/20 Feb)
   - Topic 2.1 – The ‘Turner / Burgess divide’
   - Topic 2.2 – Beyond the ‘Turner / Burgess divide’

3) Frameworks and Concepts applied to Housing (19 Mar)
   - Topic 3.1. – Frameworks and themes: Part 1
   - Topic 3.2. – Frameworks and themes: Part 2

4) Housing Policies (19/20 Mar)
   - Topic 4.1 – Themes in housing policy internationally
   - Topic 4.2 – Shifts in housing policy internationally and the role of the World Bank and UN-Habitat
   - Topic 4.3 – South African housing policy shifts
   - Topic 4.4 – Housing policy in other countries
   - Topic 4.5 – Policy implementation, policy analysis, policy evaluation
## Course Programme

### 1st Block

<table>
<thead>
<tr>
<th>Time</th>
<th>Thu 19 Feb</th>
<th>Fri 20 Feb</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30-10.00 am</td>
<td>Topic 1: Intro to theory</td>
<td>Topic 2.2: Beyond the Turner-Burgess divide</td>
</tr>
<tr>
<td>10.15-11.45 am</td>
<td>Topic 1: Intro to theory</td>
<td>Topic 3.1: Frameworks and themes: Part 1</td>
</tr>
<tr>
<td>12.30-14.00 pm</td>
<td>Topic 2.1: Turner-Burgess divide</td>
<td>Topic 3.2: Frameworks and themes: Part 2</td>
</tr>
<tr>
<td>14.15-15.30 pm</td>
<td>Topic 2.1 continued</td>
<td>3.2 continued</td>
</tr>
</tbody>
</table>

- Assignment A submit by Sun 1 Mar
- Assignment B submit by Sun 8 Mar
- Essay 1 submit by Sun 15 Mar
- Prepare reading for remaining course topics by Thur 19 Mar

### 2nd block

<table>
<thead>
<tr>
<th>Time</th>
<th>Thu 19 March</th>
<th>Fri 20 March</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30-10.00 am</td>
<td>Topic 4.1: Concepts in Housing Policy</td>
<td>Topic 4.3: South African policy shifts</td>
</tr>
<tr>
<td>10.15-11.45 am</td>
<td>Topic 4.2: Shifts in policy and the role of the World Bank and UN-Habitat</td>
<td>Topic 4.4: Housing policy in other countries</td>
</tr>
<tr>
<td>12.30-14.00 pm</td>
<td>Pennyville and Braamfischerville and past Sol Plaatje informal settlement</td>
<td>Topic 4.4: continued</td>
</tr>
<tr>
<td>14.15-15.30 pm</td>
<td>Topic 4.5 Policy implementation, analysis and evaluation</td>
<td></td>
</tr>
</tbody>
</table>

- Assignment C Submit by Sun 22 Mar
- Assignment D Submit by Thu 26 Mar
- Assignment E Submit by Sun 29 Mar

2-13 April: Take-home exam-essay.
READINGS

1 – Theory that underpins the way we grapple with housing


Additional reading (not in course pack)
Beall, J. and Fox, S. 2009. Cities and Development, London: Routledge, Ch 1: Development in the first urban century (pp. 1-33)


2 – Theoretical debates on Housing

2.1. The Turner-Burgess divide


Additional reading (not in course pack):

### 2.2. Theoretical approaches beyond the Turner-Burgess divide

**The cultural variable**

**Consumption**

**Articulation theory**

Additional reading (not in course pack)

**Anarchism**

### 3 – Frameworks and Concepts Applied to Housing

**3.1. Frameworks and themes applied to housing: Part 1**

**Urbanisation**

**Urban poverty**

Gender & poverty

Livelihoods, survival, and vulnerability


Additional reading: not in course pack:


Moghadam, V., 1998. Feminism and development. Gender and History, 10(3), 590-597


3.2. Frameworks and themes applied to housing: Part 2

**Informality**

**Citizenship, civil society**


**Right to the City**

**Marginality**

[Note: this is a core reading, but please access it online as it does not fit in the course pack]

The same reading is published as:

**Additional reading (not in course pack):**

**Autonomy**

**Commercialisation/commodification**

**Civil Society**


**Citizenship:**

**Right to the city**


**Social justice**

4 – Housing Policy

4.1. Themes in housing policy internationally

Introducing policy

Participation

Partnerships

Enablement

Equity and efficiency
Chapter 2: Equity (pp.39-60)  
Chapter 3: Efficiency (pp.61-85)

Sustainability

Tenure and asset creation

Additional reading (not in course pack):


4.2. Global housing policy shifts and the role of World Bank & UN-Habitat


Proposals for Sustainable Development Goals: https://sustainabledevelopment.un.org/sdgsproposal (please access these online, not provided in the course pack)

Additional reading (not in course pack):


**UN Summits**


**Commentary on UN Summits**


**Millennium Development Goals – MDGs – Target 11**


Proposed Sustainable Development Goals
[https://sustainabledevelopment.un.org/sdgsproposal](https://sustainabledevelopment.un.org/sdgsproposal)

**Fieldtrip reading (please access these core readings online as far as possible):**

**Pennyville:**


Landman, K. (2010). A home close to opportunities in South Africa: Top down vision or bottom up demand? *Town and Regional Planning*, 56, 8-17.
Baloyi, N (2014) Sustainable State Housing Programmes: The Case of Pennyville. Unpublished BSc URP (Hons) research report, University of the Witwatersrand. [hard copy available in the library]

**Braamfischerville:**
De Klerk, A., 2011. ‘I’m tired of living like this’: The Gauteng housing department is to demolish at least 115 RDP houses less than five years after the houses were handed to their beneficiaries. *Mail and Guardian*, 15 April. Available online at [http://mg.co.za/article/2011-04-14-im-tired-of-living-like-this](http://mg.co.za/article/2011-04-14-im-tired-of-living-like-this)


**Sol Plaatje:**


**4.3. South African post-apartheid housing policy and shifts**


**Other readings: not in course pack**

**History**


**Different angles on SA housing policy and delivery**


**Comparison with World Bank policy**

**Policy documents**


**Social Housing**

### 4.4 Housing policies in other countries

[Note: Each student decides on a country and receives the literature copies for that country]

Charlton, S; Meth, P; Salcedo, R; Ibarra, G; Morales, E and Buire, C (forthcoming) State-sponsored mass housing programmes: outcomes for households. Experiences from Chile, South Africa, Mexico, and Angola. Authors’ draft manuscript.

**Kenya:**


**Mexico:**


Chile:


India:


Angola:

Croese, S., 2010. 1 Million Houses? Angola’s National Reconstruction and Chinese and Brazilian Engagement. Study carried out with a grant from FAHAMU under the ‘Comparative African Perspectives on China and other emerging powers in Africa’ project and in collaboration with Development Workshop Angola, Luanda.

Additional reading (not in course pack):

Brazil


**Cuba, Jamaica, Nicaragua:**


**Germany/Berlin:**

**US:**

### 4.5 Policy implementation, policy analysis, policy evaluation


**Policy analysis**


Additional reading (not in course pack)


Important library resources:
Architecture Library has the new Encyclopedia of Housing (Sage) HD7287ENC (Architecture reference).

Wits Library also subscribes to the International Encyclopedia of Housing and Home. This is online (accessed vie e-Wits Catalogue), also very recent and up to date. http://0-lib.myilibrary.com.innopac.wits.ac.za/Open.aspx?id=362599