Teaching Housing in a Global Perspective

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ABSTRACT

We live in an increasingly complex and interconnected world. It is important for us to recognize and understand the complexities and the interconnection of global issues and concerns that exist between different cities and countries. Teaching a global perspective has thus become more apparent and significant in the classroom. A global perspective helps students not only to have knowledge of different perspectives but also to understand global responsibilities and issues such as conflict, poverty, and discrimination. A global perspective in Housing Studies is important because housing is the interaction of places, people, and processes. This can be used to analyze housing phenomena and housing outcomes between nations, and solve local housing problems. This poster presents challenges and rewards from teaching a global perspective in Housing Studies. The authors conclude that housing educators should encourage students to engage with a global perspective and involve with more cross-cultural research.

INTRODUCTION

Our world seems to be smaller and easier to connect to another. As a result, global social problems have become more evident and its communication has increased our awareness of such problems due to globalization.

It is important for us to recognize and understand the complexities and the interconnection of global issues and concerns, in particular in higher education.

Teaching a global perspective has become more apparent and significant in the classroom. A global perspective helps students 1) to have knowledge of different perspectives, 2) to understand issues and concerns that exist between different cities and countries, and 3) to cultivate global responsibilities such as conflict, poverty, and discrimination.

Goal

• How teaching a global perspective is important in Housing Studies
• discuss challenges and rewards from teaching a global perspective in Housing Studies

GLOBAL PERSPECTIVES AND HOUSING

Housing is an essential factor to consider when studying the phenomena of cities and countries because “Housing is the interaction of places, people, and processes within a context of demographic changes, environmental situations, economic realities, and political processes” (Ziebarth, 2009, p.137) (Figure 1). No single discipline has included to solve housing problems. A global perspective can be used in a comparative framework to analyze housing phenomena and housing outcomes between nations. In addition, a global perspective can be applied to solve local housing problems.

A COURSE REVIEW

• Designed to advanced level of undergraduate classes.

The objectives

1) to learn key issues impacting housing around world,
2) to develop a better understanding of the linkages and
3) to be able to apply/ conduct cross-national comparisons.

• The focus of the class was on low-income populations, the class introduced different norms, demographic changes, government schemes, and housing responses in non-U.S. countries.

• Class requirements (figure 2)
• Class activities (figure 3).

Ultimately, these class requirements help better and deeper understanding.

CHALLENGES AND REWARDS

Challenge

It is in Housing’s nature itself. Housing has evolved its own performances and practices over times regionally. As it has evolved, housing terms have often come to be used differently from country to country. In addition, beyond these different forms, Housing is socially constructed by the experiences of people, places, and era. Housing experiences become a framework that shapes housing assumptions and norms. The experiences may act as filtered lenses that can promote or interfere with understanding, appreciating, and comparing (Calder, 2000).

Rewards

This challenge would return to students as rewards: this helps them open their perspectives and give deeper knowledge to them in terms of understanding of various perspectives and issues and learning comparative analysis skills.

Reflections from students

• CB: “I have always imagined other countries to have a lot of the same types of housing we have.”
• BK: “It was interesting to see a country with the foresight…”

CONCLUSIONS

• Universities, professionals educators, and Housing educators as well should encourage students to engage with a global perspective.
• Housing educators should involve with more cross-cultural research.

REFERENCES


