

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
Master Syllabus  
BA**

**Housing Inequality & Homelessness**

**09:910:240:01**

**Term:**

**Class Meeting Time:**

**Instructor:**

**Office Hours:**

**Office Location:**

**Email:**

**Course Outline**

**I. Catalog Course Description:**

This course provides an overview of housing inequality in the United States, and homelessness\* as a product of this type of inequity. It uses theory, first-person accounts from people experiencing housing insecurity, and a social justice/equity lens to examine whether homelessness is an intractable social issue or a solvable policy problem. Students will reflect on their own perceptions of homelessness, explore causes and consequences of housing inequity, and learn about programmatic and advocacy efforts to address this issue in the United States.

\*In this syllabus, we use the commonly used nomenclature “homeless” to describe the condition of being without housing rather than “unhoused” or “houseless” as these newer terms are less familiar to lay audiences. However, there remains ongoing controversy around each of these terms and this debate around terminology will be discussed in Week 2.

**II. Course Overview:**

This course is designed to provide students with a critical understanding of the contemporary challenge of homelessness in the United States. It will focus on how this issue has been understood and addressed in this country but will also contextualize the issue using examples from other countries to interrogate a perplexing question- In one of the wealthiest countries in the world, why does homelessness still exist?

Beyond the context of place, this course will also examine homelessness and housing inequality in the context of time. What are the historical underpinnings of this social problem? What has been done in the past to address this issue? And why does homelessness remain a major social problem in in the United States despite these efforts? What prevention/intervention strategies are currently being employed and how successful are they?

We will also consider how aspects of human diversity shape individuals' and communities' experiences of housing insecurity and homelessness in this country. Students will apply their understanding of these group disparities and practice advocating for policy change to address housing inequality and end homelessness in this country.

### **III. Place of Course in Program:** *Add any co or pre-requisites here*

Course 910:240 is offered on a University-wide basis as an elective. It is required of all social work majors as a Social Work elective.

Course 910:240 is one of the electives offered for the Social Work & Social Justice Minor that is offered to all Rutgers Camden undergraduate students. Please see the following link for other information on the Social Work & Social Justice minor:

<https://socialwork.rutgers.edu/academics/bachelor-arts-social-work-basw>

### **IV. Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies**

The Social Work Major at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). Students are welcome to review CSWE's accreditation standards at [www.cswe.org](http://www.cswe.org)

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

*These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

#### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and

system levels; and (2) engage in practices that advance social, economic, and environmental justice.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental Justice, it has been selected be to part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that one of the course assignments, the Legislative Testimony assignment has been designed to assess your attainment of these competencies.

## **V. Course Level Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as this course addresses human rights and social, economic and environmental justice through the study of housing as a human right and in its exploration of strategies designed to eliminate oppressive structural barriers to ensure housing equity.

Upon completion of this course, students will be able to:

1. Analyze how forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, housing inequality and homelessness.
2. Critically analyze personal beliefs and biases about homelessness.
3. Identify interventions and systems reforms that have been used to address the contemporary challenge of homelessness.
4. Apply their understanding of housing justice to advocate for housing as a human right at the individual and system levels.

## **VI. School of Social Work Mission Statement and School Wide Learning Goals**

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

## **VII. Academic Resources**

## Library Research Assistance

**Julia Maxwell** is the social work librarian on the New Brunswick Campus [jam1148@libraries.rutgers.edu](mailto:jam1148@libraries.rutgers.edu) p. 848-932-6124; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They are available to meet with students.

## Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has multiple resources available to help students strengthen their professional and academic writing skills.

### New Brunswick Campus

All New Brunswick BA students are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

### Camden Campus

The Camden learning center provides writing assistance for BA students on the Camden Campus: <http://learn.camden.rutgers.edu/writing-assistance>

## Additional Online Resources

### *APA Style*

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

### *Email Etiquette for Students*

<https://owl.english.purdue.edu/owl/resource/694/01/>

## VIII. Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at [patricia.findley@rutgers.edu](mailto:patricia.findley@rutgers.edu)). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

## **IX. Disability Accommodation**

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>."

## **X. Policy on Audio/Video Taping & Course Materials**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

## **XI. Course Attendance and Participation Policies**

Students in this course are expected to attend class regularly and complete all readings on a timely basis so that they can participate effectively in class discussions. Students are also expected to take an active role in class discussions and exercises to demonstrate their

understanding of the course content.

Students must arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. More than three absences may result in the failure of the class.

Students are expected to read all course-related emails sent to their Rutgers email account and course announcements/messages posted in Canvas to stay informed of any changes in the course schedule, readings, or assignments.

***Respect for Others and Internet Etiquette.***

This course has room for multiple and diverse perspectives, and it is essential for us to treat each other with respect when opinions are shared. The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area. Language should be used which recognizes diversity and is respectful of others. This includes gender inclusive language. Students, faculty, and staff may share their pronouns and names, and these gender identities and gender expressions should be honored. During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

Please be respectful of the learning environment and do not use devices during class for purposes unrelated to the course. Laptops are only permitted for taking notes or reviewing course materials and should not be used to check email, social media, or search the internet for content unrelated to the course. Use of cell phones (including text messaging) or any similar type of electronic device is also not permitted in class. If there is a serious emergency and you need to take a call, please do so outside of the classroom so as not to disturb your colleagues.

**XI. Required Texts and Readings**

The required text, below, is available at the Rutgers Bookstore. Before purchasing the book, please ensure that you have selected the correct edition/year.

Shinn, M. & Khadduri, J. (2020). *In the midst of plenty: Homelessness and what to do about it*. Hoboken, NJ: Wiley-Blackwell.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#)



**XII. Grading Standards:**

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+=More acceptable work. Some problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

**XIII. Assignments & Grading Criteria: *(Faculty/PTLs please note difference from MSW scale)***

Grade Percent

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

\*Scores to be rounded up at .5

*Assignment Value*

- Participation: 15%
- Self-Reflection Essay on Homelessness 20%
- Group Presentation: 30%
- Legislative Testimony: 35%



### 1) Participation (15%)

Participation points will be awarded each week for active participation and engagement in all in-class assignments, exercises, and discussions. This includes participation in discussions facilitated by reading leadership groups on Weeks 3-7 & 9-13 and your group's facilitation of one of these weekly discussions. At the beginning of the semester, you will be assigned to a reading leadership group and one discussion week. Before your assigned week, you will 1) meet with the other students in your group via Zoom or in-person; 2) develop a set of discussion questions and key terms that students should know based on readings for that week; 3) send proposed questions/key terms to the instructor at least 48 hours before the class session; and 4) come prepared to present readings/terms (summarize in 5 minutes) and facilitate a discussion (15 minutes) with the class. You can use PowerPoint, a short video, or other resource materials to assist in the presentation of the topic/facilitation of the discussion. It is up to you and your classmates how to use the time.

### 2) Self-Reflection Essay on Homelessness (20%)

The purpose of this assignment is to reflect on your personal views on and knowledge of homelessness. In the first part of the essay (1-2 pages), reflect on your views on homelessness. What goes through your mind when you hear the word 'homeless'? When did you first realize that people can become homeless? What was your first encounter in witnessing homelessness, in person or through a form of media? What has been your personal response to unhoused people whom you have encountered? What are your hopes regarding homelessness in the future?

In the second part of the essay (1-2 pages), reflect on your current knowledge of homelessness - Why do you think some people become homeless and others do not? Why are *so many* people in this country homeless? You do not need to do any research on homelessness to complete this section as there are no right or wrong answers. The purpose of this section is just to establish what you currently know about homelessness before learning more about the subject in this course.

The paper should be a total of 2-4 pages in length, double-spaced. **It is due before class meets on Week 2.**

#### Grading Rubric – Self-Reflection Essay on Homelessness – 20 points TOTAL

- 1) Addressed all aspects of the assignment? (15 points)
- 2) Assignment is 2-4 pages in length, double-spaced, and turned in on time? (3 points)
- 3) Writing is clear and without grammatical/spelling errors? (2 points)

### 3) Group Presentation (30%)

Students will have the opportunity to identify a homeless sub-population about which they would be interested in knowing more and will create small working groups to research this subpopulation and present what they learn to the class. The subpopulation of choice must be a group that has been identified by homeless service systems/policymakers as disproportionately at risk for homelessness in comparison to other groups (e.g., Black/African Americans), as particularly vulnerable (e.g., unaccompanied youth), or high needs (e.g., people experiencing

mental health issues, older adults), or it can be a subpopulation toward which systems/policymakers have put significant attention and resources in comparison to other groups (e.g., veterans, families with children).

At the end of class on Week 5, there will be time for students to choose their group members and subpopulation, meet in their groups, and begin planning the presentation. Each group must provide a brief rationale for why this subpopulation is of interest to systems/policymakers and have their subpopulation of choice approved by the instructor. Each group must present a different subpopulation to the class and there are no more than 4 students per group. **A one paragraph rationale for the group's chosen subpopulation should be uploaded to Canvas at the end of class on Week 5 for the instructor's approval.**

The group presentation should be between 15-20 minutes in length and include a PowerPoint presentation. Each student in the group should participate in the development and presentation of the content. Content covered must include 1) the most recent, prevalence rate and size of this subpopulation; 2) specific needs unique to the group; 3) how social values, policies, and other structural factors may contribute to homelessness for this population; and 4) whether there are any best practices/service models that are specifically relevant to this group. The presentation must also specify 5) how and why this group, according to experts, is significant to homeless service systems/policymakers - what makes them particularly vulnerable, high needs, at risk, or "worthy" of significant attention and resources in the eyes of service systems/policymakers?; as well as, 6) what unmet needs/gaps in services this population is currently experiencing.

For the sake of accuracy, only information from scholarly or governmental sources should be used in the presentation (i.e., not Wikipedia). The PowerPoint must include a References slide and use superscript numbers throughout to indicate where each of the sources used is cited in the PowerPoint. **Group presentations will take place in class on Week 8. The PowerPoint file should be uploaded to Canvas for a grade before class meets on Week 8.**

#### Grading Rubric - Group Presentation – 30 points TOTAL

- 1) Provided most recent, prevalence rate and size of this subpopulation? (4 points)
- 2) Discussed specific needs unique to the group? (4 points)
- 3) Described how social values, policies, and other structural factors may contribute to homelessness for this population? (4 points)
- 4) Identified any best practices/service models that are specifically relevant to this group? (4 points)
- 5) Discussed how and why this group, according to experts, is significant to homeless service systems/policymakers - what makes them particularly vulnerable, high needs, at risk, or "worthy" of significant attention and resources in the eyes of service systems/policymakers? (4 points)
- 6) Identified the unmet needs/gaps in services this population is currently experiencing? (4 points)
- 7) Only information from scholarly or governmental sources is used? (3 points)
- 8) Presentation is between 15-20 minutes in length, PowerPoint includes a References slide and uses superscript numbers throughout to indicate where each of the sources used is

cited in the PowerPoint, PowerPoint file is uploaded to Canvas before class meets on Week 8? (3 points)

#### 4) Legislative Testimony (35%)

Based on what you learned in this course, consider the changes to policy, practice and/or additional resources that are needed to address the unmet needs of people experiencing housing insecurity. If you had an audience with policymakers and were able to advocate for one specific change, what would that specific change be and why? Write a brief testimony designed to be given before a legislative body that advocates for or against a particular policy, budgetary investment, or disinvestment, and educates policymakers on this proposed change.

The testimony should include the following components:

- a. Introduction (name and affiliation and reason for testimony)
- b. Summary of your position on the issue
- c. Facts to support your position
- d. Alternatives to your position
- e. Conclusion (summary of position and thank you)

Your testimony must also include (f.) an explicit reflection on how group differences (e.g., age, race, ethnicity, gender identity, sexual orientation, abilities) shape individual experiences of housing insecurity and how the policy change that you are proposing would impact key groups - will some groups benefit more or less from the change that you are proposing? How would your proposed change impact group disparities in who experiences housing insecurity?

The instructor will go over the assignment requirements (see grading rubric at the end of the syllabus) and provide examples of legislative testimonies to students in class on Week 9. **By Week 12, a rough 1-page outline of the testimony should be provided to the instructor.** The outline must include the specific change that you will be proposing and brief bullet points outlining sections a. through f. **In addition to providing the written testimony to the instructor at the end of class on Week 14, students will read their testimony in class that week.** The testimony should be no longer than 3 minutes. Students should practice reading their written testimony out loud prior to class to ensure that it can be delivered in 3 minutes.

#### XIV. Course Outline:

**Week 1:**  
**Introduction to the Course & Pre-Course Self-Reflection on Homelessness**

#### Learning Resources & Materials

REVIEW Course Syllabus

SKIM Homelessness Glossaries

<https://palletshelter.com/blog/homelessness-glossary-15-terms-to-know/>

<https://www.homelesshub.ca/about-homelessness/homelessness-101/homelessness-glossary>

### **In-Class Activities & Resources**

WATCH *The Daily Show: The Homeless Homed* <https://www.cc.com/video/lntv3q/the-daily-show-with-jon-stewart-the-homeless-homed> (5:29)

### **Self-Reflection Essay on Homelessness** ***DUE before class meets on Week 2***

<p><b>Week 2:</b> <b>First-Person Accounts of Housing Insecurity &amp; Homelessness</b></p>
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### **Learning Resources & Materials**

Invisible People. [BROWSE the website <https://invisiblepeople.tv> and WATCH two or more of the *Stories* videos on <https://invisiblepeople.tv/stories-from-homeless-people/>]

Elliott, A. (2013, December 9). Invisible Child. Girl in the Shadows: Dasani's Homeless Life. *New York Times*. <https://www.nytimes.com/projects/2013/invisible-child/index.html#/?chapt=1> [READ Chapter 1. Chapters 2-5 are optional]

### **In-Class Activities & Resources**

DEBATE Person First Language

Group 1 Article: *United States Interagency Council on Homelessness*. "People experience homelessness, they aren't defined by it". <https://www.usich.gov/news/people-experience-homelessness-they-arent-defined-by-it/>

Group 2 Article: *Invisible People*. "Please stop saying 'people experiencing homelessness'". <https://invisiblepeople.tv/saying-people-experiencing-homelessness-will-not-influence-change/>

WATCH *Lost Angels: Skid Row is my Home* (1:00:13)

THINK/PAIR/SHARE on the first-person accounts of housing insecurity and homelessness featured in *Lost Angels* and the personal account(s) from the *Stories* you viewed on the *Invisible People* website. Do these accounts reinforce or counter your views on homelessness that you wrote about in your self-reflection essay? What did you learn from these accounts? What further questions do these accounts raise for you about homelessness and housing insecurity?

<p><b>Week 3:</b> <b>Defining &amp; Measuring Homelessness</b></p>
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## Learning Resources & Materials

Chapter 1 - Shinn, M. & Khadduri, J. (2020). *In the midst of plenty: Homelessness and what to do about it*. Hoboken, NJ: Wiley-Blackwell.

Smith, C., & Castañeda-Tinoco, E. (2019). Improving homeless point-in-time counts: Uncovering the marginally housed. *Social Currents*, 6(2), 91-104.

## In-Class Activities & Resources

JEOPARDY! GAME on Shinn Chapter 1

REVIEW the websites below

*HUD's Homeless Eligibility Overview* - <https://www.hudexchange.info/homelessness-assistance/coc-esg-virtual-binders/coc-esg-homeless-eligibility/coc-and-esg-homeless-eligibility-overview/>

*Flowchart of HUD's Definition of Chronic Homelessness* (November 2016)  
<https://files.hudexchange.info/resources/documents/Flowchart-of-HUDs-Definition-of-Chronic-Homelessness.pdf>

<p><b>Week 4:</b>  <b>History of Homelessness</b></p>
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## Learning Resources & Materials

Schneider, B. (2020, July 6). Understanding Homelessness in America. *Bloomberg CityLab*.  
<https://www.bloomberg.com/news/features/2020-07-06/why-is-homelessness-such-a-problem-in-u-s-cities>

## In-Class Activities & Resources

REVIEW Johnson (2010) through a guided reading and present in small groups on 1) the colonial period; 2) the Civil War period and reconstruction; 3) cowboys of the west; 4) the tramping years; 5) the Black migration north; 6) the Depression years and New Deal; 7) urban renewal; and 8) deindustrialization of the American economy.

Johnson, R. A. (2010). African Americans and homelessness: Moving through history. *Journal of Black Studies*, 40(4), 583–605. <http://www.jstor.org/stable/40648529>

WATCH *Tales of a Depression era hobo*. <https://www.youtube.com/watch?v=Zy1OpH7OslQ> (7:53)

WATCH *How do you like the Bowery?* (1960)  
<https://www.youtube.com/watch?v=GStPqqAoQKk> (12:20)

**Week 5:**  
**Theory of Homelessness**

**Learning Resources & Materials**

Markowitz, F.E. & Syverson, J. (2019) Race, gender, and homelessness stigma: Effects of perceived blameworthiness and dangerousness. *Deviant behavior*, 42(7):919-931.  
doi:10.1080/01639625.2019.1706140 [READ pages 1-4 and Discussion section]

**In-Class Activities & Resources**

REVIEW Neale (1997) through a guided reading and present in small groups on 1) structure versus agency explanations; 2) feminism; 3) post-structuralism; 4) postmodernism; 5) structuration; and 6) critical theory.

Neale, J. (1997). Homelessness and theory reconsidered. *Housing Studies*, 12(1), 47.  
<https://doi-org.proxy.libraries.rutgers.edu/10.1080/02673039708720882>

MEET in groups for group presentation prep

**Week 6:**  
**Individual Causes/Risk Factors for Homelessness**

**Learning Resources & Materials**

Chapter 2 - Shinn, M. & Khadduri, J. (2020). *In the midst of plenty: Homelessness and what to do about it*. Hoboken, NJ: Wiley-Blackwell.

Balasuriya, L., Buelt, E., & Tsai, J. (2020). The never-ending loop: Homelessness, psychiatric disorder, and mortality. *Psychiatric Times*, 37(5), 12-14.  
<https://www.psychiatrictimes.com/view/never-ending-loop-homelessness-psychiatric-disorder-and-mortality> [READ article, including TABLES 1 & 2]

**In-Class Activities & Resources**

JEOPARDY! GAME on Shinn Chapter 2

ACTIVITY: *Living in Poverty* lesson <https://www.familyconsumersciences.com/wp-content/uploads/Living-in-Poverty-Lesson.pdf>

**Week 7:  
Systemic Causes/Risk Factors for Homelessness**

**Learning Resources & Materials**

Colburn, G. & Page Aldern, C. (2022). Homelessness is a housing problem. *Sightline Institute*.  
<https://www.sightline.org/2022/03/16/homelessness-is-a-housing-problem/>

Appelbaum, B. (2020, May 15). America's cities could house everyone if they chose to. *New York Times*. <https://www.nytimes.com/2020/05/15/opinion/sunday/homeless-crisis-affordable-housing-cities.html>

**In-Class Activities & Resources**

REVIEW Edwards (2021) through a guided reading and present in small groups on 1) the McKinney–Vento Homeless Assistance Act; 2) Public Identity framework; 3) Public Identity A: A colorblind homeless identity; 4) Public Identity B: The homeless as the underclass; and 5) Lessons learned and policy implications.

Edwards, E. J. (2021). Who are the homeless? Centering anti-black racism and the consequences of colorblind homeless policies. *Social Sciences*, 10(9), 340. MDPI AG.  
<http://dx.doi.org/10.3390/socsci10090340>

**Week 8:  
Homeless Sub-Populations**

**Learning Resources & Materials**

U.S. Housing and Urban Development. (2022). *Homeless assistance programs*.  
<https://www.hudexchange.info/homelessness-assistance/> [REVIEW resources available under *Populations & Issues* tab]

National Alliance to End Homelessness. (2022). *Who experiences homelessness?*  
<https://endhomelessness.org/homelessness-in-america/who-experiences-homelessness/>  
[REVIEW any links relevant to your assigned group]

**In-Class Activities & Resources**

**Group Presentations on Homeless Sub-Populations DUE in class**

**Week 9:  
Homelessness Prevention**

**Learning Resources & Materials**



Chapter 5 - Shinn, M. & Khadduri, J. (2020). *In the midst of plenty: Homelessness and what to do about it*. Hoboken, NJ: Wiley-Blackwell.

Pre-class ACTIVITY: Research how to find housing and homelessness prevention assistance for people who are unhoused or at risk of becoming unhoused in your local community. Using either phone, text, or walk-in methods (not just the internet), identify if and how one could readily access these resources in your local community. If you were being evicted at the end of the month, what kind of assistance could you access to help you stay housed? What is the process for locating a shelter bed in your community? What is the process for locating a permanent housing unit? If you were unhoused, would you be housed immediately or is there a waitlist? How long might you have to wait for shelter/for permanent housing? What qualifications would you need to meet to access these resources? How easy or difficult is it to locate/access these services? **Come to class prepared to briefly present your experience of locating housing and homelessness prevention assistance in your local community, as well as one recommendation that you would offer to your local service system to help them improve service accessibility.**

### **In-Class Activities & Resources**

JEOPARDY! GAME on Shinn Chapter 5

WATCH *Who do we call when a homeless person needs help?*  
<https://www.youtube.com/watch?v=SHV9FsPr3N0> (4:30)

WATCH *Homeless Programs and Services 101- Prevention/Diversion*  
<https://www.youtube.com/watch?v=NCNnfHWfWtA> (1:55-12:10)

DISCUSSION on Legislative Testimony assignment

<b>Week 10: Programmatic &amp; Coordinated System Approaches to Ending Homelessness</b>
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### **Learning Resources & Materials**

Chapter 3 & 4 - Shinn, M. & Khadduri, J. (2020). *In the midst of plenty: Homelessness and what to do about it*. Hoboken, NJ: Wiley-Blackwell.

### **In-Class Activities & Resources**

JEOPARDY! GAME on Shinn Chapter 3 & 4

WATCH *Homeless Programs and Services 101*  
<https://www.youtube.com/watch?v=NCNnfHWfWtA>  
(Street Outreach to PSH - 12:10-24:10; Housing-Focused Practices - 25:04-28:32; 28:32-1:05:00)

WATCH *The Home Visit: Pathways to Housing Shows a Key Part of Housing First*  
<https://www.youtube.com/watch?v=JOb8tX1MFGk> (14:30)

LECTURE/DISCUSSION on the Continuum of Care and service models (Housing First, Critical Time Intervention, Intensive Case Management, Assertive Community Treatment)

<b>Week 11: Barriers to Ending Homelessness</b>
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**Learning Resources & Materials**

Shinn, M., & Richard, M. K. (2022). Allocating homeless services after the withdrawal of the vulnerability index–service prioritization decision assistance tool. *American Journal of Public Health*, 112(3), 378-382.

**In-Class Activities & Resources**

LECTURE/DISCUSSION on NIMBY, public stigma, criminalization of homelessness, resource availability

ACTIVITY: *Homeless system simulation* <https://endhomelessness.org/resource/homeless-system-simulation-game/>

WATCH *NIMBY or not? Midtown business leaders blast homeless hotels but fund outreach.*  
<https://www.nbcnewyork.com/news/business/nimby-or-not-midtown-business-leaders-blast-homeless-hotels-but-fund-homeless-outreach/2635204/> (3:46)

WATCH *What happens when cities make homelessness a crime: Hiding the homeless.*  
<https://www.youtube.com/watch?v=nYFeY2pS0ks&t=3s> (12:54)

WATCH *Why cities are full of uncomfortable benches.*  
<https://www.youtube.com/watch?v=WeyLEe1T0yo> (3:59)

<b>Week 12: Addressing Housing Inequality Through Advocacy</b>
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**Learning Resources & Materials**

Chapter 6 - Shinn, M. & Khadduri, J. (2020). *In the midst of plenty: Homelessness and what to do about it*. Hoboken, NJ: Wiley-Blackwell.

**In-Class Activities & Resources**

JEOPARDY! GAME on Shinn Chapter 6

WATCH *Our Rights! Our Power! The Right To Counsel (RTC) Campaign To Fight Evictions In NYC!* [https://vimeo.com/457047852?embedded=true&source=vimeo\\_logo&owner=120125981](https://vimeo.com/457047852?embedded=true&source=vimeo_logo&owner=120125981) (52:00)

REVIEW the websites below

National Low Income Housing Coalition. (2022). <https://nlihc.org>

National Alliance to End Homelessness. (2022). *Take action.*

<https://endhomelessness.org/help-end-homelessness/take-action/>

National Health Care for the Homeless Council. (2022). *Policy issues.*

<https://nhchc.org/policy-issues/>

### **Legislative Testimony Outline *DUE in class***

**Week 13:**

**How Advocates with Lived Experience Have Shaped Homeless Policy & Services**

#### **Learning Resources & Materials**

Brand, D. (2021, November 4). Pioneering tenant group champions rights of NYC's 35K supportive housing residents. *City Limits*. <https://citylimits.org/2021/11/04/pioneering-tenant-group-champions-rights-of-nycs-35k-supportive-housing-residents/>

Cappel, S.J. (2021, February 3). How Shams DaBaron became the 'homeless hero'. *City & State New York*. <https://www.cityandstateny.com/personality/2021/02/how-shams-dabaron-became-the-homeless-hero/175219/>

#### **In-Class Activities & Resources**

To be determined

**Week 14:**

**Course Summary, Legislative Testimonies, & Post-Course Self-Reflection on Homelessness**

#### **Learning Resources & Materials**

*Pre-Course* Self-Reflection Essay on Homelessness

#### **In-Class Activities & Resources**

### **Legislative Testimonies *DUE in class***

WRITE a 1-2 page *Post-Course* Self-Reflection Essay on Homelessness

The purpose of this (ungraded) assignment is to reflect on how your personal views on and knowledge of homelessness have changed since the beginning of the semester. If it helps to jog your memory, refer to your *Pre-Course* Self-Reflection Essay on Homelessness.

- What are your main takeaways from this course?
- How, if at all, have your views on homelessness changed since the beginning of the semester?
- How, if at all, will this impact your personal response to homelessness in the future?

**Legislative Testimony Grading Rubric**

<b>Criteria</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>	<b>POINTS</b>
<p><b>25 points possible</b></p> <p><i>Demonstrates knowledge of the course content by advocating for one specific change to policy, practice and/or additional resources that would effectively address the unmet needs of people experiencing housing insecurity</i></p>	<p><b>0-5 points</b></p> <p>Does not provide a well-researched, well-supported critical argument for change to policy, practice and/or additional resources to address the unmet needs of people experiencing housing insecurity</p> <p>The testimony is missing several components</p>	<p><b>6-15 points</b></p> <p>Provides an argument for some change(s) to policy, practice and/or additional resources to address the unmet needs of people experiencing housing insecurity but the analysis is somewhat lacking in clarity, support, or critical thought</p> <p>Includes most components a-e in the testimony</p>	<p><b>16-20 points</b></p> <p>Provides an argument for some change(s) to policy, practice and/or additional resources to address the unmet needs of people experiencing housing insecurity but the analysis is somewhat lacking in clarity, support, or critical thought</p> <p>Clearly proposes one specific change to policy, practice and/or additional resources that would effectively address the unmet needs of people experiencing housing insecurity</p> <p>Includes components a-e in the testimony</p>	<p><b>21-25 points</b></p> <p>Provides a well-researched, well-supported critical and sophisticated argument that demonstrates knowledge of the course content</p> <p>Clearly proposes one specific change to policy, practice and/or additional resources that would effectively address the unmet needs of people experiencing housing insecurity</p> <p>Includes components a-e in the testimony</p>	<p><b>X/25</b></p>
<p><b>5 points possible</b></p> <p><i>Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, housing insecurity and how this proposed policy change would impact key groups and disparities in who experiences housing insecurity</i></p>	<p><b>0 points</b></p> <p>Fails to link significant forms of human difference or social stratification relevant to the course to power inequalities or individual or group experiences of, and perspectives on housing insecurity</p> <p>Fails to delineate the impact of differences or social stratifications on housing insecurity</p>	<p><b>1-2 point</b></p> <p>Identifies links between a type of human difference or social stratification relevant to the course, unequal power distributions, and individual or group experiences of, and perspectives on housing insecurity, largely through satisfactory presentation of course materials</p> <p>Demonstrates some understanding of how some differences or social stratifications affect unequal</p>	<p><b>3-4 points</b></p> <p>Examines how some types of human difference or social stratification relevant to the course generate unequal distributions of power and are linked to individual or group experiences of, and perspectives on housing insecurity</p> <p>Demonstrates an understanding of</p>	<p><b>5 points</b></p> <p>Specifically explicates how forms of human difference, stratifications among social groups, and the unequal distributions of power that result shape individual or group experiences of housing insecurity</p> <p>Demonstrates a sophisticated understanding of those differences or social</p>	<p><b>X/5</b></p>

	Does not discuss how the proposed policy change would impact key groups	distributions of power and housing insecurity  Provides little detail on how the proposed policy change would impact key groups	some effect(s) of those differences or stratifications on unequal distributions of power and housing insecurity  Provides adequate detail on how the proposed policy change would impact key groups	stratifications, their connections to unequal distributions of power, and their effects on housing insecurity  Provides exceptional detail on how the proposed policy change would impact key groups	
<b>5 points possible</b>  <i>Supports advocacy position with facts</i>  <i>All assignment components (outline, written and verbal testimony) are submitted in full and on-time</i>	<b>0 points</b>  Does not use any quality sources of evidence to support advocacy position  One or more pieces of the assignment (outline, written and verbal testimony) are missing or not submitted on time	<b>1-2 points</b>  Provides statistics/facts but the sources of evidence are unknown or unreliable  One or more pieces of the assignment (outline, written and verbal testimony) are missing or not submitted on time	<b>3-4 points</b>  Provides statistics/facts but the sources of evidence are unknown or unreliable  All required pieces of the assignment (outline, written and verbal testimony) are submitted in full and on-time	<b>5 points</b>  Cites quality sources of evidence from scholarly or governmental sources to support advocacy position  All required pieces of the assignment (outline, written and verbal testimony) are submitted in full and on-time	<b>X/5</b>
<b>TOTAL: 35 points possible</b>					<b>x/35</b>

Comments:

