

COURSE OUTLINE

Soci401-01: The Sociology of Poverty and Homelessness

Fall 2013

MWF 9:00 - 9:50 AM, in SA 235

University of Calgary - Department of Sociology

Instructor: Annette Tézli

Office: SS950

Phone: 403-220-6513 (during office hours only)

Email: atezli@ucalgary.ca

Office hours: TR 12:30 – 1:30 PM, W 10:30-11:30 AM; and/or by appointment

Course Description

Despite decades of research, poverty and homelessness remain persistent features of even the most affluent societies, including Canada. Over the course of the semester, we will explore poverty and homelessness as social problems and moral issues in contemporary Canadian society. We will discuss different ways of defining and measuring poverty and homelessness as well as causes and consequences of poverty and homelessness. Employing a sociological framework, we will discuss different theoretical approaches seeking to explain poverty and homelessness. We will conclude by exploring different measures suggested to alleviate poverty and homelessness in our society. Part of the course will also touch on the lived experience of those living in poverty and/or those who are homeless. We will engage with the subject matter through various group activities, class discussions, dialogue with guest speakers and different writing assignments. In addition, you are required to engage in community service regularly throughout the semester.

This course will provide you the opportunity to:

- examine poverty and homelessness through a sociological lens;
- retrieve, read and discuss a collection of sociological material pertaining to poverty and homelessness;
- critically discuss issues pertaining to poverty and homelessness drawing on different theoretical and methodological approaches;
- familiarize yourself with central research findings and common controversies related to poverty and homelessness;
- critically discuss various perspectives on poverty and homelessness and evaluate different programs and policies seeking to alleviate poverty and homelessness;
- develop your writing skills through different informal and formal written assignments;
- be part of a class in which participation in discussions and group exercises is encouraged; and
- contribute to the community in which you live in a meaningful way.

Course Format

I view class time as an opportunity for us to interactively engage with course material. I will enter each class period assuming that every student has read all of the assigned texts. I will begin each class with a short lecture to cover key concepts and other pertinent information that will complement but not summarize the assigned readings. The remainder of the class will be interactive and devoted to hands-on exercises, group work, class discussions, and films. After each activity, we will reflect on insights gained through discussions and various formal and informal writing assignments.

Required Readings and Materials

A course pack will not be provided. An inventory of required course readings is provided on Blackboard. It is your responsibility to locate those readings through the UofC library, or on Blackboard where applicable.

Course Requirements

Assignment Schedule and Outline

Please note that all assignments have to be submitted at the beginning of class on the day they are due.

	Date due	% of final grade
Reflection Paper 1	September 23	5
Position Paper	November 1	35
Reflection Paper 2	November 13	10
Reflection Paper 3	November 20	15
Final Paper	December 6	35

3 short exercise reflection papers (30% total, 5, 10, 15% respectively)

Throughout the semester we will engage in various exercises and group activities. You will write a short reflection paper on three of these exercises, which will give you the opportunity to connect your personal observations to course material. Detailed information will be provided in class and on Blackboard. Please refer to the assignment schedule for respective due dates.

Position Paper (35%)

Drawing on course material, you will critically discuss (providing arguments in favor of and against) the statement: “Don’t give money to Panhandlers. If you want to help the homeless, give money to charities that provide services to the homeless population.” in an 6-page position paper. Detailed paper guidelines will be provided in class and on Blackboard.

Final paper (35%)

This course will explore the issue of poverty and homelessness through a service-learning component. All students are required to complete at least three 3-hour service engagements in the community over the course of the semester. I will accompany you to the first engagement and you will complete the remaining two engagements independently in small groups. The volunteer engagements require outside class time as all community service will take place in the evening. I will provide specific volunteer opportunities at various community sites, time slots and detailed information during the first week of class and on Blackboard. You can sign up for different service option on a first-come-first-served basis by the end of the first week of class.

In your final paper, you will reflect on your experience volunteering and what you have learned about poverty and homelessness throughout the semester. I ask that you take notes after each service engagement, reflecting on your insights and linking them back to course material. To make sure your notes stay on track, please refer to the detailed paper guidelines provided on Blackboard.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

A+	96 – 100%	B+	80 – 84%	C+	67 – 69%	D+	55 – 58%
A	90 – 95%	B	75 – 79%	C	63 – 66%	D	50 – 54%
A-	85 – 89%	B-	70 – 74%	C-	59 – 62%	F	< 50 %

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

Emergency evacuations

In the case of fire or other emergency evacuation of this classroom/lab, please proceed to the assembly point by the Social Science - Food Court.

Technology Use

You are welcome to use your laptop/tablet in class. If you are using a laptop/tablet in class, I would kindly ask you to sit in the back of the class so that other students are not distracted. Please use your laptop/tablet for course-related purposes only (i.e. to access course presentations, take notes). Bear in mind that using your computer/tablet/phone to surf the net, shop, email, check Facebook, update your tweets, etc. is distracting to your classmates. It is also a waste of your tuition fees. Permission to use laptops/tablets may be withdrawn if they are not used appropriately. Please make sure to mute your cell phone and refrain from using it during class.

Attendance and Participation

Reading the assigned material, an open mind, and your active participation is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. Furthermore, attendance is important in any class. If you miss a class, you will miss material relevant to your success in this course. To attend classes regularly is your responsibility. If you have to miss a class, it is your responsibility to obtain the covered material from one of your class mates. If you need to leave class early, it is courteous to sit somewhere that will allow you to leave without disrupting others.

E-mail policy

Feel free to contact me over email at any time. Please put your course number and section in your email's subject line. I will do my best to answer emails promptly. However, it might take up to one business day for me to respond. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.

Assignment Policies and Deferrals

It is your responsibility to complete and submit all assignments outlined in this course outline. If at all possible you must provide **advance** notice to the instructor if you are unable to take a test or pass in an assignment on time. All requests for a deferral of an exam or assignment due to health reasons must be accompanied by written documentation as outlined in the University Calendar and should be obtained while you have the physical or emotional problem rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. **Travel arrangements, misreading of the syllabus, and scheduling conflicts with other classes or employment responsibilities** are not valid reasons for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student. There are absolutely NO EXCEPTIONS.

If you have missed an exam for a legitimate reason, I can require you to write a "make up" test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If I schedule a "make up" test for you, its date and location will be at the convenience of the Sociology Department.

Assignments submitted late (as of the beginning of class on the dates indicated in the assignment schedule) without due cause are subject to a **5 percentage points deduction** (i.e.

80% instead of 85%) for **each day** past the due date. Assignments not submitted within 7 calendar days of the due date without approval for extension will automatically receive a grade of 0.

Deferred Final Exam Form:

Please note that requests to defer a Registrar-scheduled final exam are dealt with through the Registrar's Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

http://ucalgary.ca/registrar/files/registrar/APP%20FOR%20DF%20EXAM_0.pdf

Handing in papers outside of class, return of final papers, and release of final grades

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor. Electronic submissions via email or Blackboard, papers placed under the instructor's door, or those submitted to the administrative assistants in the department's main office will **NOT** be accepted.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor's office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor's office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.

Ethics Research

Please be advised that any research involving human subjects - including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Departmental Ethics Committee. In completing course requirements, you must not undertake any human subjects research without discussing your plans with me, to determine if ethics approval is required.

Academic Misconduct

Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Please be advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation

...disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department's main office. I will return written assignments individually during class, or during my office hours. If you are unable to pick up your assignment, you may provide me with a stamped, self-addressed envelope to be used for the return of your assignment.

Student Representation

The 2013-14 Students' Union VP Academic is Emily Macphail; email: suvpaca@ucalgary.ca. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and arts4@ucalgary.ca. You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

Safewalk

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. You can also contact Campus Security from any of the “Help” phones located around Campus.

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.

Reappraisal of Grades and Academic Appeals

If you chose to challenge a grade you received for an assignment, please refer to the UofC Calendar for more information and follow the procedures outlined therein.

Tentative Course Schedule

Subject to change. Changes will be announced and discussed in class.

The following questions should guide your reading of course material and will help you prepare for class discussions: What are the author's main arguments? What new concepts/ideas/arguments does the author introduce? How do these readings relate to my learning in previous courses and to what I experience as a member of this society? How am I reacting to these findings/arguments? Do they support or challenge my values, beliefs, knowledge? Why and how? How would I respond to the author's arguments? What questions remain unanswered? What is confusing/difficult to understand or brilliant about this reading?

Week 1 - Introduction

September 9 – Introduction

September 11 – Poverty in Canada: An Overview

Required reading: Duffy and Mandell (2010)

September 13 – Homelessness in Canada. An Overview

Required reading: Peressini (2009)

Week 2 – Confronting Myths About Poverty and Homelessness

September 16 – Poverty Myths

Required reading: Gilliam (1999)

September 18 – Experiencing Poverty

Required reading: Fair (2009), Johnson (2009)

September 20 – Homelessness Myths

Required reading: Vanderstaay (2009), Scott and Sturk (2000)

Week 3 – Defining Poverty, Poverty Measures and Demographic Profiles

September 23 – Defining Poverty

Required reading: Ross, Scott and Smith (2000)

Assignment due: Reflection paper 1

September 25 – Measuring Poverty and Resulting Demographic Profiles

Required reading: Guppy and Hakshaw (2009)

September 27 – Contested Approaches

Required reading: Novac (1995)

Week 4 – Defining Homelessness, Enumerations and Demographic Profiles

September 30 – Defining Homelessness

Required reading: Gaetz, Donaldson, Richter, and Gulliver (2013)

October 2 – Measuring Homelessness and Resulting Demographic Profiles

Required reading: Wenger (2004)

October 4 – Contested Approaches

Required reading: Averitt (2003)

Week 5 – Poverty: Theories and Discourses

October 7 – Dominant Theories

Required reading: Rodgers (2006)

October 9 – Poverty as an Analytic Object

Required reading: Yapa (1996)

October 11 – Poverty Knowledges

Required reading: Beresford and Croft (1995)

Week 6 - Homelessness: Theories and Discourses

October 14 – Thanksgiving, NO CLASS

October 16 – Dominant Theories

Required reading: Main (1998)

October 18 – Homelessness Knowledges

Required reading: Blasi (1994)

Week 7 – Societal Consequences of Poverty and Homelessness

October 21 – Societal Costs of Poverty

Required reading: Briggs and Lee (2012)

October 23 – Societal Costs of Homelessness

Required reading: CHF (2003)

October 25 – Responses to the Costs of Poverty and Homelessness

Required reading: Schneider, Chamberlain, and Hodgetts (2010)

Week 8 – Individual Consequences of Poverty and Homelessness

October 28 – Making Ends Meet

Required reading: Sheehan (2009)

October 30 – Experiencing Poverty

Required reading: McIntyre, Officer and Robinson (2003)

November 1 – Living With Stigma

Required reading: Reutter et al. (2009)

Assignment due: Position Paper

Week 9 – Individual Consequences of Poverty and Homelessness

November 4 – Developmental Impacts

Required reading: Albanese (2010)

November 6 – Housing Insecurities

Required reading: City of Calgary (2008)

November 8 – Food and Transportation Insecurities

Required reading: Tarasuk, Mitchell and Dachner (2013)

Week 10 - Responses to Poverty: The Government

November 11 – Reading Break, NO CLASS

November 13 – The Dismantling of the Canadian Welfare State

Required reading: Lightman and Riches (2000)

Assignment due: Reflection paper 2

November 15 – Ending Welfare as We Know It

Required reading: Chunn and Gavigan (2004)

Week 11 - Responses to Homelessness: The Government

November 18 – Housing Policies

Required reading: Fallis (2010)

November 20 – Ending Homelessness in Calgary

Required reading: CCEH (2008)

Assignment due: Reflection paper 3

November 22 – The Effort to End Homelessness

Required reading: Gaetz (2010)

Week 12 – Responses to Poverty: Non-Profit Organizations

November 25 – Ending Poverty: Vibrant Communities Calgary

Required reading: <http://www.vibrantcalgary.com/>

November 27 – Reducing Poverty: Calgary Poverty Reduction Initiative

Required reading: <http://www.enoughforall.ca/>

November 29 – Helping the Poor: Food Kitchens

Required reading: Graham (2002)

Week 13 – Responses to Homelessness: Non-Profit Organization

December 2 – Homeless Shelters

Required reading: Hurtubise, Babin and Grimard (2007)

December 4 – Homeless Shelters

Required reading: Stark (1994)

December 6 – final class discussion

Assignment due: Final Paper