



| SOCI 471.06 – Topics in Sociology of Families: Family Homelessness | |
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| Pre/Co-Requisites | SOCI 313, 315, 331, 333, 371 |
| Class Dates | January 9 – April 12, 2023 |
| Lecture Days/Times | TR 12:30 – 13:45 |
| Lecture Location | ST 130 (Science Theaters) |
| Instructor | Dr. Annette Tézli (she/her) |
| Email | atezli@ucalgary.ca |
| Phone | 403-220-6513 |
| Office | SS950 |
| Virtual Student Hours (via Zoom only) | Wednesdays 9:00-11:00 (MST/MDT); and by appointment Please book your appointment* here: https://calendly.com/atezli *If you cannot keep an appointment, please cancel it to make the slot available to others. |

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Course Description

Despite economic prosperity and decades of research, extreme poverty and homelessness remain persistent features of even the most affluent societies, including Canada. In the 1980s families with young children emerged as one of the fastest growing groups among those experiencing homelessness. Over the course of the semester, we will explore family homelessness as a social, political, human rights, and social justice issue, focusing on Canadian society.

We will begin our discussion with an examination of the prevalence of family homelessness in contemporary Canadian society followed by a discussion of the different ways of defining and measuring family homelessness. Thus generated data shapes our understanding of the scope of family homelessness as well the lived and living experiences of unhoused families. Employing a sociological framework, we will then critically discuss the empirical research seeking to identify the complex causes of family homelessness to develop feasible solutions. We will contrast scientific explanations with prevalent lay explanations and public discourses to examine the societal stigmatization of parents experiencing homelessness. Further, we will consider the complex challenges homeless families face in their day-to-day lives. Here we will focus on the impact of staying in family homeless shelters has on family relations, parenting practices, as well as parental and child well-being. We will conclude by exploring different efforts to alleviate family homelessness in our society, both by various levels of government as well as different NGOs.

Learning Outcomes

By the end of this course, successful students will be able to:

- retrieve, effectively read, evaluate, discuss, and apply interdisciplinary, empirical research examining different facets of family homelessness.
- examine family homelessness through a sociological lens.
- summarize central research findings and common controversies related to family homelessness.
- critically discuss diverging explanations of family homelessness.
- evaluate competing programs and policies seeking to alleviate family homelessness.
- communicate effectively in writing.
- create effective presentations.
- work in teams successfully.
- independently devise and conduct an educational project to raise awareness about family homelessness or aspects thereof.

Course Format

We will meet in person on TR from 12:30-13:45 in ST130. You should be prepared to attend lectures regularly as active participation in class discussions and exercises will be essential to your success in this course. I will livestream lectures on Zoom for those unable to attend class in person. However, my focus will be on delivering the lecture and facilitating discussions in class and not all activities will easily transfer to Zoom.

Class meetings are an opportunity for us to interactively engage with course material. Please make sure to read the assigned texts and be prepared to discuss them critically in class. Learning will happen primarily through hands-on exercises, small group work, class discussions, and films.

Note that this course requires your participation in community service, which will take place outside scheduled class hours. A schedule of volunteer opportunities will be provided at the beginning of the semester

Learning Resources

(Available on D2L)

Required course readings for each week are listed in the course schedule and can be accessed free of charge through the UofC library via the Bookshelf feature on D2L.

Methods of Assessment and Grading Weights

| | % Of final grade | Date | Material covered |
|----------------------------|------------------|----------------|------------------|
| 3 Community Service Shifts | P/F, must pass | | |
| Critical Self-reflection | 5 | on January 31 | |
| Podcast Series | | | |
| Definitions & Measurement | 15 | by February 14 | Modules 1 & 2 |
| Explanations | 20 | by March 7 | Modules 3 & 4 |
| Special Topics | 25 | by March 30 | Modules 5-12 |
| Learning Reflection | 35 | on April 14 | Modules 1-12 |

Standpoint reflection (5% of your final grade)

This short assignment encourages you to reflect on who you are and how that shapes what you know about homelessness in general, and family homelessness in particular. We need to be reflexive so that we are fully aware of our own position in the social world and how that position shapes our beliefs, values, experiences, opportunities and constraints. It also allows me to get to know you better, both as a person and as a writer. Assignment guidelines, including permissible assignment formats, and a grading rubric have been posted on D2L.

Podcast Series (60% of your final grade; 15%, 20%, and 25% respectively)

As bell hooks (2010) reminds us, the process of learning today is too often private, individualistic, and competitive. In this course, we approach learning as a collective effort, a partnership between all course participants. For this project we will work together as a class to raise awareness for issues pertaining to family homelessness. To that end, we will collectively work on a website that will feature a podcast series. You will work together in small groups of 3-5 to produce short 10-15-minute podcast episodes.

- 1) The first podcast episode will cover Modules 1 & 2 and should explain how family homelessness is defined and measured, but also discuss common problems in definition and measurement. The production of the episode should be informed by class discussions, the assigned readings and additional sources identified by the group. I will select the best of the submitted podcasts, which will be featured on the website.
- 2) The second podcast episode will cover Modules 3 & 4 and should critically discuss common explanations of family homelessness, touching both on strengths and shortcomings of that research. The production of the episode should be informed by class discussions, the assigned readings and additional sources identified by the group. I will select the best of the submitted podcasts, which will be featured on the website.
- 3) The final podcast episode will focus on special topics listed in the course outline. Each group will choose one topic and draw on class discussions, the assigned readings as well as additional sources to discuss the lived experiences of homeless families.

Community Service (pass/fail – must pass to pass course)

This course explores the issue of homelessness through a service-learning component. All students are required to complete at least three service engagements in the community over the course of the semester. In order to pass this course, you must participate in the community service component. The volunteer engagements require outside class time as all community service will take place in the evening and on weekends. I arranged different volunteer opportunities with the Calgary Drop-In & Rehab Centre, covering different days of the week, times of day, and volunteer activities, such as food service and donation support. You can sign up for all volunteer engagements on a first-come-first-served basis during our second class on Thursday, January 12.

Learning Reflection (35% of your final grade)

You will conclude this semester with a critical reflection on your own learning process over the course of the semester. You will describe key learning experiences, such as your community service, the creation of a podcast series, and the assigned readings, then analyze those experiences, and identify specific changes in your thinking or conduct because of your learning. All arguments should be supported by evidence, so make sure to carefully document your moments of learning and insights throughout the semester. More detailed assignment guidelines and permissible formats to present your insights will be discussed in class and circulated on D2L.

Final Exam Information

There will be no final exam in this course.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale. To maintain consistency in grade assignments, final grades will not be rounded up.

| Grade | Percent range | Grade Point Value | Description |
|--------------|----------------------|--------------------------|--|
| A+ | 96 – 100% | 4.0 | Outstanding performance |
| A | 90 – 95.99% | 4.0 | Excellent-superior performance |
| A- | 85 – 89.99% | 3.7 | Approaching excellent performance |
| B+ | 80 – 84.99% | 3.3 | Exceeding good performance |
| B | 75 – 79.99% | 3.0 | Good performance |
| B- | 70 – 74.99% | 2.7 | Approaching good performance |
| C+ | 67 – 69.99% | 2.3 | Exceeding satisfactory performance |
| C | 63 – 66.99% | 2.0 | Satisfactory performance |
| C- | 59 – 62.99% | 1.7 | Approaching satisfactory performance |
| D+ | 55 – 58.99% | 1.3 | Marginal pass. Insufficient preparation for subsequent courses in the same subject |
| D | 50 – 54.99% | 1.0 | Minimal Pass. Insufficient preparation for subsequent courses in the same subject. |
| F | <50% | 0 | Failure. Did not meet course requirements. |

Absence From a Mid-term Examination

It is your responsibility to complete all assessments listed in this course outline. That said, students might at times face exceptional challenges and are unable to complete a scheduled assessment on time. Students who cannot submit a scheduled assessment for legitimate reasons are responsible for contacting the instructor via email **within 48 hours** of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

If you choose to seek reappraisal of examinations or assignments, you must submit a written explanation to the instructor stating why you think your assessment has been graded unfairly. Your statement must be submitted within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same. If you are not satisfied with the instructor's response, you can contact the department head within 2 business days of receiving your instructor's decisions.

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct

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

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g., cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension, or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Additional Course Information

Topics discussed and material included in this course will be explicit at times (deviance, violence, sexuality, profanity, etc.). You might find yourself reacting to that content with discomfort or distress, either because of your individual experiences or because it conflicts with your convictions. While discomfort is part of any learning process, please do not hesitate to reach out to me should you need support/resources beyond what is provided on D2L under “Course Resources.”

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, citizenship, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, sometimes challenge, or even contradict your own life experiences. To make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, and TAs) professionally and respectfully.

Lecture Slides

I will post PowerPoint slides for each lecture on D2L in advance of the lecture during which they will be covered. The PowerPoint slides I post on D2L will provide a lecture outline, but not complete lecture content. It is your responsibility to complete each slide during lecture. To assist your notetaking, I provided helpful note-taking resources on D2L under “Course Resources.”

Sharing of Lecture Notes and Assessments

Note that publicly sharing lectures notes and quiz questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, Chegg, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy.

Student Hours

I will hold student hours via Zoom on Wednesdays from 9:00-11:00 (MST) and by appointment. You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Student Hours on D2L. Feel free to visit during student hours if you would like to review an assessment, ask questions/chat about course material, or chat about your education/well-being in general. Please note: I will not hold student hours during the midterm break and on statutory holidays. Please plan your visit accordingly.

If you would like to meet during regularly scheduled student hours, please book your appointment here: <https://calendly.com/atezli>. Please leave your name, course number, a brief description of the purpose of our meeting, and your video preference (video on or off) when you make your appointment so I can prepare for our meeting in advance. If you cannot keep your appointment, please cancel it through the app to make your time slot available to other students.

If regular student hours generally do not work for your schedule, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

E-mail

Please send emails only from your @ucalgary account. Please include the following in each email:

- your course and section number in your email's subject line
- a proper salutation, your full name, UCID, short message, and a proper closing in the body of your email.

All emails will be answered within one business day. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during student hours.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

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

Freedom of Information and Protection of Privacy (FOIP) Act

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.

Thrive Priority Support Network

Your academic success and personal well-being are important to me. Please feel free to contact me at any time you need academic or personal support, and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course's D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here: <https://www.ucalgary.ca/student-services/student-success/advising/help>.

Important Dates

| | |
|----------------|---|
| January 9 | First day of classes |
| January 19 | Last day to drop a class without financial penalty |
| January 20 | Last day to add/swap a course |
| February 20-24 | Term break – no classes |
| April 7 | Good Friday – no classes |
| April 10 | Easter Monday – no classes |
| April 12 | Last day of classes, last day to withdraw from a course |
| April 15-26 | Final exam period |

For further information, please check:

<http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Schedule of Lectures and Readings

Subject to change. Changes will be announced on D2L.

Module 1 (January 10/12): Defining and Measuring Family Homelessness

Canadian Observatory on Homelessness. 2012. *Canadian Definition of Homelessness*.

Toronto: Canadian Observatory on Homelessness Press.

Sylvestre, John, Nick Kerman, Alexia Polillo, Catherine M. Lee and Tim Aubry. 2017. "A Profile of Families in the Emergency Family Homeless Shelter System in Ottawa, Ontario, Canada."

Canadian Journal of Urban Research 26(1):40-51.

Module 2 (January 17/19): Defining and Measuring Family Homelessness, cont'd.

Peressini, Tracy, Lynn McDonald, and J. David Hulchanski. 2009. "Towards a Strategy for

Counting the Homeless." Chapter 8.3. in *Finding Home: Policy Options for Addressing*

Homelessness in Canada edited by J. D. Hulchanski, P. Campsie, S. B. Y. Chau, S. H. Hwang and

E. Paradis. Toronto: Canadian Observatory on Homelessness Press.

Brush, Barbara L., Laura E. Gultekin and Elizabeth C. Grim. 2016. "The Data Dilemma in Family

Homelessness." *Journal of Health Care for the Poor and Underserved* 27(3):1046-52.

Module 3 (January 24/26): Prevalent Explanations and Discourses

Jahiel, René I. 1992. "Homeless-making Processes and the Homeless-Makers." Pp. 269-96 in

Homelessness: A Prevention-oriented Approach, edited by René I. Jahiel. Baltimore, MD: The John Hopkins University Press.

Cronley, Courtney. 2010. "Unraveling the Social Construction of Homelessness." *Journal of*

Human Behavior in the Social Environment 20(2):319-33.

Module 4 (January 31/February 2): Prevalent Explanations and Discourses, cont'd.

Allen, Janet K. 1994. "The Discourse of Homeless Families." *Journal of Social Distress & the*

Homeless 3(2):175-84.

Buckner, John C. 2013. "The Why and How of Family Homelessness." Pp. 3-21 in *Supporting*

Families Experiencing Homelessness, edited by M.E. Haskett, S. Perlman, and B.A. Cowan.

Module 5 (February 7/9): Special Topics – Indigenous Families Experiencing Homelessness

Bélanger, Yale D. and Gabrielle Lindstrom. 2016. ""All We Need Is Our Land": Exploring Southern

Alberta Urban Indigenous Homelessness." Pp. 161-84 in *Indigenous Homelessness:*

Perspectives from Canada, Australia, and New Zealand, edited by E. J. Peters and J.

Christensen.

Thistle, Jesse A. 2017. *Indigenous Definition of Homelessness in Canada*. Toronto: Canadian

Observatory on Homelessness Press.

Module 6 (February 14/16): Special Topics – Immigrant Families Experiencing Homelessness

Milaney, Katrina, Rosaele Tremblay, Sean Bristowe and Kaylee Ramage. 2020. "Welcome to

Canada: Why Are Family Emergency Shelters 'Home' for Recent Newcomers?" *Societies*

10(2):37.

Paradis, Vanessa, Sylvia Novac, Monica Sarty, and J. David Hulchanski. 2009. "Better Off in a

Shelter? A Year of Homelessness Housing among Status Immigrant, Non-Status Migrant,

Canadian-Born Families." Chapter 4.2. in *Finding Home: Policy Options for Addressing*

Homelessness in Canada edited by J. D. Hulchanski, P. Campsie, S. B. Y. Chau, S. H. Hwang and

E. Paradis. Toronto: Canadian Observatory on Homelessness Press.

February 20-24: Term Break – No Class Meetings

Module 7 (February 28/March 2): Special Topics – Reproductive Challenges

Cronley, Courtney, Kris Hohn and Shamsun Nahar. 2018. "Reproductive Health Rights and Survival: The Voices of Mothers Experiencing Homelessness." *Women & Health* 58(3):320-33.

Torchalla, Iris, Isabelle A. Linden, Verena Strehlau, Neilson Erika K., and Michael Krausz. 2015. "'Like a Lot Happened with My Whole Childhood': Violence, Trauma, and Addiction in Pregnant and Postpartum Women from Vancouver's Downtown Eastside." *Harm Reduction Journal* 11(34).

Module 8 (March 7/9): Special Topics – Family Separations

Dotson, Hilary M. 2011. "Homeless Women, Parents, and Children: A Triangulation Approach Analyzing Factors Influencing Homelessness and Child Separation." *Journal of Poverty* 15(3):241-58.

Barrow, Susan and Nicole Laborde. 2008. "Invisible Mothers: Parenting by Homeless Women Separated from Their Children." *Gender Issues* 25(3):157-72.

Module 9 (March 14/16): Special Topics – Mother-headed Families

Bullock, Heather E., Harmony A. Reppond, Shirley V. Truong and Melina R. Singh. 2020. "An Intersectional Analysis of the Feminization of Homelessness and Mothers' Housing Precarity." *Journal of Social Issues* 76(4):835-58.

Sev'er, Aysan. 2002. "A Feminist Analysis of Flight of Abused Women, Plight of Canadian Shelters: Another Road to Homelessness." *Journal of Social Distress and the Homeless* 11(4):307-24.

Module 10 (March 21/23): Special Topics – Father-headed Families

Susser, Ida. 1993. "Creating Family Forms: The Exclusion of Men and Teenage Boys from Families in the New York City Shelter System, 1987-91." *Critique of Anthropology* 13(3):267-83.

Schindler, Holly S. and Rebekah L. Coley. 2007. "A Qualitative Study of Homeless Fathers: Exploring Parenting and Gender Role Transitions." *Family Relations* 56(1):40-51.

Module 11 (March 28/30): Special Topics – Parenting While Homeless

Cosgrove, Lisa and Cheryl Flynn. 2005. "Marginalized Mothers: Parenting without a Home." *Analyses of Social Issues and Public Policy (ASAP)* 5(1):127-43.

Fortin, Rebecca, Suzanne F. Jackson, Jessica Maher and Catherine Moravac. 2015. "I WAS HERE: Young Mothers Who Have Experienced Homelessness Use Photovoice and Participatory Qualitative Analysis to Demonstrate Strengths and Assets." *Global Health Promotion* 22(1):8-20.

Module 12 (April 4/6): Special Topics – Children's Experiences

Anooshian, Linda J. 2003. "Social Isolation and Rejection of Homeless Children." *Journal of Children and Poverty* 9(2):115-34.

Kim, Jinhee. 2013. "Against the Unchallenged Discourse of Homelessness: Examining the Views of Early Childhood Preservice Teachers." *Journal of Early Childhood Teacher Education* 34(4):291-307.

Module 13 (April 11): Conclusion

Assigned Reading:

Reitz-Pustejovsky, Marilyn. 2002. "Is the Care We Provide Homeless People, Just? The Ethic of Justice Informing the Ethic of Care." *Journal of Social Distress and the Homeless* 11(3):233-48.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at: https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/P22_deferral-of-term-work_lapseGrade.pdf

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

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Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available at

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

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

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.