UNIVERSITY OF CALGARY

Winter 2021
FACULTY OF ARTS
Department of Sociology
Department of Sociology Website: https://soci.ucalgary.ca/

COURSE TITLE: Sociology of Homelessness	
Course Number	Soci483 L01
Pre/Co-Requisites	Soci307, Soci365 & Soci313
Class Dates	January 11 – April 15, 2021
Class Times	MWF 12:00-12:50pm (MST)
Class Location	Online (D2L & Zoom)

Instructor	Dr. Annette Tézli (she/her)	**Email**	atezli@ucalgary.ca
Office Hours (via Zoom)	**Mondays 1:00-2:30pm (MST); Wednesdays 10:00-11:30am (MST); 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. Calgary, for example, is marked by great wealth and yet has a sizeable homeless population. Over the course of the semester, we will explore homelessness as a social, political, human rights, and social justice issue in Canadian society. Most of us have little personal experience of or exposure to homelessness and our knowledge is derived mainly from media representations, public discourses and academic research. Consequently, most of us have specific understandings of homelessness and "the homeless." We will critically examine such understandings from a sociological perspective.

We will begin our discussion with an examination of the prevalence of homelessness in contemporary Canadian society followed by a discussion of the different ways of defining and measuring homelessness, which shapes who is considered homeless in our society in the first place. Employing a sociological framework, we will then critically discuss different theoretical approaches seeking to explain homelessness. However, homelessness in Canada is not randomly distributed, so we will explore which social groups are most vulnerable to experiencing homelessness. We will consider the lived experiences of those affected by homelessness as well as the consequences of homelessness for the individual and society at large. We will conclude by exploring different measures to alleviate homelessness in our society, both by various levels of government as well as different NGOs. We will engage with the subject matter through various group activities, class discussions, dialogue with guest speakers, and written assignments. In addition, you are expected to engage in community service regularly throughout the semester.

Upon completion of this course, successful students will be able to:
- examine homelessness through a sociological lens.
- retrieve, read and discuss a collection of empirical research pertaining to homelessness.
- summarize central research findings and common controversies related to homelessness.
- critically discuss diverging explanations of homelessness.
- evaluate competing programs and policies seeking to alleviate homelessness.
- communicate effectively in writing.
- contribute to their community in a meaningful way.
- independently develop research questions and devise a strategy to answer those questions.
- educate others about homelessness.

Course Format

We will meet online MWF from 12:00-12:50pm (MST) via Zoom. I will record all Zoom lectures and post them on D2L for those who had to miss a meeting. However, you should be prepared to attend seminars regularly as active participation in group discussions and exercises will be essential to your success in this course.

I view online meetings as an opportunity for us to interactively engage with course material. I will enter each class period assuming that everyone has read all of the assigned texts and is prepared to discuss them critically in class. 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 each meeting will be interactive and devoted to hands-on exercises, small group work, class discussions, and films.

Learning Technologies Requirements

Registered course participants can access all required learning materials through the course's D2L page: https://d2l.ucalgary.ca/d2l/home/ 354451 (login required).

In order to be able to fully engage in this course, you should have reliable access to the following learning technology:

- A computer with a supported operating system & the latest security, and malware updates;
- A current and updated web browser;
- A Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- A stable, reliable Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Learning Resources

A textbook or course pack is not required for this course. You can access required course readings through the D2L Reading List tool.

Methods of Assessment and Grading Weights

Please note that all assignments must be submitted at the beginning of class (12:00pm, noon (MST)) on the day they are due. Please that take into consideration if you find yourself in a different time zone.

	Date	% of final grade
Participation		10
Research project		
Topic Proposal	February 1	10
Annotated bibliography	February 26	15
Presentation	March 15	25
Peer feedback	March 22	10
Research Results	April 14	30

Research Project (90% of your final grade in total)

There will be one major assignment for this course: a semester-long, scaffolded research project through which you will answer your independently developed research question. Research questions can explore course content in more depth (see course schedule on the last page of the course outline for an inventory) or explore an entirely new topic pertaining to homelessness. You can work on this research project independently, or collaboratively as a self-selected group. To make the research process more manageable, you will complete your research in several stages. At each stage you will receive comprehensive, constructive feedback to help you refine and strengthen your work as you move through the research process.

1. *Research topic proposal (10% of your final grade)*

The research paper gives you the opportunity to pursue a topic of special interest to you in more depth. In your topic proposal you will identify the general topic of your research as well as your specific research question. To get your literature search started, your assignment should also include a list of 5 peer-reviewed journal articles directly related to your identified topic. You can select any topic that interests you, but keep in mind that you must examine your topic sociologically and that the topic must be consistent with the general orientation of this course. We will discuss permissible formats and assignment guidelines in class, which then will be posted on D2L.

2. Annotated Bibliography (15% of your final grade)

The purpose of an annotated bibliography is to summarize and evaluate sources of information. For this assignment, select 10 peer-reviewed academic journal articles relevant to your research topic (which can include the 5 you previously identified if still relevant), and critically evaluate the information provided in each source. This exercise will provide you with an opportunity to refine key competencies, such as conducting a systematic literature search, using reference managers, critically reviewing and analyzing journal articles, and concise writing. Additional resources to complete this assignment will be provided on D2L.

3. Research Presentation (25% of your final grade)

To help you stay on track, organize your ideas, and receive feedback on the direction of your research, you will share your preliminary research results with the class in a 15-minute pre-recoded presentation. Your presentation should share your central research questions, some key findings of your preliminary literature review, and your research plan. More detailed information and additional resources will be discussed in class and posted on D2L.

4. Peer Evaluations (10% of your final grade)

Being able to provide constructive and effective feedback to others is essential in any professional environment. You will work in teams for this assignment. During presentation week (March 15-19) you will watch your teammates' presentations independently and provide detailed, constructive feedback to each of your team members. We will discuss the peer review process as well as feedback and grading criteria in detail in class, and the information will be circulated via D2L.

5. Research Results (30% of your final grade)

Here you will present the results of your research, drawing on course material and the literature you identified in your annotated bibliography assignment in your analysis. You will independently decide how to present your research results; we will discuss permissible formats in class. Assignment guidelines and the grading rubric will be discussed in class and then posted on D2L.

<u>Participation (10% of your final grade)</u>

This is a small, seminar-style course and active participation of all members of the learning community will be essential to making this course a rewarding and productive learning experience for all of us. I expect all course participants to join online meetings regularly, watch recordings of course meetings they had to miss, engage with the assigned readings critically, and come to class prepared to actively participate in sociological discussions and exercises in both breakout rooms and the main room. If you have to miss a meeting, you can contribute to the discussion by posting responses to the material before or after the meeting on the D2L Discussion Board. I will provide mid-semester feedback before assigning a final participation grade at the end of the semester. Participation will be evaluated based on quality rather than quantity. We will collaboratively develop guidelines and a grading rubric during the first week of class.

Final Exam Information

There will be no final exam in this course. Instead, the Research Paper will serve as the final examination in this course to assess your learning over the course of the semester.

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, no matter how close they are to the cut-off to the next better letter grade.

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.

Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. That said, the ongoing pandemic and the transition to online learning can create exceptional challenges for some when it comes to completing scheduled assessments on time.

If you cannot submit an assessment as scheduled in the course outline, you must notify the instructor immediately. If the reason provided for the absence is acceptable, you will work on a new, reasonable deadline with the instructor. Assignments not submitted within 7 calendar days of the due date without notifying the instructor or explicit approval of an extension will automatically receive a grade of 0.

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/deferral-of-term-work-2020.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 chose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment 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. For more information, see:
https://www.ucalgary.ca/pubs/calendar/current/i-2.html

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

Course Policies

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 personal experiences you had or because it conflicts with your personal 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."

Course Etiquette
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 guest speakers) professionally and respectfully.

Lecture Slides
Since lectures will be available for a limited time only, you should take notes to prepare for assessments. 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 note-taking, I provided helpful note-taking resources on D2L under "Course Resources." If you miss a lecture, it is your responsibility to obtain lectures notes from a classmate.

Recording of Lectures
Note that the audio or screen recording of lectures and taking screengrabs of PowerPoint slides during the lecture are not permitted without the instructor's explicit authorization. The non-authorized recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf.

Sharing of Lecture Notes
Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, 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. For more information, click here: https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed or copied without the explicit consent of the professor. 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.

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.

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 my office hours.

Office Hours

I will hold office hours via Zoom on Mondays from 1:00-2:30pm (MST) and on Wednesdays from 10:00-11:30am (MST). You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Office Hours on D2L. Feel free to visit office hours if you would like to review an assessment, ask questions about course material, or chat about your education/well-being in general.

If you would like to meet during regularly scheduled office 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 my office hours do not work for your schedule regularly, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class

explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Media Recordings

Note that all Zoom sessions will be recorded and posted on D2L for the following purposes:

Lecture capture
Not all of you will be able to attend the synchronous course meetings all the time. To make sure that everyone has access to essential learning materials, I will record the skills development workshops as well as related group and class discussions. Please be aware that each session will be recorded and shared on D2L. These recordings are intended to be used for lecture capture only, so please make sure not to use them for any other purpose or share them with people not enrolled in this course.

Media recording for the assessment of student learning
I will record student presentations and subsequent class discussions as part of the assessment. These recordings will capture the presentations as well as the subsequent class discussion. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. I will post the recordings on D2L so you can access them for the purpose of writing your peer feedback. Please make sure not to use recordings for any other purpose, or share them with people not enrolled in this course.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Research Ethics

Students are 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 Integrity

As per University Calendar, "Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity." Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct: http://www.ucalgary.ca/pubs/calendar/current/k.html.

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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: http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: https://library.ucalgary.ca/guides/sociology

To access the main Library website go to: https://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that 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 support 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 Student Wellness Services (Room 370 MacEwan Student Centre, https://www.ucalgary.ca/wellness-services/services/mental-health-services) and the Campus Mental Health Strategy (http://www.ucalgary.ca/mentalhealth/).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Their advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: https://www.ucalgary.ca/student-services/student-success.

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Students' Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: https://www.su.ucalgary.ca.

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit http://www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

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 for the Winter 2021 semester

January 11	First day of classes
January 21	Last day to drop a class without financial penalty
January 22	Last day to add/swap a course
February 14-20	Midterm break – no classes
April 2	Good Friday – Statutory holiday
April 5	Easter Monday – No classes
April 15	Last day of classes, last day to withdraw from a course
April 19-29	Final exam period

Schedule of Lectures and Readings

Subject to change. Updates will be posted on D2L.

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?

I. Definitions, Measurements, and Explanations	
Module 1 (January 11-15)	**Welcome & Introduction** • Defining Homelessness
	Assigned Readings: • All: Canadian Observatory on Homelessness (2012) • All: Canadian Observatory on Homelessness (2016)
Module 2 (January 18-22)	**Homelessness Research** • Research ethics • Measurements • Homelessness in Canada
	Assigned Readings: • All: Peressini, McDonald, and Hulchanski (2009) • All: Morrell-Bellai, Goering, and Boydell (2000)
Module 3 (January 25-29)	**Explaining Homelessness** • Structural causes • Academic discourses • Media representations and public opinions
	Assigned Readings: • All: Cronley (2012) • Group 1: Jahiel (1992) • Group 2: Farrugia and Gerrard (2016) • Group 3: Schneider, Chamberlain, and Hodgetts (2010)
II. Select Populations and their Lived Experiences	
Module 4 (February 1-5)	**Gender** • Men • Women • Gender-diversity
	Assigned Readings: • All: North and Smith (1993) • Group 1: Bopp et al. (2009) • Group 2: Liu et al. (2009) • Group 3: Mottet and Ohle (2006)

Module 5 (February 8-12)	**Families** • Parent-child separations • Parenting while homeless • Impact of homelessness on children
	Assigned Readings: • All: Sylvestre et al. (2017) • Group 1: Choi and Snyder (1999) • Group 2: Cosgrove and Flynn (2005) • Group 3: Schindler and Coley (2007)
**February 15-19: Term Break – No Class Meetings**
Module 6 (February 22-26)	**Youth** • Stigma • Survival work • Getting off the street
	Assigned Readings: • All: Kidd (2009) • Group 1: O'Grady and Gaetz (2007) • Group 2: Dachner and Tarasuk (2002) • Group 3: Karabanow (2008)
Module 7 (March 1-5)	**Health** • Physical health • Mental health • Access to health care services • Substance use
	Assigned Readings: • All: Frankish, Hwang, and Quantz (2009) • Group 1: Spicer (2010) • Group 2: Torchella et al. (2015) • Group 3: Mathieu (1993)
Module 8 (March 8-12)	**Race and Ethnicity** • Immigrants and racialized minorities • Indigenous peoples
	Assigned Readings: • All: Thistle (2017) • Group 1: Kingfisher (2007) • Group 2: Hiebert, D'Addario, and Sherrell (2009) • Group 3: Zine (2009)
**March 15-19: Presentation Week, No Class Meetings**

III. Responses to Homelessness	
Module 9 (March 22-26)	**Social Regulation** • Criminalization • Making public spaces inaccessible
	Assigned Readings: • All: Chesnay, Bellot, and Sylvestre (2013) • Group 1: Parnaby (2003) • Group 2: Lee and Farrell (2003) • Group 3: Gaetz (2009)
Module 10 (March 29 & 31)	**The Shelter Industrial Complex** • Service provision • Social control • Effectiveness • Experiences of service users
	Assigned Readings: • All: Hurtubise, Babin, and Grimard (2009) • Group 1: Sager and Stephens (2005) • Group 2: Armaline (2005) • Group 3: Hoffman and Coffey (2008)
Module 11 (April 7 & 9)	**Homelessness Policy-Making** • Housing policies • 10-Year Plans to End Homelessness • Housing First
	Assigned Readings: • Group 1: Doberstein (2016): Chapter 3 • Group 2: Doberstein (2016): Chapter 4 • Group 3: Doberstein (2016): Chapter 5 • All: Stanhope and Dunn (2011)
IV. Conclusion	
Module 12 (April 12 & 14)	**Ending Homelessness as a Social Justice Issue**
	Assigned Readings: • All: Reitz-Pustejovsky (2002)