

**School of Social Work
1350 University Avenue
Madison, WI 53706**

SW578: Homelessness: A Community-Learning Course

Spring 2017

Instructor: Marah A. Curtis, Ph.D. (mcurtis3@wisc.edu)
Class Time: Tuesday, 1:20 – 3:15
Location: Social Work, Room 106
Office: Room 303, Social Work
Office hours/Professor: Thursday, 11:00 - noon or by appointment
Teaching Assistant: Tora M. Frank, MPA (vfrank@wisc.edu)

I. Catalogue Description

Introduction to the complex issues surrounding homelessness in America including housing markets, demography, history, social provision and attitudes impacting access to this fundamental good. The course explores the incidence, measurement and explanations for homelessness across disciplines. Community learning integrates local service needs, policies and provisions structured to address homelessness.

II. Course Overview

This course introduces students to the complex issues surrounding homelessness and through service learning provides an opportunity for students to engage in community learning with agencies that work on housing issues or provide services directly to persons and families experiencing homelessness. Homelessness and housing insecurity are related phenomenon, this course will integrate content on housing markets, policies designed to stabilize housing as well as changes among who is represented among those counted as homeless. Much policy provision for those experiencing homelessness or considered at risk of homelessness are driven by definitions that may vary at the local, state, federal and agency level. Agencies are required to be responsive to definitions of homelessness, or risk of homelessness, to maintain and disseminate funds. The public sentiment governing attitudes towards persons experiencing homelessness have changed overtime. Attention to current domestic legislation will be integrated through weekly student news alerts. The activities of advocates, housing agencies, consumers and political actors set the framework within which policy and practice develop in response to housing needs.

<i>Competencies addressed in course</i>	<i>Practice behaviors addressed in course</i>	<i>Assignment(s) measuring behavior</i>
2.1.3: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	<ul style="list-style-type: none">Analyze, formulate, and advocate for policies that advance social well-being.Collaborate with colleagues and clients for effective policy action.	Assignment 1 Assignment 2 Assignment 3 Presentation Community Learning Memorandum of Understanding

2.1.5: Advance human rights and social and economic justice.	<ul style="list-style-type: none"> • Understand the mechanisms of oppression and discrimination; • Advocate for human rights and social and economic justice. • Engage in practices that advance social and economic justice. 	Assignment 3 Presentation Community Learning
2.1.10: Engage with individuals, families, groups, organizations, and communities	<ul style="list-style-type: none"> • Substantively and effectively prepare for action with individuals, families, groups, organizations and communities. • Use empathy and other interpersonal skills 	Community Learning Memorandum of Understanding

III. Class Session Topics and Readings

Week 1: January 17: Overview of the course

- syllabus
- structure of class
- expectations
- assignments
- community learning
 - What does this mean?
 - How does a student learner do this?
 - How to make use of resources in developing a relationship with a community partner?
 - How to enter into a community as a student learner?
 - How can the Morgridge Center for Public Service support student development through community learning?

Readings as Resources:

Community Standards for Service Learning Brochure, Morgridge Center for Public Service

Ortega, R. M & Faller, K.C. (2011). Training child welfare workers from an intersectional cultural humility perspective: a paradigm shift. *Child Welfare*, 90 (5).

Week 2: January 24: Housing: A core good

- Why housing matters
- Tools to think about housing markets

Readings:

Bratt, R. G. (2002). Housing and family well-being. *Housing Studies*, 17(1), 13-26.

O’Flaherty, B. (1996). How to think about housing markets. In *Making Room: the economics of homelessness* (pp.96-127). Harvard University Press: Cambridge, Mass.

Week 3: January 31: Housing Security and Quality

- How stable is housing for Americans?
- What do we know about the housing markets Americans face?

- What is the quality of our housing stock?

Readings:

Hays, A.R. (1995). *Housing policy and ideology: Multiple frames of reference in The federal government and urban housing: Ideology and change in public policy* (2nd ed.)(pp. 24-56), Albany, NY: State University of New York Press.

Week 4: February 7: Concept and Measurement of Homelessness

- How do we measure homelessness?
- Why does measurement matter?
- Correlates, or factors associated with observed spells of homelessness
- Vulnerability, income shocks and housing markets

Readings:

Lee, B.A., K.A. Tyler, and J.D. Wright. 2010. The new homelessness revisited. *Annual Review of Sociology* 36, 501-521.

Week 5: February 14: Housing, Markets and Shortages at the Low-end

- Competing for housing at the low-end
- Maintaining housing over-time
- What can be learned across cities, states or regions?

Readings:

Steffen, B.L., Carter, G.R., Martin, M., Pelletiere, D., Vandenbroucke, D.; Yao, D.A. & Yung, G.D. (2015). *Worst Case Housing Needs: 2015 Report to Congress*. U.S. Department of Housing and Urban Development.

Week 6: February 21: Vacancy Rates, Competing Renters and Regulation

- What housing is available?
- How do local housing markets function?
- What are the roles of tenant groups?
- Legal system and renter housing rights
- Due process and housing stability

Readings:

Evicted in Dane County, Wisconsin: A collaborative examination of the housing landscape. Department of Urban and Regional Planning, University of Wisconsin, Madison. October 2016.

Assignment 1 due in dropbox on Learn@UW by 1:00 pm on February 21 (Week 6). Late papers are not accepted.

Week 7: February 28: Service-use, homelessness and cost data

- Service use
- Integrating data across systems
- Data used to “pin down” costs and frame policy

Readings:

Culhane, D.P. (2008). The costs of homelessness: A perspective from the United States. *The European Journal of Homelessness*, 2(1), 97-114

Week 8: March 7: Housing policies

- Federal housing assistance programs
- Federal housing policy goals
- Housing tax expenditures
- Role of the Department of Housing and Urban Development in assessment and provision of housing goods

Readings:

Committee on Ways and Means. (2008). 2008 Green Book. *Federal Housing Assistance (pp. 15-1 – 15-22)*. Washington, D.C.: U.S Government Printing Office.

Week 9: March 14: Housing, segregation and legal remedies

- Segregation and consent decrees
- Political context and strategies

Readings:

Popkin, S.J., Galster, G.C, Temkin, K, Herbig, C, Levy, D.K. & Richer, E.K. (2003). Obstacles to desegregating public housing: Lessons learned from implementing eight consent decrees. *Journal of Policy Analysis and Management*, 22(2), 179-199.

Briggs, X.S. (2003). Housing opportunity, desegregation strategy, and policy research. *Journal of Policy Analysis and Management*, 22(2), 201-206.

Spring Recess: March 18 – March 26

Week 10: March 28: Regulation, public housing and local autonomy

- Public benefit, oversight and extra-legal powers
- Value of local control versus equity across like actors
- Worker, policymaker

Readings:

McCarty, M, Falk, G., Aussenberg, R. A., Carpenter, D.H. (2016). Drug testing and crime-related restrictions in TANF, SNAP, and Housing Assistance. Congressional Research Service, Prepared for Member of Congress, #7-5700, R42394.

Curtis, M.A., Garlington, S. & Schottenfeld, L.S. (2013). Alcohol, substance use and criminal history provisions in public housing. *Cityscape*, 15(6), 37-52.

Assignment 2 due in dropbox on Learn@UW by 1:00 pm on March 28 (Week 10). Late papers are not accepted.

Week 11: April 4: Housing instability, shocks and homelessness

- What is the role of economic uncertainty in housing instability?
- Income stabilizers and housing outcomes

Readings:

Curtis, M.A., Corman, H., Noonan, K. & Reichman, N.E. (2013). Life shocks and homelessness. *Demography*, 50(6), 2227-2253.

Week 12: April 11: Housing finance, maintaining affordable housing stock and local actors

- Increasing the stock of affordable housing
- Actors, methods and incentives
- Challenges and opportunities

Readings:

Schwartz, A.F. (2010). Chapter 4: Taxes and Housing, (pp. 89-102) in *Housing policy in the United States* (2nd ed.) New York, NY: Routledge.

Schwartz, A.F. (2010). Chapter 3: Housing Finance, (pp. 51-87) in *Housing policy in the United States* (2nd ed.) New York, NY: Routledge.

Week 13: April 18: Constructing low-income and affordable housing

- Low income housing tax credit (LIHTC)
- Non-profit and for-profit developers
- Community-based development

Readings:

Schwartz, A.F. (2010). Chapter 5: The low-income housing tax credit, (pp. 103-124) in *Housing policy in the United States* (2nd ed.) New York, NY: Routledge.

Bratt, R.G. (2008). Non-profit and for-profit developers of subsidized rental housing: Comparative attributes and collaborative opportunities. *Housing Policy Debate*, 19(2), 323-365.

Assignment 3 due in dropbox on Learn@UW by 8:00pm on Friday, April 21st. Late papers are not accepted.

Week 14: April 25:

CLASS PRESENTATIONS

Week 15: May 2:

CLASS PRESENTATIONS

V. Texts and Reading Materials for the Course

There is no required text for this course.

ARTICLES: All articles are available in electronic (PDF) form on the SW578 “Learn@UW” webpage.

Course Web Site

Articles and additional class materials will be available on the class web site available through Learn@UW, which can be accessed from the academic tab in My UW (near the course descriptions) or <https://learnuw.wisc.edu/>. Use your net ID and password to log on to the class website. The web site includes:

- Syllabus
- Readings
- Memorandum of Understanding, Community Learning Commitment Form
- Community Learning Student Timesheet
- Course Announcements

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Students are expected to:

- Attend class weekly and read required material prior to class;
- Contribute local, national news stories related to housing and homelessness;
- Actively participate in class exercises and discussions
- Engage in community learning
 - Complete a “Memorandum of Understanding” signed by the student and agency contact and given to the TA
 - Complete the “Community Learning Student Timesheet” signed by student and agency contact, **hand in to TA on or before May 2nd**.
- Regularly check your university email account and the course website for communication from instructor and teaching assistant;

- Turn off cell phones and beepers during the class
- Complete 3 graded assignments and 1 presentation

Exams: There will be three written graded assignments and one presentation.

Assignment 1: How do we count homelessness?

Purpose:

The purpose of this assignment is to be clear about how homelessness is measured. Understanding the scope and magnitude of homelessness and how it varies across populations is a prerequisite to proper thinking.

Paper Requirements:

This paper should be 5 pages in length. Format this assignment using one-inch margins, double-spacing, and Times New Roman 12-inch font. Pages should be numbered. All assignments should be checked thoroughly for correct spelling and grammar. You must use a minimum of 5 external references. Use APA style with in-text parenthetical references as well as a reference list. The reference list is not included in the page limit. Include a cover page with your name, paper title and course number.

Due Date:

Assignment 1 due in dropbox on Learn@UW by 1:00 pm on February 21 (Week 6). Late papers are not accepted.

Points: 20

Your paper should address these points:

1. How is homelessness defined?
2. How do various actors (levels of government, various agencies, etc.) define homelessness?
3. How accurate are our counts?
4. What is important to keep in mind when reviewing homelessness counts?

Assignment 2: Who are represented among the homeless and how does this vary?

Purpose:

The purpose of this assignment is to be clear about how homelessness varies across populations (population can be defined by sociodemographic characteristics like age, race/ethnicity, gender, veteran's status, etc.) and geography (county, state, city, etc.). You accomplish this by focusing on the use of data to substantiate the prevalence/incidence, trends and changes over time in the incidence of homelessness among various groups as well as place.

Paper Requirements:

This paper should be 4-5 pages in length. Format this assignment using one-inch margins, double-spacing, and Times New Roman 12-inch font. Pages should be numbered. All assignments should be checked thoroughly for correct spelling and grammar. You must use a minimum of 5 new, external references. Use APA style with in-text parenthetical references as well as a reference list. The reference list is not included in the page limit. Include a cover page with your name, paper title and course number.

Due Date:

Assignment 2 due in dropbox on Learn@UW by 1:00 pm on March 28 (Week 10). Late papers are not accepted.

Points: 20

Your paper should address these points:

1. Who are represented among the homeless nationally? Who are represented among the homeless in a given state, city, county?
2. Have rates of homelessness been consistent overtime nationally, and at the unit of geography you choose to focus on?
3. How do rates of homelessness vary by ascribed characteristics?
4. How do rates of homelessness vary by geography?
5. What is important to keep in mind when reviewing data on time trends or characteristics of those whom experience homelessness?

Assignment 3: Community Learning Placement, Housing and Services**Purpose:**

The purpose of this assignment is to allow you to integrate what you have learned about your community learning placement, the services provided and how this addresses housing or homelessness.

Paper Requirements:

This paper should be 8-10 pages in length. WE WILL STOP READING AT THE 10TH PAGE. Format this assignment using one-inch margins, double-spacing, and Times New Roman 12-inch font. Pages should be numbered. All assignments should be checked thoroughly for correct spelling and grammar. You must use a minimum of 10 external references. Use APA style with in-text parenthetical references as well as a reference list. The reference list is not included in the page limit. Include a cover page with your name, paper title and course number.

Due Date:

Assignment 3 due in dropbox on Learn@UW by 8:00pm on Friday, April 21st. Late papers are not accepted.

Points: 30

Note: The outline lays out the information you must include in your final paper. You are encouraged to use substantively useful titles for each section. The outline is the structure, you provide the substance.

Your paper should address this outline in narrative format:

1. Community Learning Placement
 - a. What does this placement do? How does this agency address homelessness or housing security?
 - b. What data on rates of homelessness substantiate the need for the program?
 - i. Evaluate these data based on what you have learned from the first 2 assignments
 - c. Context of the Community Learning Placement
 - i. Origins of program
 - ii. Current structure of program
 1. Kind of benefit (cash/in-kind/social service/information/activity)
 2. Funding Mechanism (how is agency funded)
 3. Eligibility (What determines who receives services/assistance and how)
2. Evaluation of the Community Learning Placement
 - d. Review of program evaluation or outcome studies in literature for the type of program
 - i. What is the evidence regarding effectiveness?
 - ii. What are the strengths/weaknesses?
 - e. Recommendations from your supported analysis of the literature
 - i. Elements of the program that function effectively
 - ii. Elements of the program that may be changed or improved
 1. feasibility of suggested changes

For a useful guide on APA documentation see the UW Writing Center web page (<http://writing.wisc.edu/Handbook/DocAPA.html>). Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline. (see UW-Madison School of Social Work's Policy on Plagiarism below).

Presentations

Each student will have 6-8 minutes to present their semester long analysis. How does this placement address housing issues? What does the agency do? Is it effective? What are some strengths and challenges? What might you recommend? What do you want the presentation

audience to “do” with your analysis? Presentation guidelines will be provided in class. Community partners and/or consumers may choose to attend class presentations.

Community Learning

The purpose of community learning is to gain experience in an agency that addresses housing, homelessness or the difficulties individuals and families must contend with while experiencing homelessness. This “hands-on” experience will allow you to understand the workings of the welfare state in how a challenge to a core, necessary good, housing, is addressed. Interaction with agency personnel, advocates and consumers will allow students to develop a rich understanding of a core social concern and how policy does, or does not respond to these needs.

As students entering into a community agency, it is important to use the resources provided in class and via training at the Morgridge Center to establish appropriate, respectful relationships across all interactions. Students are encouraged to select an agency that will excite and facilitate learning. A list of potential community partners will be handed out in class. This list evolves and offers suggestions, choosing one of these agencies is in no way a requirement. Students are free to choose opportunities that are most compelling to them.

Memorandum of Understanding for Community Learning

This document is to be completed and signed by the student and community agency contact and handed in to the TA.

The agency agrees to:

- Provide 25 hours of supervised volunteer experience to the student
- Orient student to agency operation, mission, structure and expectations
- Designate a staff person to serve as the primary supervisor for the student
- Provide feedback to student to facilitate community learning

The student agrees to:

- Serve 25 hours over the Spring 2017 Semester
- Adhere to the Morgridge Center Community Standards for Service Learning for students
- Read and consider article on cultural competence noted in the syllabus for Week 1, available on LearnUW
- Commit to on-going community learning via use of the Morgridge Center resources for further training
- Establish a mutually agreed-upon schedule with the agency to fulfill commitment
- Notify the agency supervisor when circumstances alter the agreed-upon schedule
- Maintain strict confidentiality regarding all client information

The instructor agrees to:

- Explain the objective of the community learning experience in class
- Provide weekly classroom time for reflection on community learning in small group and/or class discussion
- Provide structured class exercises to integrate community learning with written assignments and required readings
- Provide the support of the Teaching Assistant to integrate learning with classwork

- Invite community partners to student presentations

Final grades will be calculated as follows:

Assignment 1: How do we count homelessness?	20
Assignment 2: Who are represented among the homeless?	20
Assignment 3: Community Learning Placement, Housing and Services	30
Presentation	10
Community Learning Completion	10
Attendance and participation in class exercises/discussion	10

Grading

There are not extra credit or make-up assignments. Grades on each assignment and your final grade will be assigned as follows:

A	94-100	outstanding; surpasses expectations in all areas
AB	88-93	surpasses expectations in most areas
B	82-87	surpasses expectations in some areas
BC	76-81	meets expectations in most areas; above in others
C	70-75	meets expectations in most areas
D	64-69	below expectations in all areas
F	<64	fails to meet minimal expectations in all areas, not acceptable work

Attendance and Participation in Lecture and Class Exercises

Class will include group exercises designed to deepen content covered in readings and lectures and integrate community learning. Your preparedness and willingness to engage in each class determines the participation portion of your grade. Each class will begin with student news alerts around issues in housing or homelessness that students, our teaching assistant or the professor have read in a high quality news source that focus on the changing landscape of policy, public attitudes or local responses.

Note to Students

Your goal for this and other courses should be to make the most of your learning experience, and not simply “get an A”. Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond accurately to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization and clarity), (3) the extent to which you demonstrate critical thinking related to course readings and topics, and (4) the extent and quality of your participation in class and group exercises. If there is something about an assignment that is unclear to you, it is your job to bring this to the attention of your teaching assistant or to the professor. Grade expectations should NOT be based on what you have received in other courses. If you have an issue with a grade you receive in this course, please document the reasons for your appeal in writing with specific attention to the four points raised above.

Student Behavior Policy

Respect, cordiality, patience and openness to the ideas of others are expected in lectures, discussion and group exercises. Learning requires the willingness to risk, the ability to listen as well as bravery to venture a reasoned opinion. We will create and maintain a climate where this is possible for all participants.

Disability Accommodations

Those students who are registered with the McBurney Center must give the instructor a copy of their VISA within the first two weeks of the semester so that any needed accommodations can be made. If the student has not given the copy of the VISA to the instructor, an accommodation will not be made.

Academic Honesty

Academic honesty is required and expected in this course and all other courses offered by the School of Social Work. If you are found to have plagiarized a written assignment or cheated on an exam, you will receive a failing grade for that assignment/exam and be subject to further disciplinary action consistent with the university and School of Social Work policy.

Academic honesty is based on the premise that each student has the responsibility to: (1) uphold the highest standards of academic integrity in the student's own work; (2) refuse to tolerate violations of academic integrity in the University community; and (3) foster a high sense of academic integrity and responsibility on the part of the University community.

Academic misconduct is often thought of as "cheating" in the pursuit of one's academic endeavors. Academic misconduct rules are found in UWS 14. Information on academic misconduct rules and procedures and plagiarism can be found at the following websites:

<http://students.wisc.edu/saja/index.html>.

College of Letters & Science Handbook definition of plagiarism as academic misconduct:
<http://www.ls.wisc.edu/handbook/ChapterSix/chVI-11.htm>

"Avoiding Plagiarism" from The Writing Center:
<http://writing.wisc.edu/Handbook/QuotingSources.html>

There are two major forms which plagiarism takes:

1. The use of direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting.
Direct Quote: To repeat verbatim or to copy verbatim the words of another.
2. The other major form of plagiarism where a student (or someone else) paraphrases the ideas or research findings of another person(s), but fails to identify the source of the ideas.
A paraphrase is a restatement of a text or passage in another form or other words (i.e., putting into your own words the ideas of another person).

Code of Ethics, Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.