SW578  Homelessness:  A Service Learning Course (section 001)  
Spring 2019  

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Class Days:  Tuesday  
Credits:  3  
Instructional Mode:  Face-to-Face  
Time:  10:00-12:00PM  
Location:  Social Work, 114  

Canvas Course URL:  https://canvas.wisc.edu/courses/140069  

I.  Course Description  

This course is an 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.  This is a Community Learning course that requires 25 hours of supervised volunteer experience in an agency that addresses the causes and/or consequences of homelessness.  Community learning will integrate understanding of the local service needs, policies and provisions structured to address homelessness and/or housing instability.  

Course designations and attributes:  (S-I) Counts as Liberal Arts and Sciences credit in L&S.  
Instructional mode:  All Face-to-Face  
Requisites:  Jr. Standing  
Credit hour statement:  The credit for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times (Tuesday, 10:00-12:00), community learning, and other course learning activities (reading, writing, studying, group exercises, preparing presentations).  The syllabus includes additional information about expectations for student work and community learning.
II. Course Overview

Social Work 578 is an elective course for social work (BSWs) and social welfare majors. The purpose of this course is to introduce students to the complex issues surrounding 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. Public sentiments inform policy options, so we will pay attention to how the issue of homelessness is framed in news reports and public statements. The community learning component provides concrete experiences for students to engage learning with agencies that work on housing issues or provide services directly to persons and families experiencing homelessness.

III. Learning Outcomes: Competency Descriptions and Dimensions

The overall objective of this course is for all students to develop the analytic, cognitive, experiential and self-awareness skills necessary to effectively engage in policy practice. It is particularly useful for BSW students to know that social work education is delivered by a competency-based curriculum. Competency is achieved through mastery of course content through course activities, readings, assignments, exams as well as behaviors learned in field experiences in other courses. Knowledge, values, skills, cognitive and affective processes\(^1\) comprise the competencies. This course is structured to help students demonstrate understanding and mastery of the knowledge, values, skills and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

Week 1: January 22: Overview of the course
- syllabus
- structure of class
- assignments
- community learning
  - What does this mean?
  - How to make use of resources in developing a relationship with a community partner?
  - How to enter into a community as a student learner?
  - Perceptions, projections and assumptions embedded in the learner: what to do?

Readings:

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

Jones, M. (2017, March, 14). Leaders can improve employee performances by changing the

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\(^1\) Cognitive and affective processes include critical thinking (i.e., the process of conceptualizing, analyzing, evaluating and synthesizing multiple sources of information generated by observation, reflection and reasoning), affective reactions (i.e., the way in which emotions influence thinking and subsequently behavior), and the exercise of judgment (i.e., the capacity to perceive and discern multiple sources of information to form an opinion).


**In class discussion exercises and activities:**
- Who we are? Why this matters?
- In class exercise with readings

**Week 2: January 29: Housing: A core good**
- Why housing matters
- Tools to think about housing markets

**Readings:**


In class lecture, exercises and activities:
- Housing in the economy, as a “bundle” for families
- Video on “Federal Housing Policy and Trends in Housing Market”
- Small group exercise: critical examination of reading, discussion questions provided

**Week 3: February 5: 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?
- How do housing units become available?

**Video:**

In class lecture, exercises and activities:
- Research on housing quality, neighborhood and family outcomes
- Role of federal policy in home ownership
- Video, “HUD Secretary Nominee Testimony”
- Small group exercise: critical examination of video, discussion questions provided
- Community learning integration exercise: policy and practice

**Week 4: February 12: Concept and Measurement of Homelessness**
- How do we measure homelessness?
• Why does measurement matter?

Reading:


In class lecture, exercises and activities:
• How are the point in time estimates completed?
• What are the concerns?
• Small group exercise: critical examination of HUD report, discussion questions provided
• Community learning integration exercise: policy and practice

Community Learning: Memorandum of Understanding uploaded to Canvas by 2/12.

Week 5: February 19: 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:


In class lecture, exercises and activities:
• Affordability “landscape” and core data
• Small group exercise: critical examination of HUD’s “Worst Case” report, discussion questions provided
• Community learning integration exercise: policy and practice

Week 6: February 26: 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.

In class lecture, exercises and activities:
• Common measure to assess housing markets
• Madison and Milwaukee market conditions
• Small group exercise: critical examination of “Evicted in Dane County” report, discussion questions provided

**Paper 1 due – Canvas submission by 10:00 a.m. on February 26 (Week 6).**

**Week 7: March 5: Service-use, homelessness and cost data: national and international context**
- Service use
- Integrating data across systems
- Data used to “pin down” costs and frame policy
- “Housing First” in the European Union

**Readings/Video:**


In class lecture, exercises and activities:
- Multi-system data and homelessness policy
- Small group exercise: critical examination of reading and video keynote address on Housing First in the EU, discussion questions provided
- Community learning integration exercise: policy and practice

**Week 8: March 12: 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:**


In class lecture, exercises and activities:
- Small group exercise: how to use the Green Book information, discussion questions provided on reading content
- Community learning integration exercise: policy and practice

**Spring Recess: March 16 – March 24**
Week 9:  March 26:  Family homelessness
- What do we know?
- Schools, homeless kids and counting
- New Moving To Opportunity analyses and families

Readings/Powerpoint:


In class lecture, exercises and activities:
- Small group exercise: critical examination of readings, discussion questions provided
- Community learning integration exercise: policy and practice

Week 10:  April 2:  Family Homelessness and the Family Options Study
- Tying together new evidence
- What does the Family Options Study tell us about services and family homelessness?

Readings:


In class lecture, exercises and activities:
- Context: how to contextualize this evidence, what are the implications for service delivery and structure?
- Small group exercise: critical examination of readings, discussion questions provided
- Community learning integration exercise: policy and practice

Paper 2 due – Canvas submission by 10:00 a.m. on April 2nd (Week 10).

Week 11:  April 9:  Housing, segregation and legal remedies
- Segregation and consent decrees
- Political context and strategies

Readings:


In class lecture, exercises and activities:
- Public Housing and Voucher context, appropriations
- Fair Housing Context
- Small group exercise: critical examination of readings, discussion questions provided

**Week 12: April 16: Housing finance, maintaining affordable housing stock and local actors**

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

**Readings:**


In class lecture, exercises and activities:
- Small group exercise: critical examination of readings, discussion questions provided
- Community learning integration exercise: policy and practice

**Class Roundtable Discussion Preparation Guidelines for students will be handed out in class and posted on Canvas to prepare for April 30th exercise.**

**Week 13: April 23: Constructing low-income and affordable housing**

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

**Readings:**


In class lecture, exercises and activities:
- Small group exercise: critical examination of readings, discussion questions provided
- Community learning integration exercise: policy and practice
Week 14: April 30: Class Roundtable Discussion: Community Placement and Housing

- Class Roundtable Discussion group exercise
- Course Evaluation

Community Learning: Timesheet due to Canvas by April 30th.

Paper 3 due to Canvas by 5:00pm on Friday, May 3rd. Late papers are not accepted.

V. Texts and Reading Materials for the Course

There is no required text for this course.

Course Web Site
Readings and additional class materials will be available on the class web site available through Canvas. You will find the:
- Memorandum of Understanding
- Community Learning Commitment Form
- Community Learning Student Timesheet

VI. Evaluation: Assignments, Grading and Methods

Students are expected to:
- Attend class weekly and read required material prior to class;
- Actively participate in class exercises
- Engage in community learning
  - Complete a “Memorandum of Understanding” signed by the student and agency contact and upload to Canvas by February 12th (Week 4).
  - Complete the “Community Learning Student Timesheet” signed by student and agency contact, hand in to TA on or before April 30th (Week 14).
- 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 paper assignments
- Complete written in-class exercises based on readings
- Complete Roundtable Discussion exercise on April 30th.

Assignments: There will be three written graded paper assignments

Format all assignments 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. 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.

All assignments must be submitted on Canvas in the appropriate drop box by the date and time listed in the syllabus. Late papers will not be accepted.
Paper 1: Homelessness and housing instability: Defining the scope of the problem (20 points, 3 pages)

a) How is homelessness defined by the federal government?
b) How do homelessness rates vary by region, family type and housing markets?
c) What is housing instability and how does it differ from homelessness?

Paper 2: Homelessness in Wisconsin: Role of your community placement (25 points, 5 pages)

a) What are the reported rates of homelessness for Wisconsin?
b) How do rates of homelessness vary within the state?
   a. What, if any concerns do you have about the data you are using in a) and b)?
c) How does your agency address homelessness or housing instability?
   a. What type of benefit is provided?
   b. How is the service funded?
   c. What determines how and what services a person receives?

Paper 3: Selected review of the literature in an area of interest (25 points, 5 pages)

Summarize and synthesize the main findings of 4-5 peer-reviewed, high quality research articles that focus on a common subject related to the causes, consequences or interventions to address homelessness or stabilize housing. Make sure to clearly explain the specific subject on which all of your articles focus. Provide a rationale for why you have selected this group of articles: why is each article that you have selected important, and how do the articles fit together?

Written Exercises Completed in class Based on Readings (15 points)

Weeks 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13 will include an in-class written group exercise based on the readings and, often, integration with in-class content covered in the PowerPoint lecture material. Completion of the exercise and engagement with the group process is expected. The exercises will be posted on Canvas after class and can be completed by a student who has an excused absence. The completed exercise should be scanned and forwarded to the TA within 1 week of the missed class for credit. Guidelines for these exercises will be presented in class.

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).

Community Learning

The purpose of community learning for this course, 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.

The community learning 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 2019 Semester
- Adhere to the Morgridge Center Community Standards for Service Learning for students
- 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 community learning with classwork

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Paper 1:</td>
<td>20</td>
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<tr>
<td>Paper 2</td>
<td>25</td>
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<tr>
<td>Paper 3:</td>
<td>25</td>
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<tr>
<td>Completed in class exercise</td>
<td>15</td>
</tr>
<tr>
<td>questions based on assigned</td>
<td></td>
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<tr>
<td>readings</td>
<td></td>
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<tr>
<td>Community Learning Completion</td>
<td>10</td>
</tr>
<tr>
<td>Attendance and participation in</td>
<td>5</td>
</tr>
<tr>
<td>class activities</td>
<td></td>
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</table>

Grading

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>AB</td>
<td>88-93</td>
<td>surpasses expectations in most areas</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
<td>surpasses expectations in some areas</td>
</tr>
<tr>
<td>BC</td>
<td>76-81</td>
<td>meets expectations in most areas; above in others</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>meets expectations in most areas</td>
</tr>
<tr>
<td>D</td>
<td>64-69</td>
<td>below expectations in all areas</td>
</tr>
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Attendance and Participation in Lecture and Class Exercises

Class will include group exercises designed to deepen and integrate community learning with classroom work. Your preparedness and willingness to engage in each class determines the participation portion of your grade.

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.

VII. Course Policies

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

McBurney Connect is the online accommodation and case management system that serves as a hub for accommodation information for students with disabilities. Students must garner McBurney approval before accommodations can be extended. Supply McBurney approval within the first two weeks of the semester, or as soon as possible after a disability has been incurred or recognized, so that needed accommodations can 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:


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.

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<thead>
<tr>
<th>Competency and Description</th>
<th>Course Content Relevant to Dimensions that Comprise the Competency *</th>
<th>Location in Syllabus</th>
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</table>
| 5. Engage in Policy Practice| Lecture, readings, small and large group discussion related to (K,S,V,C & AP)  
  • Community Standards for Service Learning standards  
  • In class exercise using readings to prepare for working in the community effectively: | Week 1 |
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

<p>| Fuller, C. (2013, July, 24). | What our reaction to poverty says about us. | Week 2 |
| Overview of housing policy, focusing on the trends, patterns and problems that undergird housing instability and homelessness | Video on “Federal housing policy and trends in the housing market” | Page 3 |
| Small group exercise: critical examination of reading and video with provided discussion questions, group report back to the class | Concept and measurement of homelessness | Week 4 |
| • In class work with the 2018 Annual Homeless Assessment to Congress | Paper 1: Homelessness and housing instability: defining the incidence | Page 4 |
| • Critical examination of the measure in class exercise; discussion questions provided | Paper 3: Housing instability and homelessness: Select review of the literature | Week 2-13 |
| • Community learning integration exercise: policy and practice | Written Exercises completed in class based on assigned readings and lecture content | Page 9 |
| • completed as a group, report back to the full class, handed in at the end | Lecture, readings, small and large group discussion related to (K,S,V,C &amp; AP) | Week 3 |
| • Video, “Housing insecurity and homelessness in the United States” | • Small group exercise: critical examination of readings and video; discussion questions provided | Page 3 |
| • Community learning integration exercise: policy and practice | 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |  |
| Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. |  |  |</p>
<table>
<thead>
<tr>
<th>“Service-use, homelessness and cost data: national and international context”</th>
<th>Week 7</th>
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<tr>
<td>• Video, “Housing First in Europe: the solution to homelessness?”</td>
<td>Page 5</td>
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<tr>
<td>• small group exercise: critical examination of reading and video; discussion questions provided</td>
<td>Page 7</td>
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<tr>
<td>Class Roundtable Discussion: Community Placement and Housing</td>
<td>Page 7</td>
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<tr>
<td>Paper 2: Homelessness in Wisconsin: Role of your community placement</td>
<td>Page 8</td>
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