Course description:

Though “homelessness” is an official term to describe unstable housing situation, “houseless” is considered to be a more accurate and less stigmatizing term and is preferred by many who live in a housing unstable world.

This 2-credit intensive weekends class will investigate ideas and experiences related to many facets of houselessness in America. We are going to investigate the scale of houselessness, the populations that most likely experience houselessness, causes and consequences of houselessness, and the controversies of policies that attempt to ameliorate houselessness. Special attention will be paid to the innovative community efforts in addressing the housing crisis.

Our class meetings will be a mix of short lectures, seminar discussions, hands-on activities and guest speakers focusing on critical analysis and problem solving in a supportive learning environment. Students will carry out reflective writing and a research project that focuses an aspect of houselessness.

This class is in an online format where class meetings are conducted via Zoom, and learning activities take place on Canvas. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit. To successfully participate in this program, students will need Canvas, Zoom, a computer, and a cell phone. Students can expect our remote teaching to be 3 hours of Zoom meetings per session for a total of 3 sessions.

Learning objectives:

By the end of the course, students will be able to
1. Understand the current situation of houselessness in the U.S., including the communities that are most likely to fall into houselessness and the causes of houselessness
2. Understand the larger historical, social and economic context of rising housing crises and housing segregation
3. Understand the values that underscore housing policy, assess the effectiveness of policies in eradicating houselessness, identify the limitations of the current housing policy and explore alternatives

**Required texts:**


**Recommended texts:**


We are also going to read selected book chapters and journal articles on poverty, houselessness and social policy which will be posted on Canvas.

**Course expectations and credit:**

***All your written work should be submitted to Canvas, typed in Times New Roman font, 12 points, double-spaced, using APA citation style.** To learn APA Style, check American Psychological Association website: http://www.apastyle.org/learn/index.aspx or Purdue Writing & Grammar Guide http://owl.english.purdue.edu/. Check for grammatical and spelling mistakes before turning in your work. If needed, students are encouraged to work with Graduate Writing Assistant.

You will be evaluated in this course based on your progress in meeting the course objectives described above, as assessed by the following assignments and requirements. **You will be awarded 2 graduate credits upon meeting all the requirements of the course.** To earn full credit for the course, students must satisfactorily meet all the following requirements:
1. **Participation, preparatory work and discussion:** Students must attend all the class sessions, and come fully prepared having finished readings and other preparatory work. Students should actively participate in class discussion and other activities. As members of the learning community, your participation is essential for the learning of the entire class besides your own. Please make effort to attend class. If you are unable to attend class, please discuss this with faculty in advance to find a way to make up the work.

   a. **One week before our first weekend meeting (July 16), students will finish a guided seminar preparatory piece on one of the class texts,** *The Man in the Dog Park: Coming Up Close to Homelessness,* responding to the prompts provided by the faculty (prompts to be posted on Canvas by June 10).

   b. **To help faculty have a better understanding of the students’ interests and learning needs,** students will turn in an intake form by 5/31, 2021. Registered students will be able to access the intake form through Canvas by 5/21. A class calendar will be sent by 6/7 after taking into consideration the information from the collected intake forms.

   c. **During our weekend meetings, the work includes posting seminar preparation before class meetings and feedback to at least two of your peers after class meetings (instructions will be posted on Canvas by 6/7). Plan on doing intensive work during the weekend: reading, thinking, writing, watching documentaries and engaging in discussing heavy topics. You are encouraged to do spread out the work leading up to the weekend.**

2. **Final synthesis paper:** After the weekend class meetings, students will write a 1,000 – 1,500 word (3 to 5 – page) paper reflecting on your learning in this class. This paper is an opportunity for you to demonstrate your critical thinking skills, analytical writing skills and the ability to ask meaningful questions to take your learning to the next level. In this paper, you will elaborate on a major theme or key concept that has been covered in the course. Your essay will integrate course readings, discussions, assignments. The paper is due on Sunday, Aug. 15.

   ***Late assignments:*** Turning in assignments late, especially those time sensitive preparatory assignments is a loss of learning opportunities for the learning community besides yourself. So make every effort to be on time. However, if there is an unavoidable need to turn in an assignment late, the student should contact the faculty no later than the original assignment due date to discuss options.

**Evaluation:** A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu. An evaluation conference will be held at the end of the class.

**Academic integrity:** Plagiarism (i.e., using other peoples’ work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information.
Multiculturalism and diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, workshops, seminar, and other class activities. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Accessibility: If you are a student with disability who would benefit from support or services to ensure full access to this course, please contact Access Services at 360-867-6348 or accessservices@evergreen.edu as soon as possible and get in contact with faculty for possible accommodation. For more information, please visit the Access Services website at https://www.evergreen.edu/access.

Conduct and conflict resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards. We will abide by the social contract: WAC 174-121-010 College philosophy. We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174- 123 WAC, Student Conduct Code & Grievance/Appeals Process. We will abide by the non-discrimination policies and procedures at TESC.

Guest policy: Guests are welcome to visit our learning community during class time with discretionary approval from course faculty in advance of the requested visit. It is the host student’s responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Unexpected class cancellation or delay: If class is cancelled or delayed, a message will be posted on our course Canvas site as soon as possible.