



Fall 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Family Homelessness	
Course Number	SOCI 471 L06
Pre/Co-Requisites	SOCI 313, 315, 331, 333, 371
Class Dates	September 7 – December 8, 2021
Class Times	TR 14:00-15:15 (MST)
Class Location	Online (D2L & Zoom)
Instructor Name	Dr. Annette Tézli (she/her)
Email	atezli@ucalgary.ca
Virtual Office Hours (Via Zoom only)	Mondays 11:30am-1:10pm (MST) Thursdays 11:30am-1:30pm (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 and Learning Outcomes

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

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

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

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

Course Format

We will meet online TR from 14:00-15:15 (MST) via Zoom. I will record all Zoom lectures and post them on D2L for those who had to miss a class 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/397244> (login required).

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.

Required Course Readings

(Available at the UofC Bookstore)

Desmond, Matthew. 2017. *Evicted: Poverty and Profit in the American City*. New York: Broadway Books.

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

Methods of Assessment and Grading Weights

All assignments must be submitted via D2L Dropbox by the end of day (midnight) on the due date.

	Due	% of final grade
Pathways Map	November 2	30
Raising Awareness		
Project Proposal	September 28	10
Project Pitch	October 28	20
Peer Feedback	November 4	10
Final Project	December 9	30

Pathways Map (30% of your final grade)

During the first half of the semester, you will read Matthew Desmond's book "Evicted" (2017), and then produce a visual overview of the pathways into family homelessness discussed in the book. You will provide illustrative examples from the book and connect them to course material (e.g., assigned readings, seminar discussions, films, etc.). You can work on this project collaboratively as a group, or independently. I strongly suggest you work on this project consistently during the first half of the semester to avoid major conflicts with the semester-long Awareness Raising project. Detailed assignment guidelines and permissible formats will be discussed in class and circulated on D2L under Content → Assignments.

Raising Awareness (70% of your final grade in total)

The second major assignment for this course is a semester-long project through which you will raise awareness about family homelessness. Here you draw on course materials and your own research to educate others about family homelessness, or elements thereof. This project can take 2 different directions:

- 1) **A Fundraiser:** Many social service providers supporting families experiencing homelessness are currently feeling the financial strain of ongoing cutbacks to government funding, a decrease in

donations, and an increase in demand due to the pandemic and economic strain. Over the course of the semester, you will plan and carry out a small fundraiser and donate the proceeds (cash or in-kind) to an organization of your choice. This project raises awareness as you need to provide information about the group(s) for which you raise funds to convince donors to contribute to your cause. At the end of the project, you will produce a fundraiser report, which will include a description of your project and a reflection on your experience organizing a fundraiser. This is a project best suited for groups, but it can be completed individually.

2) **Educational Material:** The second option is to develop educational material to share your knowledge and thereby teach others about family homelessness. Here you can get as creative as you want. Projects could include, but are not limited to:

- Creating a children's book
- Creating an educational board game
- Creating a quiz game
- Developing a simulation or other learning activity for students at any level
- Developing education materials for (future) teachers
- Develop a computer game or simulation
- Creating short educational videos or a podcast series for social media

At the end of the semester, you will submit your project along with a short report outlining your target audience, your rationale for an approach to developing your project, and a short reflection on your learning process. You can work individually or as a group on this project.

To make the project development more manageable, you will complete it in stages.

Project Proposal (10% of your final grade)

In your project proposal you will outline your initial project idea (e.g., do you plan a fundraiser or an educational project? What do you have in mind, roughly? Will you be working as a group?). You will also identify the target audience for your project and provide a brief rationale for the project and your target audience. You can be as creative as you want, but keep in mind that your project development must be informed by course material and your sociological research, and it must be consistent with the general orientation of this course. More detailed information and additional resources will be provided in class and on D2L.

Project Pitch (20% of your final grade)

To help you stay on track in your project development and receive some critical feedback before finalizing your project, you will submit a project pitch. Here you will create a short, 5-10-minute pre-recorded presentation in which you provide a more detailed outline of your project and a brief rationale for your choices. The target audience for this pitch is the instructor and your fellow students. More detailed information and additional resources will be provided in class and on D2L.

Peer Feedback (10% of your final grade)

Being able to provide constructive and effective feedback to others is essential in any professional environment. For the Project Pitch, I will form groups of 5-6 (depending on final class size). You will watch your group members' presentations and provide them with constructive feedback that will help them to strengthen their final project. We will discuss the peer feedback process as well as feedback and grading criteria in detail in class and the information will be circulated on D2L under Content → Assignments.

Final Project (30% of your final grade)

Here you will submit your final project along with a short project report. Assignment guidelines and the grading rubric will be discussed in class and then posted on D2L.

Final Exam Information

There will be no final exam in this course.

Grading 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 personal circumstances can create exceptional challenges for some when it comes to completing scheduled assessments on time. If possible, you must **provide advance notice** to the instructor or TA if you are unable to submit an assessment as scheduled.

If the reason provided for the absence is acceptable, you will work on a new, reasonable deadline with the instructor or TA. Assignments not submitted within 5 business days of the due date without notifying the instructor or TA, 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

PowerPoint slides for each lecture will be posted on D2L in advance of the lecture during which they will be covered. PowerPoint slides posted on D2L will provide a lecture outline, but not complete lecture content. To assist your notetaking, I suggest you bring posted slides to class and complete each slide during lecture.

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 in the body of your email.

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

Office Hours

I will hold office hours via Zoom on Mondays from 11:30am-1:10pm (MST) and on Thursdays from 11:30am-1:30pm (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 class meetings. 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.

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.

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.

Academic 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>.

Student Support

Links to available on-campus supports as well as course-specific learning resources are available on D2L under CONTENT → CAMPUS RESOURCES, and CONTENT → COURSE RESOURCES.

Important Dates

September 7	First day of classes
September 16	Last day to drop a class without financial penalty
September 17	Last day to add/swap a course
September 30	National Day for Truth and Reconciliation
October 11	Thanksgiving Day – no classes
November 8-12	Term break – no classes
December 8	Last day of classes, last day to withdraw from a course
December 11-22	Final exam period

Schedule of Lectures and Readings

Module 1 (September 7&9): What is Family Homelessness?

Assigned Readings:

Sylvestre, John, Nick Kerman, Alexia Polillo, Catherine M. Lee and Tim Aubry. 2017. "A Profile of Families in the Emergency Family Homeless Shelter System in Ottawa, Ontario, Canada." *Canadian Journal of Urban Research* 26(1):40-51.

Crush, Barbara L., Laura E. Gultekin and Elizabeth C. Grim. 2016. "The Data Dilemma in Family Homelessness." *Journal of Health Care for the Poor and Underserved* 27(3):1046-52.

Module 2 (September 14&16): Prevalent Explanations and Discourses

Assigned Reading:

Allen, Janet K. 1994. "The Discourse of Homeless Families." *Journal of Social Distress & the Homeless* 3(2):175-84.

Module 3 (September 21&23): Complex Pathways

Assigned Reading:

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

Module 4 (September 28): Complex Pathways, cont'd.

Assigned Reading:

Bélanger, Yale D. and Gabrielle Lindstrom. 2016. "'All We Need Is Our Land': Exploring Southern Alberta Urban Indigenous Homelessness." Pp. 161-84 in *Indigenous Homelessness: Perspectives from Canada, Australia, and New Zealand*, edited by E. J. Peters and J. Christensen.

September 30: National Day for Truth and Reconciliation – No Class Meetings

Module 5 (October 5&7): Complex Pathways, cont'd.

Assigned Reading:

Milaney, Katrina, Rosaele Tremblay, Sean Bristowe and Kaylee Ramage. 2020. "Welcome to Canada: Why Are Family Emergency Shelters 'Home' for Recent Newcomers?". *Societies* 10(2):37.

October 11-15: Wellness Week – No Class Meetings

Module 6 (October 19&21): Complex Pathways, cont'd.

Assigned Reading:

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

Module 7 (October 26&28): Lived Experiences in Institutional Contexts*Assigned Reading:*

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

Little, Merry, Rajiv Shah, Marian J. Vermeulen, Alice Gorman, Darlene Dzendoletas and Joel G. Ray. 2005. "Adverse Perinatal Outcomes Associated with Homelessness and Substance Use in Pregnancy." *Canadian Medical Association Journal* 173(6):615-18.

Module 8 (November 2&4): Lived Experiences in Institutional Contexts, cont'd.*Assigned Readings:*

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

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

November 8-12: Midterm Break - No Class Meetings**Module 9 (November 16&18): Lived Experiences in Institutional Contexts, cont'd.***Assigned Readings:*

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

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

Module 10 (November 23&25): Lived Experiences in Institutional Contexts, cont'd.*Assigned Readings:*

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

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

Module 11 (November 30 & December 2): Lived Experiences in Institutional Contexts, cont'd.*Assigned Readings:*

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

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

Module 12 (December 7): Conclusion*Assigned Reading:*

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