

The Society for Urban, National and
Transnational/Global
Anthropology

Teaching Resource on
Homelessness



Edited by: Irene Glasser, Rae Bridgman, and Dee Southard
January, 1999

**The Society for Urban, National and
Transnational/Global
Anthropology
Teaching Resource on Homelessness**

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**The Society for Urban, National and Transnational/Global Anthropology
Teaching Resources on Homelessness**

Homelessness entered the public consciousness in the United States and Canada in the early 1980's, as people were living on the streets, squatting in vacant buildings, sleeping in homeless shelters, camping year-round, and living doubled-up with family and friends. Students, many of whom worked in shelters and soup kitchens, were eager to understand the underlying causes of homelessness, and most importantly, wanted to learn about ways to prevent homelessness in the first place.

Slowly, university courses were developed to address the theoretical underpinnings for understanding homelessness, and to look at alternative approaches to housing the most vulnerable members of society. This collection of courses and community-focussed exercises was developed in order to assist those of us who would like to create a course, or a section of a course, on homelessness. This includes some of the resources with which to begin the process. The collection reflects the work of those anthropologists, sociologists, and community activists who responded to our call for resources for the teaching of homelessness. We thank all of the contributors.

This volume is a part of a series of resource books that have recently been published by the Society for Urban, National and Transnational/Global Anthropology (SUNTA) addressed to faculty teaching urban issues and cultures. We thank the Society, and especially Professor Owen Lynch, President of SUNTA during the writing of this collection, for the continual support for the publication of this volume.

ABOUT THE EDITORS

Irene Glasser is an urban anthropologist (Ph.D. University of Connecticut 1986) whose publications include *More Than Bread: Ethnography of a Soup Kitchen* (University of Alabama Press 1988) and *Homelessness in Global Perspective* (GK Hall, Macmillan 1997). She does research and writes frequently about homelessness, welfare, mothers in prison, and soup kitchens. Her current research focuses on a cross-national study of homelessness in Canada and the United States. Glasser's latest book, written with Rae Bridgman, is *Braving the Street* (Berghahn Books 1999). She is a Professor of Anthropology and Canadian Studies at the Eastern Connecticut State University. Glasser@ecsuc.ctstateu.edu

Rae Bridgman is an urban anthropologist (Ph.D. New York University 1993) and an Assistant Professor with the Department of City Planning in the Faculty of Architecture, University of Manitoba. Her areas of research and teaching interest include social and cultural aspects of architectural design and urban planning, housing, social change and marginalized populations, gender, diversity and the built environment, homelessness, and utopianism. Her current research involves extended ethnographic and case study research on two innovative housing projects for chronically homeless women and men in Toronto. She has been documenting decision-making processes in the design, development, construction and operation of StreetCity, and its second generation model, Strachan House, as well as the processes of developing Savard's, a small pilot housing project for women street survivors. The documentation of the women street survivors project and the comparative study of a similar safe haven programme in the United States has been funded through a Social Sciences and Humanities Research Council of Canada Strategic Grant [Women and Change] (1998-2001). Bridgman@cc.umanitoba.ca

Dee Southard is an Assistant Professor of Sociology at Central Washington University. She received her Doctorate Degree from the University of Oregon. Her dissertation, "Looking for Sanctuary: Staying on Publicly Owned Lands as a Response to Homelessness," is an ethnography based on over 300 interviews with homeless campers in the Pacific Northwest. She has taught the course, Sociology of Homelessness on university and college campuses and presents public lectures on the topic. She is also the coordinator of the International HOMELESS discussion list and web archive located at <http://csf.colorado.edu/homeless>.

Southard's homepage is <http://csf.colorado.edu/homeless/southard.html>, and her email address is southard@cwu.edu.

Part I

Course Syllabi for
The Teaching of Homelessness

COURSE OBJECTIVES:

On any given night in America between two and four million people are homeless, with as many as 350,000 to one million of the homeless population being children.

Homelessness is one of America's most pressing and visible social problems, and as such it intersects our lives in a myriad of ways. This course is designed to familiarize you with the major issues and debates surrounding the topic of homelessness.

COURSE FORMAT:

This course will use a variety of formats: including lectures, in-class discussions, films, and we will be relying heavily on the use of electronic communication in and from the Internet.

Electronic Mail Requirement: ALL students in this class will be required to have an email account. For those students who do not already have an active email account there will be an 'orientation session' at the end of the first class meeting where the instructor will provide a "how-to hands-on" orientation. The instructor will occasionally be communicating with the students via their electronic mail account and students are advised to check their electronic mail boxes for messages at least twice per week. ALL students will be required to subscribe to the HOMELESS electronic discussion list (Subscription is cost-free). Occasionally postings or threads from this discussion group will be the basis for in-class discussions. Each student will be required to write and send one question post to the discussion list during the term (See details at end of this course outline.).

REQUIRED TEXTS AND READINGS: (One copy each of the textbooks is on Reserve in the University Library).

Wagner, David. 1993. *Checkerboard Square: Culture and Resistance in a Homeless Community*. Boulder: Westview Press.

Wolch, Jennifer and Michael Dear. 1994. *Malign Neglect: Homelessness in an American City*. San Francisco: Jossey-Bass.

All of the readings listed below are located in the Homelessness Electronic Archive. If you have difficulties accessing these documents please send an email to me and I will assist you via the internet, or you should be able to receive help either through the computing center staff, or in the computer room of the UO library in order to print out these articles. The Homelessness Electronic Archive is located at: (for ftp):

Csf.colorado.edu pick housing pick homeless, or through www browsers the URL is:
<http://csf.colorado.edu/homeless>.

“The Criminalization of Poverty”, download from the Internet at:
<http://csf.colorado.edu/homeless> located in the Complete Homeless Archives located in the Articles-papers directory.

“Overview of Homelessness in Oregon”, by P.A. Dee Southard, download from the Internet at: <http://csf.colorado.edu/homeless> located in the Complete Archives in Geographic directory.

“Why are Americans Homeless?” download from the Internet at:
<http://csf.colorado.edu/homeless> located in the Complete Archives in frequently asked questions directory.

“Inventory of Resources”, download from the Internet at <http://csf.colorado.edu/homeless> in the main menu. “1. Introduction 2. Background to Homelessness in Western Post-Industrial Countries”

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SOCIOLOGY OF HOMELESSNESS: COURSE SCHEDULE AND ASSIGNMENTS

Week 1

- First class meeting: getting acquainted and getting organized.
- Read course outline and review course requirements
- Initial lecture: What is Homelessness? Who are the Homeless? Are There Any Homeless Here?

The email assignment requires minimal expertise, never the less you are encouraged to begin it as soon as possible. If you run into problems go to the computing center and ask the consultants there to assist you in completing the assignment. (They are there to help you, so do not hesitate to take advantage of their expertise).

Assignment required THE DAY BEFORE the next class meeting (specifically – before 10-9-96 at 1pm): Every student will have sent a message to the instructor via electronic mail. Contents of this message will include: 1. Your name and preferred nickname if you have one (if you think the instructor might have trouble pronouncing your name it would be helpful to provide a phonetic example for its pronunciation), 2. Your UO student number, 3. Your complete email address, 4. Your telephone number or a message contact number for you, 5. Your major, 6. What year you are in college, 7. A list of other sociology classes that you have completed in college, and 8. Whether you will be able to attend each of our class meetings (if you know of a meeting you will have to miss please indicate the date and the reason). In addition to the required items in the message, please feel free to use this opportunity to communicate to the instructor any other interests or concerns you might have regarding this course.

In addition, each student will subscribe to the Homeless discussion list by sending an email message to: listproc@csf.colorado.edu. The body of the message must contain 4 words and say: Subscribe Homeless your last name (of course you will put in your actual

name i.e.: Subscribe Homeless Buckminster Fuller).

When you have successfully subscribed to Homeless you will receive a welcome message. Forward me a copy of your welcome message to prove that you subscribed successfully. If you encounter any problems in subscribing, email me and I will assist you over the Internet. *Note: You are NOT to send and postings to the discussion list during this first week! You are only to subscribe to it and begin to read postings.

I will respond to you via email upon receipt of this assignment (both the personal email post and the forwarded welcome message should be mailed to me on the same day) and I will indicate to you the number of points you received on the assignment. (30 points possible)

Week 2

- Structural Forces and the Homeless Crisis in the U.S.
- Required readings: "Why are Americans Homeless?" (from internet) Wolch and Dear, pp 1-43
- Discussion of Internet Discussion List Etiquette and review of the Discussion List Assignment

Week 3

- Individual 'Problems' and the Homeless Crisis
- Required readings: "Homelessness in Oregon" (from internet) Wagner, pp. Xi-42
- *Seminar sheet #1 Due in Class.

Week 4

- Deinstitutionalization and the Welfare State: Homelessness and Mental Health
- Required readings: Wolch and Dear, pp. 112-148

Week 5

- The Mid-Term Examination may have questions regarding any of the material covered in lectures, readings, films, and any presentations by guest speakers.
- PLUS later in the class period: Homelessness and the Culture of Resistance.
Required reading: Wagner, pp. 43-118

Week 6

- Lack of Affordable Housing and Declining Wages
- Required reading: Wolch and Dear, pp. 148-200
- *Seminar Sheet #2 Due in Class

Week 7

- Stereotypes of Homeless People, and "Not In My Backyard"
- The Social Organization of the Streets
- Required readings: Wagner, pp. 119-187; Wolch and Dear, pp. 200-236
- ***Photography Analysis Project Due at the Beginning of Class***

Week 8

- Coping with Stigma and The Criminalization of Homelessness
- Required reading: Wolch and Dear, pp. 237-297; "The Criminalization of Homelessness" (from internet)
- ***Film Analysis Project Due at the Beginning of Class***

Week 9

- No School

Week 10

- Homelessness: A Global Phenomenon
- What Can I Do About the Problem?
- Required readings: "54 Ways to Help the Homeless" (from Internet) and "Inventory Resources", Parts 1. Introduction and 2. Background to Homelessness in Western Post-Industrial Countries"
- *Seminar Sheet #3 Due in Class
- In-Class Review for Final Examination

Final Examination

- The Cumulative Final Examination may have questions regarding any of the material covered in lectures, readings, films, and any presentations by guest speakers during the entire course.

Internet HOMELESS Discussion List Assignment

Dr. Dee Southard, archives located at <http://csf.colorado.edu/homless>

Each student will subscribe to the HOMELESS Internet discussion list by sending an email message to: listproc@csf.colorado.edu

The body of the message must contain 4 words and say: Subscribe Homeless your first name your last name (of course you will put in your actual name i.e.: Subscribe Homeless Buckminster Fuller)

When you have successfully subscribed to Homeless you will receive a welcome message. Forward me a copy of your welcome message to prove that you subscribed successfully. If you encounter problems in subscribing, email me and I will assist you over the Internet.

*Note: You are NOT to send any postings to the discussion list during this first week! You are only to subscribe to it and begin to read the postings.

For the Discussion List Question Assignment:

You are to compose a question to submit on the HOMELESS Discussion List. While you are creating your question, please remember that it will be distributed to around 400 people, in 14 countries, and that some of these people pay for their Internet access by the byte. Try to keep your question length down to about one screen-full, and do not duplicate a question that another student in our course has already asked in the discussion list.

Your question post must contain the following elements:

I. Introduce yourself to the discussion list and indicate that you are enrolled in Dee Southard's Course Soc410 at University of Oregon, USA

II. Prior to stating your question you must write a few lines to introduce the specific topical area of the question, and the reason you are interested in that area. (The only topical area that is off-limits for this assignment is "panhandling, to give or not to give". The group has discussed this topic repeatedly, and is weary of it. If you want to read about the topic of panhandling or begging please go to the HOMELESS electronic archives under directory List-extracts and read the panhandling discussions.)

III. A clearly articulated question which may be able to start a discussion thread, rather than be simply responded to with merely "yes" or "no". The question MUST be grounded out of a publication and that publication must be properly cited in the question. You may use either of your textbooks, or any of the articles you read for seminar papers for the inspirational source for your question.

IV. Signature lines including your name, and your personal email address so that list members may respond to your question through private email if they prefer to.

During the first class meeting I will give each student a week number. This week number will indicate the course week during which you are to send your question in to the discussion list. (This will insure that the list will only receive four questions from my students during any given week.)

If you feel inclined to participate actively on the Homeless discussion list in addition to sending this one posting to the list, I would sincerely like you to limit that participation to a maximum of one post per week during the ten weeks of the course. Once the course is completed, then please feel free to unsubscribe to the discussion list or to remain and participate freely.

Via email FORWARD me a copy of the posting that you send to the list. You will be graded on the assignment you create, and not on whether or not the list members chose to answer your question (pick up your thread to discuss). (If you do receive answers sent to your personal email address I would enjoy reading them if you care to forward them to my email address, but that will not be factored into the grading for this assignment.) 30 Points Possible

FILM ANALYSIS ASSIGNMENT: HOMELESSNESS

You will be completing three separate analyses and all three are to be turned in at the same time, stapled together. Total points possible for this project are 90; 30 points possible per film analysis.)

OVERVIEW:

Visually presented media strongly influence our understandings of our social world. As a scholar it is important for you to develop the ability to critically analyze the visually presented media that you encounter. Film media often relies heavily on the use of stereotyping in the creation and representation of characters and/or in the development of social context and social action. This project is designed to encourage you to employ your sociological imagination and to critically analyze fictional portrayals of homeless people and their physical contexts.

For this project you will be required to view three films off of the attached film list. In making your film selections please pay attention to the film's rating, and select films rated at a level so they will not personally offend you. The films are available at video rental outlets.

While you are watching the films you will need to make notes to complete the assignment. If the machine that you are viewing the film on has a tape counter, the instructor would appreciate it if you would provide her with the location number from the counter (which was zeroed at the beginning of the film) of specific scenes which you are making reference to in your written text.

ASSIGNMENT SPECIFICS:

Papers are to be typed and your name and student ID number are to be provided in the top right corner of every page. You are to number each of the three analyses with I, II, or III, typed onto the top left corner of every page that pertains to that particular film. You are to letter and number each of your answers. Failure to follow format directions will decrease your score on the assignment.

For each of the three films (done separately) you are to provide the following information:

1. Bibliographic Citation for the film. (5 points) (Format is, for example:)
2. Southard, Dee, producer. 1995. *Homeless Families in the Forest*, written by Dee Southard. Bend, OR: Oregon Chautauqua Film Series Production Company.

3. Quote Section: (5 points)

3.A.1. Provide a transcript of your favorite quote from the movie. This quote should not be more than eight sentences in length.

3.A.2. Put the name of the character who was speaking after the quote. If the video tape player has a counter on it put the number specifying the location where the quote started in parenthesis after the quote.

For example:

3.A. 1 & 2: "My people believe that man doesn't own land! Man doesn't own anything but the courage and loyalty in his heart!" (Chakotay, 17.35)

3.B.1. In three sentences or less describe why this is/was your favorite quote in the film.

3.B.2. What was the gender, the social class (i.e.: upper, middle, lower), homeless status (i.e.: 'not-homeless' or 'homeless') and the race and/or ethnicity of the speaker?

3.B.3. Was the gender, the social class, homeless status (i.e.: 'not homeless' or 'homeless'), or the race and/or ethnicity of the speaker verbally referenced in the quote? If so, in what way was this a salient part of the quote?

4. Character Section: (10 points)

Select a specific character from the film. Select one scene in the movie in which the character is actively engaged in interaction with another person. (Note: You must choose a scene different than the one from which you got the quote for question #2.)

4.A. In two sentences or less describe the social context of the scene (i.e. provide a short description of the previous action or the antecedent setup for the scene), and provide the counter number for the scene's location if possible.

4.B. Provide a transcript of the quote in the scene that you are referring to. If it is a very long scene provide the first three sentences followed by "..." and then provide the last three sentences of the scene quote.

4.C. For each character in the scene provide the character's: name, gender, social class, homeless status, and his or her race and/or ethnicity.

4.D. Then in five sentences or less describe the way/s in which the characters' genders, the characters' classes, the characters' homeless statuses, and the characters' racial backgrounds and/or ethnic backgrounds influence or combine to shape the scene.

4.E. Watch this same scene again and in three sentences or less describe the way/s in which this scene relied on stereotyping (representation of specific cultural patterning) to convey its message/s. (For instance: reference devices such as background sets, costumes, hairstyles, speech patterns, vocal accents, body movements, physical proxemics, etc. You are not necessarily limited to nor do you necessarily have to include all of these topics, this list is only provided to give you examples of categories that might be salient in any given scene which you might choose to discuss.)

5. Compare and Contrast with Readings from the Course (10 points):

5.A. In three paragraphs or less compare and contrast some of the images and/or stereotypes and/or settings which were presented in the movie with factual information presented in the readings for this class. Be sure to provide citations with page numbers within the readings for the information you reference.

5.B. In your opinion did the movie provide a reasonably accurate portrayal of homeless people?

You are to choose three films from this list. ONLY films that appear on this list are acceptable for this analysis project. (Please note that all of these films are fictional representations, however some of them are based on biographical materials regarding events that actually did occur.)

Film Analysis Assignment Acceptable Film List

With Honors
The Saint of Fort Washington
The Fisher King
Ironweed
Down and Out in Beverly Hills
Curly Sue
Meet John Doe
The Grapes of Wrath

PHOTOGRAPHY ANALYSIS ASSIGNMENT

The papers you create are to be typed.

On reserve in the University of Oregon Library you will find several books of photography, which examine various aspects of homelessness. You are to browse the photographs in each book and select the two you found to be the most interesting. For EACH of these TWO BOOKS you are to complete the following assignment:

I. Provide the complete citation of the book.

II. Chose the one photograph which you had the strongest emotional reaction to and give its page number. Describe the emotional reaction you had to the photograph, and explain why you think that you felt that emotion in response to the photographic image.

III. Chose two photographs in the book which you feel illustrate similar themes. Give the page number for each of the two photographs. Describe in narrative what message you think that the photographs convey, and how you think they do that. (For instance if they are both photos of homeless adults displaying affection to children, how is that affection shown, etc.)

IV. Write a paragraph about what you think the overall intent of the author of the book was, and explain how the sorts of photographs which were included in the book help to convey the author's overall intent.

Turn in BOTH of the analysis sheets at once. Assignment due 11/14/96, but the assignment will be accepted prior to that date in any class period. No late papers will be accepted.

SEMINAR SHEETS

The Seminar Sheets will consist of 1 page typewritten and will be graded with 10 points maximum. The sheets will be graded on how well you follow the format, and on how well you support your analysis. If you know that you will be absent for a legitimate reason you may turn in one Seminar Sheet in class one week in advance of your absence, otherwise there will be no "make-ups" for Seminar Sheets. A copy of the entire article will be attached to your seminar sheet, and it will have the thesis statement of the article underlined on the copy.

Seminar sheets will be based on an article that you find interesting which addresses some aspect of homelessness. The articles **MUST** be from one of the sources listed below. The article **MUST** be no older than 1992. Articles published prior to 1992 are not acceptable.

ANY professional Sociology journal such as: *Society*, *The American Journal of Sociology*, *Journal of Marriage and the Family*, *Social Forces*, *Social Problems*, *Symbolic Interaction*, *Journal of Homelessness and Social Distress*, etc.

Required Texts:

Books: *The Boxcar Children* by Gertrude Warner

COURSE FOCUS:

This course examines the images of the homeless that have developed in Europe and the United States from about 1400 to the present, with primary emphasis on the 20th century U.S. Social science and literary analysis will be used to explore the development and impact of various depictions of the homeless in literature, film, and the social sciences. Students will also engage in creative projects, such as writing fiction, poetry, or songs in which they develop (and critique) their own depictions of the homeless.

COURSE FORMAT:

This course will basically follow a lecture and class discussion format, frequently using small group assignments and individual presentations. In keeping with the interdisciplinary nature of the course, we will use several different disciplines to develop our understanding of the topic, including primarily history, literature and sociology.

SYNTHESIS:

Synthesis is the process of combining elements to yield a pattern not evident before. Whereas an academic discipline usually involves working with a set of elements that constitutes a whole in itself, in synthesis one draws elements from two or more disciplines and puts these together in a new pattern. Parts are recombined into a well-integrated intellectual product.

GRADING:

Evaluation of student work will vary according to the assignment, but will be based on such criteria as the following:

1. Level of Historical Scholarship
2. Degree of Analytic Sophistication/insight
3. Rigor and Depth of Analysis and Argumentation
4. Ability to Incorporate Aspects of Various Disciplines
5. Creative Force of Creative Work (Thematic Coherence, Insight, Evocative Power, Humor, etc.)
6. Level of Participation (for Collaborative Learning assignments, students will receive grades for both group-based and individual-based portions of the assignment).
7. Attention to Grammar and Related Writing Skills

YOUR FINAL GRADE IN THIS COURSE WILL BE DETERMINED BY A PORTFOLIO THAT INCLUDES THE FOLLOWING:

1. Sociohistorical Analysis Essay (approx. 8 pages): in this paper you will engage in

historical research to examine how a particular image of the homeless is related to the historical context in which it developed. In preparing your paper you should use the Modern Language Association (MLA) style format. I have placed a guide to MLA style from the Beacon Handbook on reserve in the library under the title "Documenting Sources: MLA Style." Portfolio should include Major Draft and Revision versions of the paper (25% of course grade)

2. Comparison/Contrast Essay (approx. 8 pages): in this paper you will compare and contrast two or more images of the homeless. Again, you should prepare the paper according to MLA style. Portfolio should include Major Draft and Revision versions of the paper (25% of course grade)

3. Creative Project and 3-5 page Critical Analysis Paper: an individual or collaborative (upon my approval creative project that develops a depiction of the homeless in fiction, poetry, song, or some other acceptable creative medium. The creative project is to be accompanied by a 3-5 page paper in which you explain and analyze the image of the homeless that you intend to portray in the project, relating it to other portrayals of the homeless that we have seen during the course. All of these projects will be presented in class during the final week of the course. (25% of course grade--15% for the project and 10% for the critical analysis paper).

4. Three collaborative learning group assignments: structured group assignments in which you will be asked to prepare individually ahead of time through a writing assignment and then participate in groups to accomplish specific tasks. (Each CL group assignment will be worth 5% of course grade, divided equally between an individual grade based on your pre-group assignment and a group grade based on your group work. Total of 15%)

5. Participation in class discussion: you will be expected to both contribute to class discussions on a regular basis and to moderate and guide the class discussion on one or more occasions, depending on class enrollment. You will be given plenty of lead-time to prepare for the discussions you will be responsible for guiding. To prepare you will need to thoroughly go over the Discussion Questions Hand-Out and the readings in order to be able to provide your own responses to the questions to the class as the starting point for class discussion. You will then be in charge of eliciting responses from others in the class. (10% of course grade--50% for participation over the course of the term & 5% for guiding class discussion on one assigned day).

WEEKLY COURSE SCHEDULE

****ALL READINGS EXCEPT BOXCAR CHILDREN ARE IN THE PACKET****

WEEK 1: Introduction to Course

Readings: *Neutralizing Homelessness* (1992) by urban planner Peter Marcuse
A Sociological Analysis of the Law of Vagrancy (1969) by sociologist
William Chambliss *The New Poverty* (1987) by historian A.L. Beier

SESSION 1: Introduction to the Course Topic, Format & Expectations

HAND-OUT: Pre-group Writing Assignment #1: Personal Experience with the Homeless

SESSION 2: Lecture/Discussion: The Social Construction of Homelessness
Group Assignment #1: Personal Experience with the Homeless

HAND-OUT: Discussion questions for next week's readings

WEEK 2: Rogues, Vagabonds, Tramps and Hoboes

Readings: *The Underworld Uncovered* (1987) by historian, A. L. Beier
Selections from *Tramping with Tramps* (1907) by journalist, Josiah Flynt
My Friend the Tramp (1875) by short story writer, Bret
The Hobo and the Fairy (1911) by socialist novelist, Jack London
An Experiment in Misery (approx. 1894) by novelist/journalist Stephen
Crane

- SESSION 3: Lecture: The Homelessness in History
AND
Hand-out and Discussion of Sociohistorical Analysis Essay that is due on
February 10.
- SESSION 4: Class Discussion of Tramping with Tramps (prepare responses to hand-out
in advance)
AND
Class Discussion of Harte, London and Crane short stories (prepare
responses to hand-out in advance)
- WEEK 3: The Homeless in the Great Depression
- SESSION 5: Lecture on the Great Depression and the Dustbowl
- HAND-OUTS: *Grapes of Wrath* and "Historical Context of Adventure on the Road"
Discussion Questions
- SESSION 6: Video: *Grapes of Wrath* (1940 Dir: Darryl Zanuck. Actors: Jane Darwell,
Henry Fonda.
- SESSION 7: Class Discussion of *Grapes of Wrath* (prepare responses to handout in
advance). We will also listen to and discuss Woody Guthrie "Dustbowl"
songs, Bruce Spingsteen's "Tom Jones" CD and tour, and homelessness in
the Delta Blues, with songs by blues singers Blind Willie Johnson, Sonny
Terry and Brownie McGee, John Lee Hooker, Willie Dixon and others.
- SESSION 8: Alternative Take on Homelessness: Adventure and Wanderlust
Readings: *Song of the Open Road* (1850) by poet, Walt Whitman
The Men that Don't Fit In (1909) by poet, Robert Service
Weekend Hobos Try to Recapture a Romantic Past (1994) by Los Angeles
Times journalist David Jefferson *Wayfarers All*, from *Wind in the Willows*
(1929) by writer, Kenneth Grahame
- Lecture: *The Men that Don't Fit In--Wanderlust* in Literature and Social Science
Class Discussion: Historical Context of Adventure on the Road (prepare
responses to hand-out in advance)
- HAND-OUT: Humor and Homelessness Discussion Questions
- WEEK 5: Alternative Take on Homelessness: Screwball Comedy

SESSION 9: Video: *My Man Godfrey* (1936. Directed by Gregory La Cava. Actors: William Powell and Carol Lombard)

SESSION 10: Video Clips from *Sullivan's Travels* and *The Fisher King*

HAND-OUT: Mythmaking and Homeless Women Discussion Questions

WEEK 6: Homeless Women

Readings: "Mythmaking" from *The Women Outside* (1992) by U.S. journalist Stephanie Golden
Old Boston Mary by Josiah Flynt
Sister of the Road: The Autobiography of Box-Car Bertha, (1937) as told to socialist radical and founder of Chicago's Hobo College, Dr. Ben Reitman "Again"-*Ten Songs from the Alley* (1989) by U.S. journalist Kathleen Hirsch

SESSION 11: Class Discussion: Myth Making and Narratives of Homeless Women (prepare responses to hand-out in advance)
Sociohistorical Analysis Essay due Today

HAND-OUT: Pre-Group Writing Assignment #2: *The Bag Ladies Bag*

SESSION 12: Group Assignment #2: The Bag Ladies Bag

You must have completed the Pre-Group Writing Assignment to Participate

HAND-OUT: Identity and Social Relations among the Homeless Discussion Questions

SESSION 13: Recent Sociological Images of Homelessness

Reading: "A Grounded Typology of Homeless Street People" and "Salvaging the Self" from *Down on Their Luck* by sociologists, David A. Snow and Leon Anderson
"The AnM," from *Something Left to Lose* (1997) by sociologist Gwendolyn Dordick

Lecture: A Social Science "Typology" of the Homeless
Class Discussion: Identity and Social Relations among the Homeless (prepare responses to hand-out in advance)

HAND-OUTS: Homeless Children Discussion Questions (2 hand-outs)

WEEK 7: Homeless Children

Readings: Selections from *Boy and Girl Tramps of America* (1934) by journalist Thomas Minehan

The Boxcar Children (1942) by children's writer, Gertrude Wamer (paperback book)

"Punk Hollywood," from *Young and Homeless in Hollywood* (1996) by geographer Susan Ruddick

Erin's Looking for Leg-Rub Steve (1996) by New York Times journalist Ian Fisher

SESSION 14: Class Discussion: Homeless Children in Wamer and Minehan's writings
AND

Class Discussion: Homeless Children in Ruddick and Fisher's writings (prepare responses to hand-out in advance)

SESSION 15: Video: *My Own Private Idaho* (We will start a couple minutes early in order to finish this 105 minute video.)

SESSION 16: Class Discussion: Images of the Homeless in *My Own Private Idaho* (prepare responses to hand-out in advance)

SESSION 17: Homelessness in Recent Music

I will bring one of my favorite examples & please bring one of your own. I will provide a CD/tape player. If a song you wish to present is on tape, please have it cued correctly so that we do not waste time trying to find the songs. Type out the lyrics and make copies for the members of the class. I will ask you to briefly introduce the song, explaining what you see the band/singer trying to do in the song. What kind of image of the homeless do you feel the song portrays? What is the relationship between the band/singer and the homeless in the song?

****Comparison/Contrast Paper Due Today****

SESSION 18: Reconsiderations on *Representing the Poor*

Reading: *Seeing and Making Culture: Representing the Poor*, by Cultural Studies/English professor, Bell Hooks

Video: Dateline on Brazilian Street Children

HAND-OUT: Pre-Group Assignment #3

SESSION 19: Group Assignment #3

****Student Creative Projects are due on March 12****

COURSE OBJECTIVES:

The course is a study of poverty and homelessness in the U.S. in light of major philosophical and theological approaches to economic justice. We will study the dimensions of American poverty and homelessness employing a wide variety of learning methods, including on-site experiences and interviews, designed to foster depth of personal knowledge that goes beyond the theoretical. Yet the goal is to develop and to integrate our theoretical knowledge at every level. Thus, students will analyze alternative perspectives on root causes, and competing proposals about solutions. A key goal will be to develop skill in detecting the underlying ideological presuppositions in arguments about the nature of the problem and how to respond. Thus, the situation of poverty and homelessness will be the case study that allows us to sharpen our ability to employ critical ethical reasoning. Finally, it is my hope that our study will challenge stereotypes, strengthen social conscience, and encourage enlightened and compassionate efforts to make a difference.

COURSE REQUIREMENTS:

1. READING OF CLASS ASSIGNMENTS IN THE FOLLOWING:

Karen Lebacqz, *Six Theories of Justice*

Michael Elliot, *Why the Homeless Don't Have Homes and What to do About it* National Council of Catholic Bishops, *Economic Justice for All* (10th Anniversary ed.)

Keith Melville, *The Poverty Puzzle: What Should be Done to Help the Poor* Alex

Kotlowitz, *There are No Children Here*

and/or

William Julius Wilson, *When Work Disappears: The World of the New Urban Poor*

Milton Friedman and Michael Harrington chapters on reserve, various handouts

2. CLASS ATTENDANCE AND PARTICIPATION (10%)

Mature class attendance and punctuality are expected. Please be awake and alert! Familiarity with assigned readings and participation in discussion will be essential for a maximum learning experience. Come ready to discuss! Occasional in-class quizzes on readings will be given. Other exercises such as debriefing reflections and February welfare debates will be considered in class participation grade. In addition, intelligent, well-informed questions on site visits should reflect careful considerations of readings. Class attendance and participation will be recorded and considered in calculating final grades. (Please note that more than two unexcused absences will lower grade).

JOURNAL (30%)

Each student will keep a journal that includes notes and reflections on readings (all readings), class experiences, site visits, and interviews. Record observations on site visits and reflect upon them. Your journal should reveal serious interaction with key concepts and learning, including your critique of various perspectives, comparison of strengths and weaknesses of differing positions, application of theory in your analysis of readings or experiences, personal reflections on readings or experiences, questions raised by what you encounter, etc.

Occasional one-page essays may be assigned and included in the journal. These will call for reflection that integrates key concepts from the readings.

3. EXAMS (40%)

Two exams (including final) will cover material from readings, lectures, class discussion, and site visits. Tests will include objective questions that examine knowledge of key terms and concepts as well as essay questions that allow critical application of ideas and methods discussed in class.

4. PROJECT PRESENTATION (20%)

During the last three days of class, each student will have 15 minutes to present a term project. Create for the class an experience based on some kind of original work dealing with poverty or homelessness. For example, you may present an exhibit of photos; a video or other multimedia presentation; musical performance; readings of original essays, poetry or short stories; display of artwork; dramatic monologue or dialogue; mime; sermon or speech; worship experience; presentation of a paper based on academic research (statistical analysis, personal interviews, evaluation of current welfare proposals, analysis of a particular program or ministry, exploration of poverty in Danville...)

5. FRIDAY MOVIE AND PIZZA NIGHTS (Optional)

On two Friday nights (1/23, 1/30, or 2/6), interested students are invited to gather at my house for pizza supper and movies. We'll watch and discuss movies such as *Hoop Dreams*, *Maetwan*, or *Streetwise*.

COURSE SCHEDULE AND ASSIGNMENTS:

SESSION	TOPIC	ASSIGNMENTS
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SESSION 1	Introduction	Read Kotlowitz or Wilson by 1/3
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Journal:

Jot down what you hope to learn this term. Reflect on what the songs in class today tell us about our culture.

SESSION 2	Video: <i>Down and Out in America</i>	Read Elliot, xi-40
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Journal:

What are some of the primary causes of homelessness, according to Elliot and according to the film? What facts from the readings and the documentary were new or surprising to you? What either reinforced or challenged your stereotypes about the homeless? Describe your reactions.

SESSION 3, 4	Ethical Method: An Overview Sign up for overnight weekend	Reading in Kotlowitz or Wilson
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SESSION 5 Visit to Louisville for "Urban Goatwalker" Coffeehouse.

Note: This monthly event for homeless men and women is sponsored by the church mentioned in the intro of Elliot's book-an outgrowth of the ministry he started. We'll also see Norma's House, the descendent of Elliot's Phoenix Project.

SESSION 6	Perception: What's the problem? 2126 63-68, 72-76, 83-86 and review Elliot.	Melville, 4-10 and NCCB, 4-12,
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Journal:

What are the dimensions of the problem of poverty in the U.S.? Who are the poor? What are the causes of poverty? Reflect on what you have read. Show how these facts illustrate (or contradict?) what you are reading in Kotlowitz or Wilson. What would you add to Bishop's analysis based on these other readings?

SESSION 7	No class	Finish Kotlowitz and/or Wilson. Catch up on journal. Include substantive comments on readings.
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SESSION 8 Visit to Louisville-Wayside, St. Johns, St. Vincent de Paul, Healing Place
Journal:

Be sure to reflect on your visits and integrate your observations with what you have learned in the readings.

SESSION 9 Group discussion: Kotlowitz and Wilson
Attend MLK Convo tonight (7:30 p.m.) Read Letter from Birmingham Jail.
Note King's view of Justice.

SESSION 10 Beliefs: What is Justice? Lebacqz, 9-14

SESSION 11, 12 Overnight in Louisville (Group 1). Forum with individuals moving beyond poverty and homelessness; Overnight in shelters; Breakfast in Soup Kitchens.

SESSION 13 Justice: Mill, Rawls Lebacqz, 15-50

SESSION 14 Justice: Nozick, Friedman Lebacqz, 51-65;
Friedman, Intro and Chap. 1

SESSION 15, 16 Justice: A Catholic View Lebacqz, 66-82; NCCB, 1-2, 13-20,
26-27, 31-57

JOURNALS COLLECTED

SESSION 17 Overnight in Louisville (Group 2). Forum with individuals moving beyond poverty and homelessness; Overnight in shelters; Breakfast in Soup Kitchens

SESSION 18, 19 Justice: Niebuhr, Miranda Lebacqz, 83-115, Harrington, Ch. 1

SESSION 20 TEST

SESSION 21 Case study: Responses to Homelessness Elliot, 41-111

SESSION 22 Optional visit to Lexington: Hope Center; Chrysalis; Salvation Army;
God's Pantry

SESSION 23 Introduction to Welfare

SESSION 24 1996 Welfare Reform Packet of Articles

SESSION 25 Welfare Reform: Debating the Issues Melville, 11-41; NCCB, 63-82

SESSION 26 Project Presentations and Conclusions

SESSION 27 Final Exam

IDEAS FOR PROJECT PRESENTATIONS

HANDS-ON RESEARCH STUDIES (Visits, tours, interviews, etc.)

*Interview government social service providers (TANF, FOOD STAMPS, WIC, SSI, MEDICAID) at social insurance offices. What are these programs designed to do? Find out what the (new) eligibility requirements, rules and procedures are. How do people get on the programs? Are there any incentives to get them off the programs? If possible, interview recipients too. Why do they need these programs? What is this process like for them? Present the information and analyze it (charts would help).

*Interview workers with a local ministry like CHRISTIAN APPALACHIAN PROJECT, HABITAT FOR HUMANITY, SALVATION ARMY, FAMILIES FIRST, or another agency working with poor and/or homeless people in Danville, Louisville, Lexington, or your hometown. Find out the history, goals, target population, programs, success rate, underlying philosophy, etc. Interview beneficiaries if possible. Is this ministry meeting the needs effectively, based on your analysis of the problem and its causes? Is its philosophy carried out consistently in its programs?

*Visit Lexington's shelters-HOPE CENTER (men's emergency, transitional and recovery, plus health clinic), SALVATION ARMY (women and families), CHRYSALLIS HOUSE (women in recovery). Tour, interview workers, explore programs, analyze effectiveness, compare to Elliot's proposals. Are these all-purpose "super shelters" as Elliot describes them? Are they addressing the real causes of homelessness?

*Interview migrant workers in our area (easily found at the People's Tobacco Warehouse near campus or at Guadalajara during lunch hours). Where are they from? Where do they live? What are their housing conditions? Who provides housing? What kind of work are they doing? How much do they make? Where do their paychecks go? How much do they send home? What are their medical needs? How are these met? Where will they go when the season is over? Is anyone helping them learn English? What ministries are working with them? For interviews with such agencies, see me.

*Analyze Kentucky's approach to Welfare-to-Work requirements in the 1996 Welfare Reform. (Note that Danville has a program training welfare-to-work individuals).

*Interview those who have been laid off from textile plants in Kentucky and analyze the broader causes and trends that led to these layoffs. How does this situation reflect on the broader employment picture? What will these people do? What help is available to them?

*Visit public housing in Danville, Louisville, Lexington, or your hometown. Find out about eligibility, costs, vacancies or waiting lists, eviction rates and causes, policies and regulations, family composition, etc. Interviews with residents would be helpful. Why did they need this option? What is it like to live there? How long do they plan to stay? What are their other alternatives?

*Study the Continuum of Care instituted by Louisville's Coalition for the Homeless and interview those in charge of implementing and monitoring it. Explore rationale, goals, policies, etc. Analyze effectiveness. Note how various shelters are implementing the Continuum of Care. Compare with Elliot's proposals.

*Interview both health care providers and poor consumers in a variety of settings (urban emergency room, rural and urban clinics, health department, etc.) to find out about the health care options available to the uninsured or Medicaid patients. In what ways do these patients behave differently? Are they treated differently?

CREATIVE EXPRESSION:

*Present original poetry, short stories, artwork, drama, or music based on your experiences and learning this term. Evocative presentation should engage us at the creative level while also reflecting substantive understanding of the issues we have studied.

*Analyze themes related to poverty, homelessness, urban realities, rural decline, etc. in current popular music, film or literature. Discuss what the songs, movies or literary works reveal to us about our society.

*Prepare a video or photo presentation related to housing, poverty, homelessness, etc.

RESEARCH STUDIES:

*Analyze bills coming before the House and Senate Committees in Frankfort during the current session of the Legislature-i.e. Patton's proposals on health care, child care, investment in infrastructure in high unemployment rural counties, etc.

*Do a Census analysis of Boyle County (or other counties-especially the high unemployment counties of eastern Kentucky). How many residents are poor? Where do they live? How is poverty distributed demographically (race, gender, single parent households, etc.)? How many are working? What kinds of employment are available? How many of the poor are children? How many are receiving government benefits? What can we learn from your analysis?

*Analyze the actual effects of minimum wage increases throughout the latter half of the 20th century and the arguments against such increases.

*Study the relationship between poverty and high birth rates. Explain the sociological/psychological dimensions of childbirth in poor neighborhoods and discuss related demographic transition theories. Has the U.S. welfare system encouraged pregnancy?

*Analyze the relationship between poverty, gangs, drugs and violence.

*What is the relationship of racism and discrimination (past and Present) and poverty? Explore the various alternative proposals. Read some of the African-American neo-conservative scholars whose arguments disagree in some respects with William Julius Wilson's (i.e. Thomas Sowell, Shelby Steele, Walter Williams, Glen Loury).

*Research the nature of poverty in the time of the eighth century Hebrew prophets or the time of Jesus. Compare this to today's poverty. Is the effort to apply their teachings to the 20th century realities an appropriate hermeneutic leap? Why or why not?

*Study the research on the effects of poverty or homelessness on children. This can be combined with interviews.

*Analyze the effectiveness of enterprise zones and empowerment zones. What are their goals? Have they worked?

*Read any substantive book related to what we have been studying in class and report on its argument and content creatively.

THESE ARE ONLY SUGGESTIVE IDEAS. OTHER POSSIBILITIES ARE WELCOME!

TEXTS AND MATERIALS:

- *Ironweed* by William Kennedy.
- *Rachel and Her Children: Homeless Families in America* by Jonathan Kozol.
- *Homeless not Helpless* edited by Barbara Pashke and David Volpendesta.
- Course reader at Kinko's.
- There will be additional photocopying costs throughout the semester.

REQUIREMENTS:

1. Weekly readings and brief (2 page) typed essays.
2. One longer (6-10 page) paper.
3. Participation in a group project/presentation.
4. Several brief, in-class essays/responses.
5. Attendance and participation.

Each of these requirements will constitute 20% of the final grade. Four or more absences (for any reason) will result in a "zero" for number 5 above.

DESCRIPTION:

This course seeks to explore and analyze the issue of homelessness and the portrayal of homeless people in American culture. Are homeless people stereotyped in popular culture? Does the issue of homelessness receive too much attention in the media, or too little? Does what we see and read about homelessness affect our behavior or attitudes? We will attempt to answer questions such as these by recognizing and breaking down assumptions about homelessness and by analyzing a variety of "texts" in our culture. For example, we will read recent essays and articles from a variety of positions and perspectives. We will watch film and television clips that portray homeless characters (*Beverly Hills 90210*, *The Fisher King*, *In Living Color* etc). We will read accounts of poverty and commentary on the subject by writers throughout American history. And we will read fiction by several authors who are, or once were, homeless.

GOALS:

This course asks you to question everything. There are an infinite number of things that can be analyzed and interpreted in a given "text." I invite you to pick texts apart to see how their "rhetoric" affects us. Writing ability, reading comprehension, and critical thinking will be improved through analyzing rhetoric. The ability to sort out and evaluate ideas allows us to interact with other thinkers and is the basis for our democracy.

SESSION ASSIGNMENT

Session

1. Essay due: analyze the rhetoric of essay #2 in reader
2. Read Kozol p. 1-21 and essays 3, 4, and 5 in the reader.
3. Analyze Kozol's "Overview" (p.1-21).
4. Read Kozol p. 25-78.
5. Read Kozol p. 81-144.
6. Read Kozol p. 147-186. Essay due.
7. Read Jefferson and Marx on reserve.
8. Group #1 presentation.
9. Essay due: compare the rhetoric/content of Jefferson and Marx.
10. Read essays 6 and 7 in the reader.
Group #2 presentation.
11. Read Hardin, Horowitz, and Torrey on reserve.
12. Read essays 10 and 11 in the reader.
13. Essay due: compare the rhetoric/content of essays 10 and 11 with any of the readings from the previous week.
14. Read essays 8 and 9 in the reader.
Group #3 presentation.
Essay due: propose a "solution" to homelessness; be as specific as possible.
15. Read Hemingway on reserve.
Group #4 presentation.
16. Read Ellison on reserve. Essay due.
17. Read *Ironweed* chapters I and II.
18. Read *Ironweed* chapters III and IV.
19. Read *Ironweed* chapters V and VI.

20. Read *Ironweed* chapter VII. Group #5 presentation.
due: a "book review" of *Ironweed*.
21. Eat turkey etc.
22. ?
- 23, 24, 25, 26. Selections from *Homeless Not Helpless* and Group #6 presentation.
Essay due.
27. Final paper due.
28. Final in-class essay, 12:30-2:30.

READING LIST:

1. HISTORICAL

- de Crevecoeur, St. Jean. *What Is an American?*
 Franklin, Benjamin. *The Way to Wealth.*
 Jefferson, Thomas. *The Declaration of Independence.*
 Marx, Karl and Friederich Engels. *The Communist Manifesto.*
 Winthrop, John. *A Model of Christian Charity.*

2. SOCIOLOGY

- Hoch, Charles. "A Brief History of the Homeless Problem in the United States." *The Homeless in Contemporary Society*. Eds. Richard D. Bingham, Roy E. Green and Sammis B. White. Newbury Park: Sage Publications, 1987. 16-32.
 Kozol, Jonathan. *Rachel and Her Children: Homeless Families in America*. New York: Fawcett Columbine, 1988.
 Milburn, Norweeta and Ann D'Ercole. "Homeless Women: Moving Toward a Comprehensive Model." *American Psychologist* 46.11 (1991): 1161-1169.

3. JOURNALISM

- Bidinotto, Robert James. "Myths about the Homeless." *Current Issues and Enduring Questions*. Eds. Sylvan Barnet and Hugo Bedau. Boston: Bedford Books, 1993. 459-463.
 Hardin, Garrett. "Lifeboat Ethics: The Case Against Helping the Poor." *Issues and Images: An Argument Reader* Ed. William E. Rivers. Fort Worth: Harcourt Brace Jovanovich College Publishers, 1993. 124-133.
 Horowitz, Carl F. "Inventing Homelessness." *National Review* Aug. 31, 1992: 48-52.
 McAnally, Gene. "I Was Homeless: A Look Beneath the Safety Net." *The Humanist* May/June 1989: 12.
 Torrey, E. Fuller, MD. "Who Goes Homeless?" *National Review* Aug. 26, 1991: 34-36.

4. RELIGIOUS/MORAL RESPONSES

- National Conference of Catholic Bishops. *Economic Justice For All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy*. Washington, D.C.: United States Catholic Conference, Inc., 1986.
 King, Charles E. "Homelessness in America: Solutions Lie in Fulfilling a Social Contract." *The Humanist* May/June 1989: 8, 32.

5. LITERATURE: CANONICAL AUTHORS

- Ellison, Ralph. "Prologue" to *Invisible Man*.
 Frost, "Two Tramps in Mud Time."
 Hemingway, Ernest. "The Battler" from *In Our Time*.
 Kennedy, William. *Ironweed*.6. *Literature: Homeless Authors*
 Paschke, Barbara and David Volpendesta, eds. *Homeless Not Helpless: An Anthology*. Berkeley: Canterbury Press, 1991.

VIDEO/AUDIO SELECTIONS

Beverly Hills, 90210

Down and Out in America (documentary)

Down and Out in Beverly Hills

The Fisher King

In Living Color

"Just Another Day in Paradise." Phil Collins.

"The Way it is." Bruce Hornsby.

This course examines homelessness as part of social processes and historical and social circumstances. We will first ask how and why homelessness has been part of European and American history; noting the relatively permanent dislocation caused by industrialization, capitalism, and war. We shall then look in depth at recent America to ask:

1. why has homelessness increased dramatically in the recent era?
2. who are the homeless?
3. what is it like to be homeless?
4. what can we do as individuals to increase our understanding of homelessness and to actively contribute to the elimination of homelessness?
5. How do we perceive the homeless?
6. What are homeless people doing to help themselves? How might we contribute to the social movements of the homeless?

REQUIRED BOOKS:

Down on Their Luck: A Study of Homeless Street People. David Snow and Leon Anderson, University of California Press, 1993, paperback. This is the basic text of the course; an overview of recent homelessness in view of a close look at the homeless of Austin, Texas.

Down and Out in Paris and London. George Orwell, New York: Harcourt, Brace Jovanovich, Inc., 1933, paperback. George Orwell was one of the most famous writers of the 20th century. For a time he was homeless in Paris and London. This, his first book, is an account of that experience. It has an eerie resonance to the modern experience, and his policy recommendations are surprisingly relevant even today.

Moving to Nowhere: Children's Stories of Homelessness. Mary E. Walsh, New York: Auburn House, 1992, paperback. An in-depth look at the experience of children, particularly in shelters.

No Easy Walk, Newark, 1980-1993. Helen Stummer, Philadelphia: Temple University Press, 1994, paperback. An in-depth but informal and photographic account of those on the bottom fringes of the urban experience.

Tell Them Who I Am: The Lives of Homeless Women. Elliot Liebow, New York: Free Press, 1993, paperback. The particular experience of women, again emphasizing life in homeless shelters.

SCHEDULE AND ASSIGNMENTS:

Session 1:

Introduction: what is homelessness?
How do we define homelessness?

SESSION 2:

Martin Luther King Jr. Holiday

SESSION 3:

Part One: Looking at structure.
Studying and understanding homelessness:
How do sociologists study homelessness?
What are the shortcomings and advantages of various approaches?
How does the government count the homeless? Why is this important?

Assignment:

1. *Down on Their Luck*, Chpt. 1, 2
2. *No Easy Walk*, all.

SESSION 4:

Home and human need
The relationship between homelessness and capitalism
Homelessness and industrialization
Homelessness and war
Homelessness as part of jobs such as migrancy
Voluntary homelessness

Assignment:

Orwell, *Down and Out in Paris and London*, all

SESSION 5:

Homelessness and housing

Assignment:

1. Blau, *The Visible Poor*, pp. 60-77, Xerox to be distributed.
2. *Down on Their Luck*, chpt. 8

SESSION 6:

Homelessness and jobs: unemployment, the wage structure, economic downsizing

Assignment:

1. *Down on Their Luck*, Chpt. 4, 5
2. Blau, *The Visible Poor*, Xerox to be distributed.

Note: questions for essay section of mid-term distributed in class

SESSION 7:

Mid-term exam. Short answer and essay. Blue books to be brought to class and redistributed. No blue book, no exam.

SESSION 8:

Part Two: The experience of homelessness: men, women families.
How do we study experience?

Assignment:

Down on Their Luck, Chpt. 3, 6 and 7
Note: journals due

SESSION 9:

Children, teens. Impact of homelessness on growth and maturation. Homelessness and identity; peer relations, education, new teenage vagrancy. Film: Streetwise.

Assignment:

Walsh, *Moving to Nowhere*, all

SESSION 10:

Spring break

SESSION 11:

The experience of women

Assignment:

Tell Them Who I Am, Parts One and Two.

SESSION 12:

Special needs populations: de-institutionalized; chemically dependent.

Assignment:

Blau, *The Visible Poor*, pp. 77-92, Xerox to be distributed.

SESSION 13:

How we see the homeless: media portrayal. TBA

SESSION 14:

Squatter's Movements: Self-Determination Among The Homeless. Guest lecture
Anne Mills, homeless advocate.

Assignment: to be distributed

SESSION 15, 16:

Changes in social policies in the mid-1990s: Implications for the homeless.

Assignment:

Snow and Anderson, Chpt. 9 and epilogue.

Additional assignment to be announced. I expect that a great deal of policy will have been written between the time of writing this class outline and the late spring. We'll look at it in detail. Second test questions to be distributed in class. Journals due, to be returned during finals. Second half of text during finals week

ASSIGNMENTS:

1. ten hours minimum of volunteer work with the homeless
2. journal, to include:
 - A. minimum of one-paged typed comments on each film viewed
 - B. At least ten articles, Xeroxed or original, from newspapers, magazines or other popular media, on homelessness
 - C. minimum of one page summary of each of these articles, stressing, if possible, their relationship to class materials
 - D. 3-5 page reflection on the experience of volunteering
 - E. Two essay exams, blue book

COURSE DESCRIPTION:

Since the early 1980's homelessness has become one of this country's most prominent social problems. Beyond that, the destitution and suffering that goes along with homelessness is, for many, one of the most visible results of a decades-long process of urban decay. This class examines homelessness from a variety of perspectives including those arising from research, policy, public opinion, social service interventions, and homeless persons themselves. Students in this class will learn about homelessness through speakers, field experiences, media presentations, and personal introspection, as well as through more traditional reading, discussion and lecture.

COURSE OBJECTIVES:

1. To provide a substantive knowledge of the history, social conditions, policies, and debates involved with homelessness.
2. To generate an increased awareness of what homelessness means to both those who experience it and to those [of us] who don't.
3. To introduce basic methods of social science research and theory in the context of homelessness.
4. To use Philadelphia as a setting to explore, first hand, the effects of and the responses to homelessness.

COURSE REQUIREMENTS:

CLASS PARTICIPATION: An integral part of this course is for students to demonstrate critical reflection on the subject matter and the assigned readings in class. (20% of final grade)

JOURNAL:

As a means to promote an increased awareness of what homelessness means personally, and what influences these attitudes and opinions, students will maintain a written journal, with at least one substantial entry per week. These journals will be handed in twice over the semester, and will be graded on a pass/fail basis to ensure that they are, satisfactorily maintained over the semester. (15% of final grade)

PAPER:

Each student will submit a 3-5-page paper on a particular class topic covered during the semester. This paper should cover the pertinent class readings as well as additional source material not on the syllabus. Students should make an appointment with one of the instructors to discuss the particulars of this assignment. The paper will be due at the start of the class that covers the topic in question. (15% of final grade)

SHELTER VISITS:

Each student, as part of a group, will tour a Philadelphia shelter in a carefully prearranged visit. In conjunction with this, each student will write a brief (2-3-page) summary of this experience and, as part of a group, give a brief oral report on their experience for class. (15% of final grade)

FIELD EXPERIENCE:

In another prearranged setting, students will have the opportunity to interact with homeless persons outside the classroom. Advance preparation will be provided for this, and each student will hand in 2-3 pps. of field notes from the experience afterwards. (15% of final grade)

FINAL EXAM:

Details to be announced. (20% of final grade)

READINGS:

Bulk Pack. Available at Campus Copy. (BP)

Jim Baumohl, ed., 1996, *Homelessness in America*, Phoenix AZ: Onyx Press.

Elliot Liebow, 1993, *Tell Them Who I Am: The Lives of Homeless Women*.

John Steinbeck, 1938, *Of Mice and Men*.

CLASS SCHEDULE:

SESSION 1: Introduction
no readings

SESSION 2: What is Homelessness
Alice S. Baum & Donald W. Burns, *Who are the Homeless?*
Jonathan Kozol, *Overview: A Captive State*.

SESSION 3: History of Homelessness
David A. Snow and Leon Anderson, *A Historical Overview of Street Homelessness*.
John C. Schneider, *Homeless Men and Housing Policy in Urban America, 1850-1920*.
Stephen Metraux, *Waiting for the Wrecking Ball: Skid Row in Postindustrial Philadelphia*.

SESSION 4: Homelessness told through Ethnography
Liebow, Introduction; Appendix E; and Chapter 1.

SESSION 5: Work and Jobs
Liebow, Chapter 2.
Bristow Hardin, *Why the Road Off the Street Is Not Paved With Jobs*. (in Baumohl text).

SESSION 6: Shelters- The "Micro" Picture
Liebow, Chapter 4.
Sharon Keigher, Rediscovering the Asylum.
Erving Goffman, Introduction.

SESSION 7: Shelter Visits

SESSION 8: Oral Reports on Shelter Visits.
Group presentations and 2-3 page account of shelter visit is due

SESSION 9: Homeless Women
Liebow, Chapters 5-7.
Marsha A. Martin, *Homeless Women: A Historical Perspective*.

SESSION 10: Homelessness Research "The Numbers"
Hand in journals for the first time
Martha R. Burt, Homelessness: Definitions and Counts, (in Baumohl text)
Peter Rossi, *No Good Applied Social Research Goes Unpunished*.

SESSION 11: Theories that Explain Homelessness
Jennifer R. Wolch and Michael Dear, *Understanding Homelessness: From Global to Local*.
Paul Koegel, M. Audrey Burnam, and Jim Baumohl, *The Causes of Homelessness*. (in Baumohl text)

SESSION 12: No Class (Fall Break)

SESSION 13: The Social Construction of Homelessness
Mark J. Stern, The Emergence of the Homeless as a Public Problem.
Kim Hopper and Jim Baumohl, *Redefining the Cursed Word: A Historical Interpretation of American Homelessness*. (in Baumohl text)

SESSION 14: Homelessness and Public Policy

Dennis P. Culhane, Stephen Metraux, and Susan Wachter, *Homelessness and Public Shelter Provision in New York City*.

Bruce G. Link, Jo C. Phelan, Ann Stueve, Robert E. Moore, Michaeline Bresnahan, and Elmer L. Struening, *Public Attitudes and Beliefs about Homeless People*. (in Baumohl text)

SESSION 15: Homelessness and Family

Marybeth Shinn and Beth C. Weitzman, *Homeless Families are Different*. (in Baumohl text)

Elaine R. Fox and Lisa Roth, *Homeless Children: Philadelphia as a Case Study*. (BP)

SESSION 16: Mental Illness and Substance Abuse

Christopher Jencks, *Emptying the Back Wards and The Crack Epidemic*.
Deirdre Oakley and Deborah L. Dennis, 1996, *Responding to the Needs of Homeless People with Alcohol, Drug, and/or Mental Disorders*. (in Baumohl text)

SESSION 17: Homelessness and Race/Ethnicity

Kim Hopper and Norweeta Milburn, *Homelessness Among African Americans, A Historical and Contemporary Perspective*. (in Baumohl text)

Susan G. Baker, *Homelessness and the Latino Paradox*. (in Baumohl text)

Dennis P. Culhane and Stephen Metraux, *One Year Rates of Public Shelter Utilization by Race/Ethnicity, Age, Sex and Poverty Status in New York City and Philadelphia*.

SESSION 18: Outreach and Life on the Streets

George Orwell, Chapter XXXI from *Down and Out in Paris and London*.

David A. Snow, Leon Anderson, Theron Quist, and Daniel Cress, *Material Survival Strategies on the Street: Homeless People as Bricoleurs*. (in Baumohl text)

Harry Simon, *Municipal Regulation of the Homeless in Public Spaces*. (in Baumohl text)

SESSION 19: Field Experience

SESSION 20: Public Assistance and Welfare "Reform"

Field Notes assignment (2-3 pp.) is due

Theresa Funicello, *The Mother's Shift*.

Mark H. Greenburg and Jim Baumohl, *Income Maintenance: Little Help Now and Less on the Way*.

SESSION 21: Housing

Carolyn Adams, David Bartelt, David Elesh, Ira Goldstein, Nancy Kleniewski, and William Yancey, *Housing and Neighborhoods*.

Cushing N. Dolbeare, *Housing Policy: A General Consideration*.
(in Baumohl text)

SESSION 22: Homeless Prevention and Homeless Services

Eric N. Lindblom, *Preventing Homelessness*. (in Baumohl text)

Weitzman and Berry, Clark Foundation Report.

SESSION 23: Homelessness and Advocacy

David Zucchini, *An Historic Square Mile*.

Marjorie Hope and James Young, 1986, *Work With the Homeless: Emerging Trends*.

Rob Rosenthal, *Dilemmas of Local Antihomelessness Movements*.
(in Baumohl text)

SESSION 24: Portrayals of Homelessness in Literature and Media (Part I)

Class attendance is optional (either see *The Fisher King* in class; or see it over T-Giving Break).

Start Steinbeck book.

SESSION 25: No class (Thanksgiving)

SESSION 26: Portrayals of Homelessness in Literature and Media (Part II)

All papers should have been handed in by now

Have Steinbeck book finished.

SESSION 27: Solutions/ Ending Homelessness -- Wrap Up and Prep for Final

Hand in journals for the second time

FINAL EXAM: (date, time and place to be announced)

This course will familiarize you with the issues surrounding homelessness. We will begin with examining the origins of the contemporary crisis. Homelessness has emerged periodically throughout history, and although this class will not be historical in nature, we will look at the changes that have occurred recently that factor into an altered context of living. We will explore different theories concerning who is to blame for the immense increase in homelessness, and the policy implications of each view.

We will explore both proposed solutions and those already implemented, looking at the role of the Federal Government, local governments, the nonprofit sector and the social movement led by the homeless themselves. In addition, we will examine specific proposals from the political right and left. The third part of the course will focus on the experience of living homeless and sub-groups of the homeless population such as the mentally disabled.

The class will spend approximately one half of the quarter looking at these issues in Eugene and the surrounding areas. We will have guest speakers and when possible, go on site visits in order to gain an understanding of what is happening locally and the impact of structural changes in Eugene. The Tuesday class will consist of lectures and discussions of the readings and the Thursday class will (most often) focus on the local outcomes of the specific issue/topic. We will also use the Thursday class to work on the Project (more about this later).

COURSE REQUIREMENTS:

There is one text for the course. It is available in the bookstore in paperback. Supplemental required readings will be placed on reserve in the AAA library in Lawrence Hall.

TEXT:

Wolch, Jennifer and Michael Dear. 1994. *Malign Neglect: Homelessness in an American City*. San Francisco: Jossey-Bass.

All reading should be done before the class period for which it is assigned so that all class members will be able to participate in an informed manner in class discussions.

GRADING:

Article or book review/report	10%
Mid-term exam	25%
Final exam	25%
Project	40%

There will be two exams during the quarter. Each will be of equal weight and will be based on all reading, lectures, discussion, guest speakers and site visits prior to the exam.

The final exam will not be cumulative. It will cover material from the mid-term exam to

the final.

You will not be graded on attendance. However, you will be held responsible for all information presented in class (including student and guest speakers). The lectures will not repeat what you have been assigned to read, but will be complementary.

Each person will be required to do a review or report. Undergraduate class members will report on an article (from a research journal) concerning an issue of interest on homelessness. Graduate students will review a book. Both will write a short report to distribute to the class and make an oral presentation. Graduate students will lead a discussion on the major issues and the proposals of their book.

Finally, the major portion of your grade will be a project. The project will focus on the recent controversy in Springfield about the zoning ordinance prohibiting occupation of vehicles on residential property. It will be worth 40% of your grade. It will allow you to explore issues such as the NIMBY syndrome, the legal interface between municipal planning and a social problem such as homelessness and introduce you to the politics of homelessness in a very real manner. You will prepare a professionally written report and make an oral presentation.

COURSE OUTLINE:

SESSION 1

Topic: Introduction, Course overview
Video, *Homeless in Eugene*

SESSION 2

Topic: What is homelessness? Who is homeless?

Readings: Veness, A. "Home and Homelessness in the United States,"
Environment and Planning D: Society and Space, 10: 445-468.
Kearns, R. and C. Smith. "Housing, Homelessness and Mental
Health," *The Professional Geographer*. (45) 4: .
-----, "Study finds homelessness is much more prevalent," *The
Register Guard*. December 28, 1994, p. 6A

SESSION 3

Topic: Homelessness in Eugene
Speaker: Wayne Ford, Homeless Action Coalition

SESSION 4

Topic: Origins of the Homelessness Crisis
Reading: Wolch and Dear, Introduction, pp 1-43

SESSION 5

Topic: Introduction to the Project
Speaker: TBA, Springfield Planning Department

SESSION 6

Topic: Welfare State/Deinstitutionalization
Readings: Wolf and Dear, Chapter 4, pp 112-148

SESSION 7

Topic: Project development, brainstorming exercise
Readings: TBA

SESSION 8

Topic: Affordable Housing and Jobs/Housing mismatch
Readings: Wolf and Dear, Chapter 2, pp65-93
Wolf and Dear, Chapter 3, pp 93-112

SESSION 9

Topic: Affordable Housing in Eugene: The Amazon Housing Controversy
Speaker: Pat Saisi
Readings: Newspaper clipping file on the Amazon Housing

SESSION 10

Topic: Mid-term exam

SESSION 11

Topic: Governmental response: Federal and local
 Readings: *Priority Home: The Federal Plan to Break the Cycle of Homelessness*. 1994.
 "Continuum of Care," 1994. Department of Housing and Urban Development (Office of Community Planning and Development) pp 1-7. The Santa Monica Task Force on Homelessness Report. 1992

SESSION 12

Topic: Project work/reports
 Presentation: Team progress reports
 Due: Rough draft of report foundations.

SESSION 13

Topic: The NIMBY syndrome
 Readings: Wolch and Dear, Chapter 6, pp 177-200

SESSION 14

Topic: Planning for the homeless in Eugene
 Speaker: TBA – The Centennial Car Camp
 Readings: Wolch and Dear, Chapter 8, pp 219-236

SESSION 15

Topic: Empowerment and the Homeless Social Movement
 Readings: Wagner, D. and Cohen, M. 1991. "The Power of the People: Homeless Protesters in the Aftermath of Social Movement Participation," *Social Problems*. 38(4): 543-561.
 "Empowerment: The Essence of Social Change," *Shelter Partnership*, Winter 1991.

SESSION 16

Topic: Coping and the Criminalization of Homelessness
 Speaker: TBA – Homeless teens
 Readings: Wolch and Dear, Chapter 9, pp 237-273
 Koegel, P. 1992. "Through a Different Lens: An anthropological perspective on the homeless mentally ill," *Culture, Medicine and Psychiatry* 16: 1-22.

SESSION 17

Topic: Encampments, mobility and community
Readings: Cousineau, M. *A Profile of Urban Encampments in Central Los Angeles*, August 1993.
Wolch and Dear, Chapter 10, pp 274-297
Wolch, J., Rahimian, a. and Koegel, P. "Daily and Periodic
"Mobility Patterns of the Urban Homeless," *The Professional Geographer*, 45(2): 159-168.

SESSION 18

Topic: Project presentations
Due: Final Report

SESSION 19

Topic: Final Exam

This course reviews the history, sociology, and demography of American homelessness as well as its causes, consequences, and solutions in the contemporary United States. The course will encourage discussion, and students will be reading materials from a variety of perspectives including: sociology, psychology, history, and economics. You will also be introduced to the human side of the homeless experience through volunteer work with various shelters and programs. Several specific questions will be addressed during the course:

- What is the extent of homelessness in the United States, in Alabama, in Birmingham?
- How serious is the problem? What is the demographic profile of the homeless?
- How does contemporary homelessness compare with past forms?
- Humans are territorial animals. What is the human significance of being without place?
- What can be done to solve the homeless problem?
- What are the current public attitudes and understandings of homelessness?
- How and why do people in one of the richest and most powerful countries on earth become homeless? Is homelessness an individual or a social problem?
- What are the causes of poverty? Are there differences between the homeless and the homed poor?
- What are the social, psychological, and physical consequences of a homeless existence?

COURSE REQUIREMENTS

-Midterm and final exam. Worth 2/3 of final grade

Midterm exam: April 22

Final exam: May 27, 8-11

-You are expected to attend all classes and to read all materials at the assigned time. Classroom lecture and discussion is a critical part of the tested material in class.

-1/3 of your grade will be based on your classroom participation; a journal which records your thoughts about homelessness, experiences with the homeless; and your record of volunteer services to an instructor-approved agency or shelter (minimum of 15 hours).

COURSE OUTLINE

I. The Problem

- A. Definition, facts, and figures
- B. Birmingham Shelters and Services. Xerox packet pp. 104-130
- C. Public opinion
- D. Methodological Issues in Defining the Problem of Homelessness
 - 1. The Importance of Numbers
 - 2. Problems of definition
 - 3. Types of estimates
 - 4. Quantitative versus qualitative methodologies. What can each tell us?

Readings: D. Snow and L. Anderson. *Down on Their Luck*, Ch. 1.

II. Types of Homeless, Ch. 2.

- A. Homelessness in Historical Perspective
- B. Social Institutions (law, religion, government) and Homelessness Prior to the Depression
- C. Hobos, Transients, and Social Programs During the Depression
Movie presentation: *Ironweed*
- D. Pre-Urban Renewal Homeless
- E. The "New Homeless"

Readings:

Xerox pp. 1-20. J. Crouse, 1986. *The Homeless Transient in the Great Depression: New York State, 1929-1941*.

Xerox pp. 21-34. C. Hoch and R. Slayton, 1989. *New Homeless and Old*.

III. Humans as Territorial Animals: The Significance of Being Without Place

Readings:

Xerox pp. 45-55. M. La Gory and J. Pipkin, 1981. "The social realities of housing design", in *Urban Social Space*. Belmont, California: Wadsworth.

IV. Homelessness as a Social Problem: How Does an Existing Social Problem Become Defined as a Critical Social Issue?

Reading: Xerox, pp. 56-69. S. Hilgartner and C. Bosk, 1988. "The rise and fall of social problems: A public arenas model." *American Journal of Sociology* 94:53-78.

V. The Consequences of a Homeless Existence

- A. Life on the Streets: Getting by in Birmingham Daily hassles, work/personal income, getting by with children, criminal victimization, and the spiritual journey of the homeless

Readings: Snow and Anderson, *Down on Their Luck*, Chapters 3, 4, and 5.

- B. The homeless and the labeling process/Homelessness as a deviant identity

COURSE OUTLINE:

The objective of this course is to increase the understanding of homelessness, and to use an interdisciplinary approach to raise awareness of the complexity of issues that derive from, or lead to, the condition of homelessness. In addressing these issues it is important that our definitions are sufficiently broad based to include social, economic, medical, physical, and cultural factors that reduce or remove access to what may be considered reasonably stable and appropriate residential accommodation. To ensure that students encounter more than a theoretical understanding of homelessness, the course will include presentations from front line service providers, analysis of empirical data and evaluation of policy.

TOPICS:

What is homelessness? A review of literature that offers a broad range of definitions of homelessness.

Who are the Homeless? An examination of the characteristics of these populations, how they have changed, what the numbers suggest, and how changes in the definitions used affect these numbers.

Family and gender related issues in homelessness. A specific look at the feminization of homelessness, and the increase in family homelessness. What are the additional policy implications of these changes?

Social attitudes to homelessness. A look at the spectrum from paternalistic to libertarian, and how these attitudes have formed social policy.

Providing services to the Homeless. A review and evaluation of programs and policy in Ontario. What does society see as its responsibility, and how has it responded?

Breaking the Cycle. What approaches have proved most useful? (medical model, institutionalization, tough love).

Working with the Homeless. A brief look at some of the coping mechanisms that front line providers use to deal with the stresses of working with the homeless.

GRADING:

There are 3 major grading components:

A mid-term exam that focuses on the theoretical literature.	40%
A seminar presentation that examines a specific issue area.	30%
A final paper based on the seminar topic.	30%

BECAUSE OF THE INTERACTIVE NATURE OF THE COURSE ATTENDANCE AT LECTURES AND SEMINARS IS HIGHLY RECOMMENDED.

COURSE DESCRIPTION:

This course is designed to increase the understanding of the nature of homelessness, including the structural causes of homelessness and ideologies and policies that perpetuate homelessness. Solutions to homelessness, including innovative approaches to housing, coalition building, community organizing, advocacy and lobbying will be integrated throughout the course.

This course will combine theory with practice. Drawing on literature from different disciplines and from both Canada and abroad, students will be introduced to important issues relating to homelessness. Special attention will be paid to the local 'Canadian' scene, utilizing current issues, local 'experts' including people who have been, or are homeless as a way of connecting the course to daily life.

Opportunities will be provided for students to focus on particular areas of interest.

COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to:

1. Identify systemic causes of homelessness that impact both locally and globally
2. Understand the demographics and changing nature of homelessness in Canada
3. Discuss the challenges inherent in homelessness
4. Describe in more detail a particular aspect of homelessness
5. Identify policy and practice solutions to homelessness
6. Discuss the ways in which different professions and fields of study can respond to homelessness

Part II

Reflective Statements on
The Teaching of Homelessness

Previously published as: Southard, Dee. 1996. *The Myths and Realities of Homelessness and Mental Health*, in *Analyzing Social Problems* edited by Dunn and Waller. Pages 179-186. Upper Saddle River, New Jersey: Prentice Hall

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What is mental illness? Perhaps the most accurate and straightforward answer to this question is that mental illness is "whatever those professionals licensed to deal with the problem define as mental illness." Today, the psychiatric profession is the primary agent charged directly with the duty of defining and managing the mental health of the population. The fourth edition of the American Psychiatric Association's (1994) Diagnostic and Statistical Manual of Mental Disorders, otherwise known as D.S.M.-IV, contains the most commonly used official definitions of mental illness (at least among insurance companies who use it to determine reimbursement for psychiatric services and therapists who must use D.S.M. IV code numbers for the illnesses they treat on insurance claim forms). Each of the several hundred disorders in D.S.M.-IV falls neatly into one of the following categories: (1) Disorders Evident In Infancy, Childhood, or Adolescence; (2) Organic Mental Disorders, (3) Psychoactive Substance Use Disorder; (4) Schizophrenia; (5) Delusional Disorders; (6) Mood Disorders; (7) Somatoform Disorders; (8) Dissociative Disorders; (9) Psychosexual Disorders; (10) Personality Disorders; and (11) Disorders of Impulse Control. Sometimes the decision to include or exclude one or another "disorder" in the D.S.M. is highly politicized and reflects the influence of non-professional interests in the processes of defining mental health. One example of a "politically correct" illness included in the D.S.M. IV is "post-traumatic stress disorder." Largely as the result of pressure from Vietnam veterans' organizations, this "condition" was included in the latest incarnation of the D.S.M. For similar political reasons, some conditions such as "self-defeating personality disorder" and "homosexuality" are no longer considered mental disorders by the professional psychiatric community and are excluded from the D.S.M.

Less volatile than the definitions of many particular psychiatric disorders, cultural beliefs about mental illness as a "disease" has remained more or less the same for several decades. The mentally ill are "sick" people who need treatment and care "for their own sake" or "for the sake of society." These kinds of beliefs have legitimated a wide variety of individual practices and the official policies of governmental agencies and institutions charged with caring for the mentally ill. While the beliefs about mental illness have not changed much in recent years, in a number of cases, the social structures designed to care for those individuals in need of treatment have changed. For the first half of this century, institutionalization in state mental hospitals was a routine form of treatment for many forms of mental illness. Thus, the number of patients in state mental hospitals rose steadily during the first half of the twentieth century to a peak level in 1955 of 558,922 (Blau, 1992). By the 1950s, state mental hospitals were overcrowded and expensive to maintain. In addition, some psychiatrists began to question the effectiveness of hospitalization for many forms of mental disorders. Moreover, investigative reports in the late 1950's and early 1960's exposed heinous living conditions within the facilities. Ken Kesey's (1962) popular book, *One Flew*

Over the Cuckoo's Nest, revealed many of the problems of mental hospitals were experiencing as well as the more extreme treatments used in mental hospitals, such as frontal lobotomies and electrical shock therapy.

Thus, beginning in the mid-1950s many patients in the vast array of state mental hospitals were deinstitutionalized so that treatment of the mentally ill could be achieved in the communities in which the people lived. During the 1960's, the practice of using community-based treatment was extended to a wide-range of illnesses for several reasons. Deinstitutionalization was in part a response to the vilification of the mental hospitals by the popular press. It was also due to the growing expense of the hospital system and the widened use of drug therapies for severe patients. State mental hospitals had also established more restrictive admissions requirements for involuntary commitment to institutions. By 1990 the number of institutionalized patients in state mental hospitals was only 92,000 (Jencks, 1994).

Deinstitutionalization was also supported by the expansion of community-based services programs designed to supply the mentally ill with medication and counseling services and in some cases residential care in the form of halfway houses. The 1963 Mental Facilities and Community Mental Health Centers Construction Act was projected to create 2,000 community mental health centers by 1980, but only 789 centers received funding (Blau, 1992). Consequently, in most communities a sufficient network of outpatient treatment services never materialized because of insufficient funding. Some of the former hospital inmates were released into the community with no money, with no place to go, or with no basic coping skills. The reality for some former mental patients was that one day they were in a place where all of their physical needs were met, and the next day they found themselves homeless and hungry on a city street.

THE MYTHS OF HOMELESSNESS IN THE UNITED STATES:

In recent years, there has developed a widely shared impression that most homeless people are also mentally ill. Part of the reason for this particular misconception is what we might call "guilt by association." During the early 1980's researchers began investigating the dramatic rise in the number of homeless people in America. Researchers found mental illness to be higher among the homeless population than among the rest of the population as a whole. Several researchers asserted that the combined effects of the Deinstitutionalization and the failure to provide adequate community-based mental health services were a major cause of homelessness in America.

That some people who were homeless had once had careers as patients in mental hospitals was understood to mean that the pattern of Deinstitutionalization of the mentally ill was a causal factor for homelessness. Rates of mental illness among homeless persons are also high because community-based care facilities for the mentally ill are typically located in central cities where the declining supply of low income housing (i.e., rooming houses or single room occupancy hotels) has resulted in few alternatives to the street.

We might also say the homeless are "guilty by attribution." In a society in which individual achievement and success is measured by material prosperity and possessions, it is not too surprising that the homeless person is stigmatized as deviant and defective. By all outward appearances the homeless disembody practically everything of value to "normal" people interested in "making it" and "getting ahead." By the standards of polite, middle-class culture, the homeless are people who do not want the "good things in life" and so they must be "sick" or incapable of achieving them because they are "ill." The homeless, then, become easily thought of as mentally ill because of deeply ingrained cultural beliefs that ask, "who in their right mind would want to live on the streets?" Other popular beliefs about homeless people as "dangerous," or "crazy," or "nuts" only reinforce this dominant view. Indeed, it is almost taken as "commonsense" that the homeless should be avoided whenever possible because they are so dangerous.

Among the most visible of the homeless population there are certainly those persons who manifest bizarre appearance and strange behaviors that reinforce prevailing beliefs. The stereotype of a middle-aged to elderly single male homeless person who spends much of his time shuffling between skid row and the drunk tank would be a fairly accurate description of the homeless in America in previous generations. The other widely recognized image, that of a "Bag Lady," is a forceful stereotype of homeless women. Yet, this well-known image of a dirty, disheveled, and mentally disoriented middle-aged woman who wanders aimlessly through the urban landscape carrying her belongings in shopping bags or pushing them along in a shopping cart is not so complete. Her "wandering about" the city is, in part, a strategy to avoid being charged with loitering by local authorities. It is also economic behavior -- checking dumpsters and alleyways for recyclable or edible "commodities." Her unkempt appearance, while in part a result of her inability to find a regular and "affordable" cleaning station, is also part of a strategy to avoid violent confrontations with truly dangerous types on the street. Many homeless women indicate that they clearly understand their own predicament and articulate the strategies they use to survive in a homeless world. Some homeless women, for example, tell of how they deliberately wear many layers of clothing, not so much as protection from the weather, but to look as unattractive as possible to deter would-be rapists. What of the "bags" you might ask? Ask yourself this simple question. At the end of the day where do you leave the backpack, briefcase, or purse in which you carry your belongings? The homeless as a rule do not enjoy the security of the locked doors that separate you from the outside world. The stereotypes such as those just described do reflect the actual lives of some men and women who are homeless but they are not representative of the whole population. When taken to represent the population itself, stereotypical images distort our perceptions of the real situation.

The broad stereotypes of the homeless as people suffering from severe mental illness do not conform to the reality for the vast majority of people who experience homelessness. For example, in 1992 the Task Force on Homelessness and Severe Mental Illness estimated that approximately one third of the homeless, single adult population suffered from severe mental illness (Public Health Service, 1992). Snow and et. al. (1986) found the figure to be closed to 15%, with a small percentage having any history of psychiatric hospitalization. Most mentally ill people in the United States have housing (and occupations and careers)

and most homeless people in the United States do not suffer from severe mental illness. As has been pointed out time and time again, mental illness and homelessness are reciprocal. If untreated mental illness can lead to homelessness, then living on the streets as a homeless person can trigger mental illness.

The consequences of not having a home can be severe. Some of the effects are physical and some are mental. People who are homeless have little or no money, no secure place to sleep, and no access to a bathroom or a shower. They often go hungry and many go without needed medical or dental treatment for lengthy periods of time. They are often the victims of violent crimes such as assault or rape (much of which goes unreported because their encounters with police and other authorities are generally highly stressful situations that produce few results). Most of the people that are experiencing homelessness realize that life for a homeless person is fraught with personal danger. They understand that because they spend most of their time in public areas they are vulnerable to attackers and are relatively easy prey for robbers, rapists, and murderers. Some research has shown that homeless people are more likely to become crime victims than others in the population (Baum and Burnes, 1993). In the words of one homeless woman informant, "You are crazy if you live on the streets and you aren't a bit paranoid!" To most people who are not without a home, this woman's words would likely mean just one thing: "You are crazy if you live on the streets." People who live on the streets, and who sleep in subway stations, out in the open, in doorways, in cardboard boxes, or in cars and vans, appear to manifest behavior that confirms mental illness. Yet, the fact may be that the homeless person is acting with rational self-interest in mind by avoiding the homeless shelters. Homeless shelters offer little solace because of the violence in them and degrading deference ceremonies one is put through to get a night's sleep indoors. While seeking to avoid romanticism, the research indicates that "homeless people display amazing adaptive skills, and that much of what they do makes sense if one views it from a perspective which takes into account the very unique nature of their situation (Koegel, 1988, 14)."

The homeless world is an isolated world. Somewhat paradoxically, however, the behavior of the individual who chooses the street and avoids the shelter contributes to problems stemming from social isolation. What the best research in recent years indicates is that the probability of experiencing homelessness increases if one experiences traumatic life events such as the loss of a job or a divorce and after one exhausts the support of family and friendship support networks. By the time an individual is faced with living on the street, more likely than not, they have become disengaged from all or nearly all the social supports they once enjoyed and depended upon. Because of this isolation, manifestations of mental illness become evident. The cycle of socially unacceptable or "deviant" behavior and isolation or growing "social distance" between the homeless individual and others becomes mutually reinforcing.

THE HOMELESS IN THE UNITED STATES TODAY:

Who then are the homeless in the United States today? The face of homelessness has changed tremendously in just under a generation. While the middle to elderly aged alcoholic male stereotype was a "good fit" with reality years ago, it is no longer appropriate. The image of the "bag lady" is also erroneous because it distorts that many homeless women are in reality "heads of households" that are homeless. Still others manage to largely conceal their identity as a homeless person by maintaining some of the routines of the "legitimate" roles they once enjoyed.

By the early 1990s, homeless families became the most rapidly expanding group in the homeless population. By some estimates, 40% of the homeless population were members of families that were homeless (Blau, 1992). There are hundreds of thousands of children who are homeless in America on any given night (U.S. Senate hearing, 1990). The phenomenon of homeless families is a particularly disturbing image in the culture of the United States due to its consequences for children. Research has shown that homeless children are more likely to suffer physical disorders from inadequate nutrition or untreated childhood illnesses than children who are not homeless (Molnar and et. al., 1990). Educators, clinicians, and researchers who work with homeless children report observing delayed development of language and motor skills, clinical depression, low self-esteem, and fear of separation from their parents. No longitudinal research has been conducted that focuses on the long-term effects of homelessness on children's mental health or on their ability to function in society, however it is reasonable to extrapolate that many children who have experienced periods of homelessness will experience difficulties fulfilling adult roles in our society.

Although an accurate accounting of the nation's constantly changing homeless population cannot be obtained, most evidence suggests that the number of homeless persons swelled in the 1980s and continues to grow in the 1990s. Agencies that provide services to homeless people report that every year the number of requests for services continue to be larger than the year before (Goetz, 1993; U.S. Conference of Mayors, 1986). Interestingly, counting the homeless population became a controversy in its own right in the 1980s. As homelessness became a significant "public" issue in the early 1980s, the demand for accurate statistical measures of the homeless population grew, especially from advocacy groups and shelter providers who argued that there were over 2 million homeless persons in the United States.

Finally agreeing to conduct a scientific study, the U.S. Department of Housing and Urban Development estimated that the homeless population was only about 250,000 to 350,000. Having an interest in finding a small population to justify further budget cutting for low-income housing programs, the Government used measurement techniques that produced biased results. The most widely accepted estimates of homelessness range from about 750,000 to one million at any one time. The most recent research indicates nearly 7 million Americans experienced a period of homelessness at least once between 1985 and 1989 (U.S. HUD, 1994). Although the federal government will spend \$1.3 billion in Fiscal Year 1994 for homeless assistance programs (U.S. HUD, 1994, 44), homelessness continues to be a growing social problem.

ENDNOTES:

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FOLLOW-UP HOMELESSNESS AND MENTAL HEALTH EXERCISE

Name _____

Date _____

This exercise asks you to imagine yourself in a variety of situations homeless people typically face and to note your reactions to these situations.

A. Imagine yourself as a person who has lost their job, used up their savings, sold their car, and has no source of income. Furthermore, you have been living on the generosity of friends and family members for some time, but the last of these has asked you to move on. Fortunately, a recent acquaintance promised you work in a near-by town and said he could put you up for a few days. You decide to go, but when you arrive neither your new friend nor the job is anywhere to be found.

1. Tonight is the first night that you have been literally out in the streets. Your clothing and your backpack and its contents are soaking wet from standing in line for three hours in order to get a place to sleep at the local shelter. As you enter you are not allowed to take your backpack into the sleeping area, instead it is locked into a storage area. You eat a cafeteria-style dinner and go into the sleeping hall which is a large room filled with cots that are spaced two feet apart. The room is noisy and you are unable to sleep soundly. By 5:30 am the room is once again full of activity as all the people are preparing to leave. When you get dressed to leave you realize that someone has stolen your coat right off the end of your cot as you slept. You complain to the shelter personnel. They tell you that it's not even worth calling the police over, however they do give you a used coat from the shelter-clothing bin. The coat is too big and is dirty, but it is warm so you accept it. After eating a cafeteria-style breakfast you retrieve your wet backpack and head out to try to catch the 6:45 am bus. The bus stop is located a block from the homeless shelter, in front of a busy mini-market. Across the street from the bus stop is a city park and a church. When the bus arrives you reach into the pocket where you were keeping your last seventeen dollars and your identification, but the pocket is empty. You have no money to get on the bus. You try to explain your predicament to the bus driver, but she tells you that she cannot let you onto the bus without the fare, and drives the bus away. You have an appointment to apply for assistance at the welfare office 8 miles away at 8 am. The next bus will be arriving in fifteen minutes.

1A. What would you do in this situation? (Describe the projected behavior in 5 sentences minimum, 8 sentences maximum.)

1B. Did any of the activities that you described above require the homeless character to perform an act that might be considered to be 'deviant' behavior? Y or N

1C. Now turn to the last page and complete the questions for scenario #1

2. You have arrived at the welfare office, however you arrive there at 8:20 am and your appointment was scheduled for 8 am. You are told that if you would like to you can wait for a 'no-show', and if someone fails to show up for their appointment you can see a worker in that time slot. You decide to wait. Five hours later you are called to the front counter. The worker speaks to you from behind safety glass. The worker tells you that this is a prescreening session which is conducted prior to having you speak with an eligibility worker. You tell the worker that you want to apply for emergency cash assistance, food stamps and housing assistance. The first thing the worker asks you for is your identification. You explain that it was stolen the night before. The worker tells you that you can not receive aid without identification, and that your application cannot be processed at this time. The assistance the worker does give you consists of two bus tokens and a voucher referral form that is redeemable for a free box of food which you can pick up at a church six miles away.

2A. What would you do in this situation? (Describe the projected behavior in 5 sentences minimum, 8 sentences maximum.)

2B. Did any of the activities that you described above require the homeless character to perform an act that might be considered to be 'deviant' behavior? Y or N

2C. Now turn to the last page and complete the questions for scenario #2

3. You have arrived at the church and present your voucher referral form from the welfare office to a person in the church's office. You are feeling hungry and are looking forward to eating. The church person explains that the church only passes out food boxes between the hours of 11 am and 1 pm and encourages you to come back for your food box the next day.

3A. What would you do in this situation? (Describe the projected behavior in 5 sentences minimum, 8 sentences maximum)

3B. Did any of the activities that you described above require the homeless character to perform an act that might be considered to be 'deviant' behavior? Y or N

3C. Now turn to the last page and complete the questions for scenario #3

4. You have used your last bus token to return to the homeless shelter that you slept in last night. It is 5 PM when you arrive. You wait in line outside of the building until 6 PM, but you are too far back in line and all of the sleeping spaces have been given out before you enter. The shelter does, however, give you a warm evening meal before making you return to the street. It is cold and windy outside and you decide to go to the nearby city park. You find a footbridge that crosses a stream, and you go under it to keep dry. Underneath the footbridge you find that someone in the past had made a ring of stones for a fire pit. You look around and find a few dry sticks and twigs and make a small fire to stay warm by. About an hour later a city police officer comes by the edge of the footbridge and tells you that you must put out the fire at once and that you must move on. The park is closing and it is against a city ordinance to sleep in the park. You explain that you have no place to go and

you are told that the police office can not help you. Then you are told that if you are still there under the bridge in fifteen minutes when the police officer returns you will be given a citation. You ask about being taken to jail for the night and the police officer simply tells you that you really don't want to make them do the paperwork to take you to jail because you will find it to be an unpleasant experience. The officer walks across the footbridge and on into the park.

4A. What would you do in this situation? (Describe the projected behavior in 5 sentences minimum, 8 sentences maximum)

4B. Did any of the activities that you described above require the homeless character to perform an act that might be considered to be 'deviant' behavior? Y or N

4C. Now turn to the last page and complete the questions for scenario #4

5. An experienced homeless street person has observed your interaction with the police officer in the park. The street person approaches you and tells you about a doorway a couple of blocks away from the park which is deep enough for you to lie down in and be out of the rain, and where one of the mailbox slots is broken and warm air comes out of the building. The street person is going to go there, and tells you that you can come along if you want to because the doorway is large enough for both of you to get some sleep in.

5A. What would you do in this situation? (Describe the projected behavior in 5 sentences minimum, 8 sentences maximum)

5B. Did any of the activities that you described above require the homeless character to perform an act that might be considered to be 'deviant' behavior? Y or N

5C. Now turn to the last page and complete the questions for scenario #5
Still imagining yourself as a homeless person, use the given scale to respond to the following questions about how you would feel in the previous scenarios

1. "Not at all" 2. "A little bit" 3. "A moderate amount" 4. "Quite a bit" 5. "Very much so"

Scenario #1

- ___ Do you feel safe?
 ___ Do you feel optimistic about your future?
 ___ Do you feel that your situation is improving?
 ___ Do you feel that society is concerned about your personal well being?

Scenario #2

- ___ Do you feel safe?
 ___ Do you feel optimistic about your future?
 ___ Do you feel that your situation is improving?
 ___ Do you feel that society is concerned about your personal well being?

Scenario #3

- ___ Do you feel safe?
 ___ Do you feel optimistic about your future?
 ___ Do you feel that your situation is improving?
 ___ Do you feel that society is concerned about your personal well being?

Scenario #4

- ___ Do you feel safe?
 ___ Do you feel optimistic about your future?
 ___ Do you feel that your situation is improving?
 ___ Do you feel that society is concerned about your personal well being?

Scenario #5

- ___ Do you feel safe?
 ___ Do you feel optimistic about your future?
 ___ Do you feel that your situation is improving?
 ___ Do you feel that society is concerned about your personal well being?

_____ Total the response scores.

_____ Divide the total by 20, then place that score on the number line below.

1 2 3 4 5

Social researchers sometimes use questionnaires like this one to assess homeless people's emotional wellness. What interpretation would you make of the score?

I often struggle with my preparations for the very first class meeting of a new course. I wonder how much I can accomplish after calling attendance, distributing the syllabus and describing the course. However, I found that reading a children's book, in this case Eve Bunting's *Fly Away Home*, contributed to two of the primary goals I had for a course I taught on the representations of homelessness in American culture. First, it illustrated that anything can be considered a "text." As cultural studies suggest, analyzing films, song lyrics, television commercials and children's literature may be as "legitimate" and productive as reading traditional academic texts. Second, I hoped to show that texts shape and construct our ideas and attitudes. Despite the fact that *Fly Away Home* is "fiction," students admitted that they could not picture "homeless" people living in an airport until they heard the story. Their image of "the homeless" was generally limited to the stereotype of the destitute "street person." Regardless of the "reality" of the story, *Fly Away Home* undermined the uniform stereotype of The Homeless by presenting atypical homeless characters who live in an airport. These goals--treating everything as a potential "text" and analyzing the effect of these texts on our beliefs--propelled the course throughout the semester.

When I chose the readings for the course and arranged the syllabus there were six (relatively independent) categories or types of writing I attempted to cover. During the semester, texts from popular culture such as film and television clips, children's literature, and song lyrics were also assigned and analyzed. In each case we attempted to ascertain how and why the text was constructed and the potential effect on its audience.

The first category of readings is "historical" documents intended to foreground and contextualize the current discourse of homelessness. After reading John Winthrop's essay "A Model of Christian Charity," we questioned the traditional and accepted division of classes and the role of charity in our society. Winthrop presupposes and justifies the division of classes by invoking the will of God. He states, "in all times some must be rich, some poor, some high and eminent in power and dignity; others mean and in subjection." Likewise, the influence of Benjamin Franklin's writings can be seen in the current discussions of the "deserving" and "undeserving" homeless, the insistence on "work, not welfare," and in condemnations of the laziness of the homeless. In "The Way to Wealth" Franklin declares, "God helps them that help themselves"--a precursor to the currently fashionable: "Give the homeless a hand up not a hand out." I hoped to show how the divisions we commonly take for granted--upper vs. lower class, deserving vs. undeserving--are constructed (by texts) rather than inherent. We also read the Declaration of Independence, the Bill of Rights, and the Communist Manifesto. The later was intended to illustrate the contingency of homelessness. In other words, despite every indication in the current discourse, homelessness is contingent upon our economic and social systems; it is not an inevitability.

The second category of readings consisted of sociological texts that described the current situation, the extent of the problem, the difficulties in counting and assisting the homeless, the health problems they face, the conditions in shelters, the specific problems homeless women face, and the causes of homelessness. In addition to several articles by sociologists, we read *Rachel and Her Children: Homeless Families in America* by Jonathan Kozol.

Third, I assigned articles by journalists in national news publications. In stark terms, these articles were conservative or liberal. The conservative articles argued that the homeless don't take jobs that are available to them; the number of homeless people is exaggerated; homeless advocates are self-serving; and it is the individual's responsibility--not the government's--to solve his or her problem. Liberal articles asserted that the "safety net" is failing; the Reagan administration caused the current problem; affordable housing is the solution; and that the number of homeless people is underestimated. I asked students to analyze the rhetoric of these articles in terms of the author's use of evidence, his or her credibility or biases, and the construction of the arguments. This type of analysis presented some difficulty, as students were unaccustomed to dissecting or even questioning articles in national publications. Eventually, however, students developed a vocabulary for such analysis and began to see how texts and attitudes are intertwined.

As a fourth category, I added texts which were based on moral or religious prescriptions. We read the National Conference of Catholic Bishops' *Pastoral Letter on Catholic Social Teaching and the U.S. Economy* and articles from *The Humanist*. The rhetorical strategy of these texts was to assert the moral/religious "duty" and "responsibility" we have to other, less fortunate people.

Fifth, we read literary representations of homelessness including William Kennedy's *Ironweed*, selections from Frost and Hemingway, and the "Prologue" to Ellison's *Invisible Man*. Describing his invisibility, Ellison's narrator says, "That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact. A matter of the construction of their inner eyes, those eyes with which they look through their physical eyes upon reality" (3). This was one of the most significant revelations during the semester for many: they immediately saw a parallel in how the homeless are objectified and treated as invisible.

I also assigned works written by homeless or formerly homeless people. We read an issue of Streetwise--a newspaper in Chicago sold by vendors who are homeless which includes poetry and short stories by homeless people--and selections from *Homeless Not Helpless* an anthology of work by homeless writers edited by Barbara Paschke and David Volpendesta.

In addition to the texts which I assigned, students were responsible for choosing the reading (or viewing) material for certain class meetings. Groups of three students chose thematically related material for the entire class to read and then gave a group presentation on the subject. Topics included: international homelessness, solutions to the

problem, racism and homelessness, children's literature, homelessness in Milwaukee, and films about homelessness. The ability to choose the readings and topics allowed students to make connections between the material and their own individual interests and/or to other classes. For example, three early-education majors analyzed the representations of homelessness in children's literature and proposed pedagogical applications of that literature. (Students also wrote a paper at the end of the semester on a topic of their choice.)

In addition to fostering the practical skills of writing and critical thinking, courses such as this one may do "cultural work," to borrow Jane Tompkins' term, by exposing the influence and effects of discourse. As Paul Bové explains, "Discourse" provides a privileged entry into the postmodernist mode of analysis precisely because it is the organized and regulated, as well as the regulating and constituting, functions of language that it studies: its aim is to describe the surface linkages between power, knowledge, institutions, intellectuals, the control of populations, and the modern state as these intersect in the functions of systems of thought. (Lentricchia 54-55)

Despite the surfeit of texts about homelessness in American culture, the discourse of homelessness remains largely unexamined. By analyzing how this discourse represents homelessness and homeless people, we can begin to see how these texts influence our prejudices, stereotypes, beliefs and, in turn, our laws and public policies regarding the homeless.

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In this essay, we discuss various approaches to teaching the interrelationship between homelessness and the particular places and times in which it occurs. 1 Few places in the United States have been unaffected by homelessness. Almost every town large enough to have a college or a university is likely to have at least one shelter, soup kitchen, or other type of program that targets persons who are without housing. Homeless people are a familiar sight in many urban areas, but even in the remotest places there are persons, albeit less visible, living out of cars, in tents and trailers, or in sheds and shacks without basic amenities.

This diversity of local contexts goes against the tendency, in trying to understand homelessness, to place greater emphasis on what is generalizable among the homeless population. While, on one hand, being able to identify the commonalties associated with homelessness implies being better able to offer solutions to homelessness, on the other hand viewing homelessness as monolithic also can lead to oversimplifying a complex problem, and may contribute to reinforcing stereotypes that follow the homeless population.

Much of this essay comes from our experiences with co-teaching a freshman seminar entitled "Homelessness and the 'Urban Crisis'" at the University of Pennsylvania. As a large research university on an urban campus, we found a wealth of resources that let students see how homelessness, and issues related to homelessness such as housing, mental illness, or welfare reform, manifest themselves in Philadelphia. This led to our combining conventional classroom teaching and texts with bringing local resources into the classroom and taking the class out to places in the community. In describing what we did, we hope that readers find these measures adaptable to their classrooms and their communities.

Examining the history of homelessness in the United States is one way to underscore spatial and temporal dimensions of homelessness that many students will not have previously considered. Examples various homeless groups who have played significant roles in different regions of the country include the many vagrants and paupers who were among the original European settlers to the English colonies, and the hoboes and other itinerant laborers who helped build the Western frontier. In rural areas, homeless persons have performed migrant farm labor right through to contemporary times, while all large cities had, and in some cases still have, a distinct Skid Row neighborhood that grew and declined with the industrial economy. The early period of contemporary homelessness can also now be considered history, and many localities have, in the last two decades, witnessed mobilizations that have established services, legal rights, and social justice for the homeless. For our class of freshmen, the history of homelessness in Philadelphia also introduced them to Philadelphia's center city -- how its economy has changed from industrial to service-based, and how its redevelopment has swallowed Skid Row and left homeless persons subsisting among office towers, shopping areas, and restaurants.

Another important aspect of learning about homelessness is gaining familiarity with the variety of homeless services that are found in almost any fairly large city. Typically less than half of the students come to our class having ever set foot in any shelter or soup kitchen. Given this, and the debate surrounding the functions and adequacies of homeless services, we sought, for the first of two field assignments, to give students first-hand experience through pre-arranged tours of different shelters in Philadelphia. Students, in small groups, each visited a shelter, meeting with its residents and staff. In the class that followed each group gave a presentation on their observations and impressions, resulting in a succession of contrasting accounts. The groups described how different shelters handled different groups of homeless persons with different approaches, and through this a picture emerged of how shelters could alternately be overly bureaucratic or very unstructured, run down or immaculately clean, depressing or encouraging, and well-organized or chaotic. As a result, each student either acquired or expanded an experiential reference point on homeless services to which he or she could refer when reading accounts in the texts or engaging in class discussion.

In our second field assignment, we paired up each student with a homeless person or service provider that the student was to interview. This exercise provided a focus on the people involved with homelessness. Students met homeless persons over coffee and bowling, saw firsthand the difficulties homeless persons had in obtaining healthcare,

engaged homeless persons on the street as they accompanied outreach workers, and interviewed a local homeless activist. Students, in writing about this experience, frequently identified structural or individual issues from these encounters, but noted how these issues blended together and combined with unique circumstances to create a situation that was much more difficult to understand. Examples include: "I don't like making Mr. B. into 'just another statistic,' but his story had many of the elements of the other cases we've studied this year: a personal problem . . . an event beyond one's control . . . the loss of job and the resultant loss of connection to society . . . But I was pleasantly surprised that his story wasn't as sad as others'; government services have successfully supported him since."

And; "I thought that interacting with homeless people in person would make me a stronger advocate, but it only left me more confused with many more unresolved issues."

These and other experiences were frequently shared in discussions covering various topics in subsequent classes. Giving the class a familiarity with local responses to homelessness also included bringing outside speakers to the class. The presentations were planned to address the scheduled class topic, and provided the opportunity for dialogue that engaged general issues covered in class readings and practical applications of these issues in the local setting. The liveliest of these presentations featured a speaker who, with examples from Philadelphia initiatives that provided housing and supportive services for homeless mentally ill persons, illustrated how this population can effectively reintegrate into the community. The immediacy of his views contrasted with the case, presented in the readings, for coercive measures to force mentally ill homeless to get treatment. This gave the students the chance to weigh both perspectives as well as the different types of evidence that was presented. Speakers also provided a means for students to follow up their class experiences, such as when a member of the local chapter of Empty the Shelters spoke on activism and opportunities for advocating and working with homeless persons in Philadelphia.

Many of the readings for our class involved different kinds of homeless research, and this also provided a forum for speakers to address the class. Particularly at large research universities, there are usually faculty or students who are engaged in some type of research involving homelessness or a related issue. If not, local governmental social service or housing agencies are likely to know of local research that has been undertaken. Presenters here can elaborate on not only the research but also on the methods used and how this research was undertaken. If there is little or no research available on local homelessness, then the instructor may want to consider incorporating, as part of the class, original research that can be used by others to get a better assessment of the local homelessness situation.

The more experiences such as these that one seeks to organize for the course, the more time consuming such preparation can become. Team teaching such a course, or having a teaching assistant help with organizing these experiences, lets these arrangements to be more manageable. In our case, one of us took the lead in preparing the conventional class

materials, while the other, who was better connected within the homeless provider community, made most of the out of class arrangements.

In summary, teaching homelessness is different than teaching other topics because it has a discernable presence within and around most campus communities. Integrating this into the classroom enhances the material taught, gives emphasis to the perception of homelessness as an immediate, tangible issue. It also lets students see that homeless experiences differ depending on the places where they occur, the circumstances and the persons around which they occur, and the local responses to homelessness. We have found that students get an appreciation of the complexity of homelessness through these different encounters, and that they are more thoughtful in framing the issue and its possible solutions.

1. Address correspondence to Stephen Metraux, Department of Sociology, University of Pennsylvania, 3718 Locust Walk, Philadelphia PA 19104-6299, or metraux@sas.upenn.edu. Our thanks go to the students of Urban Studies 100, especially Faith Dzurovcik and Cameron Winton who gave us permission to quote from their writing.
2. By "contemporary homelessness" we refer to the most recent rise to prominence, starting in the late 1970's, of homelessness as a social problem.

Along with recent calls for increased volunteerism in the U.S., institutional and funding agency support for Community Service Learning (csl) has exploded. At the same time, homelessness remains a visible and readily accessible "social problem". Growing numbers of college students are thus becoming enmeshed in the homelessness phenomenon through service learning. As more students engage in community work, it is imperative that we contemplate the range of ethical complexities involved in such pedagogical practices.

I worked as a staff member in homeless shelters for over nine years. Since 1993, I have been involved in activist, ethnographic research on homelessness in Northampton, Massachusetts. In this work, I encounter dozens of student volunteers and interns. Most are very well meaning and receive quite an education about homeless people through interacting in the shelters.

Many homeless people and shelter staff welcome the assistance that students can provide through charitable, volunteer work. As one shelter director told me, "it just picks up the spirits of everyone when students volunteer." She argued that it makes homeless people feel less alone when somebody cares enough to volunteer their time. Her words are indicative of the sentiments expressed by most staff and shelter residents.

Both staff and homeless people have learned not to expect very much from the local community, so the fact that a few students are willing to come and talk with them, cook dinner with them or hang out and play cards is often a cause for thanks. For many of the homeless it's also a welcome respite from the routines of seeing the same people and living with staff surveillance night after night. However, when I probed deeper with homeless people I have known for years, some different sentiments began to surface. Some homeless people expressed quite negative sentiments about having students in the shelter.

For example, I brought the topic of students up for discussion at a community-organizing meeting I was facilitating. This meeting was explicitly created as a setting where people could voice non-compliant opinions about community and shelter practices without the threat of overt punishment. Here, I learned that an unfortunate effect of student volunteers is the possibility of reinforcing existing feelings of self-blame and self-pathologizing among homeless people. This then helps to produce the "common sense" solutions of self-help and self-reform, without challenging systemic inequality. One young man, Jerry1, was particularly articulate in emphasizing these feelings.

1 All names have been changed in this document. Everyone who is quoted signed written consent forms acknowledging their participation in my ethnographic study.

Jerry, a white man in his early 20s, had been homeless for much of the past two years. As with about 40 percent of shelter residents during 1994-1996, Jerry worked at different part-time jobs in food services. He desperately wanted to pursue higher education, but he couldn't afford to do so. Jerry could not pay for a rooming house on his wages, let alone even three credits at a community college. Although he was a friendly, intelligent, and out-going young man, Jerry often became quiet and fairly withdrawn when students appeared.

Finally, at the community-organizing meeting, he expressed his feelings. "Do you know how it makes me feel to have all of these students here to help us? It makes me feel like shit! Why are they here? To practice therapy on us or to just feel better about themselves because they're helping some poor homeless person? They drive up in their fancy new cars their parents bought them and they come in here to care about us or to help us. We're supposed to be thankful because they take time out of their precious lives to spend a few hours with us. Do they ever consider their privilege to be able to go to school? I want to go to U Mass, but can't afford it. At this rate, I'll never be able to afford school. I'm the same age as them and have done much more with my life. But, they're here to help me, like somehow they are so much better than me because their parents have the money to pay for school. Fuck that. Seeing them here every week makes me just feel like more of a failure."

After Jerry stated his opinion, many of the other shelter guests expressed their own similar feelings about the students. One young man asked, "Why is it that we seem to get so many psychology majors coming here? Are they practicing on us? Does their teacher assume that we all must be mentally ill because we're homeless?"

Another homeless person, Susan, expressed slightly different frustrations with student volunteers. Susan, a woman in her late-50s, was attempting to live on about \$450 each month from social security and food stamps. She was too embarrassed to let her middle class children know about her homelessness to ask for their help. She spent most of 1996 in two area shelters and I had become an ally and advocate for her during her eight months of being homeless in Northampton. During this time, she spent hours each day looking for housing that she could afford. Unfortunately, the mean rent for a one bedroom apartment in Northampton was about \$650 a month in 1996. Several yearlong waiting lists existed for all subsidized housing in nearby communities. When she called classified ads looking for roommates, she never had any luck. As Susan explained, "this town is for young people. They don't want to have an old lady for a roommate; especially a homeless woman."

As Susan's unsuccessful search for affordable housing dragged into several months, staff began to pressure her to find any place and move out. The staff were expressing their own frustration at the long waiting list for shelter beds and the lack of affordable housing by threatening to kick Susan out of the shelter. During this period, Susan encountered dozens of student volunteers. Being a kind person, Susan would usually make an effort to make the volunteers feel helpful and useful. Eventually, though, Susan began to see a problem.

Finally, after one particularly upsetting night of staff nagging her, Susan called me at home. During this conversation, the systemic conditions that were causing a shortage of affordable housing came up. Finally, Susan, told me her feelings about how student volunteers were being utilized. She said, "It's nice that those students want to help out, but none of what they do does anything to help us find a place to live! All they do is clean up the shelter, paint the walls, entertain us by playing games, and cook desserts. That makes the staff's job easier and it makes the staff look better that they have a cleaner shelter, but it doesn't help us at all. Why don't they spend that time trying to get more affordable housing in this town?" Susan went on to explain her belief that middle-class students would be listened to more than homeless people in organizing public campaigns around housing. She was especially upset about the many empty buildings located on the grounds of the closed Northampton State Hospital. As the shelter was also on that property, homeless people could look out at deteriorating houses and land while they could not afford a place to live in town. Susan believed that students would be more effective than homeless people in lobbying for the use of that property. She could not understand how it was a better use of their time to cook brownies, strip wallpaper, or play cards. When I asked Susan if she told these thoughts to volunteers or staff, she responded, "No, they're such nice kids I don't want to hurt their feelings."

While I'm not as optimistic about the power students might have in fostering the development of affordable housing, she does point out important considerations in creating csl courses. What is the purpose of the csl component? Is it about volunteerism and charity or working towards social change? The shelter staff often think that they are breaking down stereotypes and constructed myths about "the homeless" through exposing students to the homeless shelter. However, what is to be done with the new knowledge? Most importantly, what exactly is the "community" in community service learning? Who are the students being of service to in their work?

Through building these ethnographic relationships with many homeless people, it became apparent to me that community service learning set in homeless shelters is potentially quite problematic. However, despite this, I do not feel that csl in the shelter setting necessarily has negative consequences. For ideas about how to avoid such problems, I had further conversations. Through these conversations, patterns began to emerge as to how some homeless people thought csl students could be helpful.

People at the shelter suggested that students could help most through adopting a subtle, yet powerful, position toward their work. Jerry suggested that it would make a huge difference if he felt students were at the shelter to work with homeless people rather than working on them or helping them. This distinction is made clearer with the following example.

A graduate student from the University of Massachusetts called the shelter one afternoon. She explained that she had to study a group process for an education class. As she had heard about our community organizing meeting's effort to organize a living wage campaign, she asked a staff member if she could study that meeting. She was a little taken aback when the staff member explained that it wasn't her decision to make, but that

the student was willing to come to the next meeting and ask the group what they thought. A few people thought it sounded acceptable when she explained that she would simply sit back and take notes in a "non-intrusive fashion" in order to "maintain a neutral and objective stance". However, most meeting participants voiced strong feelings about that goal. We pointed out how we would gladly welcome her if she joined in our struggles and worked with us, but we would not allow her to simply study the group. As one man, Enrique, pointed out, 'we're not lab animals who you can observe without affecting our behaviors". Unfortunately, we never heard from that student again.

Other people suggested that it would be important for students to work with homeless people in learning about and working against the social processes that created homelessness rather than simply studying "the homeless". It was suggested that students could use their access to the library to research data for the local living wage campaign or other systemic factors contributing to homelessness (such as local wages, lost industrial jobs or profits by food service employers). Students could work with homeless people in documenting and publicizing rental practices of discrimination against homeless people. They could collect and distribute food with the local Food not Bombs chapter. Those with cars could provide transportation. If knowledgeable about computers, they could help with the editing and layout of the shelter newsletter. Other homeless people suggested that students could advocate within their schools for more access for homeless people. Or they could work with guests and staff on advocating for affordable housing. The range of possibilities is endless once you move away from the model of community service learning as charitable helping.

Writing Assignment #1: Reading Media Representations of Homelessness:

This assignment has two goals. The first is to analyze cultural representations of homeless people, “causes” of homelessness, and “solutions” to homelessness in the corporate media. In addition, the assignment serves as a vehicle for you to develop skills at discourse analysis. To accomplish these goals, you are to do the following:

Search all issues of either The Boston Globe or The New York Times during either 1996 or 1997 for all references to homelessness or homeless people. Make use of the paper’s index to make your search easier. Read each article paying careful attention to issues such as:

1. What “experts” are quoted. What do various experts claim “causes” homelessness and what “solutions” do they propose? What do you think of these reputed “causes” and “solutions”? How do you think that someone becomes a “respected authority” on homelessness? Is it possible that some of these “experts” benefit (in terms of respect, job status, wealth, access to power, emotional status) by representing homelessness in certain ways? How? What voices are marginalized, silenced, or otherwise left out of these representations? Why might that occur?
2. Analyze each story in terms of what type of theoretical perspective the reporter seems to bring to his/her analysis. Is homelessness individualized? Is homelessness represented as a problem of aberrant or pathological categories of people? Are structural forces (employment, wages, housing costs, etc.) considered as causes of homelessness? Do any of the stories examine the question of how homelessness has become such a normal function of American life despite a booming economy or the seeming consent to homelessness? What questions do the stories focus on?
3. How often are issues of racial or economic inequality mentioned in articles on homelessness? What about sexual inequality? Why do you think that is? When such inequalities are discussed, how are these subjects represented?
4. When discussing “causes” of homelessness, how often is the attention focussed solely on homeless people themselves? How often does a story focus on the role that “normal” business decisions might play in promoting a society where hundreds of thousands of people live on the streets? What message about “causes” does that convey? Who benefits?
5. Pay attention to when (what date or after what event) stories on homelessness are published. What makes homelessness news? What does that tell you? How?
6. Do the representations you have read serve to produce/reinforce the image of “the homeless” as a category of people needing “normalization” or “reform of the self”? If not, why not? What role does the mainstream media play in medicalizing homelessness or the social construction of “the homeless” as “other”? What do you think are some of the subject effects of selective representations?

7. What do you think of the analysis of cultural representations as a research methodology? What are its strengths and weaknesses? What further research would enhance your analysis and understanding of these dynamics (for example, would it be useful to know what stories or quotes have been edited out of the papers? How could you find out some of that information?)?

Try to keep your analysis within twelve double-spaced, typed pages. Keep in mind that your paper will be stronger if you specifically reference class reading material and articles. Avoid generalizations in presenting your analysis and be sure to explore the range of representations in these newspaper stories. Make sure you have a bibliography and properly cite each article you discuss.

Studies in Ethics: Poverty and Homelessness is an elective course in Centre College's Religion Program. The six-week winter term course is a study of poverty and homelessness in the U.S. in light of major philosophical and theological perspectives on economic justice. Students study the dimensions of U.S. poverty employing a wide variety of learning methods, including on-site experiences in shelters and interviews with homeless or formally homeless individuals, designed to foster a depth of personal knowledge that goes beyond the theoretical. Yet the goal is to develop and integrate theoretical knowledge at every level. Thus students analyze alternative perspectives on root causes, and competing proposals about solutions.

A key goal of the class is to develop skill in detecting the underlying ideological presuppositions in arguments about the nature of the problem and how to respond. Thus, specific situations of poverty and homelessness are the case studies that allow students to sharpen their ability to employ critical ethical reasoning.

The model of ethical reasoning employed in the course is based on Glen Stassen's Critical Variables in Christian Social Ethics. It's methodological assumption is that understanding of differences in perception (data, facts, analysis of causes, social change methods, etc.) and differences in chosen methods of reasoning (situationist, legalist, principlist, contextualist) is incomplete without analysis of underlying loyalties (group allegiances) and beliefs (human nature, rights, love and justice, etc.).

Students study competing perspectives on social justice and their relationship to theories of human nature, human responsibility and the role of the state in the economy. The six major theoretical approaches covered in the course are J.S. Mill's utilitarianism, John Rawls' contract theory, Robert Nozick's minimal state approach, the U.S. Catholic Bishops' Pastoral Letter on the Economy, Reinhold Niebuhr's Christian Realism, and Jose Miranda's liberation theology. Students analyze the writings of economists or sociologists (Milton Friedman, Michael Harrington, William Julius Wilson, Charles Murray) in light of these theories of justice, working to detect underlying, often unstated pre-suppositions that affect perception and reasoning. They then develop their own theories of distributive justice.

I have found that students are quite engaged in the heavy theoretical aspect of the course because it is juxtaposed with significant experiences in urban poverty settings that raise key questions from the very beginning. The class begins with readings (Kotlowitz's There Are No Children Here, music (Ice T, Tracy Chapman, Bone Thugs) and videos (Down and Out in America, Streetwise) that introduce the students to the realities of poverty from within their relatively sheltered setting. (Most of our students are from small town or suburban areas).

In the first and second weeks of class, the students travel to Louisville for experiences in the inner-city (i.e. Open-stage coffee house in a church in a public housing project, visit to an inner-city clinic, tour of a day-care center for homeless children, tours of homeless shelters). During the second and third weekends they actually stay overnight in shelters and eat in soup kitchens (after thorough orientation sessions).

The shelter weekends also include seminars with homeless or formerly homeless individuals who discuss a variety of causes of homelessness. Speakers include a single mother laid off from two jobs and caught in the classic welfare trap (jobs she can get don't pay enough to offset consequent loss of benefits), a recovering crack addict, an ex-convict, and a former student at our own college who became homeless after severe depression and subsequent diagnosis of bipolar disorder.

The students' journal reflections testify to the power of these experiences. Inevitably the encounters reinforce some stereotypes, but more often, long-held negative images are challenged. For example, most of the performers at the coffeehouse are homeless shelter residents. They sing, play the guitar, read original poetry and otherwise demonstrate a wealth of remarkable talent that surprises and delights the students. The concrete stories of the speakers in the seminar focus and humanize the issues. Their stories illustrate the causes of homelessness, and their struggles clarify what is needed in the complex process of moving beyond homelessness. A side benefit is that they are empowered and strengthened by being teachers of college students. In addition, the students (full of book knowledge and legitimate pride in their academic achievements) are deeply impressed and somewhat humbled by the motivation, persistence, and practical knowledge that these positive individuals demonstrate.

These experiences break down the walls that tend to separate the students from those living in what has always seemed like another world. This is especially true when students hear the former Centre College student who comes from a similar background and can talk about football, fraternity and classroom experiences at Centre as well as homelessness, alienation, and the frustrating maze of dehumanizing mental health programs and institutions. But the bonds that develop between the students and individuals from entirely different backgrounds are the most rewarding.

Every year, many students report that their overnight experiences in the shelters are so enlightening that life perspectives seem permanently altered. They are disturbed by conditions in the shelters, surprised by the demographics of the homeless population, and shocked by the magnitude of the problem. They are moved by encounters with people for whom life on the streets has been the primary daily reality for years; people who speak matter-of-factly about abuse, drugs, neighborhood gun violence or mental illness; people who are working full time and cannot support their families.

For some, the fact that these realities are a way of life for so many in their own society creates an anomic crisis. A whole new world has opened up to them revealing things about their own society that they had only known from a detached distance. For others with past experience serving in soup lines, the difference between standing safely behind the serving line and waiting in line to be served is profoundly revealing. Volunteer service itself can reinforce the distance between server and served. So, vague head knowledge becomes personal, experiential knowledge. Perception of reality must be reconstructed to incorporate new experience. Thus, problem-posing experiences lead to engaged academic work.

The students leave this class with a sophisticated sense of the complex roots of homelessness. This understanding is born of analysis of data, study of competing economic and sociological perspectives on the data, and sharpened ability to employ critical ethical reasoning. But none of the theoretical work would make this the unforgettable course that it has proven to be for these students without first-hand encounters with those who have been on the streets and on-site experiences in the institutions that are providing help.

The students develop an ability to engage in astute critiques of social service institutions and broader systemic realities. They generally become convinced that the ideological extremes in our polarized national debate are so reductionistic that they lead to unrealistic and ineffective problem-solving approaches. Both those who focus on irresponsible personal habits, and those who emphasize serious structural deficiencies in the economic and political system, have highlighted essential elements of the equation. The error lies in an exclusivist analysis that separates one from the other. Both personal responsibility and systemic obstacles must be addressed. Students now know that an integrated personal and systemic approach will be most effective in the context of ever-lasting contexts of relationships that enlighten and transform everyone willing to cross the boundaries of their own comfort zones. A transformative educational process is all about providing opportunities for such boundary crossings.

Part III

Community Resources for
The Teaching of Homelessness

Building Community Collaborations

by Sylvia Nichols

Arlington (Texas) Independent School District (AISD) is involved in several award-winning collaborations. Most recently, the "Collaboration of the 1997 Award" from the Tarrant County Youth Collaboration recognized AISD, the Boys & Girls Clubs of Arlington, and Mission Arlington/Mission Metroplex for its "Motel Project." Daily, approximately 45 homeless children can count on having a safe trip to and from school, a safe place to play and do homework after school, and a means to participate in half day kindergarten and pre-kindergarten programs. Each organization provides services, raises its own funding as well as shares funding, and stays in close communication with one another. Evaluation of success and quality of service must be an ongoing activity.

Recently, the AISD grants office received a Request for Proposal (RFP) on a Wednesday afternoon. As funding seems to flow, the proposal was due within three weeks. On Thursday, it was time to fax an alert to all persons interested in a collaborative effort. The following day, Friday, 20 persons attended the informational meeting. Three weeks later, \$361,700 grant was submitted. Two months later, the announcement of funding was made.

This scenario raises multiple questions beginning with whom to notify, what to discuss, and why this many people would give up a Friday afternoon to come to a meeting? All of the answers are found in the basics of collaboration. Knowledge of the community and relationships built within the community are the foundation and cornerstone of a quality collaborative. Some might respond that the response to the meeting was due to the available funding. None of us would negate the importance of funding, but successful collaborations survive because of a mind set and a commitment from the members and their organizations.

Knowledge of the community requires staying aware of or serving on community research and development committees. In the example above, a community assessment completed within the last year had identified gaps in services and recommendations for improvement. The groups that had participated in the assessment task force were the same groups that were invited to attend the informational meeting. Once invited to the planning table, an organization may then recommend its project or program as a solution.

Relationships built within the community provide established lines of communication with the proper contacts. When agency and school district staff serve on community committees and projects together, trust and confidence can result. This established confidence with one another provides that spring board for creative thinking and action. Persons who hold to a common vision usually do not hold or hide animosity or rivalry issues. This openness provides a clear level of understanding in cooperating on common projects. This cooperation can truly become a collaborative when each is giving something from its own organization for the common good of the project.

In summary, there is nothing magical about collaboration. It is hard work. Hours of sitting on a committee may or may not end in your organization receiving any funding. One would assume that it would at least provide your customer with a service or advantage because of you presenting your agency's views and concerns to the community group. If you are not involved in the community, call your local United Way or two or three agencies with similar interests (i.e. homeless children and youth) to begin discussions on how you might begin working together to improve each organization's services. Above all, remember these critical steps as you establish your planning group:

- Identify the area in need;
- Establish lines of communication with the proper contacts;
- Evaluate the capability of the organizations involved to determine what can be provided;
- Make a plan based on the points above and execute it; and
- Evaluate and adjust the program each year.

Some organizations scramble around looking for a name to place on the line as a collaborator. Avoid this dilemma and improve your project and program by following these basic guidelines.

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Connecting University Students To The Community

by Peggy McIntyre

Arlington ISD Homeless Program has been successful collaborating with The University of Texas at Arlington in providing Internship Programs for both the Bachelor and Master Level Social Work Student. The internship program allows the student the opportunity to work at an Elementary, Junior High or High School with a large population of homeless children. This program is designed to make the student aware of and be sensitive to the needs of homeless children and their families.

An intensive three-day training program is provided to all interns at the beginning of each semester. The interns are educated regarding The Stewart B. McKinney Homeless Act and the components of the School District's Homeless Program. Research is presented showing that families are a growing segment of the homeless population, effects of homelessness on children and successful intervention strategies the District is employing to help families. Cultural sensitivity as well as viewing the school as an agency is also discussed. One of the highlights of the training program is taking the students on a tour of the shelters and social service agencies. Staff Personnel from the shelters and social service agencies have been delighted to have the opportunity to educate the students about their programs. The interns have reported this as one of the best learning experiences they have had.

The mission of the homeless program is to enhance the opportunity for homeless children and youth to enroll, attend and achieve success in public education. The interns have been successful in helping the District meet this goal. They have made visits with school personnel to shelters and motels to encourage families to enroll children in school. They have helped to educate the parents about their rights and inform them of the services available to them at the school and in the community. They have assisted families in securing clothing, shoes, shots, medication and hygiene supplies. They have facilitated life skills groups and have helped sensitize school staff to the special needs of this population.

The interns have all made class presentations both at the graduate and undergraduate level about their experiences working with homeless families. This has helped educate many college students about the needs of these families. It has also prompted much generosity within the University. Last semester one of the social work classes bought presents for Christmas for all the homeless children at one of the elementary schools. They also helped finance a party for the children. Several Professors donated money so that two graduate students could take a group of children shopping for Christmas gifts for their families. The University students also adopted many of the parenting and pregnant teens. They provided gifts for the children and the teen parents.

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Arlington Independent School District Forms Partnership With Americorps

by Sylvia Nichols

The Arlington Independent School District has been familiar with the services of AmeriCorps since 1994. In August 1997, Sylvia Nichols, Grant Writer for the District, visited with the AmeriCorps staff at the University of Texas/Arlington. What developed from this meeting was how AmeriCorps workers could be utilized within the Arlington Independent School District.

The parameters of AmeriCorps which includes direct service to its clients, are homeless, AIDS, and aging. Thus, a match was found with the homeless program of Arlington Independent School District. It was decided that workers could best be of service to the District and the community if they were placed within a school to serve as tutors. Principals and counselors were asked to provide specific goals for the students.

Currently the school system and AmeriCorps have placed three service workers as tutors in Roark Elementary and Crouch Elementary. In December 1997 the social work program at the University was approached to collaborate with AmeriCorps and the District. The result was social worker interns joining AmeriCorps and being placed in an elementary school. Crouch Elementary was the site selected. Crouch has a large population of students living in "doubled-up" households, as well as a population of students considered at risk of becoming homeless.

With the AmeriCorps workers in place at Crouch the Administration was able to have two programs simultaneously operating at the school. First, the school used an AmeriCorps worker as a kindergarten and first grade tutor. Secondly, the social worker intern was to focus her activities on mentoring and conducting individual and group living skills sessions.

The results from first semester have been excellent. Students tutored at Roark have demonstrated improved social skills and have improved in such areas as reading and math. At Crouch, academic progress is too early to report, but the children have already bonded with the AmeriCorps workers.

Turning Point High School²

Community Service

SPRING 1998

PROJECT HTK
(Project HELP THE KIDS)

Each fall a spring school semester, Turning Point High School students sponsor a community service project. This spring, the students chose to help young children in homeless families. Their intent is to show that someone cares and share that things do get better. They plan to accomplish this by writing and illustrating a children's alphabet book called, "Bounce Back...People Care".

To accompany the book, the students are already in the process of collecting change during lunch to be used to purchase small zippered stuffed animals. The books and animals will be distributed to local agencies serving homeless families with young children.

As Turning Point is a school for at risk students, these annual projects are an important part of connecting our students to the needs of the community. It is encouraging to see our students help others as they help themselves.

² Turning Point High School is an alternative high school in Arlington, Texas, to which children with a variety of problems are mandated to go. It is based on the Boy's Town model, in which community service plays a prominent role.

Part IV

Book and Film Reviews
of Resources for
The Teaching of Homelessness

Book Reviews

Homeless in America, Jim Baumohl ed., 1996. For the National Coalition for the Homeless. Phoenix: The Oryx Press. ISBN 0-89774-869-7

Reviewed by Dee Southard, University of Oregon

Jim Baumohl has done a brilliant job in assembling this volume for the National Coalition for the Homeless. The contributing authors in the volume are among the most well respected social scientists researching aspects of homelessness in America. This volume includes the work of Leon Anderson, Martha R. Burt, Daniel Cress, Kim Hopper, Bruce Link, Rob Rosenthal, Marybeth Shinn, David Snow, Beth C. Weitzman and many others. The authors of the chapters in this book have written the material out of their personal desire to convey their specialized knowledge to others and the authors have donated their royalties from this book to further public education on the issue of homelessness. The articles in this book are clearly written with the intent of enhancing the understanding of the topic of homelessness for a wide variety of interested readers.

Homeless in America is in part, intended to introduce the public to the complexity of the problem of homelessness in America. The authors have been careful to discuss their scientific findings without using highly abstract theoretical concepts or highly specialized professional vocabulary. The creators of the book intend it to be utilized as a form of public education. This volume certainly could be successfully employed as an undergraduate level reader on the topic of homelessness. I recently utilized the chapter "Public Attitudes and Beliefs about Homeless People" in an upper division sociology course that I taught at the University of Oregon. The students responded to the information with great interest and the material provided the basis for an interesting classroom discussion about the intersection of public beliefs and policy practices. The 19 chapters are organized around three major themes: 1. History, Definitions, and Causes; Dimensions of Homelessness; and 3. Responses to Homelessness. The chapters themselves are well focused and clearly articulated. The topics covered in these chapters include: 1. The history of homelessness, 2. Definitions and counts, 3. Causes, 4. Housing policy, 5. Employment, 6. Income maintenance, 7. Rural homelessness, 8. Street survival strategies, 9. Homeless veterans, 10. Homeless families, 11. African Americans, 12. Latinos, 13. Public attitudes, 14. Municipal regulations, 15. The Stewart B. McKinney Homeless Assistance Act, 16. State responses, 17. Responding to the needs of homeless people with alcohol, drug, and/or mental disorders, 18. Preventing homelessness, 19. Antihomelessness social movements.

The appendix, "Information Clearinghouse, national Organizations, and State Organization," is also a valuable resource. It includes mail addresses telephone numbers, electronic mail addresses, world wide web addresses and a short description for 25 National Organizations, and a listing by state of state and local organizations. In addition, the state and local listings are kept in an updated directory on the web site or the National Coalition of the Homeless, URL address: <http://nch.ari.net>. Homelessness in America provides a wealth of information on the topic of homelessness. The authors are experienced social scientists, who provide well-documented, thought-provoking commentaries on topics which are influencing the lives of all Americans. This volume should effectively enhance the public discourse about his troubling national issue.

Raised by Wolves: Photographs and Documents of Runaways, Written by Jim Goldberg
New York: Scalo Publishers, 1995

Reviewed by: Dee Southard, University of Oregon

Jim Goldberg's newest visual ethnography *Raised by Wolves*, is a post-modern masterpiece. *Raised by Wolves* articulates the lives and the physical environment of American inner-city homeless youth. Goldberg utilizes photographs, hand written texts by homeless youth, introspective statements, and ethnographic accounts to give the reader an in-depth glimpse into the troubled and tragic lives of street youth living in San Francisco and Hollywood at the end of the century.

Raised by Wolves is no gentle "feel- good" read. It is enveloping raucous ride into an ugly and jarring "other" America. Goldberg presents the misery of the streets, the squats, and the alleys in which runaway children are living and dying. Goldberg does not try to hide the reality he encountered or to make excuses for it. He shows it and tells it as it appeared to him during ten years of interaction with homeless street youth. He brings the reader into intimate contact with youth lives, which are punctuated by filth, anger, mental illness, danger, alcohol, drugs, and disease.

Through skillfully crafted ethnographic vignettes Goldberg examines the complex interactions of survival on the streets. Goldberg shows the desperation and the fear; the inner strength, friendships, and camaraderie; the alienation and the hopelessness; and the occasional rays of joy in the lives of these young people. Many of these homeless people we encounter in the book are children, not too unlike the children most of us see in our own homes and neighborhoods, except these street kids "play" in a nightmarish world where innocence or naivete may lead to pain and death. Many of these children can not go home because they are unwanted by their parents or guardians, and many of them will not go home because they fear what will happen to them at home more than they fear a future on the streets. *Raised by Wolves* graphically illustrates the plight of so many of American's "throw-away" kids.

Goldberg's research utilizes most of the techniques in the modern ethnographer's tool kit. The book presents a multiplicity of voices. Not only is Goldberg present as a participant in an unfolding drama, but the voices of the street youth tell their own tales, as do the parents and relatives of the street youth, as well as social workers, hospital workers, and the police. During his research Goldberg utilized participant observation; photo elicitation; in-depth interviews; extended telephone conversations; informal discussions; as well as visual documentation including: photography and collection of documents that the youth wrote, and documents which were written by "professionals" about the youth.

Raised by Wolves is multidisciplinary in its scope. It is brilliant construction of post-modern art. It is exciting documentary photography. Goldberg's narrative prose paints vivid word portraits of people and places. The book illuminates the operation of social – psychology by addressing growing to adulthood amidst a population plagued by long-term personal and social problems. It displays a sociological quality through pointing out how its

characters survive in a complex social milieu and by utilizing ethnographic quotes to show the ways in which the participants view their life-worlds. *Raised by Wolves* is destined to become a classical example of post-modern visual ethnography just as Goldberg's earlier book *Rich and Poor* has come to be regarded as a premier example of visual documentary and photo elicitation.

Raised by Wolves: Photographs and Documents of Runaways, an exhibition by Jim Goldberg was presented: at the Los Angeles County Museum of Art March 13-May 11, 1997; at the San Francisco Museum of Modern Art June 19 – September 11, 1997; and at the Southeast Museum of Photography in Daytona Beach October 14, 1997 – January 9, 1998.

Film for the Teaching of Homelessness

Inside Life Outside West Glenn Films, New York, New York, 1988

Streetwise Directors: Mary Ellen Mark, Martin Bell, and Cheryl McCall. New World Video, 1440 Sepulveda Boulevard, Los Angeles, California 1988

No Address Director: Alanis Obomsawin, Producers: Alanis Obomsawin, Marrin Canell, National Film Board of Canada, 55 minutes, 58 seconds 1988

Salaam Bombay Director: Mira Nair. Image Entertainment, Virgin Home Entertainment, 09333 Oso Avenue, Chatsworth, California. 1986

Pixote Director: 1981 Embrafilms RCA/Columbia Picture Home Video, 3500 W. Olive Avenue, Burbank, California

My Home, My Sky Director: Eros Djarot. Asian Pacific Film Tour, East/West Center, Institute of Culture and Communication, 1777 East/West Road, Honolulu, Hawaii. 1990

Reviewed by: Irene Glasser, Ph.D., Eastern Connecticut State University

Films and videos can be one of the most powerful methods of understand the phenomena of homelessness available. The most effective method for utilizing film is for the professor to introduce the film with a series of broad questions that the students must answer (usually orally) at the film's conclusion. The film is especially effective if it is related to readings and lectures that the students have done before hand or if they can compare the film to others they have seen. In North American culture, where films are so often used as purely entertainment, it takes some re-orientation of film as a medium of art that one must engage with on an active basis. I also advise students if I think that the film is especially difficult to watch.

The six movies I am recommending here can all be useful tools in the teaching of homelessness. The most ethnographic in flavor is *Inside Life Outside*, a non-narrated documentary of the life of a group of squatters on the lower East side of New York City. Their encampment of a tent and a lent to is situated on an empty lot next to recently gentrified and very expensive housing. The squatters have some how managed not to be evicted in an entire year, although the implication is that the encampment will not last forever.

The filmmakers present the squatters as resourceful people, who have adapted to life outside. Their adaptations are not always legal, as they as seen pirating electricity from a line running near their encampment. They are shown as a diverse group of people who have banded together and shown each other support and affection not always found in more conventional society. The group consists of a couple who are Puerto Rican, a gay man, an emotionally

disturbed young man, and several other men. The woman is especially articulate and is the spokesperson for the group.

On the other hand, the filmmakers do not shirk from showing the reality of the heavy alcohol use of the squatters. The Puerto Rican man tells of his life on drugs, which then led to his loss of his work and his family. The woman misses her children, but has chosen to be with her husband in the encampment.

This not altogether sympathetic treatment of homelessness is effective in stimulating discussion and debate. The obvious creativity and resourcefulness of the squatters is presented, and can lead to discussions of how to utilize these traits for more permanent and secure housing.

Also in the ethnographic genre is *Streetwise*, a powerful documentary about a group of young people on the streets of Seattle. These youth are seen in a variety of settings, from hustling (both begging and prostituting), squatting in buildings, to visits to a health clinic, time in a detention center, altercations on the street, and at a young man's funeral. The most wrenching scenes in many ways are the ones showing the young people as they try to re-connect with their families, or just talk about what life should have been life with their parents and siblings. Some of the youth are very young (13 and 14), and in their relaxed moments, they act just like young teenagers who are not homeless, playing video games and rough-housing with each other. In another touching scene, a nurse is trying to discover if a young woman is pregnant by asking her when her last period was. The nurse then realizes that the young woman has only recently begun menstruating and doesn't really know her cycle.

As was the case in *Inside Life Outside*, these squatters are resourceful and some as very bright. We focus on Tiny, a young woman of about 14 whose mother is an alcoholic, and whose current boyfriend is violent. Tiny is at the beginning of her career having "dates" and earning money through the sex trade. Tiny is clearly at risk every day of her life, and while we fear for her safety, we admire her determination to be strong and independent.

My students react the most emotionally to *Streetwise*, because I believe that they can most identify with the young people on the screen. There is also an accompanying book (*Streetwise*) which discusses the making of the film.

No Address is a documentary that was produced in cooperation with the Native Friendship Centre of Montreal, one of the aboriginal centers that exist throughout the cities of Canada, in order to help aboriginal people (defined in Canada as Indian, Inuit, and Metis) survive off the reserves and in the urban centers. The focus of this film is on those who are not surviving very well, and are squatting in vacant buildings in downtown Montreal. Some of the women in the film are shown as prostitutes, and some of the men are chronically drinking. During some nights the people are shown trying sleep on the plastic chairs of Dernier Recours Montreal (Last Resort of Montreal), a 24-hour respite and crisis center for the homeless that is now defunct. At one point a man who has been working as a janitor at the center (but is still a homeless squatter) is seen asking for governmental help with financial assistance. He has lost his paper work and it is clear that re-connecting him with governmental agencies

with take all of the advocacy work an organization such as the Native Friendship Centre can muster.

The film is interesting in that it shows the value of advocacy work with homeless people from their own cultural point of view. In one scene we see two men paddling a canoe down a river talking about life. As the camera pulls back, we see that the men are sitting in chairs at the centre, and are only role-playing their canoe trip. But their evocation of traditional life on the reserve can possibly tap strengths in the aboriginal people that government officials and professionals outside the culture could not approach.

Salaam Bombay is an award winning feature length film that tells the story of a village boy who finds himself homeless on the streets of Bombay. It is a classic story of the street child of the third world, whose family cannot afford to feed him, and who is now on his own on the streets of the nearest big city. Although *Salaam Bombay* is a work of fiction, the director, Mira Nair, has exquisitely captured what is known about the life of children on the street. She has used street children themselves to portray themselves, and the star, Chaipu (teaboy) has since become a professional actor. The profits from the film have been used to support a Street School that has been set up for the children on the street. It is located near the train station, which is the beginning point for the children's' introduction to the city.

This film lends itself to many questions for the student to ponder. How did Krishna, a poor child of village India, evolve into Chaipu, the young man who survives on the streets (just barely) by selling tea? What is the fictive kin role of the others on the street: Manju and her mother, Chillum, Sweet Sixteen, the rest of the streets kids, Baba? At what point do the authorities enter, and send Chaipu to an orphanage? How is it run? What might happen to Chaipu as his street life turns from sad but essentially benign to violent? This film can be used as the starting point of an entire section of the course on street children and pavement dwellers of the third world.

Pixote is also a fictional account of street children in São Paulo Brazil, but unlike *Salaam Bombay*, violence and exploitation follow the children immediately. We meet eleven year old Pixote (since the movie, Pixote is now one of the words for street child Brazil) where rape, murder, and corrupt officials reign. We breathe a sigh of relief when Pixote and his friend escape, but their life on the streets is no less violent. They become involved in armed robberies, drug dealing, and pimping for a prostitute. There is little hope in sight, as the boys who were victims soon become the victimizers. Unlike *Salaam Bombay*, in which there was at least one beneficent adult (Maju's mother), there is no one in sight to think of the boys and their well being. Students can be lead to a discussion of what kinds of economic supports could have prevented the placement of these poor children in an institution in the first place. A good companion work for this film is *Death Without Weeping: The Violence of Everyday Life in Brazil* (Nancy Scheper-Hughes University of California Press, 1992) which looks at poverty in Brazil from the point of view of infant and childhood mortality.

My Home, My Sky is a film about two boys in Jakarta whose lives cross paths, and whose experience with each other leaves both stronger. Gempol is a child of a *kampung* (urban squatter settlement in Indonesia) whose family live next to the railroad tracks. One day, as he

is peering into the window of a school, he is chased away, but ends up meeting Andrei, a wealthy but sad boy of the same age, whose mother has died. They run away together and for about one week, they survive on the streets. Gempol is already adept at earning money from the underground economy on the street, but Andrei is not.

The film has a positive and non-violent ambiance that allows the viewer, through the experiences of Andrei, to realize the skill and resourcefulness of street survival. Eventually Gempol and Andrei reach Gempol's village, where he is greeted warmly. The boys make their way back to Jakarta, when they discover that the *kampung* has been dismantled because an international meeting is coming to the city. Gempol decides to return to the village and go to school, and Andrei returns to his upper class family, but forever changed by his adventures. The film leaves us with the feeling in his adult life Andrei, who will one day make important decisions for his society, will have an empathy and respect for the street dwellers that he would not have had before his friendship with Gempol.

All six of these films show aspects of homelessness in North America and in the developing world. If one wanted to make connections between homeless in different contexts, one could show, for example, *Inside Life Outside* and *Salaam Bombay*, or *Streetwise* and *My Home My Sky*. Interestingly, none of the films deals with life in homeless shelters, which is in the printed literature on homelessness, well studied. Perhaps filmmakers have been more intrigued with life on the streets, as people invent ways to survival in the face of homelessness.

Down and Out in America Produced by Joseph Feury and Milton Justice,
Narrated and directed by Lee Grant. Oak Forest, IL: Joseph Feury Productions.
59 minutes, 1985

Reviewed by: Dee Southard, University of Oregon

Down and Out in America covers a wide range of social situations present in the mid-1980s was the 1986 Best Documentary Film Academy Award Winner. It focuses on people who are experiencing economic hardship and homelessness. Its content is still remarkably powerful and contemporarily relevant. This film provides an excellent overview of the family farm foreclosure crisis, the deindustrialization of America with the loss of blue-collar jobs, and provides a glimpse into the development of various self-help organizations. I have utilized this film in several of the classes I have taught on homelessness and poverty in America. It is extraordinarily good visual ethnography and the footage provides stimulating material for class discussions. The material is organized into three major thematic areas, each about twenty minutes long, and can be shown in its entirety or broken up to fit into smaller time slots. The footage is gripping as people talk about their own lived experiences. The first focus is on the Farm Crisis of the early 1980s, and includes candid, emotional laden footage of interviews with people who were losing their family farms due to foreclosure. When farmers lose their land, they not only lose their business, but also their homes. They have been self-employed, so the people in the film are fearfully facing a future with no livelihood, no unemployment compensation, and no Medicaid. Farmers who are being evicted describe their fear, their anger, and even their contemplation of suicide in order to get the insurance money in order to enable their families to afford to keep the farm. The film documents one couple's struggle to try to negotiate with the bank to save their family farm and their involvement with the grass-roots farmers organization "Groundswell." The second major thematic area focuses on deindustrialization and capital flight by interviews with blue-collar workers who have lost their jobs. Many of those interviewed had been working eighteen to twenty years in manufacturing production plants, and who are now unemployed because their plants relocated. They talk about their feelings of failure and about their futures. Many of them report on the difficulties of living in poverty.

The third major focus area is exploring many of the issues relating to homelessness in the United States. It discusses the lives of people who have been structurally pushed out of the labor force and who can not find jobs. It examines the lives of people who are working, but for wages that are so low that they can not afford to purchase housing. The shantytown of Justiceville in Los Angeles, California is featured through interviews with some of the residents prior to their eviction and the bulldozing of their "homes." In the lower east side of Manhattan a self-help group called A.C.O.R.N. is highlighted as they take over city owned, abandoned and burned buildings and restore them to livable conditions. The members have been arrested and taken to court but they refuse to stop. They renovate the building and move in families.

The final large segment in the film deals with homelessness through giving the viewer a look inside of the largest and most infamous welfare hotel in New York, The Martinique, where 360 families with 1,400 children live in substandard conditions. All footage shot inside of The Martinique was shot with a hidden camera, and includes moving scenes of parents and their children. The government at the time of the filming was paying \$3,200 per month for two rooms which were substandard and infested with rats, and which were the "home" for a couple with five children who had been living in the Martinique for two years, since their apartment was burned. The plight of the couple is examined through extensive interview footage, footage taken inside of their rooms in the Martinique and during a trip in which they return to their former apartment for the first time since the fire.

This film is quite successful in over-turning some of the stereotypical images of homelessness and the people who find themselves experiencing homelessness. I strongly recommend it as a useful tool to utilize in teaching about homelessness and poverty.

Part V

Additional Teaching Resources

For teaching homelessness at the college or university level:

Setting a New Course: Expanding Collegiate Curricula to Incorporate the Study of Hunger and Homelessness 1991.

Produced by the National Student Campaign Against Hunger and Homelessness (NSCAHH)

11965 Venice Blvd. #408
Los Angeles, CA 90066
800-NO-HUNGR, ext. 324
(310) 397-5270, ext. 324

There's No Place Like Homeless! A Simulation Game to Help Create Awareness
Designed by Terri Blair

This simulation game is designed to lessen the stereotyping of those who are homeless; to increase sensitivity to the issues involved with homelessness, and to motivate participants to do something about homelessness within their local communities.

For information about this game contact:

The Governor's School
Monmouth College
West Long Branch, NJ 07764-1898

For copies:

National Coalition for the Homeless
1612 K Street NW #100
Washington, D.C. 20006

Teaching at the elementary and middle school levels:

Homelessness: Let's Get Involved!
Prepared by the Salisbury Middle School
3301 Devonshire Rd.
Allentown, PA 18103
(215) 791-0830

Outlines a curriculum project involving Social Studies, Home Economics, Mathematics, Reading, Art and English for public school students. Community activists and government representatives are invited to speak, and a field trip to a local shelter forms part of the project.

Housing and Homelessness: A Teaching Guide (August 1989)
Published and prepared by HOUSING NOW
425 Second Street NW
Washington, D.C. 20006

Provides five lesson plans for grades 8-12, and three for grades 4-8. Includes background material (including provocative newspaper articles and photo images), suggestions for readings and assignments, ways of facilitating discussion, recommended videos, and active ways of helping children who are homeless.

Unsheltered Lives: Teaching about Homelessness in Grades K-12, An Interdisciplinary Activity Guide

Available from:

Department of Education
Compensatory Education Unit
120 State St.
Montpelier, VT 05620-2501

Committee on Temporary Shelter
P.O. Box 1616
Burlington, VT 05402
(802) 864-7402

Web Sites Related to Homelessness and Social Policy Regarding Homelessness

These will soon be listed on the Raising the Roof home page.
<http://www.raisingtheroof.org>

Canadian Sites:

- Canadian Council on Social Development
<http://www.ccsd.ca/>
- Canadian Social Planning Network
<http://www.ccsd.ca/cspn/>
- National Anti-Poverty Organization
<http://www.napo-onap.ca/>
- Homelessness in Calgary
<http://www.gov.calgary.ab.ca/81/81hhome.htm>
- Reducing Homelessness in Calgary
<http://www.gov.calgary.ab.ca/81/housing/planfram.htm>
- The Mission in Ottawa: Shelter for the Homeless
<http://www.compmore.net/~mission/>
- Toronto's Homelessness Task Force, Interim Report
<http://www.city.toronto.on.ca/mayor/homelessnessstf.htm>
- Toronto Coalition Against Homelessness
<http://www.competitor.net/electric/homeless/>
- The United Way of Greater Toronto <http://www.uwgt.org/>

International Sites

- International Homelessness Home Page
<http://csf.colorado.edu/homeless/index.html>
- Housing Information Gateway
<http://www.Colorado.EDU/plan/housing-info/>
- Habitat for Humanity International
<http://www.habitat.org/>
- United States Sites. National Coalition for the Homeless
<http://nch.ari.net/>
- U.S. National Law Centre of Homelessness and Poverty
<http://www.nlchp.org/>
- U.S. Health Care for the Homeless Resource Centre
<http://www.nlchp.org/>
- U.S National Housing Institute
<http://www.nhi.org/>
- U.S. National Low Income Housing Coalition
<http://www.nlihc.org/>

United Kingdom Sites

Homelessness in the U.K.

<http://www.ris.org.uk/>

U.K. Shelter, The National Campaign for Homeless People

<http://www.vois.org.uk/shelter/>

Australia Sites

National Shelter, Australia

<http://sunsite.anu.edu.au/community/natshelter/>

The Info Xchange Home Page, Australia

<http://www.infoexchange.net.au/>

United Nations Sites

U.N Fact Sheet, The Human Right to Adequate Housing

<http://www.unhchr.ch/html/menu6/2/fs21.htm>

UN General Comment, The Human Right to Adequate Housing, 1991

<http://shr.aaas.org/escr2.nsf/>, follow links to "General Comments of the Committee" then "Comment No. 4 – The Right to Adequate Housing"

UN Final Report, The Right to Adequate Housing, 1995

<http://www.unhchr.ch/html/menu4/subrep/95sc12.htm>

UN Comment on Canada's Human Rights Implementation, 1993

<http://www.unhchr.ch/tbs/doc.nsf/184758d9fcd7a2b1c12565a9004dc312/280a3783f5a26d09c12563e80058b47e?OpenDocument>

UN Questions on Canada's Human Rights Implementation, 1998

<http://www.unhchr.ch/tbs/doc.nsf/9c663e9ef8a0d080c12565a9004db9f7/7e0901d37595df088025663a002f57a1?OpenDocument>

UN Gateway to Social Policy and Development

<http://www.un.org/esa/socdev/>

UN World Summit on Social Development

<http://www.iisd.ca/wssd.html>

UN Centre for Human Settlements

<http://www.unhabitat.org/>

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