SOC 6242_80 CRN 87328/PPPA 6085_80 CRN 88064   Professor Hilary Silver
FALL 2024   hilarysilver@gwu.edu
Wednesday 07:10 - 09:00pm in MPA 208   Office Rome 203
https://gwu.webex.com/meet/hilarysilver   Hours: Wed 3-5 pm
   and by appointment

HOUSING and HOMELESSNESS

Course Description

This course aims to inform students about the causes, history, experiences, and outcomes of homelessness and about existing programs and affordable housing policies to address the problem. It also provides students with the opportunity to conduct original research and write an extended term paper on topics related to these themes.

Course Learning Goals

- Learn why we describe those without shelter as "homeless"
- Learn how people experience homelessness, what it feels like
- Learn the history of, and trends in homelessness in the US
- Learn how to define and count people experiencing homelessness
- Learn why people live on the streets even in affluent societies with social services
- Assess conflicting explanations for the rise in homelessness
- Assess the impact of COVID-19 on homelessness
- Compare homelessness in the US to other countries
- Learn about homelessness in your city and Washington, DC
- Examine ways in which societies criminalize the homeless, and legal remedies
- Evaluate various approaches to ending homelessness, including Housing First
- Learn about the main low-income housing programs
- Write critical responses to readings and films on these subjects
- Conduct original research, analyze data, and write a long paper that can serve as a writing sample for employers or doctoral programs

Prerequisites: The seminar is open to graduate and advanced undergraduate students in the social sciences from all schools at George Washington University who can demonstrate research skills.

Books and Materials

The course has no required textbooks. Most assigned readings are available via Blackboard, under Readings, Electronic Reserves and e-resources. A number of useful textbooks were placed on reserve at Gelman Library accessed through the Electronic Reserves tab.   Live URLs to other recent online sources are provided on the syllabus and Blackboard. Any "Recommended" readings on the syllabus are intended for background and greater depth, and not required.

Even if you lack time to read all of the weekly assigned readings closely, please peruse them sufficiently before class meets to learn the author's main argument, so you can participate. Focus on the key concepts and arguments, not details.

Useful Internet Sites
Interagency Council on Homelessness https://www.usich.gov/
The National Coalition for the Homeless (fact sheets) http://www.nationalhomeless.org
National Low Income Housing Coalition http://www.nlihc.org
National Homelessness Law Center www.nlchp.org/
Interagency Council on Homelessness http://www.ich.gov/
HUD: http://www.huduser.org/datasets/
Continuum of Care (CoC) data: https://www.huduser.gov/portal/datasets/ahar/2020-ahar-part-1-pit-estimates-of-homelessness-in-the-us.html
HMIS Longitudinal Systems Analysis (LSA) report file:
https://files.hudexchange.info/resources/documents/LSA-Programming-Specifications.pdf
The Community Partnership for the Prevention of Homelessness - DC HMIS
https://community-partnership.org/for-providers/provider-resource-library/?_sft_resource_topic=hmis
Washington Legal Clinic for the Homeless http://www.legalclinic.org/
National Housing Market and Affordability http://www.jchs.harvard.edu/
Shelterforce http://www.shelterforce.org/
Eviction Lab https://evictionlab.org/get-the-data/
Zillow Home Value Index https://www.zillow.com/research/data/
Urban Institute HousingMattersUpdate@urban.org
Cityscape https://www.huduser.gov/portal/periodicals/cityscape.html
Housing Policy Debate http://www.fanniemaefoundation.org/programs/journals.shtml

Assignments, Deadlines, and Grading in Brief
1. Completion of assigned readings PRIOR to the class in which they are to be discussed. Discussions will assume that students are already informed by the assigned materials. Regular attendance, class participation, and posting reactions to the readings to the Discussion Board are ways of gauging this preparation. If students do not come prepared, an unannounced quiz may result. Worth 10 percent of grade

2. Following the instructor's lecture on the week's topic, every student shall lead one week's class discussion of the required readings. Prepare some questions or themes that animate conversations about the topic. Sign up on Google.doc. Worth 10 percent of grade

3. Report on a particular subgroup of the homeless, e.g., vets, youth, elderly, families, PoC, LGBT, ex-offenders, migrants, students, etc. One could also focus on a given CoC. Refer to latest AHAR. Length: 3-5 pages including notes and bibliography (double-spaced, including full references). **DUE September 25**. Late papers lose half a grade for each day of tardiness. Worth 30 percent of grade

4. Short response to a film on homelessness: What did you learn about the experience of homelessness? 10% of grade. **DUE October 9**

5. Final research paper. Term paper based on original research: 40% of grade. **DUE December 13** at 11:59pm. Late papers lose half a grade for each day of tardiness. **No "Incompletes"** shall be awarded in this course, so please manage your time accordingly.
  - The *paper*, not to exceed 20 double-spaced pages (including tables and references, 12-point font, one-inch margins, any complete bibliographic format), shall be on a topic related to homelessness or low-income housing.
  - Research may include documentary analysis of primary and secondary materials, quantitative statistical analysis of datasets, interviews, analysis of information systematically collected during a field placement, or a study collecting new data as requested by local agencies. Participant observation is discouraged due to time constraints.
  - The paper will consist of several sections: (1) define the problem under study and state the research question, (2) review the relevant literature and course readings on the problem, (3) describe research methods used and explain why they are appropriate to answer the question, (4) present the findings, and (5) conclude with the theoretical and policy implications of the study.
  - Students should consult the professor on a topic as early as possible, but no later than **October 23**, when they shall submit a one-page paper proposal declaring the topic of study (question under investigation) and the research methods employed.
  - Students will present a summary of their first draft on **December 4 or 11.** Comments can be incorporated in the final draft.

2024 DEADLINE SUMMARY

9/25   Subgroup paper
10/9   Film review
10/23   Term paper proposals
12/4 and 12/11 Paper presentations
12/13   Term papers due

Expected Time Commitment – 3-credit lecture course
In keeping with the course requirement of 112.5 hours, students shall devote 37.5 hours per week per credit over 15 weeks. For online courses, the distribution of direct and independent learning minutes may vary. Students are expected to spend a minimum total of 7.5 hours per week to direct learning in class or viewing films and to indirect, out of class work – required readings, research, and writing.

Office Hours: I will be available on Wednesdays 3-5pm. My office is in the Academic Center, 801 22nd St NW, in Rome 203. If you cannot meet at that time, please email me a few times you will be available for a private consultation on Zoom or Webex.

Attendance and COVID-19 Protocol

Students are expected to attend class. Masks are currently not required in indoor instructional settings. If you should unfortunately contract a contagious illness, please stay home and respect the full isolation period. If the instructor is ill, students will be informed about classes by email. The **COVID Hotline** is 1-855-498-4636.

Etiquette and "Net-iquette"

Electronic devices may *not* be used during class so that your full attention is devoted to learning the course material.

Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. Civility makes possible the kind of community we want, and encourages intellectual exploration and growth.

Productive and respectful participation: Class discussions will be conducted in a spirit of mutual respect and collective inquiry. Own your ideas; do not post anonymously. Diverse opinions are welcomed, but reasoned disagreement between arguments supported with evidence are most able to facilitate learning. To disagree respectfully, try to challenge or criticize the *idea*, not the person. Read/listen carefully to what others are saying. Be courteous: do not interrupt or chat/engage in private conversations or play with your devices while others are speaking. Do not demean, devalue, or "put down" people for their experiences, lack of experience, or difference in interpretations. Allow everyone the chance to talk. If you have already spoken a lot, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion. Finally, if you find something said to be offensive, speak up and explain why you feel what was said was offensive.

Rules of Netiquette for communicating online:
CCAS, in accordance with University Policy, does not offer the option of remote participation. For further information, please consult graduate student services at ccasgradserv@gwu.edu.
Students are expected to attend class in person. Should special permission for remote participation be granted, participants' video shall be turned on.

Use of Electronic Course Materials, Class Recordings, and Generative Artificial Intelligence

This course will not be recorded. If it were, the university would retain ownership of such recordings, and administrators would have the right to review them without informing faculty. If you need a recording for some reason, please discuss it privately with the instructor.

Students may use electronic course materials only for private personal use in connection with their academic program of study. Electronic course materials (or any recorded class sessions) should not be shared or used for non-course related purposes without express permission of the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. FERPA rules can be found here: https://compliance.gwu.edu/ferpa-faqs-faculty-and-staff

This course aims to teach you how to analyze and theorize. To accomplish this, all student writing must be completely original and documented. ChatGPT and other Generative Artificial Intelligence tools may **not** be used for written assignments in this course. Please review how to cite peer-reviewed and published work and what plagiarism/cheating is. Here is link to pertinent policies and ethics related to student conduct.

Writing
The **Writing** Center in Suite 103 of Gelman Library is also accessible on-line/via email. Appointments can be booked online at **gwu.mywconline**. It is a useful resource to help with all the mechanics and style of the writing process. It is essential to avoid plagiarism. You may not attribute someone else's work or ideas as your own (even if you worked on it together) or use someone's ideas without appropriate citations (even via ChatGPT). Your writing must contain full documentation – footnotes, endnotes or in-text "(author year page)" and complete bibliography (with DOIs, if available) -- when an author's ideas are presented, even if you paraphrase or do not quote the text word-for-word.

I am agnostic as to reference format so long as it contains complete information to allow one to trace the original source. If you have any questions, please ask.

Student Discussion Posts: Students are encouraged to post reactions to weekly readings on the Blackboard site. Feel free to engage, but please be gracious with differing opinions.

Logistics
If you cannot get into the building due to a GWorld issue, GWPD is located at 2145 G Street NW. The Sociology office phone number is 202-994-6345.

Classroom desktop computers
To log into the desktop in each classroom, you must use your netID and password (the same thing you use to log into your email, not the office CCAS cloud account and password.
GW IT and a listing of their business hours are here: support page.
For classroom or office technology issues (login, computer, etc.): GWIT 202-994-4948. Classrooms also have telephones to reach GWIT: dial 1.
If you are experiencing issues with classroom technology while class is in session, call 202-994-7900 for support. For **Blackboard related issues** please call GW ITL 202-994-0485 or email gwitl@gwu.edu

UNIVERSITY POLICIES

Quick links to University Resources: Academic Commons, Writing Center, Virtual Learning Resources, Community Counseling Services Center, Student Support, The Multicultural Student Services Center, Office of Diversity and Inclusion, Report a Bias Incident Online
Mental Health Counseling & Psychological Services: Anxiety Toolbox, Mental Health Discussion Series, Self-Care Tips, Emotional Wellbeing

Academic Integrity Code

Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the Code of Academic Integrity. If you have any questions about whether particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the University and may include a transcript notation. For more information, refer to the SRR website at studentconduct.gwu.edu/academic-integrity, email rights@gwu.edu, or call 202-994-6757.

University policy on observance of religious holidays

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see provost.gwu.edu/policies-procedures-and-guidelines.

Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Contact Disability Support Services at

disabilitysupport.gwu.edu if you have questions or need assistance in accessing electronic course materials.

Academic support

Academic Commons
Academic Commons is the central location for academic support resources for GW students. To schedule a peer tutoring session for a variety of courses visit go.gwu.edu/tutoring. Visit academiccommons.gwu.edu for study skills tips, finding help with research, and connecting with other campus resources. For questions email academiccommons@gwu.edu.

GW Writing Center
GW Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at gwu.mywconline.

Support for students in and outside the classroom

Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at disabilitysupport.gwu.edu to establish eligibility and to coordinate reasonable accommodations.

Student Health Center 202-994-5300, 24/7
The Student Health Center (SHC) offers medical, counseling/psychological, and psychiatric services to GW students. More information about the SHC is available at healthcenter.gwu.edu. Students experiencing a medical or mental health emergency on campus should contact GW Emergency Services at 202-994-6111, or off campus at 911.

GW Campus Emergency Information
GW Emergency Services: 202-994-6111
For situation-specific instructions, refer to GW's Emergency Procedures guide.

GW Alert
GW Alert is an emergency notification system that sends alerts to the GW community. GW requests students, faculty, and staff maintain current contact information by logging on to alert.gwu.edu. Alerts are sent via email, text, social media, and other means, including the Guardian app. The Guardian app is a safety app that allows you to communicate quickly with GW Emergency Services, 911, and other resources. Learn more at safety.gwu.edu.

Protective Actions

GW prescribes <u>four protective actions</u> that can be issued by university officials depending on the type of emergency. All GW community members are expected to follow directions according to the specified protective action. The protective actions are **Shelter, Evacuate, Secure, and Lockdown** (details below). Learn more at <u>safety.gwu.edu/gw-standard-emergency-statuses</u>.

<u>Shelter</u>
- Protection from a specific hazard
- The hazard could be a tornado, earthquake, hazardous material spill, or other environmental emergency.
- Specific safety guidance will be shared on a case-by-case basis.
  Action:
  - Follow safety guidance for the hazard.

<u>Evacuate</u>
- Need to move people from one location to another.
- Students and staff should be prepared to follow specific instructions given by first responders and University officials.
  Action:
  - Evacuate to a designated location.
  - Leave belongings behind.
  - Follow additional instructions from first responders.

<u>Secure</u>
- Threat or hazard <u>outside</u> of buildings or around campus.
- Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.
  Action:
  - Go inside and stay inside.
  - Activities inside may continue.

<u>Lockdown</u>
- Threat or hazard with the potential to impact individuals <u>inside</u> buildings.
- Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.
  Action:
  - **Locks, lights, out of sight**
  - **Consider Run, Hide, Fight**

SYLLABUS

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PART ONE: Homelessness

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August 28 Introduction: Home and Homelessness
*Questions for class discussion***:** *What is home? Why do we use the label "home-lessness'? Is it better to refer to the unhoused or houselessness?*
Why is homeownership preferred to renting?

Hilary Silver. 2020. The Home and Homelessness. Arts of the Working Class (Special Issue no. 5): pp. 24-25.

Jeremy Waldron. 1991. Homelessness and the Issue of Freedom. UCLA Law Review 39: 295-324.

September 4 History of Homelessness
Discuss: Is homelessness worse today than in the past?

Eoin O'Sullivan. 2023. Historical Perspectives on Homelessness. Ch 3 in Joanne Bretherton and Nicholas Pleace, eds. The Routledge handbook of homelessness. New York: Routledge. ISBN 9781351113113 Electronic reserves

Kim Hopper. 2002. Reckoning with Homelessness, Cornell University Press, chs. 2 From Almshouse to Shelter.

Kenneth Kusmer, Down & Out, On the Road: The homeless in American history. Oxford University Press, 2001, ch. 1.

David Snow and Leon Anderson, "Street People." Contexts 2, 1 (Winter 2003): 12-17.
http://www.contextsmagazine.org/content_vol2-1.php

September 11 Definitions, Measures, Counts, Characteristics
How and why do we count the homeless?
Who is more likely to experience homelessness?

Tanya de Sousa, Alyssa Andrichik, Ed Prestera, Katherine Rush, Colette Tano, and Micaiah Wheeler, Abt Associates. 2023. The 2023 Annual Homeless Assessment [AHAR] Report to Congress: Part 1 Point-in-Time Estimates of Homelessness. Washington: U.S. Department of Housing and Urban Development, Office of Community Planning and Development, December. *Read pp. iii-iv, vii-xi, 1-18 and then choose a chapter on one sub-population*

Meghan Henry, Adam Travis, Victoria Lopez, and Colette Tano, Abt Global. 2024. The 2022 Annual Homeless Assessment [AHAR] Report to Congress: Part 2: Annual Estimates of Sheltered Homelessness in the United States. Washington: U.S. Department of Housing and Urban Development, Office of Community Planning and Development, May. *Read: Section A: A6-A11; Section B Broader Perspectives on Housing Instability and Homelessness*.

Dan Treglia and Dennis Culhane, Defining and Counting Homelessness, ch. 4 in Joanne Bretherton and Nicholas Pleace, eds. 2023. The Routledge handbook of homelessness. New York: Routledge. ebook ISBN 9781351113113

Marybeth Shinn and Jill Khadduri. 2020. In the Midst of Plenty: Homelessness and What To Do About It. Wiley-Blackwell. ISBN 978-1-405-18125-9 Read chs. 1-2 Who, Causes
https://ebookcentral.proquest.com/lib/gwu/detail.action?docID=6027999

Gregg Colburn and Clayton Page Aldern. 2022. Homelessness is a Housing Problem: How Structural Factors Explain U.S. Patterns. University of California Press, ch. 2 Evidence
https://go.openathens.net/redirector/gwu.edu?url=https%3A%2F%2Fwww.jstor.org%2Fstable%2Fj.ctv2kx88m9

Jeffrey Olivet, Catriona Wilkey, Molly Richard, Marc Dones, Julia Tripp, Maya Beit-Arie, Svetlana Yampolskaya, Regina Cannon. 2021. Racial Inequity and Homelessness: Findings from the SPARC Study. The ANNALS of the American Academy of Political and Social Science 693 Issue 1: 82–100.

UCSF's Margot Kushel, MD and Tiana Moore. 2023. Toward a New Understanding: The California Statewide Study of People Experiencing Homelessness. Benioff Homelessness and Housing Initiative, UCSF Division of Health Equity and Society, June. https://homelessness.ucsf.edu/resources/reports/toward-new-understanding-statewide-study-people-experiencing Executive Summary of the largest representative study of homelessness

Recommended:
Daniel Soucy, Makenna Janes, and Andrew Hall. 2024. State of Homelessness: 2024 Edition. Washington: National Alliance to End Homelessness. https://endhomelessness.org/homelessness-in-america/homelessness-statistics/state-of-homelessness/

National Low-Income Income Housing Coalition. 2024. Out of Reach: The High Cost of Housing. Washington: NLIHC, pp. 1-14.

September 18: Causes of Homelessness
Teresa Gowan. 2010. Hobos, Hustlers, and Backsliders: Homeless in San Francisco. University of Minnesota Press. Pp. xii-xiv Introduction: Sin, Sickness and the System

Joanne Bretherton and Nicholas Pleace. 2023. Causation. ch. 3 (and Ch 7 Nicholas Pleace, COVID-19) in Joanne Bretherton and Nicholas Pleace, eds. The Routledge handbook of homelessness. New York: Routledge. ebook ISBN 9781351113113

Gregg Colburn and Clayton Page Aldern. 2022. Homelessness is a Housing Problem: How Structural Factors Explain U.S. Patterns. University of California Press , ch. 5 Market
https://go.openathens.net/redirector/gwu.edu?url=https%3A%2F%2Fwww.jstor.org%2Fstable%2Fj.ctv2kx88m9

Chris Glynn and Melissa Allison. 2017. Rising Rents Mean Larger Homeless Population.
https://www.zillow.com/research/rents-larger-homeless-population-16124/

Katherine Levine Einstein, Maxwell Palmer, and David M. Glick. 2019. Who Participates in Local Government? Evidence from Meeting Minutes. Perspectives on Politics 17, 1: 28-46.

Emily Badger. 2016. The basic reason why there just isn't enough decent housing for the poor. Washington Post (July 26).
https://www.washingtonpost.com/news/wonk/wp/2016/07/26/the-basic-reason-why-there-just-isnt-enough-decent-housing-for-the-poor/

September 25: **Sub-groups of the Homeless: Migrants, Vets, …**
Student presentations of sub-group papers

October 2 The Human Experience of Homelessness
No class. Homework Assignment: watch <u>one </u>of the following films and post a review to Blackboard Discussion Board indicating what one learns from it about homelessness.

Library-licensed films are available in the library's catalog from go.gwu.edu/streamingmedia. Some films unavailable via the catalog may be linked in the Electronic Reserves Section in Blackboard. [Course Builder Access instructions found here https://library.gwu.edu/course-builder-access-blackboard.]

The Invisible Class by Josh Hayes
Screening info: https://www.theinvisibleclass.com/screeninginfo

Hilary Silver, Direction Home https://www.youtube.com/watch?v=GS8hoRwk6Kw

Oren Moverman, Time Out of Mind (2014)
https://www.youtube.com/watch?v=L09lqYYw2yc

Marc Singer, Dark Days https://www.youtube.com/watch?v=cTNeG9m_3Uw

Elizabeth Lo, Hotel 22 https://www.youtube.com/watch?v=c9BEbWu8Ygc

When I Came Home on homeless veterans. Trailer:
https://www.youtube.com/watch?v=ufJ_-ktwxjM

On the Streets Los Angeles https://www.youtube.com/watch?v=WUsJcPc8g0A

Midnight Cowboy https://wrlc-gwu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma99186468100104107&context=L&vid=01WRLC_GWA:live&lang=en&adaptor=Local%20Search%20Engine&query=any,contains,midnight%20cowboy

Nomadland (2020) based on Jessica Bruder's 2017 Nomadland: Surviving American in the 21st Century. New York: WW Norton. https://www.imdb.com/title/tt9770150/

Homeless to Harvard: the Liz Murray story
https://www.youtube.com/watch?v=O0vbIvUSVaA

The Pruitt-Igoe Myth http://www.pruitt-igoe.com/

East Lake Meadows (2018) by Ken Burns. https://www.pbs.org/kenburns/east-lake-meadows/ History of Atlanta Public Housing, featuring Lawrence Vale, Ed Goetz, Mary Pattillo, Mario Small, Richard Rothstein.

Richard Rothstein, Segregated By Design https://www.segregatedbydesign.com/
Based on his 2017 The Color of Law: A Forgotten History of How Our Government Segregated America. WW Norton.

John Oliver, Evictions. https://www.youtube.com/watch?v=R652nwUcJRA
John Oliver on Rent https://www.youtube.com/watch?v=L4qmDnYli2E
John Oliver on Housing Discrimination https://www.youtube.com/watch?v=_-0J49_9lwc

Conor Dougherty, Golden Gates: Fighting for Housing in America. Penguin 2020.
https://www.youtube.com/watch?v=H2yOZ0gk0Xo

Marc Andreessen, It's Time to Build https://a16z.com/2020/04/18/its-time-to-build/
https://www.vox.com/2020/4/22/21228469/marc-andreessen-build-government-coronavirus

October 9: Sin Talk: Criminalization of Homelessness
Squatting, Encampments, Evictions, Sweeps, and Fair Chance Ordinances
Does criminalizing behaviors while homeless prolong homelessness?

SUPREME COURT OF THE UNITED STATES, CITY OF GRANTS PASS, OREGON v. JOHNSON ET AL., No. 23–175. Argued April 22, 2024—Decided June 28, 2024

Hanna Love and Thea Sebastian. 2024. Safe places and safe sleeping: Cost-effective and humane recommendations for local leaders after Grants Pass. Brookings July 16. https://www.brookings.edu/articles/safe-places-and-safe-sleeping-cost-effective-and-humane-recommendations-for-local-leaders-after-grants-pass/

Marisa Kendall. 2024. 'We gotta be somewhere': Homeless Californians react to Newsom's crackdown. CalMatters August 12, 2024 podcast: https://calmatters.org/housing/homelessness/2024/08/homeless-encampments-sweep-reax/

National Homeless Law Center on Homelessness and Poverty. 2020. Housing, Not Handcuffs 2019. Washington. https://nlchp.org/housing-not-handcuffs-2019/

Chris Herring. 2014. The New Logics of Homeless Seclusion: A Comparative Study of Large-Scale Homeless Encampments in the Western US. City & Community 13(4): 285-309 OR
Rebecca Cohen, Will Yetvin, & Jill Khadduri. 2018. Understanding Encampments of People Experiencing Homelessness and Community Responses: Emerging Evidence as of Late 2018. Abt Associates for HUD, pp. 1-7.

Batko, Samantha, Sarah Gillespie, Katrina Ballard, Mary Cunningham, Barbara Poppe, and Stephen Metraux. 2020. Alternatives to Arrests and Police Responses to Homelessness: Evidence-Based Models and Promising Practices. Washington, DC: Urban Institute.

Sarah Esther Lageson. 2020. How criminal background checks lead to discrimination against millions of Americans. Washington Post (July 10). OR
Digital Punishment: Privacy, Stigma, and the Harms of Data-Driven Criminal Justice. https://www.washingtonpost.com/opinions/2020/07/10/personal-data-industry-is-complicit-bad-policing-it-must-be-held-accountable/

Brianna Remster. 2021. Homelessness among Formerly Incarcerated Men: Patterns and Predictors. Annals of the American Academy of Political & Social Science 693,1:141-57 OR
Claire W. Herbert, Jeffrey D. Morenoff, and David J. Harding. 2015. Homelessness and Housing Insecurity Among Former Prisoners. RSF: The Russell Sage Journal of the Social Sciences 1, 2: 44-79
OR

David Harding, Jeffrey Morenoff, and Claire Herbert. 2013. Home Is Hard to Find: Neighborhoods, Institutions, and the Residential Trajectories of Returning Prisoners. The Annals of the American Academy of Political and Social Science 647, 1: 214-236.
OR
David J. Harding and Heather M. Harris. 2020. After Prison: Navigating Adulthood in the Shadow of the Justice System. New York: Russell Sage Foundation, ch. 6 Residential Stability by Keunbok Lee

New York's 2024 Fair Chance for Housing Act. https://www.coalitionforthehomeless.org/the-fair-chance-for-housing-act-a-victory-for-housing-equity-in-nyc/

October 16 International perspectives on homelessness and Housing First
Is it worse to be homelessness in the US than in other countries? In what ways?

Alex Schwartz. 2021. Housing Policy in the United States, 4th. ed. Routledge, ch. 13

Select one country from Section 4 "International experience of homelessness" chs. 24-40 in Joanne Bretherton and Nicholas Pleace, eds. 2023. The Routledge handbook of homelessness. New York: Routledge. ebook ISBN 9781351113113

FEANTSA and Foundation Abbé-Pierre. 2023. Eighth Overview of Housing Exclusion in Europe. Brussels: July, chs. 1, 4.

Suzanne Speak and Graham Tipple. 2006. Perceptions, Persecution and Pity: The Limitations of Interventions for Homelessness in Developing Countries. International Journal of Urban and Regional Research 30, 1: 172-88.

Deborah Padgett, Benjamin Henwood, and Sam Tsemberis. 2015. Housing First: Ending Homelessness, Transforming Systems, and Changing Lives. Oxford University Pr, ch. 8

PART TWO: Housing Policy

October 23 Housing Markets and Low-Income Housing Policy

Katrin B. Anacker. 2024. Housing in the United States: The Basics. Routledge. https://ebookcentral.proquest.com/lib/gwu/detail.action?docID=31178022
Part II. Housing Policy in the United States. 7. Introduction: the Importance of Housing Policy. 8. Urban Housing Policy and Owner-Occupied Housing and the Great Depression, the Civil Rights Era, and the Great Recession. [skim ch 9. Urban Housing Policy and Owner-Occupied Housing.] 10. Urban Housing Policy and Renter-Occupied Housing.

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12/4-11 December 11 is Make-up Day - final presentations
12/13 paper due by 11:59pm