



<https://www.youtube.com/watch?v=THxtcWNw3QA>

Full Summer Term 2020
May 28 to August 6, 2020

UTK INSC 590: The Role of Libraries in Addressing Homelessness and Poverty
The School of Information Sciences
University of Tennessee

Class Meetings: Thursdays 6:30 to 9:10 p.m., Synchronous, online, using Zoom
Zoom Meeting I.D./link: <https://tennessee.zoom.us/j/91589744803>

UTK Syllabus, Provost's office: <https://teaching.utk.edu/the-syllabus/>

Instructor: Julie Ann Winkelstein, PhD, MLIS

Instructor web page:

<https://sis.utk.edu/profile?smid=5407>

Office hours: By appointment/virtual (Pacific Time)

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SIS office

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COURSE INFORMATION

Catalog description:

This course provides an in-depth look at homelessness and poverty and the role of libraries in addressing these social realities. Topics include: Background on why this role is appropriate for libraries; facts about the experience of homelessness in the United States, and how to access relevant statistics; related terms, such as: trauma-informed care, harm reduction, cultural humility, social capital, and associated social service terms. Also included are challenges and barriers for libraries and their unstably housed patrons; stereotypes of homelessness and libraries; how people experiencing homelessness are using libraries; mental and physical health; staff "burnout"; library procedures and public conduct policies; the impact of social inequities; specific examples of what libraries are doing; short term and long term actions libraries can take; and, libraries as active and meaningful partners in meeting community challenges. This class concludes with an action plan project that can serve as a guide for future librarians and those who are currently working in libraries.

Additional information:

This course for information professionals provides a broad introduction to the topic of public libraries, homelessness and poverty. For ease of teaching, this subject has been broken down into sub-groups, but of course many of these groups overlap and we'll be talking about this overlap. The role of public libraries in addressing societal challenges like these is one that hasn't received much specific attention in library schools and this fact has left many who are

addressing these challenges on a daily basis without the necessary vocabulary, background and tools. It is hoped this course will provide opportunities for acquiring skills that will be of use to all who work in libraries.

STUDENT LEARNING OUTCOMES

Students who complete this course will be able to demonstrate an understanding of:

- Homelessness and poverty facts and statistics in the United States, including related vocabulary and language
- The specific needs of those experiencing homelessness and poverty
- The range of ways people experiencing homelessness and poverty are using libraries
- Why this is an appropriate topic for libraries to be considering
- Barriers to library services and how to address them
- Specific examples of how libraries are addressing homelessness and poverty
- Concrete actions libraries can take to address homelessness and poverty in their communities
- The critical role of partnerships in addressing homelessness and poverty
- Libraries addressing homelessness in an emergency situation, such as COVID-19
- How to create an action plan that can be used as a guide in addressing homelessness and poverty

METHOD OF INSTRUCTION

- To take this course, you must have access to a computer with high speed Internet access and you must use a UTK email account. You may use your own personal computer or you may use the computers available in the various campus libraries or computer labs.
- We use Zoom software for our online class meetings. A link to the Zoom sessions and the Zoom meeting ID is available on our Canvas site.
- Canvas is used for many course management tasks. We'll use interactive tools, such as the Discussion Boards. Each week's materials will be posted in a separate weekly module, which can be found under the Modules link. In each module will be that week's PowerPoint slides, the list of readings and assignments for that week, and any other links or information.

INSTRUCTOR'S NOTE

The best way to contact me is through email. I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

My email is jwinkels@utk.edu and I check my email at least once a day, usually more often. I'll respond to your email as quickly as possible, most likely within 24 hours. I welcome your questions and if you are ever unsure of an assignment or want clarification, please ask. It's never a bother - I would much rather you ask me than have to wonder about something.

COMPUTING REQUIREMENTS AND RESOURCES

Requirements

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required). You must obtain a UT email account and subscribe to the SIS student listserv to insure you're made aware of course-related information. In addition, you must be able to download PowerPoint slides and create PowerPoint slides or the equivalent. UT students have free access to Office 365, including PowerPoint. More information is at: <https://oit.utk.edu/office365> , log in at <https://office365.utk.edu>

Be aware that one of the most often overlooked technical requirements is your Internet connection speed. If possible, try to have the strongest Internet connection available in your area.

Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: <https://sis.utk.edu/techintro/>
For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#).

COURSE DESIGN

This course uses readings, discussions, reflections, and assignments to delve deeply into the causes of homelessness and poverty and the ways in which libraries can play a role in addressing these social challenges. The course begins with an overview of concepts, such as marginalization, meaningful access, othering, and stigma, which will inform our work throughout the semester. Learning activities will include class lectures, in-class exercises, discussion forums, student presentations, in-class discussions, personal reflections, writings, guest speakers, readings, videos, real world observations and interactions, and a final project.

- The culmination of our class is a completed Action Plan, which will include working with a library, as well as with a local partner. We will be taking into account the impact of COVID-19 on creating your Action Plan.
- Our class meetings are synchronous and online, through Zoom, and they are 2 hours and 40 minutes long, with a break (usually about 10 minutes). Please prepare for each class by doing the readings and other related assignments before each class meeting.

TEACHING PHILOSOPHY

My basic teaching philosophy is that you are in this class to learn more about homelessness, poverty and libraries, and it's my job to make it an interesting and thought-provoking journey. Together we'll be considering and discussing a range of ideas, some of which may be new to you. I encourage you to take advantage of being in this class by engaging with the materials, with your fellow classmates, and with me. I believe education is a process and that no matter where you start in that process, there is always more to learn.

Questions are highly encouraged – when in doubt about an assignment, a reading, a topic or

any other items related to the class, please ask.

REQUIRED TEXTS

There is no required textbook for this class. Class readings will be drawn from articles, websites and scanned readings. If you are unable to access any of the readings, please let me know so I can help.

PREPARATION OF WRITTEN WORK

- All sources must be cited, quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism. Please, please always use quotation marks and include citations, even if you think it's not necessary!
- Include on every submitted assignment: Your name, the date, the assignment name or title, and our class number (INSC 590) and please number the pages (lower right hand corner). A title page is only necessary for the final Action Plan, but of course you may use one for other writings if you prefer. Be sure to include your name so I can give you credit for the assignment!

LATE ASSIGNMENTS

If you are going to submit an assignment late, you **must** let me know at least 24 hours in advance. I try to be as flexible as possible, but late assignments may receive fewer points, depending on the situation and whether or not you notify me in advance.

Assignments should be submitted to the "assignments" area of Canvas and are due by 3 p.m. Eastern Time on the due date listed on the syllabus. If your assignment is not ready by the deadline:

- Before the due date, please send me an email informing me your assignment will be late.
- When it's ready, please submit it on Canvas and then be sure to let me know you've done that, so I can grade it.

STYLE GUIDES/DOCUMENTATION

APA is required for submitted assignments (not for discussion postings). I'll be briefly going over APA in our first class meeting, but if you're unfamiliar with it, I recommend using OWL (<https://owl.english.purdue.edu/owl/resource/560/01/>).

Other required formatting:

1" margins

Double spaced

12-point font

Page numbers in lower right hand corner

CLASS ATTENDANCE POLICY

Regular attendance is required and necessary. A portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as

possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance if at all possible
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Before the next class, email the instructor with your weekly report on one of the readings/videos

CLASS CANCELLATION

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for announcements via Canvas.

INCLEMENT WEATHER

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page of the campus website at <http://utk.edu>.”

SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Any student who feels they may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

Please let me know if there's any way I can be of assistance.

CIVILITY

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

CCI DIVERSITY STATEMENT

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it

recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

INSTRUCTOR STATUS AS A TITLE IX MANDATORY REPORTER

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu.

ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in the *Hilltopics Student Handbook*, <https://hilltopics.utk.edu/academics/> as: "Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present their own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work."

Students should abide by the **Honor Statement** described in the *Student Code of Conduct* <https://hilltopics.utk.edu/student-code-of-conduct>, section X:

"An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

PLAGIARISM

Plagiarism in any of its several forms is not acceptable, and attention to matters of documentation in all written work is expected and required. Using the work of others inadvertently due to a lack of understanding or knowledge is not an acceptable reason. Please pay attention to where you are finding your information and document everything, so it's easy to find again and cite correctly.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);

4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

If you are unsure of the nature of plagiarism, please consult the instructor or a guide for writing research reports. (Additional resources are available at

<http://www.lib.utk.edu/instruction/plagiarism>.)

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

ASSIGNMENTS AND GRADING

Rather than using letter grades for individual assignments, you will receive points for each assignment, based on the possible points for that assignment. I will also include comments along with the points. Your final grade will be based on total points earned/total possible points over the course of the semester.

Not counting extra credit, there are 1000 points possible for the semester. The following grading scale will be used to determine your final course grade:

| Points | Grade |
|---------------|--------------|
| 930-1000 | A |
| 900-929 | A- |
| 880-899 | B+ |
| 830-879 | B |
| 800-829 | B- |
| 780-799 | C+ |
| 700-779 | C |
| 600-699 | D |
| 599 or fewer | F |

Points accrued during the semester will be based on the following assignments. These assignments are due **by 3 p.m. Eastern Time on the date indicated:**

| Assignment | Points each | Number Required | Due Date (by 3 p.m. ET) |
|---|------------------|-----------------|---|
| Introduction (1.5 % of grade) | 15 | 1 | 6/4/2020 |
| Personal Note 1 (2 % of grade) | 20 | 1 | 6/4/2020 |
| Reflections (Altogether 12% of grade) | 30 | 4 | Throughout semester |
| Responses to classmates' posts (Altogether: 4% of grade) | 20 | 2 | As scheduled and within 2 weeks of each original posting. |
| Subscribe to listserv | 10 | 1 | 6/11/20 |
| Identify library | 10 | 1 | 6/18/20 |
| Identify partner | 10 | 1 | 6/25/20 |
| Local statistics (2.5% of grade) | 25 | 1 | 6/25/20 |
| Mid-semester survey (1.5% of grade) | 15 | 1 | 7/2/2020 |
| Action Plan proposal (2.5% of grade) | 25 | 1 | 7/9/2020 |
| Draft Action Plan (3% of grade) | 30 | 1 | 7/23/2020 |
| Interviews, field notes, etc. (12% of grade) | 120 | 1 | 7/30/2020 |
| Final Action Plan (40% of grade) | 400 | 1 | 8/6/2020 |
| Personal Note 2 (2 % of final grade) | 20 | 1 | 8/6/2020 |
| Participation/attendance (14% of grade) | 140 points total | 10 + | Weekly class attendance and participation, includes guest speaker evaluations |

This table identifies the MSIS Program Outcome addressed in course assignment(s):

| Assignment | MSIS Program Outcome |
|-------------|--|
| Action Plan | 3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations. |
| Action Plan | 4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society. |

ASSIGNMENT DETAILS

Below you'll find brief descriptions of the assignments. More details will be available on Canvas when they are assigned.

Introduction (15 points)

This is an opportunity to introduce yourself to your fellow students and the instructor. More details will be posted on Canvas.

Personal Notes (2@20 points each)

These Notes are at the beginning and end of the semester. More details will be available when they are assigned.

Reflections (4@30 points each)

Four of the weeks there will be a Reflection, which are short writings based on class materials, discussions or other prompts. More details about each one will be posted on Canvas when they are assigned.

Responses to fellow students' postings (2@20 points each)

Please read the postings of your classmates and post a thoughtful response to **two** of their posts. Each posting should be on a different topic. **These responses must be posted within two weeks of your classmate's original posting and by the due dates indicated on the Course Calendar.** Your response must be at least **150** words and should directly address their posting – by adding new information, by quoting from readings, the lectures or class discussions or by posing new questions based on their thoughts. Please make an effort to help us all ensure that every student gets a response and **include the word count at the end of your response!**

Mid-semester Survey (15 points)

This 2-question survey is a quick check-in with students to see how the semester is going. More details about the survey will be available when it's assigned.

Statistics (25 points)

This assignment is the first step in gathering information about homelessness statistics in your chosen community. More details will be available on Canvas when it's assigned.

Action Plan (400 points: 350 + 50)

The Action Plan is the final project for this class and represents 40% of the final grade. For this project, students will select a library and a local agency/organization/entity and will provide an in-depth plan for addressing some aspect of homelessness through libraries. More information about the Action Plan will be available on Canvas when it is assigned. The Action Plan is made up of two parts: The Action Plan itself and a PPT presentation that will be presented to the class and also submitted.

Action Plan Proposal (25 points)

You will be working on the Action Plan for most of the semester. This proposal is the first step in creating your Action Plan. More details about the Action Plan Proposal will be posted on Canvas.

Field Notes (120 points)

As part of your Action Plan, you will be interviewing stakeholders, such as library staff and representatives from local agencies or organizations. If the current pandemic allows, you will also be doing some field observations. More information about these notes will be posted on Canvas.

Draft Action Plan (30 points)

This is the draft of the final Action Plan. It is an opportunity to receive feedback on the Action Plan before submitting the final version.

Participation (140 points total)

Your participation grade is based on class attendance, speaker evaluations, as well as interactions in class and online discussions, postings, responses, etc.

Extra Credit

Throughout the semester, there will be some extra credit opportunities. More details about these will be posted on Canvas when they are offered.

WEEKLY ASSIGNMENTS

On the first day of the semester (May 28) and thereafter on each Thursday before class (by **noon Eastern Time**), the following will be uploaded into the appropriate weekly module on Canvas:

- PowerPoint slides for the current week's lecture
- Assigned readings and videos for the following week. Please complete that week's readings/viewings before each corresponding class meeting and be prepared to discuss them during class.
- Each week choose one of the readings and be prepared to comment specifically on it. What stood out? Why? You will be sharing these comments in class or in a discussion forum before a class meeting.

COURSE CALENDAR

Here’s our course calendar, including the class schedule. Specific readings/materials will be posted each week. Please complete these assigned readings/materials by class time each week and be prepared to discuss them. Each week you will also be asked to describe one reading/video that stood out for you and why. If there are any changes to this calendar, you will be notified in advance.

Note: Due are due by 3 p.m. Eastern Time on the date indicated (e.g., Personal Note 1 is due by 3 p.m. ET June 4)

| WEEK | DATES | TOPIC | READINGS/ASSIGNMENTS/DUE |
|------|-------------------|--|---|
| 1 | May 28 – June 3 | Welcome/Introductions Overview of course & syllabus, including APA Discuss Week 1 topics: <ul style="list-style-type: none"> Homelessness/related concepts/vocabulary Identity | Assigned <ul style="list-style-type: none"> Week 2 Readings/materials Introduction Personal Note 1 |
| 2 | June 4 – June 10 | Discuss Week 2 materials: <ul style="list-style-type: none"> Mental health, single adults, veterans, social workers in libraries Hostile design “Homeless at the End” Trauma-informed care (TIC) Guest speaker: Elissa Hardy and possible second speaker | Due June 4: <ul style="list-style-type: none"> Introduction Personal note 1 Assigned: <ul style="list-style-type: none"> Week 3 Readings/materials Reflection 1: Hostile Design Subscribe to related online newsletter/listserv and post your choice Action Plan Field Notes + interviews + sources for Action Plan Identify library & post to discussion forum |
| 3 | June 11 – June 17 | Discuss Week 3 materials: <ul style="list-style-type: none"> LGBTQ+ youth/youth/ juvenile legal system + foster system The impact of racism Guest speaker: Lisa Harris | Due June 11: <ul style="list-style-type: none"> Reflection 1: Hostile Design Subscribe to related online newsletter/listserv & post Assigned: <ul style="list-style-type: none"> Reflection 2: Dream Plan Week 4 Readings/materials Identify local partner & post |
| 4 | June 18 – June 24 | Discuss Week 4 materials: <ul style="list-style-type: none"> Homelessness & schools/colleges Digital equity Guest speaker: Pat Popp | Due June 18: <ul style="list-style-type: none"> Reflection 2: Dream Plan Identify library & post Assigned: <ul style="list-style-type: none"> Week 5 Readings/materials |

| | | | |
|----|--------------------|--|---|
| | | | <ul style="list-style-type: none"> Local statistics |
| 5 | June 25 – July 1 | Discuss Week 5 materials: <ul style="list-style-type: none"> Families with children ACES Guest speaker: Vikki Terrile | Due June 25: <ul style="list-style-type: none"> Local statistics Identify local partner & post Assigned: <ul style="list-style-type: none"> Week 6 Readings/materials Mid-semester survey Action Plan Proposal |
| 6 | July 2 – July 8 | No class meeting | Due July 2: <ul style="list-style-type: none"> Mid-semester survey Response 1 Assigned: <ul style="list-style-type: none"> Week 7 Readings/materials Reflection 3: Welcoming Draft Action Plan |
| 7 | July 9 – July 15 | Discuss Week 6 and 7 readings: <ul style="list-style-type: none"> What libraries are doing IFLA Guidelines Poverty/housing/employment/rural homelessness Guest speaker: Pamela Twiss | Due July 9: <ul style="list-style-type: none"> Reflection 3: Welcoming Action Plan Proposal Assigned: <ul style="list-style-type: none"> Week 8 Readings/materials Reflection 4: Training |
| 8 | July 16 – July 22 | Discuss Week 8 materials: <ul style="list-style-type: none"> Health/persons with disabilities Universal Design Ageism Guest speaker: Carrie Banks | Assigned: <ul style="list-style-type: none"> Week 9 Readings/materials |
| 9 | July 23 – July 29 | Discuss Week 9 materials: TBD Guest speaker: Rana Zakaria/Human Trafficking | Due July 23: <ul style="list-style-type: none"> Response 2 Draft Action Plan Reflection 4: Training Assigned: <ul style="list-style-type: none"> Week 10 Readings/materials |
| 10 | July 30 – August 5 | Discuss Week 10 materials: <ul style="list-style-type: none"> Community courts Guest speaker: Francis Adewale | Due July 30: <ul style="list-style-type: none"> Field notes + interview + sources for Action Plan Assigned: <ul style="list-style-type: none"> Week 11 Readings/materials Personal Note 2 |
| 11 | August 6 | Action Plan presentations | Due August 6: <ul style="list-style-type: none"> Action Plan Personal Note 2 |