



Fall Term 2022
August 24 to December 7, 2022
UTK INSC 590: The Role of Libraries in Addressing Youth Homelessness
The School of Information Sciences
University of Tennessee

Class Meetings: Tuesdays 6:30 to 9:10 p.m. Eastern Time, synchronous, online, using Zoom
Zoom Meeting I.D./link: <https://tennessee.zoom.us/j/94427057313>

Instructor: Julie Ann Winkelstein, PhD, MLIS

Email: jwinkels@utk.edu

Office hours: By appointment/virtual
(Pacific Time)

Instructor web page:

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

SIS Office Information

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Welcome to our class! I look forward to working with you.

COURSE INFORMATION

Catalog description:

This course provides an in-depth look at youth housing and food insecurity 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 youth homelessness in the United States, and how to access relevant statistics; related terms, such as: trauma-informed care, harm reduction, cultural humility, social capital, McKinney-Vento, and associated social service terms. Also included are challenges and barriers for libraries and their unstably or unhoused youth community members; stereotypes of homelessness and libraries; how youth 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 an overview of the topic of libraries and

unaccompanied youth homelessness/home-free youth. For ease of teaching, this subject has been broken down into various 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 home-free youth is one that hasn't received much specific attention in library schools and this fact has left many who are addressing these opportunities on a daily basis without the necessary vocabulary, background and tools. It is hoped this course will provide resources and 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:

- Youth homelessness facts and statistics in the United States, including related vocabulary and language
- Basics about the factors that lead to youth homelessness and food insecurity
- The specific needs of youth experiencing homelessness and food insecurity
- The range of ways youth experiencing homelessness and food insecurity 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 youth homelessness and food insecurity
- Concrete actions libraries can take to work with home-free youth in their communities
- The critical role of partnerships in addressing youth homelessness
- Libraries addressing youth homelessness in an emergency situation, such as COVID-19
- How to create an action plan that can be used as a guide in working with partners and unhoused youth

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, including a link to the class recording.

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 the 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. If you are able to get to a library, your library may have a fast connection speed.

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, guest speakers, assignments and in-class exercises to delve deeply into the causes of youth homelessness and food insecurity and the ways in which libraries can play a role in making a difference in the lives of the youth. 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 possible ongoing 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 youth homelessness 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, videos and scanned readings. If you are unable to access any of the materials, 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" module on Canvas and are due by 5 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 that are attachments (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.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guid)

[e/general format.html](#)).

Other required formatting for attached documents:

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 the class recording
- Obtain notes, handouts, etc. from Canvas
- Be prepared to email the instructor with a report on one of the weekly resources

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.

Disabilities that may Impede Learning

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.

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/>.

We'll be talking more about the concept of civility in our class.

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.

We'll be talking more about the concept of diversity in our class.

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://studentconduct.utk.edu/standards-of-conduct-overview>, section 11.1:

"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

<https://libguides.utk.edu/scholarlypublishing/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.

Incompletes

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of I (Incomplete) is reserved for emergencies that prevent the student from completing the course on time.

Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to ensure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

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

Note: According to the UTK SIS grading guidelines, a grade of “D” or “F” cannot be used to satisfy degree requirements.

Points accrued during the semester will be based on the following assignments. These assignments are due **by 5 p.m. Eastern Time on the date indicated:**

Assignment	Points	Number	Due Date (by 5 p.m. ET)
Introduction	10	1	8/30/2022
Personal Note 1	15	1	8/30/2022
Statistics	30	1	9/6/212
Weekly responses	12	10	Throughout semester
Hostile Design	35	1	9/13/22
Responses	10	2	As scheduled
Identify library	0	1	9/13/22
Questions for guest speakers	10	2	Varies
News article	50	1	9/27/22
Identify partner	0	1	10/4/22
Assignment 2 of 5: #1	50	1	10/11/22
Mid-semester survey	10	1	10/18/22
Assignment 2 of 5: #2	50	1	10/25/22
Action Plan proposal	0	1	11/1/22
Field notes, interviews, etc.	100	1	11/29/22
Action Plan PPT	50	1	12/6/22
Action Plan	350	1	12/6/22
Personal Note 2	15	1	12/6/22
Participation/attendance	75	1	Weekly class attendance and participation

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 (10 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@15 points each)

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

Responses to fellow students' postings (2@10 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 **100** 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!**

Hostile Design (35 points)

For this assignment you will be looking at public space and how welcoming it is. More details will be posted on Canvas.

News Articles (50)

For the news assignment you will be analyzing two news article that mention homelessness. More details will be available on Canvas.

Mid-semester Survey (10 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.

Two of Five (100 points total)

For this assignment, you'll be choosing 2 assignments from a list of 5. More details will be available on Canvas when it's assigned.

Statistics (30 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 at least one local agency/organization/entity and will provide an in-depth plan for addressing some aspect of youth 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.

Interviews/Field Notes/Sources (100 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.

Participation (75 points total)

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

Extra Credit

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

WEEKLY MATERIALS

On the first day of the semester (August 30) and thereafter on each Tuesday before class (by **4 p.m. Eastern Time**), the following will be uploaded into the appropriate weekly module on Canvas:

- PowerPoint slides for the current week's lecture (except Week 1)
- 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/viewings 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 the 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 5 p.m. Eastern Time** on the date indicated (e.g., **Personal Note 1** is due **by 5 p.m. ET August 30**)

Also: Over the course of the semester, assignments will be posted in the Assignments folder, where you can see the assignments and their due dates and where to post them.

WEEK	DATES	TOPICS	ASSIGNED/DUE
1	August 24 – August 29	<ul style="list-style-type: none"> No class meeting 	Assigned: <ul style="list-style-type: none"> Week 2 readings/materials Introduction Personal Note 1
2	August 30 – September 5	Discuss Week 2 topics: <ul style="list-style-type: none"> Welcome/Introductions Review of course & syllabus, including APA Assignments/introduction of Action Plan Importance of language Overview of homelessness Hostile design In-class exercise 	Assigned: <ul style="list-style-type: none"> Week 3 readings/materials Questions for speakers Statistics Hostile Design Action Plan Field Notes + interviews + sources Due August 30: <ul style="list-style-type: none"> Introduction Personal note 1
3	September 6 – September 12	Discuss Week 3 materials: <ul style="list-style-type: none"> Vocabulary/terms ACES Multiple factors leading to youth homelessness Criminalization of homelessness Needs What libraries are doing: Partnerships In-class exercise Guest speakers: Tracie Randolph & Rachell Frazian (recorded)	Assigned: <ul style="list-style-type: none"> Week 4 Readings/materials Identify library & post Analysis of news articles Rachell Frazian recording Due September 6: <ul style="list-style-type: none"> Week 3 materials report Statistics
4	September 13 – September 19	Discuss Week 4 materials: <ul style="list-style-type: none"> Action Plan: Details What libraries are doing: Staff training Using libraries Barriers in libraries 	Assigned: <ul style="list-style-type: none"> Week 5 Readings/materials Assignment: 2 of 5 Due September 13: <ul style="list-style-type: none"> Week 4 materials report

		<ul style="list-style-type: none"> In-class exercise <p>Guest speaker: Bekah Smith</p>	<ul style="list-style-type: none"> Hostile Design Identify library & post
5	September 20 – September 26	<p>Discuss Week 5 materials:</p> <ul style="list-style-type: none"> Indigenous youth homelessness Rural homelessness Digital equity Asset Based Community Development <p>Guest speaker: Claire Badali and TBD</p>	<p>Assigned:</p> <ul style="list-style-type: none"> Week 6 materials Action Plan Proposal Identify partner(s) & post <p>Due September 20:</p> <ul style="list-style-type: none"> Week 5 materials report
6	September 27 – October 3	<p>Discuss Week 6 materials:</p> <ul style="list-style-type: none"> LGBTQ+ youth Representation of homelessness/home in literature Small groups: Action Plans <p>Guest speaker: TBD</p>	<p>Assigned:</p> <ul style="list-style-type: none"> Week 7 materials <p>Due September 27:</p> <ul style="list-style-type: none"> Week 6 materials report Classmate response 1 Analysis of news articles
7	October 4 – October 10	<p>Discuss Week 7 materials:</p> <ul style="list-style-type: none"> Education (middle/high school) McKinney-Vento <p>Guest speaker: TBD</p>	<p>Assigned:</p> <ul style="list-style-type: none"> Week 8 materials <p>Due October 4:</p> <ul style="list-style-type: none"> Week 7 materials report Identify local partner & post
8	October 11 – October 17	<p>Discuss Week 8 materials:</p> <ul style="list-style-type: none"> Colleges/universities Trauma-informed services <p>Guest speaker: Marcy Stidum and TBD</p>	<p>Assigned:</p> <ul style="list-style-type: none"> Week 9 materials <p>Due October 11:</p> <ul style="list-style-type: none"> Week 8 materials report Assignment 2 of 5, #1
9	October 18 – October 24	<p>Discuss Week 9 materials:</p> <ul style="list-style-type: none"> Mental and physical health Disabilities What libraries are doing: Universal design <p>Guest speaker: TBD</p>	<p>Assigned:</p> <ul style="list-style-type: none"> Week 10 materials <p>Due October 18:</p> <ul style="list-style-type: none"> Week 9 materials report Mid-semester survey
10	October 25 – October 31	<p>Discuss Week 10 materials:</p> <ul style="list-style-type: none"> Incarceration/juvenile legal system What libraries are doing: Services in carceral settings <p>Guest speakers: Jenny Rogers & Lisa Harris</p>	<p>Assigned:</p> <ul style="list-style-type: none"> Week 11 materials <p>Due October 25:</p> <ul style="list-style-type: none"> Week 10 materials report Assignment 2 of 5, #2
11	November 1 – November 7	<p>Discuss Week 11 materials:</p> <ul style="list-style-type: none"> Foster system Intimate partner violence Human trafficking <p>Guest speakers: Rana Zakaria, Lisa Bolton, Jamie Lee Evans</p>	<p>Assigned:</p> <ul style="list-style-type: none"> Week 12 materials <p>Due November 1:</p> <ul style="list-style-type: none"> Week 11 materials report Action Plan proposal
12	November 8 –	Discuss Week 12 materials:	Assigned:

	November 14	<ul style="list-style-type: none"> • Host homes • Direct cash payments • Action Plans: Small groups Guest speaker: TBD	<ul style="list-style-type: none"> • Week 13 materials Due November 8: <ul style="list-style-type: none"> • Week 12 materials report • Classmate response 2
13	November 15 – November 21	<ul style="list-style-type: none"> • Tiny homes • Voting • Restorative justice Guest speaker: TBD	Due November 15: <ul style="list-style-type: none"> • Week 13 materials report
14	November 22 – November 28	No class <ul style="list-style-type: none"> • Video week! 	Assigned: <ul style="list-style-type: none"> • Videos
15	November 29 – December 5	<ul style="list-style-type: none"> • Vocational awe/staff burnout • Final thoughts 	Due November 29 <ul style="list-style-type: none"> • Video report • Field notes + interview + sources for Action Plan • Personal Note 2
16	December 6	Action Plan PPT Presentations Last class!	Due December 6: <ul style="list-style-type: none"> • Action Plan PPT • Action Plan