Colloquium Focus: Serving and Learning with People Experiencing Homelessness

As the colloquium title implies, we will learn with people without homes and establish a dialogue with them rather than acting on preconceived notions and stereotypes. With a focus on service-learning, Honors College students will engage in a broad examination of the nature of homelessness through an analysis of relevant literature, research, and theory. Students will evaluate the local homeless needs of Atlanta, learn from guest speaker presentations, and positively impact the local community through service. Hands-on service projects will engage students to serve with people experiencing homelessness at Central Outreach & Advocacy or HOPE Atlanta. Each service experience can be tailored to fit with each student’s major. In addition, advocacy projects are encouraged through this colloquium.

This course syllabus provides a general plan for the course, and the instructor reserves the right to deviate from this plan if necessary.

**COURSE OBJECTIVES**

Students in the course will:

- Analyze and critique scholarship on service-learning;
- Evaluate community needs and participate in a service-learning project at a local homeless shelter;
- Engage in dialogue and discuss sociocultural factors that contribute to societal problems and inequities;
- Reflect and share learning through discussions, guest speakers, conversations with homeless people, student presentations, and writing.

**HONORS COLLEGE MISSION AND VISION**

Mission: Engage a diverse and talented community of undergraduate scholars in experiences that prepare them for a lifetime of achievement.

Vision: Be a national model Honors College that develops undergraduate scholars into global citizens whose accomplishments and contributions to society are recognized throughout their lives.

**Learning Opportunities and Assessments**

- **Conversation Reflection**—Reflect on a conversation you had with at least one homeless person. We will discuss details and possible conversation points during the colloquiums. The Conversation Reflection (2-3 pages, Times Roman, Double Spaced, 1-inch margins) will count 20% of the final grade. **Due November 14.**

- **Service-Learning/Advocacy**—Each student will participate in service-learning through Central Outreach & Advocacy Center, HOPE Atlanta or other approved agency/organization. Participation in the service-learning/advocacy project will count 40% of the final grade.

- **Reflections**—The final reflective paper (4-5 pages, Times Roman, Double Spaced, 1-inch margins) should include connections to assigned readings and summarize your service-learning project. A few questions to consider in your reflections as follows: What did you learn from the colloquium and readings? What did you learn from talking with homeless people? How have your views of homeless people evolved or changed? What are your plans to help homeless people in the future? The final reflective paper will count 30% of the final grade. **Due December 7.**

- **Participation and attendance**—This course includes selected readings. Most class sessions will consist of some discussion of the selected readings. Each student is expected to be prepared and to participate in discussion. Participation and attendance will count 10% of the final grade.
Readings will be available online or provided in class.

Grading Scale
A (94-100%)  A- (90-93%)  B+ (88-89%)  B (84-87%)  B- (80-83%)  C+ (78-79%)
C (74-77%)  C- (70-73%)  D+ (68-69%)  D (64-67%)  D- (60-63%)

Cultural Diversity
This course reflects the College of Education’s commitment to cultural diversity. The goal of professional education programs at Georgia State University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are:

- effective in their roles as culturally-responsive teachers, designing and implementing sound, meaningful and balanced instruction with the full range of learners;
- effective as they assist learners in their comprehension of issues surrounding diversity; and
- effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments for all learners.

Use of Technology
This course will provide ample opportunities to engage technology for the purpose of facilitating learning opportunities. We will not undertake technology training, per se, but will frequently make use of web-based resources and Internet based communications. Support will be provided for those who require it and hardware is available for check out and use in class. All students are expected either to have access to the Internet at home or to avail themselves of access at the numerous public labs on campus.

Students with Disabilities
Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

Student Evaluation of Instruction
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation.

Academic Honesty
“As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work” (see Section 409).

Any questions related to academic honesty will be subject to the Policy on Academic Honesty as stated in the Georgia State University Graduate Catalog (p. 59).

Teaching Strategies
This course will include both direct and indirect teaching strategies. Most class sessions will consist of discussion and/or technology application. The instructor will facilitate student work on individual class assignments via email communication and if necessary additional meeting times.

Knowledge Base for the Course
The core knowledge base for the course will be rooted in various academic disciplines and the broad theoretical field of service-learning.
**Colloquium Schedule: Topics, Readings, Assignments**
*This course syllabus provides a general plan for the course; deviations may be necessary.*

Please note that **Class Readings/Assignments** are due the day they appear on the schedule.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics and Readings</th>
<th>Readings/Resources/Videos/Guest Speakers</th>
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| Tues. 8/22 | • Introductions  
• Review Syllabus  
• What is service-learning? | • Faces of Homelessness II  
[https://www.youtube.com/watch?v=aUYit67IM4](https://www.youtube.com/watch?v=aUYit67IM4) |
| Thurs. 8/24 | • Meet at Central Outreach & Advocacy Center  
201 Washington St SW, Atlanta  
[https://goo.gl/maps/LfFi8tKRdCE2](https://goo.gl/maps/LfFi8tKRdCE2)  
• Guest Speaker: Kimberly Parker  
Executive Director  
Central Outreach & Advocacy Center |
| Tues. 8/29 | • Meet at HOPE Atlanta  
34 Peachtree Street NW, Suite 700  
| Thurs. 8/31 | • Meet at Gateway Center  
275 Pryor Street, Atlanta  
[https://goo.gl/maps/pKywYWkE8BM2](https://goo.gl/maps/pKywYWkE8BM2) | • [http://www.gatewayctr.org/about/](http://www.gatewayctr.org/about/) |
| Tues. 9/5 | • Homeless challenges  
• Service Project Selection | • No Safe Place:  
[https://www.alehp.org/documents/No_Safe_Place](https://www.alehp.org/documents/No_Safe_Place)  
• Anderson Cooper: How I See Homeless People Now  
| Thurs. 9/7 |  | **Service Projects** |
| Tues. 9/12 | • Treatment Centers/Addiction  
• Campus Closed Hurricane Threat | • Guest Speaker: Dr. Jan Ligon  
Associate Professor & BSW Program Director  
School of Social Work  
| Thurs. 9/14 |  | **Service Projects** |
| Tues. 9/19 | • Partners for H.O.M.E. | Guest Speaker: Cathryn Marchman, LCSW, Esq.  
Executive Director  
Partners for H.O.M.E.  
Atlanta Homeless Continuum-of-Care |
| Thurs. 9/21 |  | **Service Projects** |
| Tues. 9/26 | • Defining homelessness  
• Homeless examples  
• America’s Dirty Laundry  
[https://www.youtube.com/watch?v=M3NBumzVQeo](https://www.youtube.com/watch?v=M3NBumzVQeo)  
• Homeless Teens  
[http://www.youtube.com/watch?v=LVVS1Bqg6Zw](http://www.youtube.com/watch?v=LVVS1Bqg6Zw)  
• Faces of Homelessness  
[http://www.youtube.com/watch?v=S7HT87U1hns](http://www.youtube.com/watch?v=S7HT87U1hns) |
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<td>Tues. 10/3</td>
<td>• SubSTANCE ABUSE, SNAP, &amp; VETERANS</td>
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<td>Thurs. 10/5</td>
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<td>Tues. 10/10</td>
<td>• Homelessness &amp; Law Enforcement</td>
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<td>Thurs. 10/12</td>
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<td>Tues. 10/17</td>
<td>• GSU students experiencing homelessness &amp; food insecurity</td>
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<td>Tues. 10/24</td>
<td>• Formerly Homeless &amp; Homeless Advocate</td>
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<td>Thurs. 10/26</td>
<td>• Homelessness &amp; Literacy</td>
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| Tues. 10/31 | • How to best serve?  
| | • Teens experiencing homelessness & food insecurity  
<p>| | • GSU Advocacy |
| Thurs. 11/2 | |
| Tues. 11/7 | • Exploring Cultural Dynamics of Self-Other Relations |
| Thurs. 11/9 | |
| Tues. 11/14 | • Summary of Conversations |
| Thurs. 11/16 | |
| Tues. 11/21 | Thanksgiving Break | No Class |</p>
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<td>Service Projects</td>
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<tr>
<td>Thurs 12/7</td>
<td>Signed Service Hours Due by 1:15 PM</td>
<td>• Final Reflective Papers Due</td>
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