

Homelessness (SOC 301)

Winter Quarter, 2025

Class Schedule

Lecture: Tuesday & Thursday 10:30 AM - 12:20 PM
Location: [SMI 205](#)
URL: <https://canvas.uw.edu/>

Professor

Name: Zack W. Almquist
Office: Savery 231
Office Hours: By appointment
Email: zalmquist@uw.edu

Teaching Assistant

Name: Hugo Aguas
Office:
Office Hours: Wednesday 9 am - 10 am
Email: haguas@uw.edu

Biography of Hugo Aguas, PhD Student in Sociology

Hello! I'm Hugo Aguas (he/him), a proud first-generation Latino student at the University of Washington. I've spent almost eight years working in the field of homelessness, gaining extensive hands-on experience that I truly cherish. This includes street outreach in Hollywood with The People Concern, managing a Project Roomkey site in the diverse neighborhood Westlake/MacArthur Park neighborhood, doing national advocacy at the National Health Care for the Homeless Council, and acting as the Risk Mitigation Program Manager at the Department of Health with Los Angeles County. Currently, I'm the After-Hours Supervisor at the Downtown Emergency Service Center, where I manage emergencies and coordinate schedules for 17 permanent supportive housing sites. As a scholar, I'm passionate about exploring workforce burnout, doubling-up, poverty governance, and the relationship between

homelessness and health. I'm excited about my work, and if you have any questions, please do not hesitate to reach out!

Course Description

More than a half million people, maybe even twice that many, are unhoused on any night in the United States (US), primarily concentrated in major cities. Homelessness remains one of the most urgent and complex social challenges in the US, exposing individuals, families, and communities across the nation. We will delve into structural factors such as housing affordability, income inequality, and systemic racism, alongside behavioral factors like mental health and substance use. This course provides an in-depth exploration of homelessness, focusing on its root causes, diverse manifestations, and potential solutions. We will examine the interplay of structural issues such as poverty, housing shortages, systemic inequality, and public policy, alongside personal circumstances like health, trauma, and family instability. Through a combination of guest speakers, lectures, case studies, and critical discussions, students will engage with current research, hear from experts and advocates, and develop a comprehensive understanding of homelessness as a social, economic, and public health problem. This course aims to equip students with the knowledge and tools to critically evaluate interventions and policies and contribute to meaningful change.

Course Objectives

By the end of this course, students will:

1. **Analyze the Root Causes of Homelessness**
Develop a nuanced understanding of the structural, economic, and social factors contributing to homelessness in the United States, including housing policies, systemic inequality, and public health challenges.
2. **Engage with Lived Experiences**
Actively listen to and learn from individuals with lived experience of homelessness, as well as activists, legal scholars, and researchers, to build a human-centered perspective on the issue.
3. **Critically Evaluate Policy and Legal Frameworks**
Explore current laws, policies, and intervention programs addressing homelessness, and assess their effectiveness, equity, and potential for reform.
4. **Develop Critical Writing and Reflection Skills**
Produce weekly written assignments that synthesize course materials, guest insights, and community experiences, fostering critical thinking and personal reflection.
5. **Participate in Community Engagement**
Collaborate with local organizations addressing homelessness to gain practical insights, contribute to ongoing initiatives, and reflect on the role of communities in fostering solutions.

6. **Strengthen Dialogue and Advocacy Skills**

Engage in informed discussions and debates, drawing from course readings, lectures, and field experiences, to articulate evidence-based arguments and propose actionable solutions.

7. **Foster Interdisciplinary Perspectives**

Integrate knowledge from sociology, public health, law, urban planning, and ethics to approach homelessness as a multifaceted issue requiring holistic solutions.

8. **Empower Action and Allyship**

Reflect on individual and collective responsibilities in addressing homelessness and identify pathways for advocacy, allyship, and sustainable social change.

Students will leave the course equipped with the intellectual, ethical, and practical tools to contribute meaningfully to the conversation and actions surrounding homelessness.

Prerequisites

None.

Course Requirements

Software requirements

Google Documents

We will make extensive use of Google Drive and Google Documents.

How to create your UW Gmail account: Log into your UW Gmail account to access it. If you still need to set it up, I recommend going ([Getting Started with UW G Suite | IT Connect](#)). If you have it set up, you must use the NETID SSO <http://gmail.uw.edu>.

Packback

We will make extensive use of Packback. Packback Questions is an online community where you can ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. For a brief introduction to Packback Questions and why we are using it in class, watch this [video](#).

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://app.packback.co> and clicking “Sign up for an Account” Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community’s lookup key into the “Looking to join a community you don’t see here?” section in Packback at the bottom of the homepage. **Community Lookup Key:**YCF-BWI-VGNB [Used for backup if you cannot find the email invite].
3. Follow the instructions on your screen to finish your registration.

How to Get Help from the Packback Team: If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

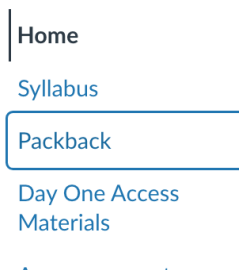
Canvas

Canvas is the official learning management system of the UW. It simplifies course management tasks, such as publishing course materials, grading, communicating with students, and more. Students can use Canvas to access course content, submit assignments anytime, anywhere, and collaborate with peers and instructors. Canvas is FERPA-compliant and has no service fee for eligible users.

More information about UW Canvas is available on [IT Connect](#).

Packback and Canvas

To receive your grade for all Packback activities you must click through the **Packback** link in the left menu. I recommend you do this first thing when logging into Canvas.



Assignments

All assignments are due on the specified due date, as they are closely linked to scheduled guest speakers. Late submissions cannot be accepted. However, I will drop your two lowest scores from the Weekly Speaker Questions, Speaker Reflections, and Weekly Reflections categories.

Activities

- Survey at the beginning and end of the quarter.

Tent City 3 and the University of Washington

Tent City 3, established in Seattle in 2000 by SHARE and WHEEL, is a self-managed homeless encampment that moves between host sites every 90 days, including universities (such as Seattle Pacific University, Seattle University, and the University of Washington). These university partnerships provide a space to put up tents, electrical hookups, water access, and indoor shelter in case of freezing weather for people experiencing homelessness while offering students opportunities to directly engage with issues of homelessness. In recent years, the city's ongoing homelessness crisis and increased public awareness of the issue have brought further attention to Tent City 3 as an alternative, community-driven model for emergency housing.

The UW's Regional and Community Relations office maintains an FAQ page about Tent City 3 (TC3), which is available [here](#).

All students will be expected to visit Tent City 3 over the 10-week course period. To not overwhelm the TC3 community – I will set up a weekly meeting led by [Huskies for Housing](#), who will facilitate the weekly group of 5 people on any given week. The sign-up sheet is available [here](#).

Project

Every student is expected to make a video project to present in the last week of class. Videos are expected to be 4-5 minutes long and we will play all the videos over the last two days of class. We have the following project types:

- (1) Attend and help out for a “Stop the Sweeps” event. In the week of 02/11/2025 we will do training for how to respond and help those targeted in forced displacements by local government actors. After the training there will be some direct activities where you can (relatively) safely observe a “sweep” and help the *Stop the Sweeps* team help those experiencing being displaced from where they were sleeping. Make a short video or podcast of your experience for presentation in the last week of class (videos that include images of those being swept should be done only with their permission). You can check out “Stop the Sweeps” on Instagram for more information.
- (2) Put together a group of 2-4 students work together to plan an interactive exhibit to build empathy towards homelessness, inspired in part by a [Los Angeles Poverty Department installation](#), and the Doctors without Borders “[Forced from Home](#)” exhibit on refugees. For your video demonstrate your exhibit and talk through each person’s activity in the project.
- (3) Over the course of the first 8 weeks of the course, increase your awareness of our unhoused community members. Keep a visual and written journal of your observations of people experiencing homelessness over the normal course of your life. Put together a five minute video narrating what you learned by paying more attention to the world around you. You might include images, such as of hostile architecture.

- (4) [Policy Focused Project] Attend a city council (or council committee) meeting that includes discussion of homelessness policy, ideally signing up to give testimony. Of course we can't know now what is on the agenda but it's a good bet SOMETHING will be on the agenda in winter. Follow [PubliCola](#) for some of this in real time. Record the city council meeting or get a recording of the meeting ([Watch Live | seattlechannel.org](#)) and edit the key parts and then discuss what you take away from the process and any decisions that are made in a 4-5 minute video.
- (5) [Policy Focused Project] There are a number of anti-homeless people, pundits, politicians and lobby groups, such as [CHANGE WA](#), [Cicero Institute](#), Jonathan Choe and [Jason Rantz](#). Pick one of these people/groups and put together a video and powerpoint/google slides to make a 5 minute academic-style presentation working through their arguments in the [SNOPES](#)-style rating system (see the system [here](#)). Write out the claim and your evidence as to its validity similar to how SNOPEs does it.
- (6) You can do a research project – investigate a topic, idea or solution to homelessness that we did not discuss in class. I will provide some recommended topics and initial research papers to start with, but feel free to propose your own topic. Using video and powerpoint/google slides make a 5 minute academic-style presentation.
- (7) [Journalism] Read stories in the Seattle Times, Real Change, PubliCola, the Stranger, South Seattle Emerald, and other media outlets, including TV, and observe any “point of view” implied by the selection of topic or sources or quotes. Notice the “dominant narrative” about homelessness in Seattle, and how these various stories shape Seattle’s homelessness story.
- (8) Propose your own project.

The project will be broken up into the following pieces:

- (1) Pick your project and topic.
- (2) Write up to one page summary of your aims or research question, how you will complete your project and what you hope to learn. Turn these in at the end of week 5 for feedback.
- (3) Final video due the Friday of week 9. No credit will be given if the video is not presented in class.

Weekly Writing Assignments [All writing will be done in Packback]

Weekly Speaker Questions

For every invited speaker to the class we will **crowdsource** a set of questions using **Packback**. Each week you will have several short readings or videos to spark engagement before the speaker presents in class. I recommend you build your questions for the speaker either from your own lived experience or from ideas you get from the weekly readings. Questions are due by 5:00PM the day before the speaker.

Discussion Board Response to Weekly Speaker Questions

For every invited speaker to the class we will discuss the *crowdsourced* questions using **Packback** through an open forum. Everyone will be expected to provide at least two responses to fellow classmates' questions by the end of the week [Monday at midnight].

In class reflection Essay

For the last ten-twenty minutes in every class period we will write up, in free form, our thoughts and reflections on the day's speaker or activity in **Packback**.

Weekly holistic reflection

We will have invited speakers (people with lived experience, case workers, researchers, etc) for most of the quarter. For each speaker (or panel) we will do a two-stage writing assignment and one page reflection paper:

- (1) You will be given some readings and basic information about the speaker(s) and will be asked to provide a series of questions, which I will use to crowdsource and start a conversation with the speakers.
- (2) You will need to respond to 2 questions your fellow classmates ask after the speaker.
- (3) You will consider the week's readings, and speakers for the week and you will write up a one page reflection of what you have learned.

This will be due each **Monday Night**. It is expected to integrate the readings, speakers and conversations on the *Packback* boards.

Note: I will drop your two lowest grades for each writing assignment, but no late work will be accepted.

Weekly Reading/Videos or other Multimedia Assignments

- Crowdsourced Vocabulary: [Vocabulary for Reading SOC 301](#)
- Articles with [Recommended] tag, are just that—recommended—but not required reading.
- [Written by Speaker on XXXX] notes when an article is written by one of the speakers in the class.

READINGS

Week 1 - Introduction/Overview: Homelessness is housing problem

- [Written by Speaker 01/07]
 - [Colburn, Gregg, and Clayton Page Aldern. Homelessness is a housing problem: How structural factors explain US patterns. Univ of California Press, 2022. Chapters 1 and 2.](#)
- [Written Speaker 01/09]
 - [Oron - Asylum-Seekers Camp Again After Losing Hotel Shelter.pdf](#)

- [Oron - Expansion of Burien's anti-homeless camping ban sparks legal war with King County Sheriff _ March 20-26, 2024 _ Real Change.pdf](#)
- [Oron - Seattle feels the crunch _ Oct. 23-29, 2024 _ Real Change](#)
- [Oron - Seattle feels the crunch _ Oct. 23-29, 2024 _ Real Change](#)
- [Oron - Which cities, counties and states want to criminalize homelessness _ June 5-11, 2024 _ Real Change](#)

Week 2 - What does it mean to be experiencing homelessness?

- [General Reading and Multimedia]
 - [What Life Looks Like For One Of 3,600 Homeless People Living On NYC Streets - Gothamist](#)
 - [Where do you go in Seattle when you have to pee?](#)
 - [Tucker J. \(2020\) "Homelessness has Spread Beyond Major Bay Area Cities. COVID-19 is Making It Even More Visible." San Francisco Chronicle. July 9.](#)
 - [Recommended] [Ward, Garvey and Hunter \(2022\). Recent Trends Among the Unsheltered in Three Los Angeles Neighborhoods](#)
 - [Shapiro E. \(2019\) "114,000 Students in N.Y.C. Are Homeless. These Two Let Us Into Their Lives." New York Times. November 19.](#)
 - Zip file of the article: [here](#)
 - [Youtube video] [At Night, This Bus Doubles As a Homeless Shelter | Short Film Showcase](#)
- [Speaker 01/14] - Read 1 of the 3 articles, all three are recommended
 - [Hagopian - Without shelter people die disproportionate mortality among King County s homeless population 2009 2019](#)
 - [Hagopian - EBSCO-FullText-12_17_2024](#)
 - [Hagopian - bielenberg-et-al-2020-presence-of-any-medical-debt-associated-with-two-additional-years-of-homelessness-in-a-seattle](#)
- [Speaker 01/16]
 - [Baiochi - Street-Talk-Homeless-Discourses-and-the-Politics-of-Service-Provision](#)

Week 3 - What are the pathways to homelessness in the United States?

- [General Reading and Multimedia]
 - [Colburn and Aldern \(2022\): Chapters 3, 4, & 5](#)
 - [Washington State Eviction Filings](#)
 - [On the Edge of Homelessness](#)
 - [New Housing Fails to Make Up for Decades of Undersupply - Public Policy Institute of California](#)
 - [Homelessness, Step by Step - The New York Times: PDF](#)
 - [Speaker 1/23]
 - Pick one of these articles to read:
 - [Gent & Loehwing - Homelessness in Film](#) or [Gent - NIMBY](#)
 - [Recommended] [Clark - Save Austin Now](#)

Week 4 - How many people are experiencing homelessness? What are the demographics of this population?

- [General Reading and Multimedia]
 - [The Pitfalls of HUD's Point-in-Time Count for Children, Youth, and Families - SchoolHouse Connection](#)
 - [Addressing Homelessness - Human Services | seattle.gov](#)
 - [Point-in-Time and Housing Inventory Counts](#)
 - [5201 - Homelessness Statistics By City](#)
 - [How many total people are homeless in NYC?](#)
 - [Recommended] [Harvey-WhoseRoofUnderstanding-2021](#)
 - [Recommended] [Neil Greene, Richard. 2024. "Hidden to Whom? Aspects of Visibility among People Who Died While Affected by Homelessness and Implications for Outreach." Sociological Perspectives 67\(1-3\):109-26](#)
- [Speaker 1/28]
 - [Recommended] [Almquist, Zack W., et al. "Innovating a community-driven enumeration and needs assessment of people experiencing homelessness: A network sampling approach for the hud-mandated point-in-time count." American Journal of Epidemiology \(2024\).](#)

Week 5 - Criminalization of Homelessness

- [General Reading and Multimedia]
 - [Recommended] [Herring, Chris. "Complaint-oriented policing: Regulating homelessness in public space." American Sociological Review 84.5 \(2019\): 769-800.](#)
 - [Lowe J \(2021\) "Los Angeles Goes to War With Itself Over Homelessness." New York Times Magazine. October 15: PDF](#)
 - [Mitchell, D. \(1998\). Anti-homeless laws and public space: I. Begging and the first amendment. Urban Geography, 19\(1\), 6-11.](#)
 - [Podcast] [The Supreme Court Takes Up Homelessness](#)
 - [Recommended] [2024-12-08 \(ACLU Kitcheon\) COA Opinion](#)

Week 6 - How do people cope with life on the street

- [General Reading and Multimedia]
 - [Kloubec, June, and Cristen Harris. "Food acquisition strategies of homeless youth in the greater Seattle area: a cross-sectional study." Journal of the Academy of Nutrition and Dietetics 121.1 \(2021\): 47-58.](#)
 - [Recommended] [Roschelle, Anne R., and Peter Kaufman. "Fitting in and fighting back: Stigma management strategies among homeless kids." Symbolic Interaction 27.1 \(2004\): 23-46.](#)
 - [Kidd, Sean A., and Larry Davidson. "You have to adapt because you have no other choice": The stories of strength and resilience of 208 homeless youth in New York City and Toronto." Journal of community psychology 35.2 \(2007\): 219-238.](#)

- [Recommended] [Rahimian, Afsaneh, Jennifer R. Wolch, and Paul Koegel. "A model of homeless migration: homeless men in Skid Row, Los Angeles." *Environment and Planning A* 24.9 \(1992\): 1317-1336.](#)

Week 7 - Types of living situations: Shelters, tents, cars, etc.

- [General Reading and Multimedia]
 - [Evans, K. \(2020\). Tackling homelessness with tiny houses: An inventory of tiny house villages in the United States. *The Professional Geographer*, 72\(3\), 360-370.](#)
 - [Recommended] [Who Lives in Vehicles and Why Understanding Vehicular Homelessness in Los Angeles](#)
- [Speaker 02/18]
 - [Thornhill - report-PEH-vax-estimates-Mar2022](#)
- [Speaker 02/20]
 - [Pruss, Graham \(2019\). Without Parking, Those Who Live in Vehicles Have Now to Go.](#)

Week 8 - Health, environment and sleep of the unhoused community

- [Speaker 02/25]
 - [Rice, A., Casiraghi, L., Gildee, C., Almquist, Z., Hagopian, A., Martin, M., & de la Iglesia, H. \(2024\). Sleep in people experiencing homelessness under different conditions and seasons. Working Paper.](#)
 - [suttonetal2024 Homelessness and access to amenities among encampments shelters and rental units in Seattle neighborhoods](#)

Week 9 - Unhoused People in Seattle, WA

- [General Reading and Multimedia]
 - A history of Seattle Homelessness written by Sociology Alumni
 - [Homelessness in Seattle: The roots of a crisis](#)
 - [Seattle's 30-year fight to end homelessness](#)
 - [What's next for Seattle homeless?](#)
 - [Seattle's Hotel de Gink](#)
 - [Pruss, G. J. \(2023\). Homes Without Homes: An Ethno-Archaeology of Vehicle Residency in Public Parking. *Human Organization*, 82\(2\).](#)
- [Speaker on 3/6]
 - [Kim - WA Supreme Court deals blow to lawsuit seeking to protect vehicle residents The Seattle Times](#)
 - [Kim - WA philanthropies shut down youth homelessness organization The Seattle Times](#)
 - [Kim - WA found a better way to remove homeless encampments. Will it stick The Seattle Times](#)
 - [Kim - Seattle overhauled its homeless shelters. Did it work The Seattle Times](#)

Week 10 - Student Projects: A path forward

- [General Reading and Multimedia]
 - [California Program Giving \\$500 No-Strings-Attached Stipends Pays Off, Study Finds." National Public Radio, March 4.](#)

- [Badger E, Bui Q \(2019\) "Cities Start to Question an American Ideal: A House with a Yard on Every Lot." New York Times.](#)
- [Colburn and Aldern \(2022\): Chapter 7](#)

Finals Week

- No readings

Grading

Note about grading

Lectures, readings and review sessions are provided for each student's benefit. It is the student's responsibility to take advantage of these opportunities to acquire and demonstrate mastery of course material and achieve his or her desired grade.

Assignment	Number of Assignments	Percent of Grade
Survey	2	10%
TC3 Activity	1	10%
Project	3	30%
[PB] Speaker Questions (SQ)	17	10%
[PB] Response SQ	17	10%
[PB] In Class Reflection	17	10%
[PB] Weekly Reflection	10	20%
Total	–	100%

Letter grade assignment

% Points Earned	Number grade	Letter Grade
100-97	4.0-3.9	A
96-90	3.8-3.5	A-
87-89	3.4-3.2	B+
86-84	3.1-2.9	B
83-80	2.8-2.5	B-
79-77	2.4-2.2	C+

76-74	2.1-1.9	C
73-70	1.8-1.5	C-
69-67	1.4-1.2	D+
66-64	1.1-0.9	D
63-60	0.8-0.7	D-
59-0	0	F

Speakers

We will have around 19 guest speakers over the course of the quarter. This will cover (broadly) people with lived experience, care workers, researchers, and other people with relevant experience with people experiencing homelessness.

List of Confirmed Speakers

Amanda Kerstetter	South King County Mobile Medical Van, ETS REACH
Amy Hagopian	Emeritus Professor, UW Public Health
Arturo Baiocchi	Associate Professor, CSU Sacramento
Breanne Schuster	Public Defender, Snohomish County
Graham Pruss	Strategic Advisor on Homelessness, City of San José & Director, National Vehicle Residency Collective
Greg Kim	Journalist, Seattle Times Project Homeless
Gregg Colbern	Associate Professor, UW Department of Real Estate
Guy Oron	Journalist at Real Change
Horacio de la Iglesia	Professor, UW Department of Biology
Jennifer Hollmer	Data Analytics at REACH
Karen Salinas	Director of Outreach, ETS REACH
Lee Thornhill	Director, King County Health Care for the Homeless Network
Luke Grundman	Litigation Director, Mid-Minnesota Legal Aid
Poor Magazine	https://www.poormagazine.org/
Sweeps Training	Coordinated by Ed Mast at Stop the Sweeps
TC3	Lived Experience Representative from Tent City 3
Tim Thomas	Research Scientist, UCB, Urban Displacement Project
Whitney Gent	Assistant Professor, UNL Department of Communications
Whitney Walker	Data Analytics at REACH

Course Calendar

	DOW	Date	Project Due Dates	Guest Lecture
Week 1	Introduction/Overview: Homelessness is housing problem			
	Tue	1/7/2025		Zack Almquist; [11:30] Gregg Colbern
	Thu	1/9/2025		Guy Oron
Week 2	What does it mean to be experiencing homelessness?			
	Tue	1/14/2025		Amy Hagopian
	Thu	1/16/2025		Arturo Baiocchi
Week 3	What are the pathways to homelessness in the United States?			
	Tue	1/21/2025		Tim Thomas
	Thu	1/23/2025	Pick Project	Whitney Gent
Week 4	How many people are experiencing homelessness? What are the demographics of this population?			
	Tue	1/28/2025		Zack Almquist
	Thu	1/30/2025		Whitney Walker and Jennifer Hollmer
Week 5	Criminalization of homelessness			
	Tue	2/4/2025		Sweeps Training
	Thu	2/6/2025	One Page Summary of Project	Luke Grundman
Week 6	How do people cope with life on the street			
	Tue	2/11/2025		Poor Magazine
	Thu	2/13/2025		TC3
Week 7	Types of living situations: Shelters, tents, cars, etc.			
	Tue	2/18/2025		Lee Thornhill
	Thu	2/20/2025		Graham Pruss
Week 8	Health, Environment, and sleep of the unhoused community			
	Tue	2/25/2025		Horacio de la Iglesia
	Thu	2/27/2025		Karen Salinas and Amanda Kerstetter
Week 9	Unhoused People in Seattle, WA			
	Tue	3/4/2025		Breanne Schuster

	Thu	3/6/2025	Project Video Due	Greg Kim
Week 10	Student Projects: A path forward			
	Tue	3/11/2025		Student Videos
	Thu	3/13/2025		Student Videos
Finals Week	Finals Week			

Syllabus Change Policy

The instructor reserves the right to modify the syllabus, including assignments, readings, grading criteria, and schedule, at any time during the course. Any changes will be communicated to students in a timely manner via email and canvas. It is the student's responsibility to stay informed about updates.

University of Washington Policies

ACCOMMODATIONS FOR RELIGIOUS ACTIVITIES

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

DISABILITY ACCESS & ACCOMMODATIONS:

It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor (me) and DRS. DRS information can be found at: [Disability Resources for Students](#).

SOCIOLOGY DIVERSITY STATEMENT:

The Department of Sociology at the University of Washington values [diversity, equality, and inclusivity](#) in our community. We realize these goals in our classrooms by questioning assumptions in our texts, discussions, and our own thinking, and by holding all members of our community to the highest standards of respectful and open communication, as laid out in the [UW Student Conduct Code](#).

ACADEMIC INTEGRITY

See [Student Conduct Code | Community Standards & Student Conduct](#) for crucial information regarding academic integrity. The library also has an extremely useful website with resources at [Library Guides: Academic Integrity and Plagiarism Prevention Resources: Academic Integrity & Plagiarism](#). You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not. A clear list of rules and examples of violations can be found : [Student Academic Responsibility](#)

MANDATORY REPORTING STATEMENT

* CAUTION! Please note that we are mandatory reporters, which means that we may be required to report it to the University if you share with me experiences of past abuse or plans to harm yourself and others.

UW Student Resources

STUDENT RESEARCH RESOURCES:

- *Libraries:* [University of Washington Libraries](#)
- *Center for Statistics and the Social Sciences (CSSS):* [Home | Center for Statistics and the Social Sciences](#)
- *Center for Social Science Computation and Research (CSSCR):* [The Center for Social Science Computation and Research](#)
- *Center for Studies in Demography and Ecology (CSDE):* [Computing](#)

UW WRITING CENTERS

- *Sociology Writing Center* (open to all students enrolled in this course): SAV 203; [Sociology Writing Center](#) 206.221.0972
Students who want to make an appointment should email writesoc@uw.edu.
Students may also make appointments by calling or visiting the Advising Office.
- *Odegaard Writing and Research Center* (open to all students) : [Odegaard Undergraduate Library — UW Libraries](#). Phone 206.221.0972 and 206.543.5396.
- *Center for Undergraduate Learning and Education (CLUE):* email clue@uw.edu [This Week at CLUE: UW Academic Support Programs](#).

Other student support services

Dispute Resolution and Bias Reporting Supports

- *Office of the Ombud*: [Office of the Ombud](#) 206-543-6028
- *Bias Report* (for incidents of bias in any form): [Report Bias](#)
- *Community Standards & Student Conduct*: [Making a report | Community Standards & Student Conduct](#)
- *Title IX/ADA Coordinator* if complaint is related to disability accommodation, sex/gender discrimination, or sexual harassment (Title IX): (scroll down to bottom of page to “Grievance Procedures & Barrier Reporting”) [Policy, law and reporting | Compliance](#)

Financial Assistance

- *Emergency Aid*: [Seattle | Emergency Aid](#)
- *Office of Student Financial Aid*: [Contact us | Student Financial Aid](#)
- *Short Term Emergency Loans*: [Short-term loans | Student Financial Aid](#)
- *Campus Food Pantry*: [Get-Food](#)
- *Housing Assistance*: [Other assistance | Student Financial Aid](#)

Mental Health Supports

- *Health and Wellness office*: [LiveWell Center for Student Advocacy, Training, and Education](#) 206.543.6085
- *Hall Health*: <http://depts.washington.edu/hhpccweb/>
- *Hall Health Mental Health*: [Hall Health](#)
- *Counseling Center*: [About the Counseling Center | Counseling Center](#)
- *Resources Re: Sexual / Relationship Trauma*:* [Sexual Assault Resources](#)

Building Community

- *Office of Minority Affairs & Diversity*: [Office of Minority Affairs & Diversity](#)
- *Samuel E. Kelly Ethnic Cultural Center*: [Samuel E. Kelly Ethnic Cultural](#)
- *Q Center* (for Queer community, including Questioning): [Q Center](#)
- *Intellectual House* (for Indigenous community): [wələbʔaltxʷ – Intellectual House | Diversity at the UW](#)
- *International Student Center*: [International Student Services - International Student Services](#)
- *Deaf and Disability Cultural Center (D Center)*: HUB 327 [D Center at the University of Washington](#)
- *Undocumented Student Resources*: [Undocumented student resources | Admissions](#)

Technology Supports (and remote learning related supports)

- *IT Connect* (tech support services for students): [Teaching and Learning Tools](#)
- *Internet connection and free wifi hotspots* (enabled during COVID-19 outbreak) [Internet connectivity for learning, teaching and working remotely](#)
- *Laptop Loans* Remember that through the technology fees that you pay you can reserve a laptop if you need to! [Laptops for takeout or delivery: Student technology program readies for spring quarter](#)

- *Online Academic Success Coaching:* [Success Coaching: UW Academic Support Programs](#)
- *Online Study Skills Resources:* (e.g. time management) [Study Skills: UW Academic Support Programs](#)
- Video on preparing for online learning: <https://vimeo.com/4012001600>