COURSE INFORMATION

GENERAL INFORMATION

Faculty: Karl Nass, M.C.P., (773) 325-1195, knass@depaul.edu

Location: Loop Campus & Online (Hybrid)

Winter Quarter Dates: March 30th – June 8th

In class: Mondays, 5:45-9:00 p.m., Weeks 1,2,4,6,8,10

Online: Weeks 3,5,7,9,11

Credit Hours: 4

COURSE DESCRIPTION

This course will examine the broad issue of homelessness by providing students the opportunity to reflect upon a 18 hour service learning experience at a community-based organization that serves the homeless population in Chicago. Students will explore what can be learned about themselves as reflective practitioners, service learners, and spiritual human beings when reflecting upon this experiential learning process. Through the class discussions, assigned readings, invited speakers, and journal assignments, students will reflect on their own beliefs and perceptions of homelessness and analyze the history, causes, and policy associated with this societal problem. **This is a HYBRID course; class meets in-person at the Loop campus on the following Mondays: 3/30; 4/6; 4/20; 5/4; 5/18; 6/1.**

FACULTY BIOGRAPHY

Karl Nass serves as Director for the Vincentian Service & Formation Office at DePaul University. He completed his Master’s in Pastoral Studies from the Catholic Theological Union in 2019 and his Master’s in City Planning from the University of Pennsylvania in 1998. He earned his Bachelor’s of Arts in Economics from the University of Notre Dame in 1993. He engaged in post-graduate research and service in Santiago, Chile from 1994-1996, and he was the Director of the Philadelphia Higher Education Network for Neighborhood Development.
(PHENND) from 1998-1999. He lives in the Roger’s Park neighborhood in Chicago with his wife and family.

**COURSE RESOURCES**

**Required:**

See Modules 1-11.

**COURSE COMPETENCES**

In this course, you will develop the following competence:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competence Statement</th>
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<tbody>
<tr>
<td>LL-11, Externship</td>
<td>Can reflect on one's own service learning experience and perceptions regarding homelessness and integrate the critical reflection and subsequent research, class discussions, and course readings into a final project.</td>
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<tr>
<td>LL-7, L-10, Externship</td>
<td>Can reflect on the learning process and methods used in an experiential project.</td>
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**COURSE OBJECTIVES**

Some students will be registering for this course for credits only, not competence, via the SNC section.

Students enrolled in this course will:

- Define reflection and explain why reflection is important in personal and societal contexts.
- Explain why reflection is important for systemic change analysis.
- Analyze homelessness with a systemic change analysis.
- Recognize their own perceptions about homelessness.
- Write journals that focus on objective, subjective, and integrative dimensions of their service-learning experience.
Describe Vincentian spiritual wisdom of human dignity in the context of people experiencing homelessness.

Describe origin and application of experiential learning in our service-learning context.

Analyze researched factors contributing to homelessness in light of service-learning experience.

Identify current local, state, or federal legislation/policy that addresses homelessness.

Analyze individual and societal responsibilities in addressing homelessness.

Apply the Vincentian question of “What Must Be Done” to a personal, organizational, and societal response to homelessness in a final project.

**LEARNING EXPERIENCE**

**Service Learning Experience:** Students will dedicate 18 hours of service, spanning over at least 6 weeks, to a community-based organization that both serves a homeless population in Chicago and is partnering with DePaul’s Stean’s Center for Community-based Service Learning.

**Written Journal:** Students will be required to complete a bi-weekly journal describing your perceptions, feelings, and ideas about your experiential learning process.

**Required Reading:** There are readings that will be assigned on a weekly basis. Students are expected to read the assigned portions.

**Invited Guest Lecturers:** Speakers dedicated to addressing the problem of homelessness at the community, government, or university level have been invited to present their work and participate in class reflection and discussion.

**Attendance and Participation:** Regular attendance is required. Students must inform the instructor of any anticipated or emergency absences. Students who miss more than two classes will be mandated to drop the course. I ask that students arrive on time and stay the entirety of the class session. Students will be expected to engage in small and large group reflective discussions that focus on the students’ service learning experience, assigned readings, guest lecturers, or written journal work.

**Final Project:** All students will complete a final critical reflection paper of no more than 6 pages as well as a 4-6 minute oral presentation to the class.

**EVIDENCE TO BE SUBMITTED**

All students will:

- Submit a reflective journal on a bi-weekly basis that reflects on your experiential learning process as well as weekly written service site check-ins.
- Submit a final paper of no more than 6 pages due at the end of the quarter. The paper will demonstrate the student's experiential learning derived from the service learning project, readings, class discussions, research, and journal work.
Submit all written assignments that follow the accepted practices of standard English grammar and usage. The paper and journal should be typed and double spaced. Students can reference the Writing Guide for SNL Students (www.snl.depaul.edu/writing) with any questions about standards or resources for writing.

Uphold the University's guidelines concerning academic integrity. These may be found in the DePaul Student Handbook.

**Criteria for Assessment**

The assessment will strive to embody the four qualities of clarity, integrity, flexibility, and empathy. This class is a Pass/Fail course. In order to pass, students are required to:

- Fulfill the attendance requirement and service learning hours at the selected site.
- Complete a journal entry for each visit to your service site. Student reflective journals must follow the format and guidelines distributed at the second course session. Additionally, students will submit weekly written service site check-ins.
- Participate in reflective conversations with other members of the class that focus on their service learning experience, assigned readings, guest lecturers, or written journal work.
- Complete a final project of two parts:
  - A critical reflection paper of no more than 6 pages due at the end of the quarter. The paper will respond to an assigned question and follow guidelines that will be posted on D2L during Week 5. The paper will be an exercise of critical reflection upon the student's service learning project, readings, class discussions, research, and journal work.
  - A 4-6 minute class presentation that can be made alone or in collaboration with another class member based on your critical reflection paper. Creativity is highly encouraged!
- All liberal studies (SNC) courses are set to allow you to only receive letter grades, rather than pass/fail. However, you may request Pass/Fail grading instead.

**POLICIES**

**DEPAUL UNIVERSITY ACADEMIC INTEGRITY POLICY**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://www.depaul.edu/university-catalog/academic-handbooks/Pages/default.aspx for further details.
DEPAUL UNIVERSITY INCOMPLETE POLICY

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the Incomplete Grade Contract Form (http://snl.depaul.edu/WebMedia/StudentResources/incomplete_contract.doc).

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

FOR STUDENTS WHO NEED ACCOMMODATIONS BASED ON THE IMPACT OF A DISABILITY

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu

Center for Students with Disabilities
Loop Campus - Lewis Center #1420 - (312) 362-8002
Lincoln Park Campus - Student Center #370 - (773) 325-1677
Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

PROTECTION OF HUMAN RESEARCH PARTICIPANTS

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (http://research.depaul.edu) for additional information and guidance.

RESOURCES AND INFORMATION FOR STUDENTS

DePaul provides information, resources, opportunities, and support for students’ various interests and needs. To learn more, please speak with your advisor or mentor and visit the following websites:

Adult Student Affairs: http://studentaffairs.depaul.edu/adultstudentservices/
Dean of Students: http://studentaffairs.depaul.edu/dos/
Office of Veterans Affairs: http://studentaffairs.depaul.edu/va/

DEPAUL WRITING CENTER

What is the Writing Center?

One of the most important resources available at DePaul is the DePaul University Center for Writing-based Learning (UCWbL). The Writing Center, which is part of the UCWbL, is open to all DePaul students who would like to discuss or review their writing. You can use this service to discuss your assignments for any class, as well as non-academic writing projects like resumes and application essays. The Center has two full-time offices, Library Outposts at the Lincoln Park and Loop campuses, suburban campus writing groups, and online services that include Quick Questions, Feedback-by-Email, and IM conferencing (with or without a webcam). All writing center services are free. Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds
of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

**What kinds of help does the Writing Center offer?**

You determine the direction of the sessions. Tutors will help you understand your assignment and develop your paper’s topics, thesis, and ideas. They can show you how to revise your paper and can teach you basic writing skills such as grammar, mechanics, summarizing, and paraphrasing. A tutor can also help you find, narrow, and support your thesis with prewriting exercises and by talking through your ideas to get started. Although tutors will help you with grammatical difficulties, tutors will not proofread your paper for you or speculate on what grade you might receive on that paper. Obviously, the tutors can’t be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

**When should I use this service, and what should I bring?**

The best way to use this service is to schedule your appointment with enough time to think about and use the feedback you'll receive. Always bring your assignment sheet, your paper or working draft (if you have one), and any source materials, such as an essay or book to which you are responding. If you have copies or drafts of a paper, bring your flash drive. During the session, expect to answer questions from your tutor about your paper topic, your writing process, or other issues regarding your assignment.

**How do I request help?**

When possible, the Writing Center accepts walk-in requests, but the best way to line up help is to use the Center's online scheduler, which confirms appointments in real time. You may schedule standing weekly appointments or schedule appointments (30 or 50 minutes) on an as-needed basis, scheduling up to 3 hours worth of appointments per week.

**Links and Locations**

- Loop Campus Office: 1600 Lewis Center, 312.362.6726
- Lincoln Park Office: 250 McGaw, 773.325.4272

For more information – as well as online scheduling and writing resources – visit: [http://www.depaul.edu/writing/](http://www.depaul.edu/writing/)

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**Week 1 - On Ground**

**Learning Objectives**

By the end of this week, students will be able to:

- Identify the key components of the learning experience and evidence to be submitted for this course
- Describe the mission of the service-learning organization selected
- Recognize 5 rights and 5 responsibilities of student's service-learning commitment
- Students recognize their own perceptions about homelessness
• Recall significant spiritual experiences from her/his life

Class Discussions and Activities
• Review course requirements
• Discuss service learning site selections/placements
• In-Class Reading of "All The Questions: Spirituality In the University"
• Small Group Discussion
• Journal Reflection

Reading
Holtschneider, CM, Dennis, “All the Questions: Spirituality in the University,” Keynote Address at 2006 Spirituality and Civic Engagement Conference, DePaul University

Assignments
1.1 Getting Acquainted Online Discussion Post
1.2 Course Expectations Quiz
1.3 Initial Perceptions of Homelessness Survey

Week 2 - On Ground

Learning Objectives
By the end of this week, students will be able to:
• Define reflection
• Explain why reflection is important in personal and societal contexts
• Assess obstacles to reflection in one's own life
• Explain why reflection is important for systemic change analysis
• Analyze a societal problem with a systemic change analysis

Class Discussions and Activities
• In class reading of Rolheiser's "Holy Longing"
• In class reading of Grosman's "Stop Interrupting Yourself"
• In class Reading of Sun Times and Jim Wallis
• Engage in Rolheiser narcissism and awareness activity
• In class viewing of Shadowland excerpt
• Conscientization small group discussion: Paolo Freire
• In class Reading of Dennis Holtschneider's keynote address
• Systemic change small group discussion
• Human dignity small group discussion: Vincent de Paul
• In class Viewing of Malcom X excerpt

Reading
Assigned D2L Reading
Holtschneider, CM, Dennis, Keynote Address to Annual St. Vincent de Paul Society

In-Class Reading
Rolheiser, Ronald. Holy Longing – paragraph excerpt
Grossman, Kate. Stop Interrupting Yourself. Chicago Sun-Times, March 4, 2007, 1B–4B.
In-Class Movie Clips: *Shadowlands* and *Malcom X*

**Assignments**
- No Assignments Due This Week: Only Readings and Media

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**Week 3 - Online**

**Learning Outcomes**
By the end of this week, students will be able to:
- Report on status and next steps of service-learning orientation and hours
- Demonstrate how perception informs reflection and one's awareness
- Identify five ways of reflection
- Create a personal and collective set of guidelines for facilitating reflection

**Class Discussions and Activities**
- Watch short video presentation: Perception Informing Awareness & Reflection
- Watch short video presentation: Methods of Reflection
- Watch Streetwise: The Movie
- Guidelines for Facilitating Small Group Reflection
- Methods and Moments of Reflection

**Media**
- Media: Methods and Moments of Reflection Lectureettes
- Media: Streetwise: The Movie

**Assignments**
- 3.1 Online Service Site Check-In #1
- 3.1 Guidelines for Group Reflection
- 3.2: Methods and Moments of Reflection
- 3.2: Bi-Weekly Reflective Journal #1

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**Week 4 - On Ground**

**Learning Outcomes**
By the end of this week, students will be able to:
- Articulate a sense of shared humanity with speakers or documentary protagonists who experience(d) homelessness
- Connect a personal, friend, or family situational reality with the speaker(s) or documentary protagonists who presented their experience of homelessness
• Describe the spiritual wisdom of "What makes us Vincentian" and of St. Vincent de Paul's understanding of dignity in "seeing the other side of the coin"
• Compare Sharon Daloz Park's notion of home with personal experience of those who are homeless

Class Discussions and Activities
• Week 4 Service Site Check-In: Opening Written Reflection on "Home"
• Chicago Coalition for the Homeless (CCH) Speakers Bureau Presentation
• Human Dignity: Presentation, Written Reflection, and Large Group Discussion

Readings & Media
• Holtschneider, CM, Dennis. (2005). "Expanding the Circle of Solidarity" NVFG Keynote Address.

Assignments
4.1 Spiritual Wisdom Quiz

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Week 5 - Online

Learning Outcomes
By the end of this week, students will be able to:
• Describe two contributions that shaped experiential learning in educational and workplace contexts
• Discuss breadth and depth of civic engagement in our personal and societal contexts
• Identify and analyze the data demonstrating chasm between active service engagement in higher education and the subsequent lack of a lifelong commitment to civic and political engagement
• Construct and experiential learning example for a school or workplace context

Class Discussions and Activities
• No in class discussion this week; however, remember to participate in the online discussion.
• View the Roots & Foundation lecturette

Readings & Media
• DEWEY, John (1938), Experience and Education New York: Macmillan (1938), pp. 17-31
• Howard, Jeffrey, “What Will Be Your Likely Civic Involvement?” (2003) Adapted from Nadinne Cruz’s “How Do You Define Citizenship?” Activity Sheet
• Roots & Foundation Lecturette

Assignments
5.1 Civic Involvement Discussion
5.2: Dewey - Group 1 Online Discussion
5.2: Schon - Group 1 Online Discussion
5.1: Online Service Site Check-In #2
5.2: Bi-weekly Reflective Journal #2
5.4: Quiz

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**Week 6 - On Ground**

### Learning Outcomes
- Identify when and why Congressional legislation was first passed to address homelessness in the United States
- Research and Identify 10 factors that contribute to homelessness
- Research and Identify the number of people who experience homelessness in Chicago and the United States
- Analyze the identified factors contributing to homelessness in light of your service-learning experience and your perceptions regarding homelessness

### Class Discussions and Activities
- Service Site Check-In
- Lecture and class discussion on History of Homelessness in U.S. Context and First Congressional Legislation addressing Homelessness
- Small Group Discussions

### Readings & Media
- Street Vets - PBS Homeless Veteran Documentary Film (2011)

### Assignments
- In-Class Group Assignment: Homelessness History, Causes, and Statistics

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**Week 7- Online**

### Learning Outcomes
By the end of this week, students will be able to:
- Engage in a Vincentian spiritual practice
- Identify a current local, state, or federal legislation/policy that addresses homelessness
- Identify two sources of government funding that address homelessness
- Explain one key advocacy priority addressing homelessness at local, state, or federal level
- Analyze individual vs. societal responsibilities in addressing homelessness
Class Discussions and Activities
- **Video**: Overview of policy, funding, and advocacy reading resources for Week 7
- **Video**: Introduction of Hilfiker reading excerpt and individual vs. societal responsibilities

Readings & Media
- **Lecturette**: Overview of Policy, Funding, & Advocacy Reading Resources
- **Lecturette**: Introduction of Hilfiker Reading Excerpt & Individual vs. Societal Responsibilities
- **David Hilfiker, M.D., (1994) Not All of Us Are Saints: A Doctor's Journey with the Poor, pp. 130-145.**

Legislation, Policy, Funding, and Advocacy readings:
- [http://www.nationalhomeless.org/advocacy/housing.html](http://www.nationalhomeless.org/advocacy/housing.html)
- [http://www.endhomelessness.org/section/policy](http://www.endhomelessness.org/section/policy)
- [http://www.endhomelessness.org/section/solutions](http://www.endhomelessness.org/section/solutions)
- [http://www.endhomelessness.org/section/solutions/ten_year_plan](http://www.endhomelessness.org/section/solutions/ten_year_plan)
- [http://www.endhomelessness.org/content/article/detail/667](http://www.endhomelessness.org/content/article/detail/667)

- **Chicago Alliance to End Homelessness**
- **Chicago Coalition for the Homeless**
  [http://www.chicagohomeless.org/about/organizational-achievements/](http://www.chicagohomeless.org/about/organizational-achievements/)
- **Supportive Housing Providers Association—Illinois**
  [http://www.shpa-il.org/about-us](http://www.shpa-il.org/about-us)
- **Housing Action Illinois**
  [http://housingactionil.org/](http://housingactionil.org/)

Assignments
- Online Discussion 7.1: Overview of policy, funding and advocacy
- Online Discussion 7.2: "Victims of Victims" and Individual vs. Societal responsibilities
- 7.1 Online Service Site Check-In #3
- 7.2: Bi-weekly Reflective Journal #3

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**Week 8 - On Ground**

**Learning Outcomes**
By the end of this week, students will be able to:
- Identify factors that influence personal attitude and awareness of sustained commitment at service site based on two readings
- Identify evidence of two existing and two lacking perceived "personal" resources for clients at service-learning site (highlighted in *Fisher King* film excerpt and assigned readings)
- Prepare an outline of local and national strategies to holistically address homelessness
- View *The Fisher King* (excerpt)
- Local and National Blueprint of Strategies to Address Homelessness In-Class Group Project
- Service Site Check-In: Personal Resources as Service Site Reflection

**Class Discussions and Activities**
- View The Fisher King (excerpt)
- Local and National Blueprint of Strategies to Address Homelessness In-Class Group Project
- Service Site Check-In: Personal Resources as Service Site Reflection

**Readings & Media**
- Reading: Final Project Guidelines
- Media: The Fisher King

**Assignments**
- No Assignments Due This Week

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**Week 9 - Online**

**Learning Outcomes**
By the end of this week, students will be able to:
- Learn about Vincentian historical context behind the question, "What must be done?"
- Assess own research methodology of personal experiences, social services, and policy that address homelessness
- Identify three public speaking best practices and preparation recommendations

**Class Discussions and Activities**
- View Week 9 Podcast: Ed Udovic, C.M. on "The Vincentian Question"

**Readings & Media**
- Media Podcast: Ed Udovic, C.M. on "The Vincentian Question" [https://youtu.be/xCzhjEK8FLo](https://youtu.be/xCzhjEK8FLo)

**Assignments**
- 9.1 Quiz & Online Service Learning Check-in #4
- 9.2: Bi-weekly Reflective Journal #4 dropbox (Week 9)

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**Week 10 - On Ground**

**Learning Outcomes**
By the end of this week, students will be able to:
- Summarize personal, organizational, and societal final project themes in written and oral presentations
- Engage in self-evaluation and peer-learning evaluation of oral presentations
- Recognize personal perceptions of people experiencing homelessness
- Complete online survey of students' perceptions of homelessness (also done Week 1 for pre and post-course comparison)

**Class Discussions and Activities**
- Distribution of Peer Learning & Evaluation Forms
- Delivery of Final Presentations
• Contemplative Exercise: Instructors' Summary of Wisdom from Presentations
• Reflecting on Peer Learning & Evaluation Feedback
• My perceptions of homelessness today & reflection on comparison to Week 1

Readings & Media
• No readings or media this week

Assignments
• Final 4-6 Minute Oral Class Presentation

Week 11 - Online

Learning Outcomes
By the end of this week, students will:
• Submit all final papers, journals, and service log time sheets

Assignments
11.2: Final Paper
11.3: Journal Entry 5
11.4: Completed Service Learning Hours

Guidelines for the Service Learning Reflection Journal

You will dedicate 18 hours of service to a community-based organization that both serves the homeless population and is partnering with DePaul's Stean's Center for Community-based Service Learning.

The 18 hours of service must be completed through a minimum of six separate weekly visits, which includes your orientation visit. A journal entry will be written for five of your six visits to your service site. Hence, you will submit a total of five journal entries in the course of the quarter. One journal entry must be submitted on each of the following dates:
Each journal entry should be at least two pages, typed, double-spaced, with a standard font (Times New Roman, Arial). Please write the journals within 24 hours of your service-learning experience. This assures that your memories and perceptions are fresh and have the most detail. For each entry, type the following at the top:

**Name:**
**Your Service Site:**
**Date of Service at Your Site:**
**Journal # (1-5)**

Save and post your journal to D2L with your last name and what journal number. For example for student, Maya Alberta, she would save and post Journal #1 as the following:

Alberta1

For Journal #2, she would save it as:

Alberta2

Finally, clearly label each section of the **The Three Part System** Of your entry:

Complete each of your journals using the **Three Part System:**

**Part I. Objective Account**

First, write an objective account of all the events of the day. Don't evaluate; just write the facts. Describe what you did, in some detail.

**Part II. Subjective Account**
Next, describe your feelings and perceptions about what happened during the service-learning experience – your behavior and the behavior of others. This is your subjective account. **How did you feel at different points in the experience?** Talk about your impressions, ideas, and feelings as you work. What is humanizing about your work? What is dehumanizing? What is life-giving? What is draining? What is confusing and/or disturbing?

**Part III. Reflective Account**

Reflect on how the day's events relate to the course readings, class discussions, research, or other class material. Maybe a concept in class came alive for you or maybe you'd like to test a theory the next time you go to your site. Perhaps an earlier day's material is relevant to today's service-learning experience. Cite readings, concrete points, etc.

If a particular week's course material does not seem very relevant to your service, try to respond to some of these questions or to a course-related question that you design:

a. How did this experience challenge your assumptions of stereotypes?

b. If you were in charge of the site, what would you differently and why?

c. What does this experience tell you about yourself and your service site?

d. How has your understanding of homelessness or social change been altered by our work?

**Note:** This THREE PART SYSTEM approach was adapted from a journaling format developed by Kathleen Maas Weigert, Ph.D. of Loyola University.

**Guidelines for the Spirituality and Homeless Final Project**

Reading the signs of the times, reflecting on a service-learning experience in light of students' own life purpose, and effectively answering the Vincentian question – “what must be done?” – requires a process of integration and synthesis, where students are able to connect intellectual, moral, and spiritual growth in light of a particular social need they wish to address – in this instance, homelessness.

"What Must Be Done?"

St. Vincent de Paul, and the Vincentian mission he inspired, sought to serve the material and spiritual needs of the poor and marginalized in a lasting and effective manner.
In 1617, Madame de Gondi, Vincent's benefactor, turned to Vincent de Paul and asked "what must be done?" Often referred to as the Vincentian Question, it has shaped the Vincentian mission ever since.

St. Vincent's vision enabled him to see the hidden poverty and suffering so many refused to acknowledge. In response to such dire conditions, St. Vincent de Paul partnered with St. Louise de Marillac to create sustainable, institutionalized solutions to address the most pressing needs of their era.

As part of the final project for LL 302 Spirituality and Homeless, all students will complete a final critical reflection paper (5-6 pages) and an oral presentation to the class (4-5 minutes).

**CRITICAL REFLECTION PAPER**

The paper will be an exercise of critical reflection upon the student's service learning project, readings, class discussions, research, and journal work. Include a bibliography at the end of the critical reflection paper. Papers are due on **Week 11 by 9:00 p.m. on D2L**.

**FINAL CRITICAL REFLECTION PAPER IS THE VINCENTIAN QUESTION:**

What must be done? On a personal, organizational, and societal level, how should we respond to homelessness?

Please use at least 6 sources. Be sure to dedicate and clearly label two pages to each of your responses: your personal response; your organizational response; and your societal response.

How should I respond to homelessness? For your personal response, please be sure to include:

- Include an experience this past quarter that changed you and/or your understanding of homelessness.
- How has your in-class and/or service experience connected you to your spiritual or interior self?
- How, if at all, have I seen spirituality and homelessness connected through the experience of this course?
- What must I do about homelessness? What realistic commitment(s) can I make?

What must you (a selected organization) do? Examples of organizational response include (not limited to):

- A School/Institution of Higher Education
- A Church/Faith Community
- A Business
- A Civic Organization
Please address the questions below to your *organizational* response: What should be done? How should it be done? When should it be done? What resources will be necessary for it to be done well? Where will the resources come from? Who should do it?

What must *we* (society) do? Examples of *societal* response include (not limited to):

- National Policy (laws, funding, congressional bills, etc.)
- Please address *HEARTH Act on McKinney-Vento Homeless Assistance Programs* as well as *10 Year Plans to End Homelessness*
- **What must society do about homelessness?**

**CLASS PRESENTATION**

Students will make a 4-6 minute class presentation alone or in collaboration with another class members based on the critical reflection paper question above. Please use at least 6 sources - please bring a paper copy bibliography to your presentation to submit to your professor. Creativity is highly encouraged! Do not hesitate to use audio/visual and other presentation tools. Presentations will be scheduled for **Week 10**, and your final paper is due by **Week 11 by 9:00 p.m. on D2L.**