NOTES

ADDRESSING SOCIAL PROBLEMS, FOCUSING ON SOLUTIONS: THE COMMUNITY EXPLORATION PROJECT*

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HISTORICALLY, SOCIOLOGY HAS MAINTAINED a tradition of exploring the nature and causes of, and possible solutions to, social problems....[C]ontemporary sociological approaches to the study of social problems...often create a situation in which this optimistic foundation is supplanted with an almost paralyzing pessimism. (Scarpitti and Cylke 1995:x)

Instructors who teach "Social Problems" deal with course material that often leaves students depressed, discouraged, and apathetic about their ability to effect change in society (Coleman and Cressey 1996). It leaves them, as Frank Scarpitti and F. Kurt Cylke (1995) noted, with a "paralyzing pessimism" (p. x). Social Problems textbooks and classes often direct most of their attention to the structural causes of social problems and focus less on discussions of grassroots, community-based organizations and programs devoted to alleviating these social problems. As a result, students often leave class feeling dismayed and disillusioned about their abilities to solve many of these problems (Scarpitti and Cylke 1995). The challenge for teachers of Social Problems is to counter some of the disheartening realities that texts portray with examples of constructive ways local communities grapple with social problems.

Lectures do not always give relief from the pessimistic views of social problems. Films, newspapers, and magazines rarely address potential solutions to such problems. Few available tools afford relief to students who are stymied by the burden of a semester of unending bad news and a lack of evidence that grassroots, community-based social action can bring about change.[1] Students' reactions to such troubling class material ("This material is too discouraging;" "I leave this class depressed every day") initiated my search for a way to ease the "doom and gloom" they felt. My efforts resulted in the Community Exploration Project, which addresses the despair expressed by students and utilizes a less traditional, more student-centered (Schmitz 1992) approach. This project came from an optimistic and activist tradition that, as Scarpitti and Cylke (1995) noted, sociologists seem to have lost.

THE COMMUNITY EXPLORATION PROJECT

The Community Exploration Project has three explicit goals:

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[1]An increasing number of articles in journals such as *Teaching Sociology* are addressing more community focus in teaching. An example of recent articles that do encourage students to explore their own involvement in the community, explicitly encouraging social change, include Patricia Corwin (1996), Nancy Netting (1994), and Rachel Parker-Gwin (1996). A trend toward requiring community service for general education in colleges and universities is also evident.

(1) to enable students to develop and practice their sociological imagination;
(2) to challenge students to discover and understand community efforts to alleviate problems; and
(3) to encourage students to initiate social change now and in the future.

Students develop their abilities to see social problems as public issues rather than personal troubles (Mills 1959). They also learn how they can make a difference in the social world, which includes where to go for assistance and how to model the community projects of others. This is clearly preferable to feeling overwhelmed by social problems and, as a consequence, becoming paralyzed because students feel they do not know what to do or where to turn for help.[2] The Community Exploration Project also encourages faculty members to recognize that students' knowledge can make significant contributions to class and foster a student-centered educational environment.

I begin the Community Exploration Project by asking students to decide which topics they would like to cover in their Social Problems class. During the first day of class, students brainstorm about issues they would like to include over the course of the semester, and I list their results on the chalkboard. I encourage students to introduce any topic of interest, not just those covered in the textbooks. After I list all their topics, I tell them to add any new items before the next class period and write down their top five choices. On the second day, I collect the lists and, later that day, I rank the topics in order from most to least selected. For example, one semester, a class of 31 students generated the following discussion topics, listed from most to least often chosen: mental health, drugs, crime, sexual orientation, poverty, urban problems, family, sex and gender discrimination, environment, racial and ethnic discrimination, wealth and power, health, global inequality, education, age discrimination, teen pregnancy, gangs, work and occupations, and AIDS. If the final list includes topics not covered in the assigned texts, I schedule those topics late enough in the semester to give me time to gather reading material to place on reserve in the library. Additionally, I reserve two topics for "teacher's choice" in the event that students do not choose issues I consider essential. For example, in the above list, racial and ethnic discrimination and work and occupations did not make the final list, so I substituted racial and ethnic discrimination for drugs and work and occupations for poverty.[3] From each student's list of five topics, I construct Community Exploration Groups. Students work with those who have similar interests. During this particular semester, we had "problem exploration groups" on the environment, race and ethnicity, family, crime, sexual orientation, and urban problems, each containing four to six members.

After I organize the Community Exploration Groups, we discuss potential projects, locations of sources of information, and ways they can explore their problem in the community. We also discuss the importance of "representing" their university well, being respectful to "informants," and issues of confidentiality and the protection of human subjects. I also encourage students to be

[2]This exercise is primarily an information-seeking activity, which, hopefully, will be utilized to initiate future change in society. Along with the group problem exploration, I have students involved in 20 hours of service learning, which is a hands-on, problem-solving aspect of the class. Some students link both of their projects together. For example, one student did her service learning at the local environmental issues center and joined a problem exploration group focused on the environment. This may have enabled her to do a better job in both, though her co-collaborators may have relied more on her efforts. Hence, they may not have learned as much as they would have otherwise.

[3]While "teacher's choice" contradicts my desire to be increasingly student-centered, I also recognize the importance of providing guidance for students, particularly in general education classes.

organized and efficient in asking informants for the time to discuss their project. In the remainder of the class period, students meet each other, exchange phone numbers, and discuss the focus of their project and ideas for their eventual classroom presentation (see Appendix A). While in their groups, students also develop different avenues for collecting information, contacts, and the depth and breadth of their presentations. They also discuss how they will gather the data they need to present, how they will organize their presentation of information, and how to assign group members to the different aspects of the data collection and presentation.

During the semester, students take almost all of the responsibility for their Community Exploration Project. Students collect material for their presentation, including interview data, videotapes, photographs, maps, and statistics. When students interview community leaders, they collaboratively produce the interview schedule and practice interviewing each other in order to circumvent potential problems. They meet on their own to discuss allocation of tasks and to assist each other with collecting information, running the video recorder, or interviewing informants. Students meet with me to discuss their progress and problems, to schedule presentations, to get assistance duplicating handouts or overhead projections, and to make arrangements to reserve rooms with audio-visual equipment.

Throughout the remainder of the semester, class time is spent in lectures and small-group activities focused on the discussion of various social problems in society. Some of these deal specifically with topics covered in the Community Exploration Groups while others relate to ideas such as work and occupations, education, poverty, sex and gender, and physical and mental health. Early in the semester I also spend a considerable amount of time discussing sociological frameworks and ways in which sociology enables people to see life from different viewpoints. I reinforce these perspectives as often as possible throughout the course so that students receive several examples and practice "seeing" events in different ways. Students gain a firm grounding in sociological theory and sociological concepts, and they make connections between class discussion and the lessons they learn in their Community Exploration Projects. Thus, during regular classroom discussions when the class is covering topics other than the ones included in the Community Exploration Project, I encourage student group members to contribute some of their information regarding local solutions to particular social problems, as well as how their projects provide concrete examples of social stigma, subcultures, institutionalized racism, backstage behaviors, power, or any of the sociological theoretical perspectives. For example, during a discussion of the educational system in society, one student noted that in the middle of an interview for her group project, she noticed an issue related to tracking and was then able to connect that to conflict theory. It is important for students to see the connections between their community exploration and the material presented in the textbooks and classroom discussions. These contributions increase students' "commitment" to the topic. They feel more involved in the class and provide other students with ideas about the investigation and improvement of their own group's community-based solutions.

Each group of students has one class period to present its findings (see Appendix B for an outline of one project). I schedule the presentations toward the end of the semester so that students have enough time to collect information and develop their ideas. Unless the students in the group object, I usually incorporate these presentations near the end of the week that we discuss the particular issue. For example, one group focusing on sexual orientation wanted to present their material before the related class. They had scheduled a guest speaker for a portion of their presentation who was featured in a video I had arranged to show later in the week. This group also wanted to give the other students a survey

about their attitudes toward gays and lesbians before the class discussed the subject. Later in the week, after the group members had tabulated the results of their poll, they contributed this information to class discussion.

I also encourage students to be creative with their presentations and, if appropriate, to explore more than one side of the issue (i.e., how do the wealthy and poor in town address problem X?; how does the community respond to this problem in proactive and reactive ways?). Discovering the ways different community groups address problems encourages students to think critically, to anticipate organizational problems, and to consider solutions. Exploring more than one organization may be particularly important when a community group has not made much progress toward its goals. For example, one student group, interested in women's safety issues, visited a local shelter for abused women and interviewed the director of the shelter and the telephone crisis hotline volunteers. During their classroom presentation, they showed video footage of the unrestricted areas of the shelter and discussed the benefits and drawbacks of other community organizations that handle cases of abuse. Finally, the group members handed out information that detailed how to get help.

In other cases, students may need to explore community groups that are related indirectly to their project because no formally organized community organization deals specifically with the problems and solutions the student group chose. One group of students was interested in education and wanted to understand better how girls and boys become socialized to fit sex-appropriate social roles and what local educators were doing to help challenge those restrictive roles. After presenting video footage of grade school and junior-high school girls and boys at a playground that illustrated how early and how well we all learn our socially appropriate sex roles, the students discussed their interviews with educators regarding gender issues in primary and secondary education. The students then illustrated the teaching techniques some educators utilize in their classrooms to address traditional roles of women and men in society.

RESULTS OF THE COMMUNITY EXPLORATION PROJECT

Sociological Imagination

The Community Exploration Project is an excellent tool for exercising students' sociological imaginations. By getting students out into the community, they learn the ways our social characteristics, such as sex, race, social class, age, ability, and sexual orientation, influence our "life chances" (Baber 1993; Grauerholz and Copenhaver 1994; Thompson 1995). When students place themselves, and the people being assisted by community groups, into a social context and identify how public issues affect their personal lives, they can "imagine" the impact of the social and their relationship to it (Grauerholz and Copenhaver 1994; hooks 1994; Mills 1959).

Professors and researchers are beginning to recognize the benefits of experiential learning (Lowman 1985; McGrane 1994; Sernau 1995). This type of education challenges students to apply the knowledge provided in the classroom and textbooks to "real world" issues (Boyle 1995). The Community Exploration Project encourages them to consciously question their beliefs about others and to understand the complex relationships between their beliefs and values and social-structural conditions (Baber 1993). For example, when referring to the group work, a student noted on a course evaluation form that:

> The things she told us to think about helped us challenge ourselves in understanding who we really are....I learned alot [sic] more about my environment and myself. I am more understanding [of] topics that I may have had a prejudice [about] before.

The connection between the personal and the public is important for this exercise because

developing such a focus "opens up the possibility for working with others to change aspects of the social order that create problems for many individuals" (Disch 1997:2).

Empowering Students to Make Change

Empowering students to seek solutions to social problems begins by understanding that the "paralyzing pessimism" they possess can develop out of a "needs-based" understanding of social problems. In other words, people "begin to see themselves as [having] special needs that can only be met by outsiders" (Kretzmann and McKnight 1993:2), by people who are "more qualified," and by top-down strategies. Thus, they often do not work to alleviate their problems and become paralyzed about acting on social change. However, as Scarpitti and Cylke (1995) suggested, "We...do not have to wait for the government to take action. We can, and indeed we must, act as individuals and groups" (p. xvi). In short, it is much more effective for students to explore these problem-solving avenues themselves.

In their group presentations, their written work, and in-class discussions, students demonstrate growing knowledge of community efforts to alleviate social problems and about various aspects of their community that they never knew existed. A student wrote on a course evaluation form that "you ran...informative, fun classes that encouraged us to get out of the classroom and see what [the community] has to teach us," while another student "liked most, the fact that she got us involved in 'hands-on' experience in society, which I feel I learned more from that than I would have ever learned sitting in class and just memorizing facts." Other students noted:

> The course made me learn and think about society and social problems. I wasn't spoon fed any information; I had to go find it and think about myself.

> George really made the class interesting and showed me that I could make a difference in the world.

> The [community] work we were required to do forced us students to leave [the campus] bubble and be exposed to the social problems of the "real world" and help in aleav[iat]ing [sic] them.

> I gained an undescribable [sic] amount of knowledge in this course, knowledge about society's problems and ways to aid in fixing them....[4]

On an "Alumni Evaluation of Candidates for Tenure and/or Promotion" form, an alumnus noted that he "plant[s] a large vegetable and flower garden and [he] give[s] fresh vegetables to shut-ins and flowers to the senior citizens' home and to people in the hospital. [He] feel[s] this was inspired by her class." Another former student added that:

> Dr. Rundblad is...the first professor I had who could motivate students to take an active role in the community....She gave us the knowledge and tools to touch people's lives and facilitate change. I started volunteering in Dr. Rundblad's class and I have been ever since. At Rush [Memorial Hospital], I volunteer as a big sister to a child infected with HIV. I am also on a committee that recruits doctors and students to volunteer at a clinic for people who otherwise would not have access to health care. Georganne Rundblad was instrumental in my desire to do these things.

These students are referring to the service-learning aspect of the course. In addition to the Community Exploration Project, I have students do "service learning" for a social service agency in town for at least 20 hours a semester. Students locate a social service agency, develop a "contract" that outlines their responsibilities over the course of the semester, and then fulfill those duties. They keep a detailed journal of their experiences and apply the theories discussed in class to these "real life" situations. The final part of this project involves a term paper that fo-

[4]The quotes from students are significant, especially since I do not ask them to address any part of the project on course evaluations.

cuses on one concept or idea, such as education, poverty, or social inequality. They integrate their experiences with larger sociological issues learned from readings and the outside literature review. In either case, I think both the Community Exploration Project and the Service-Learning Project complement each other. One of them focuses on an exploration of the community's solutions to particular social problems, while the other encourages students to work toward social change. They both aim at the issue of "paralysis" by encouraging students to be pro-active in their social contacts. Furthermore, they both provide students with "real life" examples, which they may apply to sociological theory and the sociological concepts they learn all semester.

Students as Knowledge Producers

Additional benefits of collaborative, active learning experiences like the Community Exploration Project include creating knowledge-producing students and providing a class free from hierarchy (Freire 1995; hooks 1994; Schmitz 1992). When instructors let students choose aspects of their own education, they are acknowledging that student contributions to class are important and useful. In a course evaluation, one student noted: "[S]he encouraged imput [sic] from the class. I liked the fact that at the beginning of the semester, she asked the class what issues interested us," while another wrote: "[I]t was easy to want to apply yourself...because it was such a student oriented set-up." Another student found "that a big part of her expectations [for the class] included class participation and discussion and I learned a lot from these." Finally, one alumna noted that she did not feel like a "'pupil' in her courses, but rather a member of a journey....Courses are interactive; heated discussions are frequent, students often begin to introduce outside materials and concepts, and classroom inquiries often extend beyond the classroom."[5] Students take more responsibility for their education and rely on their own knowledge and experiences to enhance their own involvement, interest, and learning (Grauerholz and Copenhaver 1994). Encouraging students' contributions to knowledge production is significant because it recognizes that faculty members are not necessarily "experts" or talking heads that spit out the only significant knowledge in any particular course. It reinforces the perception that students can provide and produce insightful understandings of social problems. As bell hooks wrote: "We all bring to the classroom experiential knowledge,...[and] this knowledge can indeed enhance our learning experience" (1994:84).

Increasing students' involvement in collaborative work (Lemon 1995; Longmore, Dunn, and Jarboe 1996; Rau and Heyl 1993; Schmitz 1992; Sernau 1995) creates an environment where students learn from each other, discuss possibilities, and produce a final, collaborative presentation. The distance between faculty members and students decreases because teachers view students as producers and presenters of knowledge. Discussion and interaction increases, and students take an active role because they rely on each other for ideas and solutions (Marchesani and Adams 1992; Schmitz 1992).[6]

Additional Benefits

The Community Exploration Project creates a more supportive educational environment, and students seek information and develop original work. When students collaborate, the competition between individual students decreases (Marchesani and Adams 1992).[7] For example, one student noted on a course

[5]This is quoted from an "Alumni Evaluation of Candidates for Tenure and/or Promotion."

[6]According to Marchesani and Adams (1992), this increases "the likelihood of academic success for a broader range of students and we enable more socially diverse college students to feel welcomed, included, and competent" (p. 17). This lessens their sense of alienation and isolation, especially for first-year students, who comprise the majority of the students in my Social Problems classes.

evaluation form: "I thought all the group work was beneficial. It made learning and working more fun."

The project can produce unexpected benefits, even when all does not go as planned. For example, the group who explored the educational system and sex-role socialization confronted barriers when they realized they needed to get permission from grade school and junior-high school administrators to videotape the students. Then, they discovered that they could not film in classroom settings. This experience required them to search for other possibilities and sent the group members into different directions. First, the group members explored other avenues in the educational system for solutions to sex-role socialization. This exploration provided them with more variety in their final presentation, including data from interviews, computer sources, and textual material. Second, this problem forced the group members to videotape the playground. These scenes provided them with a better introduction into their presentation than the one they had originally intended. Finally, the students realized that there were no local organized groups that focused on addressing sexism in the educational system. Thus, the students themselves became that community group for a limited period of time. By working through their problems, they became better data collectors. Such difficulties can result in unique course work because students learn different strategies and sources for collecting information.

This project also allows students to think in creative and critical ways because they learn the approaches that different social organizations utilize in order to address social problems. The data collection phase is also beneficial because students gain understanding of the skills necessary for questionnaire construction and interviewing. They demonstrate these newly acquired skills during practice runs with group members and also in video footage of awkward interviewing situations.

Indirectly, this exercise enhances students' creativity and their public-speaking abilities. Since students present the results of their exploration to the class, they are encouraged to be creative in an effort to escape from the lecture format of professor-centered teaching. As a consequence, students often experiment with audio-visual equipment and develop proficiencies in the use of such equipment. For example, one group used video footage for part of their presentation that included dubbed music during the title and credits, similar to "professional" movies.

POTENTIAL PROBLEMS

While the benefits of the Community Exploration Project far outweigh the limitations it presents, it is not without problems. The most immediate challenge that this exercise presents is that it tends to work best with classes of 35 or fewer students (Corwin 1996). With larger classes, the student groups are too large for close involvement of each individual in the process. Also, the group presentations begin too early in the semester for students to do a thorough job collecting information and organizing an engaging presentation. Where larger classes or academic terms based on trimesters exist, faculty members could shorten the presentation times and assign a short paper to include all of the information collected by students. The presentations themselves are less important than the actual exploration of the community solutions to social problems. With shorter presentations, Community Exploration Groups might be encouraged to provide handouts to other students detailing additional information

As can be expected with any type of group interaction, some students have expressed interpersonal difficulties with their groups. For example, a student wrote about feelings

[7]This exercise, however, does not always prevent competition between groups of students. Often, successive group presentations improve in quality, based upon the early group presentations; students become more creative in their use of audio and visual aids by the end of the semester.

of resentment at having to drive group members around in order to collect the data they needed: "I feel I did above and beyond the expectations of this class. I had to drive my classmates around often and for no benefit of my own, merely because they were in my group and car-less."[8] If faculty members are aware of problems such as this early enough in the semester, they might use it to illustrate, for example, the problem of poor public transportation systems and how that can hamper some people's abilities to meet all of their needs.

Another more serious problem is that this class project can take valuable time away from service providers (Hubbard 1996). A related potential pitfall of this project is that it does not get students immediately involved with the alleviation of the social problem they are addressing. Instead, it serves to help them discover different ways social problems are addressed at the local level. It is my hope, however, that this assignment will excite students enough that the ideas generated by this project will encourage their involvement in community-based work, perhaps with the same service providers they worked with for their projects.

Finally, for many students who have family or work responsibilities, the time spent collecting the information and putting together a group presentation can be burdensome. It may be possible for some students to collect more information, while others work at choreographing the presentation, developing handouts, contacting guest speakers, or writing the paper.

CONCLUSION

Jose Calderon and Betty Farrell (1996) wrote that practicing sociology, in ways similar to the Community Exploration Project, is often more intellectually and emotionally rewarding than that gained through passive learning. The Community Exploration Project encourages students to apply their intellects to class, to find out information and think about it themselves, and to draw their own conclusions. It also enables students to leave class feeling positive and empowered to make change, to make a difference in the world, and, hence, emotionally fulfilled.

Students, through their involvement with local groups, gain firsthand knowledge and understanding of their social world. Aside from being good "active learning" (Blinde 1995; Grauerholz and Copenhaver 1994; McGrane 1993), it encourages students to "consciously and directly [respond] to social problems" (Scarpitti and Cylke 1995:xvi) while they are students and, hopefully, later in their lives as involved citizens. As Kretzmann and McKnight (1993) stated, once the focus is redirected to highlight the abilities of people to address social problems, any grassroots, community-based organization "can begin to assemble its strengths into new combinations, new structures of opportunity, new sources of...control, and new possibilities" (p. 6). Thus, this model provides students with the tools needed to build social change.

APPENDIX A. COMMUNITY EXPLORATION PROJECT[9]

One of the best ways to learn information is to become involved in it to some extent. As such, I would like you to become involved with learning about community efforts to alleviate social problems. I hope you will also learn about the processes of organizing to initiate social change. Should you, in the future, wish to do some of your own organizing, you will have some idea of how to go about it, or whom to contact, in order to initiate social change. This exercise should also help you to understand the way society influences or affects your lives and those people who are similar to, and very different, from you. It should enable you to understand the ways in which social characteristics (sex, race, social class, age, ability,

[8]This is quoted from an "Instructor and Course Evaluation Form."

[9]This was adapted from an exercise, "Neighborhood Explorations," from the Associated Colleges of the Midwest, Chicago Urban Studies Program.

sexual orientation, etc.) affect our lives. Please try to focus on these aspects of your project as well.

I would like your group to go into the community and examine how social problem X is addressed. Ideally, I would like you to pay attention to grassroots organizations; however, I recognize that this is not always possible. I would also like you to examine the social problem (or some aspect of it) from more than one perspective (from proactive and reactive perspectives, from the perspective of the wealthy and the perspective of the poor, etc.).

You will have one class period to present your findings. Please consider collecting your information early. You will need to reach a consensus as a group on the following:

(1) What do you want to know? You can choose to study one aspect of a problem. For example, if you are interested in poverty, you can tackle homelessness, welfare, or how people find jobs in the community. If you are interested in health, you can investigate preventive health care options, training for health care professionals, or health care for those who do not have insurance or benefits.
(2) Why do you want to know what it is you are exploring?
(3) How will you get the information you need? The phone book or the Community Human Services Organizations handbook might be the best place to begin looking.
(4) You must decide how to put the gathered information into a form that will capture the attention of your peers. Please resist the temptation to simply present statistics.
(5) Who will be responsible for collecting and presenting certain information? This may change as you gather information, however, assigning responsibilities at the beginning of the process will help to plan the overall presentation.

Also take into consideration (if appropriate) the following:

(1) The history of the problem in the community, geography of the problem, racial/ethnic backgrounds, sex, ability, sexual orientation, and age issues regarding the problem.
(2) Statistics: crime statistics, unemployment figures, health care statistics, poverty/income statistics, government studies, and Public Aid information (city library or city government offices).
(3) Interviews with key figures: community organizers, teachers, police, business persons, day care providers, health care professionals, city planners, and religious leaders.
(4) Consider housing, transportation, and condition of the infrastructure.

Please take time to rehearse your presentation in order to ensure a clear, organized, and concise presentation. Practice will also allow you to recognize any gaps you may have overlooked. If your presentation requires handouts, be sure to give me handouts soon enough to duplicate them. If you plan to have charts, graphs, photos, or drawings, please make sure they are large enough for the class to see (use the overhead projector?). Also, if you need special equipment either during data collection (tape recorders, duplications made of interviews, or video cameras) or for your classroom presentation (TV and VCR, use of the Audio/Visual Room), please let me know soon enough to ensure that the equipment is available when you need it. Please feel free to be creative in your presentation. Please note: This is a group project, which means everyone must be involved in all aspects of the project. You will be asked to evaluate each others' contributions to the project.

APPENDIX B. AN EXAMPLE OF ONE COMMUNITY EXPLORATION PROJECT PRESENTATION

One Community Exploration Project group focused on the community's response to homelessness. During this group's presentation, each of the group members was responsible for a different aspect of the outline below and was often assisted by the other students in the group. At each stage of the presentation, where appropriate, the students connected the material from the class readings regarding poverty, work and occupations, health care, education, and family with their projects. The students also turned in a detailed outline of their presentation that explicitly enumerated the connections they made between their project and the readings, concepts, and theoretical perspectives in the event that they ran out of time to discuss all their material.

Brief Outline of Presentation

- Introduction and definition of the problem (3 to 4 minutes).

- Discussion of graphs on national and local statistics on rates of homelessness (5 to 6 minutes).
  - Homelessness by race
  - Homelessness by age
  - Homelessness by sex
- Video presentation of unrestricted areas of the different homeless shelters in the community (5 to 6 minutes).
- Discussion of interviews with people regarding homelessness (15 minutes).
  - College students and their perceptions of homelessness and the homeless.
  - Homeless people with some quotes enlarged on the overhead projector.
  - Homeless shelter personnel with some quotes enlarged for overhead projector.
- Discussion of homelessness alternatives such as the May Day "Takeovers" (5 minutes).
- Questions and answers (7 to 10 minutes).

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