

HOMELESS IN AMERICA















Did you know?

262 million people were affected by climate disasters in 2004, more than 98 per cent of them in developing countries



Thirty million people a year

DIE of **HUNGER**

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DIE of **HUNGER**

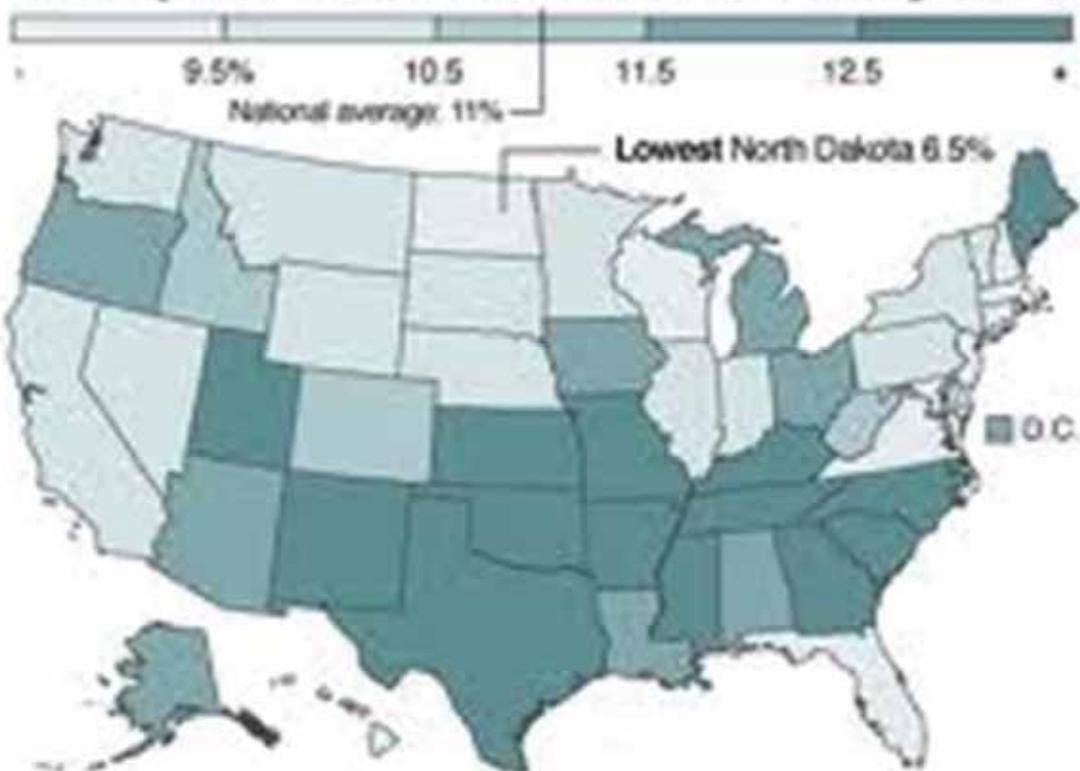
Thirty million people a year

DIE of **HUNGER**

Limited access to food

At 17.4 percent, Mississippi had the highest average rate of food insecurity in the past three years.

Percentage of households that were food insecure, average, 2005-07



NOTE: Food insecurity means people did not always have access to enough food for an active, healthy life.

SOURCE: U.S. Department of Agriculture

AP



Photo: Martha Taber

OIL SPILL!





~~ILL~~LITERACY

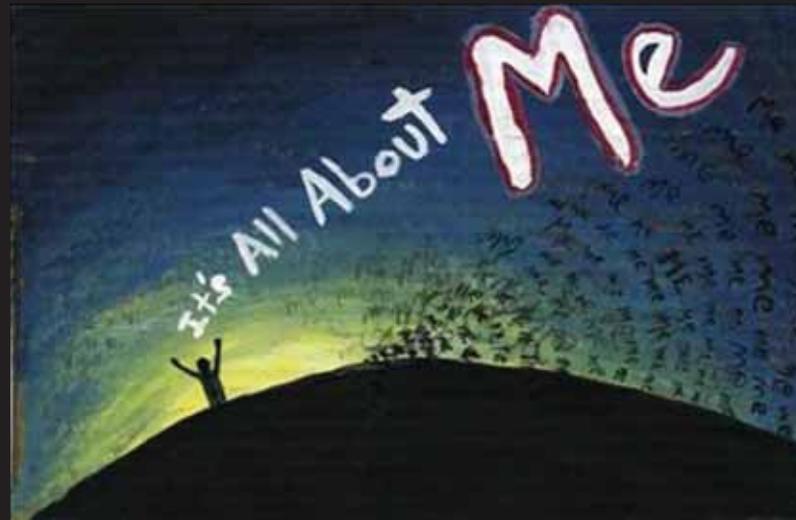


WORLD PLEASE

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Future Shock:

Expressions of Resistance
Towards Helping Behavior



Helping Behavior



- a type of pro-social behavior
- voluntary action intended to help or benefit another individual or group of individuals

Background

- Description of SLS 1122
Strategies for Academic Success
- The Critical Thinking module
- "The Singer Solution to World Poverty" by Peter Singer –
thesis and argument

The Catalyst

- A simple argument:

"If it is in our power to prevent something bad from happening, without thereby sacrificing anything of comparable moral importance, we ought (morally) to do it."

"Suffering and death from lack of food, shelter, and medical care is bad."

The Catalyst

- Singer's View – Utilitarian
- Aristotle – Virtue Theory
- Kant or Rawls – Duty, Rights

- Moral requirements are typically thought to have significant motivation strength.

The Resistance

- Yet, students resist.
 - The reasons are varied: concerns of pauperism, paternalism, or fraud; (usually superficial) ideas of political and social consequences of exaggerated giving.
 - Altruism isn't (necessarily) required.

The Comments

- "There could be a dramatic redistribution of wealth in a negative way"
- "Other countries might become better places to live, but the expense will be that our country will become a worse place to live"
- "A lot of industries would lose business because people would no longer be buying luxuries"

The Comments

- "Communi sm..."
- "Millions of people from the bottom of the lower class will be saved and will be able to live healthy lives. It could also cause our economy to be overrun by social ism."
- "Not having as much money as needed to retire...Bob would be foolish to trade his life savings (his Bugatti car) for the life of a child he doesn't even know. You have to think about yourself and your own survival before you think of others."

The Comments

- "If we don't take what Singer says word for word then people will die, but the world will go on. We could have saved a life by donating money, but we didn't, it happens. Life goes on."

The Comments

- “I wouldn’t have listened to his golden voice, but I would’ve given him money if I had cash on me”
- Community Service vs. Monetary gifts



The Comments

- "I believe in giving second chances regardless of one's history. Everyone has their own history which has made them who they are today."
- "Most often I give back to the community because it is a requirement. I feel as though I do not have enough time to give to good causes as I barely have enough time to give my school work."

The Research

- "Individuals saw their personal worlds as less random, more just and more benevolent than they saw the world in general."
- "European American participants also rated the benevolence of the world and the benevolence of other people as greater than did minority group participants."

Calhoun, L. G., & Cann, A. (1994). Difference in assumptions about a just world: Ethnicity and point of view. *The Journal of Social Psychology*, 134(6). P. 765.

The Research

Four main classroom contributors to Students' pessimistic appraisals of their ability to improve social problems:

1. Authoritarian teaching methods
2. A culture of "doom and gloom"
3. Little attention to solutions to social problems
4. No linkage of social problems to individual behavior

Johnson, B. (2005). Overcoming "doom and gloom": Empowering students in courses on social problems, injustice, and inequality. *Teaching Sociology*, 33(1). pp. 44-58

Approach to a Solution

- The communication and information-flow structures which enhance our awareness of the plight of others are often the very same structures that enhance our ability to give
- Critical thinking – the lesson at play in this kind of argument analysis, when developed, tends to yield a richer understanding of the role one has and the impact of personal behavior on others.

Approach to a Solution

- **Step 1** – Identify the process through which social problems are constructed. Introduce the role that theoretical perspectives and values-positions play in defining social problems
- **Step 2** – Identify existence of social problems through the use of reading, lectures, videos, and discussions

Approach to a Solution

- **Step 3** – Identify the core causes of social problems.
- **Step 4** – Identify structural solutions to social problems
- **Step 5**– Identify individual actions that contribute to social solutions. This step links personal action to structural solutions

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Approach to a Solution

- Encourage students to reflect and find solutions
 - How do my actions affect me AND my community?
- Promote giving back
 - I am giving because I want to, not because I have to.
- Give students their independence

Humankind...Let's Help



Presenters

- Patricia Golay, Ed.D. Assistant In Undergraduate Studies, Florida State University
- Peter Hanowel, MA, Director of Tutoring Services, Florida State University
- Caleb Cash, BA, Graduate Assistant, New Student and Family Programs, Florida State University