

COURSE SYLLABUS



COURSE TITLE: SOCW-212: Introduction to Social Policy

CLASS SECTION: 01

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): Fisher room 302 from 6:00 pm to 8:50 pm

Camosun College campuses are located on the traditional territories of the Lək'wəḡən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.
Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Jacqueline Quinless

EMAIL: quinless@camosun.ca

OFFICE: PAUL 228

HOURS: Monday 9:00 am -10:00 am; Tuesday 4:00 pm-6:00 pm; Wednesday 9:00 am -10:00 am or by appointment.

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course presents an analysis of the history and structure of major social policies and programs in Canada with a focus on connecting private troubles and public issues. The course also reviews the social service and human rights responses to social problems, in particular problems of poverty and economic disadvantage

PREREQUISITE(S):

One of: C in ENGL 151 C in ENGL 161 C in ENGL 163 C in ENGL 164

CO-REQUISITE(S): but it is recommended that students take SOC 100 prior to enrolling in SOCW 212.

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

This course presents an analysis of the history and structure of major income security policies and programs in Canada and the ideologies that underlie them. The course also reviews the social service and human rights responses to social problems, in particular problems of poverty, economic disadvantage as it relates to social policy and Indigenous peoples.

Upon completion of this course a student will be able to:

1. Critically assess
 - Canadian social policy, including history, ideologies, programs, administrative structures and the forces influencing policy change.
 - The issues and policies related to economic disparities as a key area of social policy.
 - The impact of issues and policies on people subject to various forms of structural disadvantage.
 - The roles of social workers and other helping professionals in both the administration of social policy and in influencing social policy development.
2. Demonstrate an ability to think critically and to communicate ideas effectively in writing.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

The course will cover the main course textbook. Additional materials including videos/documentaries, will be introduced during each week, and students should be prepared to take notes when materials not covered by the texts are presented.

Required Reading:

- Steven Hick. Social Welfare in Canada Understanding Income Security (Fourth Edition), Toronto, Ontario: Thompson Educational Publishing, ISBN 978-1-55077-230-2
- Detailed PowerPoint Lecture Presentation Slides
- The Promise and Pitfalls of C-92: An Act Respecting First Nations, Inuit and Métis Children, Youth and Families <https://yellowheadinstitute.org/wp-content/uploads/2019/07/the-promise-and-pitfalls-of-c-92-report.pdf>
- Bill C-92's Indigenous Child Welfare Act: More Pan-Indigenous Legislation that Risks Continuing the Status Quo
- Pam Palmater: Presentation to Senate Committee on Bill C-92 First Nation, Inuit, Metis Child Welfare: <https://www.youtube.com/watch?v=vkcl0iF0Yic>
- **Data Collection and Reporting (p.19):**
- https://yellowheadinstitute.org/wp-content/uploads/2019/03/does-bill-c-92-make-the-grade_-full-report.pdf

Recommended Readings:

- Bishop. A. (2002). Becoming an Ally: Breaking the Cycle of Oppression in People. London & New York: Fernwood Publishing.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

LECTURE	THE WEEK OF: Starts on Monday	TOPICS	READINGS
Week 1	January 8	Introduction Course Outline/Overview	Chapter 1 (start reading)
Week 2	January 15	Social welfare and well-being in Canada	Chapter 1 Quiz 1- D2L
Week 3	January 22	History: The Rise and fall of the Welfare State	Chapter 2 Quiz 2- D2L
Week 4	January 29	Canadian Labour Market Policies and Programs	Chapter 3 Quiz 3- D2L
Week 5	February 5	Social Welfare Theory & Making Social Policy in Canada Child Welfare Act Group Discussion 1: Bill C-92 – what Is it? https://yellowheadinstitute.org/wp-content/uploads/2019/07/the-promise-and-pitfalls-of-c-92-report.pdf	Lecture slides 12 page article: The Promise and Pitfalls of C-92: An Act Respecting First Nations, Inuit and Métis Children, Youth and Families Quiz 4- D2L
Week 6	February 12	The Welfare and Well-being of People Living in Poverty Assignment 1- Self-location and Land Acknowledgement Activity	Chapter 4 Quiz 5- D2L
Week 7	February 19	Reading Break Feb 20-23- NO CLASSES	Quiz 6- D2L
Week 8	February 26	Midterm Test 1 – Tuesday In class	
Week 9	March 4	The Welfare and Well-being of Women and Families	Chapter 5 Quiz 7 D2L
Week 10	March 11	The Welfare and Well-being of Canadian Children Group Discussion 2: Bill C-92 – what are the pitfalls? https://pampalmater.com/2019/03/bill-c-92s-indigenous-child-welfare-act/	Chapter 6 Bill C-92’s Indigenous Child Welfare Act: More Pan-Indigenous Legislation that Risks Continuing the Status Quo Quiz 8- D2L

Week 11	March 18	Social Welfare and Mental Well-being in Canada	Chapter 7
Week 12	March 25	<p>Tuesday In class discussion: https://www.youtube.com/watch?v=vkcl0iFOYic by Pam Palmater: Presentation to Senate Committee on Bill C-92 First Nation, Inuit, Metis Child Welfare</p> <p>Question: What is the role of Data in the Indigenous Child Welfare Act Bill-C92 Data Collection and Reporting (p.19): https://yellowheadinstitute.org/wp-content/uploads/2019/03/does-bill-c-92-make-the-grade_-full-report.pdf</p>	
Week 13	April 1	<p>Indigenous Peoples and Colonization: Group presentation: What is the role of Data in the Indigenous Child Welfare Act Bill-C92</p>	<p>Chapter 8 Quiz 9- D2L Quiz 10- D2L</p>
Week 14	April 8	<p>Becoming an Ally: Breaking the Cycle of Oppression in People</p> <p>Group presentation: What is the role of Data in the Indigenous Child Welfare Act Bill-C92</p> <p>Assignment 2: Indigenous Peoples, Racism and the Settler Colonialism</p>	<p>Lecture slides http://www.lynnqehl.com/uploads/5/0/0/4/5004954/ally_bill_of_responsibilities_poster.pdf http://www.daa.org.uk/uploads/pdf/How%20to%20be%20an%20Ally.pdf</p>

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html).
<http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

For more details of each assignment please see the course homepage in D2L for the course regarding expectations, pointers and due date reminders.

Basis of Student Assessment (Weighting)

The final grade for this course will be based on the following components (see more details below):

	Due Date	Weight
Two Written Reflection Assignments 5% each Worth 10%	Week 6; Week 14	10%
Weekly Short Quizzes Worth 4% each	Week 2 to Week 13	40%
Test 1 Worth 20%	Tuesday Feb 28	20%
In class assignment Worth 15%	Tuesday March 28:	15%
3 Group Discussions (2.5% each) 7.5% and Short Presentation 7.5%	Bill C-92 (Indigenous Child Welfare) Critical Analysis	15%
Total		100%

Written Assignments: (10% each)

There are two written assignments scheduled this semester which are based in related course material. You are expected to answer questions described below and then prepare **an individual 2-3 pages 12 font double spaced** typed assignment to be submitted to the instructor on the due date indicated in your course outline and D2L. Each written assignment is worth 10% of your overall grade. You will be required to provide APA citations for each of your assignment response questions.

Reflection Assignment 1 Self-location and Land Acknowledgement Activity

Participating in a self-Location and land acknowledgement activity can tell you a lot about yourself. Self-awareness with respect to cultural understanding and recognition is important to building relationships based on trust, respect, and openness. It is also important personal work that will prepare you for working respectfully with Indigenous communities moving forward. In this exercise you are invited to reflect on the several questions to increase your readiness to learn and develop meaningful relationships in the field of social work.

Prepare a 2-3 pages 12 font double spaced individual response that answers these questions which should be uploaded to D2L in the assignment folder. You will be required to provide APA citations for each of your assignment response questions.

1. What is your family history? What brought you and your family to this land?
2. What factors do you think have been important to building your identity? Your identity meaning who you are e.g. unique personality.
3. Do you know whose traditional territory you are on? If yes, explain.
4. How much do you know about the history of Indigenous people in your area?
5. Have you read any of the following? Select all that apply: Indian Act; 1996 Royal Commission on Aboriginal Peoples; The 2015 Truth and Reconciliation Commission; The United Nations Declaration on the Rights of Indigenous Peoples

Reflection Assignment 2- Indigenous Peoples, Racism and Settler Colonialism

Prepare a 2-3 pages 12 font double spaced individual response that answers these questions which should be uploaded to D2L in the assignment folder. You will be required to provide APA citations for each of your assignment response questions.

1. What have been the impacts of State Policy on Indigenous Peoples in Canada?
2. Use an example to explain the term Anti-oppressive practice in the context of social welfare policy
3. What does reconciliation mean to you? What do you think is meant by anti-oppressive social welfare policy?

Midterm Test (20%):

The short test will be held during class on **February 27**. The test will consist of short answer questions, and one long answer. You will be tested on all material including assigned readings, lecture material, and video presentations.

Short Weekly Quizzes (4% each)

Each quiz will have 10 question (Multiple choice and True/False) an is worth 4% each. There will be 10 short quizzes throughout the semester and will be completed each week during the specified time period. **Out of fairness to other students, quizzes missed due to an un-excused absence cannot be made up after the quizzes close; for this semester you will have until April 12th to complete all quizzes and they will not be reopened for completion after this date.** Material covered up to and including the class prior to the quiz is subject for inclusion in the quizzes. The quizzes are used as a tool to help you build your knowledge base each week and are a way to prepare you for the tests.

3 Group Discussions and a Short Presentation: Bill C-92 Indigenous Child Welfare Act (15% total)

There are three interrelated discussion groups scheduled this semester which are based on course material (supplemental) and worth 2.5% each. You are expected to work in groups to answer questions, with a one-two page summary to be submitted to the instructor at the end of the allotted time, and then a larger group seminar style discussion of the issues. The discussion groups are worth 2.5% each and worth 7.5% of your overall grade.

In-Class Presentation: 7.5%

Based in ongoing discussion group topics on Bill C-92) students are required to answer the main question of *What is the role of Data in the Indigenous Child Welfare Act Bill-C92?* The presentation is due the last 2 weeks of the course. Students are required to work in groups and to submit **one** presentation electronically in power point for the group to the instructor the day you are scheduled to present along with references (list of citations) used to complete the assignment; each presenter will also be graded individually during their presentation. Individual Mark 4% and Group Mark 3.5% for a total of 7.5%.

Presentation Tips:

1. The presentation is shared equally among group members. *It must not exceed 30 minutes or marks will be deducted.*
2. You must use visual aids for your presentation i.e. power point
3. Do not copy every single word used by the author. Stress important points, and give reasons why you support or do not support the author's perspectives
4. Speak clearly, slowly, and articulately
5. Avoid continual reading from your notes, and make eye contact with your audience
6. Ask and answer questions – part of your task is to facilitate group discussion
7. Present with confidence and remember to be yourself!

If you have a concern about a grade you have received for an evaluation, please contact me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

Students are advised to read the section "Academic Policies and Procedures" on-line in the current College calendar. <http://camosun.ca/learn/calendar/current/>

COURSE GUIDELINES & EXPECTATIONS

In order to deal with the day-to-day management of the course, new procedures may be implemented from time to time throughout the semester. Such procedures will be announced via our newsfeed before they are implemented. **It is the responsibility of the student to keep informed of such developments.** All other matters that are not covered by this course outline are governed by official college policies and procedures.

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of

College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for](#)

[Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal.

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy:

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.