

Camosun College
School of Arts & Science
Social Sciences Department
Social Work 212
Social Welfare in Canada

Instructor:	Dr. Paul Brady
Office hours:	Wed/Fri 11:00-12:30 Tue/Thu 3:30-4:00 or by appointment
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COURSE DESCRIPTION

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

INTENDED LEARNING OUTCOMES

At the end of the course the 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 TEXTS

Ernie Lightman **Social Policy in Canada** Toronto: Oxford University Press, 2003.
Graham, Swift, Delaney **Canadian Social Policy an Introduction** Toronto: Prentice Hall, 2003.

METHOD OF INSTRUCTION

This course will consist of lectures and class discussions. Students are expected to attend class regularly and to read each assigned reading. Students are responsible for all lecture material, some of which is not available in the assigned readings. Students are advised to read the section "Academic Policies and Procedures" on pages 30-36 of the current College calendar.

REQUIRED READINGS

The course will cover the texts in their entirety. Additional materials and illustrations, however, will be introduced during lectures and discussions, and students should be prepared to take notes when materials not covered by the texts are thus presented. It is therefore essential for students to read in advance, in order to know

when it is necessary to take notes. Recommended readings for each of the topics are indicated in the following detailed course outline. The course textbooks provide comprehensive coverage of most the topics that we shall examine. The chapters from the textbooks and the debate question readings will constitute the main body of required reading.

EVALUATION

The grade for this course is based on discussion unit questions and attendance, a critical analysis of policy interview as well as two in-class examinations and a final examination during the April examination period. Examinations will consist of multiple choice and short answer questions and will cover all lectures, other presentations, and assigned readings. They will be aimed at testing one's conceptual as well as factual knowledge. Please note that the ownership of all examination papers belongs to the College.

An essay assignment is optional for the course and topics must be discussed with me before proceeding.

GRADING

Debate Unit Questions and Attendance		20%
Critical Analysis of Policy Interview		20%
Mid-term # 1 Tuesday February	8	20%
Mid-term # 2 Tuesday March	8	20%
Final Examination	TBA	20%

GRADING SYSTEM

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 00 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 84%	C = 60 - 64%	AUD = Audit

W = Official withdrawal has taken place.

EXAMINATION PROCEDURES

The midterm examinations will be held during the on the dates indicated above. The final examination is held during the April examination period. All examinations must be written in the section of the course in which the student is officially registered. A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on College web site in the Policy Section. See: www.camosun.bc.ca/divisions/pres/policy/2-education/2-8

ACADEMIC MISCONDUCT

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

Please see: <http://www.camosun.bc.ca/divisions/pres/policy/2-education/>

Academic misconduct includes, but is not limited to, the following acts:

- (i) giving, receiving, or obtaining unauthorized information during any type of examination or test;
- (ii) obtaining or providing unauthorized questions or answers relating to any examination or test prior to the time of the examination or test;
- (iii) asking or arranging for another person to take any examination or test in one's place.
- (iv) plagiarizing, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.
- (v) disruptive behaviour/disorderly conduct. This includes any behaviour that interferes with the provision of college services or of instruction or interferes with any member of the Camosun College community by students and any others accompanying them. Examples of academic misconduct include: verbal outbursts, physical gestures, actions or interruptions, which limit or interfere with the provision of college services or instructional activities; unwarranted and unreasonable disturbances during any Camosun College related activity.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorized information constitutes academic misconduct. It is not necessary for the instructor to prove that the student has used the information.

TAPE-RECORDING IN THE CLASSROOM

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in the class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

PROCEDURE CHANGES

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 in class sessions 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.

TENTATIVE COURSE OUTLINE

Week 1: January 10: INTRODUCTION TO SOCIAL WELFARE POLICY IN CANADA

Graham: Chapter 1: Introduction to Canadian Social Policy

Lightman: Chapter 2: Defining Social Policy

Week 2: January 17: HISTORY OF SOCIAL CANADIAN WELFARE POLICY

Graham: Chapter 2: Historical Influences

Week 3: January 24 THE CONTEXT OF CANADIAN SOCIAL POLICY

Lightman: Chapter 1: Introduction

January 25 Debate Unit 1: Prepare 4 questions from Web Article: 'A New Era of Welfare'. Heather J.

Michael and Dr. Marge Reitsma-Street. <http://web.uvic.ca/spp/documents/neweraofwelfare.pdf>

Week 4: January 31: CONTEMPORARY WELFARE STATE INSTITUTIONS

Graham: Chapter 3: Contemporary Welfare State Institutions

Week 5: February 7: IDEOLOGY AND SOCIAL WELFARE POLICY

Graham: Chapter 4: Ideological, Social, and Economic Influences

Week 6: February 14: SOCIAL POLICY DEVELOPMENT AND CHANGE

Graham: Chapter 5: Social Policy and Emerging Realities

Lightman: Chapter 3: Social Policy and the Economic Market

February 15 Debate Unit 2: Prepare 4 questions from Web Article: ‘Putting Social Development Back on the Agenda’. Marcel Lauzières. <http://www.ccsd.ca/pr/2003/uw.htm>

Week 7: February 21: DIVERSITY AND SOCIAL POLICY

Graham: Chapter 6: Diversity and Social Policy

Week 8: February 28: SOCIAL POLICY AND SOCIAL WORK PRACTICE

Graham: Chapter 7: Social Policy and Social Work Practice

Week 9: March 7: ALLOCATING BENEFITS: PRIVATIZATION

Lightman: Chapter 4: Allocating Benefits: Privatization, Commercialization, and Welfare Pluralism

March 10 Debate Unit 3: Prepare 4 questions from Web Article: “Women Centred Housing Policies”. Marge Reitsma-Street . <http://web.uvic.ca/spp/documents/transitionhousespeech.pdf>

Week 10: March 14: TYPES OF BENEFITS AND FOR WHOM?

Lightman: Chapter 5: Allocating Benefits: What

Lightman: Chapter 6: Allocating Benefits: Who

Week 11: March 21: GENERATING RESOURCES

Lightman: Chapter 7: Paying through Taxes

Lightman: Chapter 8: Fees, Charges, and Premiums

Lightman: Chapter 9: Volunteers, Charities, and Gamblers

Week 12: March 28: The Policy making Process

Graham: Chapter 8: The Policy making Process

March 22 Debate Unit 4: Prepare 4 questions from Web Article: ‘Globalization and Progressive Social Policy’. Andrew Jackson

<http://www.ccsd.ca/pubs/2001/ajglob.htm>

Week 13: April 4: Implementation

Graham: Chapter 9: Implementing Social Policies

Lightman: Chapter 10: Looking Ahead

Week 14: April 11: Implementation

Graham: Chapter 9: Implementing Social Policies

Lightman: Chapter 10: Looking Ahead

GUIDELINES FOR DEBATE UNITS

These are classes where students meet in smaller units to discuss questions prepared by each student in the unit based on the assigned readings for that day. You should aim to produce a satisfactory set of questions to enable a fruitful discussion of the assigned reading. Please note that students must complete this assignment working on their own so that duplicate questions are minimized.

Please read carefully:

1. Read the article and record the central points or themes raised by the author(s).
2. Prepare three questions on the **central points or themes** of the reading(s), which you can pose to students in your unit. Your questions must be genuine questions not statements. Keep your questions concise, use your own words, and avoid quoting directly from the reading. Please note also that you do not have to keep your questions directly focused on the reading but can also create debate questions as a result of applying concepts or ideas from the reading to other areas of social life. For example, a reading may argue that the mass media promotes negative stereotypes about welfare recipients in order to explain their poor living conditions as due to individual problems rather than the result of social inequality and discrimination. Your question could expand on that idea to ask about if any other modern day organizations (police, churches, the state) use that same kind of ideology to legitimate the negative living conditions of others in society (ethnic minorities, women, non-heterosexuals)?
2. Remember to phrase your question in an open-ended format or in such a way as to invite debate. Be careful to avoid questions, which can be answered with a simple "yes" or "no", and questions that ask what the author(s) wrote (content question) or questions that simply ask others if they agree or disagree with what the author(s) have written. You should also avoid questions that begin with "explain", "compare", "list", "describe", or any other questions that ask the respondent to provide you with information or data rather than a debate. Remember debate questions lead to the expression of a variety of viewpoints.
3. Make sure that you are not simply asking a question that the authors of the article raise but rather create your own debate questions.
4. Make a **TYPED COPY** of your written questions and bring the original and a copy to class. Your questions are your admission ticket to the debate unit classes. Debate can begin as soon as the groups are formed. Each student in turn should pose a question that is followed by a discussion. The purpose of the debate is NOT to win arguments but rather to help each other understand the material better and hopefully in an enjoyable manner. It is essential to have a useful exchange of views in which each member of the unit participates fully. You cannot participate meaningfully unless you are prepared. This is why **YOU WILL NOT BE ADMITTED** unless you have prepared your questions. This rule will be strictly enforced to avoid students being unprepared and hindering the efforts of other students. Towards the end of the class, one student from each group will be selected to provide the class with a brief oral summary of your debates.
5. Students will receive a mark out of 5 for each of the three debate units. Grading will be based on the quality of the questions according to the advice given above. In order to be fair to all students the following conduct will be penalized:
 - depositing your questions with the instructor or sending them with another student and not participating in the debates.
 - not attending a debate unit.
 - the late submission of questions without a satisfactory excuse.
 - failing to complete the assignment on your own.

INSTRUCTIONS FOR CRITICAL ANALYSIS OF POLICY INTERVIEW

Interview a qualified helping professional. This must be a **in-person interview and not the same person you interviewed for the SW 211 class**. You want to find out how policy affects their work using the following criteria:

Begin your report with a brief description of the agency or setting they work in. Questions you ask may include but are not limited to:

What is their role in the organization?

Are they a front line worker who is responsible for service delivery? Are they a manager?

Next, ask this person to talk about the different types of policies that guide their work.

For example: Are the policies that influence them specific (micro) or general (macro)?

Are they funding policies, service delivery policies, formal or informal policies, written or verbal policies?

Find out if there is a strict code for following policy in their work place.

Do they have “discretionary” powers that allow them some independence of decision making in their delivery of the policies?

Are they expected to follow the rules and regulations to the letter?

Find out how policy develops around them.

Are there specific processes for developing policy this setting?

Is it done on a casual, ad hoc or crisis basis?

Are there specific people who are responsible for policy change in the agency?

Are there district managers who make policies to be implemented by their agency setting?

Is there a formal process or structure within the organization that enables them to take part in or influence the policy development process?

Are they aware of informal methods of influencing policy in their organization?

Important: throughout your paper you must include your own critical reflections on the issues that arise in the interview and incorporate material (concepts, theories, themes) from course readings where appropriate.

If you examine the following marking criteria you will see that this is a significant part of the assignment. If you simply describe the policy environment outlined by the above questions, you will be missing an important part of the question.

Marking Criteria for Assignment

Theory: 15 marks

Have you answered all parts of the assignment?

Have you made reference to course concepts (i.e. theory, readings, discussion)?

Have you presented relevant and focused content?

Critical Thought: 10 marks

Have you incorporated course concepts in meaningful way that reveals your level of understanding and ability to utilize them appropriately?

Have you integrated your own thoughts and feelings about the information you are working with?

Is there evidence of analysis and critique in your writing or presentation?

Are you able to make connections between knowledge and practice?

Did you include creative or original thoughts, ideas, and perceptions?

Technical: 5 marks

Clarity, organization, appropriate style and presentation.

Is your work clearly written? Is it well organized?

Did you use correct grammar, spelling and punctuation? Did you reference all of the ideas you have used (including the interview, course readings or any other material) appropriately?

Length: Approximately 10 typed, double spaced pages. (Title page and Reference page are additional).

Weight Assignment: 20% **Due Date:** Week 13

OPTIONAL RESEARCH PAPER

1. Select a topic about social work that you are interested in examining by using one of the major theoretical perspectives or concepts in social work.

2. Develop a clear problem statement. The problem statement must be a question about your topic that your paper should help you to answer. Examples of problem statements include, ‘How valuable is the public burden, handmaiden model, or accumulation and legitimation approaches to social policy?’ ‘How valuable is a globalisation approach in explaining social policy in Canada?’ Should minorities have a greater influence on social policies that affect them?
3. Whatever the topic you must pose one or two questions about it and use the paper to answer them in light of theoretical analysis and empirical research. A paper that simply describes a topic is not acceptable.
4. The completed paper must be typewritten (font size 12) and no longer than 9 pages of double spaced typing excluding the bibliography, references, and tables.
5. The following will be the basis for evaluation of term papers:
 - a. In evaluating the research paper emphasis will be on understanding and analysis, rather than recitation of facts. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important aspect of your paper is illustration. After discussion and analysis, give examples from current or historical developments in society. This will indicate that you understand the concepts and theories of Social Work and are able to apply them as tools for analysis.
 - b. The use of theory and analysis for explanation or making critical distinctions and the complexity and clarity of the problem examined and the *analytical* skills used to scrutinize the various components of it.
 - c. The quality of *data, evidence, and other materials* presented in support of the discussion.
 - e. The degree to which the points made in the paper are presented in a *coherent, clear, and well-organized* manner. There should be both an introductory and a concluding section to the paper. The limit on the length of the paper is intended to test your ability to organize material.

RECOMMENDED MATERIALS OR SERVICES TO ASSIST STUDENTS TO SUCCEED THROUGHOUT THE COURSE

Students are encouraged to utilize support services available at the Writing Centre to prepare for their essay exams.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There is a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar’s Office or the College web site at <http://www.camosun.bc.ca>