



**School of Arts & Science
SOCIAL SCIENCES DEPARTMENT**

**SOCW 212-01
Social Welfare in Canada
Winter 2007**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Dr. Paul Brady		
(b)	Office Hours:	Tues/Thu 2:30-3:30 Wed/Friday 11:30-12:30 or by appointment		
(c)	Location:	Paul 334		
(d)	Phone:	370-3288	Alternative Phone:	
(e)	Email:	brady@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Upon completion of this 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.

3. Required Materials

(a)	Texts	Steven Hick. Social Welfare in Canada Understanding Income Security. Toronto, Ontario: Thompson Educational Publishing, 2004. ISBN 1-55077-139-6
(b)	Other	Student Quizzes: http://www.thompsonbooks.com/quizzes/swc2quizzes.htm Films and videos to be announced in class.

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicum, etc.)

Class Time and Location: Tues/Thu 3:30-4:50 WT 204

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.

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	8	Introduction to Welfare Policy	Reading: Chapter 1
Week 2:	January	15	History of Social Welfare	Reading: Chapter 2
Week 3:	January	23	Social Welfare Theory	Reading: Chapter 3
Thursday January 25 Debate Unit 1: Prepare 3 questions from Web Article: 'Denied Assistance Closing the Front Door on Welfare in BC (Summary)'. Bruce Wallace, Seth Klein and Marge Reitsma-Street.				
http://www.policyalternatives.ca/Reports/2006/03/ReportsStudies1321/index.cfm?pa=A2286				
B2A				
Week 4:	January	29	Labour market and Taxation	Reading: Chapter 4 and 8
Week 5:	February	5	Labour market and Taxation	Reading: Chapter 4 and 8
Reading Break February 9-10 No classes will meet				
Week 6:	February	12	Globalization and Privatization	Reading: Chapter 5
Tuesday February 13 Mid-term #1 includes chapters 1,2,3 and lectures				
Debate Unit 2 Thursday February 15: Prepare 3 questions from Web Article: Taxes and Outcomes: Nordic vs Anglo-American				
http://progecon.wordpress.com/2006/12/06/taxes-and-outcomesnordic-vs-anglo-american/				
Week 7:	February	19	Poverty and Inequality	Reading: Chapter 7 and 9
Article of interest: "Richest 2 Percent Own Half the World's Wealth"				
http://us.oneworld.net/article/view/144146/1/7263				
Week 8:	February	26	Poverty and Inequality	Reading: Chapter 7 and 9
Week 9:	March	5	Poverty and Inequality	Reading: Chapter 7 and 9

Thursday March 8 Debate Unit 3: Prepare 3 questions from Web Article "Taking Action on Poverty" Seth Klien and Martin Lee
<http://www.policyalternatives.ca/Reports/2006/09/ReportsStudies1445/index.cfm?pa=BB736455>

Week 10: March 12 Women Children and Families **Reading: Chapter 6 and 10**
Tuesday March 15 Mid-term #2 includes chapters 4, 5, 8 and lectures

Week 11: March 19 Women Children and Families **Reading: Chapter 6 and 10**
Thursday March 22 Debate Unit 4: Prepare 3 questions from Web Article: "More Than a Name Change: The Universal Child Care Benefit" Ken Battle, Sherri Torjman and Michael Mendelson
<http://www.caledoninst.org/Publications/PDF/589ENG.pdf>

Week 12: March 26 Women Children and Families **Reading: Chapter 6 and 10**

Week 13: April 5 The Elderly **Reading Chapter: 11**

Week 14: April 9 The Elderly **Reading: Chapter 11**
Final Examination (TBA) includes remaining chapters and lectures

GUIDELINES FOR DEBATE UNITS

These are three 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 will be held at a minimum.

Please read carefully:

1. Read the article and provide as part of this assignment a short point form summary of the main points or central concepts or arguments of the article. Utilizing the central concepts/main points/arguments prepare three questions that you can pose to other students in your unit. Your questions must be genuine questions not statements. Keep your questions as concise as possible and wherever you can use your own words and avoid quoting directly from the reading(s).
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 apply that conception 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:
 - that can be answered with a simple "yes" or "no" (obvious questions; Do people on social assistance have low incomes?)
 - that ask what the author(s) wrote or are answered in the reading (content question)
 - that are the same questions the authors raise
 - that simply ask others if they agree or disagree with what the author(s) have written.
 - that begin with "explain", "compare", "list", "describe", "how", "why", "where", "what", or any other questions that ask the respondent to provide you with information or an explanation rather than a debate.
 - that are based on fantasy, stick to the facts of the article, for example; 'If aliens from space invaded would the witch craze still have happened in Europe'? Stick to the historical facts; do not ask what if this had not happened would that still have happened? Remember debate questions lead to the expression of a variety of viewpoints.
Your questions should begin with words like "should", 'does', "will", "do", "has" "would" or other words that evoke debate.

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. Your questions cannot be ones that are answered in the article.
4. Make a TYPED COPY of your written questions and bring the original and 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.
 - having questions that are not typed

The grade for this course is based on discussion unit questions and attendance 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.

EXAMINATION PROCEDURES

The midterm examinations will be held during the on the dates indicated. 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 given for absence from exams/assignments, unless the student produces a medical certificate confirming illness and writes the substitute exam or completes the assignment within the prescribed period after recovery. Students must inform the instructor by email or telephone on the same day or previous to the missed examination or assignment.

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.

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5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

(a)	Assignments	Debate Unit Questions	20%
(b)	Quizzes		
(c)	Exams	Mid-term # 1 Tuesday February	13 25%
		Mid-term # 2 Thursday March	15 25%
		Final Examination TBA	30%
(d)	Other (eg, Attendance, Project, Group Work)		

6. Grading System

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Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **that includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED