



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/socw.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
 It is **strongly recommended** you keep a copy of this outline with your academic records.
 You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1.

(a)	Instructor:	Dr. Paul Brady		
(b)	Office Hours:	Wed/Fri 9:30-10-30 a.m. 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 these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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 (Second Edition)
 Toronto, Ontario: Thompson Educational Publishing, ISBN 978-1-55077-168-8

(b) Other
 Student Quizzes: <http://www.thompsonbooks.com/quizzes/socialwelfare/>

4. Course Content and Schedule

(This section can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

TENTATIVE COURSE OUTLINE

Week 1: January 4 Introducing Social Welfare **Reading: Chapter 1**
 Week 2: January 11 The History of Social Welfare **Reading: Chapter 2**
 Week 3: January 18 Social Welfare Theory **Reading: Chapter 3**
Friday January 22 Debate Unit 1: Prepare 3 questions from Web Article: 'The rich are getting richer – and we're all helping' Hugh Mackenzie
<http://www.policyalternatives.ca/publications/commentary/rich-are-getting-richer-%E2%80%93-and-we%E2%80%99re-all-helping>
 Week 4: January 25 Labour market and Taxation **Reading: Chapter 4 and 10**

Week 5: February 1 Labour market and Taxation **Reading: Chapter 4 and 10**
Week 6: February 8 Globalization and Human Rights **Reading: Chapter 5**

Friday February 12 Mid-term #1 includes chapters 1, 2, 3 and lectures

Reading Break February 18-19 No classes will meet

Week 7: February 15 Poverty and Inequality **Reading: Chapter 9 and 11**

Article of interest: "Richest 2 Percent Own Half the World's Wealth"

<http://us.oneworld.net/article/view/144146/1/7263>

Wednesday February 24 Debate Unit 2: Prepare 3 questions from Web Article: "Taxes and Outcomes: Nordic vs Anglo-American" Neil Brooks and Thaddeus Hwong: PAGES 5-10 ONLY:

http://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/2006/Benefits_and_Costs_of_Taxation.pdf

Week 8: February 22 Poverty and Inequality **Reading: Chapter 9 and 11**

Week 9: March 1 Poverty and Inequality **Reading: Chapter 9 and 11**

Friday March 5 Debate Unit 3: Prepare 3 questions from Web Article "June 2007: The Economic Costs of Poverty" Ed Finn: <http://www.policyalternatives.org/publications/monitor/june-2007-economic-costs-poverty>

Week 10: March 8 Women Children and Families **Reading: Chapter 6 and 12**

Friday March 12 Mid-term #2 includes chapters 4, 5, 10 and lectures

Week 11: March 15 Women Children and Families **Reading: Chapter 6 and 12**

Friday March 19 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.caedoninst.org/Publications/PDF/589ENG.pdf>

April 2 Good Friday/ April 5 Easter Monday College Closed

Week 12: March 22 Aboriginal Social Welfare **Reading: Chapter 7**

Week 13: March 29 Aboriginal Social Welfare **Reading Chapter: 7**

Week 14: April 5 Disability and Social Welfare **Reading: Chapter 13**

Final Examination (T.B.A.) includes remaining chapters and lectures.

The final examination date is set by College administration and is posted on cam link or in the hallway by the bookstore.

----- **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 or having questions that are not typed

5. Basis of Student Assessment (Weighting)

(This section should be directly linked to the Intended Learning Outcomes.)

(a) Assignments

Short Paper Assignment	10%
Debate Unit Questions	20%

(b) Quizzes

(c) Exams

Mid-term # 1	Friday February 12	20%
Mid-term # 2	Friday March 12	25%
Final Examination	TBA	25%

(d) Other (e.g., Attendance, Project, Group Work)

6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at camosun.ca for 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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
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.

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 **which 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 the College web site in the Policy Section.

[ADDITIONAL COMMENTS AS APPROPRIATE OR AS REQUIRED](#)