



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**SOCW-212-002**  
**Social Welfare in Canada**  
**Winter 2019**

**COURSE OUTLINE**

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

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|---------------------|--|----------------------------------|
| <b>Instructor</b>   | Dr. Jacqueline Quinless  |                                  |
| <b>Class Time</b>   | Wednesday 1:00 PM -2:20 PM Fisher Building Room 200<br>Friday 1:00 PM – 2:20 PM Fisher Building Room 306 |                                  |
| <b>Office hours</b> | Tuesday 5:00 PM- 6:30 PM, Wednesday 12:00PM -1:00 PM,<br>Friday 2:20 PM-3:00 PM <i>or by appointment</i> |                                  |
| <b>Location</b>     | Paul 228   |                                  |
| <b>Phone</b>        | 250-370-3105   | <b>Alternative:</b> 250-370-3105 |
| <b>E-mail</b>       | quinless@camosun.bc.ca   |                                  |

**2. Intended Learning Outcomes**

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.

**3. Required Materials**

The course will cover the main course textbook. Additional materials and videos/documentaries, will be introduced during lectures and discussions, 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 (Third Edition), Toronto, Ontario: Thompson Educational Publishing, ISBN 978-1-55077-230-2

Supplementary/Recommended Readings:

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

**MEETING WITH THE INSTRUCTOR:**

**Email:** I teach a number of classes and have between 75-80 students in a semester. I do not email on weekends but will respond to you within 24 hours from Monday to Friday. When emailing me please include your first and last name, the name of the class and section number, and an appropriate subject in the subject line (e.g. I have a question about the group project).

**In Person:** I have regular office hours in Paul 228 several times throughout the week, and available during those times or by appointment. My experience teaching shows that students often ask the same questions through email, and for consistency and knowledge sharing purposes, I will address most general questions during the last 10 mins of class once per week which is designated as Q/A. This does not mean it is time to leave class. You are expected to participate with questions during this time or by active listening and note taking. If you are not clear on anything related to the course such as class procedures and policy, expectations, or content this is the time we will discuss these issues in an open and transparent format. If you have more specific questions related to content you would like to discuss in more detail then I encourage you to come to my office hours.

**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 SCHEDULE OF TOPICS

| LECTURE | DATE                 | TOPICS  | READINGS   |
|---------|----------------------|---|--|
| Week 1  | Jan 7<br>Jan 11      | Introduction: Course<br>Outline/Overview<br>Introduction to Social Welfare  | Chapter 1  |
| Week 2  | Jan 14<br>Jan 18     | The History of Social Welfare in<br>Canada<br>Colonization and Indigenous Peoples   | Chapter 2<br>Chapter 11 (pp. 272-pp. 275)  |
| Week 3  | Jan 21<br>Jan 25     | Challenges to Social Welfare<br>How to be an Ally   | Chapter 3<br><a href="http://www.daa.org.uk/uploads/pdf/How%20to%20be%20an%20Ally.pdf">http://www.daa.org.uk/uploads/pdf/How%20to%20be%20an%20Ally.pdf</a> |
| Week 4  | Jan 28<br>Feb 1      | Social Welfare Theory<br><b>Discussion Group 1 – Jan 30</b>   | Chapter 4  |
| Week 5  | Feb 4<br>Feb 8       | Making Social Policy in Canada<br><b>Discussion Group 2 –Feb 6</b>  | Chapter 5  |
| Week 6  | Feb 11-15            | Indigenous Peoples and Social<br>Welfare<br>Becoming an Ally: Breaking the Cycle<br>of Oppression in People<br><b>Discussion Group 3 - Feb 13</b><br><b>Independent research day –</b><br><b>Camosun Library - Feb 15</b> | Chapter 11   |
| Week 7  | Feb 18<br>Feb 22     | <b>READING BREAK - NO CLASSES</b>   |  |
| Week 8  | Feb 25<br>March 1    | <b>Midterm 1 – 25%</b><br>Video: Indigenous Peoples   |  |
| Week 9  | March 4<br>March 8   | Canadians Living in Poverty<br><b>Presentation 1</b>  | Chapter 6  |
| Week 10 | March 11<br>March 15 | Women and the Family<br><b>Presentation 2</b>   | Chapter 8  |
| Week 11 | March 18<br>March 22 | Children and Families in Poverty<br><b>Presentation 3</b>   | Chapter 9  |
| Week 12 | March 25<br>March 29 | Disability and Social Welfare<br>Globalization and Social Welfare<br><b>Presentation 4</b>  | Chapter 12<br>Chapter 14   |
| Week 13 | April 1<br>April 5   | <b>Midterm 2 – 25%</b><br>Social Welfare- Video   |  |
| Week 14 | April 8<br>April 12  | <b>Presentation 5</b><br>Course Wrap up and learning<br>Outcomes  | Chapter 14   |

## 5. Basis of Student Assessment (Weighting)

This course consists of one lecture per week. Students are expected to complete assigned readings on time, and be prepared to discuss those readings. Occasional film presentations are scheduled. The course will be based on a series of lectures and guest lectures, followed, at times, by seminar-type discussions in which the students are required to participate. 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-line in the current College calendar. <http://camosun.ca/learn/calendar/current/>

The final grade for this course will be based on the following 5 components (see more details below):

|                               | <b>Due Date</b>   | <b>Weight</b> |
|-------------------------------|---|---------------|
| Annotated Bibliography        | February 6 <sup>th</sup>  | 20%           |
| Midterm Exam 1                | February 27 <sup>th</sup>   | 25%           |
| Midterm Exam 2                | April 3 <sup>rd</sup>   | 25%           |
| 3 Discussion Groups (5%) each | January 30 <sup>th</sup><br>February 8 <sup>th</sup><br>February 13 <sup>th</sup> | 15%           |
| In-Class Presentation         | On-going March 5 <sup>th</sup> to April 12 <sup>th</sup>                          | 15%           |
| <b>TOTAL</b>                  |   | <b>100%</b>   |

### **ASSIGNMENTS/EXAMS AND EXPECTATIONS:**

#### ***Annotated Bibliography (20%): Due on February 6<sup>th</sup>***

For this assignment you are expected to prepare an annotated bibliography which is a list of citations of books, articles, and other documents i.e. policy papers, research studies, the Internet. Each citation is followed by a brief (**200-300 words 12 font 1.5 lined spaced**) descriptive and evaluative paragraph, referred to as "the annotation". The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

**Step 1:** locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. In this case these citations have been provided to you.

**Step 2:** Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

**Step 3:** Write a concise annotation that summarized the central theme and scope of the book, article, research study etc., Include one or more sentences that (s) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

The annotated bibliography must contain 5 references and is due in Class on **February 6<sup>th</sup> 2018.** *Please use the following articles for your annotated bibliography*

**Article 1:**

<http://www.queensjournal.ca/story/2015-11-20/opinions/allyship-more-than-a-checklist-more-than-you-think/>

**Article 2:**

<http://www.indigenouaction.org/accomplices-not-allies-abolishing-the-ally-industrial-complex/>

**Article 3:**

[http://www.lynnqehl.com/uploads/5/0/0/4/5004954/ally\\_bill\\_of\\_responsibilities\\_poster.pdf](http://www.lynnqehl.com/uploads/5/0/0/4/5004954/ally_bill_of_responsibilities_poster.pdf)

**Article 4:**

<https://briarpatchmagazine.com/articles/view/decolonizing-together>

**Book Chapter:**

Select one chapter of your choice from the book: Bishop, A. (2002). *Becoming an Ally: Breaking the Cycle of Oppression in People*. London & New York: Fernwood Publishing.

**Discussion Groups: 15% total and 5% each (January 30, February 8 and February 13)**

There are three discussion groups scheduled this semester which are based on the work contained in your annotated bibliography and related course material. You are expected to work in groups to answer questions, with a one page summary to be submitted to the instructor at the end of the allotted time, and then a larger group seminar style discussion related to social policy, anti-oppression and social justice. Each discussion group is worth 5% of your overall grade.

**In-Class Presentation 15% (March 5 to April 13)**

Students are required to select one of the topics discussed in the course from March 5 – April 13 which includes: Chapter 6, Chapter 8, Chapter 9, Chapter 12 or Chapter 14 and relate it to a current issue/affair and give an in-class presentation based on your research work. It is necessary that you incorporate one of the main social theories discussed in the course as a way to shed light on the issue. Please ensure that you supplement your presentation with added “credible” reference material – meaning, do not just use the text book as your only source of information. The presentation is due the week that your topic is scheduled for class discussion. 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; each presenter will also be graded individually during their presentation.

**Presentation Tips:**

1. The presentation is shared equally among group members. *It must not exceed 40 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!

### **Midterm Exams (25%)**

The midterm examinations will be held in class on **Exam 1-February 27** and **Exam 2-April 3**. The exam will consist of multiple choice questions, and short answer. You will be tested on all material including assigned readings, all lecture material, class discussions, and video presentations.

### **6. Grading System**

- Standard Grading System (GPA)
- Competency Based Grading System

### **7. Recommended Materials 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](http://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.

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. 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     |                                      | 1                       |
| 0-49       | F     | Minimum level has not been achieved. | 0                       |

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description   |
|-------|---|
| COM   | The student has met the goals, criteria, or competencies established for this course, practicum or field placement.   |
| DST   | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC    | The student has not met the goals, criteria or competencies established for this course, practicum or field placement.  |

## B. 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 <http://camosun.ca/about/policies/index.html> 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 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. |