



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

SOCW-212 Section D-01
Introduction to Social Policy
Winter 2021

COURSE OUTLINE

1. Instructor Information

Instructor	Dr. Jacqueline Quinless
Class Time	Tuesday 6:00 PM to 7:20 PM
Office hours	Monday 3:00 PM to 4:30 PM, Tuesday 4:30 PM to 6:00 PM, Wednesday 10:00 am to 11:00 am <i>or by appointment</i>
Location	Black Board Collaborate
Phone	250-370-3105 Alternative: N/A
E-mail	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 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* (Third Edition), Toronto, Ontario: Thompson Educational Publishing, ISBN 978-1-55077-230-2

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 80-120 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. **Max Palmer, Soc 160-1 re: assignment question**). **In Person:** I have regular office hours on-line *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 in the remaining 5-10 mins of our class each week. If you have more specific questions related to content you would like to discuss in more detail then I encourage you to come visit me during my on-line office hours. If you require an appointment, we can make arrangements to connect on-line or by phone outside of my regular 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 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.

4. Course Content and Schedule

LECTURE	Week/DATE	TOPICS	READINGS
Week 1	January 11	Introduction Course Outline/Overview Introduction to Social Welfare	Chapter 1
Week 2	January 18	Introduction to Social Welfare Quiz 1- 4%	Chapter 1 - <i>continued</i>
Week 3	January 25	The History of Social Welfare in Canada Colonization and Indigenous Peoples Quiz 2- 4%	Chapter 2 Chapter 11 (pp. 272-pp. 275)
Week 4	Feb 1	Challenges to Social Welfare Quiz 3- 4%	Chapter 3
Week 5	Feb 8	Social Welfare Theory Assignment 1- Self-location and Land Acknowledgement Activity (15%) Quiz 4- 4%	Chapter 4
Week 6	Feb 15	Making Social Policy in Canada Quiz 5- 4%	Chapter 5
Week 7	Feb 22	Test 1 – Monday Feb 22 9:00 AM- Tuesday Feb 23 11:59 PM	
Week 8	March 1	Canadians Living in Poverty Quiz 6- 4%	Chapter 6
Week 9	March 8	Children and Families in Poverty Quiz 7- 4%	Chapter 9
Week 10	March 15	Women and Social Policy Quiz 8- 4%	Chapter 8
Week 11	March 22	Test 2 – Monday March 22 9:00 AM – Tuesday March 23 11:59 PM Disability and Social Welfare - Chapter 12 Continued	
Week 12	March 29	Indigenous Peoples and Social Welfare Quiz 9- 4%	Chapter 11
Week 13	April 5	Becoming an Ally: Breaking the Cycle of Oppression in People Quiz 10- 4%	http://www.daa.org.uk/uploads/pdf/How%20to%20be%20an%20Ally.pdf http://www.lynngehl.com/uploads/5/0/0/4/5004954/ally_bill_of_responsibilities_poster.pdf
Week 14	April 12	Looking ahead: Globalization and Social Welfare. Assignment 2: Indigenous Peoples, and Anti-Oppressive Social Welfare Policy (15%)	<i>Lecture Slides</i>

5. 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 Assignments Worth 15% each	Week 5; Week 14	30%
Weekly Quizzes Worth 4% each	Week 2 to Week 13	40%
Test 1 Worth 15%	Monday Feb 22	15%
Test 2 Worth 15%	Monday March 22	15%
Total		100%

ASSIGNMENTS/TEST EXPECTATIONS:

Written Assignments: (15% 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 3-4 pages 12 font single 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 15% of your overall grade. You will be required to provide APA citations for each of your assignment response questions.

Assignment 1 Self-location and Land Acknowledgement Activity -Due February 8th

Prepare a 3-4 pages 12 font single 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.

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.

1. What is your family history that brought you to this land?
2. What factors do you think have been important to building your identity?

3. Do you know whose 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

Assignment 2- Indigenous Peoples, and Anti-Oppressive Social Welfare Policy– Due April 12th

Prepare a 3-4 pages 12 font single 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?

Tests (15% each):

The examinations will be held during the weeks of **Monday February 22 from 9:00 AM to Tuesday February 23 11:59 PM** and **Monday March 22 from 9:00 AM to March 23 at 11:59 PM**. This means that you will have slightly over 24 hours to complete the tests. The tests 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. You will be required to provide APA citations for each of your test response questions.

Short 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.** 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.

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.

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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities 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> 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.