Description of the Course
Taken up in the context of social work and its ethical commitment to social justice and equity, this course asks:

1. What is social welfare for Canadians, who decides and how does it affect people’s different lives and circumstances?
2. What is the relationship between social welfare and structural social work practice? How do social workers do “social policy” work, no matter where or with whom they work?
3. What are the critical thinking and research skills that social workers need to do this vital work?

The course readings and lectures introduce the history of social welfare in Canada and the policy process in the context of current Canadian politics. We will study key policy areas that affect Canadians’ ability to survive and thrive, such as income security and health care. The course also requires you to develop and engage with your own areas of interest in social welfare. Connections between social welfare developments and social work practice will be highlighted.

The course applies a structural approach to social work - one that recognizes that the society in which we live, and of which social work is a constituent part, consists of diverse groups of people distinguished by their differential access to economic and political power. Analyses of material conditions of life and, in particular, the production of class, race and gender divisions are fundamental in this approach to understanding human suffering and social injustice.

Learning Objectives and Outcomes
This course is designed to allow you to:
- enhance your skills in information-gathering and analysis (research)
- learn about the processes through which Canada decides how people acquire the means for daily life
• learn about and apply theories and analytic tools that can support you in understanding and evaluating social policy and the welfare state.
• develop your capacity to link welfare state developments to other historical, political, social and economic developments.
• increase your critical reading, writing, research, and speaking skills.

**Learning Outcomes**

You will be expected to:
• develop and demonstrate library research skills, including finding books, peer-reviewed articles, policy documents, think tank analyses and news reports through the university library
• develop critical reading and writing skills in assignments that assess social welfare developments
• develop your public speaking and presentation skills, in presentations that describe and assess social welfare developments
• apply reflexive practice skills, in learning to learn, discuss and comment in a collaborative manner
• demonstrate a developing knowledge of the history of Canadian social welfare and policy processes, through tests and assignments
• delineate and narrow a topic of interest to you that is manageable for a short research paper, and pursue it in order to form and write an analysis of debates regarding that topic
• consider social policy from the perspective of professional practice and social work ethics.

**Participation**

Students must attend classes, be in class on time and stay for the duration of the class. This includes both lectures and tutorials. Attendance will be taken at the end of tutorials each week. Students may miss all or part of two lectures or tutorials for any reason without penalty, but will be penalized for 3% of their grade for each additional absence, no matter the reason.

Use of computer technologies (laptops, netbooks, smart phones) in the classroom is encouraged if it augments academic learning. Receipt and response to text and voice electronic communication in the classroom should be restricted to family and work emergencies and not used for social purposes.

The production of recordings of classroom interactions is expressly prohibited unless authorized and approved by the instructor and by all class participants. The use of such recordings is subject to guidelines for ethical professional use.

Unauthorized web posting of such recordings constitutes a serious violation of members’ privacy and confidentiality rights. Unless given permission by the School of Social Work or the practicum supervisor, students are not authorized to speak on behalf of the School
or their practicum agency. Moreover, students should not give the impression that they can speak on behalf of the School of Social Work or the practicum agency. Students must not share information that is explicitly confidential about the School or confidential information about their practicum setting, clients, colleagues or other students.

Course Texts


The text is available at Octopus Books, 116 Third Avenue, just west of Bank Street. Contact www.octopusbooks.ca for hours and availability of the text.

Further required readings are available through links posted on the course website. The text is on reserve in the MacOdrum Library. You are expected to complete the readings for each week PRIOR to attending class.

Assignments and Assessments

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<thead>
<tr>
<th>Assignment</th>
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<td>1. Newspaper report summaries and references</td>
<td>Week 3: September 19</td>
<td>10%</td>
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<td>Test 1</td>
<td>Week 5: October 3</td>
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<tr>
<td>2. Presentation</td>
<td>Assigned weeks</td>
<td>20%</td>
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<tr>
<td>3. Questions assignments</td>
<td>Assigned weeks</td>
<td>2 x5%=10%</td>
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<tr>
<td>Test 2</td>
<td>Week 10: November 14</td>
<td>15%</td>
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<tr>
<td>4. Case Study Report</td>
<td>Week 12: November 28</td>
<td>30%</td>
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1. Newspaper Summaries and References Assignment – 10%

This assignment will help you identify and analyze social welfare-related issues that are emerging in Canada. You will learn something about their histories and the political, economic and social relations that shape them.

For this assignment you must:

1. identify two news stories that discuss different social welfare problems in the context of policy developments. The stories must be from reputable Canadian newspapers or weekly journals and refer to Canadian situations.
2. For each story, you will find one academic journal article that describes and analyzes some of the background of the issue, such as the political, economic or social conditions that have shaped the problem or the related policy.
3. For each of the stories, you will write a separate brief discussion paper, outlining the issue(s) and what you have found out about its history and background from the journal article. You will comment on why this issue is important to structural social work practice. Each of discussion paper will be 2 pages, in 12 pt font,
double spaced, or 500 words. Each paper is worth 5 marks, for a total of 10% of your total grade.

4. You will use APA reference style. Your assignment will include a cover page with your name, student no., date and name of your Teaching Assistant. It will include a copy of both newspaper articles as well as your discussion papers. It will be provided in hard copy in your tutorial on the due date.

Grading Scheme for the Assignment
Summarize the issues – 30%
Relationship to social welfare policies – 20%
Selection and Integration of appropriate background material – 30%
Grammar, Spelling, Writing Clarity- 10%
APA – 10%

2. Presentation – 20%

This assignment requires you to co-create (with one other student) a powerpoint presentation that summarizes the readings for the week and makes a connection to structural social work practice at either the macro, mezzo or micro levels. The presentation should consist of 10 - 12 slides. It should summarize the readings and, suggest how the readings might be related. It will also give some background on the authors involved and point out any social work ethical issues that emerge from the readings.

While the summary slides must be clearly written, creative methods for showing the connection to social work practice and ethics are encouraged (but not required).

Each pair of students will have 10 minutes to present their slides in tutorial. Timing must be kept tight, as 2-3 presentations will shown during each tutorial for weeks 3- 12. Tutorial Rooms do not have video equipment, so laptops and other devices are encouraged and slides will be made available IN ADVANCE on CuLearn for viewing. You will be assessed on your coordinated abilities to work together in a way that provide a clear presentation that engages the class, while keeping to time.

The slides must be submitted electronically by either student on CuLearn. In addition, each student will prepare and provide – in hard copy – a 1 page reflexive description of their own involvement and work on this group project, including strengths and weaknesses in working collaboratively.

Grading Scheme
1. Slides – summary, with attention to key points and editing – 40%
2. Slides – engaging visuals, text, other media geared to the audience – 20%
3. Presentation – engaging and clear -20%
4. Reflexive Statement – personal assessment of contributions and challenges – 20%
3. Questions Assignments – 2x5= 10%

In order to learn critical thinking and develop your skills in discussing policy issues, you will be expected to prepare questions on the readings for tutorial that you will address to the students who are presenting their powerpoints on the readings in question.

You will sign up for two weeks during the course when you will prepare four questions on the assigned readings. The questions will be provided to your TA in hard copy in 12 pt computer generated typed font at the beginning of the tutorial. The page will include your name, student no. the date and the title of the readings. The questions should reflect the focus on political economy in the course, and the relation to social work practice. They could be also be a request for clarification on a point that you do not understand well. You will be expected to ask each panel of presenters one of your questions after they present, which you will select with consideration for the pertinence to their presentation. Each week’s questions are worth 5% of your total grade.

Grading Scheme:
Are the questions clear, showing thoughtful consideration/digestion of the material? (60%)  
Are there indications that the student has considered the political economy of the issue? (20%)  
Are there indications that the student has considered the applicability to social work practice – either macro, mezzo or micro levels? (20%)

4. CASE STUDY REPORT – 30%

This report requires you to integrate your knowledge and analysis of social policy and social welfare from the entire course, while learning about a topic of special interest to you. It also gives you opportunities to work on your research, reading and writing skills. The following guide will help you complete this assignment. It is due in tutorial of the last class on December .

The paper should be no more than 12 pages + title page and references, or approximately 2500 words. Provide your paper in hard copy in 12 point font size, double spaced and with 1” margins. Other details can be found in the description below.

Topic: Your topic should be a social work practice – relevant topic that is related to the course material and social welfare. You will find a newspaper story or other relevant recent source, and define your topic from it. For example, you may find an article on the poor living conditions for residents in long-term care homes in Ontario. Your topic will be Understanding Poor Conditions in Long-term Care Homes in Ontario. You will explore why these conditions are poor, and find out about funding, regulation and staffing in long-term care homes in Ontario. Your topic must be approved by the instructor or your TA, by week 5 and recorded on their case study list. The topic cannot be from the same articles as for your first assignment.
Content: You will research *the political economy* of your case study. Research your topic using library sources, academic databases (such as Social Work abstracts and Sociological abstracts), government websites and policy think tank and advocacy websites. Refine your topic and your research. Get help from the librarians as needed. Consider the following:

1. What factors are shaping or affecting this issue? Historical, economic, political, social, environmental? When did it become an issue? Who does the issue affect most? Who benefits and who is disadvantaged? What are the policies that are involved and are their contradictions or conflicts between policies?

Your paper will be in these sections, using the section titles provided below.

I Introduction: This section sets out the case study. It identifies the who, what, where, why and how of the case study and provides an overview of the rest of the paper. You are expected to draw from your research to complete this section and the others that follow, citing all sources using APA. (20% based on thoroughness)

II Historical Perspective: This section provides the relevant history of the issue and includes the policy history affecting your case. (20% based on thoroughness)

III Contemporary Perspective: What is going on right now? What are the debates or different points of view that may be involved in shaping this issue? What are the contemporary political, economic, environmental or social factors that are involved in shaping this situation? (20% based on thoroughness)

IV Critical Analysis: What can or should be done about this situation? What are the pros and cons and dilemmas? What about costs versus benefits? Costs for whom? Benefits for whom? Remember your basic political economy questions learned in the course and apply them here.

Further, what are the implications of this issue for structural social work practice? Why does it matter to social workers? (25% based on how well these questions are addressed)

V) Conclusion: This section should summarize what you have discovered and provide some commentary on key possibilities and problems in dealing with the issue. (5%, based on summary as accurate and concise)

Format, References, Grammar, Punctuation and Spelling:

a) a title page that includes name, student no., Title, course code, TA name 
b) head notes as per APA style 
c) page numbers 
d) citations in in-text parentheses and a reference list, all in correct APA style ( see CuLearn for links to a style guide) 
e) appropriate use of English grammar and spelling, with correct punctuation.
This is worth 10% based on clarity and whether or not APA is used properly.

Please ensure that your text is in good Canadian English. If you are struggling with your English writing:
- DO NOT rely on internet translation, which is totally inadequate for the assignments in this course.
- DO get friends, family, classmates or others to edit your work.
- Read your work out loud and listen for mistakes and passages that don’t make sense.
- Use university services that can assist you with writing.
- DO NOT assume that the writing level in high school is good enough.
- DO NOT expect your TA to pre-read or pre-mark your assignment.

**Grading Guidelines:**
- An A essay has a polished style, sound judgment, effective organization, and an argument of substance. It often has a special flair, a something extra which distinguishes it from a competent B-plus paper: for example originality or profundity, a special way with words, exceptionally sound research. An A paper is rich in content and has a sophisticated analysis. A reader has the sense of being significantly taught by the author, sentence after sentence, paragraph after paragraph. Stylistic finesse is another keynote: the title and opening paragraph are engaging; the transitions are artful, the phrasing is tight, fresh and highly specific. Finally, an A essay, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

- A B paper displays a good job of meeting all the criteria of the assignment. It is typically competent but undistinguished: although basically sound in content, style and organization, it lacks the stylistic finesse and richness of the content characteristic of an A paper. The paper demonstrates an ability to analyze as well as describe the subject matter. The paper expresses sound ideas and imparts substantial information, which is by no means devoid of interest. It will state a reasonably clear thesis or organizing principle early in the argument: subsequent points will support that thesis or principle and be ordered logically. Diction will be much more concise and precise than that of the C essay and the text will be relatively free of grammatical and stylistic errors.

- A C essay is average or acceptable piece of work that does a good job of meeting some, but not all of the criteria. It often exhibits distinct lapses in style, organization and content. In one way or other the essay has shortcomings which suggest that although it has something to say it has not fully come to terms with its subject or expressed its insights clearly enough. It generally demonstrates a good ability to describe the subject matter but is weak in the area of analysis. A number of papers fit the C classification: those in which the ideas and information though present, seem thin and commonplace; those in which the writing style falls clearly short of reasonable expectations; those which stray from the assigned topic; those which deal with the topic, but are too perfunctory; those which are rambling and disorganized; those which involve a good deal of padding; and so on.
A D paper is fair. It shows a weak comprehension of the concepts, and/or the topic may not be relevant, and/or it has weak links to the material and/or no critical analysis, a weak or unclear description, poor organization or citation of sources.

- An F essay has considerable faults in style, organization and content. There may be glimmerings of an argument, but these will be obscured by faulty logic, garbled prose, frequent mechanical errors, and lack of any discernible principle of organization. Papers, which require the marker to guess at the meaning behind the writer’s words, are F papers. So do papers, which although they may make sense of some kind, bear little or no relation to the topic. Other possibilities: slapdash papers which make one or two points, but are obviously superficial efforts with no serious thought behind them; papers which do little more than string quotations together with a few lines of introduction.

Considerable time and care is given to marking assignments. If you are concerned about a mark for an assignment during the year, except the final paper please contact the instructor. An appointment can be made to discuss concerns only following receipt in writing of a statement indicating why you believe the grade should be changed.

For the final paper, and for the final grade you cannot meet with the instructor. Should you wish to appeal you have access to the appeals procedure, which provides an opportunity for another faculty member to make an independent evaluation of your work. The appeals procedure can result in a lower mark than that assigned by the course instructor as the reviewer’s mark prevails. See policy on Grade Appeals http://www5.carleton.ca/fgpa/ccms/wp-content/ccms-files/Grade-Appeal-Procedures.pdf

Student Conduct

Students at Carleton University have a clear set of rights and responsibilities that can be found at http://www6.carleton.ca/secretariat/policies/student-rights-and-responsibilities-policy/. Students in the school of social work are expected to behave in accordance with this document.

In addition, social work is a profession, meaning that social workers are educated to exercise judgement in the face of complex and competing interests and claims (CASW, 2005). The educational programs of the School of Social Work at Carleton University have been developed to prepare students to become members of the social work profession. As such, students must conduct themselves in a professional manner both in class and in the community. This means that students must be familiar with and adhere to the CASW Code of Ethics. They must also treat everyone in the school including staff, professors, field supervisors, and each other professionally.
The rights and responsibilities document and the code of ethics outline, among other things, the foundation upon which we have developed processes to deal with conflict. If conflicts arise, it is expected that people will address their concerns or complaints directly with the people involved in a constructive and respectful manner. If the conflict cannot be resolved at this level, only then would it be appropriate to involve the graduate supervisor who will either deal with the situation or refer it on to the most appropriate person in the university. At no time would it be acceptable to post details of the concerns on-line or on a social media website.

**General Information**

**Accommodation Statement (University Policy)**
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website [http://www.carleton.ca/equity/accommodation/student_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website [http://www.carleton.ca/equity/accommodation/student_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

**Students with disabilities requiring academic accommodations** in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the PMC website: [http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/](http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/)

**Deadlines**

*Papers are due at the beginning of the class the day that they are assigned. If they are handed in later that day, they will already be considered late and will be penalized as such.*
Handing in assignments late is unfair both to other students who hand them in on time and the instructor who must submit grades on time. In exceptional circumstances such as illness or family emergency, it may be difficult to meet the deadline. In such cases, you must contact the instructor before the paper is due. Extensions to the due date will only occur with appropriate documentation.

Work submitted after the final date, without prior discussion and approval of the instructor, will be deducted 5% for each day the paper is overdue (including weekends).

Papers handed in after the due date, are to be given to the people who work in the main social work office, where they will be date-stamped. Please do not slip the paper under my door. I do not accept papers by e-mail except in extenuating circumstances.

Plagiarism

Plagiarism is a serious offense with serious consequences. It occurs when: (1) you directly copy another's work without acknowledging it; (2) you closely paraphrase the equivalent of a short paragraph or more without acknowledging it; (3) you borrow without acknowledgment, any ideas in clear and recognizable form in such a way as to present them as your own thoughts, where if they were your ideas they would contribute to the merit of your work; (4) when you use direct quotations without quotation marks (or indenting and single-spacing) and references. See attached policy on plagiarism for more information.

Instructional Offences

Regulations

The Senate of the University has enacted the following regulations for instructional offences:
Any student commits an instructional offence who:

- cheats on an examination, test, or graded assignment by obtaining or producing an answer by deceit, fraud or trickery, or by some act contrary to the rules of the examination;
- submits substantially the same piece of work to two or more courses without the prior written permission of the instructors from all courses involved. Minor modifications and amendments, such as changes of phraseology in an essay or paper, do not constitute a significant and acceptable reworking of an assignment;
- contravenes the regulations published at an examination or which are displayed on the reverse side of a properly authorized examination booklet;
- commits an act of plagiarism (which for the purpose of this regulation shall mean to use and pass off as one's own idea or product work of another without expressly giving credit to another);
- disrupts a class or other period of instruction if he or she:
- is a registered member of the class or period of instruction;
  b) is warned to discontinue any act or behaviour reasonably judged by the
instructor of the course or period of instruction to be detrimental to the class.

### Outline of Weekly Sessions

*Note – short readings to supplement the chapters will be added for weeks with only one reading from recent news publications.*

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<tr>
<th>Week 1</th>
<th>Sept 5</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Introduction: Why Learn Policy for Structural Social Work?</td>
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<tr>
<td>Reading:</td>
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<tr>
<th>Week 2</th>
<th>Library Research Skills Session</th>
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<tr>
<td>Topic:</td>
<td>Parental Benefits in Canada and Quebec</td>
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<tr>
<td>Reading:</td>
<td>Text Chapter 11</td>
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<tr>
<td>Geddes, John (2013) The debate over for-profit childcare heats up Macleans Magazine <a href="http://www2.macleans.ca/2013/02/07/the-debate-over-for-profit-child-care-heats-up/">http://www2.macleans.ca/2013/02/07/the-debate-over-for-profit-child-care-heats-up/</a></td>
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<tbody>
<tr>
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<tr>
<td>Readings:</td>
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<td>Readings:</td>
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<tr>
<td>Topic:</td>
<td>Single Mothers and Income Security</td>
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<tr>
<td>Readings:</td>
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<th>Week 7</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Immigration: Social Policy and Newcomers</td>
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<tr>
<td>Reading:</td>
<td>Text Chapter 17</td>
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Week 8
Topic: Aging and Long-term Care
Reading: Text Chapter 15

Week 9
Topic: Policy Process Revisited: Indigenous Models
Reading: Text Chapter 5

Week 10:
Topic: The Policy Making Process Revisited: Housing
Reading: Text Chapter 18

Week 11
Topic: Child Welfare
Reading: Text Chapter 10
  http://thewalrus.ca/canadas-most-unwanted/

Week 12
Topic: Toward Inclusion of Lesbian, Gay and Transgendered People
Reading: Text Chapter 16

Additional Reading:


Swanson, J. (2001). *Poor bashing.* Toronto: Between the Lines.
