



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2021

COURSE NUMBER: SDS 231R

Course Name: Introduction to Social Policy

Instructor: Theresa Romkey

Email: tromkey@uwaterloo.ca

Class Times/Location: on Learn

Office Hours: by appointment

Course Description:

This course examines the policy-making process in Canada at the municipal, provincial, federal, and international levels to give students a sense of the players and their roles. It examines how policy agendas are set and the role of power and interest groups in the policy-making process; it also examines the various types of policies and the implementation process.

Course Objectives:

1. To describe the major analytical models of social policy.
2. To analyze social policy using different theoretical ideologies.
3. Critically discuss the role of policy institutions, ideas, and actors including the media, interest or pressure groups, think tanks and research organizations, and academics in the formulation of policy at different levels of government.
4. Describe in detail the five stages of the policy cycle: agenda setting, policy formulation, decision-making, implementation, and evaluation.

Required Text:

Harding, R. & Jeyapal, D. (Eds.). (2018). *Canadian Social Policy for Social Workers*. Oxford University Press.

Grading:

Participation	15%
Critical reflection paper and presentation	25%
Policy cycle paper	30%
Tests	30%

Description of Assignments and Methods of Evaluation**Participation (15%)**

There will be weekly discussions on the Learn discussion board. Your participation grade will be based on your level of participation in class discussions but also your knowledge of the course material and the quality of contributions to the discussions. You will also receive bonus marks (if you have also participated in the weekly class discussion) for feedback on student presentations. Weeks 1-6 are worth 7.5% and weeks 7-12 are worth 7.5% and I will take your top 5 out of the 6 weeks as your grade for each section.

Critical reflection paper (25%) various due dates

The purpose of this assignment is to give you an opportunity to examine one of the institutions that influence the development of social policy in Canada and/or globally. There are two parts to this assignment. The first is your presentation (worth 5%) and the second is your individual paper (worth 20%).

Presentation: Select an institution and evaluate their influence on policy formation. You should provide a brief history/context (including historical roots, funding source, ideological perspective) and outline their mandate/mission statement. You should also explain the importance (or relevance) of this institution and critically reflect on the both the positive and negative implications of this influence. Your presentation should be approximately 5-8 minutes and you should provide at least 2 class discussion questions. A sign-up sheet will be available on Learn.

Individual paper:

Your paper should be 7-8 pages (double spaced) and is due one week after your presentation. For example, if your presentation is on a Wednesday the paper would be due by 11:59 pm on the following Wednesday.

You should take the material from your presentation and create a critical reflection paper examining the influence of your institution (and institutions in general) on shaping and creating social policies. Integration of course material (at least 3 different chapters from our textbook) is required.

Policy paper (30%) due March 10

The main purpose of this course is to introduce you to the policy making process (five stages of the policy cycle). For this paper, you will walk through this process (following the given policy cycle) to illustrate your understanding of the policy making process and the challenges/issues within this process.

Outline your social issue/problem

You start with a picking a topic (a social issue/problem) and describe the context and importance of this social issue/problem. Use of academic material and/or government material will be helpful here as you want to be specific about the scope of the issue/problem and why it needs our government attention.

Agenda Setting

For this section you are to consider how you will get your issue on the policy agenda. For example, we often talk about social issues such as food insecurity, homelessness, or period poverty but how do you encourage the government to take on these issues with social policy changes? Thinking about policy windows, mobilizing groups, and political/economic/social timing will be helpful to consider for agenda setting.

Policy Formulation and Decision Making

There are many ways we can approach solving this issue/problem and in this paper you are to provide three alternatives as well as your specific policy suggestion (decision making stage). You should show your understanding of the three policy options but also why you selected your specific policy suggestion.

Implementation

You need to consider how you will get your social policy passed through the government. There are different levels of government (municipal, provincial, and federal) and so you need to be aware of which level of government deals with your social issue/problem. It is important to consider the various stages of the legislative process as well as political support and dealing with any potential challenges.

Evaluation

You also need to consider policy analysis/evaluation. How will you evaluate your policy? What type of evaluation instruments will us use?

Your paper should generally be in the 8-10-page range with most sections will be 1.5-2 pages. There will be variation in page length given the diversity of topics. This also means there are no specific requirements for sources given some of your topics will have a great deal of academic material (e.g. sex trade work) whereas others will focus more government sources (e.g. poverty) and others will be more based on current news reports and studies (e.g. Universal Basic Income). This said, I still assume you will cite specific material to illustrate your understanding of this social issue/problem.

As you work on this assignment, I am happy to look at rough copies and provide my feedback.

Unit Tests (30%)

There will be 3 tests for this course and each test will cover 4 weeks of material. These open-book tests will be based on lecture material and textbook chapters. You will have 60 minutes to answer 4 short answer (250-300 word range) questions. The test will be available from 6:00 am to 11:59 pm on the specific test date.

Test dates:

February 10

March 17

April 14

Introduction

January 11-17

1. Harding, R. & Jeyapal, D. (2018). A Critical Perspective on Canadian Social Policy. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 1-6). Oxford University Press.
2. Walmsley, C. (2018). Ideas and Social Policy. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 30-48). Oxford University Press.

Policy making

January 18-24

1. Harding, R. & Jeyapal, D. (2018). Media and Public Discourse: Their Roles in Policy-Making. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 8-29). Oxford University Press.
2. Murphy, J. & West, J. (2018). The Ideals and Realities of Policy-Making Processes and Structures in Canada. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 49-68). Oxford University Press.

Colonization and policy making

January 25-31

1. Yellowhorn, E. & Harding, R. (2018). Social Policy and Indigeneity: Internal Colonization and the Canadian State. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 90-119). Oxford University Press.
2. Jeyapal, D. (2018). Race, Racialization, and Racism: Social Policy and the Making of a White Settler Society. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 120-139). Oxford University Press.

Gender and policy making

February 1-7

1. Johnstone, M. & Jeyapal, D. (2018). Women, Intersecting Oppressions, and Social Policy in Canada. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 140-160). Oxford University Press.
2. Mulé, N. (2018). Sexual and Gender Diversity. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 161-178). Oxford University Press.

Difference and policy making

February 8-21 (reading week Feb. 13-21)

1. MacDonald, J. & Cooper, S. N. (2018). (dis)Ability Policy: A Tangled Web of Complexity. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 179-200). Oxford University Press.
2. West, J. & Murphy, J. (2018). Justice for Whom? The Effect of Criminalization for Marginalized Peoples. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 298-317). Oxford University Press.

Youth and Education policy

February 22-28

1. Fairbairn, M., Strega, S., & Walmsley, C. (2018). Child and Youth Policy: Building Equality or Buttressing Inequities? In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 201-218). Oxford University Press.
2. Walmsley, C., Harding, R., & Jeyapal, D. (2018). Post-Secondary Education Policy in Canada: Merit, Right, or Social Investment? In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 220-238). Oxford University Press.

Housing policy

March 1-7

1. Kading, T. (2018). Homelessness and Housing Insecurity: Government Inaction in the Creation of a Major Crisis. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 239-257). Oxford University Press.

Food Security policy

March 8-14 (Study days March 15-16)

1. Wiebe, N. (2018). Reaching beyond Hunger: The Right to Food and Food Security. (2018). In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 258-278). Oxford University Press.

Health care policy

March 17-23

1. Zuberi, D. & Ptashnick, M. (2018). Canadian Health Care Policy: Gaps, Inequalities, and Solutions. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 279-297). Oxford University Press.

Immigration policy

March 24-30

1. Jeyapal, D. (2018). Nationalism, Neo-liberalism, and Secularization of Canadian Immigration Policy. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 318-340). Oxford University Press.

Anti-poverty policy

March 31-April 6

1. Harding, R. (2018). The Role of Policy in Sustaining or Elimination Poverty. (2018). In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 341-362). Oxford University Press.

Wrap-up

April 7-13

1. Harding, R. & Jeyapal, D. (2018). Conclusion: Social Policy and the Promise of Social Change. In R. Harding and D. Jeyapal (Eds.), *Canadian Social Policy for Social Workers* (pp. 363-366). Oxford University Press.

Course Guidelines

- You must keep a copy of all assignments.
- Appropriate documentation is required for late assignments. The penalty for late assignments is 5% per day including weekends.
- For all assignments, we use APA citation style.
- No assignments will be accepted after April 15.

Information on Plagiarism Detection

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

For Fall **2020**, the established examination period is **Dec 9-23**. The schedule will be available early in the fall. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [Final Examination Schedule https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations))

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules”

for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4 \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.