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), Anishinaabeg, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2022

Course

Course Code: SOCWK/SWREN 300R
Course Title: Canadian Social Welfare Policy
Class Times/Location: M&W, 1:00-2:20 p.m.; REN 2107

Instructor

Instructor: Robert Case
Office: REN1604
Email: racase@uwaterloo.ca
Office Phone: 519-884-4404 x28683
Office Hours: Mondays & Wednesdays, 2:30-3:30 (or by appointment)

Course Description

This course will introduce students to concepts and dilemmas in Canadian social welfare policy as it has evolved in the post-industrial era. It will examine some of the social, economic, and political factors that shaped the establishment of the Canadian welfare state and explore recent trends in social welfare policy. Drawing on the historical trajectory of the rise and retreat of the Canadian welfare state, this course challenges students to engage in critical consideration of what lies ahead for Canadian social welfare policy and what their role will be – as social workers and as citizens – in shaping that future.

Course Objectives

Upon successful completion of this course, the student will be able to…

1. Define and describe the concept of social welfare policy and the Canadian welfare state
2. Analyze the ideological, social, political and economic factors underlying the historical development of the Canadian welfare state, and those influencing the current Canadian policy agenda

3. Describe and analyze key strengths and limitation, challenges and dilemmas surrounding specific social welfare policy initiatives of her of his interest

4. Identify some of the controversies and challenges common to contemporary Canadian society and current social welfare systems

5. Explain the role of a professional social worker in the policy process with respect to issues of equity for people who have been marginalized and oppressed

**Required texts**


Other required readings will be provided as pdf via Learn or the course reserve.

**Course Requirements and Assessment**

Evaluation will be based on the following four items:

<table>
<thead>
<tr>
<th>Activity/assignment</th>
<th>Date of evaluation</th>
<th>Weight (%)</th>
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</thead>
<tbody>
<tr>
<td>Participation:</td>
<td>On-going</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm test:</td>
<td>February 16</td>
<td>20%</td>
</tr>
<tr>
<td>Current issues debate</td>
<td>Week 9, 10, or 11</td>
<td>20%</td>
</tr>
<tr>
<td>Term paper</td>
<td>April 4 (last day of class)</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>TBD: during exam period</td>
<td>25%</td>
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</table>

**Assessment 1 – Participation** (10% of final mark)

Active participation is essential in this course. Learning works best when it's interactive, I believe, and when we work together as a class to support each other’s learning. Class is always more engaging when students ask questions, challenge the information and perspectives being presented, and help drive the learning. Group and individual learning assignments provide critical content for numerous classroom sessions, so weekly preparation of readings is key. Attendance will also count towards you participation mark.

**How Your Participation Will Be Graded**

What are the standards for participation? Each student is expected to:

- set and actively pursue their own objectives within the course learning outcomes;
- show up every week, prepared to engage in dialogue;
- participate in classroom activities, learning exercises, and assignments;
• identify and employ our own learning styles and gifts for enriched personal and peer learning;
• practice active and respectful listening, and build on or constructive challenge other peoples' contributions;
• display evidence of careful reading and preparation, including sharing factual details and asking informed questions; and
• provide thoughtful and relevant contributions to the class.

Assessment 2 – Mid-term test (in class; 20% of final mark)

Multiple choice questions from the course readings and class discussions. The midterm covers content inclusive of Week 1 "Overview of Canada’s Safety Net" through Week 6 "Income security policy." The exam will take up to 80 minutes and will be done in class.

Midterm date: February 16, 2022

Assessment 3 – Current Issues Debate (20%)

The purpose of this group assignment is to engage students with the current public policy discourse and to encourage them to enter into the policy debate. Students will be randomly assigned to debating teams early in the term. Each team will choose a policy topic from a limited list of options, and will be informed of the position (pro or con) they are to pursue. Proposals from students for policy areas to debate will also be considered. Possible choices may vary, but in the past have included issues such as the following:

• Workfare (requirement that able bodied people work in exchange for social assistance): pro or con?
• Guaranteed annual income or targeted, mean tested income assistance?
• Legalization of assisted suicide (MAiD) and/or euthanasia: pro or con?
• Harm reduction vs. zero tolerance (drugs and addiction): which is the better policy?
• Childcare: What is the best policy approach for Canada?
• Health Care: Is there room/a need for more private sector (for-profit) involvement?
• *The Indian Act*: should it be abolished (e.g., for improved social welfare in Indigenous communities)?
• Retirement savings/Pensions: Are Canada's public pension programs viable? Can we afford them?

In preparation for the debate, each team member will need to follow the media (i.e., national and local newspapers, magazines, and electronic media), paying attention to the positions of different political parties, interest groups, and non-governmental actors. Students are encouraged also to examine the policy positions of various “think tanks” such as the C.D. Howe Institute, the Fraser Institute, The Caledon Institute, the Canadian Centre for Policy Alternatives, and others.

Each individual on the team is expected to contribute to the team’s debate, taking responsibility for researching specific aspects of the policy area in question, preparing PowerPoint slides or other visual aids, and/or speaking to specific areas of the policy debate. Making the most of the group process is part of this assignment and is the responsibility of each debating team. The instructor is available for consultation and direct intervention in the group process if requested and necessary.
Marks for this assignment will be derived from a combination of a group mark and a peer assessment. The **group mark** will be determined by the instructor's assessment of the debate, based on a grading rubric that will be posted on LEARN. Debate audience members (fellow students) will also provide an evaluation of each debate, and these evaluations will be taken into consideration in the assignment of the group mark.

The **peer assessment score** is based on ratings by and of each team member (out of 4) on 6 dimensions of team participation. For most students, whose mean score on the peer assessment falls within 2 points on either side of the team average, the debate mark will be the same as the group mark. For students whose mean scores on the peer assessment are 2 points or more below the group average, the final debate mark will be the group mark minus 5% (5% for each increment of 2 points below the group average). For students whose mean scores on the peer assessment are 2 points or more above the group average, the final debate mark will be the group mark plus 5% (5% for each increment of 2 points above the group average).

A grading rubric will be posted on LEARN, but the following components are the basic expectations for the debates:

- a clear and succinct description of the issue or problem the policy position being promoted by either side of the debate is intended to address or resolve
- identification and articulation/demonstration of the assumptions, controversies, practicalities or ideological positions around which there is disagreement and debate among Canadian policy makers and policy advocates
- a clear and succinct articulation of the policy perspective being argued for and why the team favours this position or approach
- an ability on each side of the debate to address questions and critiques posed by the opposing team (using facts or conceptual arguments drawn from the team’s research)
- a succinct critique of the opposing position (using facts or conceptual arguments drawn from the team’s research)
- accurate and effective use of current developments in Canadian social welfare policy debates and research, including happenings in election campaigning, in parliament, in the media, and/or in academia
- creativity in approach and presentation

**Due Date:** Debates will be conducted in class during Weeks 9-11

**Assessment 4 – Term paper** (25% of final mark)

The purpose of this assignment is to engage students in an in-depth examination of an area of social welfare policy of their choosing. Possible topic areas are wide-ranging including child welfare, aboriginal child welfare, the Indian Act and its provisions/implications, child care, health care, social housing, pensions, education, employment, immigration, the impact of globalization on Canadian social policy, social assistance, policies affecting homelessness, the Canadian Charter of Rights and Freedoms, or any policy area that impacts oppressed or marginalized groups of people in Canada. All students are encouraged to discuss the topics they
choose with the instructor. Students wishing to select a topic not listed above are strongly encouraged to do so.

The focus of the paper should be on the policy (or policies) affecting a social work-related area of intervention, rather than on the social issue of interest per se. Students may wish to focus on a specific policy idea (e.g., a Guaranteed Annual Income), a specific pillar of Canada’s social safety net (e.g., Employment Insurance), a current social welfare policy initiative or campaign, a historical development/innovation in social welfare policy (e.g., the Speenhamland initiative, or the founding of Medicare), or a general policy area (e.g., family policy or policies related to poverty).

The term paper is a research assignment. For this assignment, students are expected to find and use academic sources including peer reviewed journals and scholarly books. Students may supplement these academic sources with popular media and other non-academic sources, but the paper must be supported with academic literature. Students who are not sure what acceptable academic sources are or how to find them are encouraged to talk to a librarian at Renison's Lusi Wong Library (or other UW library).

Citations and reference lists for this paper must follow APA format. All students are encouraged to consult the APA Publication Manual (7th edition) for proper referencing.

Overall, the paper should present a coherent critique of the policy or policy approach being examined, addressing questions like the following:

- What does this policy or policy approach specifically entail? (What is it? What does it do? Who funds and administers it? etc.)
- What gave rise to this policy or policy approach? (What need and what social, economic, and political forces influence its development?)
- What does the policy assume about the nature of the problem it is intended to address? (What values, ideologies or assumptions are embedded within it? What is being assumed or asserted, in the policy, about how to solve the issue or problem it is intended to address?)
- What do you find particularly promising or worrisome, exciting or problematic about the policy or policy approach?
- What direction do you feel policy direction in this area should go, and why?

Students may organize their paper in any way they see fit, but every paper should include the following elements:

- An introduction outlining the specific policy focus, the issue or problem it is intended to address, and the scope of your analysis (be sure to set realistic limits)
- Some reflection on the historical development of the policy intervention you are exploring (Why was it needed? What change, issue or problem was it intended to respond to? Where did this idea come from? When or where has it been tried? How has this policy or approach evolved? Who or what is supporting/promoting or opposing it?)
• If a historical analysis is not possible, some comparison across jurisdictions within Canada or between Canada and other nations (What are the key differences? What are some of the implications of these differences? What are the similarities?)
• A description and analysis of debates, dilemmas and policy trends happening right now in Canada in relation to the policy area being explored, including an assessment of the ideological, social, political and economic influences at play
• An assessment of the future implications of current policy directions and/or your preferred approach for populations impacted by the policy.

In addition to the elements noted above, marks will also be assigned for organization and clarity of thought as well as proper grammar, spelling and the currency and comprehensiveness of the references cited. A grading rubric will be posted on LEARN to further delineate priorities for marking this assignment.

The format of the paper is as follows:
• 8-10 pages in length;
• double-spaced word document (DOC or DOCx) with one inch margins
• use a standard font (e.g. New Times Roman 12)
• citations and references should be formatted using American Psychological Association (APA), 7th edition.

The work you submit must be your own -- original in conception, organization and expression. Ideas or quotations derived from other sources must be clearly acknowledged as such. Please review University of Waterloo's policies regarding academic integrity (see below) for further information.

How to Submit Your Assignment
Your term paper must be submitted online to the Term Paper dropbox on LEARN by 1:00 pm on April 4, 2022. Students are not required to provide a hard copy to the instructor.

You may only submit one file, but you may submit multiple times. In the case of multiple submissions by the same student, I will mark only the final document uploaded, so make sure your final document is the correct one.

For more information about how you will be evaluated, please refer to the Term Paper Rubric. Rubrics can be accessed from the Course Home page by clicking Content and then Assessments and Term Paper on the course navigation bar.

Due date: 1:00 p.m., April 4, 2022

Assignment 5: Final examination (30%)
The final examination will include:
• Multiple choice and short answer questions from the course readings, policy debates, and class discussions (from mid-term forward); and
• An essay questions integrating key concepts from readings, lectures, and other class content, covering the whole semester.
• Go to Content/Assignments and assessments/Final Exam on Learn for further details

**Final Exam Date:** During the exam period (April TBD)

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**POSTING OF FINAL GRADES AT RENISON**

It is Renison College policy **NOT** to post final grades at any time throughout the academic term in an effort to protect student privacy. Grades will **NOT** be reported over the phone by the main office or the Registrar’s office.

Final grades will be available on your grade reports, which are sent out approximately three weeks after the last day of exams.

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**Weekly Schedule and Readings**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Sources</th>
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<tbody>
<tr>
<td><strong>Week 1: Thinking Critically About Social Welfare in Canada</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Jan 5 | Course Introduction and Overview  
- What is social welfare policy?  
- Course objectives, syllabus, and overview of activities | Course Syllabus |
| Jan 10 | Overview of Canada's Social Safety Net  
- some key terms and concepts  
- competing values and rationales | Chapter 1: A critical perspective on Canadian social policy. (pp. 1-6) |
| **Week 2: Competing Theories and Ideas of Social Welfare** | | |
| Jan 12 | Priorities and approaches  
- social justice, charity, and social regulation | Chapter 3: Ideas and Social Policy. (pp. 30-48) |
| Jan 17 | Concepts and ideological foundations  
- liberalism, conservativism, and socialism and the welfare state | |
| **Week 3: History: Foundations and Rise of the Welfare State** | | |
| Jan 19 | The Rise of the Welfare State  
- early Elizabethan roots  
| Jan 24 |  
- Canada until WWII  
- the golden era (1950s-1970s) | |
| **Week 4: History: The Decline of the Welfare State** | | |
| Jan 26 | From welfare state to "market state"  
- the end of the golden era (1970s-1980s)  
- the "market state" era (1980s-present) | see pdf "Historical Influences" on Learn |
### Jan 31

**Emerging trends**
- neoliberalism, globalization, and the welfare state
- recent developments


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### Week 5: Governing and Financing the Welfare State

#### Feb 2

**Decision-making processes and influences**
- government decision-making
- political parties
- non-partisan policy influencers

Chapter 4: Making Canadians richer and poorer: Taxation, spending and budgeting. (pp. 69-86)

#### Feb 7

**Federal-Provincial Cost-Sharing**
- taxation
- federal-provincial cost-sharing

Chapter 5: Making Canadians richer and poorer: Taxation, spending and budgeting. (pp. 69-86)

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### Week 6: Inequality, Poverty, Unemployment

#### Feb 9

**Income security policy**
- defining and discussing poverty
- income security policies
- wealth inequality and its consequences

Chapter 18: The role of policy in sustaining or eliminating poverty (pp. 341-362)

#### Feb 14

Content review, Q&A, debates planning

#### Feb 16

**Midterm exam (in class)**
Content from Weeks 1-6

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### Feb. 19-27: READING WEEK

### Week 7: Women, Sexuality, and Gender Diversity

#### Feb 28

**Patriarchy, feminisms, and the welfare state**
- feminist critiques of the welfare state
- protecting gender rights
- related policy issues

Chapter 8: Women, intersecting oppressions, and social policy in Canada. (pp. 140-160)

### Week 8: Indigenous Peoples, Colonization, and Social Policy (introduction)

#### Mar. 2

**Internal Colonization and the Canadian State**
- dispossession, assimilation and the welfare state
- self-determination, wellbeing, and the Indian Act
- Indigenous resistance and policy change

Chapter 6: Social policy & Indigeneity: Internal colonization and the Canadian state. (pp. 90-119)

#### Mar 7

**Social welfare and Indigenous children and youth**
- Canada's Truth and Reconciliation Commission
- Missing and murdered Indigenous women & girls
- Transforming child welfare policy


### Week 9: Disability and the Welfare State

#### Mar 9

**Disability and the Welfare State**
- shifting models and definitions of (dis)Ability
- income security and employment
- transforming social policy

Chapter 10: (dis)Ability policy: A tangled web of complexity (pp. 177-200)

#### Mar 14

**Social policy debates**
Late Work
A penalty of 3% per day will be deducted from the mark on assignments handed in late. Extensions will be considered in extenuating circumstances, and accommodations will be made for students unable to complete their assignments for reasons of illness or unforeseen circumstance.

Information on Plagiarism Detection
No plagiarism detection software will be used for this course

Electronic Device Policy
Students may have and use electronic devices in class at their discretion. Please ensure all ringers and notifications are on silent before coming to class. Heavy users are asked to be mindful of those beside and behind them and to manage their use (and where they sit in the classroom) to minimize distraction to others. The professor reserves the right to limit or withdraw an individual's use of electronic devices in the classroom if they become disruptive that or any other student's learning.

Audio or video recording of lectures and other class activities is not permitted without the consent of the professor.

Attendance Policy
Attendance will be taken each week, and will be counted as part of the participation mark.
Final Examination Policy

For Winter 2022, the established examination period is April 8-26. The schedule will be available early in the winter. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: Final Examinations Schedule 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/) and the Arts Academic Integrity webpage (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) 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). For typical penalties check Guidelines for the Assessment of 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 their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. 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 is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Academic Integrity Office (uWaterloo):** [http://uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

**Accommodation for Students with Disabilities:** AccessAbility Services, located in Needles Hall, Room 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 AccessAbility Services 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.

**Contingency Planning**

**Inclement Weather**
In the event of a short-term campus closure or the cancellation of an in-person class due to snow or inclement weather, online and remote classes will not be affected.

**Interruption or Cancellation of In-Person Classes**
In the event of a pandemic-related interruption of in-person classes, including a 'pivot' to remote learning, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

**Interruption or Cancellation of In-Person Examinations**
In the event of a pandemic-related interruption of in-person exams, your Instructor will post details in LEARN. Please check the Announcements section of the course homepage in LEARN for updates.

**Absence Due to Influenza-like Illness or Required Self-Isolation**
If you need to be absent due to influenza-like illness or due to mandatory self-isolation, please
complete an **Illness Self Declaration**. The form is available in the Personal Information section of Quest. Accommodations may be made for students who have completed an Illness Self Declaration without the need for a medical note.

**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 ext. 32655
- **MATES:** one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) 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
- **Empower Me:** Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- **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.

You may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

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.