



Renison University College
Affiliated with the University of Waterloo
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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 Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) 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 from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization Spokesouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Winter 2024

Course Code: SOCWK 300R/SWREN 300R 081 [CEL]

Course Title: Canadian Social Welfare Policy

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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 and Learning Outcomes - (Upon completion of this course, students should be able to)

- A. Define the concept of social welfare policy and the Canadian social welfare state.
- B. Discuss the ideological, social, political, and economic factors underlying the historical development of the Canadian welfare state, and those influencing the current policy agenda in Canada.
- C. Describe how social welfare policies are informed by, challenge, and at times reinforce intersecting systems of power that reproduce inequities and impact people who have been marginalized and oppressed.
- D. Analyze through a critical lens the key strengths, limitations, challenges and dilemmas surrounding specific social welfare initiatives of their interest.
- E. Explain the role of the professional social worker in the social welfare policy process with respect to issues of equity, justice, and anti-oppressive practice state.

How We Will Learn Together

This course reflects the premise that knowledge is created and generated in multiple ways and that we must resist colonist hierarchies that privilege Western ontologies over other ways of knowing and being. To this end, the readings, activities, videos, and assignments that I have curated in this course draw on various ways of knowing and learning. Each week will combine a mix of reading, viewing, and listening, as well opportunities for discussion and short written reflections.

My intention in developing this course is to create a virtual space in which you and your classmates can grapple with the course materials in a respectful and thoughtful manner; this is a space for careful, humble, and serious discussion and debate. It is a space in which each of us should be open to being challenged about our opinions and positions, but also a space where critiques are tempered by the understanding that each of us is entering the dialogue with a desire to learn and change.

Along with being a space of learning, our class is also a space in which to identify and resist the structures of oppression that permeate societal structures as well as our day-to-day interactions. To this end, I urge each of you to be self-reflexive about how your behaviours or comments. We are each in the process of learning and unlearning these logics that dominate

our society, so all I ask is that each of us be critically mindful of how what we think, say or do in interactions with others might be shaped by these forces.

Required Text

- Harding, R., & Jeyapal, D. (Eds). (2019). Canadian social policy for social workers. Oxford University Press.

An e-text option for your text is available through the UW VitalSource e-store: Canadian Social Policy for Social Workers.

For textbook ordering information, please contact the W Store | Course Materials + Supplies.

For your convenience, you can compile a list of required and optional course materials through BookLook using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders CANNOT be taken over the phone.

Recommended Texts

- Graham, J.R., Shier, M.L., & Delaney, R. (2017). Canadian social policy: A new introduction (5th ed.). Pearson.
- Hick, S. (2014). Social welfare in Canada: Understanding income security (3rd ed). Thomson Educational.
- McKenzie, B., & Wharf, B. (2016). Connecting policy to practice in the human services (4th ed.). Oxford University Press.

Readings Available on LEARN

Short passages of articles, media stories, videos, and audio clips are embedded directly in the module materials.

- Blackstock, C. (2011). Wanted: Moral courage in Canadian child welfare. *First Peoples Child & Family Review*, 6(2), 35-46. Retrieved from https://fncaringsociety.com/sites/default/files/online-journal/vol6num2/Vol6No2_Blackstock_pp36-47_v2.pdf [Course Reserve]

Course Reserves for Students are used in this course. Course Reserves can be accessed using the Library Resources widget on the Course Home page.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Short Essay	Sunday, February 4	25%
Module Engagement (one (1) of two (2) options)		30%
Option 1: Discussion Summary Paper, based on participation in Module Discussions for 5 of 6 modules (Modules 5-10)	Sunday, March 24 (Paper) Weekly, Modules 5-10 (Discussions)	
OR		
Option 2: Critical Reflection Journal, best 5 of 6 for Modules 5-10	Weekly, Modules 5-10	
Summative Project: Proposal	Sunday, March 3	5%
Summative Project: Completed (one (1) of three (3) options)	Sunday, March 31	30%
Policy Debate Presentation (Pair submission)		
OR		
Policy Debate Presentation (Team submission)		
OR		
MyModule Engaging Each Other's Work	Monday, April 8	10%
Total		100%

Assignments

The following assignment descriptions are summaries. For detailed information about assignments, submission guidelines, and how you will be evaluated, please be sure to review each assignment listed under 'Assignments and Grading,' which you can find on the 'Content' page of the course LEARN shell.

Short Essay (25% of your grade)

Modules 2, 3, and 4 set the foundation for understanding Canada's social welfare system: its historical development; its evolution (and devolution) over time; the factors that influence it; and the ideas and processes that people draw upon in shaping it. To be engaged in policy analysis, debate, and change processes effectively, both as social workers and as citizens, it is important for us to understand the historical roots of our current social welfare system as well as ways to intervene in shaping it.

To assist you in building this solid and integrated foundation of understanding, you will write a short four (4) page essay (about 1000 words) that explores a key idea, issue or concept that you see running through Modules 2, 3, and 4.

What you need to do

As you work your way through Modules 2, 3, and 4, identify one key idea, issue or concept that you find surprising or that stands out to you as significant. There are many to choose from!

Write a four (4) page essay (about 1000 words) exploring the significance of this issue or concept, considering:

1. Its history and the contexts in which it emerges;
2. How it shifts over time;
3. Its benefits and drawbacks, as seen from various perspectives (not only your own);
4. Its impact (both positive and negative) upon the lives of marginalized peoples in Canada; and
5. how it influences the role of or need for social workers today.

Draw upon the course text and Module materials as well as at least two (2) references to support your argument.

For detailed information about how to format and submit your assignment and how you will be evaluated, see 'Short Essay' under 'Assignments and Grading,' which you can find on the course 'Content' page.

Module Engagement (30% of your grade)

The goal of this course component is to promote your meaningful engagement with the final six course modules (module 5-10), which focus on social welfare policy in relation to differently marginalized communities.

You will choose one (1) of two (2) options for demonstrating your engagement with the course materials: 1) Module Engagement Option 1: Discussion Summary; or 2) Module Engagement Option 2: Critical Reflection Journal.

To indicate your choice, self-enrol in one (1) of the Module Engagement Options by the deadline in the Course Schedule.

Module Engagement Option 1: Discussion Summary

Discussions play an integral role in online learning: they promote class engagement, facilitate critical thinking, and foster a positive and supportive learning community. They also serve as a primary place where we can interact, exchange ideas, and learn from each other. By participating in and contributing to these discussions, you are engaging in your own learning as well as supporting that of others. This option for module engagement also includes an opportunity to reflect on what you have learned and how your understanding has shifted through the discussions themselves.

This option involves two components:

1. Participating in Module Discussions for at least five (5) of the last six (6) modules in the second half of the course (Modules 5-10); and
2. Preparing a Discussion Summary (3 pages, or about 750 words) to analyze and reflect on your learning.

What you need to do: Module Discussions

Students choosing this option will be assigned to a Discussion Group of about six to eight students. Each Module's discussion is posted under its specific discussion forum. You can access the Module Discussions by clicking Connect and then Discussions on the course navigation bar above. Discussions are made available at the beginning of a particular Module week.

Please see the Course Schedule for dates of when discussions open and close.

In general, in Module Discussions you are expected to:

1. be a regular presence in the discussion forums - reading the posts of others, commenting on them, making your own points known.

2. contribute at least one (1) new thread and to respond to one (1) thread posted by a fellow discussion group member for each discussion.

Please note: Module Discussions are to be based on course materials only. This is to promote deeper engagement with the course content.

In evaluating your contributions to the discussions, your instructor or TA will consider the following criteria:

1. Posting with sufficient frequency and in a timely manner.
2. Posts reflect engagement and understanding.
3. Thoughtful replies to others' posts;
4. Direct engagement with module materials.
5. Integrating personal and professional experiences.

Use modified in-text citations when drawing upon Module content in your posts; when drawing upon resources (e.g., articles or videos) that are embedded in the Modules, you must include in-text citations and references using APA format. For instructions on how to cite and reference module materials and additional resources, please review the General Instructions for Preparing and Submitting Assignments.

For more detailed information on expectations for discussions and how you will be evaluated, see 'Module Engagement Option 1: Discussion Summary' under 'Assignments and Grading.'

What you need to do: Discussion Summary

For this aspect of the assignment, revisit the online discussions in LEARN and select, reflect, and synthesize six (6) of the contributions you made to the discussions: three (3) original posts and three (3) replies.

The Discussion Summary consists of two sections:

Section 1: Discussion Posts

In a Word Document, use the heading, Section 1: Discussion Posts, and then copy and paste your six (6) contributions. For each post, identify if the post is an 'Original Post' or a 'Reply to a Post,' and include its Date, Week, and Module Number, along with the question.

Section 2: Reflections on my learning

In the same Word Document, under the heading, Section 2: Reflections on My Learning, reflect upon your discussion-based learnings in 3 pages (approximately 750 words). This section should be clear, thoughtful, and succinct. Feel free to quote briefly from your discussion posts or refer to specific ideas from the module materials or text readings. Add comments on how your views have changed and how your engagement has impacted your practice or learning since you posted your initial message by integrating and expanding upon any material from the course.

For more detailed instructions on the assignment and how you will be evaluated, see 'Module Engagement Option 1: Discussion Summary' under 'Assignments and Grading,' which you can find on the course 'Content' page.

Module Engagement Option 2: Critical Reflection Journal

The Critical Reflection Journal is an opportunity to reflect upon and integrate your understanding of the Modules 5-10 and to engage in critical analysis and self-reflection in relation to concepts from the course.

What you need to do

This option involves writing or recording short Critical Reflection Journal Entries (300-400 words or 3- or 4--minute recordings) in response to a weekly focus question related to Module materials in Modules 5-10. Your grade will be based on your best five (5) out of the six (6) Journal entries.

The focus question for a particular module can be found at the bottom of the Module Landing Page. Questions will be made available when the Module is launched each week.

Focus questions may ask you to do one of several things: offer a summary of the module, respond to a specific question or aspect of the topic, address a question arising from class discussions, or apply what you've learned to a new reading or viewing.

Your Critical Reflection Journal submission will be due at the end of the Module week (please see the Course Schedule for due dates).

Your responses to the prompt question should demonstrate your depth of engagement with and reflection on Module materials and the course text, which will be evaluated according to their:

1. Completeness and relevance;

2. Understanding of and engagement with course materials;
3. Depth of analysis; and
4. Depth of reflection.

Use modified in-text citations when drawing upon Module content in your posts; when drawing upon resources (e.g., articles or videos) that are embedded in the Modules, you must include in-text citations and references using APA format. For instructions on how to cite and reference module materials and additional resources, please review the General Instructions for Preparing and Submitting Assignments.

For more details regarding expectations, submission requirements, and how you will be evaluated, see 'Module Engagement Option 2: Critical Reflection Journal' under 'Assignments and Grading,' found on the course 'Content' page.

Summative Project (5% proposal, 30% Final Project)

Your Summative Project has two parts, which together are work 35% of your final grade. These parts include:

1. Summative Project: Proposal (5%)
2. Summative Project: Completed Project (30%)

For our course, you will choose one (1) of three (3) options for what you produce as your Summative Project:

1. Summative Project Option 1: Policy Debate (in Pairs)
2. Summative Project Option 2: Policy Debate (in Teams)
3. MyModule (Individual project).

To indicate your choice, self-enrol in one (1) Summative Project by the due date in the Course Schedule.

Summative Project Options 1 & 2: Policy Debate

Debates are an effective and lively way to help you to contemplate multiple sides of a social welfare policy issue and engage in critical conversation about it. If you enjoy grappling with complex arguments or getting into a good, heated discussion about the latest hot-button policy issue, this option is a good choice for you!

This is a group-oriented project. You have the choice of working in pairs or as part of a small team (3-4 people) to prepare a compelling, persuasive, and well-researched debate on an social welfare policy issue of your choosing. Your debate will address two sides that issue; how you frame, structure, and organize your discussion will be up to you.

What you need to do

Depending on your choice, you will be randomly assigned to either a Policy Debate pair or team by the date outlined in the Course Schedule.

Your Policy Debate assignment includes three (3) elements:

1. Summative Project Proposal: An early check-in to confirm your topic and ensure your pair or group is on track; it is worth 5% of your overall grade.
2. Policy Debate Presentation: A narrated powerpoint presentation outlining both sides of your policy debate topic, which is worth 30% of your overall grade.
3. Policy Debate Peer and Self-Assessment, which will inform the evaluation of your Policy Debate Presentation.

See the Course Schedule for due dates related to these components.

Depending upon your choice, you will be randomly assigned to a Policy Debate pair or team by the date outlined in the Course Schedule. Each pair or team will choose a specific topic for your policy debate, which requires confirmation from the instructor (see Summative Project Proposal). You will then work together to decide how to cover pro and con sides of your debate. As a pair or team, choose a specific topic for your policy debate

Summative Project Proposal: In 300-400 words, propose your chosen debate topic. Explain briefly how you plan to structure your debate, some issues you plan to address, some resources you plan to include, and what you expect people will learn from it. The instructor will go over your proposal and offer suggestions and tips on how to proceed. This is; after receiving confirmation and feedback from your instructor (see Summative Project Proposal), work together to decide how to cover pro and con sides of your debate.

In preparation for the debate, follow the media, pay attention to the positions of different political parties, interest groups, and non-governmental actors; examine the policy positions of various 'think tanks'; and gather peer reviewed journal articles and/or academic book chapters as sources for your research.

Develop your narrated powerpoint presentation following the guidelines listed under 'Expectations' in the assignment description. How you organize your debate is up to you, but your presentation must end with two (2) well-stated questions for your audience to consider. Make sure you present an engaging debate in which both sides are well-supported with research.

Each individual in your pair or team is expected to contribute to your 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.

In creating your Policy Debate, you are asked to:

1. describe the issue or problem that the policy is intended to address. identify assumptions, controversies, practical issues, and/or ideological positions which shape and inform the debate among policy makers and policy advocates.
2. articulate the policy perspectives being argued for and against, and state why your sub-team supports this position or approach it does, drawing on current Canadian social welfare debates and research (i.e., happenings in election campaigning, in Parliament, in the media, and/or in academia).
3. address questions and critiques and rebut arguments posted by the opposing sub-team, using facts and research-based arguments.
4. engage the broader class in the debate using activities and two (2) discussion prompts.

As you prepare, keep these criteria in mind: accuracy, clarity, logic and comprehensibility, persuasiveness, and creativity and engagement.

Your presentation must:

1. Take no more than 30 minutes to complete (this time limit is firm so as not to overburden your classmates);
2. Cite and reference sources appropriately. Citations for sources in the presentation must appear on the corresponding powerpoint slides and in your speaker notes.

For detailed instructions on how to develop, record, and submit your presentation, and for information on how you will be evaluated, see 'Summary Project Option 1/2: Policy Debate' under 'Assignments and Grading' on the course 'Content' page.

Summative Project Option 3: MyModule

MyModule is an opportunity for you to create your own module exploring in-depth an area of social welfare policy that you are passionate about. This assignment has two objectives. By completing your MyModule, you will:

1. develop your understanding of how to synthesize information, commentary, and debate about a particular area of social welfare policy; and
2. refine your skills of social welfare policy research, analysis, and communication to the general public.

It's important to keep in mind that the focus of your module should be on specific social welfare policy (or policies), rather than the social issues that those policies are seeking to address.

MyModule is also a research-based assignment. Students are expected to incorporate academic sources, including peer reviewed journals and scholarly books, as well as media articles, think tank reports, and other non-academic sources. If you are not sure what acceptable academic sources are or how to find them, you are encouraged to talk to a librarian at Renison's Lusi Wong Library (or another UW library).

What you need to do

Your MyModule assignment includes three (3) parts:

1. Summary Project: Proposal. And early check-in to ensure that you are on track, worth 5% of your grade;
2. MyModule: Completed Project. After receiving feedback from the instructor, you will complete and submit your own MyModule, which is worth 30% of your overall grade.
3. MyModule Self Reflection, which will inform the evaluation of your MyModule.

See Course Schedule for due dates related to these components.

Summative Project Proposal

In 300-400 words, propose your MyModule project:

1. describe the social welfare policy issue that you will be addressing and outline your initial thoughts on the significance of this policy area.
2. comment briefly on the overall approach you intend to take with your module.

3. identify some content items (e.g., video or audio clip, article, blog post, statistical chart, etc.) that will be in your module.
4. For each item, explain why you've chosen it and how it will help those visiting your site understand the topic of the module and outline one or two Learning Tasks that you will connect with the content item.

Your instructor will review your proposal and offer suggestions and tips on how to proceed.

For further instructions on how to structure and submit your proposal, please see the MyModule assignment page.

Creating your MyModule

After receiving feedback from the instructor, you will put together your own MyModule! You have the option of submitting your MyModule as a website or as a PDF document.

Your MyModule must be divided into four to seven (4-7) content pages (or sections) that expand our understanding of the social welfare policy issue being studied. For each content page, you would include:

1. Content items (e.g., article, video or audio clip, website, blog post, statistical chart, etc.) that help to elucidate the topic of the page.
2. Explanation as to how these content items fits within the broader policy context and connect with the social welfare policy issue under review;
3. One to two (1-2) learning tasks for your user/learner (e.g. a question for a quiz or for a discussion forum).

For options for creating your MyModule as a website or a PDF and for information about citing sources, formatting, and submitting your assignment, see the MyModule assignment page on LEARN.

MyModule Project Self Assessment

For more detailed instructions regarding how to create and submit your assignment and how you will be graded, please see the 'Summative Project Option 3: MyModule' page under 'Assignments and Grading' on the course 'Content' page.

MyModule Project Self-Assessment

In 250 words, briefly reflect on your module and the process of creating it. Consider questions like the following:

1. What did you hope to get across to those engaging with your module, and how well were you able to accomplish those goals?
2. In what ways did you try to draw your learners more deeply into this social welfare policy area and provoke their passion for the issues raised?
3. What critical questions did your module raise, and what questions remains unaddressed?
4. What have you learned personally through the process--about the policy area, about what it means to engage in policy education--and how might this experience inform your future practice as a social worker?

This assessment should be clear, thoughtful, and succinct. Feel free to quote briefly from your module or refer to specific ideas from the module materials or text readings. No in-text citations or references are required for this component of the assignment.

For information on formatting and submitting this assessment, see the MyModule assignment page. For due dates related to this assessment, see the Course Schedule.

Engaging Each Other's Work (10%)

This component of the course is an opportunity to share your Summative Projects and to engage with each other's work. The purpose of this component is to celebrate and reflect on the work you and your peers have done, to share ideas, to learn from each other, and to enjoy the process!

What you need to do

This component of the course includes (as usual!) two components:

1. Participating in your choice of two (2) projects of your peers; and
2. Facilitating engagement in relation to your own project.

Once again, there are choices as to how to do this: you can choose to participate in two policy debates, two MyModules, or one of each.

Your instructor will use your Summative Project: Proposals to create an Engaging Each Other's Work group for each Policy Debate or MyModule Project. Each group name will indicate the project's general policy area and specific policy topic. Each group will also be connected to its

own discussion forum.

To sign up to participate, click Connect and then Groups on the course navigation bar above. Then click View Available Groups. Review the Engaging Each Other's Work topics and self-enrol in three (3) groups by the date outlined in the Course Schedule, including:

1. the group for your own project, and
2. two (2) additional groups.

Please note: You may choose whatever MyModule or Policy Debate you like, provided the topic is outside of the general policy area of your own and there are fewer than 5 people (apart from your pair or team members) already signed up.

How to participate in a Policy Debate

Once they have been submitted, your instructor will attach Policy Debate Assignment materials (i.e., narrated PowerPoint, speakers notes, pdf of your presentation) to their corresponding discussion forums; in each forum, the instructor will post the two discussion questions as separate threads in the discussion topics.

Engaging Each Other's Work group membership can be viewed by clicking Connect and then Groups on the course navigation bar above.

To participate in your chosen Policy Debate:

1. Watch the narrated powerpoint presentation; and
2. Participate in the two discussions.

In your own Policy Debate, your role is to work with your partner/team members to support your colleagues' participation by:

1. monitoring and facilitating the discussion,
2. responding to questions, and
3. fostering the group's dialogue.

For detailed information on how to connect with discussions, expectations for participation, and how you will be evaluated, see the 'Engaging Each Other's Work' under 'Assignments and Grading,' on the course 'Content' page.

How to Participate in a MyModule

Once they have been submitted, your instructor will attach MyModule materials (i.e., document with the MyModule website or PDF).

Engaging Each Other's Work group membership can be viewed by clicking Connect and then Groups on the course navigation bar.

To participate in the MyModule:

1. Prepare a Word document (doc or docx) with the title of the module.
2. Write a very brief description of the module.
3. Read the module materials, and as you work through them, record the outcome of each of the module's learning activities (e.g., if the module asks you to watch a video and then reflect on some questions, record your thoughts in the document).
4. When you have completed the module, submit your document to the Engaging Each Other's Work Dropbox.

Finally, go to the Discussion Forum for the MyModule and post a new thread to your colleague, offering praise and constructive feedback on their module and posing one question.

In relation to your own MyModule, your role is to support your colleagues' participation by:

1. monitoring the discussion forum,
2. responding to questions and feedback, and
3. prompting discussion, as possible.

For detailed information on how to connect with discussions, expectations for participation, and how you will be evaluated, see the 'Engaging Each Other's Work' under 'Assignments and Grading,' on the course 'Content' page.

Course Outline

PLEASE NOTE: Embedded in each module are links to short media pieces, segments of articles, or webpage, which you will be invited to read, skim, or use as a reference for an activity.

Week	Date	Topic	Readings Due
1	Jan 8 – 12	Module 1: Thinking Critically About Social Welfare Policy in Canada	Harding, R., & Jeyapal, D. (2018). Chapter 1: A critical perspective on Canadian social policy. In Canadian social policy for social workers (pp. 1-

Week	Date	Topic	Readings Due
			6) [Text]
2	Jan 15 – 19	Module 2: The Rise of the Welfare State	No assigned readings.
3	Jan 22 – 26	Module 3: Globalization and the Fall of the Welfare State	No assigned readings.
4	Jan 29 – Feb 2	Module 4: Ideologies, Structures, and Processes of Policy-Making	Murphy, J., & West, J. (2018). The ideals and realities of policy-making processes and structures in Canada (pp. 51-65) [Text]
5	Feb 5 – 9	Module 5: The Role of Policy in Addressing Poverty and Unemployment	Harding, R. (2018). Chapter 18: The role of policy in sustaining or eliminating poverty (pp. 341-366) [Text]
6	Feb 12 – 16	Module 6: Women, Sexuality and Gender Diversity in Social Welfare Policy in Canada	Johnstone, M., & Jeyapal, D. (2018). Chapter 8: Women, intersecting oppressions, and social policy in Canada (pp. 140-160). [Text]
	Feb 19	Family Day	
	Feb 17 – 25	Reading Week	
7	Feb 26 – Mar 1	Module 7: Social Policy and Indigeneity Part I: Internal Colonization and the Canadian State	No assigned readings.
8	Mar 4 – 8	Module 8: Social Policy and Indigeneity Part II: Welfare of Indigenous Children and Youth	Blackstock, C. (2011). Wanted: Moral courage in Canadian child welfare. (pp. 35-46).
9	Mar 11 – 15	Module 9: (Dis)Ability Policy: A Tangled Web of Complexity	MacDonald, J.E., & Cooper, S.N. (2018). Chapter 10: (dis)Ability

Week	Date	Topic	Readings Due
			policy: A tangled web of complexity. (pp. 177-200). [Text]
10	Mar 18 – 22	Module 10: Addressing Race, Racism, and Immigration in Social Welfare Policy	Jeyapal, D. (2018a). Chapter 7: Race, racialization, and racism: The making of a white settler society (pp. 120-139). [Text]
11	Mar 25 – 28	Summative Project: Preparation Module	No assigned readings
	Mar 29	Good Friday	No assigned readings
12	Apr 1 – 5	Engaging Each Other's Work	Read/Watch your choice of 2 Summative Projects by your peers
	Apr 8	Engaging Each Other's Work (cont'd)	As above

Deadlines

All submissions are due at 11:55 PM Waterloo time (Eastern) on the day of the deadline.

Extension Policies

Extended Deadlines Policy for Assignments*

Sometimes life gets in the way of your studies. Perhaps you've been ill, someone in your family has died, you've had a lot of work in other classes, or someone has broken your heart. Whatever the reason, you can always take advantage of the Extended Deadlines Policy for Assignments.

Here's how it works:

1. An Extension is automatic; there is no need to request one.
2. With an Extension, your Assignment is due three days after the regular Deadline.
3. Students receiving an Extension will receive their work back within 10 days of submitting their Assignment.

*Please Note: The Extended Deadline policy does NOT apply to the following:

1. Discussions (either Module discussions or Engaging Each Other's Work Discussions, which are time-sensitive).
2. Summative Project: Proposal: This hard deadline ensures that you receive timely feedback for your project.
3. Summative Project: Your Summative Project materials must be submitted by the deadline listed in the Course Schedule so your colleagues can participate in the Engaging Each Other's Work Discussions during the final week; therefore, the extended deadline policy does not apply.

Extension for Extenuating Circumstances

If you find yourself in circumstances that you feel may cause you to be late in submitting an assignment beyond the three-day Extended Deadline for Assignments, you should contact your instructor immediately to discuss your situation and the possibility of a further extension. You must be in contact with your instructor at least 48 hours prior to the deadline to request a further extension. Late assignments will be accepted up to a week beyond the deadline at a penalty of 2% per day. After the fifth day, late assignments will be accepted only for reasons outlined in the University of Waterloo calendar (e.g., medical or family emergencies); otherwise, they will receive a grade of 0. If an extension is granted, you are expected to submit your assignment at the agreed-upon time and date. Please review the University Waterloo policy regarding Accommodation for Illness or Other Extenuating Circumstances.

Cross-listed courses

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, an SDS/RS cross-list will count in an SDS major average, even if the course was taken under the Religious Studies rubric.

Policy on Plagiarism

"Policy 71's glossary defines plagiarism, in part, as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one's own in any work submitted whether or not for grading purposes"...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry."

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

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. See Waterloo's policy on [Fair Dealing](#). Violation of Canada's Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

Turnitin.com: Text matching software (Turnitin®) may 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, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

Generative Artificial Intelligence (GenAI)

This course includes the independent development and practice of specific skills, such as collecting, synthesizing, and analyzing policy-related information and engaging in policy debates and communication. Therefore, the use of generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text,

images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of Policy 71 (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- Student Success Office for help with skills like notetaking and time management
- Writing and Communication Centre for assignments with writing or presentations
- AccessAbility Services for documented accommodations
- Library for research-based assignments.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

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 [Accommodation due to illness](#).

Accommodation Due to Religious Observances

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds](#).

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: 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](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

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](#) website 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 or academic advisor. 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](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

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, or Academic Advisor, 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): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and 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.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

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](mailto:counselling.services@uwaterloo.ca): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: 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: 844-437-3247
- [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. Email: ok2bme@caminowellbeing.ca Phone: 519-884-0000

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.

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.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), 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.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.