## Course Schedule

**Important:**

- **ALL TIMES EASTERN** - Please see the University Policies section of your Course Outline for details

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Activities and Assignments</th>
<th>Begin Date</th>
<th>Due Date</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Module 1: Thinking Critically About Social Welfare Policy in Canada</td>
<td>Groups for Module Discussions will be created by Technical support</td>
<td>Monday, January 9, 2023 at 12:00 AM</td>
<td>Sunday, January 15, 2023 at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Module 2: The Rise of the Welfare State</td>
<td>Module 2 Discussions</td>
<td>Monday, January 16, 2023 at 12:00 AM</td>
<td>Sunday, January 22, 2023 at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Module 3: Globalization and the Fall of the Welfare State</td>
<td>Module 3 Discussions</td>
<td>Monday, January 23, 2023 at 12:00 AM</td>
<td>Sunday, January 29, 2023 at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Module 5: The Role of Policy in Addressing Poverty and Unemployment</td>
<td>Module 5 Discussions</td>
<td>Monday, February 6, 2023 at 12:00 AM</td>
<td>Sunday, February 12, 2023 at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Module 6: Women, Sexuality and Gender Diversity in Social Welfare Policy in Canada</td>
<td>Module 6 Discussions</td>
<td>Monday, February 13, 2023 at 12:00 AM</td>
<td>Monday, February 27, 2023 at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Title</td>
<td>Discussions</td>
<td>Due Date</td>
<td>Percentage</td>
<td></td>
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<tr>
<td>7</td>
<td>Module 7: Social Policy and Indigeneity Part I: Internal Colonization and the Canadian State</td>
<td>Module 7 Discussions</td>
<td>Monday, February 27, 2023 at 12:00 AM</td>
<td>Sunday, March 5, 2023 at 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>MyModule Preparation Module</td>
<td>Advocacy Letter For Module 6</td>
<td>Sunday, March 12, 2023 at 11:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>MyModule Engagement Module</td>
<td>Advocacy Letter For Module 7</td>
<td>Sunday, March 19, 2023 at 11:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Module 8: Social Policy and Indigeneity Part II: Welfare of Indigenous Children and Youth</td>
<td>Module 8 Discussions</td>
<td>Monday, March 20, 2023 at 12:00 AM</td>
<td>Sunday, March 26, 2023 at 11:59 PM</td>
<td></td>
</tr>
</tbody>
</table>

*20%
Module 9: A Tangled Web of Complexity

1. Advocacy Letter For Module 9
   - Sunday, April 2, 2023 at 11:59 PM *20%

Module 10: Addressing Race, Racism, and Immigration in Social Welfare Policy

2. Advocacy Letter For Module 10
   - Sunday, April 9, 2023 at 11:59 PM *20%

3. Module 10 Discussions
   - Monday, April 3, 2023 at 12:00 AM
   - Sunday, April 9, 2023 at 11:59 PM

4. Discussion Summary Paper
   - Sunday, April 9, 2023 at 11:59 PM 15%

Final Examination

Available Sunday, April 16, 2023 at 12:01 AM to Saturday, April 22, 2023 at 11:59 PM 30%

*20% of your final grade for your selected module from Modules 5 - 10
Contact Information

Announcements

You are expected to check Announcements on the Course Home page on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click Show All Announcements.

Discussions

Discussion topics can be accessed by clicking Connect and then Discussions on the course navigation bar above. A General Discussion topic has also been made available to allow you to communicate with your peers in this course. Your instructor may drop in at this discussion topic.

Contact Us

Who and Why

Instructor and TA

- Course-related questions (e.g., course content, deadlines, assignments, etc.)
- Questions of a personal nature
- Questions about Zoom

Technical Support, Centre for Extended Learning

- Technical problems

Contact Details

Post your course-related questions to the Ask Your Instructor discussion forum. Just choose the topic that best fits your question and start a new thread. This allows other students to benefit from your question as well.

Questions of a personal nature can be directed to your instructor.

Instructor: Colin Phillips
colin.phillips@uwaterloo.ca

TA: TBD

Your instructor checks email and the Ask Your Instructor discussion forum frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.

learnhelp@uwaterloo.ca

Include your full name, WatIAM user ID, student number, and course name and number.
Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

**IST Knowledge Base: For Students**

**Student Resources**

extendedlearning@uwaterloo.ca

Include your full name, WatIAM user ID, student number, and course name and number.
Course Description and Learning Outcomes

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.

Learning Outcomes

By the end of this course, students should be able to:

- **Define** the concept of social welfare policy and the Canadian social welfare state
- **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
- **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
- **Analyze** through a critical lens the key strengths, limitations, challenges and dilemmas surrounding specific social welfare initiatives of their interest
- **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.
- **Practice** policy analysis skills and use these skills to advocate for policy change that fosters social justice.

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/listening, discussion, and short written reviews.

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; unlike Twitter or the
Facebook comments section, 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. Our aim is to create a rare online space of care, mutual respect, accountability and trust.

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 might reflect patriarchal, misogynist, classist, racist, homophobic, transphobic, or ableist relations of power. We are each in the process of learning and unlearning these logics that dominate our society, so there is no expectation here that any one of us is self-actualized and perfect; 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.
About the Course Author and Instructor

Course Instructor — Colin Phillips

Colin Phillips is a graduate of Renison’s SDS and BSW programs. From Renison, they headed to Toronto and earned their MSW from U of T. After a few years of consulting and work on progressive political campaigns, Colin returned to school to delve deeper into their passion for finding solutions to homelessness and housing insecurity and now holds a PhD in Policy Studies from Toronto Metropolitan University (Ryerson). Their dissertation utilized a critical urban epistemology, which recognizes how urban environments and urban policies shape everyday life, to contextualize the Housing First method of addressing homelessness within the era of neoliberal policy retrenchment. The study moved beyond narrow, positivist definitions of success that had dominated Housing First literature to examine how housing outcomes are negatively impacted by the retrenchment of the welfare state. Colin’s other research interests include harm reduction, gentrification, and the relationship between social work values and the social work classroom. Today, Colin teaches courses in anti-oppressive and decolonizing practice, transformative social work, health and social policy, and community organizing at Renison and at XU. At the core of their teaching is the tension between social work’s involvement in struggles for liberation and its ongoing complicity in the colonial project on Turtle Island. The scholarship of Eve Tuck heavily influences Colin; their students are encouraged to
see decolonization and right relations with Indigenous peoples as the active redistribution of power and
resources. Colin is an out queer person with cerebral palsy; they use a wheelchair and communicates
with a word board or speech generating device. In 2018, they were the first person with visible
disabilities to stand for election to be Moderator of the United Church of Canada. Colin lives in
Toronto with their cats, Meg and Charlie.

Course Author — Chris Hiller

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Chris Hiller (she/her) is a researcher and educator with more than twenty-five years of experience of
teaching in undergraduate and graduate university programs as well as community-based social
services, local and national literacy organizations, and national faith-based social justice organizations.
For over twenty years, Chris’ work as a scholar and educator has centred on strategies for engaging
non-Indigenous people in supporting Indigenous efforts to decolonize Canadian society. For five years,
she coordinated a national faith-based program of education and policy advocacy in support of
Indigenous land, treaty, and inherent rights. Chris’ research explores the contexts and processes by
which settlers are prompted to rethink their place and responsibilities in light of the on-going history of
colonization and in relation to Indigenous peoples and lands. She has presented and published this
work in the fields of education, sociology, social work, and settler colonial studies. Prior to coming to
Renison in 2018, Chris served as Assistant Professor in Algoma University’s Department of
Community Development and Social Work, in a program that combines anti-oppressive and
Anishinaabe perspectives in preparing students to work in remote, northern, and Indigenous
communities. She has a doctorate in Social Work from Wilfrid Laurier University, a Master of Arts in
Social Justice Education from the Ontario Institute for Studies in Education/University of Toronto, and
gained her undergraduate degree in Psychology at the University of Waterloo, with a minor in Peace
and Conflict Studies at Conrad Grebel College. A white settler scholar and educator, Chris is grateful
to live with her family on Attawadaron, Haudenosaunee, and Anishinaabe territories, in Guelph,
Ontario.
Materials and Resources

Textbooks

Required


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

Recommended


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.

Course Reserves

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

Resources

- Library services for Co-op students on work term and students taking online courses
# Grade Breakdown

The following table represents the grade breakdown of this course.

<table>
<thead>
<tr>
<th>Activities and Assignments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyModule: Completed Project</td>
<td>30%</td>
</tr>
<tr>
<td>1. MyModule Checkpoint: Proposal (5%)</td>
<td></td>
</tr>
<tr>
<td>2. MyModule Completed Project (25%)</td>
<td></td>
</tr>
<tr>
<td>MyModule Engagement</td>
<td>5%</td>
</tr>
<tr>
<td>Advocacy Letter</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Summary Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

## Official Grades

Official Grades and Academic Standings are available through [Quest](https://quest).
University Policies

Submission Times

Please be aware that the University of Waterloo is located in the Eastern Time Zone (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the Ontario, Canada Time Converter.

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

SELF-DECLARED ABSENCES FOR UNDERGRADUATE STUDENTS

Undergraduate students have the option to self-declare a short-term absence during the formal lecture period by following the Undergraduate student short-term absences process outlined by the Registrar’s Office.

MISSED ASSIGNMENTS/TESTS/QUIZZES

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a Verification of Illness Form.

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the Accommodation due to illness page.

MISSED FINAL EXAMINATIONS

Contact your instructor as soon as possible if you are unable to fulfill academic requirements due to illness or other extenuating circumstances.

Further information about Examination Accommodations is available in the Undergraduate Calendar.

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. If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.
Undergraduate students should see the Academic Integrity Tutorial and graduate students should see the Graduate Students and Academic Integrity website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the Office of Academic Integrity.

Turnitin

**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 if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Turnitin® at Waterloo

Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. 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 instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

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 he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

Grievance

A student who believes that a decision affecting some aspect of his/her 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.

Final Grades

In accordance with Policy 46 - Information Management, Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to Quest to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

AccessAbility Services, located in Needles Hall, 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 accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the Accessibility for Ontarians with Disabilities Act (AODA) are guided by University of Waterloo accessibility Legislation and policy and the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) 2.0. The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about Desire2Learn's Accessibility Standards Compliance.

Use of Computing and Network Resources

Please see the Guidelines on Use of Waterloo Computing and Network Resources.

Copyright Information

UWaterloo’s Web Pages

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If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.