

PPOL 611.04 – Social Policy Course Outline

Course:	PPOL 611.04 Social Policy in Canada	Term:	Winter 2019
		Section:	01
Time:	Thursdays 9:30 am– 12:30 pm	Place:	Nexen boardroom (Downtown Campus: 5th Floor, 906-8th Ave SW)
Instructor:	Lana Wells, Associate Professor and the Brenda Strafford Chair in the Prevention of Domestic Violence, Faculty of Social Work		
Office:	PF3250 (main campus)		
Office Hours:	TBD	E-mail:	lmwells@ucalgary.ca

Required Textbooks:

Graham, J, Swift K & Delaney R (2012). *Canadian social policy: An Introduction 4th edition*. Toronto, Prentice Hall.

Hoefer, R. (2016). *Advocacy practice for social justice*. Chicago: Lyceum Books.

Optional Textbooks or Readings:

McKenzie, B. & Wharf, B. (2010). *Connecting policy to practice in the human services*. Third edition. Don Mills, ON: Oxford University Press. ISBN: 978-0195430097

Siu, B. (2014). *Developing public policy: A practical guide*. Toronto, ON: Canadian Scholars Press. ASIN: B00HN8KPJ8

Influencing Public Policy and Advocacy Skills - Policy Influencing as Framing and Value Centered

Lakoff, G. (2004). *Don't think of an elephant! Know your values and frame the debate*. White River Junction, VT: Chelsea Green Publishing.

Influencing Public Policy and Advocacy Skills - Policy Influencing as Campaigning and Movement Building

Rose, C. (2010). *How to win campaigns: Communications for change*. London: Earthscan.

Psychology, Policy-influencing, Framing in public education

Marshall, G. (2014). *Don't Even Think About It: Why Our Brains Are Wired to Ignore Climate Change*. New York: Bloomsbury.

Tavris, C & Aronson, E. (2007). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. New York, NY: Harcourt Publishing.

Narratives, Biographies and Models of Advocacy

McKibben, B. (2013). *Oil and honey: The education of an unlikely activist*. New York: Henry Holt and Company. ISBN: 978-0805092844

Berman, T. (2011) *This crazy time*. Toronto, ON: Alfred Knopf Canada. ISBN: 978-

0307399793

Economics

Berry, W. (2010) *What Matters? Economics for a renewed commonwealth*, Berkeley: Counterpoint.

Daly, H. and Cobb, J. (1994). *For the common good: redirecting the economy toward community, the environment, and a sustainable future*, Boston: Beacon Press.

Daly, H. (1996) *Beyond Growth*, Boston: Beacon Press.

Klein, N. (2014). *This Changes Everything: Capitalism vs. the Climate*. Knopf Canada ISBN: 978-0307401991

Desire2Learn:

Desire2Learn, a web-based course management tool, will be used in this course. Students registered in this course can log in at: <https://d2l.ucalgary.ca/>. Note that D2L features a class e-mail list that will be used. I will use this email list to communicate with you as required. It is your responsibility to ensure that D2L uses the e-mail address of your choice.

Course Outline:

This class will examine the dimensions of social policy in Canada from a social justice perspective. The readings will provide us with an idea of the history, historical continuities, decision-making processes and the impact of social policy on both individuals, families, organizations, systems and institutions. We will think about the competing theories and the range of approaches that inform social policy development and you will be encouraged to formulate your own standpoint that will inform your own approach. We will review various theories and approaches and you will have the opportunity to apply this knowledge in your assignments. The course will cover a wide range of topics that will allow us to explore the general questions related to social policy, as well as reach depth in specific social issues. The course is based on academic models and the assignments will provide the opportunity to build practical skills and approaches.

The objectives of this course are to understand:

- a) The history and nature of Canadian social policy
- b) The effect of social policy on individuals and the impact on everyday life and institutions
- c) The actors involved in social policy formulation
- d) A social justice approach to policy and systems change
- e) Capacity and skills necessary to design and evaluate effective social policy
- f) Social policy issues of particular interest to the participants in greater detail

Anti-Oppression Policy: The instructor of this course will not tolerate expressions of racism, sexism, misogyny, heterosexism, homophobia, transphobia, ageism, ableism, xenophobia, anti-Semitism, Islamophobia, or other such prejudices and will deal with such incidents on an official level. The instructor is committed to making this classroom a discursive space, free of oppressive behaviours, and ensuring that her evaluations of students are empowering and not discriminatory. Students should not hesitate to bring incidents of oppressive behaviour to the attention of the instructor.

Syllabus:

***Please note guest speakers will be added as available and topics may switch due to availability.**

Date	Topic	Readings for class	Assignment
Jan 10	Introduction to class and each other Review course outline and expectations What is public policy? What is social policy? What is social justice? Theoretical and epistemological grounding	Chapter 1, 2 – Graham Hoefler, R. (2016). Advocacy practice for social justice	
Jan 17	What defines Canadian social policy? Foundations of social policy Understanding our selves, our values, beliefs, worldview and how we learn and come to this work	Chapter 3, 4, 8 - Graham	

Jan 24	Gender-Based Policy Analysis Provincial Government: Social policy topic in focus: Domestic/Family Violence and Violence Against Women	Please click here and take the course before our session https://www.swc-cfc.gc.ca/gba-acs/course-cours-en.html https://open.alberta.ca/publications/status-of-women-business-plan http://www.humanservices.alberta.ca/documents/family-violence-hurts-everyone.pdf	
Jan 31	Municipal Government: Current social policy issues	Selected readings will be posted on BB - Municipal government and priorities Other readings will be posted on BB	Assignment One Due
Feb 7	Federal Government: Immigration policy	http://www.ecccalgary.com/wp-content/uploads/Immigration_Policy_Guide_06-13.pdf Other readings will be posted on BB	
Feb 14	Social policy topic in focus: The intersection of environment & social policy	http://policyoptions.irpp.org/magazines/environmental-faith/lysack/ Other readings and videos will be posted on BB	
Feb 21	School Break	School Break	
Feb 28	Student Presentations	Siu, B. (2014). <i>Developing public policy: A practical guide.</i>	Assignment Two Presentations
March 7	Student Presentations	Siu, B. (2014). <i>Developing public policy: A practical guide.</i>	Assignment Two Presentations
March 14	Social Policy topic in focus: First Nations in Canada: History and Current Issues	Review the Truth and Reconciliation Report Summary found here – come prepared to discuss page 319 and beyond (Calls to Action) http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf	
March 21	Social policy topic in focus: Poverty and homelessness	Chapter 9 Graham Readings will be posted on BB	
March 28	Social policy and systems change – what it is and how to do it	Abercrombie, Harries & Wharton. (2015). <i>Systems Change: A Guide to what it is and how to do it.</i>	
April 4	How is social policy influenced by research and best/promising practices? How do we advocate for social policy?	Readings uploaded on BB Video in class: George Lakoff: How Successful Political Debates Are Framed (Helen Edison Lecture Series) http://georgelakoff.com/videos/	Assignment 3 Due

April 11	How do we measure and evaluate the effectiveness of social policy?	Readings uploaded on BB	

Assignments:

What?	When?	How much?
1. Provincial Social Policy Framework Analysis	January 31	25%
2. Mock municipal presentation on class topics	Feb 28 and March 7	25%
#2. Social policy research project	April 4	50%

Assignment #1 – Analysis of a social policy issue (6 pages maximum double spaced plus references) – *DUE January 31

- Describe a social problem /social policy issue, why it is important, who are the stakeholders, potential actions from each level of government, appropriate regulations identified (10%)
- Draw on different theories and approaches (at least two) to frame the policy issue and solution (70%).
- Critique the theories and approaches and offer recommendations (20%)

Assignment #2 – Mock presentation to City Council - *Due January 28 and February 7

- City Council provides citizens with the opportunity to speak to Council on issues under deliberation for 10 minutes and then to answer Council members questions. 10 minutes goes by VERY quickly so plan your time accordingly in order to be most persuasive. (50%).
- 10 minutes will be allocated for questions from the instructors and class (25%)
- One page leave behind addressed to City Council Members. (25%)
- Topic due – **January 17**. See attached marking guide to organize your presentation.

Assignment #3 – Social policy project from a real world view– *Due April 4

This project is the culmination of your learning in this course. Choose a social policy topic that is of interest to you and that you would like to explore in further detail (6 pages maximum double spaced plus references). *See attached marking guide.*

Notes & Format for Papers

- All assignments are to be submitted in electronic form by email, with an original copy being archived by the student; this is a paperless course.
- Use Word .doc or.docx format.
- In both electronic form, please put this information on one line as the title at the beginning of your paper:
 - Name
 - Course: Social Policy 611.04
 - Assignment number
- In electronic form, when you use “save as” and give a name to your file, students are asked to label their paper using this format; again, this will aid me greatly in tracking and sorting:
 - Last name,
 - First name,
 - Policy 611.04
 - Assignment number
- In electronic form, when preparing to send me their paper, students are asked to label the subject of their email for their paper using this format; this will aid me greatly in tracking and sorting:
 - Policy 611.04, Last name first name, Assignment number
- All papers are to be typewritten in 12-point font.
- **Pay attention to the number of pages assigned.** Students are asked to respect page length of each assignment. I will only read the paper to this length.
- Separate cover page is unnecessary
- All reference lists are to be in APA or Chicago format (or equivalent) & single-spaced.
- Pre-reads or re-writes of papers are not an option.
- Standard of writing will be a factor in grading students work.
- Due to the course timelines, extensions will only be granted in exceptional circumstances.
- Any changes in deadline must be agreed to by the instructor in writing by email.
- I will archive the papers for 2 months after marks for the course are submitted in case of an appeal of marks. After this time, all papers will be shredded or deleted.

Grading: Letter grades as described in the Faculty of Graduate Studies Calendar (see p.19) will be given for all elements of grade determination noted above. The course grade will be determined based on a weighted average of those grades according to the percentages shown above. In the event that elements are marked on a numerical (percentage) basis, they will be converted to letter grades. As a guide to determining standing, these letter grade equivalences will generally apply:

A+	97-100	B	75-79	C-	60-62
A	90-96	B-	70-74	D+	55-59
A-	85-89	C+	67-69	D	50-54
B+	80-84	C	63-66	F	0-49

Assignment #1 – Academic paper demonstrating the use of theory and models (6 pages maximum double spaced plus references – APA or Chicago style) (25% of final grade)

Background Section – 15%

- Describe a social policy issue, why it is important, who are the stakeholders, potential actions from each level of government, appropriate regulations identified.

Analysis using Models – 60%

- Select a theory/model or approach to analyze the social policy issue and develop recommendations. You need to state what level of government each recommendation would be directed to. Demonstrate how you incorporated the theory or model into your analysis and recommendations.

Critique the selected approach/theory – 25%

- Critique the value of the theory you selected. How did this theory/approach provide you with insights? What are the enablers and barriers of using this model or approach? Offer any insights and/or recommendations.

Assignment #2 - Mock Presentation to City Council Marking Guide (25% of final grade)

Presentation – 50%

- Introduce yourself and why you care about this issue.
- Provide a background to explain this issue (research based).
- Is the ask related to City council issues?
- Is the ask specific?
- Is the problem identified?
- Is the solution realistic, doable?
- Time well planned?

Questions from the class – 25%

Handled well? (answer the questions, respectfully)

- Were you prepared well?
- Did you bring new info to the issue?

One page Leave behind – 25%

- Key points outlined in a clear and concise manner
- Is the document easy to read and scan
- Does the content relate to the presentation
- Document should include Purpose, background of issue, recommendations

Assignment #3 - Marking guide (50% of total grade)

Choose one level of government and make a social policy recommendation to them. Be specific. The Executive Summary is one page *single spaced*. The balance of the assignment can be **up to 6** pages double spaced plus references.

1. Executive Summary – one page max. (15 marks)

The problem, the solution, the benefits, risks and how to mitigate the risks.

The use of white space is highly recommended. Assume this is the only part that will be read by the decision maker. Ask yourself, have you presented the issue and the recommended policy/action in a convincing manner? Did you use evidence to inform your recommendations?

The Issue (10 marks)

- what is the problem, why should we care, who is impacted, identify key stakeholders

2. Literature Review (20 marks)

- key legislation that you want changed, or provide legislation which shows gaps.
- what can be learned from the past or other jurisdictions?
- who is likely to oppose and why

3. Policy Recommendation (35 marks). Application of a theory/model should be evident.

- what exactly are you recommending?
- specific legislation, bylaws, regulations, etc., that needs to be reworded such as...
- implementation issues that need to be considered and their expected impact.
- any other consequences of this change?
- costs and/or cost savings (what proxies are you using and why are these justified?)
- realistic timing (based on what)

4. Other alternatives (10 marks). Application of a different model should be evident

- what else could be realistically recommended?
- what are the benefits and trade-offs
- why did you choose original alternative?

5. Conclusion (10 marks)

- stakeholder involvement
- dissemination plan
- next steps

Important Notes:

- The School of Public Policy expects the highest standards of professional conduct by students, faculty and staff. Abusive or disrespectful behavior will not be tolerated. This includes any expression of prejudice in any of its forms.
- It is the student's responsibility to be fully aware of the academic regulations outlined in the University Of Calgary Faculty Of Graduate Studies Calendar. Provisions regarding Student Misconduct (plagiarism, cheating and other academic misconduct) will be strictly enforced. Please review the University of Calgary's Regulations on Plagiarism, Cheating and Other Academic Misconduct, online:
<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>
<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>
- Students seeking reappraisal of a piece of graded term work (term paper, essay, etc.) must discuss their work with the Instructor *within fifteen days* of the work being returned to the class. If not satisfied the student shall immediately take the matter to the Director of the MPP program or the Academic Director of the School and ask for a ruling and written reassessment. Should the student wish a further appeal it must be addressed to the Director and Palmer Chair of the School within 15 days of the ruling by the MPP Director or the Academic Director. For further information see the School of Public Policy Student Appeals Process at: <http://www.policyschool.ca/wp-content/uploads/2017/06/Student-Academic-Appeals.pdf>
- Examinations will not be given prior to the scheduled date.
- Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, Visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

All material used in this course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines.

<https://libanswers.ucalgary.ca/faq/199025>

- The University of Calgary complies with the requirements of the *Freedom of Information and Privacy Act*. The University's policy on the sharing of student information with third parties can be found here: <http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-students-to-3rd-parties.pdf>. The University's policy on the sharing of student information with the subject can be found here: <http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-student-to-subject.pdf>
- In the event of an emergency, students may be required to evacuate the building. If evacuation is ordered, follow these procedures:
 - Stay calm, do not rush, and do not panic.
 - Safely stop your work.
 - Gather your personal belongings if it is safe to do so. (keys, purses, jackets, cell phones, etc. It may be hours before you are allowed back in the building.)
 - If safe, close your office door and window, but do not lock them.
 - If directed by wardens, follow their instructions.
 - Use the closest emergency exit. Do not use the elevator.
 - Proceed to the designated Emergency Assembly point in front of the Holiday Inn on 8th avenue to the west of the Downtown Campus.
 - Do not re-enter the building or work area until you have been advised by emergency responders that it is safe to do so.

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Calgary, Alberta T2P 1J2
Or remain at nearest exit point

Safewalk / Campus Security: 220-5333

