

Updated December 26, 2020 - Subject to Change

JSGS 864 Social Policy: Interdisciplinary Perspectives

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
INSTRUCTOR:	Cheryl A. Camillo	
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OFFICE HOURS:	By appointment.	
OFFICE LOCATION:	https://zoom.us/j/510802147	
TERM:	Winter 2021	
ROOM:	Not applicable	
DATE AND TIME:	This course will begin on Monday, January 11, 2021. It will consist of 13 modules, each of which will begin on Monday. It will be delivered both synchronously via Zoom and asynchronously via UR Courses. Live webinars that students can participate in via Zoom will take place on most Mondays between 1-4 p.m. SK time. See below for more details.	

CALENDAR DESCRIPTION

An interdisciplinary course that offers a comparative and historical perspective on social policy development, in Canada and in other advanced industrial countries.

LEARNING OBJECTIVES

Given the breadth of the field of social policy, it is not possible for one course to provide a comprehensive examination of all relevant issues. Accordingly, this course provides an overview of key social policies, programs, and topics. Its larger objectives are to provide students the knowledge and skills to:

- ❖ Describe Canadian social policy and programs,
- ❖ Analyze social policies and programs orally and in writing, and
- ❖ Formulate solutions to social policy problems.

Instrumental objectives are to:

- ❖ Understand social policy from historical, contemporary, comparative, and interdisciplinary perspectives.
- ❖ Understand the evolution of social policy in Canada.
- ❖ Understand the contexts, constraints, choices and values that shape social policies.
- ❖ Understand the roles of Canadian social programs.

- ❖ Understand how social policies and programs impact various demographic populations.

ATTRIBUTES OF JSGS GRADUATES

1. **Management, Governance, and Leadership:** Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. **Communication and Social Skills:** Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. **Systems Thinking and Creative Analysis:** Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. **Public Policy and Community Engagement:** Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. **Continuous Evaluation and Improvement:** Commitment to on-going evaluation for continuous organizational and personal improvement.
6. **Policy Knowledge:** Ability to analyze and contribute content to at least one applied policy field.

COURSE CONTENT AND APPROACH

Students will critically examine the theories and constructs used to analyze historical and contemporary social policy. The course is taught from an interdisciplinary approach in order to illustrate how different disciplines and perspectives inform social policy development, implementation, and evaluation. We will cover key social policy areas, such as income assistance, health care, and criminal justice, as well as current topics, such as immigration. We will discuss how social policy development is tied to the sociocultural and political fabric of society.

The course will be divided into 13 weekly modules, each of which will start on a Monday. It will be delivered both synchronously via Zoom webinar/meeting software and asynchronously via “UR Courses,” the University of Regina’s Online Learning Environment. Live webinars will take place via Zoom on most Mondays between 1-4 p.m. SK time. There will also be at least one guest lecturer. Webinars will be recorded and posted on UR Courses for review by students who cannot attend live; however, students are strongly encouraged to participate in the live webinars as they will be interactive and discussion heavy.

COURSE OUTLINE AND ASSIGNMENTS

Each session has required readings or viewings, and some may have supplementary readings, as denoted below. Supplementary readings are optional; they will provide additional information and might be useful for professional purposes. I recommend that you read them in the order listed. Most readings can be found in the textbook or via open access sources. Please note that over the course of the semester we will review readings of many types (e.g., peer-reviewed journal articles, government reports, commentaries, etc.), and from as many perspectives as possible, to provide as broad exposure to social policy as possible.

Each assignment is designed to build social policy skills and accomplish the three course objectives. To support successful completion, assignment due dates are spread out throughout the semester.

Session 1 – An Introduction to Social Policy (January 11-17, 2021)

REQUIRED READINGS

Graham, John R., Shier, Michael L., and Roger Delaney. "Preface." In *Canadian Social Policy: An Introduction, Fifth Edition*. Toronto: Pearson

Graham, Shier, and Delaney. Chapter 1: Introduction to Canadian social policy.

Graham, Shier, and Delaney. Chapter 4: Ideological, social, and economic influences. (pp. 76-83)

SUPPLEMENTARY READINGS

Low, M. David, Low, Barbara J., Baumler, Elizabeth R., and Phuong T. Huynh. 2005. "Can education policy be health policy?: Implications of research on the social determinants of health." *Journal of Health Politics, Policy, and Law* 30 (6): 1131-1162.

Session 2 – Social Policy Development in Canada (January 18-24, 2021)

REQUIRED READINGS

Graham, Shier, and Delaney. Chapter 2: Historical Influences.

Graham, Shier, and Delaney. Chapter 3: Contemporary social policy structures.

SUPPLEMENTARY READINGS

Graham, Shier, and Delaney. Appendix A: Canadian Chronology of Social History.

Djao, Angela W. 2014. "Constitutional dilemma and social welfare policy in Canada." *The Journal of Sociology & Social Welfare* 3 (12): 497-513.

Rice, James J., and Michael J. Prince. 2013. "Civil society, social economy, and the voluntary sector: Links between community capacities and social policy." In *Changing Politics of Canadian Social Policy, Second Edition*, 249-287. Toronto: University of Toronto Press.

Session 3 – Interdisciplinary Influences and Perspectives (January 25-31, 2021)

REQUIRED READINGS

Graham, Shier, and Delaney. Chapter 4: Ideological, social, and economic influences. (pp. 69-76)

Armitage, Andrew. 2003. "Social welfare: Power, politics, and organizations." In *Social Welfare in Canada*, edited by Andrew Armitage, 144-171. Don Mills, ONT: Oxford University Press.

Campbell, Andrea Louise, and Michael W. Sances. 2014. "Constituencies and public opinion." In *Oxford Handbook of U.S. Social Policy*, edited by D. Beland, K. J. Morgan, and C. Howard. New York: Oxford University Press.

Session 4 – ... Poverty, Income Inequality, and Policy ResponsesA Comparative Perspective: U.S. Social Policy and Social Programs (February 1-7, 2021)

Guest lecturer: Chuk (Charles) Plante, Houston Family (Postdoctoral) Research Fellow

REQUIRED READINGS

Graham, Shier, and Delaney. Chapter 4: Ideological, social, and economic influences. (pp. 83-99)

TBD by guest lecturer

Session 5 –Social Policymaking and Comparative Social Policy (February 8-14, 2021)

REQUIRED READINGS

Graham, Shier, and Delaney. Chapter 8: Social policy analysis.

SUPPLEMENTARY READINGS

Phillips, Peter, and Wynne Young. 2015. "Dynamics of public policy development." Presentation to public service orientation, Regina, Saskatchewan, January 15, 2015.

Howell, Colin. 1992. "Medical science and social criticism: Alexander Peter Reid and the ideological origins of the welfare state in Canada." In *Canadian Health Care and the State: A Century in Evolution*, edited by D. C. Naylor, 16-37. Montreal: McGill-Queen's University Press.

Organization for Economic Co-operation and Development. 2020. OECD Social and Welfare Statistics. Accessed December 26, 2020. https://www.oecd-ilibrary.org/social-issues-migration-health/data/oecd-social-and-welfare-statistics_socwel-data-en

European Observatory on Health Systems and Policies. 2020. The Health Systems and Policy Monitor. Accessed December 26, 2020. <https://www.hspm.org/mainpage.aspx>

Session 6 –Implementation of Social Policy (February 22-28, 2021)

REQUIRED READINGS

Graham, Shier, and Delaney. Chapter 7: Social Policy and Social Work Practice.

May, Peter J., and Soren C. Winter. 2009. "Politicians, managers, and street-level bureaucrats: Influences on policy implementation." *Journal of Public Administration Research and Theory* (19): 453-476.

Absar, Kassira, and Jodi Sandfort. 2015. *Multilevel Implementation Analysis* (Video Brief). Washington, D.C. Administration for Children and Families. Available at: <http://www.hubertproject.org/hubert-material/350/>.

Evans, Shannon, and Jodi Sandfort. 2015. *Backward Mapping* (Video Brief). Washington, D.C. Administration for Children and Families. Available at: <http://www.hubertproject.org/hubert-material/349/>.

**Please note: readings for Sessions 6-10 will be added by student presenters after the first class session. The readings will pertain to the social programs areas students will present during those sessions and should not be voluminous. **

Session 7 – Canadian Social Policy Areas (March 1-7, 2021)

Student presentations: Social policy areas to be determined (TBD).

REQUIRED READINGS/VIEWINGS

TBD by presenting students

Session 8 – Canadian Social Policy Areas (March 8-14, 2021)

Student presentations: Social policy areas to be determined (TBD).

REQUIRED READINGS/VIEWINGS

TBD by presenting students

Session 9 – Canadian Social Policy Areas (March 15-21, 2021)

Student presentations: Social policy areas to be determined (TBD).

REQUIRED READINGS/VIEWINGS

TBD by presenting students

Session 10 – Canadian Social Policy Areas (March 22-28, 2021)

Student presentations: Social policy areas to be determined (TBD).

REQUIRED READINGS/VIEWINGS

TBD by presenting students

Session 11 – Canadian Social Policy Areas (March 29-April 4, 2021)

Student presentations: Social policy areas to be determined (TBD).

REQUIRED READINGS/VIEWINGS

TBD by presenting students

Session 12 – Social Policy in a Changing World (April 5-11, 2021)**REQUIRED READINGS**

Graham, Shier, and Delaney. Chapter 5: Social Policy and Emerging Realities

Graham, Shier, and Delaney. Chapter 6: Diversity and Social Policy

Session 13 – Course Wrap-Up (April 12-15, 2021)**DESCRIPTION OF ASSIGNMENTS:**

CLASS PARTICIPATION (15%): To influence and formulate policy, one must be able to ask good, probing questions and to debate ideas, in a reasonable, respectful, informed and collegial manner, with a broad range of individuals. Therefore, students are expected to actively participate in class discussions, either synchronously or asynchronously, by engaging with the professor, guest lecturers,

and presenting students. Respectful disagreement in the form of critical analysis, as well as additional information and experiences students may share, are welcome.

SOCIAL POLICY SIMULATIONS (10%): To stimulate thinking about social policy issues and to simulate policymaking, the professor will present students with 4-5 short exercises via UR Courses. The exercises might consist of responding to polls or surveys or posting responses to short questions. The professor will provide additional details regarding this assignment during the first class meeting.

SEMINAR PRESENTATION (40%): On a first come, first serve basis, students will select a social program area to present, for 20 minutes (the use of Powerpoint, Prezi, and/or handouts is encouraged) followed by a 10 minute discussion (total presentation and discussion time not to exceed 30 minutes), during the weeks of March 1 through March 29, thus becoming the subject matter expert for the class. Student presentations should cover certain topics identified by the professor and student presenters should identify readings for their classmates beforehand. The professor will provide additional details regarding this assignment during the first class meeting.

BRIEFING NOTE (35%): Briefing notes are the most common means for communicating policy options in the public sector. Those who excel at drafting them quickly become valued members of the public service. Each student will be required to write a briefing note on a social policy problem related to your seminar discussion topic. The professor will provide additional details regarding this assignment during the first class meeting. The briefing note will be due at 11:59 p.m. (SK time) on April 11, 2021.

REQUIRED READINGS

The required text, which is available for purchase through the University of Regina Bookstore (<http://www.uregina.ca/student/bookstore/textbooks/index.html>), is:

- ❖ Graham, John R., Michael L. Shier, and Roger Delaney. 2017. *Canadian Social Policy: A New Introduction, Fifth Edition*. Toronto: Pearson.

After the first listing, it appears in the syllabus as Graham, Shier, and Delaney.

Additional required readings are below. All will be available online, either through UR Courses, the University of Regina library (<https://www.uregina.ca/library/>) or open access sources.



Absar, Kassira, and Jodi Sandfort. 2015. *Multilevel Implementation Analysis* (Video Brief). Washington, D.C. Administration for Children and Families. Available at: <http://www.hubertproject.org/hubert-material/350/>.

Evans, Shannon, and Jodi Sandfort. 2015. *Backward Mapping* (Video Brief). Washington, D.C. Administration for Children and Families. Available at: <http://www.hubertproject.org/hubert-material/349>.

May, Peter J., and Soren C. Winter. 2009. "Politicians, managers, and street-level bureaucrats: Influences on policy implementation." *Journal of Public Administration Research and Theory* (19): 453-476.

SUPPLEMENTARY READINGS

Supplemental (optional) readings are below. All will be available online, either through UR Courses, the University of Regina library (<https://www.uregina.ca/library/>) or open access sources.



Armitage, Andrew. 2003. "Social welfare: Power, politics, and organizations." In *Social Welfare in Canada*, edited by Andrew Armitage, 144-171. Don Mills, ONT: Oxford University Press.

Campbell, Andrea Louise, and Michael W. Sances. 2014. "Constituencies and public opinion." In *Oxford Handbook of U.S. Social Policy*, edited by D. Beland, K. J. Morgan, and C. Howard. New York: Oxford University Press.

Djao, Angela W. 2014. "Constitutional dilemma and social welfare policy in Canada." *The Journal of Sociology & Social Welfare* 3 (12): 497-513.

European Observatory on Health Systems and Policies. 2020. The Health Systems and Policy Monitor. Accessed December 26, 2020. <https://www.hspm.org/mainpage.aspx>

Howell, Colin. 1992. "Medical science and social criticism: Alexander Peter Reid and the ideological origins of the welfare state in Canada." In *Canadian Health Care and the State: A Century in Evolution*, edited by D. C. Naylor, 16-37. Montreal: McGill-Queen's University Press.

Low, M. David, Low, Barbara J., Baumler, Elizabeth R., and Phuong T. Huynh. 2005. "Can education policy be health policy?: Implications of research on the social determinants of health." *Journal of Health Politics, Policy, and Law* 30 (6): 1131-1162.

Organization for Economic Co-operation and Development. 2020. OECD Social and Welfare Statistics. Accessed December 26, 2020. https://www.oecd-ilibrary.org/social-issues-migration-health/data/oecd-social-and-welfare-statistics_socwel-data-en

Phillips, Peter, and Wynne Young. 2015. "Dynamics of public policy development." Presentation to public service orientation, Regina, Saskatchewan, January 15, 2015.

Rice, James J., and Michael J. Prince. 2013. "Civil society, social economy, and the voluntary sector: Links between community capacities and social policy." In *Changing Politics of Canadian Social Policy, Second Edition*, 249-287. Toronto: University of Toronto Press.

EVALUATION

A marking guide for each assignment will be provided to students via UR Courses prior to or during the first week of class.

CLASS PARTICIPATION (15%)

SOCIAL POLICY SIMULATIONS (10%)

SEMINAR PRESENTATION (40%)

BRIEFING NOTE (35%)

LATE ASSIGNMENTS

Late briefing notes will be accepted only in exceptional circumstances after prior approval. Please contact the professor as soon as possible before the due date to discuss potential conflicts. No other assignment will be accepted late.

STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the professor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

Students Experiencing Stress

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counseling Services. For more information, please see the attached document, visit this website: <http://www.uregina.ca/student/counselling/contact.html>, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#conduct>) is vital to your success in graduate school.

Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

U OF S: Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at <https://governance.usask.ca/governance/guidelines-for-academic-conduct.php#About>). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.