

# SW 701: Social Policy: Critical Frameworks

* **Wednesday September 9, 2020 to December 9, 2020, 1:30 pm to 4:20 pm.**
* **Synchronous online**
* **Instructor: Tara La Rose**
* **Office: KTH- KTH 326**
* **Office hours:** **by appointment – Via Zoom during pandemic protocol**
* **Email: larost1@mcmaster.ca**

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# Course Overview

## Course Description:

In modern welfare states social policy is integral to the mechanism and process of pursuing equity and social justice for individuals, families, communities and society as a whole. Situating social policy in the contexts of history, politics, and ongoing globalization processes, this course explores key concepts, issues, and theories concerning social welfare and social policy making in and beyond Canada; the intersection of welfare restructuring and changing socio-economic conditions (including global capitalism and recent global financial crisis); and the connections between social policy and social work practices. Identifying the uneven policy effects on different social groups, it seeks a critical understanding of the issues of poverty, inequity, and social exclusion from a social policy perspective. In discussing the challenges and possibilities regarding the future of social welfare, the roles of various actors of policy making, including the state, citizens, and civil society, as well as social workers, in pursuing social justice and human rights in both the local and global contexts are also discussed.

## Course Objectives:

1. To understand the dynamics of social policy making and various perspectives underpinning the policy making process
2. To examine social policy issues arising out of the globalization process and restructuring
3. To appreciate the connections among social issues, social policy, and social work practices
4. To develop a critical understanding of the relationship between social policy and policy effects
5. To explore the strategies of social policy responses in the changing contexts

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course will be provided in hybrid online delivery format. Students will meet weekly from 3pm to 4pm via Zoom. Online asynchronous materials will be presented and will include e-lectures, engagement activities, podcasts, video materials (etc.) and scholarly readings.

## Required Texts:

1. Online readings available through the McMaster University Library Database and via A2L.
2. Whiteside, H. (2016). About Canada: Public Private Partnerships. Halifax: Fernwood Publishing. Additional Suggested Readings. <https://fernwoodpublishing.ca/cart>
3. Additional readings are provided online via Avenue to Learn.

# Course Requirements/Assignments

1. **Engagement Activities**: Individual Mark
   * **Value**: 25% of Final Course Grade
   * **Due Date**: Ongoing
   * **Overview**:
     + Students will be assigned engagement activities throughout the course.
     + Activities are only available during the period of the module.
     + Activities include critical reflection via FlipGrid, scavenger hunts, self-evaluation quizzes and other module-based activities. Students will be awarded marks for completing these activities during each course module.
   * **Additional detail and instructions are included on Avenue to Learn.**
2. **Twitter Assignment**: Individual Mark
   * **Value**: 20% of Final Course Grade
   * **Due Date**: Ongoing + Reflection due on last day of class (via A2L)
   * Students will:
     + undertake a microblogging activity focused on social policy issues using the online social media platform Twitter.
     + engage with peers and online activists to promote social policy perspectives relevant the course under the #MACSW701 and other # relevant to their area of focus.
     + complete a 1000 word reflection (approximately 3 pages in APA format) on their experiences of using Twitter to discuss social policy.
   * **Additional details are available on Avenue to Learn.**
3. **COVID-19 Concept Map**: Group Assignment
   * **Value**: 15% of Course Grade – all group members will receive the same mark
   * **Due Date**: Tuesday October 20th, 2020.
   * **Overview**:
     + Using assigned readings and relevant materials available via the university library develop concept map presenting an analysis of COVID-19 related policy materials relevant to an area of interest or topic decided by the group (e.g. income support programs in Canada; childcare provision in Ontario).
     + The group will present their Concept Map via FlipGrid and will provide a copy of the Concept Map for the instructor via A2L.
   * **Additional details will be made available on Avenue to Learn.**
4. **Final Paper**: Policy Analysis - Thesis or Project Topic
   * Individual Assignment – Submitted via A2L using TurnItIn
   * **Value**: 40% of Final Course Grade
   * **Due Date**: Friday December 11th @ 4pm via Avenue to Learn
   * **Length**: 12-15 pages (approximately 4000-5000 words in APA format)
   * Students will:
     + complete a scholarly paper presenting an analysis of a policy[ies] relevant to your MSW CA thesis topic or MSW CL placement project
     + include a minimum of 6 scholarly sources in their paper
     + use a minimum of 2 scholarly articles/chapters (more if relevant) from the course to support their analysis
     + undertake library research to access necessary policy materials and policy analysis related publications.
     + You may include popular materials (e.g. newspaper article, magazine article, podcast) to further support your work.
   * **Additional details are available online via Avenue to Learn.**

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Written assignments are submitted through “Avenue to Learn” and are due at 11:59pm on the due date.
* Assignments should be stapled together. Please do NOT use plastic report covers or binders.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

## Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Submitting Assignments & Grading

Assignments must be submitted electronically via Avenue to Learning by 11:59pm on the required due date. A 2% reduction will be applied each day (i.e., Monday - Sunday) after the due date. Students should consult the McMaster University policy on extensions if they wish to request an extension on an assignment. All extensions must be negotiated prior to the assignment due date. Please use the following criteria when preparing your assignment:

1. Include a title page with all relevant course information, adhere to the page limits specified, be formatted with 12 pt. font and standard margins, and be stapled;
2. The citations and references in all assignments (if applicable) must use APA format (5th or 6th edition): more information is available through the e-Resources link on the library home page <http://library.mcmaster.ca> and at <http://www.apastyle.org>.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.

## Attendance

Students’ attendance and participation are crucial for this course.

You are expected to:

* come to class on time
* complete the required readings,
* take an active part in the discussion
* use technology and social media for class purposes only

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

# Course Weekly Topics and Readings

**The weekly schedule may be subject to change.**

## Module 1: Pre-Course Preparation Module

Complete by Wednesday September 9th, 2020 @ 2pm

### Topics:

* Introduction to the Course

### Readings:

* Review Course Syllabus

See additional materials and instructions on A2L.

## Module 2: September 9, 2020.

Complete by Tuesday September 15**th**, 2020 @ 12 midnight

### Topics:

* The Origins of Canadian Social Policy: British Poor Law and the Great Depression

### Readings:

* Graham, J.R., Swift, K., & Delaney, R. (2012). Introduction to Canadian social policy. In *Canadian Social Policy: An Introduction*, (4th ed., pp. 1-20).
* Westheuse, A. (2012). Becoming acquainted with social policy. In *Canadian social policy,* (5th ed., pp. 1-20). Wilfrid Laurier University Press.

See additional materials and instructions on A2L.

## Module 3: September 16, 2020.

Complete by Tuesday September 22nd, 2020 @ 12 midnight

### Topics:

* The Golden Era of Social Policy: Post War Possibilities and Contemporary Insights

### Readings:

* Finkel, A. (2002). Welfare for whom? Class, gender, and race in social policy. *Labour / Le Travail, 49*(Spring), 247-261.
* McKeen, W. (2006). Diminishing the concept of social policy: The shifting conceptual ground of social policy debate in Canada. *Critical Social Policy, 26* (4), 865-887.
* Hancock, L., Mooney, G., & Neal, S. (2012). Crisis social policy and the resilience of the concept of community. *Critical Social Policy, 32*(3), 343-364.
* Onishenko, D., & Erbland, J. (2016). The case of Ashley Smith: Policy window or policy failure? *Canadian Review of Social Policy, 76*(1), 70-89.

See additional materials and instructions on A2L.

## Module 4: September 23, 2020

Complete by Tuesday September 29th, 2020 @ midnight

### Topics:

* Perspectives on Policy Analysis

### Readings:

Articles/Chapters online:

* Mahon, R. (2008). Varieties of liberalism: Canadian social policy from the “golden age” to the present. *Social Policy & Administration, 42*(4), 342–361.
* Hankivsky, O., Grace, D., Hunting, G., & Ferlatte, O. (2012). Why intersectionality matters for health equity and policy analysis. In O. Hankivsky (Ed.), *An intersectionality-based policy analysis framework* (pp. 7-31). Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University.
* Hankivsky, O., Grace, D., Hunting, G., Ferlatte, O., Clark, N., Fridkin, A., Giesbrecht, M., Rudrum, S., & Laviolette, T. (2012). An intersectionality-based policy analysis. In O. Hankivsky (Ed.), *An Intersectionality-based policy analysis framework.* Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University.
* Onishenko, D., & Erbland, J. (2016). The case of Ashley Smith: Policy window or policy failure? *Canadian Review of Social Policy, 76*(1), 70-89.

Guest lecture by Olga Percovic – Searching for Policy Materials in the Library and Online: Government Sources, Policy Documents, Legal Briefs and Grey Research.

Olga will attend live and support student learning from 3pm to 4pm.

Zoom Link will be made available on A2L.

See additional materials and Instructions on A2L.

## Module 5: September 30, 2020

Complete by Tuesday October 6th, 2020 @ 12 midnight

### Topics:

* Rights Responsibilities and Social Welfare

### Readings:

* Smith, A. M. (2008). Neoliberalism, welfare policy, and feminist theories of social justice. *Feminist Theory*, *9(*2), 131-144.
* Young, I. M. (2006). Responsibility and global justice: A social connection model. *Social Philosophy & Policy*, *23*(1), 102-130.
* Elder-Woodward, J. (2014). "Living well” vs neoliberal social welfare. *Ethics & Social Welfare*, *18*(3), 306-313.
* Almog-Bar, M., Weiss-Gal, I., & Gal, J. (2014). Bringing public policy into policy practice.*Journal of Social Work, 35*(4), 390-408.

See additional materials and instructions on A2L.

## Module 6: October 7, 2020.

Complete by Tuesday October 20th, 2020 @ 12 midnight

### Topics:

* **Covid 19 – Implications for Social Policy**
* Working with a partner as assigned through Avenue to Learn, **select 1-2 articles about COVID-19 policy responses from the articles listed below**.
* Apply the library skills developed through the workshop to **find an additional 2 - 3 (two) articles about COVID-19 as it relates to social policy.**

**Students must read minimum of 4 articles on COVID-19:**

* Richards, T., & Scowcroft, H. (2020). Patient and public involvement in covid-19 policy making. *British Medical Journal*. Issue: 8253  doi: <https://doi.org/10.1136/bmj.m2575> *BMJ*2020;370:m2575
* Chattu, V.K., Adisesh, A., & Yaya, S. (2020). Canada’s role in strengthening global health security during the COVID-19 pandemic. *glob health res policy* 5,16. https://doi.org/10.1186/s41256-020-00146-3
* Lemieux, T., Milligan, K., Schirle, T., & Skuterud, M. (2020). Initial impacts of the COVID-19 pandemic on the Canadian labour market. *Canadian Public Policy*, Accepted-version.
* Ozili, P. K., & Arun, T. (2020). Spillover of COVID-19: Impact on the global economy. *Available at SSRN 3562570*.
* Gupta, S., Nguyen, T. D., Rojas, F. L., Raman, S., Lee, B., Bento, A., ... & Wing, C. (2020). *Tracking public and private response to the covid-19 epidemic: Evidence from state and local government actions* (No. w27027). National Bureau of Economic Research.
* Hsu, A. T., Lane, N., Sinha, S. K., Dunning, J., Dhuper, M., Kahiel, Z., & Sveistrup, H. (2020). Impact of COVID-19 on residents of Canada’s long-term care homes–ongoing challenges and policy response. *LTCcovid. org, International Long-Term Care Policy Network, CPEC-LSE*.
* Katapally, T. R. (2020). A global digital citizen science policy to tackle pandemics like COVID-19. *Journal of Medical Internet Research*, *22*(5), e19357.

See additional materials and instructions on A2L.

## October 12 – 16, 2020 – Reading Week

No Module Assigned

## Module 7: October 21, 2020

Complete by Tuesday October 27, 2020 @ 12 midnight

### Topics:

* Actors in the Policy Process

### Readings:

* MacDonald, F. (2011). Indigenous peoples and neoliberal “privatization” in Canada: Opportunities, cautions, constraints. *Canadian Journal of Political Science, 44*(2), 257 – 273.
* Kwok, S., & Tam, D.M. (2010). Rethinking the role of municipal governments on redistribution in Ontario, Canada. *Journal of Policy Practice*, *9*(2), 69-79.
* Lightman, E., & Lightman, N. (2017). Paying through taxes. In *Social Policy in Canada*, (2nd ed.). Oxford. (PDF on Avenue).
* Grundy, J., & Laliberte Rudman, D. (2018). Deciphering deservedness: Canadian employment insurance reforms in historical perspective. *Social Policy and Administration, 52*(3), 809-825.

See additional materials and instructions on A2L.

## Module 8: October 28, 2020

Complete by Tuesday November 3rd, 2020 @ 12 midnight

### Topics:

* Social Policy in Daily Life

### Readings:

* Saraceno, C. (2015). A critical look to the social investment approach from a gender perspective. *Social Politics: International Studies in Gender, State & Society*, *22*(2), 257-269.
* Wotherspoon, T., & Hansen, J. (2013). The “Idle no More” movement: Paradoxes of First Nations inclusion in the Canadian context. *Social Inclusion,* *1*(1), 21-36.
* [Martin-Matthews, A.,](http://search.proquest.com.libaccess.lib.mcmaster.ca/indexinglinkhandler/sng/au/Martin-Matthews,+Anne/$N?accountid=12347) [Sims-Gould, J.](http://search.proquest.com.libaccess.lib.mcmaster.ca/indexinglinkhandler/sng/au/Sims-Gould,+Joanie/$N?accountid=12347), & [Tong, C. E](http://search.proquest.com.libaccess.lib.mcmaster.ca/indexinglinkhandler/sng/au/Tong,+Catherine+E/$N?accountid=12347). (2012/2013). Canada's complex and fractionalized home care context: Perspectives of workers, elderly clients, family carers, and home care managers. [***Canadian Review of Social Policy***](http://search.proquest.com.libaccess.lib.mcmaster.ca/pubidlinkhandler/sng/pubtitle/Canadian+Review+of+Social+Policy/$N/28163/DocView/1370183849/fulltext/9984EFAF964F4E03PQ/5?accountid=12347)*,*[*68/69*](http://search.proquest.com.libaccess.lib.mcmaster.ca/indexingvolumeissuelinkhandler/28163/Canadian+Review+of+Social+Policy/02012Y01Y01$232012$2f2013$3b++$2868$2f69$29/$N/68$2f69?accountid=12347)pg. 55-74.
* **Zhou,** Y.R. (2013). Toward transnational care interdependence: Rethinking the relationships between care, immigration and social policy. Global Social Policy, *13*(3), 280-298.

See additional materials and instructions on A2L.

## Module 9: November 4, 2020

Complete by Tuesday November 10th, 2020 @ 12 midnight

### Topics:

* Social Policy and Inequalities

### Readings:

* Malacrida, C. (2010). Income support policy in Canada and the UK: Different, but much the same. *Disability & Society*, 25(6), 673-686.
* [Palmater, P. D](http://search.proquest.com.libaccess.lib.mcmaster.ca/indexinglinkhandler/sng/au/Palmater,+Pamela+D/$N?accountid=12347) (2011). Stretched beyond human limits: Death by poverty in First Nations***.*** [***Canadian Review of Social Policy***](http://search.proquest.com.libaccess.lib.mcmaster.ca/pubidlinkhandler/sng/pubtitle/Canadian+Review+of+Social+Policy/$N/28163/DocView/1240370652/fulltext/54070428F8FE4A8DPQ/8?accountid=12347)***,*** [***65/66***](http://search.proquest.com.libaccess.lib.mcmaster.ca/indexingvolumeissuelinkhandler/28163/Canadian+Review+of+Social+Policy/02011Y01Y01$232011$3b++$2865$2f66$29/$N/65$2f66?accountid=12347), 112-127.
* [Fernando, S.](http://search.proquest.com.libaccess.lib.mcmaster.ca/indexinglinkhandler/sng/au/Fernando,+Shanti/$N?accountid=12347), & [Earle, B.](http://search.proquest.com.libaccess.lib.mcmaster.ca/indexinglinkhandler/sng/au/Earle,+Benjamin/$N?accountid=12347) (2011). Linking poverty reduction and economic recovery: Supporting community responses to austerity in Ontario. [*Canadian Review of Social Policy*](http://search.proquest.com.libaccess.lib.mcmaster.ca/pubidlinkhandler/sng/pubtitle/Canadian+Review+of+Social+Policy/$N/28163/DocView/1240370646/fulltext/9F31EE50C6AC4A88PQ/3?accountid=12347),[65/66](http://search.proquest.com.libaccess.lib.mcmaster.ca/indexingvolumeissuelinkhandler/28163/Canadian+Review+of+Social+Policy/02011Y01Y01$232011$3b++$2865$2f66$29/$N/65$2f66?accountid=12347), 31-44.
* Mulé, N. J., & Smith, M. (2014). Invisible populations: LGBTQ people and federal health policy in Canada. *Canadian Public Administration*, [57(2),](http://onlinelibrary.wiley.com/doi/10.1111/capa.2014.57.issue-2/issuetoc) 234–255.

## Module 10: November 11, 2020

Complete by Tuesday November 17th, 2020 @ 12 midnight

### Topics:

* Policies for Aging People

### Readings:

* LaRochelle-Côté, S., Myles, J., & Picot, G. (2012). Income replacement rates among Canadian seniors: The effect of widowhood and divorce. *Canadian Public Policy, 38*(4), 471-495.
* Kaida, L., & Boyd, M. (2011). Poverty variations among the elderly: The roles of income security policies and family co-residence. *Canadian Journal on Aging, 30*(1), 83-100.
* **\*Zhou**, Y. R. (2014). Austerity now, poverty later?: Pensions. In D. Baines & S. McBride (Eds.), Orchestrating austerity: Impacts and resistance (pp.120-133). Fernwood Publishing. (\* This book chapter is available in PDF format.)

## Module 11: November 18, 2020.

Complete by Tuesday November 24th, 2020 @ 12 midnight.

### Topics:

* P3 Partnerships

### Readings:

* Whiteside, H. (2016). *About Canada: Public Private Partnerships.* Halifax: Fernwood Publishing. **(please purchase this book online)**

## Module 12: November 25, 2020

Complete by Tuesday December 1st, 2020 @ 12 midnight

### Topics:

* Digital Policy Engagement

### Readings:

* Marando, D., & Craft, J. (2017). Digital era policy advising: Clouding ministerial perspectives? *Canadian Public Administration*, *60*(4), 498-516.
* Roy, J. (2016). Data, dialogue, and innovation: Opportunities and challenges for “Open Government” in Canada. *Journal of Innovation Management*, *4*(1), 22-38.
* Yeung, D. (2018). Social media as a catalyst for policy action and social change for health and well-being. *Journal of Medical Internet Research*, *20*(3), e94.

## Module 13: December 2, 2020

Complete by Wednesday December 9th, 2020 @ 12 midnight

### Topics:

* Wrap Up and Closure

### Readings:

* No Assigned Readings

See additional materials and Instructions on A2L.

## Additional Resources

### **Articles/Chapters**

* Aronson, J., & Neysmith, S. (2006). Obscuring the costs of home care: Restructuring at work. *Work, Employment & Society*, 20, 27-45.
* [Brodie](http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/search?q=Janine%20M%20Brodie&search_in=AUTHOR&sub=), J. M. (2007). Reforming social justice in neoliberal times. [*Studies in Social Justice*](http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/browse/19114788), [1(2)](http://journals1.scholarsportal.info.libaccess.lib.mcmaster.ca/browse/19114788/v01i0002), 93-107.
* *Graefe, P. (2006)* [*Federalism and social policy: Evaluating recent federal-provincial Agreements*](http://search.proquest.com.libaccess.lib.mcmaster.ca/docview/222297642/AEC6DA8BFDF6471APQ/1?accountid=12347)*.* Canadian Review of Social Policy*, 57, 1-15.*
* Loakimidis, V., Santos, C. C., & Herrero, I. M. (2014). Reconceptualizing social work in times of crisis: An examination of the cases of Greece, Spain and Portugal.*International Social Work*,*57*(4), 285-300.
* McDaniel, S., & Bernard, P. (2011). Life course as a policy lens: Challenges and opportunities.*Canadian Public Policy*,*37*(Supplement 1), S1-S13.
* Kretsos, L. (2014). Youth policy in austerity Europe: The case of Greece. *International Journal of Adolescence and Youth*,*19*(sup1), 35-47.
* Rogowski, S. (2015). From child welfare to child protection/safeguarding: A critical practitioner’s view of changing conceptions, policies and practice. *Practice*,*27*(2), 97-112.
* Peterson, C. (2013). The lies that bind: Heteronormative constructions of “family” in social work discourse.*Journal of Gay & Lesbian Social Services*, *25*(4), 486-508.

### **Books:**

* Barnes, M. (2009). *Subversive citizens: Power, agency and resistance in public services*. Bristol: Policy Press. (e-copy available at McMaster Library).
* Finkel, A. (2006). *Social policy and practice in Canada: A history*. Waterloo: Wilfrid Laurier University Press.
* McKenzie, B. & B. Wharf, B. (2010). *Connecting policy to practice in the human services*. Don Mills: Oxford University Press.
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### **Scholarly Journals:**

* *Canadian Social Work Review*
* *Critical Social Policy*
* *Poverty & Public Policy*
* *International Journal of Sociology and Social Policy*
* *Social Policy and Administration*
* *International Journal of Social Welfare*
* *Social Policy & Society*

### **Websites:**

* Canadian Centre for Policy Alternatives <http://www.policyalternatives.ca/>
* Canadian Council on Social Development <http://www.ccsd.ca/links.html>
* Canadian Research Institute for Social Policy <http://www.unb.ca/crisp/index.php>
* Caledon Institute of Social Policy <http://www.caledoninst.org/>
* Canadian Policy Research Networks <http://www.cprn.org/doc.cfm?l=en>
* Community Social Planning Council of Toronto <http://www.socialplanningtoronto.org/>
* Make Poverty History <http://www.makepovertyhistory.ca/>
* National Council of Welfare (Canada) <http://www.ncwcnbes.net/en/home.html>
* Ontario Coalition for Social Justice: <http://www.ocsj.ca/>
* Social Assistance Review <http://sareview.ca/>
* Social Planning & Research Council of Hamilton <http://www.sprc.hamilton.on.ca/>
* 25 in 5 Network for Poverty Reduction (Hamilton-based): <http://www.25in5.ca/>