

# Social Work 4ZZ3: Social Welfare: Practice Implications and Advocacy

* September 8 to December 9, 2020
* This course will be a mix of asynchronous and synchronous delivery via Zoom – please see the Course Format for dates of synchronous classes (Tuesdays from 7:30 – 10:00 pm – links available on A2L)
* Voluntary Tutorials every Tuesday from 7:00 – 7:30 pm via Zoom (links available on A2L)
* Instructor: Jennie Vengris
* Office hours: Upon request
* Email: vengris@mcmaster.ca

# Table of Contents

[Course Overview 1](#_Toc48802915)

[Course Requirements/Assignments 3](#_Toc48802916)

[Assignment Submission and Grading 4](#_Toc48802917)

[Working Together: Student and Instructor Responsibilities 6](#_Toc48802918)

[Course Weekly Topics and Readings 9](#_Toc48802919)

# Course Overview

## Course Description:

This course looks at the history, purpose, processes and values underlying the development of social welfare programs in Canada. This overview is understood through principles of social justice and grounded in the reality of peoples’ lived experience of the social welfare system. Fundamentally, this course is about supporting social workers across the spectrum of practice to be policy advocates in their work.

## Course Objectives:

By the end of the course you should be able:

1. To understand the key concepts, issue and values underpinning our social welfare system;
2. To understand the historical and contemporary dynamics and contexts of social policy making;
3. To understand the interplay between colonization, political struggle and structural forces connected to how policies impact real people and communities in unequal ways;
4. To demonstrate that social policy intersects with social work practice and understand that social workers participate in policy advocacy work both by supporting resistance in communities and engaging in advocacy work both within and outside of organizations.

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 class will be delivered remotely. All course material will be delivered through two platforms: Avenue to Learn and Zoom.

Here are the details about how this class will be delivered. If you have any questions at all or if you are unclear about any elements in this course outline, please contact Jennie (vengris@mcmaster.ca).

* Every Friday, course content will be posted to Avenue to Learn for the following week. The Avenue to Learn course will be divided into weekly modules – everything that you need for that week will be posted in the module. Each week you can expect:
	+ a weekly checklist (with corresponding video explaining the plan for the week)
	+ links to readings/ course materials
	+ links to lecture videos (2 – 3 videos, 8 – 10 minutes each)
	+ outlines for assignments due that week.

This course will include a combination of synchronous and asynchronous classes. Synchronous means that we will all gather on Zoom for part of the class and asynchronous means that you will engage with all of the course content independently.

Every Tuesday (whether synchronous or asynchronous), I will offer a voluntary (but encouraged) Zoom tutorial from 7:00 pm – 7:30 pm. During this tutorial, I will answer questions, explain concepts in more detail that require clarification and offer examples. These will not be structured and will be dependent on student involvement and questions. The link for this tutorial will be available on Avenue to Learn on the module for that week.

Synchronous Weeks

For synchronous classes, course content will be posted on Friday each week (for the following week) and we meet as a group on Zoom during course time following the tutorial (7:30- 10:00 pm). The Zoom link will be provided on the module for that week on A2L. It is expected that you read/watch any course materials before our class. For most of the synchronous classes, you will have small group activities to complete for marks so attendance during the synchronous weeks is very important (see details in the section on assignments in this course outline). These classes will occur on the following dates:

* + Week 1 - September 8
	+ Week 2 - September 15
	+ Week 5 - October 6
	+ Week 6 - October 20
	+ Week 7 - October 27
	+ Week 8 – November 3
	+ Week 11 – November 24

Asynchronous Weeks

Course content will be posted on Friday for the following week and you will read/watch course materials on your own time within that week. For each of the asynchronous weeks, there is a short reflective assignment due on the Friday of the week. The following weeks will be asynchronous:

* + Week 3
	+ Week 4
	+ Week 9
	+ Week 10
	+ Week 12
	+ Week 13

## Required Texts:

There is no required text for this course. All required readings and course materials are available on Avenue to Learn and the websites are indicated in the weekly outline.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Course Engagement Reflections – Individual
	* Reflecting on the course content for that week, you will reflect on a series of questions in a one-page paper. You will submit your reflection on the Friday of the week of the class.
	* Due: September 25, October 2, October 30, November 13, November 20
	* Worth: 30%
2. Course Engagement Reflections – Group
	* Reflecting on the course content for that week, you will be given an activity to complete in your small group, in-class for that week. You will submit a one-page paper at the end of the class.
	* Due: September 15, October 6, October 20, November 3, November 24
	* Worth: 30%
3. Final Assignment
	* Option 1: Reflect on your role as an emerging social worker and policy actor – consider how you will take learning from this course and apply it to your career moving forward.
	* Option 2 – Focus on one of the ‘anchor topics’ discussed in class and offer a critique and policy recommendation.
	* You may complete either of the above options in an 8 – 10 page paper or a 15 – 20 minute video.
	* Due: December 11, 2020
	* Worth: 40%

## Requirement/Assignment Details

Detailed outlines and rubrics are available for each assignment on 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).
* All assignments will be submitted electronically via Avenue to Learn. It is preferable to use Microsoft Word for your submissions, but you can submit them as a PDF if necessary.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual.

## Avenue to Learn and Zoom

In this course, we will be using Avenue to Learn and Zoom. For 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

* All assignments should be submitted through Avenue to Learn.
* If you are unable to meet a deadline in the class, please be in touch in advance.
* The teaching team will work hard to get all marking back in two weeks.

### Statement for Foundation Course:

This course is a foundation course. Students must obtain a minimum grade of C+ in all foundation courses and a “Pass” in each placement (as well as maintain a minimum overall GPA of 6.0) in order to remain in the Social Work program.

Please see the Resources section of our [website for details on the policy regarding minimum grade requirements in foundation courses and what happens if these are not met.](https://socialwork.mcmaster.ca/resources/undergraduate-resources/minimum-grade-requirements-in-the-bsw-programs.docx/view)

## 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.

# Working Together: Student and Instructor Responsibilities

* Students and the teaching team are expected to contribute to the creation of a respectful and constructive learning environment. Students are invited to take risks with their learning (trying out new ideas, asking for clarification) but do so in way that acknowledges the diversity of experiences and identities in the class.
* Students should be present during the weeks of synchronous learning on Zoom – having read material for the class and participating in the different ways offered.
* Please check with the instructor before using any audio or video recording devices during the synchronous classes on Zoom.

## Foundation Course Attendance:

Students are expected to attend all synchronous classes on Zoom as per the schedule in this course outline. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

## 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

## Authenticity/Plagiarism Detection

## Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

## Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## 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. 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 to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## 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.

*I am always working on my courses with Universal Design principles in mind. If you have accessibility concerns or want to talk about your learning needs, please be in touch early in the term and we can work together to put a plan in place for you to succeed in the class. You will not need to disclose any personal information in order to make a plan that works for you. If you have feedback or suggestions about Universal Design in this class, do not hesitate to reach out.*

## 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.

## 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.

## 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.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Sandra Preston, Undergraduate Chair (prestosl@mcmaster.ca ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or Sandra Preston, Undergraduate Chair (**prestosl@mcmaster.ca**).*

# Course Weekly Topics and Readings

## Notes: There will be a voluntary tutorial for the course each week on Tuesdays from 7:00 – 7:30 pm starting September 15. The tutorials will be held on Zoom and you can find the links on Avenue to Learn (under the weekly modules).

## Week 1: Synchronous (Meet via Zoom on September 8 at 7:30 pm)

### Topics:

* Introduction to the Course
* Introduction to Social Policy

### Readings:

* Chan, W. (2018). Solidarity and Heart – The Development of Structural Social Work: A Critical Analysis, *Critical Social Work, 19*(1), 21 – 41.
* McNutt, J. (2010). Social Work and Social Welfare Policy in Canada: A Consideration of Major Internet Resources for Research and Practice in *Journal of Policy Practice, 9*, 154 – 159.

## Week 2: Synchronous (Meet via Zoom on September 15 at 7:30 pm)

### Topics:

* Introducing our Anchor Topics: COVID-19, Defunding Police and Women’s Homelessness
* Imagining a Collective Future

### Readings:

* Selection from Imarisha, W., & brown a. m. (Eds.) (2015). *Octavia’s brood: Science fiction stories from social justice movements.*Chico, CA: AK Press.
* Canada Human Rights Commission. (2020). Statement – Inequality amplified by COVID-19 crisis. <https://www.chrc-ccdp.gc.ca/eng/content/statement-inequality-amplified-covid-19-crisis>
* Pelto, A. (2020). Don’t Understand #DefundThePolice? Here are 8 Online Activists and Resources that Might Help. Bust Magazine. <https://bust.com/feminism/197302-8-activist-explanations-of-defund-the-police.html>
* Vaccaro, M. (2018). [in]visible: Single Women’s Experiences of Chronic Homelessness in Hamilton. <https://www.homelesshub.ca/blog/invisible-single-women%E2%80%99s-experiences-chronic-homelessness-hamilton-0> (please watch the video linked at the bottom as well)

## Week 3: Asynchronous

### Topics:

* The History of Social Welfare in Canada
* Colonization and the Indian Act

### Readings:

* Hick, S. (2015). The History of Social Welfare in Canada, Social Welfare in Canada pages 26 – 53
* Johnson, F. and Simone-Graham, L. (2019, June). The Indian Act [Audio Podcast]. Retrieved from:

## Week 4: Asynchronous

### Topics:

* The Political and Economic Underpinnings of the Welfare State
* Focus on Neoliberalism

### Readings:

* Baker, M. (1999). Demography Didn’t Change Social Policy. Ideology Did. *Policy Options*, May, 55 - 58
* Baines, D. (2012). An Overview of Anti-Oppressive Social Work Practice: Neoliberalism, Inequality and Change. In Baines, D. (Ed.) Doing Anti-Oppressive Practice: Social Justice Social Work. (pp. 25 - 47). Blackpoint, NS: Fernwood Publishing.

## Week 5: Synchronous (Meet via Zoom on October 6 at 7:30 pm)

### Topics:

* COVID-19: Crisis and Social Policy
* Focus on the Canada Emergency Response Benefit

### Readings:

* Beland, D. (2020). *Briefing: How Different Countries Respond to Global Crises: Social Policy Lessons from the Past* [Blog Post], Max Bell School of Public Policy, McGill University. <https://www.mcgill.ca/maxbellschool/article/how-different-countries-respond-global-crises-social-policy-lessons-past>
* Canadian Centre for Policy Alternatives. (2020). Fast Facts: Critique systems, not people – EIA, CERB & COVID – 19 [Blog Post] https://www.policyalternatives.ca/publications/commentary/fast-facts-critique-systems-not-people

## Week 6: Synchronous (Meet via Zoom on October 20 at 7:30 pm)

### Topics:

* Navigating Social Work Organizations

### Readings:

* Eakin, L. and Richmond, T. (2005). Community Service Organizations at Risk, *The Philanthropist, 19*(4), 261 – 272.
* Shaikh, S. (2012). Antiracist Feminist Activism in Women’s Social Service Organizations: A Review of the Literature, *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice, 1*, 70 – 92

## Week 7: Synchronous (Meet via Zoom on October 27 at 7:30 pm)

### Topics:

* Policy Practitioner Panel

### Readings:

* Marston, G. and McDonald, C. (2012). Getting beyond ‘Heroic Agency’ in Conceptualising Social Workers as Policy Actors in the Twenty-First Century, *British Journal of Social Work, 42*, 1022 – 1038.
* We’ll put together a package of readings on the advocacy effort to stop the City of Hamilton from clearing the encampments in downtown Hamilton during the COVID-19 pandemic. Find it on A2L.

## Week 8: Synchronous (Meet via Zoom on November 3 at 7:30 pm)

### Topics:

* The Policy Making Context in Canada
* The Policy Making Process

### Readings:

* Torjman, S. (2005). *What is Policy?* The Caledon Institute of Social Policy: Ottawa, ON
* Hankivsky, O., Grace, D., Hunting, G., Giesbrecht, M., Fridkin, A., Rudrum, S., Ferlatte, O. & Clark, N. (2014). An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity in *International Journal for Equity in Health, 13*, 1 – 16.

## Week 9: Asynchronous

### Topics:

* Criminalization and the Welfare State
* The Defund the Police Movement

### Readings:

* Sommers, R. (2013). Chapter 22, Governing the Streets: The Legal, Social and Moral Regulation of Homeless Youth. In Gaetz, S., O’Grady, B., Buccieri, K., Karabanow, J. and Marsolais, A. (Eds.), *Youth Homelessness in Canada: Implications for Policy and Practice* (pp. 369 – 386). The Homeless Hub.
* Hudson, S., Palmater, P., Francis, A., Morgan, P.D. and Prescod, C. (2020). *Defunding the Police: A discussion on reprioritizing city investments as we build a just Toronto.* The Future of our City Series. Progress Toronto. <https://www.progresstoronto.ca/defunding-police-discussion>

## Week 10: Asynchronous

### Topics:

* Advocacy and Resistance in Social Welfare

### Readings:

* Cave, J. (2016). The Changing Landscape for Nonprofit Policy Advocacy, *The Philanthropist*.1 – 8.
* Strier, R. & Bershtling, O. (2016). Professional Resistance in Social Work: Counterpractice Assemblages in *Social Work, 61*(2), 111 – 118.
* Hernandez, C. (2017). *Scarborough*. Vancouver, Canada: Arsenal Pulp Press (excerpts will be made available on A2L).
* Muskrat Magazine. (2013). *Indigenous Peoples’ Resistance Timeline.* http://muskratmagazine.com/indigenous-peoples-resistance-timeline/

## Week 11: Synchronous (Meet via Zoom on November 24 at 7:30 pm)

### Topics:

* Homelessness in Hamilton
* The Community University Policy Alliance on Women/Gender Diverse People’s Homelessness

### Readings:

* Mayock, P., Sheridan, S. & Parker, S. (2015). ‘It’s just like we’re going around in circles and going back to the same thing…’: The Dynamics of Women’s Unresolved Homelessness in *Housing Studies, 30*(6), 877 – 900.
* The Community University Policy Alliance on Women’s Homelessness – three materials:
	+ The Splane Brief
	+ The November 26 Consultation Findings
	+ The CCPA Blog Post

## Week 12: Asynchronous

### Topics:

* Social Policy in Canada – What’s Next?
* How do the Anchor Topics help us imagine a different future?

### Readings:

* Mingus, M. (2018). “Disability Justice” is Simply Another Term for Love. Leaving Evidence [Blog Post]. <https://leavingevidence.wordpress.com/2018/11/03/disability-justice-is-simply-another-term-for-love/>
* Ghazavi, V. (2020). Radical Hope Amid Catastrophe. The Hedgehog Review [Blog Post]. <https://hedgehogreview.com/blog/thr/posts/radical-hope-amid-catastrophe>
* Akbar, A. (2020). The Left is Remaking The World. <https://www.nytimes.com/2020/07/11/opinion/sunday/defund-police-cancel-rent.html>

## Week 13: Asynchronous

### Topics:

* Wrapping Up the Course

### Readings:

* No Readings