

University
of Regina



COURSE OUTLINE

SW 469
SOCIAL POLICY

3 CREDITS

PREPARED BY: Jordan Aslett, Instructor
DATE: April 1, 2020

APPROVED BY: Dr. Andrew Richardson, Dean Applied Arts
DATE:

APPROVED BY SENATE:
RENEWED BY SENATE:



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SOCIAL POLICY

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OFFICE HOURS: Tuesdays 1:00 pm-2:00 pm
CLASSROOM: Online via Zoom
TIME: Tuesdays 9:00 am- 11:55 am
DATES: Sept. 1st -Dec. 1st, 2020

COURSE DESCRIPTION

This course examines the dimensions and practical implications of social policy in the lives of Canadians. Political, economic, and cultural influences over social policy are explored, as well as the skills needed to develop social policy and its relationship with the profession of social work.

This course considers social policy as a field of study and practice for social workers; the development of social policy, as well as characteristics, functions and processes common to human service organizations and delivery systems are covered in the course. The course will present a foundation for concepts and paradigms in social policy and examine how these impacts are felt by a practicing Social Worker. A base for understanding the interaction of the values, structures, purposes, services, and policies will be provided through student reading and research as well as by resources provided by the instructor. This course explores the socio-historical, economic, ideological and institutional contexts for the development of social policy in Canada. The policy-making process as well as the role of social policy in processes of inclusion, exclusion, marginalization, and oppression will be discussed. The critical analysis of selected social policies will be emphasized.

PREREQUISITES

Completion of 30 Social Work credit hours.

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge or Google Chrome	Firefox, Edge or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

EQUIVALENCY OR TRANSFERABILITY

For information on transferability and equivalency please contact the Bachelor of Social Work Office

LEARNING OUTCOMES

At the completion of the course the student shall:

- understand the relationship between social values, social policy, social programs and how they shape the delivery of social services to the community and the clients.
- develop core knowledge, skills, and values of social work policy practitioners.
- be able to critically analyse a social policy relevant to the Yukon Territory.
- understand the political process and the role power plays in policy development, approval, implementation, and evaluation at the First Nation, community, territorial, and national levels.
- help students develop their critical analytic skill through an exploration of theories and concepts utilized in the study of social policy.
- recognize how social policy can either reflect or guide social change.
- understand how the jurisdictional responsibilities of the federal, territorial and First Nations governments interact and influence financing and programming at the territorial and community level.
- recognize the importance of social policy for the implementation of the Umbrella Final Agreement and self-government agreements between the Yukon First Nations, the Federal and Territorial Governments.

COURSE FORMAT

This course takes an “adult education” approach which facilitates active participation and

meaningful collaboration of all student participants. See Course Requirements/Evaluation for detailed expectations. A variety of instructional methods will be used, including formal lectures, group discussion, and guest speakers.

Course content will be covered through formal lecture and assigned readings. Students will also be encouraged to enhance learning for themselves and others by contributing their own resource materials, knowledge, and experience to class discussions and activities. Students will have the opportunity to practice skills required in the field.

This course will include a total of 45 hours activity. A combination of synchronous (virtual real-time class meetings through Zoom) and asynchronous (web-based via Moodle) learning activities are provided. Learning activities may include but are not limited to facilitator-led learning, projects, in-class and on-line exercises.

ASSESSMENTS:

Assignments

80% of the final grade will be assessed through the following four assignments.

Assignments 1, 2, 3 & 4

The goal of these assignments is to help students familiarize themselves with the policy issue and policy lens identified by their community learning partner organizations

Sept. 15th - Assignment 1 - Policy Issue – 25% - Group Research/Individual Submission

Starting in their small group's students will conduct research into the social issue identified by their organization. This research should include a) examples of how the issue manifests itself in society b) an overview of the academic literature related to the causes and effects of, and solutions to, the social issue and c) a description of the policy actors who are responsible for addressing the social issue (including governments, First Nation governments and non-governmental organizations at federal, territorial and local levels). Individually, students will then submit an overview of their findings and a personal reflection on how their social location, experience and identity will impact their understanding of the issue.

Sept. 29th - Assignment 2 – Policy Lens – 10% - Group Presentation

In their small groups, students will conduct research into the policy lens identified by their

organization (for example, Hankivisky's Intersectional Policy Analysis). The research should focus on a) gathering as much information as possible about the policy lens b) reviewing as many examples of the policy lens in use as possible. Each group will give a brief presentation on their policy lens to the class which includes a step-by-step description of the lens and at least one example of the lens in action. Presentations should be interactive. The focus of this presentation should be on the practical application of the policy lens.

October 13th - Assignment 3 – 25% - Decolonizing and Indigenizing Policy Lens' – Individual Submission

Individually students will submit a description of how the policy lens described in their presentation could be decolonized and/or indigenized or how a specifically Indigenous lens could be used alongside their policy lens.

Various Dates - Assignment 4 - Brief – 25% - Group Submission

November 11th - Practice Presentation

November 18th – Policy Brief Rough Draft

Final Submission – Exam Period (Week 1)

Presentation to Community Partner – Exam Period (Week 2)

In their small groups students will produce a policy briefing for their community learning partner. Students will use the policy issue chosen in assignment 1 and the policy lens chosen in assignment 2 to produce a series of policy directions for the organization. Next, the students will present a rough draft of the results of the analysis to the instructor for feedback. Using the instructor feedback, students will prepare a presentation for the class on their results. Students will receive feedback from the class and the instructor on their presentation and use this feedback to develop a final policy briefing, which will be presented to the community partner.

Midterm – 15%

There will be a midterm test on October 20th.

Requirements for # of Pages and # of References

The requirements outlined for the length and number of references necessary for each assignment are non-negotiable. These requirements are intended to ensure that students complete course objectives in an academically rigorous manner.

The submission of an assignment that is less than the number of pages required will result in a grade of [F] on the assignment. The number of pages required does not include Cover Page, Appendix and Reference List. These are not considered part of the page count for the paper.

The submission of an assignment that does not include the minimum number scholarly sources will result in a grade of [F] on the assignment. Scholarly sources are books and journal articles that have undergone peer-review as well as government publications and reports from NGO's. Newspaper articles and amateur websites, while relevant and important for completion of assignments - do not count as scholarly sources.

EVALUATION:

Assignments	80%
Midterm Exam	20%
Total	100%

REQUIRED TEXTBOOKS AND MATERIAL

Readings for this class draw from a traditional textbook and additional readings on Moodle that highlight alternative viewpoints from academic and non-academic authors of Canadian social work literature. Some readings will also be posted to the class Moodle and/or reserved at the Library.

Readings are marked in the outline as either **Textbook** or **Moodle**.

Textbook

McKenzie, B., & Wharf, B. (2015). *Connecting policy to practice in the human services (4th Ed.)*, Don Mills, ON: Oxford University Press

Assignments, Exams and Quizzes will be graded using the criteria set out by the University of Regina. See below for the description of how your assignments will be graded.

90-99 An outstanding performance with very strong evidence of:

- *An insightful and comprehensive grasp of the subject matter;*
- *A clear ability to make sound and original critical evaluation of the material given;*

- *Outstanding capacity for original creative and/or logical thought;*
- *An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

80-89 Very good performance with strong evidence of:

- *A comprehensive grasp of the subject matter;*
- *An ability to make sound critical evaluation of the material given;*
- *A good capacity for original, creative, and/or logical thinking;*
- *A very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.*

70-79 Above average performance with evidence of:

- *A substantial knowledge of the subject matter;*
- *A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;*
- *Some capacity for original, creative, and/or logical thinking;*
- *An above-average ability to organize, to analyse and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.*

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- *An acceptable basic grasp of the subject material;*
- *A fair understanding of the relevant issues;*
- *A general familiarity with the relevant literature and techniques;*
- *An ability to develop solutions to moderately difficult problems related to the subject material;*
- *A moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.*

50-59 A barely acceptable performance with evidence of:

- *Familiarity with the subject material;*
- *Some evidence that analytical skills have been developed;*
- *Some understanding of relevant issues;*
- *Some familiarity with the relevant literature and techniques;*

- *Partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;*
- *Basic competence in writing.*

0-49

- *An unacceptable performance.*

WRITING COMPETENCE/LATE ASSIGNMENTS/STYLE

Writing Competence: *Competency in written work is a basic requirement for all students at a college or university level. Wherever possible, instructors are expected to obtain evidence of students' writing skills, and to require that students meet a reasonable standard of competence in their written work before they can be given a passing grade. Students who require additional academic assistance and/or wish to improve their writing skills may find it useful to contact the Writing Centre. Free 30-minute one-on-one coaching sessions are available in the YU Library. Appointments are arranged online <https://www.yukonu.ca/student-life/learning-matters/academic-support-centre>*

Late Assignments: Five (5) % of the assignment's value will be deducted for every day it is late, up to a maximum of five days, after which the assignment will not be accepted.

Style: Assignments must be typed and written using appropriate language. Carefully proof your work. Errors in spelling, grammar, and punctuation will affect your mark.

American Psychological Association 6th Edition (APA): You must use APA 6th Edition format when submitting your work. For general information on APA please visit Purdue Owl <https://owl.english.purdue.edu/owl/section/2/10/>

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which

the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

PROFESSIONAL CONDUCT, PREPARATION, PARTICIPATION AND ATTENDANCE

Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self-aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

Regular and punctual attendance is expected. Students who are persistently tardy (this includes arriving late, leaving early, taking extended breaks) or absent or who neglect academic work may be asked to withdraw from the class, or be excluded from the final examination. Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed.

If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in your term grade. The instructor has discretion over a) whether to grant this option to the student and b) the content and format of the assignment. Without exception, this additional assignment must be completed prior to the end of term.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

TOPIC OUTLINE

CLASS SCHEDULE AND READINGS

PLEASE HAVE YOUR READINGS COMPLETED PRIOR TO CLASS. For example, this means that Readings listed in "Week 2" are to be completed BEFORE Class 2.

<p><i>Part I</i> <i>Weeks 1</i> <i>Introduction to Social Policy</i></p>
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<p><i>Week 1</i> <i>September 1, 2020</i> <i>Introduction/Contemporary Debates in Social Policy</i></p>

****Overview of Assignment #1***
****Overview of Assignment #2***
****Overview of Assignment #3***
****Overview of Assignment #4***

Most of Week 1 will focus on getting students oriented to the Community Service Learning component of the course. Students will receive an overview of their assignment, learn about their community partner, and spend time planning with their group.

Students will also be introduced to the various understandings of “what social policy is and what it is not” through an examination of contemporary Canadian policy debates. Topics covered will include the Guaranteed Basic Income, Nutrition North, Jordan’s Principle and the Yukon Mental Wellness Strategy.

Required Readings/Watchings:

Video 1 - Together Today For Our Children Tomorrow

<https://www.yukonu.ca/perspectives-series>

Moodle:

Ellenbogen, S. (2017). An alternative model of community service learning: Students, community, and instructors learning from each other. Higher Education, Skills and Work-Based Learning, 7(3), 315–330.

The Community Service-Learning component of the course is based on Ellenbogen’s (2017) Supple Community Service Learning (SCSL) Model, which has been used to teach Social Work Research in a Canadian BSW program. This model is being adapted for the purpose of teaching Social Policy. Students are asked to prepare for class by reviewing Ellenbogen’s description of the model, which has been emailed directly to participants.

Students are also encouraged to visit and navigate through the following websites prior to the first class:

Canadian Centre for Policy Alternatives - <https://www.policyalternatives.ca/>

Canada’s Public Policy Forum - <https://ppforum.ca/>

Canadian Council on Social Development - <http://www.ccsd.ca/>

Employment and Social Development Canada - <https://www.canada.ca/en/employment->

social-development.html

Part II
Weeks 2 – 6
Creating and Changing Social Policy in Canada

Week 2
September 8, 2020
History of Social Policy in Canada

Key Concepts & Terms

Labour Compact, Fordism, Welfare State, Unionization, Cradle-to-Grave, Structuralism, Centralization, Federalism, Devolution, Retrenchment, Neoliberalism, Separatism, Western Alienation

Students will be given a brief introduction to the history of social policy in Canada. While the readings cover social policy from pre-confederation to present, the lecture will focus primarily on the Canadian social policy after WWII.

There is no in-class component for week 2. Students are expected to have done their readings for this week. The priority for students this week is to meet as a group and to introduce themselves to their community partner. Students are required to email an introduction of themselves and their plan to the community partner this week. The instructor should be copied on the email.

Required Readings:

Textbook

McKenzie, B., & Wharf, B. (2015).

Introduction

Moodle

Jordan Aslett. Social Policy in the Yukon – Briefing.

Recommended Readings:

Moodle

Rice, J.J., & Prince, M.J. (2000). *Changing politics of Canadian social policy*. Toronto, ON: University of Toronto Press
Chapter 1 – Early Developments in Social Welfare

Week 3
September 15, 2020
The Role of Ideology in Creating and Changing Social Policy
***Assignment 1 Due**

Key Concepts & Terms

Liberalism, Conservatism, Socialism, Marxism, Social Democracy, Capitalism, Neoliberalism, Neo-conservatism

Students will learn to identify the three common ideological positions in Canadian politics, and how each of these three positions influences social policy in regional and national contexts.

Required Readings:

Textbook

McKenzie, B., & Wharf, B. (2015).
Chapter 1 – Ideology and the social and political environment of policy making.

Moodle

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.

Week 4
Sept 22nd, 2020
Policy-making Structures and Policymakers

Key Concepts & Terms

Division of Powers, Policy Making Apparatus, Legislative Process, Voluntary Sector, Theories of Public Policy, Policy Making Models, Rational, Mixed Scanning, Incrementalism, Garbage-

Can Model

In this class students will be given an overview of how policy is made in federal, territorial/provincial, municipal and First Nation governments as well as how organizational policy is conceptualized in Non-Governmental Organizations (NGO's).

Required Readings:

Textbook

McKenzie, B., & Wharf, B. (2015).

Chapter 2 – Making social policy in Canada: Structures and processes

Chapter 3 – Policy-making and policymakers

Week 5

Sept 29th, 2020

Policy-Making Processes and General Policy Analysis

****Assignment 2 Presentations***

Key Concepts & Terms

Policy Analysis, Policy Formulation, Evaluation, Implementation, Integrated Model, Needs Assessments, Asset Mapping, Citizen Participation, Consultation, Street-Level Bureaucrat, Capacity Building

Students will learn about the stages of policy-making including need & asset assessment, policy formulation, implementation and evaluation. This class will also touch on the integrated model for policy analysis.

Required Readings:

Textbook

McKenzie, B., & Wharf, B. (2015).

Chapter 4 – The policy-making process

Chapter 5 – The implementation process

Recommended Reading:

Moodle

Woodford, M. R., & Preston, S. (2013). Strengthening Citizen **Participation** in Public Policy-

Making: A Canadian Perspective. *Parliamentary Affairs*, 66(2), 345–363.

<http://doi.org/10.1093/pa/gsr065>

Week 6

October 6th, 2020

Changing Policy from the Inside and Outside

Key Concepts & Terms

Citizen Participation, Strategic Planning, Program Development, Logic Models, Vertical Slice, Backwards Mapping, Policy Communities, Community Governance, Professional Organizations, Think-Tanks, Whistle-Blowing

The focus of this week's class will be on how individuals, groups and communities can influence and change social policy. These changes may come about because of change agents located within the system or through concerted advocacy efforts from outside the system. Local examples such as the Child and Youth Advocate will be used to illustrate some of these concepts.

Required Reading:

Textbook

McKenzie, B., & Wharf, B. (2015).

Chapter 6 – Making policy for social change from inside the system

Chapter 7 – Influencing policy from outside the system

Video 2 – The Umbrella Final Agreement

<https://www.yukonu.ca/perspectives-series>

Recommended Reading:

Moodle

Weaver-Hightower, M.B. (2014). A mixed methods approach to identifying influence on public policy. *Journal of Mixed Methods Research* 8(2), 115-138.

Moodle

Canadian Association of Social Workers. (2003). *Social policy principles*. Ottawa, ON: CASW.

Retrieved from: <https://www.casw->

acts.ca/en/sites/default/files/attachements/CASW%20Social%20Policy%20Principles-approved%20Mar_03.pdf

Part III
Weeks 7-13
Contemporary Topics in Canadian Social Policy

Week 7
October 13th, 2020
Indigenous Policies/Indigenous Policymaking in Canada
***Assignment 3 Due**

Key Concepts & Terms

Truth and Reconciliation, Indian Act, Jordan's Principle, Colonialism, Indigenous Approaches to Policy-Making and Analysis, Federalism

The first half of this class will focus on the history of policies that govern Indigenous people in Canada and the effects that these policies continue to have on Indigenous communities and individuals. The second half of the class will examine Indigenous methods for policy analysis and Indigenous policy making models.

Required Reading:

Textbook

McKenzie, B., & Wharf, B. (2015).

Chapter 10 – Policy-making and indigenous peoples in Canada

Moodle

Abele, F., & Graham, K. (2011). What now? Future federal responsibilities towards Aboriginal people living in cities. *Aboriginal Policy Studies*, 1(1). Retrieved from <https://ejournals.library.ualberta.ca/index.php/aps/article/view/10135>

Moodle

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. Retrieved from

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Week 8
Intersectionality and Social Policy
October 20th, 2020
***Midterm**

Key Concepts & Terms

Disability, Race, Gender, Intersectionality, Inclusivity, Diversity, Policy Lens, Equity

Mainstream approaches to social policy have typically favored 'objective, value-neutral' methods for policy development and analysis. In this class students will engage with policy approaches from outside of the mainstream such as feminist and disability policy lens'. Students will also learn how policy can be analyzed from an 'intersectional' perspective that takes into account the multiple identities those affected by various social policies.

Required reading:

Textbook

McKenzie, B., & Wharf, B. (2015).

Chapter 8 – Chalk and cheese: Feminist thinking and policy making

Moodle

Hankivsky, O., Grace, D., Hunting, G., Giesbrecht, M., Fridkin, A., Rudrum, S., & Clark, N. (2014). An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity. *International Journal for Equity in Health*, 13(1), 119.

Week 9
October 27th, 2020
Disability & Human Rights

Key Concepts & Terms

Critical Disability Theory, Barrier-Free Services, Human Rights Policy Lens, Impairment,

Social Construction of Disability, Accessibility

Advocates from the disability community have played a central role in creating barrier-free and accessible social policies. In this class students will learn about the history of accessibility debates and the importance of using a disability/human rights lens when analyzing all social policy, not just those that deal directly with disabled people.

Required Reading:

Moodle

El-Lahib, Y. (2015). The inadmissible "other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services*, 26(3), 209–228.

Moodle

Morrow, M., Wasik, A., Cohen, M., & Perry, K.-M. E. (2009). *Removing barriers to work: Building economic security for people with psychiatric disabilities*. *Critical Social Policy*, 29(4), 655–676.

Week 10

November 3rd, 2020

The Implications of Self-Government for Social Policy

Key Concepts & Terms

Self-Determination, Self-Government, Council of Yukon First Nations, Comprehensive Land Claims, Historical Land Claims, Nisga'a, Haida Nation, Champagne & Aishihik First Nation, Umbrella Final Agreement, Devolution

Building on learning from previous weeks this class focuses on how self-government agreements and self-determination impact creating and implementing social policy for Indigenous groups in Canada. Concepts will be illustrated through a review of the Nisga'a, Haida, and Champagne & Aishihik Final Agreements/Comprehensive Land Claims.

Required Reading:

Video

Forging Their Own Path

<https://www.yukonu.ca/perspectives-series>

Moodle

Abele, F., & Prince, M. J. (2006). Four Pathways to Aboriginal Self-Government in Canada. *American Review of Canadian Studies*, 36(4), 568–595.

Moodle

Self-Government Secretariat Yukon. (n.d.). Human Rights Lens for Policy Hot Spots.

Moodle

Penikett, T. (2012). Six definitions of aboriginal self- government and the unique Haida model. Haida Gwaii: Action Canada. Retrieved from <http://www.actioncanada.ca/wp-content/uploads/2014/04/Haida-Gwaii-Governance-EN-Oct-2012.pdf>

Websites

Nisga'a Lisims Government - <http://www.nisgaanation.ca/>
Council of the Haida Nation - <http://www.haidanation.ca/>
Champagne and Aishihik First Nations - <https://cafn.ca/>

Recommended Reading

Moodle

Council of Yukon First Nations. (2001). Yukon First Nations - Understandings of the Umbrella Final Agreement. Retrieved from <https://cyfn.ca/wp-content/uploads/2013/08/ufa-understanding.pdf>

Week 11
November 10th, 2020
Housing & Shelter
***Rough Draft Policy Brief Due**

Key Concepts & Terms

Affordable Housing, Social Housing, Subsidized Housing, Precarious Housing, Homelessness, Tenancy Law, Low-Income Housing, Canada Mortgage and Housing Corporation, Rooming Houses, Deinstitutionalization

In this class students will learn about the various forms of housing policy in Canada and how housing (both private and public) is subsidized in some form by the Federal and Territorial/Provincial governments. Special attention will be paid to the privatization of public housing and the emerging policy alternatives to traditional 'low-income' housing schemes.

Required Reading:

Moodle

Skelton, I. (2015). Privatizing a social need: The Canada Mortgage and Housing Corporation and low-cost housing. In J. Brandon & J. Silver (Eds.), *Poor housing: A silent crisis* (128-139). Halifax, NS: Fernwood Publishing.

Moodle

Government of Yukon. (2015). *Housing Action Plan for Yukon 2015-2025*. Government of Yukon. Retrieved from http://static1.squarespace.com/static/54f8a9eee4b08027c3d3ebf0/t/5579c83ce4b0a256bd005d2f/1434044476918/HAP_Report.pdf

Recommended Reading:

Moodle

Leone, R., & Carroll, B. W. (2010). Decentralisation and devolution in Canadian social housing policy. *Environment and Planning C: Government and Policy*, 28(3), 389–404. <https://doi.org/10.1068/c09153>

Moodle

Yukon Residential Tenancies Office. (2015). *Yukon residential landlord tenant act handbook*. Government of Yukon. Retrieved from http://www.community.gov.yk.ca/pdf/Yukon_Residential_LandlordTenant_Act_HAN_DBOOK.pdf

<p>Week 12 November 17th, 2020 Practice Presentations of Policy Briefings</p>
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Week 13
November 24th, 2020
Income Security & Poverty Reduction

Key Concepts & Terms

Social Assistance, Canada Health and Social Transfer, Anti-Poverty Approaches, Cycle of Poverty, Low Income Cut-Off, Absolute Poverty, Relative Poverty, Canada Pension Plan, Old Age Security, Employment Insurance, Guaranteed Annual Income

The right of all Canadians to access the necessities of modern life is a central tenet of progressive social policy. In this class students will learn about how poverty is measured and the existing income security policy frameworks in the Yukon and Canada. Class discussions will be framed around renewed calls for federal, provincial and territorial governments to introduce a Guaranteed Annual Income program.

Required Reading:

Moodle

Forget, E. L. (2011). The town with no poverty: The health effects of a Canadian Guaranteed Annual Income Field Experiment. *Canadian Public Policy*, 37(3), 283–305.

Moodle

Government of Yukon. (2012). *A Better Yukon for All: Government of Yukon's Social Inclusion and Poverty Reduction Strategy*. Retrieved from https://www.homelesshub.ca/sites/default/files/attachments/social_inclusion_strategy.pdf

Websites

Dignity for All - <http://dignityforall.ca>

Campaign 2000 - <https://campaign2000.ca/>

Canada without Poverty <https://cwp-csp.ca/>

Basic Income Canada Network - <https://www.basicincomecanada.org/>

Exam Period
December 2020

****Presentations to Community Partners***
****Final Draft of Policy Brief Due***