Lecture time: Wednesdays 7-9:50pm **Location:** MINS 106	**Instructor:** Jacqueline de Guzman **Email:** deguzman@uoguelph.ca **Phone:** (519) 824-4120 **Office and Hours:** MINS 133E, By appointment **Teaching Assistant:** Victoria Fritz **Email:** vfritz@uoguelph.ca **Office and hours:** By appointment

CALENDAR DESCRIPTION

This course focuses on current social policies, programs and services that affect children's development and family well-being. Issues include policies that affect income security, parental effectiveness, social service provision, and community resources.

Prerequisites: 9.50 credits
Co-requisite: FRHD 3040 Parenting and intergenerational relationships

COURSE OVERVIEW

This course focuses on current social policies, programs and services that affect children and youth development and family well-being. The focus of the course is on federal, provincial and territorial policies in Canada: Policies, legislature, agency interventions and community supports will be examined. International policies and conventions will be introduced where it is relevant to the Canadian context.

Students are encouraged to develop an understanding of how social policies are currently debated, the multiple perspectives around social policies, and how to apply broader theoretical knowledge to those issues.

Through critical perspectives, the course will examine key issues that affect the health and well-being of children, youth and families. The course will examine, in some detail, issues and policies with respect to income security for families with children, work-family integration, child care policies and services, child custody and support, services for children with disabilities and their families, and child welfare. Other topics and issues may be added for further exploration.

DROP DATE FOR ONE-SEMESTER COURSES. The last date to drop one-semester courses, without academic penalty, is **FRIDAY MARCH 6th, 2015** (40th class day).

For regulations and procedures for Dropping Courses, see the Undergraduate Calendar: https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml

COURSE OUTCOMES

The emphasis of this course is on building skills of critical reading, exploration, analyses and writing of Canadian social policies and programs. This course also emphasizes building a collaborative and collegial learning environment.

By the end of this course, students will have achieved the following learning outcomes:

LEARNING OUTCOMES
1. Demonstrate a contextual understanding of Canadian social policies and awareness of social issues relevant to children, youth, and families through weekly readings, in-class discussions and activities, and course assignments.
2. Apply a framework of guiding principles in formulating and evaluating policies that support families, and explaining its effects on families and its members.
3. Critically reflect and analyze policy research and practice, with respect to diversity among individuals and groups in Canadian society.
4. Integrate and interpret theories, research and policies through critical reading, analyses, and writing of social/family policies.
5. Demonstrate critical policy analysis and evaluation that promotes the social and economic well-being of children, youth, and families.
6. Design policy briefs, with a clearly stated purpose and position, presentation of perspectives and research support, and recommendations for strategic actions that advance the well-being of children, youth and families.
7. Contribute to a collaborative learning environment and demonstrate co-operative skills through in-class learning activities and group assignments.

COURSE STRUCTURE

This course consists of one, 170 minutes, class per week. This course will dedicate some time for lectures to cover course material, but will also dedicate time for collaborative learning opportunities, including (but not limited to) class discussions and in-class activities. Students are expected to arrive prepared for class (i.e., completed weekly readings) and to participate meaningfully and collegially in class discussions and in-class activities.

COURSE WEBSITE AND COMMUNICATION

The course website can be found at Courselink: https://courselink.uoguelph.ca. All components of this course can be found on this website. A PDF file of lecture notes will be available to view/download prior to class when possible via the Content section of the course webpage on CourseLink. Assignments must be submitted through the course dropbox. Marks and feedback will also be released there. Please familiarize yourself with this website and check back multiple times to review course news items for messages to the class, readings and other course materials.

In the event of bad weather conditions, the University of Guelph will post updates about the university's status on its homepage: www.uoguelph.ca.

As per university regulations, all students are required to check their UGuelph email accounts regularly. Email is the official route of communication between the University and its students.

Please use email communication judiciously when contacting the instructor and teaching assistant. Consult the course outline and online discussion board for information about lectures, assignments, and other course-related information. If you still have questions and need further clarification after consulting the outline and discussion board, please do not hesitate to contact the instructor or teaching assistant. In the case of a personal emergency, please directly contact the instructor.

COURSE REQUIREMENTS
a. **READINGS.** This course requires a great deal of reading. Readings are outlined and links to readings or copies will be made available on Courselink, when available. This course focuses on access to grey literature and commentaries to identify issues, current policies and ideas for reform as well as reading from academic texts to flesh out the concepts and to provide background information for understanding the historical and current social-political and policy context in Canada. Familiarizing yourself with the material as the course progresses will allow you to form a greater understanding of the content, issues and how they are interrelated. Success in this course will come from demonstrating an understanding of the issues and being able to critically read.

Please note that this course does not have a required textbook. The following is a recommended textbook. It is an OPTIONAL textbook for further background and contextual information to enhance your understanding of Canadian social policies. You are not required to purchase them for this course, but you may find them useful.

Westhues, A. & Wharf, B. (Eds.) (2012). Canadian Social Policy: Issues and Perspectives (5th Ed.). Wilfrid Laurier University Press. (Paperback: $47.65 on Amazon)

b. **ASSIGNMENTS AND EVALUATION.** Assignments must be submitted via CourseLink by 11:59PM on the date they are due. Keep back-up copies of all course assignments (paper and/or electronic), as you may be asked to resubmit work at any time.

Assignments and Evaluation	Due Date	Weight of Assignment	Related to Learning Outcomes #
Participation	On-going	25%	1, 2, 3, 4, 5, 7

Group Presentation
    Instructor assessment (20%)
    Peer assessments (5%)
	Scheduled for:
	- Feb 25
	- Mar 04
	- Mar 11
	- Mar 18
		25%	2, 3, 4, 5, 7

Policy Brief #1 (Group)
    Outline (10%)
    Policy Brief (15%)
	- Jan 23
	- Feb 13
		25%	2, 3, 4, 5, 6, 7

Policy Brief #2 (Individual)	- Apr 06	25%	2, 3, 4, 5, 6

COURSE EVALUATION AND ASSIGNMENTS

1. PARTICIPATION (25%)

This course emphasizes building an active and collaborative learning environment for all students. Active, engaging participation in class discussions and activities, as well as collegial interactions between students, is important to building this collaborative learning environment. In-class participation includes, but is not limited to, class discussions and in-class activities. Evaluation will include (but is not limited to), thoughtful contributions made during group discussions, demonstration of critical thinking, encourages engagement with classmates, and meaningful efforts exerted in activities and group work.

Some examples of participation assessments include (but are not limited to): feedback on peer presentations, feedback from group members, brief notes and/or reflections from in-class activities.

2. GROUP PRESENTATION (25%)

In groups of four to five, students will research a particular social policy-related topic and be responsible for developing a presentation.

Group presentations will be tentatively scheduled for the following dates:
February 25, 2015 - Children's rights and welfare
March 4, 2015 – Social issues affecting youth
March 11, 2015 – Mental health and addiction policies

March 18, 2015 – Diverse families in Canada

All students must consult with the instructor about presentation topics, especially if your group is interested in a topic not listed above.

Presentations must be no longer than 10 (ten) minutes on their chosen social policy issue. More information about the group presentation is outlined in the *Group Presentation* document.

3. **GROUP POLICY BRIEF (25% TOTAL)**
Policy briefs are used in governments and organizations to help inform leaders on a variety of topics. Policy analysts write brief memos to summarize the topic, research content, and to highlight relevant policy issues on the topic in question. Policy briefing notes are products that are used in the governments and organizations to help inform leaders about a variety of topics. Ministers and government administrators have incredibly large portfolios and therefore policy analysts are required to write brief documents that highlight the current issues on specific topics. Policy briefing notes are short documents that are clear and succinct.

Each policy briefing note assignment should contain a statement of purpose, background information about the topic, recommendations for moving forward, and a conclusion. Academic literature and government documents should be integrated. This briefing note should be approximately six pages in length and formatted according to APA 6. This first policy brief assignment will be completed in groups of three to four students. More information about the group policy brief is outlined in the *Group Policy Brief* document.

4. **INDIVIDUAL POLICY BRIEF (25%)**
Similar to the group policy brief, but this assignment must be conducted individually and independently. More information about this assignment is outlined in the *Individual Policy Brief* document.

COURSE INFORMATION AND OTHER RESOURCES
a. **CRITICAL WRITING AND READING.** Critical writing refers to writing in a way that takes into account and makes transparent your own viewpoint and social locations in your analyses and writing. Critical reading means reading a text carefully with particular attention to the stated and unstated assumptions of the author. Understanding where the author is coming from (e.g., historical context, political standpoint, cultural background, gender, class, race, etc) is important for being able to read the text critically.

b. **LATE ASSIGNMENTS.** Late assignments will be devalued by 5% per day, including weekends. In unforeseeable circumstances where due dates cannot be met, it is the student's responsibility to provide acceptable written documentation substantiating the reasons for not meeting the deadline. Students with acceptable documentation must contact the instructor no later than 48 hours after the due date to make alternative arrangements. Late submissions without acceptable documentation will be penalized 5% per day, including weekends.

c. **TURNITIN.** Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in.

In this course, we will have access to Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that you will be able to educate and empower themselves in preventing misconduct. **You may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.**

d. **WRITING GUIDE AND RESOURCES.** Assignments must use APA 6th Edition for style, formatting, and referencing. Please refer to the University of Guelph Learning Commons Guide on APA Style: **http://www.lib.uoguelph.ca/get-assistance/writing/citations/apa-american-psychological-association-style**

UNIVERISTY POLICIES

a. **WHEN YOU CANNOT MEET A COURSE REQUIREMENT.** When you find yourself unable to meet an in-course requirement because of medical or compassionate reasons (e.g., a death in immediate family), please advise the course instructor in writing, with your name, id#, and e-mail contact, and be prepared to provide supporting documentation

See the undergraduate calendar for information on regulations and procedures for Academic Consideration:
http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtm

b. **ACCESSIBILITY.** The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS; previously known as the Centre for Students with Disabilities) as soon as possible.

For more information, contact SAS at (510) 824-4120 ext. 56208 or email csd@uoguelph.ca. Their website is: www.csd.uoguelph.ca/csd.

c. **ACADEMIC INTEGRITY.** The University of Guelph is committed to upholding the highest standards of academic integrity and is the responsibility of all members of the Univeristy community – faculty, staff, and students – to be aware of what constitutes Academic misconduct, such as plagiarism, is a serious offence at the University of Guelph and will not be tolerated.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. University of Guelph students are responsible for biding by the University's policy on academic misconduct regardless of their location of study. All University of Guelph community members are responsible for supporting an environment that discourages misconduct.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar: http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml

d. **ACADEMIC RESOURCES.** The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: http://www.uoguelph.ca/registrar/calendars/index.cfm?index

COURSE SCHEDULE OF WEEKLY TOPICS & READINGS (TENTATIVE)

Week 01 (January 7): Introduction- Social policies for children, youth and families

Agenda
Introductions
Overview of the course
Building a collaborative learning environment
Introduction to social policy
Social determinants of health (SDH)

Required Readings
Mikkonen, J. & Raphael, D. (2012). *Social Determinants of Health Canadian Facts.* Toronto: York
    University. Available online: http://www.thecanadianfacts.org
Westhues, A. Becoming Acquainted with Social Policy (pp. 5-24). In A. Westhues (Ed.), *Canadian
    social policy: Issues and perspectives (4th ed).* Waterloo: Wilfred Laurier Press.

Week 02 (January 14): Social Policies For Families In Canada

Agenda
What are family policies?
The family perspective in policy making
Who is responsible for Canada's children?
Roles of federal, provincial, and territorial governments (actors, change processes, influences)

Required Readings
Bogenschneider, K. & Corbett, T. M. (2010) Family policy? Becoming a field of inquiry and
    subfield of social policy. *Journal of Marriage and the Family, 72(3),* 783-803. (Available
    online through UGuelph Library)
Eibach, R. P. & Mock, S. E. (2011). Idealizing parenthood functions to justify policy neglect of
    parents' economic burdens. *Social Issues and Policy Review, 5,* 8-36. (Available online
    through UGuelph Library)
Krull, C. (2011). Destabilizing the nuclear family ideal. In C. Krull & J. Sempruch (Eds.). *A life in
    balance? Reopening the family-work debate* (pp. 22-40 in electronic copy). Vancouver:
    UBC Press. (Available online through UGuelph Library)

Week 03 (January 21): Income Security and Child Development

Agenda
Poverty and social assistance
Social and economic inclusion and exclusion
Impact of poverty on child/youth development and family well-being
Issues: Housing and homelessness

Required Readings
Battle, K. (2007). Child poverty: The evolution and impact of child benefits. In R.B. Howe & K.

Covell (Eds.). *Children's rights in Canada: A question of commitment* (pp. 21-44). (Available online through UGuelph Library)

Campaign 2000. (2014). Child poverty, 25 years later: WE CAN FIX THIS. (National Report Card) Available online: http://www.campaign2000.ca/anniversaryreport/CanadaRC2014EN.pdf

Lareau, Annette (2011). Chapter 2: Social structure and daily life (pp. 14-32). In *Unequal childhoods: Class, race, and family life*. CA: University of California Press.

Raphael, D. (2011). Poverty in childhood and adverse health outcomes in adulthood. *Maturitas, 69*, 22-26. (Available online through UGuelph Library)

Week 04 (January 28) Work and Family Life

Agenda
Changing demographics and nature of work
Income insecurity, working poor and precarious work
Gender, work and care: Women and pay equity

Required readings
Bianchi, S.M. & Milkie, M. A. (2010). Work and family research in the first decade of the 21st century. *Journal of Marriage and the Family, 72(3)*, 705-725. (Available online through UG library)

Week 05 (February 4) Relationships: Partnering and Dissolution
Guest Lecture: Dr. Denise Whitehead (combined class with FRHD 4320, SEC 02)
Location: Will be posted on Courselink

Agenda
TBD

Required readings
Ambert, A.-M. (2009). *Divorce: facts, causes and consequences.* Retrieved from: http://thefamilywatch.org/doc/doc-0073-es.pdf

Chapman, F. (2014). Family law. In *Introduction to Legal Studies* (pp. 144-182). Toronto: Nelson Education.

Thompson, R. (2013). Dividing matrimonial property. *Transition, 43 (1)*, 8-9. Available online: http://www.vanierinstitute.ca/include/get.php?nodeid=3342

Week 06 (February 11) Caregiving and Early Childhood Education

Agenda
Care policies
Integrating work and family: Child care, elder care, and "sandwich generations"
Workplace policies as social policies?
Early childhood education

Required readings

Adamson, P. & Bennett, J. (2008). *The child care transition (Report Card 8)*. UNICEF Innocenti Research Centre. Available online: http://www.unicef-irc.org/publications/pdf/rc8_eng.pdf

Duxbury, Higgins & Schroeder. (2009). *Balancing paid work and caregiving responsibilities: A closer look at family caregivers in Canada*. Canada Policy Research Network (CPRN). Available online: http://www.cprn.org/documents/51061_EN.pdf (Please read the Executive Summary and Introduction, pp. 7-22).

Ferns, C., & Friendly, M. (2014). *The state of early childhood education and care in Canada 2012*. Available online: http://childcarecanada.org/sites/default/files/StateofECEC2012.pdf

Ontario Ministry of Education. (2013). *Ontario early years policy framework*. Available online: http://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf

Explore the Ontario Ministry for Education: http://www.edu.gov.on.ca/eng/

February 16 - 20   READING WEEK - NO CLASS ON FEB 18

Week 07 (February 25) Children rights and welfare

Agenda
UN Convention on the Rights of the Child
Child protection and welfare
Children's aid services
Group presentations

Required readings
Cameron, G., Freymond, N., Cornfield, D. & Palmer, S. (2007). Positive possibilities for child and family welfare: Expanding the Anglo-American child protection paradigm (pp 1-77). From, G. Cameron & N. Coady (Eds.). *Moving toward positive systems of child & family welfare: Current issues & future directions*. Waterloo: Wilfred Laurier Press. (Book chapter) (Available online at UGuelph Library)

Canadian Coalition for the Rights of the Child. UN Convention on Rights of the Child. http://rightsofchildren.ca/wp-content/uploads/convention-in-pdf-format.pdf

Explore the Canadian Child Welfare Research Portal: http://cwrp.ca/legislation

Explore Family Violence Laws (Federal Dept. of Justice): http://www.justice.gc.ca/eng/cj-jp/fv-vf/laws-lois.html

Week 08 (March 4) Social issues affecting youth

Agenda
Social issues affecting youth
Protecting youth
Group presentations

Required readings

Caputo, T. & Vallee, M. (2008). *Review of the roots of youth violence: Research paper Volume 4.*
    Toronto: Ministry of Children and Youth. (Research report). Available online:
    http://www.children.gov.on.ca/htdocs/English/topics/youthandthelaw/roots/volume4/
    comparative_analysis.aspx
Geobey, S. (2013). *Youth unemployment in Ontario.* CCPA. (Research report) Available online:
    https://www.policyalternatives.ca/publications/reports/young-and-jobless
Homeless Hub. (2013). Implications for policy and practice via Homeless Hub (Review Ch 1).
    Available online: http://www.homelesshub.ca/youthhomelessness
Explore Youth Justice (Dept. of Justice): http://www.justice.gc.ca/eng/cj-jp/yj-jj/

Week 09 (March 11) Mental Health and Addiction Policies
Guest lecture: Anna Dawczyk (Course Instructor for FRHD 4320 Sec. 02)

Agenda
TBA
Group presentations (Anna and I will switch back to our regular classrooms)

Required reading
Ministry of Children and Youth Services. (2006). *A shared responsibility: Ontario's policy
    framework for child and youth mental health.* Retrieved from:
    http://www.children.gov.on.ca/
    htdocs/English/documents/topics/specialneeds/mentalhealth/framework.pdf
Ministry of Health and Long-term Care. (2011). *Open minds, healthy minds: Ontario's
    comprehensive mental health and addictions strategy.* Retrieved from:
    http://www.health.gov.on.ca/en/common/ministry/publications/reports/mental_healt
    h2011/mentalhealth_rep2011.pdf
Waddell, C., et al. (2005). Research use in children's mental health policy in Canada:
    Maintaining vigilance amid ambiguity. *Social Science & Medicine, 61,* 1649-1657.

Week 10 (March 18) Diverse Families in Canada

Agenda
Immigration patterns in Canada: Good news and emerging challenges
Employment, housing and discrimination
Services for immigrants and immigrant families
Group presentations

Required reading
Sweetman, A. & Picot, G. (2012). Making it in Canada: Immigration outcomes and policies. *IRPP
    Study No. 29,* pp. 1-42. (Grey literature) Available online:
    http://irpp.org/2012/05/01/making-it-in-canada-immigration-outcomes-and-policies/
Wilson, R., Landolt, P, Shakya, Y., Galabuzi, G., Zahoorunissa, Z, Pham, D., Cabrera, F. & Joly, M.
    (2011) *Working rough, living poor: Employment and income insecurities faced by
    racialized groups and their impact on health.* Toronto, ON: Access Alliance Multicultural
    Health and Community Services. (Grey literature) Available online:
    http://accessalliance.ca/sites/accessalliance/files/documents/Access%20Alliance_Worki

ng%20Rough%20Living%20Poor%20Final%20Report%20June%202011.pdf

Week 11 (March 25) Policies Supporting Canadians with Disabilities and their Families
Guest Lecture: Dr. Donna Lero (combined class with FRHD 4320, SEC 02)
Location: Will be posted on Courselink

Agenda
TBA

Required readings
Will be posted on Courselink when available.

Week 12 (April 1) Summary and Integration

Agenda
Exploring further: Policy research, analysis, and evaluation
Upcoming Federal Elections

Required reading
McKenzie & Wharf (2010). Ch. 6: Inclusive approaches to policy-making. In *Connecting Policy to Practice in the Human Services* (3rd ed). (Book chapter)
Explore future web resources on federal election and party platforms on social issues and policies related to children, youth and families.