**MPA 839
Social Policy**

Course description

There is no better time to study the social policy! The coronavirus pandemic has thrown inequalities in our society into sharp relief. It is the poor, those living in deprived areas, women, youth, indigenous people, and ethnic minorities who have suffered the worst because of social determinants of health and vulnerabilities that are embedded in our welfare systems. In a collaborative and peer-based environment, we will examine the ways Canada's social protection system is designed to protect individuals and families from the major risks inherent in contemporary society. We will examine the ideas and actors that surround welfare dynamics in Canada while also exploring what can be done to improve equality of opportunities for all.

This course outline is a draft and is subject to change.

Learning outcomes

By the end of this course, you'll be able to:
- Identify the major players in the social policy arena
- Compare and contrast major theoretical approaches to understanding the welfare state
- Describe how our social protections have evolved
- Identify factors that drive change in social policy
- Explain the major challenges that we face as a society, like poverty, inequality, disadvantage, work insecurity, and joblessness
- Develop skills to critically analyze social policy and think creatively about alternatives to problems

Course instructor:
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Department of
Political Studies

Assessment

TBA

Academic integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/sites/default/files/Academic_Regulations.pdf), and from me directly.

Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Statement for Generative Artificial Intelligence (AI) Tools

Students must submit their own work and cite the work that is not theirs. Generative AI writing tools such as ChatGPT are only permissible when explicitly noted in the assignment instructions. In these cases, be sure to cite the material that they generate. Any other use constitutes a Departure from Academic Integrity.

Respect for Difference

Acknowledgement of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

Statement on Equity, Diversity, and Inclusion

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exist within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples.

Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals' – and equity-seeking groups' – free, safe, and full participation.

Equity in an educational institution is achieved when all members of our society have fair and equal opportunity to participate in and enjoy the benefits of an education, including the opportunity to experience success and human dignity while developing the skills,

knowledge and attitudes necessary to contribute as leaders and citizens in society.

More information about Queen's Educational Equity Policy can be found at https://www.queensu.ca/secretariat/policies/senate/educational-equity-policy

The classroom should be an anti-oppressive learning environment. In my classroom, I work to uphold these institutional commitments, and I expect all members of the class to do the same. The intellectual community we are building together in this class is enriched by diversity along a number of dimensions, such as Indigeneity, race, ethnicity, national origin, gender, sexuality, disability, age, socioeconomic status, and religion. It is my intent that students from all backgrounds and perspectives be well served by the course. To that end, if something was said in class (by anyone) that was uncomfortable for you, please feel free to talk to me. You can also seek help from the Human Rights and Equity Office. Also, please feel free to contact me if you have suggestions about making the course more inclusive.

Accommodations

Your success in this class is important to me. We all need accommodations at times because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. here are also a range of resources on campus, including the Writing Center, ASUS Peer Tutoring Center, Peer Academic Support Service (PASS) and Academic Advising Center. I also want to underscore that Queen's University also offers a variety of student mental health resources. If you find yourself in need and aren't sure how to access those resources, please don't hesitate to ask me.

I encourage you to contact Student Wellness Services and register as early as possible to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website (https://www.queensu.ca/studentwellness/accessibility-services) to learn more about academic accommodations. To start the registration process with QSAS, click the Access Ventus button found on the Ventus student portal: https://www.queensu.ca/studentwellness/accessibility-services/ventus

Ventus is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office, and other support services in the process to request, assess, and implement academic accommodations.

To learn more about Ventus, visit A Visual Guide to Ventus for Students: https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students

Names and Pronouns

I receive a class roster that includes students' legal names. I am happy to use the name and pronouns you use. It is no big deal. If I ask for your name during class, please respond with the name you would like me to use. I will only use pronouns for you if you provide this information while also providing your name. During our first class, we will do introductions. If you are comfortable, you can take that opportunity to share this information with all members of our learning community. You may also share this information with me by email or during office hours. If your name or pronouns change at any point during the semester, please let me know so that we can develop a way to share this information in a way that is comfortable and as safe as possible for you.

If there is a name you wish to appear in onQ and on class lists, you can make this change by following these instructions:

1. Log into SOLUS
2. Click on the Personal Information tab
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or class lists
7. Click Save

Note: Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Instructor

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Office hours Wednesday 1h-2h

Office Hours are an opportunity for you to ask me questions about any aspect of the course, including course materials, class discussions, and assignments. However, they are not only for students who need help with the course. You are welcome to speak with me about related topics, such as your interest in applying to graduate or professional degree programs or other opportunities. Students who come to office hours typically have an advantage over those who do not in the quality of their references from professors. I encourage you to come to my office hours at least once per semester if you can. It is time I set aside for you. If you are unable to attend my regular office hours, feel free to email me to arrange another time to meet.

Course Plan

Week	Topic & Reading	Learning outcomes	In-Class Activity
	Lesson 1: Introduction to the course	Introduce course syllabus	Bring your questions on the course syllabus
	Lesson 2: What do Welfare states do? Readings: • D. Béland and R. Mahon, 2016, *An Advanced Introduction to Social Policy.* Cheltenham: Edward Elgar, 1-42. • Gosta Esping-Andersen, 1990, *The Three Worlds of Welfare Capitalism*. in The Welfare State Reader, Polity Press. • Marshall, T.H. 1950/1992. "Citizenship and Social Class" in The Welfare State Reader, Polity Press.	• Discuss the link between capitalism and the welfare state • Describe the social responsibilities the state has towards its citizens • Explain why solidarity is important to social integration	
	Lesson 3: Ideological perspectives on the Welfare state Readings: • J. Jenson, 2010, "Continuity and Change in the Design of Canada's Social Architecture," *The Oxford Handbook of Canadian Politics,* 417-433. • R. Shorthouse and D. Kirkby, 2017 *Give and Take: How Conservatives Think About Welfare*, 6-18. • H. Boushey, 2019, "Introduction", *Unbound,* Harvard University Press, 1-28.	• Compare and contrast ideological views • Align ideological views along a spectrum • Discuss the links between inequality and the economy	
	Lesson 4: Gender and Welfare politics Readings: • J. Rice and M. J. Prince, 2013, "His and Her States of Welfare", *Changing Politics of Canadian Social Policy*. Toronto: University of Toronto Press. • A. Orloff, 1993, "Gender and the Social Rights of Citizenship," *American Sociological Review*, 58: 3, 303-328. • M. Little, 2012, "Just another neoliberal worker: Tracing the State's Treatment of Low-Income Mothers," *International Journal of Sociology of the Family*, 38:1, 1-18.	• Identify how the welfare state has shaped gender dynamics • Discuss how the gender norms have changed in recent years and with what consequences • Describe the link between inequality and gender	

Week	Topic & Reading	Learning outcomes	In-Class Activity
	Lesson 5: Diversity and welfare politics Readings: • K. Banting and J. Myles. 2015. "Framing the new inequality: The politics of income redistribution in Canada", in Income inequality: The Canadian Story, vol. 5, edited by D.A. Green, W.C. Riddell and F. St-Hilaire, 509-36. • D. Thompson and K. Banting, 2021, "The Puzzling Persistence of Racial Inequality in Canada," *Canadian Political Science Journal*. Martin Papillon, "Segmented Citizenship: Indigenous Peoples and the Limits of Universality." In Daniel Béland, Gregory P. Marchildon and Michael J. Prince (eds.) *Universality and Social Policy in Canada*. Toronto: University of Toronto Press, 2019. Pp. 137-154. • K. Banting, S. Soroka and E. Koning, "Multicultural Diversity and Redistribution," in Banting and Myles, eds., *Inequality and the Fading of Redistribution*.	• Discuss the links between inequality and race • Debate the impact of inequality on the support for the welfare state	
	Lesson 6: Work and Welfare Readings**:** • S. John and J. Thirgood, 2016, *Working Without a Net: Rethinking Canada's social policy in the new age of work*, Mowat Center. • M. Frenette and K. Frank, 2020, "The Demographics of Automation in Canada: Who is at Risk?" IRPP • J. Newman, L. White and T. Findlay, 2020, "Pin Money, McJobs and Glass Ceilings" in *Women, Politics and Public Policy*	• Identify how work is changing • Discuss gender and racial dynamics and how they feed into access to work • Discuss the gaps in the EI system that need to be addressed to meet the current needs of workers	
	Lesson 7: Employment insurance Readings: • M. Ferdosi, 2021, "Canada's Unemployment Insurance in Crisis." *International Journal of Social Welfare* 30:2, 182-192. • A. Porter, 2015, "Austerity, Social Program Restructuring, and the Erosion of Democracy: Examining the 2012 Employment Insurance Reform." *Canadian Review of Social Policy* 71, 21-52. • P. Graefe, 2021, "Employment Insurance and Regional Dynamics in Canada." In J. Farney and J. M. Simmons (eds.) *Open Federalism Revisited: Regional and Federal Dynamics in the Harper Era*. Toronto: University of Toronto Press, 248-267.	• Describe the role of the EI system in Canada • Identify key turning points in the evolution of employment insurance in Canada and in the provinces • Discuss the gaps in the EI system that need to be addressed to meet the current needs of workers	

Week	Topic & Reading	Learning outcomes	In-Class Activity
	Lesson 8: Family and Welfare Readings: • R. Mahon and M. Prince, 2019, "From Family Allowances to the Struggle for Universal Childcare in Canada" in D. Béland, G. P. Marchildon, and M. Prince (eds.), *Universality and Social Policy in Canada*. Toronto: University of Toronto Press, 83- 102. • G. Arsenault, O. Jacques, A. Maioni, 2018, "What makes Quebec such an outlier in Child Care?" *Policy Options*, April 24. • Landertinger, L. C. 2021. Settler colonialism and the Canadian child welfare system. In *The Routledge Companion to Sexuality and Colonialism,* pp. 136-144.	• Identify how family structures are changing and what are the implications for the economy and society • Describe why children's economic circumstances have lasting implications • Debate whether childcare is a worthy social investment	
	Lesson 9: Housing policy Readings: • C. Doberstein and A. Smith, 2015, *Housing first, but affordable housing last The Harper government and homelessness*, Canadian Centre for Policy Alternatives. • M. Young, 2019, *Policy Brief: National Housing Strategy,* Broadbent Institute. • S. Kawash, 1998, "The Homeless Body," *Public Culture*, 10:2, 319-39. • https://assets.cmhc-schl.gc.ca/sf/project/cmhc/pubsandreports/socio-economic-analysis/2019/socio-economic-analysis-housing-conditions-visible-minority-households-69484-en.pdf?rev=d30118e2-5b60-4c60-ad52-81231c68d639 • Watch *Farewell Regent Park*	• Describe why housing is a national crisis. How does public policy understand the history and experience of those necessitating state support for housing/shelter? • Discuss the implications for intergenerational equity • Analyze the link between race and housing patterns	
	Lesson 10: Paying for the welfare state: taxation Readings: • O. Jacques, 2020, "Funding the State: Taxation in Canada from a Comparative Political Economy Perspective." In E. A. Heaman and D. Tough (eds.) *Who Pays for Canada? Taxes and Fairness*. Montreal: McGill-Queen's University Press, 37-65. • J. Jenson, 2013, "Recreating solidarity via social citizenship: Why it is not enough to tax the rich." In O. Cramme, P. Diamond and M. McTernan	• Identify how inequality subverts the economy • Debate how the tax system should be structured • Discuss the link between inequality and democracy • Explain the economic imperative of equitable growth	

Week	Topic & Reading	Learning outcomes	In-Class Activity
	Lesson 11: Federalism and Welfare politics Readings: • J. Jenson, 2010, "Continuity and Change in the Design of Canada's Social Architecture," *The Oxford Handbook of Canadian Politics,* 417-433. • P. Graefe, 2022, "Intergovernmental Relations in Canadian Social Policy." In Karen Baehler et al. (eds.) Oxford International Handbook of Public Administration for Social Policy • M. Papillon, 2017, "Segmented Citizenship: Indigenous Peoples and the Limits of Universality" in Daniel Béland, Gregory P. Marchildon, and Michael Prince (eds.). 2019. Universality and Social Policy in Canada. Toronto: University of Toronto Press	• Identify key turning points in the evolution of the Canadian welfare state • Recognize the societal influences that have shaped the Canadian welfare state • Discuss the role of federalism in the diversity of welfare politics	