

Course

Winter 2022 W

Tuesdays, starting at 11:30 AM, beginning January 11

R S540 Ross Building South

This course is designated for in-person delivery. All or a significant portion of this course will meet in-person in the location assigned.

Instructor

Professor John Wilkins

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One-day response to e-mail queries

Phone/in-person meetings by appointment

Professor Wilkins is a teaching practitioner with the School of Public Policy and Administration. He was an international diplomat based in London (United Kingdom) and a career senior public servant in Canada. In 2009, he was awarded the Lieutenant-Governor’s Medal for Excellence in Public Administration.

Course Description

Examines Canadian federal, provincial, and municipal programs aimed at those outside the paid labour force. Programs covered include health care, child care services and benefits, old age pensions, social assistance and disability. Covers current debates on future of the welfare state.

Course credit exclusions: Prior to Fall 2019: AP/HREQ 3761 3.00 (Cross-listed to: AP/POLS3170 3.0M)

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Course Learning Outcomes

This course introduces students to Canadian social policy. It outlines the historical trajectory, global context, and political-social-economic factors that shape social policy in Canada. Selected policies and programs related to health, housing, children, employment, and income are interrogated. The course assesses the pattern of social policy reforms and their impact on different segments of Canadian society. It evaluates the implications for principles of social justice and equity in restructuring the welfare state.

Learning Objectives. The course is designed to fill knowledge gaps, stimulate critical thinking, and contribute to fundamental debates on social policy. It equips students to conduct research and analysis and to engage actively in social policy discourse.

Upon completion of the course, students should be able to:

- ❑ Align the history, context, and principles that shape social policy in practice;
- ❑ Explain the governance, delivery, and benefits of social policy programming;
- ❑ Assess the appropriateness and efficacy of social policy programs and reforms;
- ❑ Discern the challenges, patterns, and prospects of the Canadian welfare state; and
- ❑ Benchmark comparative strategies as part of social policy casework and advice.

Learning Format. The course is grounded in experiential education that enables students to explore and apply theory in practical assignments. Learning is facilitated by readings, postings, and discussions. Classes are delivered in-person with online support as outlined below.

TIME	COMPONENT	LEARNING ACTIVITY
Before Class	Preliminaries	<ul style="list-style-type: none"> Instructor preparation of lecture, briefing, and debriefing Instructor posting of agenda, announcements, and materials Student reading and preparation
11:30	Opening	<ul style="list-style-type: none"> Class gathering, welcome, and story Meeting objective and agenda Announcements
11:45	Thematic Topic	<ul style="list-style-type: none"> Lecture, readings, and current events Case study, exercise/activity, and debriefing Plenary/breakout discussion and Q&A
12:45	Action Learning	<ul style="list-style-type: none"> Assignment orientation, briefing, and debriefing Plenary/breakout discussion and Q&A Next class and closing
After Class	Follow-up	<ul style="list-style-type: none"> Instructor assignment preparations and grading Student individual study and exchanges Instructor response to requests for coaching and advice

In-person classes are scheduled according to the Class-By-Class Syllabus (page 11). Students who attend classes discuss questions about lectures, readings, cases, exercises, and assignments in plenary and/or breakout. Classes last up to three hours, including time for student exchanges and coaching.

Lectures, briefings, and debriefings can be accessed anytime, anywhere via the course eClass. They are delivered in shorter segments to facilitate learning focus. Action learning benefits from student preparations outside class.

Please review the entire Course Outline to familiarize yourself with how the class meets and how office hours and other interactions are conducted.

Deliverables at a Glance

Students are expected to complete assignments according to schedule and quality requirements. The impact of each assignment on your final course grade is indicated in the table below. For details, please refer to Written Assignments, Projects, and Exams (pages 5-8).

Assignment	Quantity	% Weight	Total %	Responsibility	Due Date
Case Study Analysis I	1	40	40	Individual	February 15, 2022
Case Study Analysis II	1	40	40	Individual	March 22, 2022
Memo to the Mayor	1	20	20	Individual	April 10, 2022
			100%		

Course Material

Required reading for this course is:

Lightman, Ernie & Naomi Lightman. 2017. [*Social Policy in Canada*](#). Second edition. Oxford University Press Canada. 363 pages. ISBN 978-0-19-902213-7 (softcover). HN 103.5 L54 2017

“Social Policy in Canada examines the past, present, and future of Canadian social policy. The text provides a detailed exploration of how social benefits are allocated, and explains the mechanisms and tools of income transfer and redistribution that are central to all aspects of social policy. What makes this book unique is its central organizing premise that economic policy is in fact a subset of social policy. The result is a comprehensive overview of key issues in the realm of social policy that includes discussion of Canada's definition of and approach to social policy; who receives social and health services; how these services are financed; and the impact of globalization today. This fully revised and updated edition features expanded coverage of the rise and decline of the welfare state, neoliberalism, Indigenous inequality in Canada, how Canada compares to other countries, and globalization. New pedagogy includes chapter outlines, boldfaced key terms, Case Studies, Key Ideas boxes, and Discussion Questions to stimulate critical thinking and effective learning. New appendices show students how to use Statistics Canada's CANSIM database to find socioeconomic data, including data from the most recent Aboriginal Peoples Survey.” – Oxford University Press Canada

Chapter readings from Lightman & Lightman (2017) [L&L] are referenced in the Class-by-Class Syllabus (page 11). The text can be purchased online through the [York University Bookstore](#). It is available for free delivery in Canada or for online access to the digital e-book.

Supplementary readings are available on the York University eClass course web page [AP/PPAS3761 M - Canada's Social Policy \(Winter 2021-2022\)](#). Please arrange for access, and check the site between classes. All remaining course readings and materials are posted on eClass.

Suggested readings may be flagged by the Instructor from time to time. Students may also request the Instructor to identify readings on specific subject matter of special interest.

Recommended references for researching assignments and informing class discussions draw on domestic/international publications and Internet sites for pertinent opinion and evidence.

Books. Numerous books on social policy are available at the [York University Libraries](#), in public libraries, and online. The large number reflects the importance of social policy in the lives of Canadians. The books below can be borrowed without the need for purchase through the Scott Library at the call numbers indicated:

[Canadian Social Policy: Issues and Perspectives](#). Anne Westhues & Brian Wharf. Waterloo: Wilfrid Laurier University Press. 2012. HN 107 C354 2012

[Caring for Children: Social Movements and Public Policy in Canada](#). Rachel Langford, Susan Prentice, & Patrizia Albanese. Vancouver: UBC Press. 2017. HQ 778.7 C2 C37 2017

[Changing Politics of Canadian Social Policy](#). James Rice & Michael Prince. Toronto: University of Toronto Press. 2013. HN 107 R53 2013

[Policy Change, Courts, and the Canadian Constitution](#). Emmett Macfarlane. Toronto: University of Toronto Press. 2018. KE 3098 P65 2018

[Social Policy and Practice in Canada: A History](#). Alvin Finkel. Waterloo: Wilfrid Laurier University Press. 2006. HV 108 F56 2006

Journals. Three public policy journals might be of interest:

[Canadian Public Policy](#)

[Policy Options](#)

[The Innovation Journal](#).

Organizations. The Internet offers ease of access to considerable information on public policy and administration. The websites below might help you research and explore policy issues:

[Canada School of Public Service](#): the latest news and trends in executive learning, including information about executive education programs, services, and materials.

[Institute of Public Administration of Canada](#): national professional association concerned with the theory and practice of public policy and management, with 18 regional groups across Canada.

[Office of the Auditor General of Canada](#): publications, including searchable full-text Reports of the Auditor General.

[Parliamentary Internet Parlementaire](#): access to the House of Commons, Senate, and Library of Parliament, including debates, committee proceedings, and status of legislation.

[Privacy Commissioner of Canada](#): annual reports to Parliament.

[Privy Council Office](#): annual reports to the Prime Minister.

[Public Service Commission of Canada](#): responsible for promoting and safeguarding a merit-based, representative, non-partisan public service that serves all Canadians.

[United Nations Public Administration Network](#): global forum for sharing knowledge, experiences, and practices about sound public policies, effective public administration, and efficient civil services.

There are also many web sites related to social policy that might be useful for this course:

[Caledonia Institute of Social Policy](#)

[Canada West Foundation](#)

[Canadian Centre for Policy Alternatives](#)

[Canadian Council on Social Development](#)

[Canadian Labour Congress](#)

[C.D. Howe Institute](#)

[Centre for Social Justice](#)

[Conference Board of Canada](#)

[Fraser Institute](#)

[International Labour Organization](#)

[Institute for Research on Public Policy](#)

[Maytree](#)

[Organisation for Economic Co-operation and Development](#)

[Vanier Institute.](#)

Class Preparation and Participation

The course format and interactive style require students to practice self-directed learning.

Preparation. Students are expected to do advance readings and be well prepared to engage in class. You are assumed to bring perspectives, knowledge, and experience that are of value to exploring course topics. While course materials are posted on eClass, you may wish to keep notes to reinforce your learning. On average, you should expect to spend 3-6 hours per class for reading and assignments.

Participation. Students are expected to multi-task across diverse streams of thought (theory) and activity (practice). The course works best when students attend classes in their entirety, listen actively, volunteer questions, and engage in plenary/group discussions. Everyone is encouraged to contribute and communicate respectfully in a secure environment, consistent with the [Code of Student Rights & Responsibilities | Office of Student Community Relations | York University](#) and General Academic Policies (pages 9-10). A complete list of policies can be found at [Secretariat Policies](#).

Group Work. The course may involve group discussion of short cases, scenarios, role plays, Q&A, and related activities. They assist students in learning and applying knowledge acquired from readings and lectures to their studies, as well as to their lives. Students may also wish to consider forming study groups, discussion forums, or freelance syndicates to consult on individual assignments.

Technology. The platforms used in this course enable students to interact with the course material, Instructor, and one another. As circumstances warrant, the Instructor will announce if in-person classes need to switch to remote delivery of virtual classes via videoconferencing. In this event, students will be required to access a stable, higher-speed Internet connection, plus a computer or smart device with webcam and microphone.

Course web page: [AP/PPAS3761 M - Canada's Social Policy \(Winter 2021-2022\)](#).

Course videoconferencing: [Zoom at YorkU](#).

Here are some useful links for student computing information, resources, and help:

[Student Guide to eClass](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#).

Written Assignments, Projects, and Exams

The three assignments identified under Deliverables at a Glance (page 2) are described in detail below. All support materials needed to complete these assignments are posted on eClass.

The costs and consequences of presenting late advice or inferior work are especially high in public administration. Increased expenditures and lost revenues go directly to fiscal deficits. They reduce spending power, discount public value, and undermine confidence in government. The multiplier effects of public policy impact people and change lives.

Policies and Penalties. Experiential learning calls for students to embrace high standards of quality, cost-effectiveness, and timeliness in their work. Course assignments simulate realistic public service working conditions and performance expectations to create a level playing field for equitable evaluation of students. Policies and penalties on late papers and word counts are intended to reinforce related guidance and learning outcomes. The following implications will be administered across all assignments:

- Assignments submitted for grading must be received by the Instructor on or before the due date;
- Extensions must be pre-authorized before the due date for valid policy reasons (e.g., illness);
- Late assignments are only accepted when supported by proper documentation (e.g., medical);
- Further extensions or accommodation require students to formally petition the Faculty;
- Late or missing assignments otherwise are not graded and receive a mark of zero (e.g., 0/40);
- Feedback on student rework of graded assignments may be requested to facilitate learning;
- Rework of graded assignments is not accepted and reviewed for course credit;
- Word count limits are inclusive of all content in the assignment, excepting the Bibliography;
- Excess word counts above the maximum length specified are penalized according to the assignment's ratio of words to marks (e.g., -1:50 = 1 mark deducted for every 50 words in excess); and
- The Instructor's computer is the authoritative source for calculating lateness and word counts.

CASE STUDY ANALYSIS I & II

Parameters: 2,000 words all-inclusive maximum length, plus Bibliography; Word (or equivalent) document, plus PDF version; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/paragraph format

Due Dates: February 15 (CSA I), March 22 (CSA II)

Value: 40% x 2 = 80%

Word Count Penalty: -1:50

Case Study Analysis I & II is the developmental component of the course. The purpose is to give students practice in social policy analysis and advice using the case method. In the role of advisor, students will conduct desk-based research and draft analyses of two Canadian-based policy cases. The product is intended to inform executive decision making on important social policy issues. Visualizing the prospective target audience for casework helps motivate and focus analysis and advice.

Cases. Students are asked to select two case studies from a selection of cases featuring social policy challenges set in Canadian jurisdictions. Cases represent a range of policy issues related to health, housing, children, employment, and income. They are drawn from the IPAC Case Study Program and are posted on eClass under Class 1. The task is to review and research the cases selected, update the policy context and issues since the cases were published, and define significant, urgent, or growing problems.

Question. Students are asked to answer the central questions: What does not work well, where and why? And, what can be done about it? The task is to review, research, and resolve each case, with a view toward improving social policy and development in the case jurisdiction. You will appraise the situation, analyze options, and give practical advice to executive policy makers envisaged in the task challenge for each case. The overarching thesis is: “Different approaches for different realities”.

Assessment. Students are asked to identify case problems and opportunities. The task is to map the issues, analyze the central issue, and set directions to improve social policy outcomes. The scope and strategies must be aligned with any parameters specified in the task challenge of the case. Analysis and advice should consider a range of analytical frameworks and techniques, as well as creative policy options. Students are required to shortlist and compare a minimum of three options, justify the recommended option, and assess the implications and risks of implementation.

Preparation. The Instructor will orient students to the case method, question, format, and selection in Class 1. There will be regular briefings and interrogation of the Case Study Analysis Outline in Classes 2 through 6. The cycle of briefings will be augmented and refined for Case Study Analysis II in Classes 7-10 based on debriefing of Case Study Analysis I in Class 7. Coaching to help select the two cases, pinpoint the central issue, and apply analytical frameworks is available on request. The Instructor will also review the question relative to jurisdictional context, institutional form and function, and policy options. Individual work on common requirements may be facilitated via student-managed study groups, discussion forums, or freelance syndicates.

Deliverable. Students are asked to document the outcome of their research and analysis of each case in 2,000 words or less. The task is to make specific, actionable recommendations and present strategic advice according to the Case Study Analysis Outline and related guidance posted on eClass under Class 1. The Outline offers structure in form and expression via the paragraph format and mandatory section headings and sequence. Some formality is added by requiring advice to be submitted to the target audience specified in or implied by the task challenge for each case. Students should quality check their final work against assignment parameters and requirements. Please e-mail Case Study Analysis I & II as attachments to the Instructor by the Class 6 and 10 due dates, respectively. The Instructor will acknowledge receipt and return graded feedback before the next class. The results will be debriefed in Classes 7 and 11, respectively.

Evaluation. Analyses will be assessed using five criteria:

1. Presentation of sound, clear, and coherent argumentation;
2. Demonstrated understanding of the issues under consideration;
3. Depth, breadth, and quality of analysis;
4. Originality of approach, arguments, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, in-text citations.

Weightings for each section of Case Study Analysis I & II follow a proforma outline:

SECTION	WORDS	MARKS
Title [CASE A-F]	-	0
Executive Summary	200	5
Issue	300	5
Context	300	5
Options	400	8
Recommendation	400	8
Implementation	400	8
Bibliography	∞	1
Total	2,000	40

MEMO TO THE MAYOR

Parameters: 1,000 words all-inclusive maximum length, plus Bibliography; Word (or equivalent) document, plus PDF version; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; memo/essay format

Due Date: April 10

Value: 20%

Word Count Penalty: -1:50

Memo to the Mayor is the integrating component of the course. The purpose is to consolidate learning, advance critical thinking, and test new knowledge. In the role of advisor, students will conduct desk-based research on social policy and draft a Memo to the Mayor (or equivalent political leader) of a Canadian community of your choice. The product is intended to inform executive decision making on the policy principles needed for social development in the community. Visualizing the prospective target audience for the Memo helps motivate and focus research and advice.

Context. The Memo is grounded in a Canadian community as the local government jurisdiction. A community can be defined as a city, town, village, municipality, region, or First Nation. The task is to research the community context to better understand the historical development, stakeholder expectations, and political, economic, social, cultural, and technological factors at work.

Question. Students are asked to answer the central question: What works well, where and why? The task is to propose and discuss three policy principles to guide future social development in a Canadian community. You will gather empirical evidence, present rational arguments, and give practical advice. The overarching thesis is: “Think globally, act locally”.

Assessment. Students are asked to identify the community's problems and opportunities. The task is to map the issues, identify enabling principles, and plot supporting strategies to improve social development. Analysis and advice should transcend governance principles like accountability, transparency, predictability, participation, and capacity. Students should drill down, shortlist, and justify three principles in community social policy from among several possibilities, including: accessibility, affordability, choice, conditionality, diversity, economy, effectiveness, efficacy, efficiency, enforceability, equity, ethics, human rights, inclusiveness, partnership, social justice, and universality. You may wish to showcase the principles from the perspective of Millennials or Zoomers.

Preparation. The Instructor will orient students to the essay concept, question, format, and community choice in Class 1. There will be briefings and interrogation of the assignment in Classes 11 and 12. The Instructor will review the question relative to different community contexts and social policy principles. Coaching to help choose a community, assess issues at stake, and pinpoint principles is available on request. Individual work on common requirements may be facilitated via student-managed study groups, discussion forums, or freelance syndicates.

Deliverable. Students are asked to write a 1,000-word response to the assigned question. The task is to assemble key information, arguments, and advice with reference to the Essay Format and related guidance posted on eClass under Class 1. Essays offer freedom of form and expression, with discretionary section headings and paragraph sequence. Some formality is added by writing the essay as a Memo, which is addressed to the Mayor and has a subject (Title) and sender/signatory (student as advisor). Students should quality check their final work against assignment parameters and requirements. Please e-mail the Memo as an attachment to the Instructor by the course end date. The Instructor will acknowledge receipt and return graded feedback by the end of term.

Evaluation. Memos will be assessed using five criteria:

1. Presentation of sound, clear, and coherent argumentation;
2. Demonstrated understanding of the issues and principles under consideration;
3. Depth, breadth, and quality of analysis;
4. Originality of approach, arguments, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, in-text citations.

Weightings are allocated notionally within the Memo according to a proforma outline:

SECTION	WORDS	MARKS
Title [COMMUNITY: Social Policy Principles]	-	0
Introduction	200	4
Discussion	600	11
Conclusion	200	4
Bibliography	∞	1
Total	1,000	20

Course Grades

Course grades conform to the 9-point system used in undergraduate programs at York University.

Percentage Mark	Letter Grade	Grade Point	Description
90 – 100%	A+	9	Exceptional
80 – 89%	A	8	Excellent
75 – 79%	B+	7	Very Good
70 – 74%	B	6	Good
65 – 69%	C+	5	Competent
60 – 64%	C	4	Fairly Competent
55 – 59%	D+	3	Passing
50 – 54%	D	2	Marginally Passing
40 – 49%	E	1	Marginally Failing
0 – 39%	F	0	Failing

General Academic Policies

Academic Integrity. Honesty is fundamental to the integrity of university education and degree programs. It applies in every course offered. Cheating and plagiarism are serious academic offences that can result in severe sanctions. Quoting material without citing its source or using others' arguments without acknowledging authorship is dishonest and subject to penalties that can affect your grade and university standing. Rules regarding academic honesty apply to all academic materials submitted for credit in this course. Students are deemed to have read and have full knowledge of all such regulations and enforcement mechanisms. Please consult York's policy at [Academic Honesty, Senate Policy on | Secretariat Policies](#). The University may verify the origin and creativity of all work submitted for academic credit, and all appropriate steps may be taken where necessary. It is suggested that you save draft assignments and rough notes in case intellectual property problems arise. For more resources, students should visit York University's Academic Integrity website and refer specifically to [SPARK | YorkU](#).

Accommodation of Religious Observances. York University is committed to respecting the religious beliefs and practices of all members of the community and to accommodating observances of special significance to adherents. Should any due dates specified in the syllabus for an in-class presentation, assignment, or examination pose a conflict, please let the Instructor know in writing within the first three weeks of classes. More information is available at [Academic Accommodation for Students' Religious Observances \(Policy, Guidelines and Procedures\) | Secretariat Policies](#).

Accommodation of Students with Disabilities. The York University Senate has adopted policy on [Academic Accommodation for Students with Disabilities \(Policy\) | Secretariat Policies](#). Students who require accommodation in a course need to be registered with Student Accessibility Services. A Letter of Accommodation should be provided to the Instructor as soon after the start of the course as possible. More information is available at [Student Accessibility Services | Student Accessibility Services | York University](#).

Attendance Policy. Students are expected to attend all classes. Instructors are under no obligation to re-teach material that has already been taught during a regularly scheduled class. Students seeking adjustments to scheduled class activities and evaluations by way of medical, religious, compassionate, work-related, military service, or other *bona fide* reasons must give appropriate notice to responsible University officials and the Instructor if reasonable accommodations are sought. Students failing to obtain signed deferral from the Instructor for a *bona fide* reason according to law and University policy may receive a failing grade for given grade components, and consequently in the course. Please refer to the appropriate regulations, deadlines, processes, and forms at [Secretariat Policies](#).

Health and Safety. As part of York's [Community of Care Commitment](#), all members of the York community share the responsibility of keeping others safe on campuses. In this class, as elsewhere on campus, students must comply with all University health and safety protocols, including:

- Self-screening using the [YU Screen](#) tool prior to coming to campus for any in-person activities;
- Not attending in-person activities at any of York University's campuses/locations when you are feeling unwell or if you answer "YES" to any of the screening questions;
- Wearing masks or face coverings that completely cover the mouth, nose, and chin while on campus;
- Avoiding eating and drinking in classrooms, research, and shared spaces, where eating is explicitly not permitted (e.g., Libraries);
- Engaging in good hand hygiene; and
- Following instructions in designated spaces, as they pertain to giving space to one another and/or protocols for entry to and exit from classrooms, instructional, and other shared spaces (e.g., Libraries), when applicable.

Information about COVID-19 health and safety measures can be found on the [Better Together](#) website. The Senate Executive Committee's [Principles to Guide 2021-2022 Course Planning](#) encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

Research Ethics. Students are subject to the *Policy for the Ethics Review Process for Research Involving Human Participants*. According to [Human Participants - Research & Innovation](#), all research involving human participants for graduate and undergraduate courses, undergraduate theses, independent projects, and graduate major research papers (MRPs) that are non-funded and minimal risk must be reviewed by the relevant unit-level Delegated Ethics Review Committee. Research subject to review includes, but is not limited to, surveys, questionnaires, interviews, participant observation, and secondary data analysis.

For the purposes of research ethics review, “minimal risk” is defined in [Introducing TCPS 2 \(2018\) – Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#) as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research. Please note that research conducted by students that is more than minimal risk and/or involves Indigenous peoples or clinical trials must be reviewed by the Human Participants Review Committee (HPRC). For these types of research, students are required to complete the HPRC protocol form. Please contact the Office of Research Ethics at ore@yorku.ca for further information.

For more information on ethics review requirements for graduate and undergraduate course-related research and MRPs, please go to [Ethics-Review-Requirements-Course-Related-Research-8.15.17-1-1.pdf](#). Please consult your Instructor if you are in doubt as to whether these requirements apply to you.

Class-by-Class Syllabus

Topics, learning activities, readings, and other preparations for classes are summarized below. Notice of schedule changes and assignment requirements, as well as news of potential interest to students, will be posted and/or announced via eClass. Regular course updates will normally be posted weekly.

Class: Date / Topic	Learning Activity	Reading	Preparation
Class 1: January 11 Overview	<i>Introduction to social policy</i> Welcome, Course Outline, and expectations Case Study Analysis I & II orientation to case method, question, format, and selection Memo to the Mayor orientation to essay concept, question, format, and community	L&L Pref, App2/3 eClass	Notes and questions
Class 2: January 18 Context	<i>History of the Canadian welfare state</i> <i>Comparative international context</i> Case Study Analysis I briefing and coaching	L&L 1/2, App1 eClass	Notes and questions
Class 3: January 25 Concepts	<i>Conceptual framework and principles</i> <i>Economics of market supply and demand</i> Case Study Analysis I briefing and coaching	L&L 3/4 eClass	Notes and questions
Class 4: February 1 Benefits	<i>Benefits, beneficiaries, and delivery alternatives</i> Case Study Analysis I briefing and coaching	L&L 5/6/7 eClass	Notes and questions
Class 5: February 8 Resources	<i>Taxes, payments, and charities</i> Case Study Analysis I briefing and coaching	L&L 8/9/10 eClass	Notes and questions
Class 6: February 15 Health	<i>Wellness, disability, and coverage</i> Case Study Analysis I briefing and coaching Interim course check-up	eClass	Notes and questions Case Study Analysis I due
February 19-25: Winter Reading Week – no classes, University open (except February 21: Family Day – closed)			
Class 7: March 1 Housing	<i>Supply, affordability, and homelessness</i> Case Study Analysis I debriefing Case Study Analysis II briefing and coaching	eClass	Notes and questions
Class 8: March 8 Children	<i>Child care, services, and benefits</i> Case Study Analysis II briefing and coaching	eClass	Notes and questions
Class 9: March 15 Employment	<i>Unemployment, eligibility, and insurance</i> <i>Retirement, aging, and pensions</i> Case Study Analysis II briefing and coaching	eClass	Notes and questions
Class 10: March 22 Income	<i>Security, working poor, and social assistance</i> Case Study Analysis II briefing and coaching	eClass	Notes and questions Case Study Analysis II due
Class 11: March 29 Reform	<i>Poverty, disparities, and basic income</i> Case Study Analysis II debriefing Memo to the Mayor briefing and coaching	eClass	Notes and questions
Class 12: April 5 Prospects	<i>Future of the welfare state</i> Memo to the Mayor briefing and coaching Course review and evaluation	L&L 11/12 eClass	Notes and questions
April 10: Course end date			Memo to the Mayor due
April 29: Winter term ends			