

## York University

School of Public Policy and Administration  
Canada's Social Policy  
AP/PPAS/HREQ 3761 3.0 AM AP/POLS 3170  
Summer 2023 (S2)

**Course Director: Dr. Sirvan Karimi**  
**Class Hours: Monday(s) and Wednesday(s): 11:30-2:30 PM**  
**Class Location: ACW 204**  
**Office Hours: Wednesday 3-4 PM**  
**Office Location: 133 McLaughlin College**  
**Email: dalaho@yorku.ca**

### LAND ACKNOWLEDGMENT

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York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject to the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

### Course Description:

This course is designed to introduce students to Canadian social policy. The course outlines the historical trajectory of social policy in Canada and highlights significant social, ideological, political, and economic factors that have shaped social policy in Canada. Certain national and provincial social programs such as old age pensions, unemployment insurance, child benefits and welfare assistance will be analyzed. In the final section, an attempt will be made to analyze and assess the ongoing pattern of social policy reforms and the impacts that these welfare reforms have had on Canadians of different socio-economic backgrounds. The implications of welfare state restructuring for the principles of social justice and equity will be evaluated.

### Learning Objectives:

At the end of term students are expected to.

- a-Acquire a foundational understanding of the interplay of economic, political, and social forces that structure the terrain of social welfare policy in Canada.

- b- Gain an appreciation for Canada's dynamics and complexity of social policy.
- c- Gain a comprehensive understanding of the interplay of political institutions and social policy.
- d- Be able to compare Canadian social welfare programs to other OECD countries.
- e- Develop analytical and research skills that are essential to pursuing advanced studies in the field of public administration and social policy.

### **Required Textbooks:**

Blake, Raymond B., and Jeffrey A. Keshen, (2006). eds, *Social Fabric or Patchwork Quilt: The Development of Social Policy in Canada*. Peterborough, Ontario: Broadview Press.

Finkel, Alvin. (2006). *Social Policy and Practice in Canada: A History*. Waterloo, Ontario: Wilfred Laurier University Press. **(Electronically Accessible)**

**\*\*\* Additional readings may be assigned or recommended during the study.**

### **Suggested (Optional)Textbook:**

Ernie Lightman and Naomi Lightman. (2017). *Social policy in Canada*. Oxford University Press,

Karimi, Sirvan (2017). *Beyond the Welfare State: Postwar Social Settlement and Public Pension Policy in Canada and Australia*. Toronto: the University of Toronto Press **(On Reserve)**

Karimi, Sirvan (2015). *The Tragedy of Social Democracy*. Winnipeg: Fernwood Publishing **(On Reserve)**

### **Online Sites Related to Social Policy Issues**

Caledonia Institute of Social Policy  
[Http://www.caledoninst.org](http://www.caledoninst.org)

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

The Canadian Centre for Policy Alternatives  
<http://www.policyalternatives.ca>

C.D. Howe Institute

<http://www.cdhowe.org> Centre for Social Justice  
<http://www.socialjustice.org>

**Course Communication:**

Students are encouraged to bring their questions and concerns to the attention of the course director either in class or during scheduled office hours, which will be held on Wednesdays between 3-4 PM at 133 McLaughlin College. Students can also communicate with the course director via email. In order for students to communicate with one another, Students are encouraged to post questions in discussion forums on eClass)

**Course Evaluation**

Assessment	Due Date	Weight %	Course Learning Outcome
Mid-Term	Take Home	30	A foundational understanding of course materials
Research Paper	Aug 4	30	Adhering to guidelines governing a conventional research paper
Final Exam	Examination Period	30 is not cumulative	A Foundational comprehension of course materials
Participation		10	Both attendance and participation in the discussion
		<b>100%</b>	

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	40-49	Marginally Failing
F	0	0-39	Failing

## **Lecture and Reading Schedule.**

### **Section I: Theoretical Approaches to the Study of Social policy**

#### **Week 1:**

#### **Introduction to the Course**

#### **The Determinants of Social Policy**

Finkel; Introduction

Richard Simeon, "Studying Public Policy." Canadian Journal of Political Science. 9:3 (Dec 1976), 548-580. **(Electronically available)**. <http://www.jstor.org/stable/3231089?>

#### **Week 2:**

#### **The Canadian welfare state in an international context**

John Myles and Jill Quadagno. " Political Theories of the Welfare State. Social Service Review (March 2002). (Electronically **accessible**).

Esping-Andersen, Gosta: The Three Worlds of Welfare State Capitalism, pp.10-46  
(**Electronically accessible**)

**Suggested Readings:**

Karimi (2017) ch 1

**Section II: Historical Contexts; Development of the welfare state in Canada  
Social Policy in the Pre-Keynesian Era**

Finkel ch 3, ch 4

Blake and Keshen ch1, ch2

**Week 3:**

**Historical Contexts; Social policy During the Keynesian Era**

Finkel ch 5, ch6

Blake and Keshen ch 7, ch 8

**Economic Crisis, Neo-liberalism, and social policy Reform**

Finkel ch 12

Blake and Keshen ch 13

**Suggested Readings:**

Karimi (2015), ch 3

Karimi (2017), ch 6

Stephen McBride and Kathleen McNutt, "Devolution and Neoliberalism in the Canadian Welfare State," *Global Social Policy* 7, no. 2 (2007): 177-201. **Electronically accessible.**

**Social Policy and elderly people; Old Age Pension**

Finkel ch 7

Bake and Keshen ch 18.

**Suggested Readings:**

Karimi (2017), ch 5, ch 8

**Section III: Expansion, Restructuring, and Retrenchment of Social Programs**

**Week 4.**

**Social Policy and Child Care**

Finkel ch9

Bake and keshen ch 9, ch 12.

Kelly Erica Pasolli. "Comparing Child Care Policy in the Canadian Provinces." *Canadian Political Science Review Vol. 9, No. 2., 2015 pp: 63-78*

**Social Policy and Medicare**

Finkel ch 8

Blake and Keshen ch 14, ch 21

Brett J. Skinner and Mark Rovere, *Value for Money from Health Insurance Systems in Canada, and the OECD* (Fraser Institute: October 2010). **Electronically accessible.**

For a Fair Share of Federal Health Funding. Gouvernement du Québec, 2017.  
[http://www.budget.finances.gouv.qc.ca/budget/20172018/en/documents/Budget1718\\_Health.pdf](http://www.budget.finances.gouv.qc.ca/budget/20172018/en/documents/Budget1718_Health.pdf)

**Week 5:**

**Social Policy and Unemployment Insurance/Employment Insurance**

Blake and Keshen ch 5, ch 10, ch 20

**Social Policy and Social Assistance; from Welfare to Workfare**

Blake and Keshen, ch 17

Rebecca Crookshanks. (2012). "Marginalization Through a Custom of Deservingness: Sole Support Mother and the Welfare Law in Canada". *Appeal* Vol. 17, pp.97-113. **(Electronically accessible)**

Sherri Torjman. " Workfare: A poor Law." The Caledon Institute of Social Policy, Feb 1996. **(Electronically accessible)**

Ernie Lightman, Andrew Mitchell, and Dean Herd. (2005). " One Year On: Tracking the Experiences of Current and Former Welfare Recipients in Toronto" *Journal of Poverty*, Vol. 9(4). **Electronically accessible.**

**Week 6:**

**Social Policy and Homelessness:**

Finkle. ch 10

Canada's National Housing Strategy: A **Place** Call Home. Government of Canada. **electronically available)**

Stephen Gaetz, Tanya Gulliver, & Tim Richter (2014): *The State of Homelessness in Canada: 2014*. Toronto: The Homeless Hub Press. **(Electronically available)**

**Social Policy, Poverty, and Income Inequality**

Finkel ch 11

Blake and Keshen ch 17

Lightman, Ernie et al. (2009). *Poverty is Making Us Sick*.

<http://www.library.yorku.ca/eresolver/?id=1249581> **An electronic book accessible through the World Wide Web; click to view**

**Electronically Available)**

Stephanie Procyk. 2014. *Understanding Income Inequality in Canada, 1980–2014* **(Electronically accessible)**

Yalnizyan, A. (2010) *The Rise of Canada's Richest 1%*. Ottawa: Canadian Centre for Policy Alternatives. **Electronically accessible)**

Karimi, Sirvan.( 2021). *Instead of a Universal Basic Income, Governments Should Enrich Existing Social Programs. The Conversation.* <https://theconversation.com/instead->

[of-a-universal-basic-income-governments-should-enrich-existing-social-programs-154354](https://theconversation.com/profiles/sirvan-karimi-897422/dashboard)  
<https://theconversation.com/profiles/sirvan-karimi-897422/dashboard>

### **Written Assignment:**

Students are required to write a research paper **7-8 pages** in length. The research paper is worth **30%** of the final mark. It should be double-spaced, with standard margins and standard font size. You should have at **least 7 sources** (books, journals, government reports/documents). You can use textbooks as sources, but they should not be the main sources for your paper. The late paper will lose 2% of its grade for each day that it is late. The extension will only be granted for exceptional circumstances. Written assignments should be uploaded to eClass. Papers submitted via e-mail or fax will not be accepted.

### **Accommodation for Disability:**

Students with disabilities who require adaptation or services must discuss their needs with the instructor. Accommodation for disability must be arranged in conjunction with the Office for Persons with Disability. For specific resources, visit the Counseling and Disability Services website, at: <http://www.yorku.ca/cds/>.

### **Plagiarism:**

Plagiarism is generally considered to be the most serious academic misconduct that a student can commit. Whether intentionally or unintentionally, instances of plagiarism will have serious academic consequences. In order to avoid slipping into the realm of plagiarism, students are advised to familiarize themselves with York University's definition of academic dishonesty.

### **Reappraisals**

For petition and reappraisal procedures and information, visit the Senate's website at <http://calendars.registrar.yorku.ca/2012-2013/policies/petitions/>.