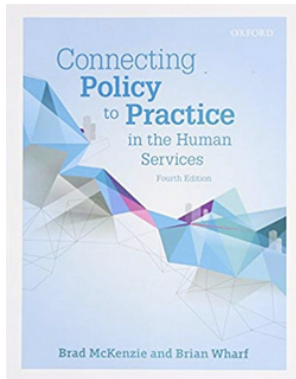


SOCIAL POLICIES (SOCI 297:20) ONE PAGE SUMMARY

This course acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.

This course provides an overview of social policy in Canada. Students will examine the relationship between policy and practice, through readings, activities and discussions of social issues and inequities. Students will develop knowledge, skills and capacities essential to careers in social work, health promotion, policy research/making/analysis, social advocacy, and with non-government/not-for-profit organizations.

This Sociology course is 3 credits and is taught by Dr. Katie Aubrecht (she/her), in the Fall term in Room 3022 Mulroney Hall on Monday at 8:15am and Thursday at 9:45am. Office hours are after class and by appointment in Nicholson Hall Room 619.



There is a textbook that you can purchase at the Campus Store or find on reserve at the MacDonald Library. The title is **Connecting Policy to Practice in the Human Services**, by McKenzie and Wharf. We are using the 4th edition. Other readings and resources will be posted on Moodle.

Image to the left of the textbook cover.

Our classroom is an anti-oppressive, LGBTQ2S, disability/Mad/Deaf positive space that acknowledges that students' lives are often intertwined with care work and relationships. It is guided by the values of **recognition, respect and care**.



Students are expected to read the material before class. There are 10 lessons in the course and most lessons cover more than one class. At the start of each lesson students must submit a short **audio-recorded reading reflection** on Moodle. At the end of each lesson students must submit a **photograph** of something that visually reflects their understanding of the lesson. Photographs will be revisited at the end of the course.

Image to the left of a hand holding a smart phone to take photographs or record audio.

Students will also prepare a **policy brief** that they will share in class, and **final paper** on a policy issue that includes an interview with a 'policy actor'. There will be a **midterm quiz** and **final exam**. It is expected that all students are aware of and abide by the rules of academic integrity.

SOCIAL POLICIES (SOCI 297:20) – 3 credits
Department of Sociology, St. Francis Xavier University
Mulroney Hall Room 3022
Mondays 8:15-9:30am & Thursdays 9:45-11:00am

This course acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People.

Professor: Dr. Katie Aubrecht

Preferred pronoun: She/her

Preferred address: Katie

Telephone: (902) 867-4845

Email: caubrech@stfx.ca

Office: Nicholson Hall Room 619

Office hours: Mondays and Thursdays 11:30am-1:00pm, by appointment¹

Website: www.katie.aubrecht.com; Follow Me on Twitter: AubrechtKatie

COURSE OVERVIEW

Course Description

This course provides an overview of social policy in Canada. Students will examine the relationship between policy and practice, exploring both the impact of policies on social supports and services, and the influence of service deliverers and users on how policies are implemented. Topics covered include: what social policy is, who makes policy, how political behaviour is shaped by policy environments, what policy instruments are, and what is involved in policy implementation and evaluation. Students will learn theories of public policy, policy-making models, the policy-making and practice process, and the role of citizen participation.

Course Objectives

By the end of this course, the student will be able to:

- Define social policy from a Canadian sociological perspective;
- Understand and explain the relationship between social policy and practice, using sociological theories and methods;
- Identify structures, processes, environments and actors that influence social policy;
- Understand and discuss issues of (in)equity and social policy;
- Demonstrate awareness of the characteristics of writing and communication within the field of social policy

¹ There may be times when office hours are rescheduled due to illness, personal situation or approved research travel. During those times, a notification will be shared in class where possible, via email, and on the course Moodle page. Students are encouraged to make appointments for all meetings (including during office hours), and each student must meet with the professor in person at least once over the course of the term to support student-centered learning.

Learning Outcomes

- Skill and capacity development in social policy analysis and communication;
- Recognition of the centrality of issues of (in)equity in social policy;
- Advanced understanding of the significance of a sociological, intersectional approach to analyzing and interpreting social policy.

Course Materials

Required Course Textbook: McKenzie, B. & Wharf, B. (2016). *Connecting policy to practice in the human services, fourth edition*. Oxford: Oxford University Press.

An **on-line course pack** makes the remainder of required readings and supplementary readings available on the Course Moodle Site.

A **Course Moodle Site** serves as our online classroom, and provides direct access to course materials, a professor's message board, and a place to submit assigned work for evaluation. Please do not use Moodle to send me messages, use my email caubrech@stfx.ca.

Teaching Methods

This course is delivered in-person and supported electronically by a Moodle online classroom. The online classroom is a resource, and students must attend the in-class meetings and participate in the course discussions to advance in the course.

To enhance the accessibility of the course, I will use a variety of teaching methods in each class, including:

1. Lecture materials, including PowerPoint presentation slides. Presentations will be posted at the time of the lecture.
2. Required and supplementary readings and course materials that include academic publications, reports, websites, blogs, documentary film, news media, YouTube videos, as well as artistic and creative works and guest speakers. Lectures will refer to both required and supplementary readings.
3. Private online reflection submissions of a reflective response to the readings, including questions developed from the readings.
4. In class discussions and collaborative work. Through dialogue we will create a safe and stimulating space where you can creatively engage with the course content, and one another.
5. Short written assignments that provide students with an opportunity to monitor their progress in the course and receive feedback.
6. Individualized in-person meetings with students.

Expectations of Students

Participation in the course discussions is expected of all students and forms part of the grade. The discussions are our space to share our reactions, thoughts and questions related to the readings. Each lesson will include guiding questions to support the conversation, but students are also encouraged to pose their own questions, think critically and take the conversations in new directions.

Attendance will be taken at each class. **Students who miss a total of 3 classes will have their names forwarded to the Dean's Office.** This is not done to be punitive but as a formal check-in to ensure you are supported in realizing your potential for success in the class.

Students are expected to complete assignments before or by due dates listed on the **syllabus**, unless previous arrangements have been made. If circumstances arise which make meeting a due date difficult, please inform me in advance, as soon as possible. Contact me if you have questions or require clarification around instructions or expectations for assignments.

Our criteria for success is engaged, critical and creative dialogue that is informed by the readings. For this to happen, it is expected that students will have read all of the required readings (as they are listed in the schedule), and will engage one another by listening to and responding to one another in respectful ways. A collective sense of trust, and respect for one another, will be essential to supporting meaningful engagement of all people in the class.

Students may share related materials from outside of the course as part of their responses to the readings; for example, digital audio and/or visual excerpts with the class (with a description and where possible, captions), links to media stories, current events, popular culture, social policies and programs, references to poetry or literature, etc. However, the main focus of any response must be on the required readings.

It is expected that all submitted writing assignments will include **direct references to course material** cited in **APA, MLA or ASA formatting**, in addition to the student's own reflections and creative contributions. When describing material from outside of the class, indicate where this information is from, using quotations for direct citations, and/or a reference that shows where you retrieved the information from. Do not overuse direct quotations, since this will negatively impact your grade. When you do use a quotation be sure to introduce it, and explain the meaning of the passage in your own words.

Course Assignments

Please include your name and student ID number on each document submission. Pay particular attention to assignment due dates and please consult assignment instructions before beginning and before submitting assignments.

Assignments must be uploaded via Moodle on or before the due date. Marks will be deducted for late assignments. Assignments without a negotiated extension and which are not received within 10 working days of the submission date will not be accepted and will receive an automatic grade of zero. Extensions may be granted in exceptional circumstances, upon negotiation directly with the course professor.

Assignment	Due Date	Value
Seminar Participation	Ongoing	10%
Audio Reflections	Due each Lesson (x10)	10%
Midterm Quiz	Due in-class Oct. 7	15%
Policy Brief & Elevator Speech	Due in-class Nov. 7	10%

Course Drop Date		
Final Paper – Understanding the Policy/Practice Interface: An Interview with a Policy Actor	Due in-class Nov. 28	20%
Photovoice Project	Photos due each Lesson (x10) Final submission due Dec. 2	10%
Final Exam	TBD Dec.	25%

Detailed Assignment Instructions

Seminar Participation (10%)

Students are expected to come to class having completed the readings and prepared to engage in discussion and in-class activities, and to complete any ungraded work assigned during the lessons.

Audio-reflections (10% -1% for each audio recording not posted)

At the end of each lesson students will post an audio recording of approximately 5-10 minutes in duration in which they describe their understandings of the reading(s). Each recording should:

- Include a brief summary of the required reading(s),
- identify the key overarching message the reading(s) communicate;
- describe the strengths of the reading(s);
- describe any problems, limits or gaps;
- pose a question for future thought.

The audio recordings will only be accessible by the professor, and will not be accessible to other students.

Photovoice Project (10% -1% for each photo not posted)

At the end of each lesson students will post on Moodle a photograph of a scene that reflects a connection to the lesson content and/or questions. At the end of the term students will collect all photographs they posted and write a two page short essay on what the photographs say about social policy (they will use the photographs to answer the questions – **What is social policy? Why is the study of social policy important? What can the study of social policy teach us?**)

The short essay will begin with a brief description of the photographs, followed by responses to the three questions and a concluding paragraph that summarizes the three answers.) Only the short essay will be graded, although points will be deducted for photos that are not submitted. This exercise will be introduced with a short lesson on photovoice and its role as a data collection method in participatory social policy.

Midterm Quiz (15%)

A 60 minute in-class professor invigilated quiz that covers all material since the start of class. The quiz will be comprised of multiple choice, short and long-answer questions. The quiz date cannot be changed due to travel plans.

Policy Brief & Elevator Speech (10%)

Students will prepare a 1-2 page policy brief related to the policy issue of accessibility and deliver 2-5 minute presentations based on their brief modeled on an 'elevator speech' format. This exercise in policy synthesis and communication will provide students with an opportunity to develop clear messaging on their work. Detailed instructions will be posted on Moodle and discussed in class.

Final Paper (20%)

The final paper should explore a question related to the policy issue of accessibility. The paper should include a literature review that describes the issue and provides background information, including the 'policy context', make connections to course material, and as part of the paper students must also interview a policy actor. The paper must be at least 6 pages double spaced, not including title and reference page. Detailed instructions will be posted on Moodle and discussed in class.

Final Exam (25%)

The final exam covers all material since the start of class. The exam will be comprised of multiple choice, short and long-answer questions. The exam date will be announced in December, and cannot be changed due to travel plans.

What I Will be Paying Attention to in Evaluating Your Work:

- Shows meaningful engagement (course readings, lectures, other students)
- Demonstrates understanding of course material
- Displays critical and creative thinking (new directions)
- Technical aspects (proofread for spelling, grammar, organization and flow)
- Proper and consistent citation/formatting for external sources

Submission of Assignments

Assignments will be submitted and returned through Moodle. All the assignment drop boxes have the "Submit" icon in front of them. Click on the appropriate assignment link and click on the "upload file" button.

Submission draft

No files submitted yet

Upload files

Then click on "add" button and browse in your computer and attach the appropriate assignment. Finally click on "save changes". Make sure your file is in MS Word format.

Upload a file* Add... Create folder Maximum size for new files: 1MB

Save changes

Cancel

Statement on Equitable Learning

Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space – both real and virtual – that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity.

Please feel free to talk with me about your questions or concerns about equity in our classroom or in the STFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair/Coordinator of the Department/Program or the Human Rights and Equity Advisor. The Human Rights and Equity Advisor is Megan Fogarty. Megan can be contacted by email at mfogarty@stfx.ca or by telephone at 902-867-5306.

Resources to Support Equitable Learning:

- **Student Success Centre**, Angus L. Macdonald Library, Main Floor; Website: <http://www2.mystfx.ca/student-success/>; Email: sscentre@stfx.ca; Telephone: 902-867-5221
- **Health and Counseling Services**, Bloomfield Centre, 3rd Floor (Room 305); Website: https://sites.stfx.ca/health_and_counselling/; Telephone: 902-867-2263
- **Student Advisory Services**, *Aboriginal, Black, International and LGBTQ Student Advising*; Website with links to advising and student societies: https://sites.stfx.ca/equity/Student_Campus_Resources.html

Religious, Spiritual or Cultural Observance

Everyone should feel welcome and encouraged to bring their full selves to the class. Please feel free to speak with me about any religious, spiritual or cultural commemorations or celebrations that you plan to observe during the term.

Self-Care

Due to the focus of sociological study (social relations/social order/power and inequality), students need to be aware that course related discussions may contain information that could be potentially disturbing, triggering, and unsettling. If this happens students can identify it in the class discussions and talk through it collectively as a class, and/or contact the professor after class and work with the professor to develop appropriate strategies of address. In cases of more intensely felt disquiet students can also obtain peer support (talk to a friend), seek guidance from Student Services Coordinator, or assistance from resources in the STFX academic calendar.

Child and Family/Friend Care

This course recognizes that student life is intertwined with care work and relationships. Many students have care responsibilities for child/ren or family/friend(s). If you experience a conflict between caregiving and course expectations, please let me know and we can explore strategies to support your progress in the course.

Accessibility & Accommodations

This classroom is an anti-oppressive, LGBTQ2S, disability/Mad/Deaf positive space. I recognize that accessibility should not follow a 'one-size-fits-one' standard, and therefore we will create our own access commitments, building on the accessibility already built into this course, during the first week of class. We will revisit these access commitments throughout the course to make sure that we are still following them, and that they still work for us.

St. Francis Xavier University supports academic accommodation for students with disabilities so that they may meet the learning objectives of their courses and be given the opportunity to be fairly evaluated on their mastery of course material. The Tramble Centre for Accessible Learning welcomes students with documented disabilities and offers them a student-centered program of support. For more information about access and accommodation please see: http://sites.stfx.ca/accessible_learning/ **If you have a registered accommodation, please let me know.**

Although participation is graded in this course, you can participate in different ways. Please fill free to get in touch with me in advance of the course to discuss accessibility with me.

Academic Integrity

Academic integrity must be upheld throughout the course. The Academic Integrity Policy may be found at: <http://www2.mystfx.ca/registrars-office/academic-integrity>

The following offences will result in an automatic zero:

- 1) Plagiarism** - the misrepresentation of another's ideas, words, or other work as one's own, plagiarism is a form of theft. Types of plagiarism may include: a) paraphrasing or re-arranging another's words without proper acknowledgement; b) using material from the Internet, a database, a book, a journal, or any other source without attribution.
- 2) Cheating** - A more direct form of academic theft, cheating may include: a) buying, selling, or sharing papers or other assignments, or submitting them as one's own work; b) collaborating on assignments designated as individual; c) submitting to one instructor work completed for another; d) copying or using unauthorized aids during examinations; e) impersonating another or allowing oneself to be impersonated; f) illicitly obtaining, viewing, or sharing information about an assignment or an examination before it is administered.
- 3) Falsification** - requesting extensions dishonestly.
- 4) Tampering** - interfering with others' work, including their use of computer or other resources.

Please also note Section 3.8.2 b (v) which reads "**Possession** of unauthorized aids or assistance including copying during tests and examinations" This means that students do not need to be caught USING a device like a cell phone or smart watch (for example) during a test or exam to be in violation of the policy. **Simply having the unauthorized device on their person during the test or exam is a violation of the policy.**

COURSE SCHEDULE

Course readings are designed to provide resources to help us think through social policy. The readings do not represent the one and only way of thinking about social policy. Part of the work of the course will involve thinking critically about what we are reading, asking questions (of the authors and not only clarification questions), and thinking about whose interests and perspectives are/are not being included, and how.

Lesson 1.0 (Thurs., Sept. 5): INTRODUCTION TO SOCIAL POLICY

- Welcome and introductions
- Course overview
- Exercise – Pair and share: What is social policy?
- Exercise – Individual: How does social policy *look*?

Lesson 1.1 (Mon., Sept. 9): INTRODUCTION TO SOCIAL POLICY

- **Required:** Course Textbook Introduction Chapter
- **Supplementary Resource:** Moodle: Miljan, L. (2018). Social policy. In *Public Policy in Canada*, Seventh Edition (pp. 186-208). Oxford: Oxford University Press.

Lesson 1.2 (Thurs., Sept. 12): INTRODUCTION TO SOCIAL POLICY

- **Required:** Chapter 1: Ideology and the Social and Political Environment of Policy-Making (pp. 15-40)

Lesson 2.0 (Mon., Sept. 16): UNDERSTANDING THE POLICY MAKING PROCESS

- **Required:** Course Textbook Chapter 2: Making Social Policy in Canada: Structures and Processes (pp. 41-71)

Lesson 2.1 (Thurs., Sept. 19): UNDERSTANDING THE POLICY MAKING PROCESS

- **Required:** Course Textbook Chapter 3: Policy-Making and Policy-Makers (pp. 72-97)

Lesson 2.2 (Mon., Sept. 23): UNDERSTANDING THE POLICY MAKING PROCESS

- **Required:** Course Textbook Chapter 4: The Policy-Making Process (pp.98-133)
- **Supplementary Resource:** Moodle: Arnstein, S. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners*, 35(4), 216-224.

Lesson 2.3 (Thurs., Sept. 26): UNDERSTANDING THE POLICY MAKING PROCESS

- **Required:** Course Textbook Chapter 5: The Implementation Stage (pp.134-151)

Lesson 3.0 (Mon., Sept. 30): INFLUENCING POLICY FROM THE INSIDE-OUT

- **Required:** Course Textbook Chapter 6: Making Policy for Social Change from Inside the System (pp. 152-179)

Lesson 3.1 (Thurs., Oct. 3): INFLUENCING POLICY FROM THE INSIDE-OUT

- **Required:** Course Textbook Chapter 7: Influencing Policy from Outside the System (pp.180-197)

MIDTERM QUIZ (Mon., Oct. 7)

Lesson 4.0 (Thurs., Oct. 10): APPLIED THINKING 1: CASE STUDY METHOD & POLICY ANALYSIS

- **Accessibility Policy**
- **Recommended Resources:**
 - United Nations Convention on the Rights of Persons with Disabilities (CRPD): <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
 - Accessible Canada Act: <https://www.canada.ca/en/employment-social-development/programs/accessible-people-disabilities.html>
 - NS Accessibility Directorate: <https://novascotia.ca/accessibility/>
 - UN Social Development Goals and Disability: <https://www.un.org/development/desa/disabilities/about-us/sustainable-development-goals-sdgs-and-disability.html>

NO CLASS: THANKSGIVING & FALL BREAK (Mon., Oct. 14 & Thurs., Oct. 17)

Lesson 5.0 (Mon. Oct. 21): (AUSTERITY), EQUITY & INCLUSION

- **Required:** Moodle: McDaniel, S. & Um, S. (2015). Equity, inclusion and policy retrenchment. In *States and markets: Sociology of public policy in Canada* (pp.121-165). Oxford: Oxford University Press.
- **Supplementary Resource:** Social Policy in a Cold Climate (UK): <https://www.youtube.com/watch?v=9PYJdZ1wQR8>

Lesson 5.1 (Thurs., Oct. 24): (AUSTERITY), EQUITY & INCLUSION

- **Required:** Janz, H. (2013). When bureaucracy and policy leave ethics behind. *Canadian Journal of Disability Studies*, 2(3). Retrieved from <https://cjds.uwaterloo.ca/index.php/cjds/article/view/103/166>
- **Supplementary Resource:** “We regret to inform you”: https://www.nfb.ca/film/we_regret_to_inform_you/
- **Supplementary Resource:** “Disrupting the Pervasive Presence of Ableism in Nova Scotia”: <https://nsadvocate.org/2019/03/17/cynthia-bruce-disrupting-the-pervasive-presence-of-ableism-in-nova-scotia/>
- **Supplementary Resource:** Nova Scotia Diversity, Inclusion and Equity Guidelines: <https://beta.novascotia.ca/diversity-inclusion-and-equity-policies-and-guidelines>

Lesson 5.2 (Mon., Oct. 28): (AUSTERITY), EQUITY & INCLUSION

- **Required:** Moodle: O’Neill, B. (2012). Toward inclusion of Lesbian, Gay, and Bisexual people: Social policy changes in relation to sexual orientation. In A. Westhues & B. Wharf (Eds.), *Canadian Social Policy: Issues and Perspectives, Fifth Edition* (pp. 315-332). Waterloo, ON: Wilfrid Laurier Press.
- **Supplementary Resource:** LGBTQ youth of colour impacted by in child welfare and juvenile justice systems – a research agenda: <https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBTQ-Youth-of-Color-July-2019-3.pdf>
- **Supplementary Resource:** Course Textbook Chapter 8: Chalk and Cheese: Feminist Thinking and Policy Making (pp. 198-213)

Lesson 6.0 (Thurs., Oct. 31): RACE(ISM), CULTURE & INDIGENOUS POLICY

- **Required:** Moodle: Mullings, D. (2012). Racism in Canadian social policy. In A. Westhues & B. Wharf (Eds.), *Canadian Social Policy: Issues and Perspectives, Fifth Edition* (pp. 95-113). Waterloo, ON: Wilfrid Laurier Press.
- **Supplementary Resource:** Walcott, R. (2018). Against social justice and the limits of diversity, pp. 85-99. In E. Tuck & K.W. Yang (Eds.), *Towards what justice?* New York: Routledge.
- **Supplementary Resource:** The ENRICH Project Resources (environmental racism): <https://www.enrichproject.org/resources/#In-Publications>
- **Supplementary Resource:** Robyn Maynard on Anti-Black Racism, Misogyny & Policing in Canada: <https://www.canadianwomen.org/blog/robyn-maynard/>
- **Supplementary Resource:** UN Working Group Raises Serious Concerns Regarding Systematic Discrimination in Nova Scotia <https://humanrights.novascotia.ca/news-events/news/2017/serious-concerns-raised-un-regarding-systemic-discrimination-faced-african>

Lesson 6.1 (Mon., Nov. 4): RACE(ISM), CULTURE & INDIGENOUS POLICY

- **Required Reading:** Truth and Reconciliation Commission of Canada Calls to Action: http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf
- **Required Reading:** Rodriguez, C. (2018). The politics of “(I)”, pp. 72-73. In *Decolonizing academia: Poverty, oppression and pain*. Halifax: Fernwood.
- **Class Sharing Circle** - Eurocentric social policy – collective (re)imagining towards relational approaches to (understanding) action
- **Supplementary Resource:** Lawrence, B. & Dua, E. (2005). Decolonizing Anti-racism. *Social Justice*, 32(4), 120-143. Retrieved from <http://www.racialequitytools.org/resourcefiles/bonita-lawrence-decolonizing-anti-racism.pdf>
- **Supplementary Resource:** Policy Paper: Implementing Indigenous Self-Determination through Legislation in Canada: <https://www.afn.ca/wp-content/uploads/2018/09/2017-04-20-Implementing-Indigenous-self-determination-through-policy-legislation.pdf>
- **Supplementary Resource:** Course Textbook Chapter 10: Policy-Making and Indigenous Peoples in Canada (pp. 237-263)

Lesson 7.0 (Thurs., Nov. 7): POLICY SYNTHESIS

- **Policy Brief & Elevator Speech**

NO CLASS: REMEMBRANCE DAY (Mon., Nov. 11)

Lesson 8.0 (Thurs., Nov. 14): CASE STUDIES

- **Aging Policy**
- **Recommended Resources:**
 - Walsh, K., Scharf, T., & Keating, N. (2017). Social exclusion of older persons: A scoping review and conceptual framework. *European Journal on Ageing*, 14, 81-98. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5550622/pdf/10433_2016_Article_398.pdf

- Canada – Action for Seniors Report: <https://www.canada.ca/en/employment-social-development/programs/seniors-action-report.html>
- SHIFT: Nova Scotia’s Action Plan: <https://novascotia.ca/shift/>
- Ageism Blog: <https://medium.com/@bioneers/ashton-applewhite-on-deconstructing-ageism-8f50d1f45b05>
- Age-friendly Communities: <https://www.canada.ca/en/public-health/services/health-promotion/aging-seniors/friendly-communities.html>
- LGBTQ Seniors in Canada: <https://www.canada.ca/en/employment-social-development/corporate/seniors/forum/social-isolation-lgbtq.html>

Lesson 8.1 (Mon., Nov. 18): CASE STUDIES

- **Housing and Homelessness Policy**
- **Recommended Resources:**
 - Canada’s Homelessness Strategy: <https://www.canada.ca/en/employment-social-development/programs/homelessness.html>
 - Policy Brief – Reimagining Federal Leadership on Preventing Homelessness: https://www.homelesshub.ca/sites/default/files/attachments/Prevention_Policy_Brief-Sept14.pdf
 - Hidden Homelessness: <https://www.homelesshub.ca/about-homelessness/population-specific/hidden-homelessness>
 - Documentary: Homelessness & Health: https://www.nfb.ca/film/street_health_stories/

Lesson 9.0 (Thurs., Nov. 21): UNINTENDED CONSEQUENCES

- **Required:** Course Textbook Chapter 9: Policy Resistance: The Rise and Fall of the Welfare Time Limits in BC (pp. 214-236)
- **Supplementary Resource:** Moodle: Raphael, D., Bryant, T., & Mendly-Zambo, Z. (2018). Canada considers a basic income guarantee: Can it achieve health for all? *Health Promotion International*, 1-7.

Lesson 10.0 (Mon., Nov. 25): CONCLUSION

- **Required:** Course Textbook Conclusion (pp. 264-266)

NO CLASS (Thurs., Nov. 28): FINAL PAPER DUE

- **Submit via Moodle**

REVIEW & RECAP (Mon. Dec. 2)

- **Photovoice final submission due**
- **Wrap-up, celebration of work, exam review**
- **Exam review will NOT be posted on Moodle**