Course Title: Political Process and Social Work
Pre-requisites: None
Co-requisites: None
Restrictions: None
Credits: 0.5
Course Website (If applicable): http://www.onlineguelphhumber.ca/
Method of Delivery: 3-0 (Interactive lectures/discussions, individual/small group activities, case studies)

Calendar Description:

This course is designed to provide a basic introduction to the issues of power and wealth in Canadian society, and the formal political system of government. The course examines the various political influences, both inside and outside government, that affect people’s lives and shape communities. The course also examines the relationship between political processes and their impact on the human services and the clients they serve.
Course Rationale:
This foundational course examines the relationship between political processes and their impacts on human services agencies and consumers of services. To this end, students should understand the formal political system of government and the various political influences inside and outside of government that affect people’s lives individually and collectively. It is also essential that students understand how power and wealth impact all facets of Canadian society.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Describe the distribution of wealth and power in Canada.
2. Describe, with examples, the strengths and weaknesses of the different approaches to understanding the impact of Canada’s distribution of wealth and power on government decision-making.
3. Describe the structure of the federal, provincial, and municipal levels of government in Canada, and the major responsibilities for social services.
4. Describe the role of elected politicians and non-elected government decision-makers in developing and implementing public policies.
5. Describe the role and methods of influence used by communities and other interest groups in government decision-making process.
6. Describe and practice basic skills in using the political process to meet client and community needs.

Learning Resources

Required Textbook:

| Title: | Politics, Power and the Common Good: An Introduction to Political Science |
| Authors: | Eric Mintz, David Close, Osvaldo Croci |
| Edition: | 3rd (2012) |
| ISBN: | 978-0-13-138477-4 |

| Title: | Cites & Sources: An APA Documentation Guide, rev. 3rd ed. |
| Publisher: | Nelson Education |

Recommended Readings (not required to purchase):

| Title: | Structural social work: ideology, theory and practice |
| Author: | Bob Mullaly |
| Edition: | 2nd (1997) |
| ISBN: | 9 780195 412451 |

| Title: | Challenging Oppression and confronting privilege |
| Author: | Bob Mullaly |
| Edition: | 2nd (2010) |
## Course Schedule

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<th>Week(s)/ Lesson</th>
<th>Topic</th>
<th>Reading(s)/ Activities</th>
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| **1** Sept 5    | Introduction to the Course and Course Expectations  
Course assignment overview  
Understanding politics  
Political Organization, persuasion and action:  
• Political culture, political participation and political socialization | Course text – Chapter 1  
Course text – Chapter 6 |
| **2** Sept 12    | Political influence  
Ideals and ideologies  
• Liberalism, Conservatism, Socialism | Course text – Chapter 9  
Course text – Chapters 4 |
| **3** Sept 19    | Ideals and ideologies  
• Newer perspectives: feminism and environmentalism  
Political Organization, persuasion and action  
• Political Parties | Course text – Chapters 5  
Course text – Chapter 7 |
| **4** Sept 26    | Elections, electoral systems and voting behaviour | Course text – Chapter 8 |
| **5** Oct 3      | • Report on group project to be handed in at the beginning of class  
• Review of the above chapters | Group report due in class |
| **6** Oct 10     | MID-TERM EXAM : multiple choice and true/false Questions. (You must do ALL of the readings) | All readings weeks 1-3; do not rely exclusively on my slides |
| **7** Oct 17     | Democratic and non-democratic government | Course text – Chapter 11 |
| **8** Oct 24     | Multiple governments  
Parliamentary systems  
**ESSAY IS DUE – at BEGINNING OF CLASS.** | Course text – Chapter 13  
Course text – Chapter 14 |
| **9** Oct 31     | Public policy and public administration | Course text – Chapter 16 |
| **10** Nov 7     | The constitution and the courts | Course text – Chapter 12 |
| **11** Nov 14    | Unconventional and highly conflictive politics: From protest to revolution | Course text – Chapter 10 |
| **12** Nov 21    | Course review and closure |  |
| **OTHER**        | FINAL EXAM: multiple choice and true/false questions  
During exam week – to be announced | All materials covered from weeks 4-12 |

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Evaluation

Students will be evaluated in this course through:

- Group Project (report due in class, week 5) 15%
- Midterm Exam (week 6) 25%
- Essay (due in class, week 8) 25%
- Final Exam (scheduled during final exam period) 35%

TOTAL 100%

Note: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at http://guelphhumber.ca/registrar/schedules

Term Paper (worth 25% of the final mark – due week 8)

This assignment, due in class in week 8, is intended to help you to use material from this course and from your research to further your understanding of how the formal political structure impacts consumers of social services i.e. how the ‘personal is political’.

The research paper will be 4-5 pages (cover page and reference page are additional). Your topic is determined by the first letter of your surname e.g. S for Smith, topic #1.

- **Topic #1: A to L** - The topic will be posted on the course site 6 weeks before the due date.
- **Topic #2: M to Z** - The topic will be posted on the course site 6 weeks before the due date.

The format and grading criteria for this paper are outlined below. If you miss any of the sections, your paper is incomplete and you will lose marks assigned to the section.

FORMAT/GRADING CRITERIA

**Introduction (4 %):** clearly lay out the scope of the paper: what the paper will address.

**Body (16 %):** clearly address all of the required pieces of the topic (which are laid out in the introduction). Marks are deducted for missed components of your topic.

- All required components are addressed
- All details required are provided e.g. names, roles, responsibilities etc
- Information presented indicates comprehensive research
- Information presented in a sequential manner that shows your understanding of the topic.

**Summary/Conclusion (2 %):** clearly summarizes in about two paragraphs, the achievement of the scope of the paper as laid out in the introduction
• Succinctly lays out key accomplishments of the paper as required for the assignment
• Well balanced assessment, evaluation, thoughtful comments on the subject matter

Technical presentation of the paper (3%): All of the following must be adhered to

• A cover page showing student’s name, student number, course and course code, topic (#1 or #2), professor’s name, date
• Meets the required length of 4-5 pages (remember to number your pages), 12 point font, Times New Roman, 1” margins, stapled together (no hard covers please)
• Research data is properly referenced in the paper (APA).
• Spell and grammar checked
• Proper paragraphing. Choose your words carefully as they may have unique meanings in this profession. Ensure your ideas are properly sequenced.
• Proper references of at least 5 sources (academic and reputable sources e.g. texts, professional journals, government websites. Minimal web citations particularly of non-scholarly works)
• Your paper must read like a final product and not like a draft or a ‘work-in-progress’.

Academic Policies - Important University of Guelph-Humber Academic Regulations

It is the student’s responsibility to be familiar with the University’s Policies and Academic Regulations. These policies can be found at: http://www.guelphhumber.ca/registrar/policies

NOTE: The University of Guelph-Humber Undergraduate Calendar states “Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.” Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives. The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in
Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious. University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the Guelph-Humber Academic Calendar at: http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading—an indication of the standard achieved—to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on
the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

**Accommodation Procedures**

Students with special needs are accommodated through Humber ITAL Disability Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: [http://www.humber.ca/disabilityservices/](http://www.humber.ca/disabilityservices/)

Students will identify themselves to Disability Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "**DS Memo to Faculty**".

**When students require test accommodations, they will:**

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

**FCSS PROGRAM POLICIES**

**Preamble**

Social Service Workers wishing to use the registered S.S.W. credential must meet the rigorous requirements of the Ontario College of Social Workers and Social Service Workers (OCSWSSW). The FCSS Program Policies are a reflection of the requirements of employers in the human services sector and of the professional college, as well as legislation governing this profession. All principles referred to below are taken from the OCSWSSW Code of Ethics and Standards of Practice Handbook (2008).

1. **Meeting Deadlines**

   *Principle III (Responsibility to Clients) requires that social service workers deliver services to clients in a timely and reasonable manner. Learning to meet deadlines is a critical professional skill.*

   Evaluation of all assignments will take into account an individual’s or group’s ability to complete assignments within established deadlines — an important quality in the social services field.

   1.1 The due date/time and location will be specified by the professor. The due date is the last date to submit an assignment. All assignments must be submitted by the due date/time designated by the professor.

   1.2 If a student submits an assignment after the designated due date/time, the assignment is considered late.

   1.3 An assignment deemed late by the professor will receive an immediate deduction of 5% from the total value of the assignment. An additional 5% from the total value of the assignment will be deducted for each subsequent 24 hour period (or part thereof), including
weekends, that the assignment is late from the original due date/time.

1.4 An assignment will not be accepted for grading after seven (7) calendar days of the original due date/time, unless an extension has been granted by the professor.

1.5 An extension to an assignment due date/time may be granted for exceptional reasons deemed acceptable by the professor, if requested by the student via e-mail to the professor **at least 24 hours** before the assignment’s original due date/time.

1.6 An extension may not be granted if supporting evidence for the exceptional circumstance is not provided by the student, if required by the professor.

1.7 If an extension is granted, the professor will provide a new date for the assignment.

Extension requests will granted for up to seven (7) calendar days beyond the original due date/time, unless for compelling circumstances.

1.8 Deductions will not be applied to assignments granted an extension by the professor.

2. **Submitting Assignments**

2.1 Assignments will be submitted according to the method and location specified by the professor.

2.2 Late assignments must be submitted to the professor via the Drop Box located in the Learning Commons, Second Floor, unless otherwise specified by the professor.

2.3 The following guidelines will help to ensure that assignments are received by the professor:
   (1) date/time stamp the first page of the assignment using the stamp provided at the Drop Box,
   (2) place the assignment in a sealed envelope,
   (3) clearly write the professor’s first and last name and course code on the outside of the envelope,
   (4) date/time stamp the assignment envelope,
   (5) insert the envelope in the appropriate program’s Drop Box slot.

2.4 Assignments that are not date/time stamped by the student will be date/time stamped by the Faculty Liaison Officer when the box is emptied at the scheduled times.

2.5 If the professor agrees beforehand, students may e-mail an assignment to the professor to establish the date and time of submission. **A hard copy of the identical assignment must be submitted within 24 hours to the professor in order to be accepted as confirming the e-mailed submission’s date/time.**

3. **Missed Tests (Does not include Final Exams)**

*Principle II (Competence) requires that workers not be subject to ongoing illness or dysfunction while delivering services to clients. It is critical that students take appropriate steps to reduce their workload if they are unable to meet their academic or professional responsibilities.*

3.1 In exceptional circumstances, a student who is absent for a test may be granted the opportunity to do a make-up test upon request, if the reason for the absence is deemed acceptable by the professor. Requests for such make-up tests must be made by telephone or e-mail to the professor, **prior to the date of the test**. Supporting evidence for the exceptional circumstance may be required by the professor.

3.2 If granted, a make-up test is scheduled as close to the date of the original test as possible, by arrangement with the professor.
Students experiencing a significant disruption in their personal lives which is contributing to their not meeting their academic and/or field placement responsibilities are required to take the necessary steps to address their personal issues. This may include reducing their course load, seeking counselling assistance, or taking a leave of absence if appropriate.

4. **English Language and APA Citation Style Standards**

*Principle IV (The Social Work and Social Service Work Record)* requires that workers maintain recognizable, accurate, dated, and legible records wherein no false, misleading, inaccurate, or otherwise improper information is included. It is critical that students learn how to produce legible and accurate assignments, using standards acceptable within the profession. Correct spelling and grammar are important skills required by employers. The correct use of APA citation style is an important requirement for graduate school studies in social work.

4.1 Social Service Workers are required to present clear and concise documentation in a variety of formats. To encourage students to develop this skill, all written assignments will be evaluated using the following parameters of English language usage:

- Spelling
- Sentence structure
- Verb tense and subject-verb agreement
- Punctuation
- Grammar and syntax

4.2 The American Psychological Association (APA) style of documentation is recognized as a standard documentation style for college and university programs in the social and human services. To encourage students to develop this skill, all written assignments will be evaluated using APA citation style standards (6th edition).

5. **Creating an Effective Learning Environment**

5.1 Creating an effective learning environment is a key facet of student success. It is incumbent on the students to contribute to the creation of such an environment by:

- First and foremost respecting the rights of others.
- Listening attentively when others are talking.
- Refraining from talking with peers about issues not related to the course.
- Turning cell phones off (do *not* have on vibrate or use text messaging in class).
- Using computers only for course purposes - note taking, accessing PowerPoint, in class and course material (*not* for personal uses – e.g., MSN).
- Arriving on time and remaining for the duration of the class. If there is a need to be late or leave early, do so with minimum disruption to everyone.