Issues and policy-making in Canada: Women and Work in Canadian Public Policy

Wilfrid Laurier University
Winter 2017

We acknowledge that we are on the traditional territory of the Neutral, Anishnawbe and Haudenosaunee peoples.

Instructor: Leslie Nichols
Email: Inichols@wlu.ca

Lecture Time: Wednesdays 7 to 9:50 PM
Classroom: 3-103, DAWB
Office Hours: Wednesdays 5:45 to 6:45 PM
Office:

COURSE DESCRIPTION

Issues and policy-making in Canada for Women and Work will be explored throughout this course. Specifically, it explores (1) the roles of actors, ideas, institutions and structures in policy making process; (2) theoretical approaches to public policy analysis; and (3) the policy cycle all in relation to women and work in Canada. To begin we will consider how work has been defined and the value given to certain kinds of work depending on who does it. We also will explore a variety of women and work related public policies including child care, retirement, maternity leave, wage equity, unemployment insurance, and promotions. While exploring these policies we will raise questions related to the development of the policy, its daily operation and ways to create policies to better support working women in Canada.

COURSE OBJECTIVES

By the end of the course students should:

1. Identify and explain the major theoretical approaches to policy studies.
2. Understand the importance of the policy context and be able to discuss how various ideas, ideologies, discourses, actors, institutions, and structures influence the policy-making process.
3. Be able to map out a policy universe, policy community, and policy network, while grasping the basic power relations between various actors and institutions in policy-making.
4. Explain the stages of the policy cycle and understand how they are inter-related.
5. Feel comfortable reading a journal article and identifying the main arguments, hypotheses, methodologies, findings, conclusions and the theoretical and practical policy contributions.

6. To develop debate, oral presentation, research, writing, and critical analysis skills.

REQUIRED TEXTS

There is no set text for this course. Instead, assigned readings will be available online. A full schedule will be posted on MyLS and discussed during the first class.

COURSE ASSESSMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Leading Class Discussion</td>
<td>To be assigned</td>
<td>20 %</td>
</tr>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>10 %</td>
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<tr>
<td>2 Reflection Papers</td>
<td>1st Due by Feb 8th</td>
<td>15 %</td>
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<td></td>
<td>2nd Due by March 22nd</td>
<td>25 %</td>
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<tr>
<td>Public Policy Review</td>
<td>Due March 15th</td>
<td>30 %</td>
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<td>Total</td>
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<td>100 %</td>
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Leading the Class Discussion

Every class (starting after the first class), one or two students will lead the discussion of the readings for that day. The student(s) must highlight the key points of the readings for that week, present criticisms of the reading, list four questions to pose to the class, and raise any points that are not clear to them. Each presenter must hand in their presentation notes. Students will sign up for this assignment on the first day of class.

Participation

Since this is a seminar course, participation is key element. Every student needs to come to class prepared, having read and reflected on all the assigned readings. The evaluation is on quality not quantity of contribution to class discussions. Regular attendance is required. The course discussion should include references to and critical commentary about the assigned readings, and references to and critical commentary about current developments (e.g. from daily news or social media). Remember that, as a class, we the need to listen to the comments of others and to build on them or engage in a constructive debate.

Reflection Papers

Each student will submit two reflection papers. The first reflection paper must be submitted by February 8th while the second reflection paper must be submitted by March 22nd. The reflection papers must indicate the key points of the readings for that week, the main arguments, relevant concepts and/or theories of the readings, and present points of criticisms.
of the reading. The papers must be double spaced, in 12 point font and between 1 to 2 pages. On the day that a student has a reflection paper due, that student is also an expert, along with the leader for class discussion for that day. You CANNOT complete a reflection paper the day you lead the class discussion.

**Public Policy Review**

This course will conclude with an analysis of a public policy in relation to women and work. This paper must include an overview of the public policy, including what it was designed to address within society, current conditions in relation to the social policy/program, and a critical assessment or recommendations. The paper must also integrate at least one theory. It also must have a clear thesis statement and include key concepts from the course. Some examples of social policy or social program are: Employment Insurance, National Child Benefit, Canada/Quebec Pension Plan, Social Housing, and Maternity/Paternity Leave.

Other requirements:

- **Content:**
  - Required sources:
    - At least 5 academic social science sources beyond the course material
    - At least 3 course readings

- **Format:**
  - 8 to 10 pages double spaced, 12 point font
  - Include page numbers
  - Use headings
  - APA in text citation with a bibliography at the end (bibliography is not included in page length)

**LECTURE OUTLINE and REQUIRED READINGS**

**Weekly Schedule:**

Week 1: **Wednesday January 4th, 2017 - Introduction: Issues and Policy Making in Canada**
No Assigned Readings

Week 2: **Wednesday January 11th, 2017 - What is public policy? How does Gender fit into it?**


**Week 3:** **Wednesday January 18th, 2017 - What is work?**


**Week 4:** **Wednesday January 25th, 2017 - Promotion and Gender**


**Week 5:** **Wednesday February 1st, 2017 - Precarious Employment**


**Week 6:** **Wednesday February 8th, 2017 - Employment/Unemployment**


**Week 7: Wednesday February 15th, 2017**

**The Gendered Working Poor**


***** Wednesday February 22nd, 2017 ***

**Winter Reading Week ***

**Week 8: Wednesday March 1st, 2017 - Child Care Policy**


**Week 9: Wednesday March 8th, 2017 - Maternity Leave Policies**


Week 10: **Wednesday March 15th, 2017 - Retirement Policies**


Week 11: **Wednesday March 22nd, 2017 - Wage Gap**


Week 12: **Wednesday March 29th, 2017 - How Should We Create Public Policies for Women in Canada?**


**COURSE POLICIES**

**Academic Misconduct and the Need for Academic Integrity**

Academic integrity is greatly valued in this course. Academic misconduct occurs in a variety of forms. Students are required to familiarise themselves with the University policies on Plagiarism Academic Dishonesty as well as the associated penalties which can be severe. **Plagiarism:** According to the Academic Calendar (2016-17), plagiarism “involves using the thoughts, ideas, or writings of another person passing them off as your own (adapted from the Oxford English Dictionary definition). It can involve taking credit for ideas that were not your own or using the words of others without properly citing them.” Further information can be found online. Should you have any questions about these issues please feel free to discuss them with me. **Collaboration:** all of the work produced by students needs to be the product of their own
individual efforts. Although discussion of topics is to be expected this work needs to reflect original individual ideas be written independently.

**Submission**
Written work should be submitted in class on the date it is due.

**Late penalties**
Late penalties for written work will be 2 percent per day including weekend.

**Communication**
All emails will be replied to within 24 to 48 hours.

**Accommodations**
If you require accommodations, please let me know as soon as possible

**University Resources**
The University provides a large selection of professional, academic and personal support services to assist students to succeed in their academic careers. Please consult the University website for available resources.

**On behalf of WLUSU (wlusu.com)**

**Foot Patrol Walk Home Service:**
1.519.886.FOOT x3668
Foot Patrol is a volunteer operated walk-home service, available daily during evening hours. Male-female, radio dispatched teams trained in Emergency First Aid are available on request to escort students to and from campus as well as to off-campus destinations, either by foot or by van.

**Counselling Services and Peer Help Line:**
1.886.281.PEER x7337
Counselling Services are available to help students deal with emotional, psychological and social challenges of university. Counselling, consultation or referrals are available at the Student Wellness Centre. Peer Help Line, a confidential listening, referral, information and support line, is available during evening hours to provide support.