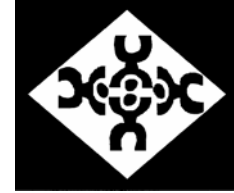




Department of Human Ecology  
University of Alberta  
3-02 Human Ecology Building  
Edmonton, AB T6G 2N1  
Phone: (780) 492-3824  
Fax: (780) 492-4821



---

**Human Ecology 440: Family Policy Issues  
Course Syllabus<sup>1</sup>**

**Winter, 2007**

**SECTION, DAYS & TIMES:** Lecture B1 – Tuesday & Thursday; 1400 – 1520  
**LOCATION:** Human Ecology Building 301  
**PROFESSOR:** Deanna Williamson, PhD  
Office: 325 Human Ecology Building  
Phone: 492-5770  
E-mail: [deanna.williamson@ualberta.ca](mailto:deanna.williamson@ualberta.ca)  
Office hours: Tuesdays, 3:30 – 5:00 or by appointment

---

<sup>1</sup> Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

## Table of Contents

Calendar Description.....	3
Prerequisite.....	3
Course Goal.....	3
Course Objectives.....	3
Overview of class schedule & assignments.....	4
Specialized Support and Disability Services (SSDS).....	5
Readings.....	5
Course Requirements.....	5
Policy Regarding Late Assignment, Missed Presentation, and Class Participation.....	7
Plagiarism & Cheating.....	8
Policy Regarding Electronic Devices.....	8
Marking and Grading .....	9
Proposed Class Schedule and Readings.....	10

## Human Ecology 440 – FAMILY POLICY ISSUES

### **Calendar Description**

\*3 (fi 6) (either term, 3-0-0). Analysis of current policy issues faced by Canadian families and the examination of policies and programs affecting family well-being and relationships.

### **Prerequisite**

The prerequisite for HECOL 440 is HECOL 300. Students are responsible for ensuring they have this prerequisite prior to registering for the course. If you have not taken HECOL 300, you may not receive credit for HECOL 440 – even if you successfully complete all course requirements. *Students who do not have the HECOL 300 prerequisite should see the professor immediately.*

### **Course Goal**

This course provides students with an opportunity to build upon the knowledge and skills gained in HECOL 300 to critically examine: 1) contextual factors, conditions, and trends affecting families; 2) family policy issues; and 3) the effects that some specific policies have on families. While the primary focus of the course is the Canadian welfare state, some cross-country comparisons will be drawn to enhance students' understanding of the range and complexity of family policies/policy issues in developed and developing countries. In addition, students will explore the role that human ecology professionals can and should play in influencing family policies.

### **Course Objectives**

By the completion of Human Ecology 440, students will be able to:

1. discuss the relationship between and the intersection of family policy/policy issues (e.g., similarities & differences) and other types of policy/policy issues (e.g., health policy, public policy, social policy);
2. identify and discuss major social, economic, political, technological, and environmental factors, conditions, and trends affecting families, and describe the implications that contextual factors, conditions, and trends have for family policies/policy issues;
3. identify and critically examine current policy issues faced by families;
4. identify and analyze assumptions, values, and biases underlying family policy arguments and policies;
5. systematically analyze the effects that policies have on families; and
6. play a role in influencing family policies, both as individuals and as human ecology professionals.

### Overview of Class Schedule and Assignments:

- January 11 INTRODUCTION TO FAMILY POLICY & POLICY ISSUES
  
- January 16 - 25 THE CONTEXT OF FAMILY POLICY & POLICY ISSUES
  - January 16 Fundamental values
  - January 18 Social, economic, and demographic trends
  - January 23 Political ideologies
  - January 25 Historical and political foundations
  
- January 30 & February 1 SOME FRAMEWORKS FOR ANALYSIS
  
- February 6 – March 13 PAID WORK AND FAMILY WORK: THE CHALLENGES
  - February 6 – 8 Introduction: Setting the context
  - February 13 Maternity and parental leave
  
- February 15 Guest presenter, Sarah Auger: Aboriginal families: Implications for housing policy
  - February 27 – March 6 Childcare & early childhood education
  
- ✓ *March 6* *Annotated bibliography due (beginning of class)*
  - March 8 Part-time employment and family friendly workplaces
  - March 13 Caring for dependent adults
  
- March 15 Guest presenter, Ruth Wolfe: Implications of policy for immigrant families and implications of immigrant families for policy
  
- March 20 – April 5 FAMILY POVERTY AND INCOME INEQUALITY
  - March 20 & 22 What are poverty and income inequality – and why should we care?
  - March 27 – April 5 (Policy) solutions to family poverty and income inequality
  
- April 10 INFLUENCING FAMILY POLICIES
  
- ✓ *April 23* *Position paper due (by 4:30 p.m.)*

### **Specialized Support and Disability Services (SSDS)**

Students who require specialized support in this course due to disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to inform Professor Williamson and to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381 (phone) or 492-7269 (TTY).

### **Readings**

*Required readings* are listed in the syllabus (pp. 10 - 19). You are responsible for retrieving articles that are available electronically. Readings that are not available electronically have been compiled into a course pack, which is available to purchase at the University of Alberta Bookstore (SUB). Alternatively, all of the readings can be borrowed from the HECOL Learning Resource Room (302B HEB; Monday-Friday, 0830-1630).

*Recommended book:* It is recommended that students who have not already done so, read the following book, which is available to purchase at the University of Alberta Bookstore:

Pal, L.A. (2001). *Beyond policy analysis: Public issue management in turbulent times* (2<sup>nd</sup> ed.). Scarborough: Nelson Thompson Learning.

### **Course Requirements**

You will be evaluated on the basis of your performance on a position paper, an annotated bibliography assignment, reading preparation for class, and your participation in class.

<b>Course Requirement</b>	<b>Weight</b>	<b>Due Date</b>
I. Position Paper		
o Part a: Annotated Bibliography	20%	March 6 (beginning of class)
o Part b: Complete position paper	40%	April 23 (by 4:30 p.m.)
II. Class participation	20%	Throughout the term
III. Reading preparation for class	20%	5 to 8 times, randomly

### **Description of Course Requirements:**

#### **I. Position Paper**

For this assignment you will complete the two-part project that is described below. This project consists of:

- identifying and establishing the significance of a current, controversial issue or policy affecting families;
- describing the conflicting positions on and/or alternative actions for dealing with the issue or policy;
- reviewing and analyzing the evidence in support of the conflicting positions and/or alternative actions; and on the basis of this analysis
- arguing for one position and/or action.

Description and analysis of the conflicting positions and/or the alternative actions for dealing with the issue should be based largely on and supported by research findings, statistical reports, arguments and theory from HECOL 300 and 440 and from the academic literature (from academic journals), arguments made by “experts” in the field...etc. The paper should include a logical, clearly stated and well-substantiated argument in support of the position you take.

Part a: Annotated Bibliography

- i. Identify and briefly describe a current, controversial family policy/policy issue you have chosen for your position paper.
- ii. Develop an annotated bibliography comprising 6-8 sources of information associated with your topic (e.g., peer-reviewed journals, statistical reports, books, book chapters...). At least 3 of these *must be scholarly literature* (books, peer-reviewed journal articles...). For each source, include the information outlined below:
  - Citation in APA format (5<sup>th</sup> edition).
  - Main purpose/key ideas, findings, arguments made in article.
  - Contributions to your position paper in terms of establishing the significance of the issue or in terms of presenting arguments about conflicting positions associated with the issue.
  - Critical analysis of key ideas, findings, arguments, positions presented in the article (e.g., types of reasoning). Ensure that you apply theory, concepts, and principles from HECOL 300 and 440 (e.g., types of reasoning).
- iii. Based on the literature included in your annotated bibliography, briefly explain the controversial nature of the policy/policy issue you have chosen for the position paper. To do this, you’ll need to briefly identify some of the conflicting positions and/or alternative actions for dealing with the issue (cite references from annotated bibliography).
- iv. Using the literature in your annotated bibliography, establish the significance of the policy/policy issue about which your position paper focuses. Why is this an important policy/policy issue?

The annotated bibliography should be typed and can be either single or double-spaced.

You will receive feedback on Part I of the project by March 15. You are expected to use this feedback for preparation of your position paper. The extent to which you use this feedback effectively will be taken into consideration in assigning marks to the position paper.

### Part b: Complete Position Paper

Using the literature gathered for the annotated bibliography, Professor Williamson's feedback, and at least 6 additional sources of information on the topic (at least 3 of which must be *scholarly literature*), you will write a 15-20 typed double-spaced position paper. The typeface should not be smaller than 10 point or larger than 12 point. Where references are cited, APA format (5<sup>th</sup> edition) is required.

.Evaluation of the position paper will be based on the criteria listed below.

- ✓ Clarity of presentation
- ✓ Quality of writing
- ✓ Ability to demonstrate understanding of the topic by drawing on relevant research findings and arguments made in the academic literature. Understanding of the topic will be evidenced by the appropriate application of concepts, principles, theories, and analytical skills learned in class and from required readings.

### **II. Class participation**

Regular attendance and active participation in discussions and learning activities in class will enhance your learning experience in HECOL 440. As such, you are expected to attend class and actively participate and contribute to class discussions and learning activities. Class participation is worth 20% of your final mark in HECOL 440. Your attendance and class participation will be recorded throughout the term, and your participation mark will reflect your attendance and participation. So, for example, if you attend 80% of classes and actively participate when you attend, you will receive 16 of the 20 percentage points allotted for class participation. Active participation is demonstrated by answering questions and making meaningful, thoughtful comments based at least in part on course content, and by listening to others' comments and class discussions.

### **III. Reading preparation for class**

Active participation in class discussions and learning activities is possible only if you come to class prepared, having done and thought about all assigned readings. Guiding questions for each topic will be distributed to assist you in your preparation. In addition, at the beginning of some randomly selected classes (5 to 8 throughout the term) you will be asked a question about the readings. You will have 15 to 20 minutes to provide a written answer, which will be marked. Together, your written answers about the readings will be worth 20% of your final mark.

### **Policy Regarding Late Assignments**

- Assignments are to be handed in on (or before) the date they are due. **EXTENSIONS WILL NOT BE GRANTED** except in the case of illness or other extreme circumstances. Without an extension being granted, students *will be penalized 25%* for each day (24 hours) that the assignment is late. Assignments submitted more than three days late will receive a raw score of "0."

## **Plagiarism and Cheating**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (<http://www.ualberta.ca/~unisechr/policy/sec30.html> and on pages 728-748 in the 2006/2007 University Calendar) and avoid cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the university.

Section 30.3.2 of the Code of Student Behaviour includes descriptions of plagiarism and cheating as inappropriate academic behaviours and section 30.3.6 describes misrepresentation of facts and participation in an offence. Although you are responsible for familiarizing yourself with the Code in its entirety and with Section 30.3.2 and 30.3.6, key components of these sections are outlined below.

- 30.3.2(1) Plagiarism: No student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course of program of study.
- 30.3.2 (2) c Cheating: No student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.
- 30.3.6(4) Misrepresentation of Facts: No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage.
- 30.3.6(5) Participation in an Offence: No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

Students should speak with the professors if they have questions or concerns about the Code, particularly as it pertains to examinations, assignments, Internet and library research, using the same work as part of assignments in more than one course, and the definition of plagiarism.

## **Policy Regarding Electronic Devices**

Students are requested to turn off their cellular phones in class.

### Marking and Grading

A raw score and a percentage weight will be assigned for each of the course requirements. At the end of the term, the percentage weight for each requirement will be totaled (out of 100). Final grade determination will be based on a combination of your absolute achievement (total percentage weights out of 100) and your performance relative to the entire class. The following descriptions will be used to guide the determination of final grades:

<b>Excellent:</b>  The student has demonstrated excellent understanding of course content.	A <sup>+</sup>	Outstanding: The student has demonstrated an extraordinary grasp of the course content and performance reflects creativity and innovation, in addition to a high level of analytical ability.
	A	Excellent: The student has demonstrated superior understanding of the course content and a high level of analytical ability.
	A <sup>-</sup>	The student has demonstrated superior understanding of the course content, but has not shown the same level of analytical ability as students receiving an A.
<b>Good:</b>  The student has demonstrated a sound understanding of course content.	B <sup>+</sup>	The student has demonstrated a sound understanding of course material, with superior understanding being evident in some topics.
	B	The student has demonstrated a uniformly sound understanding of course material.
	B <sup>-</sup>	The student has demonstrated a generally sound understanding of course material, but there are some areas in which depth of understanding is limited.
<b>Satisfactory/Adequate:</b>  The student has demonstrated awareness of course content.	C <sup>+</sup>	The student has demonstrated adequate awareness of course content with sound understanding of some topics.
	C	The student has demonstrated adequate awareness of all of the central dimensions of the course.
	C <sup>-</sup>	The student has demonstrated adequate awareness of most of the central dimensions of the course, but lacks knowledge of one or two topics.
<b>Poor</b>	D <sup>+</sup>	The student has demonstrated a lack of knowledge in one or more of the central dimensions of the course, and has very superficial understanding of most topics.
<b>Minimal Pass</b>	D	The student's performance is only minimally acceptable due to a lack of understanding of several central dimensions of course content.
<b>Fail</b>	F	The student has demonstrated a lack of knowledge of most of the course content.

---

---

## Proposed Class Schedule and Readings

---

---

January 11

### INTRODUCTION TO FAMILY POLICY & POLICY ISSUES

- *Readings:*

Course pack

Bogenschneider, K. (2002). What is family policy? What is a family perspective in policy making? *Family policy matters: How policymaking affects families and what professionals can do* (pp. 23-28). Mahwah, New Jersey: Lawrence Erlbaum Associates.

On-line

O'Hara, K. (1998). Brief overview of family policy "stories." *Comparative family policy: Eight countries' stories* (pp. 7-20). Ottawa: Canadian Policy Research Networks Inc.

<http://www.cprn.org/en/doc.cfm?doc=442>

January 16-25

### THE CONTEXT OF FAMILY POLICY & POLICY ISSUES

January 16:

#### Fundamental values

- *Readings:*

Course pack

Land, H. (1998). Altruism, reciprocity and obligation. In P. Alcock, A. Erskine, & M. May (Eds.), *The student's companion to social policy* (pp. 49-54). Malden, Massachusetts: Blackwell.

Propper, C. (1998). Efficiency, equity and choice. In P. Alcock, A. Erskine, & M. May (Eds.), *The student's companion to social policy* (pp. 43-48). Malden, Massachusetts: Blackwell.

Taylor-Gooby, P. (1998). Equality, rights and social justice. In P. Alcock, A. Erskine, & M. May (Eds.), *The student's companion to social policy* (pp. 37-42). Malden, Massachusetts: Blackwell.

On-line

O'Hara, K. (1998). Comparative analysis of values. *Comparative family policy: Eight countries' stories* (pp. 21-31). Ottawa: Canadian Policy Research Networks Inc.

<http://www.cprn.org/en/doc.cfm?doc=442>

**January 18: Social, economic, and demographic trends**

- *Readings*

On-line

Daly, K. (2005). Reframed family portraits. *Transition Magazine*, 35(1).  
<http://www.vifamily.ca/library/transition/351/351.html>.

Scott, K. (2005). *The world we have: Towards a new social architecture* (pp. 4-20). Ottawa: Canadian Council on Social Development.  
<http://www.ccsd.ca/pubs/2005/world/world.pdf>.

**January 23: Political ideologies**

- *Readings*

Course-pack

Adams, I. (2001). Introduction. *Political ideology today* (2<sup>nd</sup> ed., pp. 1-9).  
Manchester: Manchester University Press.

Cahill, M. (1998). The green perspective. In P. Alcock, A. Erskine,  
& M. May (Eds.), *The student's companion to social policy* (pp. 98-103).  
Malden, Massachusetts: Blackwell.

Ginsburg, N. (1998). The socialist perspective. In P. Alcock, A. Erskine,  
& M. May (Eds.), *The student's companion to social policy* (pp. 78-84).  
Malden, Massachusetts: Blackwell.

Green, D.G. (1998). The neo-liberal perspective. In P. Alcock, A. Erskine,  
& M. May (Eds.), *The student's companion to social policy* (pp. 57-63).  
Malden, Massachusetts: Blackwell.

Pinker, R. (1998). The conservative tradition of social welfare. In P.  
Alcock, A. Erskine, & M. May (Eds.), *The student's companion to  
social policy* (pp. 64-65). Malden, Massachusetts: Blackwell.

**January 25: Historical & political foundations of Canada's social welfare state**

- *Readings*

On-line

Banting, K.G. (2005). Do we know where we are going? The new social  
policy in Canada. *Canadian Public Policy*, XXXI(4), 421-429.  
<http://economics.ca/cpp/en/archive.php>.

Battle, K., Mendelson, M., & Torjman, S. (2006). *Towards a new architecture  
for Canada's adult benefits* (pp. 1-23). Ottawa: Caledon Institute of  
Social Policy.  
<http://www.caledoninst.org/Publications/PDF/594ENG%2Epdf>.

Boychuk, G. (2004). *The Canadian social model: The logics of policy development*. Ottawa: Canadian Policy Research Networks.  
<http://www.cprn.org/en/doc.cfm?doc=520>.

January 30 &  
February 1

### SOME FRAMEWORKS FOR ANALYSIS

- *Readings:*

Course-pack

Bogenschneider, K. (2002). How can we bridge the controversy and move family policies forward? The theory of paradox. *Family policy matters: How policymaking affects families and what professionals can do* (pp. 87-100). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Zimmerman, S.L. (2001). Family policy. Family policy discourse: The construction of family problems and their solutions. *Family Policy. Constructed Solutions to Family Problems* (pp. 26-42). Thousand Oaks: Sage.

On-line

Boychuk, G. (2004). *The Canadian social model: The logics of policy Development* (pp. 4-8).. Ottawa: Canadian Policy Research Networks.  
<http://www.cprn.org/en/doc.cfm?doc=520>.

Jenson, J. (2004). *Canada's new social risks: Directions for a new social architecture* (pp. 1-8). Ottawa: Canadian Policy Research Networks.  
<http://www.cprn.org/en/doc.cfm?doc=1095>.

Not in course-pack or on-line:

Pal, L.A. (2001). Policy analysis: Concepts and practice. *Beyond policy analysis. Public issue management in turbulent times* (pp. 1-41). Scarborough: Nelson Thomson Learning.

February 6–  
March 13

## PAID WORK AND FAMILY WORK: THE CHALLENGES OF MULTIPLE DEMANDS

February 6 & 8: **Introduction: Setting the cContext**

- *Readings:*

On-line

Duxbury, L., & Higgins, C. (2003). *Work-life conflict in Canada in the new millennium: A status report* (pp. vii, viii, x-xxi). Ottawa: Health Canada.

[http://www.phac-aspc.gc.ca/publicat/work-travail/pdf/rprt\\_2\\_e.pdf](http://www.phac-aspc.gc.ca/publicat/work-travail/pdf/rprt_2_e.pdf).

Fast, J. (2005). Caregiving: A fact of life. *Transition Magazine*, 35(2), 3-8.

<http://www.vifamily.ca/library/transition/352/352.html>.

Hidden Costs/Invisible Contributions (HCIC) Research Program (2004). *Reworking work: The experiences of employed caregivers of older adults*. Edmonton, AB: Authors.

[http://www.hecol.ualberta.ca/hcic/publications/fact\\_sheets.htm](http://www.hecol.ualberta.ca/hcic/publications/fact_sheets.htm).

Hill, E.J., Yang, C., Hawkins, A.J., & Ferris, M. (2004). A cross-cultural test of the work-family interface in 48 countries. *Journal of Marriage and Family*, 66(5), 1300-1316.

<http://www.blackwell-synergy.com/toc/jomf/66/5>.

Hobson, B., & Oláh, L.Z. (2006). Birthstrikes? Agency and capabilities in the reconciliation of employment and family. *Marriage & Family Review*, 39(3/4), 197-227.

<http://www.haworthpress.com/store/E-Text/ViewLibraryEText.asp?s=J002&m=0&DispMode>.

McCloskey, D. (2005). Caregiving and Canadian families. *Transition Magazine*, 35(2), pp. 1-3.

<http://www.vifamily.ca/library/transition/352/352.html>.

February 13:

**Maternity & parental leave**

- *Readings:*

On-line

Human Resources and Employment. *Maternity and parental leave*.

Edmonton: Government of Alberta.

<http://www.hre.gov.ab.ca/cps/rde/xchg/hre/hs.xsl/1473.html?printfriendly=yes>.

Marshall, K. (2003). Benefiting from extended parental leave. *Perspective on labour and income*, 4(3), 5-11.

<http://dsp-psd.pwgsc.gc.ca/Collection-R/Statcan/75-001-XIE/75-001-XIE.html>.

Moss, P., & Deven, F. (2006). Leave policies and research: A cross-national overview. *Marriage & Family Review*, 39(3/4), 255-285.

<http://www.haworthpress.com/store/E-Text/ViewLibraryEText.asp?s=J002&m=0&DispMode>

Service Canada. (2006). *Employment insurance (EI) and maternity, parental, and sickness benefits*. Ottawa: Government of Canada.

<http://www.hrsdc.gc.ca/asp/gateway.asp?hr=en/ei/types/special.shtml&hs=tyt>.

Service Canada. (2006). *Employment insurance (EI) and the family supplement*. Ottawa: Government of Canada

<http://www.hrsdc.gc.ca/asp/gateway.asp?hr=en/ei/service/family/supplement.shtml&hs=tyt>.

**February 15: Guest presenter, Sarah Auger: Aboriginal families: Implications for housing policy**

February 27 –

March 6

**Childcare and early childhood education**

- *Readings:*

Course-pack

Kohen, D., Hertzman, C., & Willms, D.J. (2002). The importance of quality child care. In D.J. Willms (Ed.), *Vulnerable children* (pp. 261-276).

Edmonton: University of Alberta Press.

Mahaffy, C. (2006). The daycare debates. *Alberta Views, February*, 27-32.

On-line

- Barnett, W.S., Brown, K., & Shore, R. (2004). The universal vs. targeted debate: Should the United States have preschool for all? *Preschool Policy Matters*, 6, 1-15.  
<http://nieer.org/docs/index.php?DocID=101>.
- Battle, K. (2006). *The incredible shrinking \$1,200 childcare allowance: How to fix it*. Ottawa: Caledon Institute of Social Policy.  
<http://www.caledoninst.org>.
- Bould, S. (2006). The need for international family policy: Mothers as workers and as carers. *Marriage & Family Review*, 39(1/2), 75-98.  
<http://www.haworthpress.com/store/E-Text/ViewLibraryEText.asp?s=J002&m=0&DispMode>
- Doherty, G., Friendly, M., Beach, J. (2003). *OECD thematic review of early childhood education and care. Canadian background report* (pp. 17-31; 33-45; 64-66). Ottawa: Her Majesty the Queen in Right of Canada.  
[http://www.oecd.org/publicationanddocuments/0,3023,en\\_33873108\\_33873277\\_1\\_1\\_1\\_10\\_1,00.html](http://www.oecd.org/publicationanddocuments/0,3023,en_33873108_33873277_1_1_1_10_1,00.html).
- Krashinsky, M., & Cleveland, G. (1999). *Tax fairness for one-earner and two-earner families: An examination of the issues*. Ottawa: Canadian Policy Research Networks.  
<http://www.cprn.org/en/doc.cfm?doc=435>.
- Press, J.E., Fagan, J., & Laughlin, L. (2006). Taking pressure off families: Child-care subsidies lessen mothers' work-hour problems. *Journal of Marriage and Family*, 68(2), 155-171.  
<http://www.blackwell-synergy.com/toc/jomf/68/1>.
- Puhn Pungello, E., & Kurtz-Costes, B. (2000). Working women's selection of care for their infants: A prospective study. *Family Relations*, 49(3), 245-255.  
<http://www.blackwell-synergy.com/toc/fare/49/3>.
- Services Canada. (2005). *The CPP child rearing dropout provision*. Ottawa: Government of Canada.  
<http://www.hrsdc.gc.ca/en/isp/pub/factsheets/chidropout.shtml>.

White, L.A. (2001). Child care, women's labour market participation and labour market policy effectiveness in Canada. *Canadian Public Policy*, XXVII(4), 385-405.  
<http://economics.ca/cpp/en/archive.php>.

**March 8: Part-time employment & family friendly workplace policies**

• *Readings:*

On-line

Comfort, D., Johnson, K., Wallace, D. (2003). "Family-friendly" practices. *Part-time work and family-friendly practices in Canadian workplaces* (pp. 30-59). Ottawa: Minister of Industry.  
<http://www.statcan.ca/english/freepub/71-584-MIE/71-584-MIE2003006.pdf>.

Hill, E.J., Mårtinson, J., & Ferris, M. (2004). New-concept part-time employment as a work-family adaptive strategy for women professionals with small children. *Family Relations*, 53(3), 282-292.  
<http://www.blackwell-synergy.com/toc/fare/53/3>.

**March 13: Caring for dependent adults**

• *Readings:*

On-line

Harvey, C.D.H., & Yoshino, S. (2006). Social policy for family caregivers of elderly: A Canadian, Japanese, and Australian Comparison. *Marriage & Family Review*, 39(1/2), 143-158.  
<http://www.haworthpress.com/store/E-Text/ViewLibraryEText.asp?s=J002&m=0&DispMode>

Keefe, J. (2004). *Policy profiles for compensating family caregivers*.  
<http://www.msvu.ca/mdcaging/policyprofiles.asp>.

Service Canada. (2006). *Employment Insurance (EI) compassionate care benefits*. Ottawa: Government of Canada.  
[http://www.hrsdc.gc.ca/asp/gateway.asp?hr=/en/ei/types/compassionate\\_care.shtml&hs=tyt](http://www.hrsdc.gc.ca/asp/gateway.asp?hr=/en/ei/types/compassionate_care.shtml&hs=tyt).

The Canadian Home Care Association. (2004). *Home care: A national priority*. Ottawa: Author.  
<http://www.cdnhomecare.ca/content.php?doc=34>.

**March 15: Guest presenter, Ruth Wolfe: Implications of policy for immigrant families and implications of immigrant families for policy**

March 20 –  
April 5

## FAMILY POVERTY AND INCOME INEQUALITY

March 20  
& 22:

**What are poverty and income inequality – and why should we be concerned?**

- *Readings*

On-line

Hatfield, M. (2004). Vulnerability to persistent low income, *Horizons*, 7(2), 19-26.

[http://policyresearch.gc.ca/page.asp?pagenm=v7n2\\_index](http://policyresearch.gc.ca/page.asp?pagenm=v7n2_index).

Kunz, J.L., & Frank, J. (2004). Poverty, thy name is hydra. *Horizons*, 7(2), 4-8.

[http://policyresearch.gc.ca/page.asp?pagenm=v7n2\\_index](http://policyresearch.gc.ca/page.asp?pagenm=v7n2_index).

Picot, G., & Myles, J. (2004). Income inequality and low income in Canada. *Horizons*, 7(2), 9-17.

[http://policyresearch.gc.ca/page.asp?pagenm=v7n2\\_index](http://policyresearch.gc.ca/page.asp?pagenm=v7n2_index).

Ross, N.A. (2004). *What have we learned studying income inequality and population health?* Ottawa: Canadian Population Health Initiative.

[http://secure.cihi.ca/cihiweb/dispPage.jsp?cw\\_page=download\\_for\\_m\\_e&cw\\_sku=WHWLSIIPHPDF&cw\\_ctt=1&cw\\_dform=N](http://secure.cihi.ca/cihiweb/dispPage.jsp?cw_page=download_for_m_e&cw_sku=WHWLSIIPHPDF&cw_ctt=1&cw_dform=N).

Phipps, S. (2003). *The impact of poverty on health. A scan of research literature* (pp. 2-10). Ottawa: Canadian Population Health Initiatives.

[http://secure.cihi.ca/cihiweb/dispPage.jsp?cw\\_page=download\\_for\\_m\\_e&cw\\_sku=POVHLTHVOL2PDF&cw\\_ctt=2&cw\\_dform=null](http://secure.cihi.ca/cihiweb/dispPage.jsp?cw_page=download_for_m_e&cw_sku=POVHLTHVOL2PDF&cw_ctt=2&cw_dform=null).

March 27

– April 5: **(Policy) solutions to family poverty and income inequality**

- *Readings:*

Course-pack

Breitkreuz, R., & Williamson, D.L. (2006). “Come into my life and see how it really is...” Social assistance recipients’ experiences of marginalization and attempts to achieve social inclusion through market citizenship. In K. Cook & K. Gilbert (Eds.), *Life on the margins. Implications for health research* (pp. 40-57). Frenchs Forest NSW: Pearson Education Australia.

Clark, C. (1998). Retirement and the elderly. *Canada's income security programs* (pp. 71-76; 82-96). Ottawa: Canadian Council on Social Development.

On-line

Alberta Seniors and Community Supports. (2006). *Seniors programs and services. Information guide 2006-2007* (pp. 7-14). Edmonton: Government of Alberta.  
[http://www.seniors.gov.ab.ca/services\\_resources/programs\\_services/booklet/ProgramsServices\\_InfoGuide.pdf](http://www.seniors.gov.ab.ca/services_resources/programs_services/booklet/ProgramsServices_InfoGuide.pdf).

Battle, K., Mendelson, M., & Torjman, S. (2005). The modernization mantra: Toward a new architecture for Canada's adult benefits. *Canadian Public Policy*, XXXVI(4), 431-437.  
<http://economics.ca/cpp/en/archive.php>.

Boychuk, G. (2004). *The Canadian social model: The logics of policy Development* (pp. 13-18). Ottawa: Canadian Policy Research Networks.  
<http://www.cprn.org/en/doc.cfm?doc=520>

Curtis, L., & Phipps, S. (2004). Social transfers and the health status of mothers in Norway and Canada. *Social Science and Medicien*, 58, 2499-2507.  
[http://www.sciencedirect.com/science?\\_ob=PublicationURL&\\_cdi=5925&\\_pubType=J&\\_auth=y&\\_acct=C000051251&\\_version=1&\\_urlVersion=0&\\_userid=1067472&md5=830583c11877c3d3e044d4a33b48c6c2](http://www.sciencedirect.com/science?_ob=PublicationURL&_cdi=5925&_pubType=J&_auth=y&_acct=C000051251&_version=1&_urlVersion=0&_userid=1067472&md5=830583c11877c3d3e044d4a33b48c6c2).

Makhoul, A. (2005). The living wage learning initiative. *Community stories series*. Ottawa: Caledon Institute of Social Policy.  
<http://www.aledoninst.org>.

Makhoul, A. (2006). Vibrant Communities Edmonton: Building family economic success. *Community stories series*. Ottawa: Caledon Institute of Social Policy.  
<http://www.aledoninst.org>.

Maxwell, J. (2002). *Smart social policy – "making work pay."* Ottawa: Canadian Policy Research Networks.  
<http://www.cprn.org/en/doc.cfm?doc=199>.

Policy Research Initiative. (2003). *Exploring the promise of asset-based social policies: Reviewing evidence from research and practice. Conference on Asset-based approaches. Synthesis report.* Ottawa: Author.  
[http://policyresearch.gc.ca/page.asp?pagenm=pub\\_exclusion\\_synthesis](http://policyresearch.gc.ca/page.asp?pagenm=pub_exclusion_synthesis).

Raine, K., McIntyre, L., & Dayle, J.B. (2003). The failure of charitable school- and community-based nutrition programmes to feed hungry children. *Critical Public Health*, 13(2), 155-169.  
<http://www.metapress.com/content/7wcu02ktdpm3/?p=591cc5a5cd3f4e6dac39803d82567a30&pi=13>.

Williamson, D.L., & Salkie, F. (2005). Welfare reforms in Canada: Implications for the well-being of pre-school children in poverty. *Journal of Children and Poverty*, 11(1), 55-76.  
<http://www.metapress.com/content/tq3bfenk0nvq/?p=8d80cf468bea44b0b81d862d6b219b3c&pi=3>.

**April 10**      **INFLUENCING FAMILY POLICIES**

• **Readings:**

Course-pack

Braun, B., & Williams, S.E. (2004). Democratic engagement: A call to family professionals. In C.L. Anderson (Ed.), *Family and community policy: Strategies for civic engagement* (pp. 1-18). Alexandria VA: American Association of Family & Consumer Sciences.

On-line

Bogenschneider, K., Olson, J.R., Linney, K.D., & Mills, J. (2000). Connecting research and policymaking: Implications for theory and practice from the family impact seminars. *Family Relations*, 49(3), 327-339.

<http://www.blackwell-synergy.com/toc/fare/49/3>.

**April 12**      **WRAP-UP**

**April 23**      **POSITION PAPERS DUE**