

**SOC478H1S The Social Contexts of Public Policy**  
*Winter 2017*

*Instructor*

Ito Peng  
Department of Sociology  
725 Spadina Avenue, Room 256/58

Time and Place of Class

Tuesdays, 2-4 pm,  
UC D301 (University College Room D301)  
15 King's College Circle

*Office Hours*

Mondays, 2:00-3:00 pm, and by appointment  
Best way to reach me is by email: e-mail: [itopeng@chass.utoronto.ca](mailto:itopeng@chass.utoronto.ca)  
Phone: 416-946-5902

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*Course Description*

**Course Objectives:**

This course explores how policy processes and frameworks need to be evaluated in light of the social context in which they are developed. Factors to be considered include the interplay between public values and expectations and public policy; the implications of structural, demographic, cultural and ideational changes, and understandings of ethical principles of conduct in public organizations. In this course you will learn how to use empirical research to answer highly contested issues in policy circles and in public life. We will pursue these objectives by introducing students to major trends in inequality and social changes in Canada and in the world, assessing these trends within a comparative context, reflecting on their normative implications, and examining alternative policy responses to these developments.

**Important Note:** A 300+ level SOC course (preferably selected from the Recommended Preparation list for this course)

Recommended Preparation: SOC301Y1 or SOC303H1 or SOC304H1 or SOC314H1 or SOC336H1 or SOC363H1 or SOC364H1 or SOC365H1 or SOC371H1 or SOC383H1.

Students lacking this prerequisite can be removed at any time without notice.

**Readings:**

Each week, students are assigned "Required Readings" and "Supplementary Readings". All students must read all the Required Readings each week. Supplementary Readings

are for those who are interested in pursuing the topic further. Most of the assigned readings can be downloaded directly from the web or from University of Toronto's e-resources. Many of the links for these readings are embedded in the course outline. Academic journal articles without embedded links can be accessed via the University of Toronto's e-resources at:

<http://main.library.utoronto.ca/eir/resources.cfm>

Those required readings that are not readily available from the web or from University of Toronto's e-resources will be uploaded onto the Blackboard.

### **Course Organization:**

Students who are assigned to lead class discussion will start the class with presentation and discussion for the first hour of the class, followed by a short break. All the students are to read the materials assigned for each class and come prepared to discuss. In the second half of the class I will give a lecture to summarize key ideas and raise new ideas on the topic.

Students are expected to read the materials assigned for the first class before they come to the class, and be prepared to discuss. In addition to our first meeting, we have eleven regular classes. The class meets on Tuesdays from 2:00 – 4:00 pm.

### **Course Requirements and Marking Scheme:**

Following are the assignments and their relative weights for the final mark.

**Analytical Questions (10 points):** In 5 of the ten weeks following the introductory class (your choice), you will submit a focused analytical question of no more than two short paragraphs. Analytical questions should reflect the readings assigned for the week, and show your thoughts about them and raise discussion points for the class discussion the following Tuesday. **You cannot submit analytical questions for the week that you are assigned as a discussant.**

*Analytical questions are due on the **Sunday before** class* and are to be uploaded onto the Blackboard. In the Blackboard menu you will see a tab called "Discussion Board". Click the tab and you will find folders for analytical questions for each week starting week 2. Click on the week that you would like to submit your analytical questions and submit your questions. Please make sure that you are submitting your questions in the folder corresponding to the appropriate week. The folders are made open as discussion board so you can also discuss the readings as well.

**Please submit your analytical questions onto the Discussion Board on the Blackboard. To submit your analytical questions, go to the Blackboard, click onto the Discussion Board, and submit your questions into the folder for the appropriate week.**

Since the main purpose of the questions is to improve the quality of class discussion, late questions will not count. When you submit your questions and/or discussions, make sure that you put your name so other people know who submitted which questions each week.

I will not grade the questions since they are mainly a way to enhance class discussion. However, **10 points of your final grade will be based on timely submission of your questions as well as your contribution to class discussions. Again, in order to receive 10 points, you will have to submit analytical questions for at least 5 of the 11 weeks, other than the week you are presenting, between week 2 and week 12.**

***Class Participation (20 points):*** Since this is a seminar course, students are expected to participate in class discussions. **This means students should be attending the class regularly and participate in discussions. Class participation mark will include your attendance and level of participation.** I will be taking attendance and assessing on your participation. If you are unable to attend due to illness or serious personal reasons, you must show me doctors note and/or discuss with me in advance.

***Analytical Memo and Facilitation of Class-Discussion: (25 points):*** Everybody will be assigned to a discussion leaders group for **one** of the ten weeks. Each discussion leaders group will submit an analytical memo of no more than 750 words (3 pages, double spaced in 12 pt. font size) on the readings for that week and take part in leading the class discussion.

Think of these memos as the sort of brief essay you might write for a take-home exam. In general, the format for the memos should follow the format described below for the research paper – statement of the research question and research problem, answer(s) to the question, conclusion and discussion – but in *very* abbreviated form.

***Analytical memo are due on the Friday after your assigned class. One of the people in the group must take responsibility to upload the analytical memo onto the Blackboard.*** On the subject line, insert the course number and the date of the class (not the date on which you are writing) and all the names of people in your group. This is a group assignment. This means that everybody in the group has to work together to write the analytical memo.

***Class discussion:*** We will start the class promptly at 2:10 pm with presentation and class discussion led by discussion leaders. Discussion leaders should devote the first 15 – 20 minutes at the beginning of the class to presenting the assigned readings, and the remainder of time facilitating class discussion. Discussion leaders should meet to plan this part of the class. You should prepare a one-page outline identifying the issues you think the class should discuss and bring copies for everyone to class. Discussion leaders should read the weekly analytical questions submitted by other students for your week to see what other people are thinking about in relation to the assigned readings, and to help you identifying discussion questions for the class. Each discussion leaders group should come and talk to me about their plan and presentation outline ahead of the time.

**Please submit your analytical memo by uploading it directly onto the Blackboard. To submit your analytical memo, go into the Blackboard, click onto the Course Materials, and you will see a folder for analytical memo.**

I will give the marks for discussion leaders group within 2 weeks after the presentation, discussion and submission of the analytical memo.

***Sequential Research Paper (45 points in total):***

Your research paper will be completed in **two parts: part one – 10 points; and part two – 35 points**. Each paper will be graded on: 1) quality and thoroughness of analysis; 2) incorporation of research from academic and other sources; and 3) clarity and organization of presentation and timely completion of each part of the exercise.

**Please submit your papers by uploading them directly onto the Blackboard. To submit your paper, go into the Blackboard, click onto the Course Materials, and you will see folders for each of the two papers.**

***Part One (Introduction): Statement of the research question and the research problem. (10 points)***

Typically, students begin with a research *topic* that interests them. Some of the *topics* we will consider this semester include: the earnings of new immigrants to Canada, the gender gap in earnings, barriers to post-secondary education, family structure and income inequality, and demographic changes and their implications for public policy. The first step you will have to make is to move from your research topic to formulating a *research question*. You may choose a research question that corresponds to one of the course modules but this is not required. However, students who choose a topic not related to the course modules must choose a topic closely related to the general themes of the course.

**Consult with me early on.**

Some research questions are purely descriptive: they are about matters of fact. For example: “I want to know *whether* the gender gap in earnings is rising or falling.” Descriptive research questions are **valuable** if the answer to the question is highly contested and/or the existing research gives contradictory answers. The task here is to sort out the reasons for the contradictory answers. Often such disputes are methodological in nature.

More typical research questions concern issues of *why or how*. **For example:** “I want to know whether rising female education levels has led to a decline in the gender earnings gap.” This sentence specifies both an *explanandum* (the thing to be explained) and an *explanans* (the thing that does the explaining).

Notice that simply saying: “I want to know why the gender earnings gap is or is not declining” or “I want to know why there is a gender earnings gap” is only a statement of the *topic* that interests you. Neither formulation has the character of a research question since no *explanans* has been identified yet.

The second part of an introduction to a research paper involves a statement of the *research problem*. Why should we be interested in the answer to the question? What motivates the question? One way to think about this is to ask: “What are the costs of not knowing the answer?” The costs can be of two sorts, theoretical and practical. Theoretical research problems usually involve some claim that is in dispute in the social science community. Practical research problems usually involve some claim that is in dispute in the “real world” (e.g. a policy-maker wants to know whether not some program or policy is having the intended effect).

Your statement of your research question and research problem is due by **Tuesday, February 14, 2016**. It should be no more than 3 pages in length (750 words) and contain a minimum of five references you have drawn on. More recent references are usually the best place to begin. **Please upload your paper onto the Blackboard before the end of February 14.** I will give mark and feedback on the uploaded papers by March 3.

For more discussion of the differences between *topics, questions, and problems* see: Booth, Wayne C., Gregory G. Colomb and Joseph Williams (1995) *The Craft of Research*, University of Chicago Press.

***Part two: Final Paper (Answer your question, discuss and draw conclusions) (35 points)***

Your final paper should include three components: 1) statement of the research question and the research problem (see above); 2) answers to your question; and 3) conclusion and discussion.

The statement of the research question will be your revised and updated introduction paper that you submitted back on February 14. It should be no more than 3 pages in length (750 words).

The answers to your research question (i.e. evidence, results, and data) are the core of your paper. It should be about 6 pages (1,500 words) in length. Your task here is to review the most significant research that bears on your question and to assess it for theoretical coherence and empirical rigor. What are the alternative *possible* answers to your question? Which answers appear to be the most plausible based on your assessment of the research? What disputes and sources of uncertainty remain?

To get a sense of what this sort of paper might look like take a look at recent issues of the *Annual Review of Sociology* for exemplars.

This should be followed by your conclusion and discussion. This is where you tie things up. A conclusion and discussion usually restates the question and the main findings and then goes on to discuss the implications of the results by tying them back to the *research problem* (or *problems*) identified in part one. This section should be no more than 2 pages (500 words).

Putting together the three components: 1) statement of the research question and the research problem (see above) (no more than 3 pages); 2) answers to your question (about 6 pages); and 3) conclusion and discussion (no more than 2 pages), your final paper should be no more than 11 pages (2,750 words), plus bibliography.

The final paper is due on **Friday, April 7, 2016**. The papers should be double-spaced, and written in 12-point font (pity your professor who has to use reading glasses to read papers). **All the papers must be uploaded onto the Blackboard.**

**Note on Grading:** *I will grade the first section of the paper before the end of February to give you a sense of how you are doing and to indicate how you might improve the paper. Based on my comments, you may revise this section for the final version of the paper. I will take improvements you have made into account in your final grade. Most students substantially revise the introduction (part one) of their papers after writing the conclusions.*

**Writing Skills:** The quality of your writing will have a *big* impact on your grade. Writing skills (clarity, logic, parsimony, organization) are probably the most important skills you develop in university. If you can't write a good two page memo in the public policy world, you're toast. If you need to improve your writing skills, each year the downtown college writing centres, with the help of the Academic Success Centre, the Career Centre, and UT Libraries, organize a series of academic skills workshops aimed primarily at undergraduate students. The workshops are free, and all U of T students are welcome. <http://www.writing.utoronto.ca/news/writing-plus>

**Missed deadlines:** You must complete each assignment as scheduled. If you miss a test or a paper deadline, **do not** contact the instructor unless you have followed the steps described here. Telling the instructor why you missed a deadline or a test will not be considered.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class.

If you miss deadlines without proper documentation (verification of student illness), you will receive a deduction of 5% for each day of lateness.

**Special needs:** If you have documentation that you are a **special needs student, please see me as soon as possible to discuss how best to assist you in the course.** You cannot give me your special needs requirement after the fact, in other words, you cannot request

for special needs consideration after you have submitted your papers and received your grades.

### **Plagiarism**

Be aware that the university administration and faculty, including me, take **plagiarism** very seriously. Plagiarism means presenting work done by another person or source as your own, or using the work of others without acknowledgment. Heavy reliance on one or two resources constitutes plagiarism, as does copying paragraphs or sentences from multiple sources, purchasing an essay, or cutting and pasting from web-based documents without acknowledgments. It is also an academic offense to submit your own paper, which you have previously submitted for credit in another class. Any assignment or essay that is plagiarized will be assigned a grade of zero with no opportunity to resubmit or to carry out a make-up assignment. If you are in doubt as to whether you are engaging in plagiarism, the following covers some (but not all) types:

<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

<http://www.indiana.edu/~wts/wts/plagiarism.html>

The University of Toronto webpage on writing also contains a great deal of useful information on academic writing. One topic is plagiarism. Access the information by going to the web address [www.utoronto.ca/writing](http://www.utoronto.ca/writing) Then in the search box, type the term plagiarism, and you will get a listing of files. Open the one called “How not to plagiarize.”

**Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site**

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### **Summary of marking scheme:**

<b>Analytical questions:</b>	<b>10%</b>
<b>Class participation and attendance:</b>	<b>20%</b>
<b>Analytical Memos and Facilitation of Class-Discussion:</b>	<b>25%</b>
<b>Sequential Papers:</b>	<b>45%</b>
<b>Introduction:</b>	<b>(10%)</b>
<b>Final Paper:</b>	<b>(35%)</b>
<b>TOTAL:</b>	<b>100%</b>

### **Summary of Class Schedule**

Date	Topic
1. January 10	Introduction – Because it’s 2017?
2. January 17	Post-2016 Political Order
3. January 24	Growing Inequality
4. January 31	Work and Earnings in the Knowledge Economy
5. February 7	Social Investment and Education
6. February 14	Gender and Family Transformation
<b>February 21 READING WEEK.</b>	
7. February 28	Demographic Changes – Ageing and low fertility society
8. March 7	Care and Migration
9. March 14	The Immigrant Society I
10. March 21	The Immigrant Society II
11. March 28	Climate and Happiness
12. April 4	Wrap up

### *Course Schedule and Readings*

#### **Week 1 – January 10: Introduction – Because it’s 2017?**

*Introductory Lecture and class discussion:* As we begin 2017, what are some of the outstanding social policy issues

#### **Required Readings:**

**These are all short readings identifying some of the key policy issues debated in the 2015 Canadian federal and the 2016 US Presidential elections.**

Paul Krugman. 2016. “Trump and Pruitt will Make America Gasp Again”, *New York Times*, [http://www.nytimes.com/2016/12/09/opinion/trump-and-pruitt-will-make-america-gasp-again.html?rref=collection%2Ftimestopic%2FGlobal%20Warming&action=click&contentCollection=science&region=stream&module=stream\\_unit&version=latest&contentPlacement=3&pgtype=collection](http://www.nytimes.com/2016/12/09/opinion/trump-and-pruitt-will-make-america-gasp-again.html?rref=collection%2Ftimestopic%2FGlobal%20Warming&action=click&contentCollection=science&region=stream&module=stream_unit&version=latest&contentPlacement=3&pgtype=collection)

Miles Corak. 2015.” Who are the Middle Class? August 28th.  
<http://milesorak.com/2015/08/28/who-are-the-middle-class/>

Doug Saunders. 2012. “What would a Canada of 100 million feel like? More comfortable, better served, better defended”, *The Globe and Mail*, May. 17 2012 <http://www.theglobeandmail.com/news/national/time-to-lead/what-would-a-canada-of-100-million-feel-like-more-comfortable-better-served-better-defended/article4186906/?page=all>

Kim Lyons. 2016. “5 Reasons Why Right Now Is The Time For A Woman To Be America's President”, <https://www.bustle.com/articles/75632-5-reasons-why-right-now-is-the-time-for-a-woman-to-be-americas-president>

### **Recommended Readings:**

**Listen:** Jennifer Welsh. 2016. “CBC Massey Lectures: The Return of History”, <http://www.cbc.ca/radio/ideas/lecture-1-the-return-of-history-1.3829081>

Polanyi, Karl. 1944. *The Great Transformation: the political and economic origins of our time*, Mattituck, NY: Amereon House. Chapters 4, 5, 6. **PDF on Blackboard**

### **Week 2 – January 17: Post-2016 Political Order**

*The 2015 Canadian federal election and the 2016 US Presidential election brought to surface some of the key social and economic policy issues: economy, inequality, racial discrimination, immigration, gender, and climate change. How should we understand them? How do they intersect? Why is it important to understand them?*

Discussion Leaders:

### **Required Readings:**

OECD. 2015. *In it Together: Why Less Inequality Benefits us all*. (Chapter 1) [http://www.keepeek.com/Digital-Asset-Management/oecd/employment/in-it-together-why-less-inequality-benefits-all\\_9789264235120-en](http://www.keepeek.com/Digital-Asset-Management/oecd/employment/in-it-together-why-less-inequality-benefits-all_9789264235120-en)

Eduardo Porter. 2014. “Tyler Cowen on Inequality and What Really Ails America”, *The New York Times*. July 30, 2014. <http://www.nytimes.com/2014/07/31/upshot/tyler-cowen-on-inequality-and-what-really-ails-america.html>

Nahlah Ayed. 2016. “It’s Immigration, Stupid: the irresistible politics of keeping people out”, *CBC News*, <http://www.cbc.ca/news/world/immigration-trump-may-sarkozy-1.3745387>

Daniel Bush. 2016. “The Hidden Sexism that could Sway the Election”, <http://www.pbs.org/newshour/features/hidden-sexism/>

Chelsea Harvey. 2016. “Science Proves it: denial of climate change is all about the politics”, *The Washington Post*, <https://www.washingtonpost.com/news/energy->

[environment/wp/2016/02/22/science-confirms-it-denial-of-climate-change-is-all-about-the-politics/?utm\\_term=.a4ebd81cbe7e](http://environment/wp/2016/02/22/science-confirms-it-denial-of-climate-change-is-all-about-the-politics/?utm_term=.a4ebd81cbe7e)

### **Recommended Readings:**

Fortin, Nichole, David A. Green, Thomas Lemieux, Kevin Milligan and W. Craig Riddell. 2012. "Canadian Inequality: Recent Developments and Policy Options", *Canadian Public Policy*, 38(2): 121-145; Paul Krugman. 2007. *Conscience of a Liberal*; Richard Wilkinson and Kate Pickett. 2009. *The Spirit Level: Why Greater Equality Makes Societies Stronger*; Jacob Hacker and Paul Pierson. 2010. *Winner-Take-All Politics*; Paul Pierson. 2011. *Inequality and Its Casualties*; Alan Krueger, 2012. *The Rise and Consequences of Inequality*; Timothy Noah *The Great Divergence* (2012); Joseph Stiglitz. 2012. *The Price of Inequality*; Arlie Hochschild. 2016. *Strangers in their Own Land: Anger and Mourning on the American Right*; Jane Mayer. 2016. *Dark Money: The Hidden History of the Billionaires Behind the Rise of the Radical Right*.

### **Week 3 – January 24: Growing Inequality**

**Discussion points:** What are some of the problems facing our society today? Why should we be concerned about inequality? What are the roles of public policy? What makes a good society?

**Discussants:** *ALL*

### **Required Readings:**

Martin Feldstein. 1998. "Income Inequality and Poverty." National Bureau of Economic Research, Working Paper 6770. <http://papers.nber.org/papers/w6770>

Lane Kenworthy. 2008. *Jobs With Equality*. Oxford: Oxford University Press. Chapter 2 (Why Should We Care About Inequality), pp. 13-29 **PDF on Blackboard**

John Myles. 2010. "The Inequality Surge", *Inroads: The Canadian Journal of Opinion*, 26: 66-73. Available at [http://www.inroadsjournal.ca/archives/inroads\\_26/Inroads\\_26\\_Quebec\\_Economy.pdf](http://www.inroadsjournal.ca/archives/inroads_26/Inroads_26_Quebec_Economy.pdf)

OECD. 2012. *Inequality in Labour Income: What are its Drivers and how can it be Reduced?* OECD Economics Department Policy Report #8. <http://www.oecd.org/tax/public-finance/49417273.pdf> (if you cannot access directly from this website, you can access this through the OECD website).

### **Supplementary Readings:**

Robert Frank. 2004. "How not to buy happiness." *Daedalus* 133: 69-79.

Richard Layard. 2003. "Income and happiness: rethinking economic policy." Lionel Robbins Memorial Lectures, London School of Economics, London.  
<http://cep.lse.ac.uk/events/lectures/layard/RL040303.pdf>

Richard Layard. 2003. "What would make a happier society." Lionel Robbins Memorial Lectures, London School of Economics, London.  
<http://cep.lse.ac.uk/events/lectures/layard/RL050303.pdf>

Richard Easterlin. 2013. "Happiness, Growth, and Public Policy", *Economic Inquiry*. 51(1): 1-15.

Nichole Fortin, David A. Green, Thomas Lemieux, Kevin Milligan and W. Craig Riddell. 2012. "Canadian Inequality: Recent Developments and Policy Options", *Canadian Public Policy*, 38(2): 121-145.

Marc Frenette, David Green, and David Milligan. 2009. "Taxes, transfers, and Canadian income inequality. *Canadian Public Policy*, 35(4): 389-411

Rene Morissette, Garnett Picot and John Myles. 2003 "Low income intensity during the 1990s: the role of economic growth, employment earnings, and social transfers." *Canadian Public Policy* XXIX: S15-S40.  
<http://www.statcan.ca/english/research/11F0019MIE/11F0019MIE2003172.pdf>

Fabrice Murtin and Marco Mira d'Ercole. 2015. *Household wealth inequality across OECD countries: new OECD evidence*, OECD. <http://www.oecd.org/std/household-wealth-inequality-across-OECD-countries-OECD21.pdf>

Jacob Hacker and Paul Pierson. 2010. *Winner-Take-All Politics: How Washington Made the Rich Richer – And Turned its Back on the Middle Class*. Simon & Schuster. (Chapter 1).

Barak Obama. 2014. "Inequality and Democracy", in David Cay Johnston ed. *Divided: the Perils of Growing Inequality*, New York: the New Press. pp. 1-16.

#### **Week 4 – January 31: Work and Earnings in the Knowledge Economy**

<b>Discussion points:</b> How is our economy changing? Who are the winners and losers in the new economy? What does it mean for public policy?
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<b>Discussants:</b>
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#### **Required Readings:**

Rebecca Blank. 2009. "Economic Change and the Structure of Opportunity for Less-skilled Workers." *Focus*, 26(2): Fall. Available at  
<http://www.irp.wisc.edu/publications/focus/pdfs/foc262c.pdf>

Sebastien LaRochelle-Cote and Claude Dionne. 2009. "International Differences in Low-

Paid Work”. PP. 5-13 in *Perspectives on Labour and Income*, June (Statistics Canada) Available at <http://www.statcan.gc.ca/pub/75-001-x/2009106/pdf/10894-eng.pdf>

Rene Morissette. 2008. “Earnings in the last decade.” PP.12-24 in *Perspectives on Labour and Income*, Feb. (Statistics Canada) Available at <http://www.statcan.gc.ca/pub/75-001-x/2008102/pdf/10521-eng.pdf>

Paul Tsaparis. 2014. “Canada must Develop our Knowledge Economy”, *Globe and Mail*, <http://www.theglobeandmail.com/report-on-business/careers/leadership-lab/canada-must-develop-our-knowledge-economy/article18229988/>

### **Supplementary Readings:**

Lane Kenworthy. 2008. *Jobs With Equality*. Oxford: Oxford University Press.

Thomas DiPrete. 2007. "What has sociology to contribute to the study of inequality trends? An historical and comparative perspective." *American Behavioral Scientist* 50:1-16. (especially the section on skill biased technological change vs. labour market institutions). Available at <http://abs.sagepub.com.myaccess.library.utoronto.ca/cgi/reprint/50/5/603>

Marie Drolet. 2005. "Participation in post-secondary education: Has the role of parental income and education changed over the 1990s?" Analytical Studies Branch Research Paper Series, (Statistics Canada) Available at <http://www.statcan.gc.ca/pub/11f0019m/11f0019m2005243-eng.pdf>

Philippe Belley, Marc Frenette and Lance Lochner. 2014. “Post-secondary attendance and parental income in the US and Canada: do financial aid policies explain the differences?”, *Canadian Journal of Economics*, 47(2): 664-696.

### ***Forum: Has Higher Education Become an Engine of Inequality?***

“Yes”

Kahlenberg, Richard D. “Magnifying Social Inequality”, in *The Chronicle Review*. Available at <http://chronicle.com/article/Magnifying-Social-Inequality/132627/>

Hamilton, Laura and Elizabeth A. Armstrong. “Social Life and Social Inequality”, in *The Chronicle Review*. Available at <http://chronicle.com/article/Social-LifeSocial/132631/>

Carnevale, Anthony P. “The Great Sorting, in *The Chronicle Review*. Available at <http://chronicle.com/article/The-Great-Sorting/132635/>

Wilson, William Julius. “The Role of Elite Institutions”. in *The Chronicle Review*. Available at <http://chronicle.com/article/The-Role-of-Elite-Institutions/132639/>

Espenshade, Thomas J. “Growing Elitism”. in *The Chronicle Review*. Available at <http://chronicle.com/article/Growing-Elitism/132641/>

“No”

Leef, George. "The Problem is Elsewhere", in *The Chronicle Review*. Available at <http://chronicle.com/article/The-Problem-is-Elsewhere/132629/>

### **Week 5 – February 7: Social Investment and Education**

*As our economic base shifts from industrial to post-industrial, many governments have begun to adopt a "social investment" approach to addressing social and economic issues. What is social investment, and how do social investment policies look like? Are these the answers?*

Discussion Leaders:

#### **Required Readings:**

Moira Nelson and John D Stephens. 2012. "Do social investment policies produce more and better jobs?" in N. Morel, B. Palier and J. Palme eds., *Towards a Social Investment State: Ideas, Policies and Challenges*. **PDF on Blackboard**

Ito Peng. 2014. "The Social Protection Floor and the "New" Social Investment Policies in Japan and South Korea", *Global Social Policy*. 14(3): 389-405.

Jane Jenson. 2017. "Modernizing the European Social Paradigm: social investment and social entrepreneurs", *Journal of Social Policy*, 46(1): 31-47.

Rianne Mahon, et. Al. 2016. "Social Policy Change: Work-Family Tensions in Sweden, Australia and Canada", *Social Policy and Administration*, 50(2): 165-182.

#### **Recommended Readings:**

Anton Hemerijck. 2012. "Two or three waves of welfare state transformation" in N. Morel, B. Palier and J. Palme eds. *Towards a Social Investment State: Ideas, Policies and Challenges*

Kristyn Frank, Marc Frenette, and René Morissette. *Labour Market Outcomes of Young Postsecondary Graduates, 2005 to 2012*, Economic Insights Publications, Statistics Canada, September, 2015.

[http://publications.gc.ca/collections/collection\\_2015/statcan/11-626-x/11-626-x2015050-eng.pdf](http://publications.gc.ca/collections/collection_2015/statcan/11-626-x/11-626-x2015050-eng.pdf)

Tom Edsall. 2015. "How Do We Get More People to Have Good Lives?" June 3, at <http://www.nytimes.com/2015/06/03/opinion/how-do-we-get-more-people-to-have-good-lives.html?>

Brahim Boudarbat, Thomas Lemieux and W. Craig Riddell. 2010. *The Evolution of the Returns to Human Capital in Canada, 1980-2005*, CLSRN Working Papers, UBC

Department of Economics, revised 30 Jan 2010.

<http://www.clsrn.econ.ubc.ca/workingpapers/CLSRN%20Working%20Paper%20no.%2053%20-%20Boudarbat,%20Lemieux,%20Riddell.pdf>

Miles Corak, Lori Curtis and Shelley Phipps. 2010. Economic Mobility, Family Background, and the Well-Being of Children in the United States and Canada. IZA Institute for the Study of Labor Working Paper. <http://ftp.iza.org/dp4814.pdf>

Chris Sorenson and Charlie Gillis. 2013. “The New Underclass” *Maclean’s Magazine*, January 21, 2013. pp. 38-45. <http://www.macleans.ca/society/life/the-new-underclass/>

Adam Davidson. 2012. Making it in America Atlantic Magazine January-February 2012 <http://www.theatlantic.com/magazine/archive/2012/01/making-it-in-america/308844/1/>

Richard Wilkinson and Kate Pickett. 2010. Chapter 2: “Poverty or Inequality?” in *The Spirit Level: Why Equality is Better for Everyone*. New York: Penguin. pp. 15-30

## **Week 6 - February 14 – Week 5: Gender and Family Transformation**

### **RESEARCH PAPER #1 DUE**

**Discussion points:** How are the family and gender relations changing? What are the implications of these changes? What can we do to ensure social, economic, and gender equality?

Discussion Leaders:

### **Required Readings:**

Claudia Goldin. 2006. “The quiet revolution that transformed women’s employment, education and family.” *American Economic Review*, 96(2): 1-21.

Maria Cancian and Ron Haskings. 2014. “Changes in Family Composition: Implications for Income, Poverty, and Public Policy”, *Annals of the American Academy of Political and Social Science*, 654(1): 31-47.

John Myles. 2005. *Postponed Adulthood*. Canadian Council on Social Development, Ottawa. <http://www.ccsd.ca/pubs/2005/pa/pa.pdf>

James M. Raymo, Hyunjoon Park, Yu Xie and Wei-jun Jean Yeung. 2015. “Marriage and Family in East Asia: Continuity and Change”, *Annual Review of Sociology*, 41: 471-492.

### **Recommended Readings:**

Paula England. 2010. “The Gender Revolution: Uneven and Stalled”, *Gender and*

*Society*, 24: 149-166.

David C. Johnston. 2014. "Men and their Underpaid Women", in David Cay Johnston ed. *Divided: the Perils of Growing Inequality*, New York: the New Press. pp. 291-294.

Frank Furstenberg. 2014. "Fifty Years of Family Change: From Consensus to Complexity", *Annals of the American Academy of Political and Social Science*, 654(1): 12-30.

Carole Vincent. 2016. *WHY DO WOMEN EARN LESS THAN MEN? A Synthesis of Findings from Canadian Microdata*,  
[https://crdcn.org/sites/default/files/carole\\_vincent\\_synthesis\\_final\\_2.pdf](https://crdcn.org/sites/default/files/carole_vincent_synthesis_final_2.pdf)

Hanna Rosin. 2010. "The End of Men", *The Atlantic*,  
<http://www.theatlantic.com/magazine/archive/2010/07/the-end-of-men/308135/>

Chin-Fen Chang and Paula England. 2010. "Gender Inequality in Earnings in Industrialized East Asia", *Social Science Research*, 40: 1-14.

## **February 21 – Reading Week – NO CLASS**

### **Week 7 – February 28: Demographic Changes – Why Should we be Concerned about Low Fertility and Ageing Society?**

**Discussion points:** Is population ageing a problem? Is low fertility a problem? What are the drivers and the consequences of these changes? What can or should we do about them?

**Discussants:**

#### **Required Readings:**

Patricia Boling. 2008. "Demography, Culture and Policy: Understanding Japan's Low Fertility", *Population and Development Review*, 34(2): 307-26.

Ito Peng. 2010. "The Good, the Bad, and the Confused: The Political Economy of Social Care Expansion in South Korea", *Development and Change*, 42(4): 905-23.

United Nations Department of Economic and Social Affairs. 2014. "Population ageing and sustainable development". Available at:  
[http://www.un.org/en/development/desa/population/publications/pdf/popfacts/PopFacts\\_2014-4.pdf](http://www.un.org/en/development/desa/population/publications/pdf/popfacts/PopFacts_2014-4.pdf)

Peter McDonald. 2006. "Low Fertility and the State: The Efficacy of Policy", *Population and Development Review*, 32(2): 485-510.

### **Recommended Readings:**

Francis G Castles. 2003. "World Turned Upside Down: Below replacement fertility, changing preferences, and family-friendly public policy in 21-OECD countries", *Journal of European Social Policy*, 13: 209-237.

United Nations Department of Economic and Social Affairs. 2012. "Population ageing and development: Ten years after Madrid". Available at: [http://www.un.org/en/development/desa/population/publications/pdf/popfacts/popfacts\\_2012-4.pdf](http://www.un.org/en/development/desa/population/publications/pdf/popfacts/popfacts_2012-4.pdf)

Valerie Preston. et al. 2013. "Gender, Race and Immigration: Aging and Economic Security in Canada", *Canadian Review of Social Policy*, 68/69: 90-106.

Neena Chappell and Laura Funk. 2011. "Social Support, Caregiving, and Aging", *Canadian Journal of Aging*, 30(3): 355-370.

Peter Uhlenberg. 1992. "Population Ageing and Social Policy", *American Review of Sociology*, 18(1): 449-474.

Rafel Chomik and John Piggott. 2015. "Population Ageing and Social Security in Asia", *Asian Economic Policy Review*, 10: 199-222.

### **Week 8 – March 7: Care and Migration**

<p><b>Discussion points:</b> Why should we be concerned about care? How are the demands for care in rich countries creating the out-migration of care workers from poorer countries? What are the roles of public policies in shaping the global migration of care workers? What does it mean for global inequality and gender inequality?</p>
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<p><b>Discussants:</b></p>
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### **Required Readings:**

**Watch:** video on care work produced by *Gender, Migration and the Work of Care* project: <http://cgsp.ca/>

Barbara Ehrenreich and Arlie Russell Hochschild. 2004. "Introduction", in Barbara Ehrenreich and Arlie Russell Hochschild eds. *Global Woman: nannies, maids, and sex workers in the new economy*. 1<sup>st</sup> Owl Book. **PDF on Blackboard**

Fiona Williams. "Migration and Care: Themes, Concepts, and Challenges", *Social Policy & Society*, 9(3): 385-396.

Sonya Michel and Ito Peng. 2012. "All in the Family? Migrants, Nationhood, and Care Regimes in Asia and North America", *European Journal of Social Policy*, 22(4): 406-

418.

Saskia Sassen. 2002. "Women's Burden: Counter-geographies of Globalization and the Feminization of Survival", *Nordic Journal of International Law*, 71:255-274.

### **Supplementary Reading:**

Rhacel Parrenas. 2001. *Servants of Globalisation: Women, Migration and Domestic Work*, Stanford, CA: Stanford University Press.

Eleonore Kofman. 2012. "Rethinking Care through Social Reproduction: Articulating Circuits of Migration", *Social Politics*, 19(1): 142-162.

Parvati Raghuram. 2012. "Global Care, Local Configurations – Challenges to Conceptualizations of Care", *Global Networks*, 12(2): 155-174.

Ethel Tungohan, Rupa Banerjee, Wayne Chu, Petronila Cleto, Conely de Leon, Mila Garcia, Philip Kelly, Marcho Luciano, Cynthia Palmaria and Christopher Sorio. 2015. After the Live-In Caregiver Program: Filipina Caregivers Experiences of Graduated and Uneven Citizenship. *Canadian Ethnic Studies* 47(1): 87-105.

Franca Bettio. et. al. 2006. "Change in care regimes and female migration: the care drain in the Mediterranean", *Journal of European Social Policy*, 16(3): 271–85.

Katharine M. Donato and Donna Gabaccia. 2016. *The Global Feminization of Migration: Past, Present, and Future*. Washington D.C.: Migration Policy Institute.  
<http://www.migrationpolicy.org/article/global-feminization-migration-past-present-and-future>

### **Week 9 – March 14: The Immigrant Society I: How are immigrants doing in Canada?**

<p><b>Discussion points:</b> How are immigrants doing in Canada? What are the causes of new trends in immigrant outcomes? What can we do about this?</p>
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### **Discussants:**

### **Required Reading:**

Monica Boyd and Michael Vickers. 2000. "100 years of immigration in Canada." *Canadian Social Trends* Autumn: 2-10. Available at  
<http://www.statcan.ca/english/freepub/11-008-XIE/0020011-008-XIE.pdf>

Arthur Sweetman and Garnett Picot (2012). "Making It in Canada: Immigration Outcomes and Policies" *IRPP Study* No. 29, pp. 1-42.

Philip Oreopoulos "Why Do Skilled Immigrants Struggle in the Labour Market? A Field Experiment with Sixty Thousand Resumes."  
[http://homes.chass.utoronto.ca/~oreo/research/compositions/why\\_do\\_skilled\\_immigrants](http://homes.chass.utoronto.ca/~oreo/research/compositions/why_do_skilled_immigrants)

[struggle in the labour market.pdf](#)

The Economist. 2015. "No Country for Old Men", *Economist Magazine*, January 10. <http://www.economist.com/news/americas/21638191-canada-used-prize-immigrants-who-would-make-good-citizens-now-people-job-offers-have>

Casey Warman, Arthur Sweetman and Gustave Goldmann. 2015. "The Portability of New Immigrants' Human Capital: Language, Education, and Occupational Skills" *Canadian Public Policy* 41 (S1): 64-79. <http://simplelink.library.utoronto.ca/url.cfm/487798>

### **Supplementary Reading:**

Monica Boyd. 2002. "Educational attainments of immigrant offspring: success or segmented assimilation." *The International Migration Review* 36:1037-1060.

Garnett Picot and Arthur Sweetman. 2005. "The deteriorating economic welfare of immigrants and possible causes." Analytical Studies Branch Research Paper Series, Statistics Canada, Ottawa. Available at <http://www.statcan.ca/english/research/11F0019MIE/11F0019MIE2005262.pdf>

Stephen Castles. 2004. Factors that make and unmake migration policy. *International Migration Review* 38(3): 852-884.

Citizenship and Immigration Canada (Immigration, Refugees and Citizenship Canada) What Canada is doing - Syrian Refugees. <http://www.cic.gc.ca/english/refugees/welcome/>

### **Week 10 – March 21: The Immigrant Society II: Multiculturalism, Diversity and Social Cohesion**

<b>Discussion points:</b> Is multiculturalism working in Canada? How and why is it working, and not working? What are some of the new issues related to cultural integration?
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<b>Discussants:</b>
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### **Required Reading:**

Christian Joppke. 2012. *The Role of the State in Cultural Integration: Trends, Challenges and Ways Ahead*. Migration Policy Institute. <http://www.migrationpolicy.org/pubs/CivicIntegration-Joppke.pdf>

Jeffrey Reitz. 2011. "Pro-Immigration Canada: Social and economic roots of popular views", available through IRPP: [http://oppenheimer.mcgill.ca/IMG/pdf/IRPP\\_Study\\_no20.pdf](http://oppenheimer.mcgill.ca/IMG/pdf/IRPP_Study_no20.pdf)

Oliver Schmidtke. *Citizenship and Multiculturalism in the 21<sup>st</sup> Century: The changing face of social, cultural, and civic inclusion*, Metropolis British Columbia Working Paper

Series No. 12-06, August 2012.

<http://mbc.metropolis.net/assets/uploads/files/wp/2012/WP12-06.pdf> (Also available in e-book form from the U of T Library)

Doug Saunders. 2012. "What would a Canada of 100 million feel like? More comfortable, better served, better defended", *The Globe and Mail*, May. 17 2012  
<http://www.theglobeandmail.com/news/national/time-to-lead/what-would-a-canada-of-100-million-feel-like-more-comfortable-better-served-better-defended/article4186906/?page=all>

### **Supplementary Reading:**

Keith Banting. 2005. "The multicultural welfare state: North American narratives." *Social Policy and Administration* 39:98-115.

Will Kymlicka. *The current state of multiculturalism in Canada and research themes on Canadian multiculturalism : 2008-2010*. [Ottawa] : Citizenship and Immigration Canada, 2008. [http://publications.gc.ca/collections/collection\\_2011/cic/Ci96-112-2010-eng.pdf](http://publications.gc.ca/collections/collection_2011/cic/Ci96-112-2010-eng.pdf)

Sheila Block and Grace-Edward Galabuzi. 2011. *Canada's Colour Coded Labour Market: The Gap for Racialized Workers*. Ottawa, ON: Canadian Center for Policy Alternatives. <http://www.policyalternatives.ca/publications/reports/canadas-colour-coded-labour-market>

### **Week 11 – March 28: Climate and Happiness**

*How should we think about success? What about the Environment? Climate Change? What do we measure success in light of increasing awareness of the changing context? How do we reconcile the threat to the global ecosystem posed by climate change with economic and social priorities? What are some alternative dimensions and measures of success other than economic growth? How can we develop and implement policies to help us achieve these objectives?*

Discussion Leaders:

### **Required readings**

**Watch:** Economic growth, climate change and Environmental Limits. Featuring Cameron Hepburn and Mitchel Auerbach. <https://youtu.be/AQscc1HYjhU>

Tim Jackson. 2011. *Prosperity without Growth: Economics for a Finite Planet*. Routledge. Ch.1 <http://www.ipu.org/splz-e/unga13/prosperity.pdf>

Peter Victor. 2010. "Questioning Economic Growth", *Nature*, 468 (7322): 370-371.

Tim Jackson and Peter Victor. 2011. "Productivity and work in the 'green economy': Some theoretical reflections and empirical tests", *Environmental Innovation and Societal Transitions*, 1(1): 101-108

World Happiness Report Commissioned for the United Nations Conference on Happiness on April 2nd, 2012 (mandated by the General Assembly of the United Nations), John F. Helliwell, Richard Layard and Jeff Sachs (eds.) New York: The Earth Institute, Columbia University. <http://wellbeing.econ.ubc.ca/helliwell/World%20Happiness%20Report.pdf>

### **Recommended readings:**

Benjamin M Friedman. 2006. "The moral consequences of economic growth" [Society 43\(2\)](#) : 15-22.

Jeff Rubin. 2012. *The End of Growth*, pp. 1-45; 137-147; and 151-259. **PDF on Blackboard**

Jenny Diski. "Thrive by Richard Layard and David M Clark—review." *The Guardian*, June 25, 2014. <http://www.theguardian.com/books/2014/jun/25/thrive-richard-layard-david-clark-review>

Fred Block. 2011. "Crisis and renewal: the outlines of a twenty-first century new deal", *Socio-Economic Review*, 9: 31-5

Steven Greenhouse. 2008. Chapter 9: "Taking the High Road" pp. 158-183 in *The Big Squeeze: Tough Times for the American Worker*. New York: Alfred A. Knopf.

Mike Davis. 2006. Chapter 1: "The Urban Climeacteric". *Planet of Slums*. London: Verso, pp. 1-19.

Robert Neuwirth. 2006. Chapter 3: "Mumbai: Squatter Class Structure" in *Shadow Cities: A Billion Squatters, A New Urban World*. New York: Routledge. pp. 101-142. **PDF on Blackboard**

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**Week 12 – April 4: – Wrap Up**

**FINAL PAPER DUE ON FRIDAY APRIL 7**