

**SOC 6110H – Comparative Welfare State and Social Policy**

**Ito Peng  
Room 256/58  
Department of Sociology  
725 Spadina Avenue  
Toronto, ON. M5S 2J4**

**Time and Place of Class  
Mondays and Wednesdays, 1-3 pm  
Department of Sociology, Room 240**

**COURSE DESCRIPTION:**

This seminar course introduces students to the study of welfare states and social policy, a core course in Social Policy area. We will examine these topics from a global comparative perspective. The course begins with an introduction to the origin and theories of welfare states and social policy. It then analyzes the post-WWII welfare state developments in Western and non-Western countries, and examines the critiques, challenges, and the new politics of welfare states and social policy post-1970s. Topics covered in this course include: globalization, post-industrialization, changing demographic, family and gender structures, the emergence of new welfare regimes, and the increasing role of global and international organizations in shaping social and economic policies.

**COURSE ASSIGNMENTS AND MARKING SCHEME:**

<b>COMPONENT (ESSAY, PARTICIPATION, PRESENTATION, ECT.)</b>	<b>DESCRIPTION (PAGE-LENGTH, TIME REQUIREMENTS, CONTENT)</b>	<b>DATE DUE (DD/MM/YY)</b>	<b>RELATIVE WEIGHT (%)</b>
1. Participation in class	N/A	On-going	15%
2. In class presentation and facilitation of class discussion on assigned readings	1:00 – 1:15 hours	Each student will be assigned a date or dates	25%
3. Synthesis of class discussion	3 page	At the end of the week of the presentation	10%

4. Preliminary research proposal	2-3-page outline of a research proposal	May 22, 2019	10%
5. Final Research Proposal	6-page SSHRC style full research proposal + bibliography	June 14, 2019	40%

**Penalty for Lateness: 5% per day**

**1. Attendance and Class Participation (15%)**

Students are expected to attend class lecture and discussion every week, having completed the assigned readings for the week, and prepared to actively participate in discussion of the topic of the week. Required readings should be completed before the class. If you cannot attend class, please email me prior to the class meeting for an excused absence.

Please do not come to class if you are feeling ill. If you miss more than one class in a row, please bring me a doctor's note.

**Class discussion:** Classes will start *promptly* at 10 minutes after the hour. We will devote the first 1:00 to 1:15 hours of class to presentation and discussion of the readings, led by the discussion leaders for that week. After the break, there will be a seminar discussion on the topics led by the instructor. The instructor-led seminar discussion will raise questions that students might consider in preparing for a future Social Policy comprehensive examination.

**2. Class Presentation and Discussion (25%)**

One or two students will be responsible for leading class discussion during each class. They will be expected to provide a summary and response presentation to the readings and lead class discussion to engage students around key topics. *The response is not a summary of the readings* but a reflection that identifies key issues, assesses the evidence, and raises questions that can be pursued through class discussion.

Discussion leaders should meet to plan this part of the class. You should keep your initial presentation/comments to 15 – 20 minutes in total. This will be followed by a creative exercise, where students will lead the students in applying the course material for the class. The instructor welcomes the opportunity to provide ideas and feedback to develop an engaging and appropriate exercise.

**3. Synthesis of Class Discussion (10%)**

Discussion leaders will be responsible for completing a synthesis of class discussion

during for the class they led. This paper engages the assigned readings for the class as well as additional research to identify the main trends and research and policy issues which emerge, the key challenges and considerations and the major policy options. It should be between three to five pages, double-spaced, and in 12-pt font. It must be handed in within a week after the class presentation and discussion.

**4. Research Proposal (10% Preliminary Research Proposal + 40% the Final Research Proposal = 50%)**

You will focus on one of the topics covered in this course and develop a SSHRC doctoral award-style research proposal. This means you will develop your own research question based on the topic you choose, and undertake a literature review and analysis to develop a proposal that includes: 1) summary of your research objective(s), context and rationale, keeping in mind the theoretical or conceptual framework you plan to use; 2) methodology; and 3) the significance of your research. The research paper will be submitted and marked in two stages: 1) **Preliminary Research Proposal – due at the beginning of class on May 22; and 2) Final Research Proposal – due on June 17.**

Your papers will be graded on: 1) quality and thoroughness of preparation and analysis; 2) incorporation of research (including empirical research) from academic and other sources; and 3) clarity and organization of presentation.

**4. 1. Preliminary Research Proposal (15%) 2-3 pages double-spaced, 12-point, plus bibliography**

Typically, students begin with a research *topic* that interests them. Some of the *topics* we will consider this semester include: immigration policy reforms, rise of populism, education and social mobility, social and economic inequality, the care economy. The first step you will have to take is to formulate your research topic as a *research question*. The preliminary research proposal will present your research question, your “elevator pitch” about why we should care about research, a roadmap of how you plan to go about answering your questions (methodology), and sources of evidence. It will be 2 pages of text, plus bibliography.

**4. 2. Final Research Proposal (40%) 6 pages double-spaced, 12-point, plus bibliography**

In the final research proposal you will provide a full elaboration of your preliminary research proposal. It would be useful to organize your report according to the following sections: 1) objectives, context and rationale; 2) methodology; and 3) the significance of your research.

**Writing Skills:** In this course, you will have the opportunity to develop the quality of your writing. You’ve heard a lot this year about the importance of quantitative skills. Writing skills (clarity, logic, parsimony, organization) are also extremely important. The use of empirical evidence to persuasively support claims and

arguments is central.

**Missed deadlines:** You must complete each assignment as scheduled. The only exception is when a student meets conditions that will be accepted by the University as meeting conditions for missed exams. If you miss deadlines without proper documentation, you will receive a grade of zero for each missed deadline. These grades of zero will be included in your total grade.

**Special needs:** If you have documentation that you require accommodation, please see me as soon as possible to discuss how best to assist you in the course.

## Plagiarism

*We know that for this group of students, plagiarism will not be an issue. We take plagiarism very seriously.* Students are referred to and are responsible for being familiar with the University's Code of Behaviour on Academic Matters: <http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/07/p0701-coboam-2015-2016pol.pdf>.

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 can constitute plagiarism, as does copying paragraphs or sentences from multiple sources, purchasing an essay, or cutting and pasting from web-based documents without acknowledgments. 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." (See also: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

\*\*\*Remember also, companies that are selling students papers are also selling us services to check for plagiarism.

**Schedule of Classes**

No.	Date	Topic
1	May 6	Course Introduction
2	May 8	Origin and Theories of Welfare States
3	May 13	Characterizing and conceptualizing welfare states in the West
4	May 15	Characterizing and conceptualizing non-Western welfare states
	May 20	Victorial Day: No Classes
5	May 22	Cultural and Ideational Roots of Welfare States
6	May 27	States, Political Institutions, and Societies
7	May 29	Demographic Challenges to Social Policy
8	June 3	Changing Families and Family Policies
9	June 5	Gender, Care and Migration
10	June 10	Globalization, Neo-liberalism and Welfare State Restructuring
11	June 12	The Future Economy and the Future of Work
12	June 17	Final Class (Review and Reflection) / Final Paper Due June 17

## **COURSE SCHEDULE AND FORMAT**

### **May 6: Introduction**

- Introduction to the course, format, schedules, logistics
- Why study comparative welfare state? Why welfare state and social policy?
- Theoretical perspectives and methodological approaches to studying comparative welfare states.

### **May 8: Origin and Theories of Welfare States**

What are the origins of welfare states? How do we explain the development of welfare states in modern societies?

Chris Pierson. 1998. "On the origins of welfare state 1880-1975," in C. Pierson, *Beyond the Welfare State? The New Political Economy of Welfare*.

T.H. Marshall. "Citizenship and Social Class," chapter 4 in *Class, Citizenship, and Social Development*. **PDF on Quercus**

Karl Polanyi. *The Great Transformation: The Political and Economic Origins of Our Time*, chapters 7, 11, 14 **PDF on Quercus**

### **May 13: Characterizing and conceptualizing welfare states in the West**

How can we classify and compare welfare states in Western countries? What tools help us best understand the effects of different constellations of social policies? How should we think about the Canadian welfare state in comparative perspective?

Gøsta Esping-Andersen. 1989. "The Three Political Economies of the Welfare State" *Canadian Review of Sociology*, 26(1): 10-36.

Maurizio Ferrera. 1996. "The 'Southern Model' of the Welfare State in Europe" *Journal of European Social Policy*, 6(1): 17-37.

Ann Shola Orloff. 1994. "Gender and the Social Rights of Citizenship" *American Sociological Review*, 58(3): 303-328.

Walter Korpi and Joakim Palme. 1998. "The Paradox of Redistribution," *American Sociological Review* 63(5): 661-687.

Jens Alber. 2010. "What the European and American Welfare States have in Common and Where they Differ: Facts and Fiction in Comparisons of the European Social Model and the United States," *Journal of European Social Policy* 20(2): 102-125.

### **May 15: Characterizing and conceptualizing non-Western welfare states**

How do we classify and compare welfare states in non-Western countries? What can we learn from the experiences and contexts of non-Western welfare states.

Geof Wood and Ian Gough. 2006. "A Comparative Welfare Regime Approach to Global Social Policy," *World Development*, 34(10): 1696-1712.

Enrique Valencia Lomelí. 2008. "Conditional Cash Transfers as Social Policy in Latin America: An Assessment of their Contributions and Limitations," *Annual Review of Sociology*, 34(1): 475-93.

Ito Peng and Joseph Wong. 2010. "East Asia", in Francis G. Castles et al., eds. *The Oxford Handbook of the Welfare State*, London: Oxford University Press. pp. 656-670.  
**PDF on Quercus**

Qin Gao, Sui Yang, and Shi Li. 2013. "The Chinese Welfare State in Transition: 1988-2007", *Journal of Social Policy*, 42(4): 743-762.

### **May 20: Victoria Day – NO CLASS**

### **May 22: Cultural and Ideational Roots of Welfare States**

What are the cultural and ideational roots of welfare states, and do they intersect with politics and institutions?

Gosta Esping-Andersen. 1985. "Power and Distributional Regimes," *Politics & Society* 14(2): 223-56.

Peter Swenson. 2004. "Varieties of Capitalist Interests: Power, Institutions, and the Regulatory Welfare State in the United States and Sweden." *Studies in American Political Development*, 1-29.

Peter Hall and Daniel W. Gingerich. 2009. "Varieties of Capitalism and Institutional Complementarities in the Political Economy: An Empirical Analysis", *British Journal of Political Science*, 39: 449-482.

Kees van Kersbergen. 1995. *Social Capitalism: A Study of Christian Democracy and the Welfare State*, Chapter 8: "Social Capitalism and Christian Democracy", Palgrave, pp. 174-191. **PDF on Quercus**

**May 27: States, Political Institutions, and Societies**

What impact do political institutions have on the politics of social policy? Are institutional structures determinative – are all social and political forces mediated through political institutions? Which institutions matter most, and how do they matter? What role does societal diversity play in shaping the welfare state?

**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>

Torben Iversen and David Soskice. 2006. “Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More than Others”, *American Political Science Review*, 100(2): 165-181.

Kathleen Thelen. 1999. “Historical Institutionalism in Comparative Politics”, *Annual Review of Political Science*, 2(1): 369-404.

Jan-Werner Muller. 2016. *What is Populism?* Philadelphia: University of Pennsylvania Press. Chapter 1 **PDF on Quercus**

**May 29: Demographic Transformations and Social Policy**

What impact does demographic aging have on welfare states? What policy challenges does it pose and what are some potential solutions? What political, economic, or social forces shape how different countries respond to these challenges?

James W. Vaupel et al. 2006. “Redistributing Work in Aging Europe,” *Science*, 312(5782): 1911-13.

Daniel Beland and John Myles. 2012. “Varieties of Federalism, Institutional Legacies, and Social Policy: Comparing Old Age and Unemployment Insurance Reforms in Canada”, *International Journal of Social Welfare*, 21, Supplementary Issue: S75-S87.

Pamela Herd. 2009. “Women, Public Pensions, and Poverty: What Can the United States Learn from Other Countries?” *Journal of Women, Politics & Public Policy* 30(2): 301-34.

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

Peter McDonald. 2000. “Gender Equity, Social Institutions and the Future of Fertility”, *Journal of Population Research* 17(1): 1-16.

### June 3: Changing Families and Family Policies

Why do nations have such different policies with regard to working parents and the care of children? What is the role of the state, market, and the family in assuring the care and well-being of families in different nations? How have family policies changed in recent years? How should they change?

Ann Shola Orloff, "Farewell to Maternalism? State Policies and Mothers' Employment." IPR Working Paper 05-10 (Northwestern University).

<http://www.ipr.northwestern.edu/publications/docs/workingpapers/2005/IPR-WP-05-10.pdf>

Janet C. Gornick and Marcia K. Meyers, "Creating Gender Egalitarian Societies: An Agenda for Reform" *Politics & Society* 2008: 313-49.

Mary Daly. 2011. "What Adult Worker Model?: A critical look at recent social policy reform in Europe from a gender and family perspective", *Social Politics*, 18(1): 1-23.

Kenneth Matos. 2015. *Modern Families: Same- and Different-sex Couples Negotiating at Home*, Families and Work Institute. **PDF on Quercus**

### June 5: Gender, Care and Migration

How are changes in social, economic, and political contexts in the global north creating pulls for care workers from global south to migrate to provide care? How is the global care crises reshaping new patterns of transnational migration and new forms of global interdependencies? Are these migrant workers victims of global inequality or active economic agents?

Ehrenreich, Barbara 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 Quercus**

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

Michel, Sonya 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.

Peng, Ito. 2018. "Culture, Institution, and Diverse Approaches to Care and Care Work in East Asia", *Current Sociology*, 66(4): 643-659.

World Bank. 2018. "Is There a Remittance Trap?"

<https://www.imf.org/external/pubs/ft/fandd/2018/09/pdf/is-there-a-remittance-trap->

[chami.pdf](#)

### **June 10: Globalization, Neo-liberalism and Welfare State Restructuring**

Are globalization, neo-liberalism, or other economic forces undermining the conventional welfare state? Does path dependency make major retrenchment difficult, if not impossible? Are there other ways that welfare states are changing to adapt to new economic circumstances?

Torben Iversen and Anne Wren. 1998. "Equality, Employment and Budgetary Restraint: The Trilemma of the Service Economy" *World Politics* 50(4): 507-46.

Dani Rodrick. 2016. "Brexit and the Globalization Trilemma"  
[https://rodrik.typepad.com/dani\\_rodriks\\_weblog/2016/06/brexit-and-the-globalization-trilemma.html](https://rodrik.typepad.com/dani_rodriks_weblog/2016/06/brexit-and-the-globalization-trilemma.html) (this is a short blog piece by Dani Rodrick who also uses the concept of Trilemma to discuss about globalization and economy).

Maurizio Ferrera. 2008. "The European Welfare State: Golden Achievements, Silver Prospects," *West European Politics*, pp. 82-107.

David Brady, Martin Seeleib-Kaiser and Jason Beckfield. 2005. "Economic Globalization and the Welfare State in Affluent Democracies, 1975-2001", *American Sociological Review*, 70(6): 921-948.

Niklas Potrafke. 2019. "The Globalisation-Welfare State Nexus: Evidence from Asia", *The World Economy*, 42(3): 959-974.

### **June 12: The Future Economy and the Future of Work**

*What is the future of economy? How will it affect work? How can we prepare for it? How can public policy address these issues?*

Schwartz, Jeff, Kelly Monahan and Heather Stockton. 2017. "Deloitte Insights: Forces of Change: The future of work."  
<https://www2.deloitte.com/insights/us/en/focus/technology-and-the-future-of-work/overview.html>

ILO. 2018. *Care work and care jobs for the future of decent work*, Chapter 3  
[https://www.ilo.org/global/publications/books/WCMS\\_633135/lang--en/index.htm](https://www.ilo.org/global/publications/books/WCMS_633135/lang--en/index.htm)

Peng, Ito. 2017. "Why Canadians should care about the global care economy",  
<https://www.opencanada.org/features/why-canadians-should-care-about-global-care-economy/>

Grimshaw, Damian and Hugo Figueiredo. 2012. "Women's Changing Job Structure in Europe: patterns of job concentration, low pay and welfare state employment", in E. Macias-Fernandez and J. Hurley eds. *Transformations of Employment Structure in the EU and US, 1995-2007*. London: Routledge. **PDF on Quercus**

Creig Lamb, *The Talented Mr. Robot: The Impact of Automation on Canada's Workforce* (Toronto: Brookfield Institute for Innovation + Entrepreneurship, 2016);  
[https://brookfieldinstitute.ca/wp-content/uploads/TalentedMrRobot\\_BIIE-1.pdf](https://brookfieldinstitute.ca/wp-content/uploads/TalentedMrRobot_BIIE-1.pdf)

**June 17: Final Discussion and Final Assignment**