SOC208H1S: INTRODUCTION TO SOCIAL POLICY

University of Toronto

Term: Winter 2020 - Lecture Date/Time: Monday, 10 am to 12 pm - Location: MP102
(McLennan Physical Labs, 255 Huron Street, Room 102)

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Course Description
What is social policy? Why and how do countries make policies to promote the well-being of citizens, and why do these policies take different forms? How does the broader social context shape policy success and failure?

In this course, we answer these questions (and others) by examining social policy through a sociological lens. In the first part of the course, we examine the social factors that shape the process through which social policies are made. We consider effects of economics and distribution; parties, politics, and social movements; institutions and state structure; and culture and ideology, as well as globalization. In the second part of the course, we focus on examples of social policies around the world, and use these examples to explore how the broader social context shapes policy success and failure.

Course Objectives
In this course, you will:
- become familiar with key concepts in the field of social policy, including the welfare state, distributional issues, interest groups, social movements, institutions, and culture and ideology
- gain practice using sociology's theoretical toolkit (power, networks, institutions, and culture) to analyze the development, implementation, and effects of social policy
- develop the skills of effectively reading, synthesizing, and analyzing academic journal articles, in preparation for higher-level SOC courses
- explore how the broader social context shapes policy success and failure, drawing implications for policymakers

Prerequisites
The prerequisite to take SOC208H1S is SOC101Y or SOC102H or SOC100H. Students without the prerequisite can be removed at any time discovered, and without notice.

Class Format, Requirements, and Grading
1. In-Class Test 1, February 10: 29%
2. In-Class Test 2, March 30: 25%

3. Term Paper, due March 16: 28%
4. Participation (including article summaries, in-class participation assignments): 8%
5. Reading responses (2 x 5% each): 10%

Attendance and Participation
Course tests and assignments will cover required readings and material presented in class. While PowerPoint slides are posted to the course web page, lecture notes are not. Students are responsible for all material presented in class.

Students are expected to complete all assigned readings prior to the class for which they are assigned, and to come to class prepared to discuss and write about the readings. Class participation, contribution to class discussions, and in-class group work participation are expected.

The class on March 9 will feature a guest speaker. Lecture attendance is mandatory on this date. Students will also be asked to submit one question for the guest speaker to the course website by **NOON** on March 8.

Article Summaries
For each week in which readings are assigned, students will be asked to submit an approximately **250 word summary** of the academic journal article that is assigned for that week (marked with a * on the syllabus).

NOTE: You do **NOT** need to submit an article summary for weeks that you submit a reading response (see below).

Each article summary is due to the course website by **NOON** on the **SUNDAY before that week's lecture.** So, an article summary covering Week 2's reading (Olsen, Gregg M. 1994. "Locating the Canadian Welfare State: Family Policy and Health Care in Canada, Sweden, and the United States.") is due to the course website by noon on Sunday, January 12.

No late article summaries will be accepted for any reason.

Each article summary should describe the main ideas and primary insights from the article. It should:
- Identify the article's topic and research question. What is the topic of this article? What are the major question(s) that the author asks (and answers)?
- Briefly describe the most important arguments and findings. How does the author answer the research question? What are the most important points that should we take away from the article?

Keep in mind that your target audience is someone who has never read the article - they should be able to understand the main points of the article after reading your summary. Avoid jargon as much as possible, and be sure to define all key terms. This assignment is designed to develop important skills, including the ability to sort through details to identify key questions and the

most important findings or arguments. To encourage students to focus on the main points, reading summaries **should never exceed 300 words.**

Reading Responses
For **two** of the weeks in which readings are assigned, students will expand their article summary into a reading response that analyzes ALL of the assigned readings for that week. Reading responses must go beyond summarizing the content of the readings to offer your own perspective or critical reaction. The reading response should be no more than **600** words, double-spaced, and in 12 point font.

Reading Response 1: All students **must** submit Reading Response 1 to the course website by noon on Sunday, January 26. This reading response must cover all of the assigned readings for **Week 4** (Power and Politics). You do not need to submit a separate article summary for the weeks that you submit a reading response**.**

Reading Response 2: Students can **choose** when to write Reading Response 2, following these guidelines: for **one** of the following weeks: Week 8 (Culture), Week 9 (Globalization), Week 11 (The Dosage Matters), **or** Week 12 (Accountability and Its Limits) students should submit a reading response that covers all of that week's readings (in lieu of an article summary). Like an article summary, Reading Response 2 is due to the course website at noon on the Sunday **before** the relevant week's lecture. So….
- If you choose to write Reading Response 2 on Week 8's readings, submit the response to the course website by noon on Sunday, February 23th.
- If you choose to respond to Week 9's readings, submit the response by noon on Sunday, March 1st.
- If you choose to respond to Week 11's readings, submit the response by noon on Sunday, March 15th.
- If you choose to respond to Week 12's readings, submit the response by noon on Sunday, March 22nd.

No late reading responses will be accepted.

Each reading response should include a brief summary of the central ideas or concepts from the readings. Responses should also consider how the readings relate to each other: do they raise similar points, do they disagree with each other, or do they shed light on different aspects of an issue or question? Responses should also go beyond summary to include analysis, and they should engage in integration, tying insights from the readings to broader course themes and/or outside material. In drafting your response, you might consider the following questions:

Summary (should be brief):
- What is the topic and/or research question (if applicable) of each reading?
- What are the most important arguments or findings from each reading?
- How do the readings connect to one another? Do they raise similar points, do they disagree with each other, or do they shed light on different aspects of an issue or question?

Analysis:

- What was especially thought provoking or surprising to you about the readings, and why? How did the readings further your understanding of social policy?
- What do you think of the author's major arguments or findings? What are the reasons you agree or disagree with the author's viewpoint?
- What are the strengths, weaknesses, or limitations of the readings?

Integration:

- How do the readings relate to other articles you read for the course?
- How do they relate to events in your own life or to current events in the news?
- What issues would you particularly like to discuss in class?

Please submit your reading response to the assignment links on the course website (entitled "Reading Response 1" and "Reading Response 2").

Each reading response is worth 5% of your total grade (10% total).

Grading Rubric for Reading Response

	Outstanding *5 points*	Strong *4 points*	Acceptable *3 points*	Needs improvement *2 points*	Unacceptable **in this form** *1 point*
Coverage and Accuracy	Covers each reading assigned for the week thoughtfully and concisely. Provides accurate, thorough, and parsimonious summary of all key points	Covers each reading assigned for the week thoughtfully and concisely. Accurately summarizes key points, though less precisely or thoroughly than an outstanding response	Covers each reading thoughtfully and concisely. Summarizes key points, but imperfectly – contains minor errors or omissions, misses important nuance, etc.	Covers each reading briefly. Summaries include inaccuracies, omissions, or are incomplete	Does not cover all readings. Does not summarize key points or offers summary with major errors.
Discussion and Analysis	Analysis is substantiated through engagement with course material. Excellent use of specific evidence to illustrate points raised. Considers strengths and weaknesses of the author's argument, and provides thoughtful, insightful, creative/original, and nuanced discussion	Analysis is substantiated through engagement with course material, appropriate and specific evidence illustrates points raised. Considers strengths and weaknesses, and provides thoughtful and insightful discussion	Discusses the texts' strengths and limitations thoughtfully. Provides examples. Discussion remains more superficial than insightful	Discussion or analysis of texts attempted, no examples included. Discussion does not demonstrate thoughtful insight or deep consideration of the material.	Lack of discussion or analysis.
Connection and Integration	Effectively connects readings to other materials and/or broader course themes by engaging with the substance of those themes/materials. Connections are insightful, nuanced, creative, demonstrating deep engagement with material.	Effectively connects readings to other materials and/or broader course themes by engaging with the substance of those themes/materials. Connections demonstrate thoughtful engagement with the material.	Connects readings to other materials and/or broader course themes, but connections are largely superficial, less in-depth than a strong or outstanding response	Connections to other materials and/or broader course themes are attempted but not clear	Lack of connection to other materials and/or broader course themes
Organization	Very clearly organized	Very clearly organized	Clearly organized	Organization less explicit	No organizational logic
Writing Style	Follows conventional academic writing formats. No errors in spelling or grammar, writing is clear and persuasive	Follows conventional academic writing formats. No errors in spelling or grammar, writing is clear.	Mostly follows conventional academic writing formats. Few spelling, grammar, or clarity issues.	Writing sometimes follows conventional academic formats. Spelling and grammar are recurrent issues. Writing is often unclear.	œ

Adapted from a similar assignment designed by Prof. Irene Boeckmann

Tests
There will be two in-class tests (February 10 and March 30) which will cover material from lecture and readings up to the date administered. A make-up test will be held only for students missing a test for valid reasons with documentation (see next section).

Students who miss a test will receive a mark of zero unless **within three days** of the missed test he/she contacts the instructor requesting special consideration and explaining why the test was missed. The instructor or TA will communicate the time and location of the make-up test. In order to take the make-up test, students must bring proper documentation from a physician or college registrar to the make-up test. This course follows university policy regarding documentation of valid reasons for late essays or missed tests:

In case of **illness**, you must supply a completed "Verification of Student Illness or Injury" form (available at www.illnessverification.utoronto.ca). A doctor's note is acceptable, but MUST indicate the start and anticipated end date of the illness. The form must be placed in a sealed envelope, addressed to the instructor, and submitted when you take the make-up test.

 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 when you take the make-up test.

Term Paper
Students will write a term paper for this course. The assignment prompt will be distributed after class on February 24. The paper is due before the start of class (2 p.m.) on March 16 and will count for 28 percent of your final grade. Students should submit two copies of the paper to the course website: one copy to the assignment link and one copy to the turnitin.com link. The paper should be approximately 5-6 pages in length, double-spaced, and in 12-point font with one-inch margins.

Students are asked to submit their course essays to Turnitin.com for 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." For information about the terms that apply to the University's use of the Turnitin.com service, go to
http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/conditions-use.htm

Assignments not submitted through Turnitin will receive a grade of zero (0 %) unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

Late Paper Penalty

Unless submitted with proper documentation from your physician and a University of Toronto Student Medical Certificate, or from your college registrar, late papers will incur an initial 5 point penalty (e.g. the highest possible grade a student can receive on a paper submitted after 2 p.m. on the due date will be 95 points). Five additional points will be deducted for each additional day that the paper is late (e.g. the highest possible grade drops to 90 after two days, 85 after three days, etc.)

Regrading Policy
If feel your grade on a test or assignment is unjustified, you must present your argument in writing and schedule a meeting with your TA within **one week** after the assignment is returned. This argument should respond substantively to feedback provided on the assignment: where and why you think that feedback is misjudged. If you are not satisfied with the outcome of your meeting, you may then contact the professor.

Plagiarism
Plagiarism is a serious academic offense with serious penalties. Plagiarism means presenting work done by another person or source as your own, or using the work of others without acknowledgment. Any assignment or essay that is plagiarized will be assigned a grade of zero. If you are in doubt as to whether you are plagiarizing, please consult the following tips on using sources from the University of Toronto webpage on writing:
http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

Office Hours
My office hours are by appointment. This is to ensure students registered for this class get the opportunity for one-on-one consultations. However, arrangements for group office hours can be made if requested. You may use office hours as an opportunity to explore ideas and experiences related to the course material, discuss plans for a career in Sociology, or discuss other course and career-related matters. If you wish to schedule an appointment with me, please use the appointment slots made available weekly on Quercus: Click on the "Calendar" in the menu on the left-hand side, then go to "Find Appointments" on the right-hand side.

Email
My goal is to answer emails from students on weekdays within 48 hours, with the exception of those received on Fridays (these will be answered on Mondays or the next business day if the Monday is a holiday). Please include "SOC208" in the subject line of the email.

Readings
All course readings will be available on the course website. Students are solely responsible for obtaining and reading all required materials before class. Please give yourself enough time to deal with any problems or delays accessing the readings that may arise so you come to class prepared to discuss the materials.

Accessibility Needs
The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: _disability.services@utoronto.ca_ or

http://studentlife.utoronto.ca/accessibility . I am also committed to maintaining an accessible classroom. It is easier for me to achieve this goal when I know about each student's academic accommodations in advance. **If you plan to use your academic accommodations in this course, please send me your letter of accommodation as soon as possible** - ideally, the first week of class.

WEEK 1: January 6
What is Social Policy?

No readings

WEEK 2: January 13
The Welfare State

* Olsen, Gregg M. 1994. "Locating the Canadian Welfare State: Family Policy and Health Care in Canada, Sweden, and the United States." *Canadian Journal of Sociology/Cahiers Canadiens de Sociologie*: 1-20.

Dean, Hartley. 2006. Pp. 29 - 32 in *Social Policy.* Polity Press: Cambridge, U.K.

I. FACTORS SHAPING POLICYMAKING AND IMPLEMENTATION

WEEK 3: January 20
Economics and Distribution

* Korpi, Walter and Joakim Palme. 1998. "The Paradox of Redistribution and Strategies of Equality: Welfare State Institutions, Inequality, and Poverty in the Western Countries" *American Sociological Review* 63(5): 661-687.

Dean, Hartley. 2006. "Chapter 5: Who Gets What?" Pp. 58-68 in *Social Policy.* Polity Press: Cambridge, U.K.

WEEK 4: January 27
Power and Politics (READING RESPONSE 1 DUE)

* Kim, Yeon-Myung. 2008. "Beyond East Asian Welfare Productivism in South Korea" *Policy & Politics* 36.1: 109-125.

Polakow-Suransky, Sasha. 2016. "The Ruthlessly Effective Branding of Europe's Far Right" *The Guardian.* November 1. https://www.theguardian.com/world/2016/nov/01/the-ruthlessly-effective-rebranding-of-europes-new-far-right

WEEK 5: February 3
Institutions and State Structure

* Dobbin, Frank. 2009. "Regulating Discrimination: The Paradox of a Weak State" Pp. 1 - 21 in *Inventing Equal Opportunity.* Princeton University Press.

Belshaw, John Douglas. "Chapter 2.11: The Provincial Rights Movement" in *Canadian History: Post-Confederation.* <https://opentextbc.ca/postconfederation/chapter/2-12-the-provincial-rights-movement/>

WEEK 6: February 10
In-Class Test 1

WEEK 7: February 17
Family Day (University Holiday, No Class)

WEEK 8: February 24
Culture, Morality, Ideology

* Steensland, Brian. 2006. "Cultural Categories and the American Welfare State: The Case of Guaranteed Income Policy" *American Journal of Sociology* 111(5): 1273-1326.

Mosher, Janet and Joe Hermer. 2010. "Welfare Fraud: The Construction of Social Assistance as Crime" Pp. 17-53 in *Constructing Crime: Contemporary Processes of Criminalization*. UBC Press: British Colombia.

WEEK 9: March 2
Globalization

* Meyer, John W., John Boli, George M. Thomas, and Francisco O. Ramirez. 1997. "World Society and the Nation-State" *American Journal of Sociology* 103(1): 144-181.

Drezner, Daniel W. 2009. "Bottom Feeders" *Foreign Policy.* November 19. 1-6.

II. SOCIAL CONTEXT SHAPES EFFECTS OF POLICY

WEEK 10: March 9
Guest Speaker: Attendance at Lecture is Mandatory
Questions due to course website before NOON on March 8
Consider the Cultural Context: AIDS Intervention in Botswana and Uganda

Stillman, Sarah. 2018. "America's Other Family-Separation Crisis" *The New Yorker.* October 29. https://www.newyorker.com/magazine/2018/11/05/americas-other-family-separation-crisis

* Swidler, Ann. "Responding to AIDS in Sub-Saharan Africa: Culture, Institutions, and Health" pp. 128 - 150 in *Successful Societies: How Institutions and Culture Affect Health.* Eds. Peter Hall and Michele Lamont. Cambridge University Press. (Will be discussed Week 11)

WEEK 11: March 16
The Dosage Matters: Work-Family Policies in Comparative Context

* Rehel, Erin M. 2014. "When Dad Stays Home Too: Paternity Leave, Gender, and Parenting" *Gender & Society* 28(1): 110-132.

Boekmann, Irene, Joya Misra, and Michelle J. Budig. 2016. "Motherhood Earnings Penalties and Work-Family Policies: Is More Always Better" *Work In Progress* https://workinprogress.oowsection.org/2016/05/10/motherhood-earnings-penalties-and-work-family-policies-is-more-always-better/

Thompson, Derek. 2019. "Why Child Care is So Ridiculously Expensive" *The Atlantic*. November 26. https://www.theatlantic.com/ideas/archive/2019/11/why-child-care-so-expensive/602599/

* Term Paper Due to Quercus by 2:10 p.m.*

WEEK 12: March 23
Accountability and its Limits: Diversity Policies and Risk Policy in the U.S.

Pernell, Kim, Jiwook Jung, and Frank Dobbin. 2017. "Research: Hiring Chief Risk Officers Led Banks to Take on Even More Risk" *Harvard Business Review*. July. https://hbr.org/2017/07/research-hiring-chief-risk-officers-led-banks-to-take-on-even-more-risk

* Dobbin, Frank and Alexandra Kalev. 2016. "Why Diversity Programs Fail" *Harvard Business Review*. July-August.

WEEK 13: March 30
In-Class Test 2