

SOC478H The Social Contexts of Public Policy
Spring 2015/16

(November 2015 version – the reading lists may be updated later)

Instructor

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Time and Place of Class

Tuesdays, 2-4 pm,
UC 330 (University College, Room 330)

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
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Course Description

Course Objectives:

Today, many countries are faced with similar social and economic challenges, such as growing income inequality, economic globalization, population diversity, demographic shifts, and changes in family and gender relations. Yet, public policy responses to these issues differ from country to country. How are different countries responding to these social and economic changes? What are factors determining different policy responses and outcomes? This course investigates the social and institutional contexts that are shaping social policies and public policy development processes. We will explore how public values and expectations, cultures, politics, and socio-economic and demographic structures influence public policies. In this course we will learn how to use empirical data and research to answer highly contested issues in policy circles and in public life. We will pursue these objectives by looking at major trends in inequality in Canada, assessing these trends within a comparative context, reflecting on their normative implications, and examining alternative policy responses to these developments.

Important Note: The prerequisite to take this course is SOC202H1 and at least one 0.5 credit of a 300 or higher level sociology course. 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 6 of the eleven 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.

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 6 of the 11 weeks 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 Memos 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 memos 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: 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.

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 upload your papers onto the Blackboard.

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 9, 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 9.

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 9. 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 no more than 8 pages (2,000 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 3 pages (750 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 (no more than 8 pages); and 3) conclusion and discussion (no more than 3 pages), your final paper should be no more than 14 pages (3,500 words).

For both the introduction and the final paper, you must screen them through Turnitin.com Please read the section on Plagiarism below for more information.

The final paper is due on the last class (**Friday, April 8, 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 2015 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). 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 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.”

Students agree that by taking this course all required papers may 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.

Course Schedule and Readings

January 12 – Week 1: Introduction

Required Readings:

These are all very short 2 - 5 page articles. Please read them all before coming to the class.

Halstead, T. 2003. “The American Paradox”, *Atlantic Monthly* (January/February): 123–125. Available at: <http://www.theatlantic.com/past/docs/issues/2003/01/halstead.htm>.

The Conference Board of Canada. 2013. “Income Inequality” (January 2013). Available at: <http://www.conferenceboard.ca/hcp/details/society/income-inequality.aspx>

Choise, Simona, Oliver Moore and Kate Hammer. 2013. “Plagiarism allegations prompt resignation of Toronto school-board chief”, *The Globe and Mail* (January 10, 2013), available at: <http://www.theglobeandmail.com/news/toronto/plagiarism-allegations-prompt-resignation-of-toronto-school-board-chief/article7207283/>

January 19 – Week 2: Normative Issues: Public Policy, the “Good Society,” and Inequality

<p>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?</p>

Discussants: *ALL*

Required Readings:

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

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

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

Supplementary Readings:

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

Layard, Richard. 2003. "Income and happiness: rethinking economic policy." Lionel Robbins Memorial Lectures, London School of Economics, London.

Layard, Richard. 2003. "What would make a happier society." Lionel Robbins Memorial Lectures, London School of Economics, London.

January 26 – Week 3: Trends in Canadian Income Inequality

Discussion points: Is Canada becoming a less equal society? What are the factors causing the new trend? What can we do about it?

Discussants:

Required Readings:

Myles, John. 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

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.

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

Supplementary Readings:

Morissette, Rene, 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. Available at <http://www.statcan.ca/english/research/11F0019MIE/11F0019MIE2003172.pdf>

February 2 – Week 4: Inequality in Other Countries: Causes and Politics

Discussion points: Is increasing inequality a new global phenomenon? What are the causes? How can public policy address this issue?

Discussants:

Required Readings:

Murtin, Fabrice 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-OECDSB21.pdf>

OECD. 2012. *Inequality in Labour Income: What are its Drivers and how can it be Reduced?* OECD Economics Department Policy Report #8. Available at <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).

Hacker, Jacob 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).

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

Supplementary Readings:

OECD. 2012. *Less Income Inequality and More Growth – Are they Compatible? Part 4. Top Incomes*. Available at http://www.oecd-ilibrary.org/economics/less-income-inequality-and-moregrowth-are-they-compatible-part-4-top-incomes_5k9h28wm6qmn-en

Reich, Robert. 2015. *Saving Capitalism: for the many, not the few*, Random House.

February 9 – Week 5: Work and Earnings in the Knowledge Economy

RESEARCH PAPER #1 DUE

Discussion points: How is our economy changing? Who are the winners and losers in the new economy? What does it mean for public policy?

Discussants:

Required Readings:

Blank, Rebecca. 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>

DiPrete, Thomas. 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>

Sebastien LaRoche-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>

Supplementary Readings:

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

February 16 – Reading Week – NO CLASS

February 26 – Week 6: Educational Outcomes and Their Origins

<p>Discussion points: Has higher education become an engine of inequality? How does it contribute to social and economic inequality? What can we do to address this.</p>

Discussants:

Required Readings:

Drolet, Marie. 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>

Belley, Philippe, 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/>

Supplementary Readings:

Frenette, Marc. 2007. "Why are youth from lower-income families less likely to attend university? Evidence from academic abilities, parental influences, and financial constraints." Analytical Studies Branch Research Paper Series, (Statistics Canada) Available at <http://freeducationmontreal.org/libraryfiles/StatsCan%20-%20Frenette%20-%20Why%20Are%20Youth%20from%20Lowerincome%20Families%20Less%20Likely%20to%20Attend%20University.pdf>

Rose, Mike. 2014. "Back to School", in David Cay Johnston ed. *Divided: the Perils of Growing Inequality*, New York: the New Press. pp. 136-152.

March 1 – Week 7: Gender and Family Transformation

<p>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?</p>
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Discussants:

Required Readings:

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

Cancian, Maria 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.

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

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

Supplementary Readings:

England, Paula. 2010. "The Gender Revolution: Uneven and Stalled", *Gender and Society*, 24: 149-166.

Johnston, David C. 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.

March 8 – Week 8: The Demographic Changes – Why Should we be Concerned about Low Fertility?

<p>Discussion points: Is low fertility a problem? If it is why? What are the causes and consequences of low fertility for the society? What can or should we do about it?</p>
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Discussants:

Required Readings:

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

Castles, Francis G. 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.

Peng, Ito. 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.

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

Supplementary Readings:

March 15 – Week 9: The Demographic Changes – Why Should we be Concerned about Population Ageing?

<p>Discussion points: Should we be concerned about ageing population? What are the causes and consequences of population ageing? What can or should we do about it?</p>
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Discussants:

Required Readings:

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_2

[012-4.pdf](#)

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

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

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

Supplementary Reading:

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

March 22 – Week 10: Family and Demographic Changes – Who cares?

Discussion points: 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?

Discussants: Carmen Hoang, Nadan Jei, Judith Boahene

Required Readings:

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*. 1st Owl Book.

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

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.

Bettio, Franca. 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.

Supplementary Reading:

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

March 29 – Week 11: The Immigrant Society I: How are immigrants doing in Canada?

Discussion points: How are immigrants doing in Canada? What are the causes of new trends in immigrant outcomes? What can we do about this?

Discussants: Dajeane Lacasse, Erin Li

Required Reading:

Boyd, Monica 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_struggle_in_the_labour_market.pdf

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>

Supplementary Reading:

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

Picot, Garnett 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>

April 5 – Week 12: The Immigrant Society II: Multiculturalism, Diversity and Social Cohesion

Discussion points: 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?

Discussants: Cindy Luo, Leslie Marin

Required Reading:

Joppke, Christian. 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>

Reitz, Jeffrey. 2011. "Pro-Immigration Canada: Social and economic roots of popular views", available through IRPP:

http://oppenheimer.mcgill.ca/IMG/pdf/IRPP_Study_no20.pdf

Schmidtke, Oliver. *Citizenship and Multiculturalism in the 21st 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> (Available in e-book form from the U of T Library)

Supplementary Reading:

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

Kymlicka, Will. *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 (Also available in French.)

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