

SOC478H1S The Social Contexts of Public Policy  
Winter 2020

Instructor

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

Time and Place of Class

Tuesdays, 2-4 pm,  
Location: Sociology Dept – 725 Spadina Avenue, Room 41

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)  
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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:** The prerequisite to take this course is prior completion of at least 1.0 FCE at the 300-level sociology.

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 Quercus.

### **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 (January 7, 2020) 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 the class** and are to be uploaded onto the Quercus. In the Quercus menu you will see a tab called "Discussions". **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 with other students 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 5 of the 10 weeks, other than the week you are presenting, between week 2 and week 11.**

***Class Participation (10 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 (week 2 to 11). 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:*** 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 Quercus. To submit your analytical memo, go into the Quercus, click onto the Assignments, and you will see a folder for analytical memo.**

***Annotated Bibliographies (10 points):***

The annotated bibliography is designed to help you get started on the existing research will be important for your paper. Your annotated bibliography should be 3 single-spaced

pages and it should: 1) identify the source and authors (i.e., a full citation); 2) summarize the authors arguments and the evidence they bring to bear to support their argument (i.e., think critically about the work and do not just reiterate what is in the articles; and 3) show how the works you have selected are related to other works in the area.

**The annotated bibliography is due Tuesday March 3, 2020. Please submit your papers by uploading them directly onto the Quercus.**

***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 Quercus. To submit your paper, go into the Quercus, click onto the Assignments, 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 11, 2020.** 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 Quercus before the end of February 11.**

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 3, 2020**. 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 Quercus.**

**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 acceptable, but it **MUST** indicate the start and anticipated end date of the illness.
- 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.**

**If you do not wish to use Turnitin.com, please let me know. In that case I will need to see your rough notes and/or other document showing your original work.**

**Your paper #1 will be returned to you before the drop date.**

### **Health and Wellness Resources for Students:**

Your safety matters ~ St. George, U of T: 416 978 1485 | [www.safety.utoronto.ca](http://www.safety.utoronto.ca)

Feeling Distressed? Are you in crisis? There’s Help.

Mental Health - Call Good2Talk: 1-866-925-5454

Free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365

More Resources... Are you in immediate danger?

Personal Safety - Call 911, then Campus Community Police\*

UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T

Scarborough Police: 416-978-2222 | Centre for International Experience Safety Abroad 416-946-3929\*

24/7/365; Campus Community Police can direct your call to the right service.

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**Summary of marking scheme:**

<b>Class participation and attendance:</b>	<b>10%</b>
<b>Analytical questions:</b>	<b>10%</b>
<b>Annotated bibliography</b>	<b>10%</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>

**Class Schedule**

<b>No.</b>	<b>Date</b>	<b>Topic</b>
<b>1</b>	January 7	<b>Course Introduction and Opening Questions</b>
<b>2</b>	January 14	<b>What is Social Policy and How to Analyze it</b>
<b>3</b>	January 21	<b>Evidence Based Policymaking</b>
<b>4</b>	January 28	<b>Changing Contexts 1: Growing Inequality and Inclusive Growth</b>
<b>5</b>	February 4	<b>Changing Contexts 2: Gender and Family Transformation</b>
<b>6</b>	February 11	<b>Changing Contexts 3: Demographic Changes</b>
<b>RW</b>	<b>February 18</b>	<b>Reading Week: No Classes</b>
<b>7</b>	February 25	<b>Social Investment and Education*</b>
<b>8</b>	March 3	<b>Care and Migration</b>
<b>9</b>	March 10	<b>Immigrant Society I</b>
<b>10</b>	March 17	<b>Immigrant Society II</b>
<b>11</b>	March 24	<b>Future of Work: The 4<sup>th</sup> Industrial Revolution</b>

12	March 31	<b>Final Class (Review and Reflection) / Final Paper Due April 3</b>
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### *Course Schedule and Readings*

#### **Week 1 – January 7: Introduction**

*Introductory Lecture and class discussion:* As we begin 2020, what are some of the key social policy issues and challenges we are facing today.

**Required Readings/Resources:** please listen and watch and listen to the following lectures/videos and come to the class to discuss.

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

**Watch and Listen:** McKinsey & Co. “Skill that will count in future: expert perspectives on the future of work” (5 min) <https://www.youtube.com/watch?v=UV46n44jnoA>

**Watch and Listen:** Janet Crawford’s TED-Talk on “The surprising neuroscience of gender inequality” (12 min) <https://www.youtube.com/watch?v=eCknUJc3qU>

#### **Week 2 – January 14: What is Social Policy and How to Analyze it**

*What is social policy? How can we best analyze it?*

Discussion Leaders:

#### **Required Readings:**

Torjman, Sherri. 2005. *What is Policy?* Ottawa: Caledon Institute of Social Policy. **PDF on Quercus**

Titumus, Richard. 1974. *Social Policy: An Introduction*, New York: Pantheon Book. (Chapter 2) **PDF on Quercus** or follow the link: [What is Social Policy?](#)

Stone, Deborah. 2002. *Policy Paradox: The Art of Political Decision Making*, New York and London: W.W. Norton & Co. (Chapter 1) **PDF on Quercus**

#### **Recommended Readings:**

Lindblom, Charles E. 1959. “The Science of ‘Muddling Through’”, *Public Administration Review*, 19 (2): 79-88.

Lindblom, Charles E. 1979. “Still Muddling; Not Yet Through”, 39(6): 517-526.

Finkel, Alvin. 2006. *Social Policy and Practice in Canada: A History*, Waterloo Ont: Wilfrid Laurier University Press. (Chapter 1).

### **Week 3 – January 21: Evidence-Based Policymaking: Evidence, Facts, and Lies**

*What is an Evidence-Based Policymaking, how do we use evidence and data in policymaking, what is evidence, how can we tell the difference between facts and lies?*

Discussion Leaders: Victoria Barclay

#### **Required Readings:**

Deeming, C. 2013. “Trials and Tribulations: The ‘Use’ (and ‘Misuse’) of Evidence in Public Policy”. *Social Policy and Administration*, 47:359-381.

Garvin and Roberto, 2001. “What you don’t know about making decisions”, *Harvard Business Review*, September:108-116. **PDF on Quercus**

Joseph Stiglitz. 2009. “Lies, damned lies and GDP statistics; Standard measurement of economic progress may well distort public policy priorities, *Toronto Star*, 13 September, A.15.

[http://www.thestar.com/opinion/2009/09/13/lies\\_damned\\_lies\\_and\\_gdp\\_statistics.html](http://www.thestar.com/opinion/2009/09/13/lies_damned_lies_and_gdp_statistics.html)

National Public Radio, 2016. “A Finder’s Guide to Facts” December 11.

<https://www.npr.org/2016/12/11/505154631/a-finders-guide-to-facts>

BBC News. “Fake News & Post Truth” [www.youtube.com/watch?v=8QVqwNLJb7s](http://www.youtube.com/watch?v=8QVqwNLJb7s)

#### **Recommended Readings:**

Toolkits in the Evidence-Based Policymaking Collaborative.

<https://www.evidencecollaborative.org/>

Baron, Jon. 2018. “A Brief History of Evidence-Based Policy”, *The ANNALS of the American Academy of Political and Social Science*. 678(1): 40-50.

Greenhalgh, Trisha and Jill Russell. 2009. “Evidence-Based Policymaking: A Critique”, *Perspectives on Biology and Medicine*. 52(2): 304-318.

### **Week 4 – January 28: Changing Contexts 2: Growing Inequality and Inclusive Growth**

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

Discussion Leaders: Ana Rodriguez, Vickie Zhou

#### **Required Readings:**

Heisz, Andrew. 2017. “Trends in Income Inequality in Canada and Elsewhere”, in David Green, W. Craig Riddell and France St-Hilaire eds. *Income Inequality: The Canadian*

Story, Institute for Research on Public Policy <https://irpp.org/wp-content/uploads/2016/01/aots5-heisz.pdf>

Canada, House of Commons. 2017. *Driving Inclusive Growth: Spurring Productivity and Competitiveness in Canada*. (p. 1-24).

<http://www.ourcommons.ca/Content/Committee/421/FINA/Reports/RP9312006/finarp21/finarp21-e.pdf>

OECD. 2018. *The Framework for Policy Action on Inclusive Growth – Part 1* (p. 6-38).

<https://www.oecd.org/mcm/documents/C-MIN-2018-5-EN.pdf>

### **Recommended Readings:**

Green, David, W. Craig Riddell and France St-Hilaire. 2017. “Income Inequality in Canada: Driving Forces, Outcomes and Policy”, in David Green, W. Craig Riddell and France St-Hilaire eds. *Income Inequality: The Canadian Story*, Institute for Research on Public Policy. <https://irpp.org/wp-content/uploads/2017/02/aots5-intro.pdf>

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

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).

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)

Obama, Barak. 2014. “Inequality and Democracy”, in David Cay Johnston ed. *Divided: The Perils of Growing Inequality*, New York: New Press. pp. 1-16. **PDF on Quercus**

### **Week 5 – February 4: Changing Contexts 3: Gender and Family Transformation**

*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: Abigail Wagner

### **Required Readings:**

Goldin, Claudia. 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.

Blair-Loy, Mary, et. al. 2015. “Stability and transformation in gender, work and family: insights from the *Second Shift* for the next quarter century”, *Community, Work & Family*,

18(4): 435-454.

**Recommended Readings:**

Raymo, James M., 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.

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

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

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

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.

Vincent, Carole. 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)

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

**Week 6 - February 11 – Changing Contexts 4: Demographic Changes**

**RESEARCH PAPER #1 DUE**

*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?*

Discussion Leaders: Andrew Jagielski, Sussha Guan

**Required Readings:**

Brinton, Mary and Nobuko Nagase. 2017. "The gender division of labor and second births: Labor market institutions and fertility in Japan", *Demographic Research*, 36(36): 339-370.

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.

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:**

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

Preston, Valerie. 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.

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

**February 18 – Reading Week – NO CLASS**

**Week 7 – February 25: Social Investment and Education**

**(this class may be cancelled on February 25, and moved to Week 12 – March 31)**

*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: John Ly

**Required Readings:**

Nelson, Moira 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**

Frenette, Marc. 2007. *Why Are Youth from Lower-Income Families Less Likely to Attend University? Evidence from Academic Abilities, Parental Influences, And Financial Constraints*. Ottawa: Statistics Canada;  
<http://www.statcan.gc.ca/pub/11f0019m/11f0019m2007295-eng.pdf>

Frenette, Marc. 2017. *Postsecondary Enrolment by Parental Income: Recent National and Provincial Trends*. Ottawa: Statistics Canada;  
<https://www150.statcan.gc.ca/n1/en/pub/11-626-x/11-626-x2017070-eng.pdf?st=Wb0qCoc7>

### **Recommended Readings:**

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

Frank, Kristyn, 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)

Corak, Miles, 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>

Sorenson, Chris 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/>

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

### **Week 8 – March 3: Care and Migration**

*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?*

Discussion Leaders: Lucy Lu

### **ANNOTATED BIBLIOGRAPHY DUE**

#### **Required Readings:**

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

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.

### **Recommended Reading:**

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

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

Tungohan, Ethel, 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.

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.

Donato, Katharine M. 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 10: The Immigrant Society I: How are immigrants doing in Canada?**

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

Discussion Leaders: Charlotte Tombs

### **Required Reading:**

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

Oreopoulos, Philip "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](http://homes.chass.utoronto.ca/~oreo/research/compositions/why_do_skilled_immigrants_struggle_in_the_labour_market.pdf)

Warman, Casey, 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>

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>

### **Recommended Reading:**

Boyd, Monica. 2002. "Educational attainments of immigrant offspring: success or

segmented assimilation." *The International Migration Review* 36:1037-1060.

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>

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>

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

### **Week 10 – March 17: The Immigrant Society II: Multiculturalism, Diversity and Social Cohesion**

*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?*

Discussion Leaders: Tony Chen

#### **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](http://oppenheimer.mcgill.ca/IMG/pdf/IRPP_Study_no20.pdf)

Schmidtke, Oliver. *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)

Saunders, Doug. 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>

#### **Recommended 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](http://publications.gc.ca/collections/collection_2011/cic/Ci96-112-2010-eng.pdf)

Block, Sheila 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 24: Future of Work**

*What is the 4<sup>th</sup> Industrial Revolution? Why should we be concerned about it? What are the roles of public policy in addressing the 4<sup>th</sup> industrial revolution? What makes a good society?*

Discussion Leaders: Annika Forman

#### **Required Readings:**

Schwab, Klaus and Nicholas Davis. 2018. *Shaping the Fourth Industrial Revolution*, Geneva: World Economic Forum. *Chapter 1 & 2 PDF on Quercus*

Ryder, Guy. 2019. “Correctly Valuing the Work of the Future”, *Journal of International Affairs*, 72(1): 23-35.

Rubery, Jill. 2019. “A Gender Lens on the Future of Work”. *Journal of International Affairs*, 72(1):91-105.

#### **Recommended Readings:**

Djankov, Simeon and Federica Saliola. 2019. “The Changing Nature of Work”, *Journal of International Affairs*, 72(1): 57-73.

Allen, Robert C. 2017. “Lessons from History for the Future of Work”, *Nature*, 550: 321-324.

Mohan, Rakesh and Madgavkar, Anu. 2016. *The \$12 trillion incentive for closing the gender gap*, World Economic Forum. <https://www.weforum.org/agenda/2016/06/the-12-trillion-incentive-for-closing-the-gender-gap/>

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>

### **Week 12 – March 31: – Wrap Up**

**FINAL PAPER DUE ON FRIDAY APRIL 3**