

Department of Sociology  
University of Toronto, St. George Campus

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SOC478H1S L0101/L9101  
SOCIAL CONTEXTS OF PUBLIC POLICY  
Tuesdays 2:00pm-4:00pm EST<sup>1</sup>  
Online Synchronous  
Winter 2021

<b>Instructor</b>	Dr. Valerie G. Damasco
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## COURSE INFORMATION

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### Course Description

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 cultural diversity and demographic change, and understandings of ethical principles of conduct in public organizations. A related goal is to help students learn how to use empirical research to answer highly contested issues in policy circles and in public life. These objectives are pursued by introducing students to 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. Restricted to 4th-year sociology majors and specialists.

### Goals and Learning Objectives

- Critically read, analyze, discuss, and develop arguments pertaining to the social contexts of how policy processes and frameworks are developed.
- Analyze the intersection of how ideas, ideologies, values, expectations, discourses, actors, institutions, and structures influence the policy-making process.
- Apply the theories, frameworks, principles, and concepts from the course to authentic public policy concerns in society and across the world and assess these trends in a comparative perspective.
- Critically analyze a broad range of research studies on major trends in inequality and identify alternative policy responses and collective processes to these developments.
- Develop an understanding of the complexity associated with policy evaluation and the evaluation of such policies on contested issues.

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<sup>1</sup> The course will be delivered during Eastern Standard Time (EST). Weekly online synchronous classes and assignment deadlines adhere to this time zone.

### Prerequisite and Exclusion Criteria

The prerequisite for this course is 1.0 SOC FCE at the 300+ level. Students who do not meet this requirement will be removed without notice. Please note that this course is restricted to 4th-year sociology majors and specialists. Sociology majors cannot take more than 0.5 SOC FCE at the 400 level and Sociology specialists cannot take more than 1.0 SOC FCE at the 400 level without written permission from the Sociology Undergraduate Program Administrator.

Recommended Preparation: SOC214H1 or SOC366H1 or SOC367H1 or SOC365H1

### Course Delivery, Structure, and Organization

This online synchronous course is delivered through Quercus with **mandatory** weekly synchronous online classes on Zoom, **Tuesdays from 2:00pm-4:00pm EST**.

You will require speakers, microphone, or headphones, video camera, and internet connectivity to participate in weekly synchronous online classes. Please visit this [link](#) for information about the recommended minimum specs for technology to facilitate remote learning and financial support to meet these requirements.

Quercus will serve as the Learning Management System (LMS) to facilitate this online synchronous course. All communication and coursework will be delivered online through Quercus and Zoom. The course page on Quercus contains the syllabus, announcements, posted lectures, readings, assignment guidelines, and grades. Moreover, all course information, documents, assignment information, and electronic copies of handouts will be posted on Quercus. We will use Zoom as a platform for weekly online synchronous classes.

### Quercus – Accessing the Course Page

Please follow the instructions below to access the SOC478H1S course page on Quercus:

- Go to <https://q.utoronto.ca>
- Use your UTORid and password to log in.
- Once you have logged in, you will be in your dashboard.
- You should see a course card for each of the courses in which you are enrolled.
- Click on the SOC478H1S course card to access the course.
- If you do not see your courses listed, try [activating your UTORid](#) and/or [verifying your UTORid](#)

### Zoom – Accessing and Connecting to Weekly Online Synchronous Classes

Please follow the instructions below to join weekly online synchronous classes on Zoom:

- Click on the invitation link.
- You will be prompted to download the Zoom plugin.
- Follow the prompts to join the meeting.
- You will be asked to verify if you would like to join the meeting using video from the camera and audio from the microphone on your device.

### Course Structure

Each week, what you will see posted under the *Modules* section in Quercus is a step-by-step process for learning. The folders and associated subfolders will have the same headings weekly to enable you navigate the materials in a sequential and logical manner.

We will learn together through:

- Course materials
- Online synchronous classes which will take place weekly on Zoom.
  - Weekly class discussions will reflect theories, principles, and concepts, and applying them to authentic mental health concerns facing institutions of higher education today.

Each week will contain the following folders and contents in each folder:

(i) WEEK X – Overview of the Week

- Summary of learning outcomes from the previous week.
- Overview and summary of the theme/topic(s) of the current week.
- Learning goals and guidance for the class discussion and/or assignments for current week.
- Intended learning goals for the following week, building from the previous week(s).
- PowerPoint presentations, where necessary, will be posted the day *after* the synchronous class.

(ii) WEEK X – Reading and/or Viewing Materials

- Assigned course materials (e.g., academic journal articles, book chapters, news articles, multimedia) related to the theme/topic(s) of the week.
- Course materials reveal multiple perspectives about, for example, key theories, perspectives, and concepts regarding the theme/topic(s) covered during the week.

### Course Readings

Prior to the start of each synchronous class, please complete the [required readings](#) assigned for the week. You are not required to read the supplementary readings; they serve as resources for those interested in reading more deeply about a particular theme/topic(s) and can be used as sources for assignments. On the Quercus course page under each weekly module, supplementary readings (e.g., news articles) and media sources (e.g., documentaries, YouTube videos, TED/TEDx talks) that offer additional content on certain themes or topics.

### My Approach to Teaching and Learning and Responsibilities of SOC478H1S Class Members

My role as instructor is to act as a guide and facilitator for your learning experience this term in relation to the subject area.

We will each contribute to a [conducive and respectful learning atmosphere](#) by:

- Reading and engaging with the assigned weekly materials and being fully prepared to discuss them with peers.
- Sharing analyses, critiques, thoughts, and observations in a respectful manner.
- Maintaining confidentiality. Sensitive information that is contributed is to be respected as confidential.
- Helping others learn and accepting assistance from others in our own learning.

[We must always conduct ourselves in a collegial and respectful manner in all teaching and learning environments, which includes online formats. Please note that language or behaviour that is combative, abusive, or offensive will not be accepted.](#)

## EVALUATION CRITERIA

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Following are the course deliverables and their relative weights for the final grade.

COURSE DELIVERABLES	%	DUE DATE
Critical Reading Responses	25%	Mondays by 5:00pm EST
Group Facilitation of Class Discussion	15%	Week of group facilitation
Analysis of Policy Issue During COVID-19	20%	February 21 <sup>st</sup> by 11:59pm EST
Final Assignment Paper	25%	April 9 <sup>th</sup> by 11:59pm EST
Participation	15%	Ongoing throughout term

### I. Critical Reading Responses (25%)

Students are to submit 6 critical reading responses throughout the term, between WEEK 2 and WEEK 12. Each critical reading response should be 600 words excluding references and provide a brief summary of the central ideas or concepts from the readings. Please move beyond descriptive accounts to analytical accounts.

Your critical response should answer at least some of the questions below:

- What do you perceive to be important insights or ideas from the assigned readings?
- How do the readings relate to each other?
  - Do they raise similar points? Do they disagree with each other?
  - Do they provide different or new perspectives?
- What are your critical reactions to the readings?
  - What are their strengths? What are their weaknesses?
  - What issues did you find particularly interesting?
- What questions do the readings raise?
- What would you like to discuss in class?

Please upload your critical responses to Quercus no later than **Monday 5:00pm EST** (the day before class). The purpose of these critical responses is to prepare you for an in-class discussion, therefore late assignments will not be accepted. Your responses should reflect the readings assigned for the week, demonstrate your thoughts about them, and raise discussion points for the class discussion the following day, on Tuesday.

Please note that you cannot submit a critical reading response for the week that your group will facilitate a class discussion (see next section).

### II. Group Facilitation of Class Discussion (15%)

Each student will be assigned to a discussion facilitation group for **one** of the 5 weeks (WEEK 7 to 11). For each weekly topic, depending on course enrollment, 3 students will be assigned to a group.

#### *Analytical Memo*

This is a group assignment. Therefore, each member of the group must work together to write the group analytical memo, which should be no more than **750 words excluding references (for the entire group)** on the readings for the week in which they lead a class discussion. The analytical memo is a brief essay that has a similar format to an abbreviated research paper (i.e., statement of the research question and

policy issue, answer(s) to the question, conclusion, and discussion).

The group analytical memo is due after your assigned class discussion and facilitation, by the end of the week on **Sunday at 11:59pm EST**. One member of the group should upload the analytical memo onto Quercus.

### ***Facilitation of Class Discussion***

Students who are assigned to lead class discussion will begin the class with a brief presentation and then followed by a class discussion. This will take place during the first hour of the class. All students in the class are required to read the assigned readings for each week and to be prepared to discuss them with their peers.

### **III. Analysis of Policy Issue During COVID-19 (20%)**

Drawing on the readings from WEEK 2 to WEEK 5, students will be required to apply the material (i.e., policy process, frameworks, concepts, etc.) into their analysis of a policy issue. Issues can be identified by reviewing traditional sources (e.g., online news articles, news broadcast, etc.), working papers, journal articles, books, etc. The analysis should be 2000 words excluding references and should focus on a contemporary policy issue since the beginning of the COVID-19 lockdown restrictions in March 2020. The assignment is due by **Sunday, February 21<sup>st</sup> at 11:59pm EST**. More details about this assignment (i.e., questions, structure, format) will be provided during the first and/or second synchronous class.

### **IV. Final Assignment (25%)**

Students will write a paper on a policy issue of their choice, which could be an extension of the topic they chose for the first assignment. The final assignment will be essay format and should build on or emphasize a connection with the first assignment. Students will be required to draw on materials from throughout the course. The final assignment should be 2500 words excluding references. The final assignment is due by **Friday, April 9<sup>th</sup> at 11:59pm EST**. More details about this assignment (i.e., questions, structure, format) will be provided in class.

### **V. Participation (15%)**

**Class attendance is mandatory. Proper documentation is required to justify an absence.** Since this is a seminar course, students are expected to attend class each week and participate in class discussions. If you are unable to attend due to illness or serious personal reasons, you must provide verification of illness and/or discuss with me in advance. Your participation grade will be based on two equally weighted components: attendance and active participation in class discussions.

## COURSE SCHEDULE AND READINGS

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Every attempt will be made to follow this course schedule; however, it is subject to change at the discretion of the instructor. Any adjustments to topics or readings will be announced on Quercus.

Prior to the start of each synchronous class, please complete **only the required readings** assigned for the week. Supplementary readings serve as resources for further reference on each theme or topic.

All the readings below can be downloaded from a shared folder which is uploaded to the Quercus course page entitled, **SOC478H1S Winter 2021 Library**. The shared folder is organized according to weekly themes as follows:

### WEEK 1

JANUARY 12

#### Introduction to the Social Contexts of Public Policy: Social Policy Issues and Challenges

During our first synchronous class, I will provide an overview of the main themes of the course. We will begin by examining the social contexts of public policy, discuss current social policy issues and associated challenges, and review the relationship between sociology and public policy.

I will also review the course policies, course deliverables (i.e., assignments, participation), and my expectations for your success in the course. [Please read the course outline thoroughly](#).

### WEEK 2

JANUARY 19

#### Relationship Between Sociology, Social Policy, and Public Policy: Critical Policy Sociology, Relational Network Approach, and Public Policy Process

#### Required Readings

Banton, Michael. 2016. "Reflections on the Relation between Sociology and Social Policy." *Sociology* 50(5):993-1001.

Graizbord, Diana. 2019. "Toward an Organic Policy Sociology." *Sociology Compass* 13(11):1-14.

Spalter-Roth, Roberta, Amy L. Best and Patricia E. White. 2018. "Bringing Sociology into the Public Policy Process: A Relational Network Approach." *The American Sociologist* 49(3):434-47.

#### Supplementary Readings

Deeming, Christopher. 2013. "Social democracy and social policy in neoliberal times." *Journal of Sociology* 50(4):577-600.

Lascoumes, Pierre, and Patrick Le Gales. 2007. "Introduction: Understanding Public Policy through Its Instruments—From the Nature of Instruments to the Sociology of Public Policy Instrumentation." *Governance* 20(1):1-21.

Nichols, Lawrence T. 2019. "Toward an Integral, Professional-Public Sociology: The Example of Gordon W. Allport." *The American Sociologist* 50(2):315-32.

### WEEK 3

JANUARY 26

#### Agenda Setting and Problem Identification: Social Inequality, Knowledge, and Epistemic Communities

##### Required Readings

Cohen, Nissim. 2016. "Policy Entrepreneurs and Agenda Setting." Pp. 180-99 in *Handbook of Public Policy Agenda Setting*, edited by N. Zahariadis. Northampton: Edward Elgar Publishing.

Dunlop, Claire A. 2016. "Knowledge, Epistemic Communities, and Agenda Setting." Pp. 273-94 in *Handbook of Public Policy Agenda Setting*, edited by N. Zahariadis. Northampton: Edward Elgar Publishing.

##### Supplementary Readings

Corak, Miles. 2016. "'Inequality Is the Root of Social Evil,' or Maybe Not? Two Stories About Inequality and Public Policy." *Canadian Public Policy* 42(4):367-414.

Edler, Jakob and Andrew D. James. 2015. "Understanding the Emergence of New Science and Technology Policies: Policy Entrepreneurship, Agenda Setting and the Development of the European Framework Programme." *Research Policy* 44(6):1252-65.

Koduah, Augustina, Han van Dijk and Irene Akua Agyepong. 2015. "The Role of Policy Actors and Contextual Factors in Policy Agenda Setting and Formulation: Maternal Fee Exemption Policies in Ghana over Four and a Half Decades." *Health Research Policy and Systems* 13(1):27.

McKay, Lindsey, Sophie Mathieu and Andrea Doucet. 2016. "Parental-Leave Rich and Parental-Leave Poor: Inequality in Canadian Labour Market Based Leave Policies." *Journal of Industrial Relations* 58(4):543-62.

### WEEK 4

FEBRUARY 2

#### Policy Formulation, Decision-Making Processes, and Design: Understanding the Dynamics of Power, Intention, and Meaning

##### Required Readings

Chopra, Deepta. 2011. "Interactions of 'Power' in the Making and Shaping of Social Policy." *Contemporary South Asia* 19(2):153-71.

Colebatch, H. K. 2017. "The idea of policy design: Intention, process, outcome, meaning and validity." *Public Policy and Administration* 33(4):365-83.

### Supplementary Readings

French, Robert and Philip Oreopoulos. 2017. "Applying Behavioural Economics to Public Policy in Canada." *Canadian Journal of Economics/Revue canadienne d'économique* 50(3):599-635.

Howlett, Michael. 2018. "The Criteria for Effective Policy Design: Character and Context in Policy Instrument Choice." *Journal of Asian Public Policy* 11(3):245-66.

Roman, Alexandru V. 2015. "The Determinants of Public Administrators' Participation in Policy Formulation." *The American Review of Public Administration* 47(1):102-29.

## WEEK 5

### FEBRUARY 9

#### Policy Adoption and Evidence-Based Policy: Addressing Intersectionality, Inequalities, Inequities, and Hierarchies

### Required Readings

Bessant, Judith. 2008. "The Sociology of Policy-Making in the Modern State: Intent and Human Action." *Journal of Sociology* 44(3):283-300.

Hankivsky, Olena and Renee Cormier. 2010. "Intersectionality and Public Policy: Some Lessons from Existing Models." *Political Research Quarterly* 64(1):217-29.

### Supplementary Readings

Head, Brian W. 2010. "Reconsidering Evidence-Based Policy: Key Issues and Challenges." *Policy and Society* 29(2):77-94.

Howlett, Michael, Seck L. Tan, Andrea Migone, Adam Wellstead and Bryan Evans. 2014. "The Distribution of Analytical Techniques in Policy Advisory Systems: Policy Formulation and the Tools of Policy Appraisal." *Public Policy and Administration* 29(4):271-91.

Leipold, Sina and Georg Winkel. 2017. "Discursive Agency: (Re-)Conceptualizing Actors and Practices in the Analysis of Discursive Policymaking." *Policy Studies Journal* 45(3):510-34.

\*Parkhurst, Justin O. and Sudeepa Abeysinghe. 2016. "What Constitutes "Good" Evidence for Public Health and Social Policy-Making? From Hierarchies to Appropriateness." *Social Epistemology* 30(5-6):665-79.

\*Schiller, Maria, Julia Martínez-Ariño and Mireia Bolívar. 2020. "A Relational Approach to Local Immigrant Policy-Making: Collaboration with Immigrant Advocacy Bodies in French and German Cities." *Ethnic and Racial Studies* 43(11):2041-61.

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## FEBRUARY 15-19

### University of Toronto, Faculty of Arts and Science READING WEEK

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**WEEK 6**  
**FEBRUARY 23**  
**Policy Implementation:**  
**Mediating Issues of Resistance, Compliance, and Limitations**

**Required Readings**

- Béland, Daniel and Valéry Ridde. 2016. "Ideas and Policy Implementation: Understanding the Resistance against Free Health Care in Africa." *Global Health Governance* 10(3):9-23.
- Heidbreder, Eva G. 2017. "Strategies in Multilevel Policy Implementation: Moving Beyond the Limited Focus on Compliance." *Journal of European Public Policy* 24(9):1367-84.
- Hudson, Bob, David Hunter and Stephen Peckham. 2019. "Policy Failure and the Policy-Implementation Gap: Can Policy Support Programs Help?". *Policy Design and Practice* 2(1):1-14.

**Supplemental Readings**

- Bevir, Mark and Catherine Needham. 2017. "Decentring Social Policy: Narratives, Resistance, and Practices." *The International Journal of Sociology and Social Policy* 37(11-12):626-38
- Campbell, Elizabeth J., Dana Lee Olstad, John C. Spence, Kate E. Storey and Candace I. J. Nykiforuk. 2020. "Policy-Influencer Perspectives on the Development, Adoption, and Implementation of Provincial School-Based Daily Physical Activity Policies across Canada: A National Case Study." *SSM - Population Health* 11:1-8.
- Conteh, Charles. 2011. "Policy Implementation in Multilevel Environments: Economic Development in Northern Ontario." *Canadian Public Administration* 54(1):121-42.
- Warren, Jon. 2017. "'The Way Things Get Done around Here...'" Exploring Spatial Biographies, Social Policy and Governance in the North East of England." *The International Journal of Sociology and Social Policy* 37(11-12):655-66.

**WEEK 7**  
**MARCH 2**  
**Work, Employment, and Precarious Work**

**Required Readings**

- Doucet, Andrea, Sophie Mathieu and Lindsey McKay. 2020. "Reconceptualizing Parental Leave Benefits in COVID-19 Canada: From Employment Policy to Care and Social Protection Policy." *Canadian Public Policy* 46(S3): S272-S86.
- Lysaght, Rosemary, Nicole Bobbette and Maria Agostina Ciampa. 2020. "Productivity-Based Wages and Employment of People with Disabilities: International Usage and Policy Considerations." *Journal of Disability Policy Studies* 1-11.

Ståhl, Christian and Ellen MacEachen. 2020. "Universal Basic Income as a Policy Response to COVID-19 and Precarious Employment: Potential Impacts on Rehabilitation and Return-to-Work." *Journal of Occupational Rehabilitation*.

### Supplementary Readings

Antonini, Matteo, Ashley Pullman, Sylvia Fuller and Lesley Andres. 2020. "Pre- and Postpartum Employment Patterns: Comparing Leave Policy Reform in Canada and Switzerland." *Community, Work & Family*:1-28.

Hanley, J., Mhamied, A.A., Cleveland, J., Hajjar, O., Hassan, G., Ives, N., ... Hynie, M. 2018. "The Social Networks, Social Support and Social Capital of Syrian Refugees Privately Sponsored to Settle in Montreal: Indications for Employment and Housing During Their Early Experiences of Integration." *Canadian Ethnic Studies* 50(2):123-48.

Lain, David. 2017. "Employment of Workers Aged 65 and Over: The Importance of Policy Context." Pp. 475-97 in *The Palgrave Handbook of Age Diversity and Work*, edited by E. Parry and J. McCarthy. London: Palgrave Macmillan UK.

Qian, Yue and Sylvia Fuller. 2020. "COVID-19 and the Gender Employment Gap among Parents of Young Children." *Canadian Public Policy* 46(S2): S89-S101.

Teague, Paul and Jimmy Donaghey. 2018. "Brexit: Eu Social Policy and the Uk Employment Model." *Industrial Relations Journal* 49(5-6):512-33.

## WEEK 8 MARCH 9

### Health Equity, Access to Healthcare, and Health Promotion

#### Required Readings

Carlos, Jessica Krystle and Kathi Wilson. 2018. "Migration among Temporary Foreign Workers: Examining Health and Access to Health Care among Filipina Live-in Caregivers." *Social Science & Medicine* 209:117-24.

MacKinnon, Kinnon Ross, Oralia Gómez-Ramírez, Catherine Worthington, Mark Gilbert and Daniel Grace. 2020. "An Institutional Ethnography of Political and Legislative Factors Shaping Online Sexual Health Service Implementation in Ontario, Canada." *Critical Public Health*:1-11.

Richmond, Chantelle A. M. and Catherine Cook. 2016. "Creating Conditions for Canadian Aboriginal Health Equity: The Promise of Healthy Public Policy." *Public Health Reviews* 37(1):1-16.

#### Supplementary Readings

Cloos, Patrick, Elhadji Malick Ndao, Josephine Aho, Magalie Benoît, Amandine Fillol, Maria Munoz-Bertrand, Marie-Jo Ouimet, Jill Hanley and Valéry Ridde. 2020. "The Negative Self-Perceived Health of Migrants with Precarious Status in Montreal, Canada: A Cross-Sectional Study." *PLOS ONE* 15(4): e0231327.

- Hill, Nicole S., Sara Dorow, Bob Barnetson, Javier F. Martinez and Jared Matsunaga-Turnbull. 2019. "Occupational Health and Safety for Migrant Domestic Workers in Canada: Dimensions of (Im)Mobility." *NEW SOLUTIONS: A Journal of Environmental and Occupational Health Policy* 29(3):397-421.
- \*Ianni Segatto, Catarina, Daniel Béland and Gregory P. Marchildon. 2020. "Federalism, Physicians, and Public Policy: A Comparison of Health Care Reform in Canada and Brazil." *Journal of Comparative Policy Analysis: Research and Practice* 22(3):250-65.
- Khanlou, Nazilla, Attia Khan and Catriona Mill. 2019. "A Health Promotion Framework for Women with Precarious Immigration Status in Canada." Pp. 107-18 in *Culture, Diversity and Mental Health - Enhancing Clinical Practice*, edited by M. Zangeneh and A. Al-Krenawi. Cham: Springer International Publishing.
- McPherson, Charmaine, Sume Ndumbe-Eyoh, Claire Betker, Dianne Oickle and Nancy Peroff-Johnston. 2016. "Swimming against the Tide: A Canadian Qualitative Study Examining the Implementation of a Province-Wide Public Health Initiative to Address Health Equity." *International Journal for Equity in Health* 15(1):129.
- Oxman-Martinez, Jacqueline, Jill Hanley, Lucyna Lach, Nazilla Khanlou, Swarna Weerasinghe and Vijay Agnew. 2005. "Intersection of Canadian Policy Parameters Affecting Women with Precarious Immigration Status: A Baseline for Understanding Barriers to Health." *Journal of Immigrant Health* 7(4):247-58.
- Tonelli, Marcello, Kwok-Cho Tang and Pierre-Gerlier Forest. 2020. "Canada Needs a "Health in All Policies" Action Plan Now." *Canadian Medical Association Journal* 192(3):E61.
- Zimmerman, Cathy, Ligia Kiss and Mazedra Hossain. 2011. "Migration and Health: A Framework for 21st Century Policy-Making." *PLOS Medicine* 8(5): e1001034.

## WEEK 9

MARCH 16

### Mental Health and Access to Social Support and Services

#### Required Readings

- McKenzie, Kwame J., Andrew Tuck and Branka Agic. 2014. "Mental Healthcare Policy for Refugees in Canada." Pp. 181-94 in *Refuge and Resilience: Promoting Resilience and Mental Health among Resettled Refugees and Forced Migrants*, edited by L. Simich and L. Andermann. Dordrecht: Springer Netherlands.
- Thomson, Mary Susan, Ferzana Chaze, Usha George and Sepali Guruge. 2015. "Improving Immigrant Populations' Access to Mental Health Services in Canada: A Review of Barriers and Recommendations." *Journal of Immigrant and Minority Health* 17(6):1895-905.

Vahabi, Mandana and Josephine Pui-Hing Wong. 2017. "Caught between a Rock and a Hard Place: Mental Health of Migrant Live-in Caregivers in Canada." *BMC Public Health* 17(1):498.

### Supplementary Readings

Chaplin, Lucia, Lauren Ng and Cornelius Katona. 2020. "Refugee Mental Health Research: Challenges and Policy Implications." *BJPsych Open* 6(5):e102.

Hoffman, Steven J., Lathika Sritharan and Ali Tejpar. 2016. "Is the Un Convention on the Rights of Persons with Disabilities Impacting Mental Health Laws and Policies in High-Income Countries? A Case Study of Implementation in Canada." *BMC International Health and Human Rights* 16(1):28.

\*Ornek, Ozlem Koseoglu, Tobias Weinmann, Julia Waibel and Katja Radon. 2020. "Precarious Employment and Migrant Workers' Mental Health: A Protocol for a Systematic Review of Observational Studies." *Systematic Reviews* 9(1):50.

## WEEK 10 MARCH 23

### Migration, Integration, and Control

### Required Readings

Ataç, Ilker and Sieglinde Rosenberger. 2019. "Social Policies as a Tool of Migration Control." *Journal of Immigrant & Refugee Studies* 17(1):1-10.

Koh, Chiu Yee, Charmian Goh, Kellynn Wee and Brenda S. A. Yeoh. 2016. "Drivers of Migration Policy Reform: The Day Off Policy for Migrant Domestic Workers in Singapore." *Global Social Policy* 17(2):188-205.

Peng, Ito. 2018. "Shaping and Reshaping Care and Migration in East and Southeast Asia." *Critical Sociology* 44(7-8):1117-32.

### Supplementary Readings

\*Cheung, Sin Yi and Jenny Phillimore. 2017. "Gender and Refugee Integration: A Quantitative Analysis of Integration and Social Policy Outcomes." *Journal of Social Policy* 46(2):211-30.

Damasco, Valerie G. 2012. "The Recruitment of Filipino Healthcare Professionals to Canada in the 1960s." Pp. 97-122 in *Filipinos in Canada: Disturbing Invisibility*, edited by Roland Sintos Coloma, Bonnie McElhinny, Ethel Tungohan, John Paul Catungal, and Lisa Davidson. Toronto: University of Toronto Press.

Greenhill, Kelly M. 2016. "When Virtues Become Vices: The Achilles' Heel of Migration Social Policy." Pp. 199-221 in *Handbook on Migration and Social Policy*, edited by G. P. Freeman and N. Mirilovic. Edward Elgar Publishing.

- Guild, Elspeth. 2018. "The Global Compact as a Milestone in Global Governance of Migration." *Global Social Policy* 18(3):325-27.
- Peng, Ito. 2017. "Explaining Exceptionality: Care and Migration Policies in Japan and South Korea." Pp. 191-214 in *Gender, Migration, and the Work of Care: A Multi-Scalar Approach to the Pacific Rim*, edited by Sonya Michel and Ito Peng. Cham: Springer International Publishing.
- Peng, Ito. 2018. "Culture, institution and diverse approaches to care and care work in East Asia." *Current Sociology* 66(4):643-59.
- \*Piper, Nicola. 2017. "Migration and the Sdgs." *Global Social Policy* 17(2):231-38.
- \*Sainsbury, Diane. 2016. "Gender, Migration and Social Policy: Handbook on Migration and Social Policy." Pp. 419-34. Cheltenham, UK: Edward Elgar Publishing.
- Seeleib-Kaiser, Martin. 2019. "Migration, Social Policy, and Power in Historical Perspective." *Global Social Policy* 19(3):266-74.
- Wise, Raúl Delgado. 2018. "The Global Compact in Relation to the Migration-Development Nexus Debate." *Global Social Policy* 18(3):328-31.

**WEEK 11**  
**MARCH 30**

**Education, Higher Education, and Internationalization**

**Required Readings**

- Guo, Yan and Shibao Guo. 2017. "Internationalization of Canadian Higher Education: Discrepancies between Policies and International Student Experiences." *Studies in Higher Education* 42(5):851-68.
- McIsaac, Jessie-Lee D., Rebecca Spencer, Melissa Stewart, Tarra Penney, Sara Brushett and Sara F. L. Kirk. 2019. "Understanding System-Level Intervention Points to Support School Food and Nutrition Policy Implementation in Nova Scotia, Canada." *International Journal of Environmental Research and Public Health* 16(5):712.
- Scott, Colin, Saba Safdar, Roopa Desai Trilokekar and Amira El Masri. 2015. "International Students as 'Ideal Immigrants' in Canada: A Disconnect between Policy Makers' Assumptions and the Lived Experiences of International Students." *Comparative and International Education / Éducation Comparée et Internationale* 43(3): 1-18.

**Supplementary Readings**

- Johnstone, Marjorie and Eunjung Lee. 2020. "Education as a Site for the Imperial Project to Preserve Whiteness Supremacy from the Colonial Era to the Present: A Critical Analysis of International Education Policy in Canada." *Whiteness and Education*:1-17.

- \*Sá, Creso M. and Emma Sabzalieva. 2018. "The Politics of the Great Brain Race: Public Policy and International Student Recruitment in Australia, Canada, England and the USA." *Higher Education* 75(2):231-53.
- Stein, Sharon. 2018. "National Exceptionalism in the 'Educanada' Brand: Unpacking the Ethics of Internationalization Marketing in Canada." *Discourse: Studies in the Cultural Politics of Education* 39(3):461-77.
- \*Tamtik, Merli. 2017. "Who Governs the Internationalization of Higher Education? A Comparative Analysis of Macro-Regional Policies in Canada and the European Union." *Comparative and International Education / Éducation Comparée et Internationale* 46(1): Article 2.
- Trilokekar, Roopa Desai. 2010. "International Education as Soft Power? The Contributions and Challenges of Canadian Foreign Policy to the Internationalization of Higher Education." *Higher Education* 59(2):131-47.

## WEEK 12

APRIL 6

### Policy Evaluation, Impact, Learning, and Social Change: Addressing the Challenges of Effectiveness and Sustainability

#### Required Readings

- Gentry, S., L. Mildren and M. P. Kelly. 2020. "Why Is Translating Research into Policy So Hard? How Theory Can Help Public Health Researchers Achieve Impact?". *Public Health* 178:90-96.
- Moyson, Stéphane, Peter Scholten and Christopher M. Weible. 2017. "Policy Learning and Policy Change: Theorizing Their Relations from Different Perspectives." *Policy and Society* 36(2):161-77.

#### Supplementary Readings

- Edwards, D. Brent and Mauro Moschetti. 2020. "The Sociology of Policy Change within International Organisations: Beyond Coercive and Normative Perspectives – Towards Circuits of Power." *Globalisation, Societies and Education*:1-15.
- Wallstam, Martin, Dimitri Ioannides and Robert Pettersson. 2020. "Evaluating the Social Impacts of Events: In Search of Unified Indicators for Effective Policymaking." *Journal of Policy Research in Tourism, Leisure and Events* 12(2):122-41.

## COURSE POLICIES AND RESOURCES

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### Communication

I respond to e-mail correspondence within one to two business days (except weekends and holidays). Students should bear this in mind if last-minute questions or issues arise, especially before any assignment deadlines. In the subject line of your email, please kindly include the course code SOC478. Adhering to policy at the University of Toronto, please ensure that all correspondence is sent from a University of Toronto email address.

If you have any questions regarding illness, special accommodations, missed assignments, deadline extensions, grading inquiries, or any other matters you would like to discuss privately, please email me. Please note that emails that contain questions that are answered in the course syllabus will not receive a response. Please always ensure you carefully read through the syllabus first.

Please set your notifications on Quercus to receive announcements. I will send out announcements through Quercus rather than delivering individual e-mails. You will receive a notice from me via the *Announcements* section on Quercus. Please check your University of Toronto e-mail address regularly for official communication from the Faculty of Arts and Science (or your associated faculty) and your instructor(s).

### Office Hours

My office hours are by appointment. If you wish to meet with me, please kindly send me an e-mail and we will schedule an appointment. I could meet with you via your preferred method of communication (e.g., Zoom, MS Teams, Skype).

Please note that for simple and concise questions, email is the preferred method of communication. However, for more in-depth questions, students should book office hours and/or schedule an appointment to meet with me.

### Best Practices for Online Participation

There are a few guidelines and expectations for engagement in synchronous environments:

- Be respectful to the speakers and your peers.
- Mute your microphones unless you are speaking to reduce background noise.
- Use the 'raise your hand' feature and wait to be called upon before you speak.
- **Recording online discussions is strictly forbidden without the instructor's permission.**

### Missed Sessions, Deadline Extensions, and Late Penalties

Students who are unable to attend synchronous classes are responsible for obtaining notes on all material covered, as well as information regarding administrative announcements.

Electronic copies of assignments are due on Quercus by the designated time on the scheduled due dates unless otherwise stated. Please note that I will NOT accept electronic copies of assignments via email.

Late assignments are penalized at a rate of 5% per day (24-hour period, including weekends and holidays). After 10 days, the late assignment will no longer be accepted. Exceptions for late penalties will only be considered in cases that align with declared absences or accessibility accommodations.

The process for requesting deadline extensions are as follows:

- Students must use the Absence Declaration tool on ACORN to formally declare an absence from academic participation on the day of the assignment submission.
- Students must also inform the instructor in writing within 3 days of the missed assignment.
- Students eligible to get an extension will be informed by email.
- For extensions on the basis of family or other personal reasons, students should have their College Registrar email their instructor within 3 days on the missed deadline. Students eligible to receive an extension will then be informed by email.
- For extensions on the basis of accessibility accommodations, students should contact the instructor as soon as possible.

### Grade Appeals

Instructors (and teaching assistants) take the marking of assignments very seriously and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. In the case of a mathematical error, please simply alert me of the error.

For more substantive appeals you must adhere to the following policies. To appeal a grade and have your work re-assessed, you must provide written justification to me explaining the basis for this reconsideration and, where relevant, attach your original assignment with comments. You should specifically address how you believe your assignment better met the criteria from the assignment guidelines while also considering the individual comments or community feedback.

To start this re-assessment process, students must wait 24 hours following the return of the grades and comments—any grade appeals sent within this timeframe will not be considered. Note, that as per FAS policy, once your work has been re-assessed, the grade can go up, down, or remain the same based on this second evaluation. Subsequent appeals will go to the course instructor. Furthermore, no requests for grade appeals will be granted after two weeks following the return of the assignment's grade and feedback.

### Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the University of Toronto degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* ([link](#)). To avoid issues related to plagiarism, please see the advice on documentation format and methods of integrating sources ([link](#)).

Students agree that by taking this course, submitted works may be subjected to processing through *Turnitin* 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* 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* service are described on the *Turnitin.com* website.



Assignments not submitted through *Turnitin* will receive a grade of zero (0%) unless a student instead provides, along with their paper, sufficient secondary material (e.g., reading notes, outlines of 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.

### **Accessibility**

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, contact your instructor as soon as possible to discuss how best to assist you in the course. Furthermore, if you are registered with Accessibility Services, you will need to supply the appropriate documentation, or your counselor will need send an email message on your behalf. You can visit this [link](#) for more information.

### **Writing Support**

Students are encouraged to make use of the available writing support at the University of Toronto. All seven [writing centres](#) will be operating during this session, and all will be offering remote instruction. The modality may differ by college. Students should visit each individual centre's site for information on how to make an appointment. There are also more than 60 advice files on all aspects of academic writing available from this [link](#). Furthermore, students can take advantage of the offerings through the [English Language Learning \(ELL\) Program](#).