

## **SOC208H1S: Introduction to Social Policy**

Tuesdays & Thursdays, 1:10-3PM

Lecture Room SS1086

**\*\*\*\*This is an in-person class as indicated in the timetable\*\*\*\***

### **Prof. David Pettinicchio**

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Canvass (Quercus)

Office hours: Tuesdays, 11:15AM-12:45PM

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### **Teaching Assistants:**

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### **Prerequisite:**

The prerequisite to take this course is SOC100H1. Students without this prerequisite will be removed at any time without notice.

### **Course Description:**

This course will examine how human needs are met by states, markets, families, and civil society. It focuses on the social and political context of policy. The course also considers the process by which policies develop in response to social problems as well as the relationship between social policy and social change. Topics include theories of social policy, the welfare state, values and preferences, gendered and racialized policies, aging and disability, economic inequality, and more recently, the intersection of social policy with the COVID-19 pandemic.

### **Learning Goals and Objectives**

The main objective of the course is to further our knowledge of the sociopolitical and historical context of social policy development in Canada and to situate the Canadian example in a global comparative context. Additional learning goals and objectives include:

- Increase awareness of existing social problems and the ways in which policies have been proposed to address these at the local, provincial, national and international levels.
- Understand how social policies change over time.
- Examine the main actors involved in social policy debates including political elites, social movements, interest organizations and the public.
- Understand how different groups in society are affected by social problems and social policies.
- Understand the nature of policy consequences (intended and unintended).

### **Required Texts:**

Canadian Social Policy: An Introduction by Graham, Swift and Delaney. Pearson Press.

All other articles/chapters are available online through the library. Alternatively, if you use a U of T VPN connection (for example, Tunnelblick, see <http://vpn.utoronto.ca>), you can access all licensed material from home. I will only be uploading readings to the Quercus course website in the rare case that they cannot be accessed through these means.

**Assessment, Expectations and Procedures:**

Below is a breakdown of student assessment in this course:

Midterm Quiz 1 (due July 14).....	25%
Midterm Quiz 2 (due Aug 2) .....	25%
Op-ed assignment (due Aug 9).....	25%
 Memos (please sign-up using the calendar feature in Quercus) .....	25%

**Attendance:** Students who attend class will be more likely to understand the material and will therefore be in a better position to do well in the course. Students who, for whatever reason, miss or ignore lecture content or assignments are responsible for their insufficient engagement with the course.

Memos provide an analytical take (not a summary of the readings) on the week’s themes and is meant to serve as a basis for discussion leading during the seminar. It is useful to conclude the memo with two discussion questions to aide in this regard. You will sign up through Calendar in Quercus on a day of your choosing (where space is available). Depending on enrollment, you will likely not be the only student leading discussion so it may be wise to consult with your peers signed up on the same day as you.

There are two tests in this class which are essay-based and conducted through Quercus only. You will have a 12-hour period to complete the test. You will likely be given a set of question from which to choose those you wish to answer in essay format. The tests must be conducted and submitted via Quercus. There are no exceptions.

Some of the readings in this class include *policy briefs* and *op-ed pieces* which you should use as models for the key assignment in this course (see course website for guidelines). Please look ahead to those examples as you develop **your op-eds** even if we haven’t covered those themes yet. You will be required to write a 750-word op-ed. You **MUST** submit the assignment through Quercus. There are no exceptions. To avoid any technical glitches (or other problems), please leave yourself some room to submit the assignment (i.e., not 5 minutes before the time in which it’s due). Unless there is a system wide Quercus issue acknowledged and identified by IT Support, failure to submit online by the due date time (submitting something beyond midnight counts a late) will result in a late penalty. The late penalty consists of 5% off the assignment for everyday in which the assignment is due (so if an assignment is worth 25%, 1.25 will be deducted for each late day).

Please make sure you submit appropriate files. For example, all written work should have a .doc or .docx extension.

**Do not email assignments as attachments to the instructor or TA. They will not be accepted and won't count as a submission.**

### **Lateness policy:**

I do not accept late memos or cancellations of memos. Part of the success of this course involves students being present and ready with a memo **on the day they selected ahead of time.**

There are two tests in this class which are essay-based and conducted through Quercus only. You will have a 12-hour period to complete the test. You must take the test during this designated period. Students will need to declare their absence on ACORN on the day of the missed test and email the instructor directly. Students missing a test for personal reasons are to contact their College and have the college email the instructor directly. Otherwise, missing a test will result in a mark of 0.

Unless **valid proof and justification** is submitted if missing the op-ed deadline, it will result in a mark of 0.

NOTE: It is best to inform the instructor if one plans to miss or delay an assignment **ahead of time.**

### **Academic Integrity Clause**

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence "*to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.*"

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (<http://www.artsci.utoronto.ca/osai/The-rules/code-of-behaviour-on-academic-matters>) and *Code of Student Conduct*

(<http://www.vicereprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

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.

### **Accessibility Services**

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf>.

In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. We also understand that disabilities can change over time and will do our best to accommodate you.

Students seeking support must have an intake interview with a disability advisor to discuss their individual needs. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. To schedule a registration appointment with a disability advisor, please visit Accessibility Services at

<http://www.studentlife.utoronto.ca/as>, call at 416-978-8060, or email at:

[accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). The office is located at 455 Spadina Avenue, 4<sup>th</sup> Floor, Suite 400.

Additional student resources for distressed or emergency situations can be located at [distressedstudent.utoronto.ca](http://distressedstudent.utoronto.ca); Health & Wellness Centre, 416-978-8030,

<http://www.studentlife.utoronto.ca/hwc>, or Student Crisis Response, 416-946-7111.

## **Equity and Diversity Statement**

### **Equity and Diversity**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at <http://equity.hrandequity.utoronto.ca>.

### **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. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the TA of the error.
- In the case of more substantive appeals, you must:
  1. Wait at least 24 hours after receiving your mark.
  2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.
  3. You have 30 days after receiving a mark to appeal it.

If you wish to appeal:

- A. You must submit to the instructor a written explanation (physical copy, not electronic) of why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.
- B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor.

## **Conduct:**

Please refrain from talking to your classmates and other generally disruptive behaviors such as using your phone (that also means texting), and using your laptop for purposes other than taking notes. Everyone deserves an opportunity to be in an environment where learning can take place unhindered, and any obstacles in maintaining an environment conducive to learning will not be tolerated. This class requires active involvement and attendance.

**Plagiarism:** Using someone else’s words or ideas as if they were your own (or allowing someone else to use your words or ideas as their own) is grounds for denial of credit for the assignment and notification to the Dean’s office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. You are expected to have read and understood the on-line document “How Not to Plagiarize”

(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

Please also consult the Student Code of Conduct

(<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>).

## **Course and Reading Schedule:**

*Note: Given that there are short assignments in the course, recommended readings are meant to provide additional materials that may be useful in preparing your essays. They are not part of the main required reading.*

### **July 5 – Social Problems and Social Policy**

Canadian Social Policy Chapter 1

### **July 7 - Historical Legacies, Politics, Values, and Philosophies**

Canadian Social Policy Chapter 2

Thornton, A. 2014. “How does ideology influence welfare retrenchment proposals? Application of a new methodology” *Party Politics*. doi: 10.1177/1354068814549337.

Busemeyer, Marius (2009) “From Myth to Reality: Globalization and Public Spending in OECD Countries Revisited,” *European Journal of Political Research* 48(4): 455-482

Brooks, Clem and Jeff Manza. 2006. "Social Policy Responsiveness in Developed Democracies." *American Sociological Review* 71:474-494.

Konczal, Mike. 2014. The Conservative Myth of a Social Safety Net Built on Charity. The Atlantic. <http://www.theatlantic.com/politics/archive/2014/03/the-conservative-myth-of-a-social-safety-net-built-on-charity/284552/>

### ***Party Platforms:***

NDP "Commitments" <https://www.ndp.ca/commitments>

Liberal "Our Plan" <https://liberal.ca/our-plan/>

Conservative "Canada's Recovery Plan" <https://www.conservative.ca>

Green Party "Take Action" <https://www.greenparty.ca/en>

## **July 12 - The Welfare State**

Canadian Social Policy Chapter 3

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

Mahon, Rianne (2008) "Varieties of Liberalism: Canadian Social Policy from the "Golden Age" to the Present," *Social Policy and Administration* 42 (4): 342-361.

Beland and Lecours. 2005. "THE POLITICS OF TERRITORIAL SOLIDARITY Nationalism and Social Policy Reform in Canada, the United Kingdom, and Belgium." *COMPARATIVE POLITICAL STUDIES*, 38:676-703.

Bhambra and Holmwood. 2018. Colonialism, Postcolonialism and the Liberal Welfare State *New Political Economy* 23: 574-587.

## **July 14 –Midterm Quiz 1**

## **July 19 – Retrenchment, Constituents, and Beneficiaries of Policy**

Canadian Social Policy Chapter 6

Miller, Chris. 1998. "Canadian Non-Profits in Crisis: The Need for Reform." *Social Policy & Administration* 32: 401–419.

Campbell, Andrea. 2011. "Policy Feedbacks and the Impact of Policy Designs on Public Opinion." *Journal of Health Politics, Policy and Law* 36:961-973.

Pierson, Paul. 1993. "When Effect Becomes Cause: Policy Feedback and Political Change." *World Politics* 45:595-628.

Lister, John. 2015. Towards the Privatization of Britain's National Health Service (NHS)? <http://www.globalresearch.ca/towards-the-privatization-of-britains-national-health-service-nhs/5470563>

Gutstein, Donald. 2015. Harperism: It's Steve's world — we're just living in it. Ipolitics. <http://ipolitics.ca/2015/01/23/harperism-its-steves-world-were-just-living-in-it/>

Clarke, John (2004) "Dissolving the public realm? The logics and limits of neo-liberalism," *Journal of Social Policy* 33(1): 27-48.

Jacob Hacker. 2004. "Privatizing Risk without Privatizing the Welfare State: The Hidden Politics of Social Policy Retrenchment in the United States," *American Political Science Review*: 243-58.

## July 21 – Gendered and Racialized Social Policy

Banting, Keith. 2010. "Is There a Progressive's Dilemma in Canada? Immigration, Multiculturalism and the Welfare State." *Canadian Journal of Political Science* 43: 797-820.

Baker Collins, Sharon, Sheila Neysmith, Marge Reitsma-Street, and E. Porter (2009) Women's provisioning work: counting the cost for women living on low income. *Community, Work & Family* 12(1): 21-37.

Crepaz, Markus and Regan Damron (2009) "Constructing tolerance: How the welfare state shapes attitudes about immigration," *Comparative Political Studies* 42(3): 437-463.

Eger, Maureen. 2010. "Even in Sweden." *European Sociological Review* 26:203-217.

Crutchfield, Robert and David Pettinicchio. 2009. "Cultures of Inequality." *Annals of the American Academy of Political and Social Science* 623: 134-147.

Bariola N, Collins C. The Gendered Politics of Pandemic Relief: Labor and Family Policies in Denmark, Germany, and the United States During COVID-19. *American Behavioral Scientist*. 2021;65(12):1671-1697. doi:[10.1177/00027642211003140](https://doi.org/10.1177/00027642211003140)

## July 26 – Addressing Economic Inequalities

Canadian Social Policy Chapter 5

Coulter, Kendra (2012) "Solidarity in Deed: Poor People's Organizations, Unions, and the Politics of Antipoverty Work in Ontario," *Anthropology of Work Review* 33(2):101-112.

The Economist. 2013. "Towards the End of Poverty", *The Economist*. June 1, 2013. pp. 11, 22-24, 47-48.

Peck, Don. 2010. "How a Jobless Era will Transform America", The Atlantic, March. <http://www.theatlantic.com/magazine/archive/2010/03/how-a-new-jobless-era-will-transform-america/307919/>

Bill Clinton. 2006. How We Ended Welfare, Together. New York Times. [http://www.nytimes.com/2006/08/22/opinion/22clinton.html?\\_r=0](http://www.nytimes.com/2006/08/22/opinion/22clinton.html?_r=0)

Helm, Toby. 2017. Crisis looms for social policy agenda as Brexit preoccupies Whitehall. The Guardian. <https://www.theguardian.com/global/2017/apr/09/focus-brexit-obliterates-social-policy-agenda>.

Maroto, Michelle. 2012. The Scarring Effects of Bankruptcy: Cumulative Disadvantage Across Credit and Labor Markets. Social Forces doi: 10.1093/sf/sos095.

Maroto, Michelle and David Pettinicchio. 2020. "[Barriers to Economic Security: Disability, Employment, and Asset Disparities in Canada](#)." Canadian Review of Sociology DOI:10.1111/cars.12268.

## **July 28 – Political Advocacy and the Nonprofit Sector**

Hasenfeld, Y. and Eve Garrow. 2012. Nonprofit Human-Service Organizations, Social Rights, and Advocacy in a Neoliberal Welfare State, Social Service Review 86: 295-322.

Rice and Prince. Changing Politics of Canadian Social Policy 2<sup>nd</sup> (Ch. 10 Civil Society, Social Economy, and the Voluntary Sector). University of Toronto Press.

Miller, Chris. 1998. "Canadian Non-Profits in Crisis: The Need for Reform." Social Policy & Administration 32: 401-419.

*Jennifer Alexander and Kandyce Fernandez*. 2020. "The Impact of Neoliberalism on Civil Society and Nonprofit Advocacy." *Nonprofit Policy Form* 12: 367-394

NoiseCat, J. 2015. Native Vote Could Make The Difference In Canada's Elections. Huffington Post, [http://www.huffingtonpost.ca/2015/08/31/native-vote-canada-elections\\_n\\_8044958.html](http://www.huffingtonpost.ca/2015/08/31/native-vote-canada-elections_n_8044958.html)

Hogue, I. 2012. Occupy Is Dead! Long Live Occupy! The Nation. <http://www.thenation.com/article/occupy-dead-long-live-occupy/>

## **Aug 2 – Midterm Quiz 2**

### **Aug 4- Disability and Social Policy**

Prince, Michael J. (2004) "Canadian Disability Policy: Still a Hit-and-Miss Affair," Canadian Journal of Sociology 29(1): 59-82.

Maroto, Michelle, David Pettinicchio and Andrew C. Patterson. 2018. "Hierarchies of Categorical Disadvantage: Economic Insecurity at the Intersection of Disability,



Gender, and Race" Gender & Society. DOI: 10.1177/0891243218794648

Pettinicchio, D. Why disabled Americans remain second-class citizens  
<https://www.washingtonpost.com/outlook/2019/07/23/why-disabled-americans-remain-second-class-citizens/>

Pettinicchio, D. The Bipartisan Failure to Address Long-Term Home-Based Care for Disabled Americans <https://prospect.org/topics/david-pettinicchio/>  
Why proper home care should be a cornerstone of how our health system looks after seniors <https://www.cbc.ca/news/opinion/opinion-home-care-seniors-1.5897579>

### **Aug 9 - Op-ed Assignment due \*\*\*\***

### **Aug 11 - Social Policy and COVID-19**

Beland, Dinnan, Rocco, and Waddan 2020. Social policy responses to COVID-19 in Canada and the United States: Explaining policy variations between two liberal welfare state regimes. *Social Policy and Administration*

Ito Peng, Jiweon Jun. 2022. [Impacts of COVID-19 on parents with small children in South Korea: survey findings and policy implications](#). *Journal International Journal of Care and Caring*

Pettinicchio, David, Michelle Maroto and Martin Lukk. 2021. "[Perceptions of Canadian Federal Policy Responses to COVID-19 among People with Disabilities and Chronic Health Conditions](#)" *Canadian Public Policy*, <https://doi.org/10.3138/cpp.2021-012>

Stokes and Patterson. 2020. Intergenerational Relationships, Family Caregiving Policy, and COVID-19 in the United States. *Journal of Aging and Social Policy*.

Op-ed: Pettinicchio, David. **Canadians with disabilities, chronic health conditions feel left behind by pandemic** <https://www.thestar.com/opinion/contributors/2020/07/13/canadians-with-disabilities-chronic-health-conditions-feel-left-behind-by-pandemic.html>

**Op-ed:** People who have been overlooked during COVID-19: Adults with disabilities <https://thehill.com/opinion/civil-rights/491039-people-who-have-been-overlooked-during-covid-19-adults-with-disabilities>