

**SOCIAL POLICY  
API 6315 A**

**GERANDA NOTTEN  
SUMMER 2018**

**COURSE OUTLINE**

**Class schedule:** Tuesdays and Thursdays, 4.00 to 7.00 pm, FSS room 9003

**Professor Geranda Notten:** Graduate School of Public and International Affairs

**Office hours:** To be announced on course website  
FSS 6051

**E-mail:** gnotten@uottawa.ca

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

**On Virtual Campus:** Yes

## **GENERAL COURSE OBJECTIVES**

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Large inequalities in resources and power reduce the chances for living a good life for many. Social policy is one of the most powerful policy domains for reducing such inequalities, be they caused by economic, demographic, social or other forces. Broadly defined, social policy encompasses government interventions in tax and transfer systems, labour markets, social protection, education, health, housing and social services.

This course advances your understanding of social policy and how to analyze social policy. You will:

- Engage with theories discussing the major challenges that we face as a society, like poverty, inequality, disadvantage, work insecurity, and joblessness. For instance, you will learn about theories of justice, (the measurement) of poverty and inequality, power-resource theories on welfare states, economics of welfare states and viewing social policies through a feminist lens.
- Develop skills to critically analyze public policy and think creatively about alternatives to problems. For instance, drawing from provincial, national and international experiences, you will learn the concepts and tools to analyze social sector programs and you will gain insight into the diverse ways such programs are implemented across jurisdictions.
- Acquire a variety of skills that are transferable to many other professional fields. For instance, you will gain experience chairing a meeting, making an annotated outline, crafting a one minute elevator pitch and doing back-of-the-envelope calculations to quantify the costs and effects of a social program.

Master students from other programs at the faculty of social sciences are very welcome to participate in this elective course of the Public and International Affairs program.

## **SPECIFIC COURSE OBJECTIVES**

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Participants will reach these goals by acquiring the following knowledge and skills, namely:

- A multidisciplinary review of concepts, theories and methods relevant for social policy analysis incorporating views from economics, public administration, sociology and political science and political philosophy.
- Develop and apply research skills for social policy analysis such as:
  - Constructing an evidence-based argument;
  - Developing a research proposal;
  - Identifying and reviewing relevant parts of the academic literature;
  - Piecing together the workings and effects of a policy / set of policies / policy system, especially by systematically collecting and analyzing quantitative and qualitative information from various secondary sources such as legislation, government documents and websites, budgets, consulting reports, academic studies, media etc.;
  - Communicating the analysis to a heterogeneous audience (of academic thinking level but having different levels of technical expertise)

**ASSESSMENT METHODS**

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The assessment will be based on the following:

- The participant's contribution to reaching the course's learning objectives as a group (25%).

It involves:

- Regular and timely attendance of (preferably) all classes;
- Constructive participation inside the classroom and on the course website;
- Dedicated efforts to answer the learning goals for each topic (as set out in the class plans), which include studying the assigned readings in advance of the class, preparing other tasks such as exercises or short presentations, proposing literature and discussion question questions for the selected topics, sharing information, asking questions, providing (partial) answers, giving / receiving feedback and, more generally, assisting yourself, your colleagues and your teacher;
- Taking turns as a note taker and discussion leader.

Participants receive a mid-term evaluation on their contribution in the week after the 5<sup>th</sup> class.

- Research project

The project involves the analysis of a specific social policy problem and/or intervention in a specific social, economic and policy context. Participants choose the focus of their research project; they can work individually or in a team of at maximum three participants. Each project involves the analysis of socio-economic conditions and the social policy context but the focus of the research project determines the relative importance of these two components. While participants can opt for a developing country focus, this course is designed for social policy analysis in the context of an OECD country. If a developing country context is selected, the participant should also review the academic literature on social policy in a developing country context (I am happy to provide suggestions).

Progress on the research project is assessed in four steps:

- Research proposal, including draft literature review and research methodology (25%);
- Revised literature review and research methodology and draft policy analysis (25%);
- Final report (25%, or 75% if the grade of the final report yields a higher final grade than the average of three components).

The draft components are due at the beginning of the 4<sup>th</sup> and 6<sup>th</sup> week. The final report is due at the end of the exam week.

Examples of research projects are:

- i. An assessment of the strengths and weaknesses of social assistance in Ontario;
- ii. An international comparison of child daycare policies in Quebec, Ontario and Sweden;
- iii. A feminist analysis of the 7 \$ daycare program in Quebec;

- iv. A feasibility study on changing parental leave legislation in Canada following Norway's 'take it or leave it' model.

### **TEACHING APPROACH**

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This is a seminar course. It departs from the philosophy that we are all teachers and students and that we have a collective responsibility to reach the objectives of this course. This means participants can expect to be interacting by assuming the roles of teacher, student, coach and facilitator.

Geranda Notten assumes full responsibility for the assessment involving both process and motivation.

### **COURSE MATERIALS**

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You can find the readings on the course website. For most of the textbooks cited below, there are also two copies available through the reserve desk at the Morisset library (Alert: Tables of contents may be different between different editions. Please cross check class plan with table of contents if you get an older edition than mentioned below).

In terms of readings, you can expect that the first six classes draw predominantly from selected chapters in the following (social) policy textbooks (none of which I expect you to purchase):

- Barr, N. (2012). Economics of the welfare state. Oxford University Press.
- Hick, S. F. (2014). Social welfare in Canada: Understanding income security. Thompson Educational Pub.
- Bardach, E., & Patashnik, E. M. (2012). A practical guide for policy analysis: The eightfold path to more effective problem solving. CQ press.

For the second half of the course you can expect a combination of academic articles / book chapters, grey literature and (social) policy textbooks.

### **WORKLOAD**

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The expectation is that participants spend about three hours preparing for a three-hour class. Some of the work going into the research project will be part of the regular three hours preparation. Nonetheless, participants can expect a higher workload in the week or so leading up to a project deadline.

**Policy on language quality and late submissions**

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor's discretion, for such mistakes.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* The penalty will be 5% for each day that the submission is overdue (not counting weekends). For example, a submission that would be given a grade of 80% if on time, would be given a grade of 75% if submitted one day late. Penalties apply to assignments submitted in hardcopy or electronically. We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. The Faculty who needs additional information concerning a medical certificate or who wants to verify its authenticity must send it to the University of Ottawa Health Services (located at 100 Marie-Curie).

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

**API6315: SOCIAL POLICY – SCHEDULE SUMMER 2018**

WEEK/DATE	TOPIC	ASSESSMENT
1 / 17 Jul	Introduction course Introduction social policy Refresher / Introduction into economic theory of 'market failures'	Due: your vote for social policy issues (latest Sunday 22 July)
2 / 19 Jul	Moral and economic rationales for social policy	
3 / 24 Jul	Social insurance Skills – Constructing an evidence-based argument Skills – Steps 1 & 2 of policy analysis: Define the problem & Assemble some evidence Skills – How to review 'the literature'?	Due: readings & discussion questions for social policy issues (latest Sunday 29 July)
4 / 26 Jul	Pensions Skills – Steps 3 & 4 of policy analysis: Construct the alternatives & Select the criteria	
5 / 31 Jul	Poverty and inequality – causes and consequences Skills – Developing a theoretical framework	Publication mid-term participation grade after 5 <sup>th</sup> class (before 3 Aug)
6 / 2 Aug	Social assistance Skills – Step 5-7 of policy analysis: Project the outcomes, Confront the trade-offs, Decide	
7 / 7 Aug	Social policy issue #1 <sup>1</sup> Classic read and/or skills	First draft research project Due: Monday 6 August, 9am
8 / 9 Aug	Social policy issue #2 Classic read and/or skills	
9 / 14 Aug	Social policy issue #3 Classic read and/or skills	
10 / 16 Aug	Social policy issue #4 Classic read and/or skills	
11 / 21 Aug	Social policy issue #5 Classic read and/or skills	
12 / 23 Aug	To be determined	Second draft research project Due: Monday 20 August, 9am
Exam period		Final report Due: Friday 31 August, 5pm

<sup>1</sup> See below for a list with subjects and the decision-making process.

### **Social policy issues, classic reads and skills for weeks 4 to 6**

During the first week of class participants have the opportunity to add subjects for social policy issues. At the end of the same week, they are asked to indicate their preference for each of the subjects.

During the second week, participants work in small groups to propose readings and discussion questions for a particular social policy issue.

Geranda Notten subsequently reviews the proposals, makes edits if necessary, and selects skills and/or classic readings for the other part of that class. She will also try to invite guests with relevant knowledge (suggestions welcome).

#### ***Social policy issues:***

- Declining fiscal revenues and the implications for what social policy can do;
- The number of people in precarious work has steadily increased;
- The top 1 percent incomes have grown much more than those of the bottom 99 percent;
- Poverty;
- Social mobility;
- The gender wage gap;
- First Nations and social policy in Canada;
- Work-life balance;
- Inequalities in health outcomes;
- Affordable housing and homelessness;
- Populism and social policy;
- Demographic ageing;
- Food insecurity;
- The rising costs of post-secondary education;
- Globalization and the need for & feasibility of global social policy;
- Non-take up of social policy programmes by vulnerable groups;
- ....

For each of the issues you can ask yourself: Is this a cause for concern and, if so, what are the policy options? There may be other pertinent questions as well.

Depending on the selection of subjects, it might make sense to include some other textbook readings on other social policy domains such as non-cash benefits (social services, social housing, parts of the health care system etc.), regulatory policies (labour market, saving and credit markets etc.) or feminist approaches.

#### ***Skills:***

In previous incarnations of this course we worked on the following skills:

- Step 8 in policy analysis: Tell your story;
- Practice interpreting and using quantitative information;
- Social sector mapping: How to get a quick but decent understanding of how (parts) of a social protection system work from (mainly) non-academic sources?;

- What evidence is crucial for answering your research question? Where to find it? How to assess and describe its strength?;
- Program evaluation: Does a program work?;
- Oral communication: High-level communication, experience from the field, constructing an ‘elevator pitch’ for government;
- Back of the envelope calculations of costs and benefits of policy options;
- Tools & tricks for comparisons between countries/jurisdictions
- ...

***Classic reads:***

In previous incarnations of this course we discussed the following classic reads:

- Esping-Andersen, Gosta (1990), *The Three Worlds of Welfare Capitalism*, Cambridge: Polity Press & Princeton: Princeton University Press, Chapters 1-3 and 9, pp. 9-77 and 221-229.
- Hacker, Jacob S. Privatizing risk without privatizing the welfare state: The hidden politics of social policy retrenchment in the United States. *American Political Science Review* 98.02 (2004): 243-260
- Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *American political science review*, 87(02), 334-347.
- Canadian classic: Banting, K. (2008). The three federalisms: Social policy and intergovernmental decision-making. *Canadian federalism: Performance, effectiveness, and legitimacy*.
- Béland, D. (2005). Ideas and social policy: An institutionalist perspective. *Social Policy & Administration*, 39(1), 1-18.
- Ray, R., Gornick, J. C., & Schmitt, J. (2010). Who cares? Assessing generosity and gender equality in parental leave policy designs in 21 countries. *Journal of European Social Policy*, 20(3), 196-216.
- Wilensky, H. L. (2002). *Rich democracies: Political economy, public policy, and performance*. Univ of California Press.
- ...

***Resources for you*****FACULTY MENTORING CENTRE** - <https://sass.uottawa.ca/en/mentoring/student/locations-faculty>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where students stand academically, or how far along they are in completing their degree, the Mentoring Centre is there to help them continue on the path to success.

A student may choose to visit the Mentoring Centre for very different reasons: talking to older peers to gain insight into programs and services offered by the University, or to simply brush up on study skills (time management, note-taking, exam preparation, etc.)

In sum, at the Mentoring Centre, you can discuss all things academic and everything about life on campus with mentors who are social science students themselves and trained to answer all your questions.

**ACADEMIC WRITING HELP CENTRE** <https://sass.uottawa.ca/en/writing>

The Academic Writing Help Centre provides free, individualized help and advice for writing academic assignments. With the help of our advisors, you learn to correct your errors, to write well independently, to improve your critical analysis and to sharpen your argumentation skills—everything you need to master the official language of your choice.

**CAREER SERVICES** <https://www.uottawa.ca/alumni/career-services>

This unit provides an array of career-development services and resources designed to help students identify and put forward the critical skills they need to enter the work force.

**COUNSELLING-SERVICE** <https://sass.uottawa.ca/en/personal>

There are many reasons to call on the Counseling Service, including:

- personal counselling
- career counseling
- study skills counseling.

**ACCESS SERVICE** <http://sass.uottawa.ca/en/access>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339

- online at <http://sass.uottawa.ca/en/access/register>
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
  - November 15 for the fall session
  - March 15 for the winter session
  - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

### ***Beware of Academic Fraud!***

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site on *student life and academic resources* at the following address:

<http://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/academic-integrity-students-guide.pdf>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of « F » for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to: <https://www.uottawa.ca/vice-president-academic/academic-integrity>

**Introduction to social policy (class 1)**

Learning objectives:

- To understand what this course is about and what you could take out of it (syllabus)
- To acquire familiarity with social policy terminology (knowledge)
- Brainstorm and mind map (skill)
- Refresher / introduction into economic theory of 'market failures' (knowledge)

Agenda, process & task division:

Every class, a minute taker takes notes of the discussion. The minute take will post the (short)<sup>2</sup> minutes on the discussion forum within 24 hours after the class.

1. Introduction of ourselves and the course.
2. Brainstorm on the three research questions listed below. We will use the blackboards in the class room to construct a mind map on social policy. This mind map constitutes our preliminary answer to these questions. It is expected that you will study the resources (below) after class and redraft your mind map. (From class 2 on, you should do the readings before class.) Next class we will spend a half hour or so to compare mind maps and report on your answers. Do not forget to bring your mind map and/or post a (readable) mind map on the course website.
3. Presentation on intuition behind economic theories on market failures by Geranda

Research questions:

1. What is social policy?
2. What are the goals of social policy?
3. Who pays for social policy and how?

Resources:

- Hick, S. F. (2014), Chapter 1: Introducing social welfare, p. 2-25  
[Posted on course website.]
- Barr, N. (2012), Chapter 1: Introduction, p. 3-22, [online here](#)
- Mind maps:
  - What is [mind mapping](#)?
  - Example 1: [Health](#)
  - Example 2: [Public speaking](#)
  - Example 3: [Afghanistan Stability](#)

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<sup>2</sup> Think of 1 to 2 pages.

**Moral and economic reasons for social policy (class 2)**

Learning objectives:

- Understand moral and economic arguments motivating social policy and what this implies for the role and scope of social policy (knowledge)

Agenda, process & task division:

- Confirm discussion leader & note taker for this class.
- Research question 1
  - o One participant presents his/her 'short' answer by presenting a 5 minutes overview of the arguments found in the readings (no slides allowed; write a keyword for each reason on the blackboard)
  - o Discussion
- Research question 2
  - o One participant presents his/her 'short' answer by presenting a 5 minutes overview of the arguments found in the readings (no slides allowed; write a keyword for each reason on the blackboard)
  - o Discussion
- Break (latest after 90 minutes)
- Presentation Social Policy mind maps (max. 30 minutes)
- Selection of social policy issues for second part course (10 minutes)
  - o See course syllabus for list. Any issues to add before we vote?
- Reflection on today's class (15 minutes)
  - o Questions / experiences preparing and participating in class
  - o Discuss next class' plan

Research questions:

1. What moral principles guide each theory of society? What does that mean for the role and scope of the state and social policy in particular?
2. What are economic reasons for state intervention and what does that mean for the role and scope of social policy?

Resources [Posted on course website.]

- Hick, S. F. (2014), Chapter 4, Social welfare theory, p. 76-89
- Barr, N. (2012)<sup>3</sup>
  - Chapter 2: Political Theory: Social Justice and the State, p. 22-40
  - Chapter 3: Economic Theory: State Intervention, p. 41-82

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<sup>3</sup> Barr textbook is dense reading material. Tips: First read the introduction, conclusion and summary at the end of each chapter. Use research questions to decide what is important.

**Social Insurance (class 3)**

Learning objectives:

- Understanding Social Insurance (social policy knowledge)
- Skills – Steps 1 & 2 of policy analysis: Define the problem & Assemble some evidence
- How to review ‘the literature’? (skills)

Agenda, process & task division:

- Approve minutes & agenda
- ‘Leftovers’ from last class (if any)
- Research question 1 (min. 60 minutes)
  - o Optional: assign in advance 1 participant who will take the lead
  - o Discussion
- Research questions 2 to 4 (min. 60 minutes)
  - o Optional: assign in advance 1 participant who summarizes the readings in 5 min.
  - o Everyone prepares an evidence-based argument (just a few sentences)
  - o Discussion
- Next class’ plan (5 minutes)

Research questions:

1. Social Insurance: What are the theoretical arguments for social insurance? What are the options? What factors influence the trade-off between options?
2. What is evidence and what constitutes an evidence-based argument?
3. How to assemble evidence?

(Alternative formulation of research question: How and where do you go to get a quick but decent understanding of a concept, a definition, the relationship between key concepts, a debate, and policy options?)

4. Your research project: Apply steps 1 & 2 to your project

Resources:

- Understanding social insurance [Posted on course website]
  - Hick, S. F. (2014), Chapter 7: Employment, unemployment, and worker’s compensation, p. 156-185
  - Barr, N. (2012), Chapter 6: Insurance: Unemployment, sickness and disability, p. 135-151.
- Skills [Posted on course website under course materials /skills]:
  - Watanabe, Ken (2009), Problem solving 101: A simple book for smart people, Class #2: Rock bands and root causes, p. 23-55.
  - Bardach, Eugene (2012), A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, Fourth Edition, CQ Press, p. 1-16, 79-89 (sections on evidence).

- Evidence-based argument, two brief documents.
- Belcher, W. (2009), *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*, Chapter 5, p. 139-168

**Pensions (class 4)**

Learning objectives:

- Understanding Pensions. (social policy knowledge)
- Steps 3 & 4 of policy analysis: Construct the alternatives & Select the criteria (skills)

Agenda, process & task division:

- Approve minutes & agenda
- 'Leftovers' from last class (if any)
- Research question 1 (max. 60 minutes)
  - o Geranda summarizes the broad answers (10 minutes)
  - o Discussion
- Research question 2 (max. 60 minutes)
  - o Optional: assign in advance 1 participant who summarizes the readings in 5 min.
  - o Discussion
- Preparing readings & discussion questions for selected social policy issues for second part course (10 minutes)
  - o See course syllabus for details. Questions? Challenges? Guests?
- Evaluation course thus far (10 minutes)
- Next class' plan (5 minutes)

Research questions:

1. Pensions: What are the theoretical arguments for pensions? What are the options and what factors influence the trade-off between options?
2. Your research project: Apply steps 3 & 4 to your project

Resources:

- Understanding pensions [Posted on course website under class 4]
  - Hick, S. F. (2014), Chapter 13: The elderly and retired, p. 310-329
  - Barr, Nicholas (2012), Chapter 7: Consumption smoothing: Old age pensions, p. 152-188.
- Skills [Posted on course website under course materials /skills]
  - o Bardach, Eugene (2012), A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, Fourth Edition, CQ Press, Steps 3 & 4: p. 16-47
  - o Appendix B: Things governments do: p. 141-149

### **Poverty and Inequality – Causes and Consequences (class 5)**

Learning objectives:

- Explore the relation between causes and consequences of poverty and inequality (knowledge)
- Interpret empirical evidence on poverty and inequality (knowledge/skills)
- Developing a theoretical framework (skills)

Agenda, process & task division:

- Approve minutes & agenda
- ‘Leftovers’ from last class (if any)
- Research questions 1 & 2 (60-75 minutes)
  - o Everyone reads the poverty and inequality resources and prepares a visualization for each reading. The discussion leader will ask one participant to take the lead on one resource at the blackboard with the rest chipping in once the participant set out the basics. We’ll put the visualizations on the blackboard first and then discuss each author’s argument:
  - o Hick, Neckerman, Forster, Corak, Graves
- Research question 3 (max. 45 minutes)
  - o Before class: prepare a 5 minute presentation of your research question by means of drawing / presenting a visualization of the core of your research (i.e. dependent & independent variable(s))
  - o Round 1: You discuss your visualization with your colleague (10 minutes)
    - Take special note of what your colleague asks / does not understand
  - o Round 2: Your colleague discusses her/his visualization with you (10 minutes)
    - Take special note of what you ask / do not understand
- Questions regarding the submission of the first draft of your research project? (15 minutes)
- Next class’ plan (5 minutes)

Research questions:

1. What is poverty? What is inequality? What is the difference between these concepts?
2. How would you visualize the causes-poverty/inequality-consequences?
  - How has [have perceptions on] inequality/poverty changed?
  - What causes and consequences [are perceived to] underlie these changes?
3. Your research project:

Resources:

- Poverty and Inequality [Posted on course website under class 5]
  - o Hick, S. F. (2014), Chapter 6: Canadians living in poverty, p. 124-155
  - o Forster, M. F., & Tóth, I. G. (2015). Cross-Country evidence of the multiple causes of inequality changes in the OECD area. In Handbook of Income Distribution (Vol. 2, pp. 1729-1843). Elsevier.
    - Forster, Michael (2014), Powerpoint presentation, OECD Social Policy Division
    - Focus on sections 19.1, 19.2.1, 19.6 (and strategically consult section 19.5 if explanation in 19.6 need more clarification)
  - o Neckerman, K. M., & Torche, F. (2007). Inequality: Causes and consequences. Annual Review Sociology, 33, 335-357.

- Presentations from opening panel session “Session 1: The Big Picture: Inequality and the Middle Class” of the annual Queens International Institute on Social Policy titled “The Middle Class: Pressure Points and Public Policies”:
  - Corak, Miles (2014), Powerpoint presentation, Full professor at ESAPI
  - Graves, Frank (2014), Powerpoint presentation, President of EKOS Research Associates
- Theory development and visualization options [Posted on course website under course materials / skills / visualizations]
  - Arrow diagram: Stephen van Evera (1997), Guide to methods for students of political science, Cornell University Press: Ithaca and London, Chapter 1: Hypotheses, Laws and Theories: A user's guide, especially p.7-15  
(Useful elements: arrows indicating causality, interaction between concepts)  
(Limitation: ignores / assumes away more complex causal paths)
  - Example Ecosystem Services: <http://rs.resalliance.org/wp-content/uploads/2011/10/Slide3.jpg>  
(Useful elements: arrows indicating causality between broad concepts; central concept in the middle)  
(Limitation: possibly too general – broad to explain research focus)
  - Example Malnutrition – Mortality: <http://www.fao.org/docrep/008/y5773e/y5773e06.jpg>  
(Useful elements: provides big picture & causality)  
(Limitation: does not show focus research)
  - Example Program Logic Model: <http://shapingoutcomes.org/course/model/>  
(Useful elements: focuses on a policy intervention)  
(Limitation: may not work if you study a set of policies / interventions)

**Social Assistance (class 6)**

Learning objectives:

- Understanding social assistance (social policy knowledge)
- Step 5-7 of policy analysis: Project the outcomes, Confront the trade-offs, Decide (skills)

Agenda, process & task division:

- Approve minutes & agenda
- 'Leftovers' from last class (if any)
- Research question 1 (about 60 minutes)
  - o Optional: assign in advance 1 participant to summarize the reading & provide a brief answer to the two sub-questions (5 min)
  - o Discussion
- Research question 2 (max. 60 minutes)
  - o Optional: assign in advance 1 participant who summarizes the readings in 5 min.
  - o Discussion
- Questions regarding the submission of the first draft of your research project? (15-30 minutes)
- Next class' plan (5 minutes)

Research questions:

1. Social assistance: What are the theoretical arguments for social assistance? What are the options and what factors influence the trade-off between policy options?
2. Your research project: Apply steps 5 to 7 to your project

Resources

- Social Assistance [Posted on course website under class 6]
  - Hick, S. F. (2014), Chapter 12: Disability and social welfare, p. 286-309
  - Barr, Nicholas (2012), Economics of the Welfare State, Fifth Edition, Oxford University Press, Ch 8: Poverty Relief, p. 189-209.
- Skills [Posted on course website under course materials/skills]
  - Watanabe, Ken (2009), Problem solving 101: A simple book for smart people, Class #4: Soccer school pros and cons, p. 85-110.
  - Bardach, Eugene (2012), A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, Fourth Edition, CQ Press, Steps 5-7: p. 47-70 and p. 109-121

**Topic: Globalization, welfare states and comparisons between jurisdictions (class 7)**

## Learning objectives:

- Analyzing the influence of globalization on social policy (social policy knowledge)
- Understanding the welfare state / power-resource theories (classic in social policy theory)
- Using cross-jurisdictional comparisons in policy analysis (skills)

## Agenda, process &amp; task division:

- Approve minutes & agenda
- 'Leftovers' from last class (if any)
- Research questions 1 & 2 (about 60 minutes)
  - o Everyone reads summary, intro, conclusion of all 3 articles and picks 1 article for full reading
  - o Assign in advance 3 participants who will read an entire article and will offer a 5 min. summary
  - o Discussion
- Research question 3 (max. 60 minutes)
  - o Clarify concepts in questions (welfare state regime, decommodification, stratification)
  - o Discuss concepts & theory in light of empirical evidence presented in Tables 2.1, 2.2, 3.1, 3.2 & 3.3 (not part of required readings but we'll project the tables and analyze them together)
- Research question 4 (30 minutes)
  - o Presentation by Geranda Notten
- Next class' plan (5 minutes)

## Research questions:

1. How does globalization impact (domestic) social policy?
2. Is there a need for a global social policy and, if so, how would that look like?
3. Welfare-State Regimes:
  - a. What is a welfare-state regime?
  - b. How do the concepts decommodification and stratification help explain differences in welfare-state regimes and actual differences between countries?
4. What tools & tricks exist for incorporating cross-jurisdictional comparisons in your policy analysis?

## Resources

Please spend half of your prep time on the globalization & social policy topic and the other half on welfare state regimes.

- Globalization and social policy [Posted on course website under class 7]
  - Yeates, N. (2002). Globalization and social policy: From global neoliberal hegemony to global political pluralism. *Global Social Policy*, 2(1), 69-91.

- Brady, D., Beckfield, J., & Seeleib-Kaiser, M. (2005). Economic globalization and the welfare state in affluent democracies, 1975–2001. *American Sociological Review*, 70(6), 921-948.
- Keskinen, S., Norocel, O. C., & Jørgensen, M. B. (2016). The politics and policies of welfare chauvinism under the economic crisis. *Critical Social Policy*, 36(3), 321-329.
- Welfare state regimes [Posted on course website under class 7]
  - Hick, S. F. (2014), Chapter 4, *Social welfare theory – Welfare state regime approaches to social welfare*, p. 90-93.
  - Classic: Esping-Andersen, Gosta (1990), *The Three Worlds of Welfare Capitalism*, Cambridge: Polity Press & Princeton: Princeton University Press, Introduction and Chapter 1, pp. 1-33.
- Skills [To be posted on course website under course materials/skills, Dutch only version available [here](#)]
  - No preparation needed but Geranda will give presentation, power point presentation comparing Canada and the Netherlands in terms of poverty & social policy.

**Topic: Inequalities and inequities in health outcomes (class 8)**

Learning objectives:

- Analyzing inequalities and inequities in health outcomes (social policy knowledge)
- Understanding and using quantitative information – using poverty & inequality metrics as a case study (skills)

Agenda, process & task division:

- Approve minutes & agenda
- ‘Leftovers’ from last class (if any)
- Research questions 1 & 2 (about 60 minutes)
  - o Assign in advance 3 participants who offer a summary on the insights that each reading gives to answering (one of) the research questions
  - o Discussion
- Research question 3 (max. 60 minutes)
  - o Clarify concepts and metrics
  - o Discuss calculation metrics in Smalland case
  - o Geranda gives a short presentation on what you can do with these metrics
- Next class’ plan (5 minutes)

Research questions:

1. What is the socio-economic gradient and how does it help in understanding inequalities and inequities in health outcomes?
2. How can social policy influence inequities in health outcomes?

(Note: Some consider health policy a part of social policy while others see them as separate policy domains. Feel free to adopt either definition but be clear about it.)

3. Basics every participant should know. Explain the following concepts and metrics and test your understanding by calculating the metric using the example data sheet:
  - a. Concepts: poverty (relative / absolute), inequality (outcome)
  - b. Metrics: poverty headcount, poverty gap, Lorenz curve, Gini coefficient, income share by quintile / decile

Resources

Please spend half of your prep time on the globalization & social policy topic and the other half on welfare state regimes.

- Health [Posted on course website under class 8]
  - Marmot, Michael (2001), Inequalities in health – The role of nutrition, The Caroline Walker Lecture 2001, p. 1-13  
<http://thecarolinewalkertrust.org.uk/pdfs/2001%20lecture.pdf>
  - Commission on Social Determinants of Health (2008), Closing the Gap in a Generation: Health Equity through Action on Social Determinants of Health, World Health Organization, Executive summary, p. 1-34  
[http://www.who.int/social\\_determinants/thecommission/finalreport/en/index.html](http://www.who.int/social_determinants/thecommission/finalreport/en/index.html)

- Pan-Canadian Health Inequalities Reporting Initiative (2018), Key health inequalities in Canada – A national portrait, Executive summary, p. 4-12  
<https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/science-research/key-health-inequalities-canada-national-portrait-executive-summary/hir-full-report-eng.pdf>
  - Skills [Posted on course website under course materials/skills/data analysis]
    - Data sheet titled “Smalland”  
[Posted on course website under course materials /skills/data analysis]
    - Alkire, S. and Santos, M. E. (2009), Chapter 6 (Poverty and inequality measurement), In S. Deneulin, & L. Shahani (Eds.), An introduction to the human development and capability approach, freedom and agency, Earthscan, p. 121-138. <https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/40248/IDL-40248.pdf>
- [Focus on understanding the basics, only study calculations for the metrics in research question 3.]

**Topic: Gender wage gap, gender discrimination and feminist theory and analysis (class 9)**

## Learning objectives:

- Analyzing causes of gender wage gap and analyzing social policy solutions for addressing (some of) them (social policy knowledge)
- Understanding the feminist theory and analysis and how it differs/complements other social science theoretical lenses (social policy knowledge)

## Agenda, process &amp; task division:

- Approve minutes & agenda
- 'Leftovers' from last class (if any)
- Research questions 1 & 2 (about 60 minutes)
  - o Presentation / summary
  - o Discussion
- Research question 3 (max. 60 minutes)
  - o Presentation / summary
  - o Discussion
- If needed: Discuss progress on research projects (TBD)
- Next class' plan (5 minutes)

## Research questions:

## With a focus on advanced economies:

1. What are the causes and implications of the gender wage gap for women and society?
2. What changes would be required to diminish the discrimination portion of the pay gap and what could be the role of government therein?
3. How can feminist theory and analysis strengthen/dispute other social science research on gender discrimination and the gender pay-gap?

## Resources

- Gender wage gap [Posted on course website under class 9]
  - Bishu, S. G., & Alkadry, M. G. (2017). A systematic review of the gender pay gap and factors that predict it. *Administration & Society*, 49(1), 65-104.
  - Goldin, C. (2014). A grand gender convergence: Its last chapter. *American Economic Review*, 104(4), 1091-1119.
  - Olivetti, C., & Petrongolo, B. (2016). The evolution of gender gaps in industrialized countries. *Annual review of Economics*, 8, 405-434.
  - Globe & Mail (12 November 2017), by Tavia Grant, Who is minding the gap? <https://www.theglobeandmail.com/news/national/gender-pay-gap-a-persistent-issue-in-canada/article34210790/>
- Feminist theory & analysis [Posted on course website under class 9]
  - Hick, S. F. (2014), Chapter 4, *Social welfare theory – Gender-based approaches to social welfare*, p. 94-99.

- Beland & Mahon (2016), *Advanced Introduction to Social Policy*, Elgar Advanced Introductions series, Chapter 6, Changing gender norms, welfare regime forms, p. 62-74.

**Topic: The rising costs of post-secondary education and the federal-provincial social policy making in Ontario / Canada (class 10)**

Learning objectives:

- Analyzing the issue of risen user costs for post-secondary education in Ontario/Canada, identifying areas for policy reform and examining the options (social policy knowledge)
- Understanding the federal-provincial nature of social policy making in Canada (social policy knowledge)

Agenda, process & task division:

- Approve minutes & agenda
- 'Leftovers' from last class (if any)
- Research question 1
  - o See reading instructions under resources below
  - o Assign in advance a participant who will present the argument for a Canada/Ontario focused reading, Geranda will note argument in keywords on blackboard.
  - o Discuss further if needed
- Research question 2
  - o Discussion, Geranda will note Barr's arguments in keywords on blackboard.
- Research question 3
  - o Assign in advance 1 participant who will summarize the paper on federal provincial decision-making (5 min max)
  - o Discuss the policy options, Geranda will note policy options in keywords on blackboard.
- If needed: Discuss progress on research projects (TBD)
- Next class' plan (5 minutes)

Research questions:

1. The private (student) costs of post-secondary education in Canada have been rising over the past decades, albeit with differing magnitudes across provinces. Yet, there is considerable disagreement on whether this is a problem or not. What are the arguments and policy options advanced by the different sides of the debate?
2. What efficiency and equity arguments and policy options does Barr discuss in his chapter on tertiary education?
3. What reforms would Canadian and Ontario governments need to consider? Include a discussion on the nature of social policy making in Canada and discuss some promising policy options.

Resources

- Post-secondary education [Posted on course website under class 10]

Suggestion: Closely read Barr and skim the other readings for arguments, evidence and policy options.

- Barr, Nicholas (2012), Economics of the Welfare State, Fifth Edition, Oxford University Press, Ch 12: Tertiary education, p. 299-333.

- Fisher, D., Rubenson, K., Jones, G., & Shanahan, T. (2009). The political economy of post-secondary education: A comparison of British Columbia, Ontario and Québec. *Higher Education*, 57(5), 549-566.
  - Office of the federal parliamentary budget officer (2017). Federal spending on post-secondary education, 1-64, [http://www.pbo-dpb.gc.ca/web/default/files/Documents/Reports/2016/PSE/PSE\\_EN.pdf](http://www.pbo-dpb.gc.ca/web/default/files/Documents/Reports/2016/PSE/PSE_EN.pdf)
  - Harden, J. (2017), The Case for Renewal in Post-Secondary Education, Canadian Centre for Policy Alternatives, 1-17, [https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/03/Case\\_for\\_Renewal\\_in\\_PSE.pdf](https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/03/Case_for_Renewal_in_PSE.pdf)
  - Canadian Federation of Students Ontario (2015), Free Post-Secondary Education: The case for eliminating tuition fees, 1-4, <http://cfsontario.ca/wp-content/uploads/2017/07/Factsheet-FreeEducation.pdf>
  - Finnie, R., Wismer, A., & Mueller, R. E. (2015). Access and barriers to postsecondary education: Evidence from the youth in transition survey. 229-262.
- Federal-provincial social policy making [Posted on course website under class 10]
- Banting, K. (2008). The three federalisms: Social policy and intergovernmental decision-making. *Canadian federalism: Performance, effectiveness, and legitimacy*.

Full read for everyone. Canadian classic!

**Topic: The politics of social policy and Japan's policy strategy for its ageing population (class 11)**

## Learning objectives:

- Further deepening our understanding of pensions systems, the role and effects of demographic changes, options for policy reform (social policy knowledge)
- Common challenges but different policy choices: Appreciating the role of cultural factors / preferences driving the direction of policy reform (social policy knowledge)
- The politics of social policy or options to reform 'by stealth' (social policy knowledge)

## Agenda, process &amp; task division:

- Approve minutes & agenda
- 'Leftovers' from last class (if any)
- Research question 1 (60 minutes max)
  - o Assign in advance 1 participant who will summarize Hacker's paper (5 min max)
  - o Discuss article in more detail focusing on the different ways states can change social policies without pursuing the formal reform process through government & parliament
- Break
- Research question 2a
  - o Discussion. Geranda will note challenges, effects and policy options in keywords on blackboard
- Research questions 2b to 2d
  - o Assign in advance three participants who will each offer a preliminary answer to one of the research questions (5 minutes max)
  - o Discuss question by question
- Next class' plan (5 minutes)

## Research questions:

1. What is social policy retrenchment? How have the hidden politics of social policy affected wellbeing outcomes in the United States?
2. Population ageing and Japan:
  - a. What challenges does an ageing population pose on a country's pension system and society more broadly? What policy options can address those challenges?  
  
Be specific in your answer. How does ageing affect the different tiers of the system and society specifically?
  - b. Why is Japan an interesting case for other advanced economies?
  - c. One could summarize Japan's policy response to demographic ageing "women, women & robots". Explain.
  - d. What aspects of Japan's policy response will likely resonate in Canada? Can you think of options that will resonate in Canada but not in Japan (or vice versa)?

## Resources

- Politics of social policy [Posted on course website under class 10]
  - Hacker, Jacob S. "Privatizing risk without privatizing the welfare state: The hidden politics of social policy retrenchment in the United States." *American Political Science Review* 98.02 (2004): 243-260.

Full read for everyone. Political classic!

- Population ageing and Japan [Posted on course website under class 10]

Suggestion: Hick & Barr are not new. Identify and closely re-read relevant sections for this topic. Read the other sources also strategically.

- Hick, S. F. (2014), Chapter 13: The elderly and retired, p. 310-329
- Barr, Nicholas (2012), Chapter 7: Consumption smoothing: Old age pensions, p. 152-188.
- Dallin Jack (2016), The Issue of Japan's Aging Population, Law School International Immersion Program Papers, No. 8 (2016), [https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1034&context=international\\_immersion\\_program\\_papers](https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1034&context=international_immersion_program_papers)
- Reuters (2018), Aging Japan: Robots may have role in future of elder care, <https://www.reuters.com/article/us-japan-ageing-robots-widerimage/aging-japan-robots-may-have-role-in-future-of-elder-care-idUSKBN1H33AB>
- The Globe and Mail (2017), Japan's bold steps, <https://www.theglobeandmail.com/globe-investor/retirement/retire-planning/how-japan-is-coping-with-a-rapidly-aging-population/article27259703/>
- Abenomics (website), <https://www.japan.go.jp/abenomics/>, in particular look at the policy goals and (broadly) proposed action and performance indicators to get a sense of how the government tries to achieve those policy goals.
  - 1. Boost productivity, B Human resources development revolution
  - 4. Improve business environment to drive inward FDI, Welcoming highly skilled foreign professionals from all around the world

**Individual meetings and communication (class 12)**

Learning objectives:

- To strengthen the analysis and communication of your research project
- To review and deepen understanding of tools to communicate your message effectively and efficiently

Agenda, process & task division:

- Individual meetings with project groups (30 minutes)
- Have you submitted your online evaluation?

Research questions:

1. What would be the ‘elevator pitch’ of my research project?
2. Any questions you have regarding your research project

Resources:

- Richard McLaren, “The Elevator Pitch,” Environmental Quality Management, 2012, Vol. 21 No. 4, pp. 99-105
- Bardach, Eugene (2012), A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, Fourth Edition, CQ Press, Step 8: Tell your story, p. 70-78.