Professor: Rodney Haddow
Class time: Thursday, 12 - 2 PM
Class location: TC 24
My office location: 3119 Sydney Smith Hall; 100 St. George Street
Office hours: Tuesday, 4:30-5:30; Thursday, 2:30-3:30
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Course description: Welfare states now receive considerable attention in political science due to their prominence among state functions, and because of the fiscal and demographic pressures they face in an age of globalization. They are the focus of some of the most interesting theoretical and empirical debates on the comparative politics of industrial societies and in scholarship about Canadian politics. This course examines recent trends in Canadian social policy in light of this scholarship, and compares them with trends in other affluent democracies.

The first substantive seminar addresses the legitimacy of the welfare state from the perspective of political theory. Section A then reviews leading themes in the comparative study of welfare states in industrial societies, with one week devoted to the application of this literature to Canada. Section B reviews the case study literature on some of the most prominent aspects of Canada’s welfare state.

Format: This is a seminar course; classroom sessions will be devoted to the discussion of the readings assigned for that session. Students are expected to complete the readings required of them, even when they are not submitting a paper or making an oral presentation.

Readings: There are four articles listed under ‘required readings’ for each week of the course. All four of these readings are required for graduate students, and must be incorporated into submitted essays. Undergraduate students are required only to read three of these readings each week, and to write about those three when preparing a paper. (I recommend that undergraduates read the first three readings listed as required, but they may choose to do otherwise).
**Required readings:** There is one textbook:


All other readings are available electronically. Many are from scholarly journals, available from UTL. Some others are in books that can also be accessed electronically from the UTL system. Cues are provided below about how best to access these. Readings not available from UTL will be posted on the course web page. They are identified below as electronic readings.

**Grading Scheme and Course Requirements:**

**Pol 439H:**
- 4 short essays (4-5 pages each) (each is worth 20%, except your weakest, which is worth 15%)  
  75%
- 1 oral presentation  
  10%
- Oral participation  
  15%

**Pol 2139H:**
- 5 short essays (5-6 pages each) (each essay is worth 15%)  
  75%
- 1 oral presentation  
  10%
- Oral participation  
  15%

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the turnitin.com web site. If, as a student, you object to using turnitin.com, please see me to establish alternative arrangements for submission of your written assignments.

**Written and oral assignments:** The most important responsibility for students in the course is to prepare four 4-5 page (1000-1250 words) (undergraduate) or five 5-6 page (graduate) (1250-1500 word) papers during each term, based on the assigned readings. There is considerable flexibility regarding which topics you write on, but at least one paper must be submitted by October 17th to comply with the university’s course-drop decline. These essays will be expected to accomplish two tasks: [a] they should provide a clear review of the main arguments made by each of the readings
assigned for that week; and [b] they should make an argument, by pointing to a major issue or theme addressed in the readings, comparing what the different authors have to say about this question, and evaluating these different perspectives. Needless to say, papers should be written in good Standard English, and with appropriate references to the sources used.

Essays are due in class, at the beginning of the class, on the date when their topic will be discussed in the seminar. Because the seminar discussion should serve to clarify the readings for all participants, it would not be fair for me to accept papers submitted late without significant penalty. Consequently, late papers will be subject to a penalty of 10% during the first 24 hours after they are due, and of 20% thereafter. The 10% penalty will rise to 20% for a second or subsequent one-day-late assignment. Please note that all term work must, according to University regulations, be submitted by December 6th.

In conjunction with one of these essays, each student will also make one 10 minute presentation of their argument, in class. Students will sign up for a presentation topic during the second week of the course. Presentations should not simply summarize the readings. They should be argumentative, and provide a cogent analysis of a theme relevant to the readings. The presenter should assume that other seminar participants are familiar with the readings.

Finally, students will be graded for participation. Five marks will be assigned based on attendance at class. Only documented medical grounds will be accepted as an explanation of non-attendance. Students will lose one per cent of their term grade for each class missed without evidence of such grounds. (If more than five classes are missed, further grades will be deducted). The other ten marks will be based on the quality and quantity of each student’s involvement in oral discussions. It is not essential that you be talking all the time. But I do expect each student to make an effort to contribute to each week’s seminar discussion. In evaluating this participation, I am particularly interested in the extent to which the oral contribution shows an accurate understanding of the readings, and gives evidence that the student has reflected upon them. Particular emphasis will be attached to each student’s contribution during weeks when they are not submitting an essay.

Seminar themes and readings:

[1] September 12: Introduction to the Course

[2] September 19: Are welfare states justifiable? If so, how? What should it look like?
   Amartya Sen, Inequality Reexamined (Oxford: Oxford University Press, 1995), chapter 9 [Electronic resource from UTL: Select ‘Scholars Portal Books’, then ‘chapter 9’; highlight, cut and paste into Word to keep a copy]
Section A: Comparing Welfare States in Industrial Societies:


[5] October 10: Gender and the Welfare State: How are gender relations shaped by, and how do they shape, welfare states?


Miles Corak, “Income Inequality, Equality of Opportunity, and Intergenerational Mobility”, IZA Discussion Paper no. 7520, July 2013 [Electronic Reading]


[8] October 31: Multiculturalism and Immigration: Does ethno-cultural diversity undermine support for the welfare state?

Steffen Mau and Christoph Burkhardt, “Migration and welfare state solidarity in Western Europe,” Journal of European Social Policy, vol. 19, no. 3 (2009), 213-229 [on-line; use Scholars Portal]


Section B: Canadian Social Policy and Politics

[9] November 7: What societal influences have shaped the Canadian welfare state? How have these changed in recent years and with what consequences?

[10] November 14: Is Canada’s welfare state now less successful than in the past in achieving equality? What has changed in public policy and in the global and national economy to affect its performance in this regard?

[11] November 21: Health Insurance and Public Pensions: What broad design emerged in Canada in these areas during the post-war years? How has it changed recently? Why?
November 28: Child Care: What Explains the Relative Underdevelopment of this Service in Canada? What Variations Exist?

Jenson, Jane, et al., “No Minor Matter: The Political Economy of Childcare in Canada,” in W. Clement and L. Vosko, eds., Changing Canada (Montreal: McGill-Queen’s University Press, 2003), 135-160 [Electronic resource from UTL: Select ‘Scholars Portal’ link, then ‘Connect to resource’, then ‘read this book’ tab, then ‘export to PDF’ (at bottom of page); enter pages 167-192, then download and save PDF file]

