

**Institute on Globalization & the Human Condition**  
**McMaster University (Winter 2020)**  
**GLOBALST 704, Global Social Policy**  
**Tuesday, 11:30 am - 2:20 pm, L.R. Wilson Hall 3001**

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Office Hours: LRW 2023, by appointment

## **Course Description**

This interdisciplinary course introduces students to key concepts and issues of global social policy and its connections with globalization processes. It examines trends in global social policy and the diverse experiences of different welfare regimes across the world. Locating social policy within the context of global inequalities, this course also seeks a deeper understanding of the issues of poverty, social exclusion, and deprivation from an international perspective. In discussing the challenges and possibilities regarding the future of welfare, the roles of various non-state sectors (e.g., transnational corporations, international organizations, and international NGOs) in pursuing social justice and human rights in the global context are also addressed.

The emergence of globalization has led many to rethink the possibilities for social engagement, social affiliations, and forms of connectivity that exceed the nation-state. This course will introduce students to some of the lively contemporary debates that address the intersection of globalization and social policy. Topics to be considered may include the relationship between social policy and global social governance; the tension between the global markets and global social policy; new forms of global health governance, including the role of technologies; refugee governance; and global education policy.

We will explore multiple social policies that characterize globalization in this course. As a broad, multidimensional and interdisciplinary concept globalization provides us with a multitude of questions and challenges. What are the effects of globalization on our identity, culture and well-being? How can we, as individuals, influence our globalized world? What role do governments, NGOs and multinational corporations play in shaping local and global policy?

This course will provide an opportunity to address these and other questions that link social policy and globalization in a seminar setting. We will discuss and critique contemporary debates about the role of globalization in developing and changing modern social policy. We will read and critically analyze relevant publications, identify key academic and news resources that focus on global social policy and globalization, and engage in dialogue and small group projects that will facilitate active learning. We will explore the challenges that globalization poses to social policy and will examine the opportunities for developing and advancing social policy that globalization provides.

## **Course Objectives**

This course aims to:

- Provide an opportunity for critical analysis and discussion of global social policy, and to address the scope, relevance, fundamental concepts, and current debates and dilemmas of this subject.

- Expose students to the interdisciplinary approach to the study of globalization and the ways it connects to social policy taking into consideration relevant ideas, theories and concepts. This topic draws on several academic disciplines including but not limited to: Sociology, Political Science, Health Sciences, Peace and Conflict Studies, Ecology, as well as Law and Policymaking. We will attempt to discover the connections between these disciplines through the lenses of social policy and globalization.
- Apply critical thinking in the analysis of political, economic, social, environmental and other aspects of globalization and their impacts on local and global social policy.
- Consider the potential of individuals and groups to shape social policy in the globalized world.
- Examine the challenges that globalization poses for the development and promotion of local social policies and identify potential solutions to overcome those barriers.
- Highlight directions for future research and practice in the study of global social policy.

### **Course Format**

Active learning instructional strategies will be used to engage with the course material, promote academic knowledge acquisition, encourage interdisciplinary understanding, as well as practice individual and collective reflexivity. This course takes the form of a seminar. In addition to discussing theoretical and practical considerations pertaining to the weekly study topics, we will discuss current events and news stories relevant to the course, complete exercises that challenge students to apply theory to practice, engage in small group discussions and analyze video clips.

The class will meet once a week. I will introduce new material in a form of the seminar discussion with ample opportunity for follow up questions. Seminars will highlight key concepts and arguments of the readings along with other related information. Participatory action learning methods will be used to supplement the instruction. We will aim to include group discussions and active learning activities based on a set of weekly discussion questions. To prepare for the discussion, the students should attempt to take a personal stance about the relevant reading or concept and be prepared to back their stance with clear arguments, examples and case studies. Please also dedicate some time during the week to learn about the current news and come to class prepared to share a news story on the topic of the day.

Students are also encouraged to participate in extra-curricular learning activities, such as academic globalization-related events and activities of social engagement. Additional recommended readings, videos, and exploration of relevant websites form part of the curriculum. The class will provide an opportunity to discuss these materials with peers and to reflect about them individually.

### **Textbooks and Materials**

#### Required readings:

Yeates, Nicola, ed. (2014) *Understanding Global Social Policy*. Second Edition. The University of Chicago Press.

Other required readings for this course include academic and research articles, case studies, as well as online materials which are noted in the course outline. These resources and study materials are available at McMaster University Library, on Avenue to Learn and/or online.

### Assignments

#### Mark Breakdown

- 1. Seminar participation - 20%**
- 2. Seminar discussion facilitator - 20%**
- 3. Research proposal and annotated bibliography - 10%**
- 4. Research paper presentation - 10%**
- 5. Research paper - 40%**

#### **Seminar discussion facilitator (20%)**

**Ongoing**

Each student will facilitate a part of the seminar. The facilitation sessions will take place in the second part of each class during weeks 2-11. The students can use the recommended readings for this assignment, and they are also required to locate one credible resource outside the required and recommended readings that covers the topic of the day that they have been assigned. The students should prepare PowerPoint discussion notes and critical analysis questions, and facilitate the discussion on the topic of the day.

#### **Research proposal and annotated bibliography (10%)**

**Due: week 4, January 28**

The key assignment of this course is a major research paper. The first part of this assignment includes a 2 pages long (double-spaced) research proposal. The research proposal will include the topic of the research paper, the rationale for the research paper, the key themes and points that will be covered in the paper and the preliminary list of peer-reviewed academic and other credible resources. It is also required to put together and submit an annotated bibliography of 5 of these peer-reviewed resources.

#### **Research Paper (40%)**

**Due: week 11, March 24**

The students are required to write a research paper of approx. 3000 words on a topic of their choice that is relevant to the study of global social policy. The topic should be developed with the consultation with the course instructor.

- A minimum of 8 peer-reviewed academic resources are required for this paper. Other credible resources can also be used to research and write the paper, but they are not to be a substitute for the peer-reviewed academic resources.
- It is required to follow an APA referencing style in this assignment.
- The research paper has to be submitted electronically on A2L and as a hard copy in class.
- The paper should be double-spaced and written in size 12 font.

### **Research Paper Presentation (10%)**

**Due: weeks 12-13, March 31 and April 7**

Each student will create a poster, a pamphlet, a PowerPoint presentation or a video for educational purposes presenting their research. The purpose of this product is to offer a comprehensive summary of the research essay, and to create awareness about the topic of the research. That is, the main product of the project will be an educational piece that can be presented outside the classroom in order to inform and educate others on a specific research issue. Clarity, accuracy, effectiveness of communication and quality of the product will all be considered.

Research project presentations will take place during weeks 12 and 13 of class. Each student will have 5-7 minutes to present their material and there will be 5 minutes for questions and answers.

### **Seminar Participation (20%)**

**Ongoing**

Students are expected to attend weekly seminars and actively participate in class discussions. You will be marked on how well your comments reflect an engagement with the course material, not merely on how often you speak. Attendance is mandatory and will be considered in the participation grade as it is necessary to attend the class to be able to participate in it.

Moreover, students are expected to come to each class prepared to share a short news story on the topic of the day.

### **Instructions and policies on Assignments**

- Essays are to be submitted electronically on Avenue to Learn.
- APA referencing style is required in this course.

- Late assignments will be penalized at a rate of 5% for every day or part day late (including weekend days). It is under the instructor's discretion to accept papers submitted more than one week late.
- 5% will be deducted from the grades of written assignments for every 100 words in excess of the prescribed limit or below the prescribed limit.
- You must retain copies of all work submitted, both in hard copy and digital form. As you work on your assignment, please back-up computer files on a regular basis because neglecting to perform backing up is not an acceptable reason for failing to hand in your work.
- Unless extreme circumstances arise, no extensions will be given after the deadline of an assignment.
- I understand that students sometimes are unable to complete an assignment for legitimate medical or compassionate reasons. If you find yourself in such a situation, please contact me *as soon as possible*. Once I have been made aware of the situation, I can take steps to help you stay on track in the course and to ensure that you are not unduly penalized.

## **Administrative Notes and Policies**

### **1. ACADEMIC INTEGRITY**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **2. ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student

Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

### **3. REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK**

#### **McMaster Student Absence Form (MSAF)**

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### **4. ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### **5. EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

### **6. EMAIL CORRESPONDENCE POLICY**

It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from each student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account.

### **Instructor's Teaching Philosophy**

My teaching philosophy is based on an approach to learning as a mutual, participatory and continuous process. As an instructor I encourage students to think critically and to develop connections between theoretical knowledge and practical experience within their field of study. I strive to create a learning environment that is safe for expressing students' opinions, engaging in respectful debate and open to learn from each other. The students' participation in discussions is strongly encouraged and is seen as a key tool of gaining and sharing knowledge.

## **Weekly Topics and Readings**

### **Week 1: January 7**

#### **Introduction to the Course**

Course Objectives and Methods of Assessment, Keys to Success

Required Readings: course outline

### **Week 2: January 14**

#### **The idea of global social policy**

Required readings:

Yeates, N. (2014). “The idea of global social policy”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 1).

Recommended readings:

Young, I. M. (2006). Responsibility and global justice: A social connection model. *Social Philosophy & Policy*, 23 (1), 102-130.

### **Week 3: January 21**

#### **Global social governance in development contexts**

Required readings:

Holden, C. (2014). “Global poverty and inequality”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 2).

Deacon, B. (2014). “Global and regional social governance”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 3).

Recommended readings:

Turshen, M. (2014). A global partnership for development and other unfulfilled promises of the millennium project. *Third World Quarterly*, 35(3), 345- 357.

Kwon, H. J. (2018). Bring back institution capability in fragile situations: Implications for global social policy. *Global Social Policy*, 18(2), 210-215.

Scholte, J. A. (2012). A more inclusive global governance? The IMF and civil society in Africa. *Global Governance: A review of multilateralism and international organizations*, 18(2), 185-206.

**Week 4: January 28**  
**Global markets and global social policy**

Required readings:

Farnsworth, K. (2014). “Business and global social policy formation”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 4).

Holden, C. (2014). “International trade and welfare”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 5).

Recommended readings:

Hopewell, K. (2015). Multilateral trade governance as social field: Global civil society and the WTO. *Review of International Political Economy*, 22(6), 1128-1158.

**Research proposal due**

**Week 5: February 4**  
**Changing welfare states in the “global north”**

Required readings:

Scholte, J. A. (2012). Poor people in rich countries: The roles of global governance. *Global Social Policy*, 12 (1), 3-23.

Van Kersbergen, K., & Hemerijck, A. (2012). Two decades of change in Europe: The emergence of the social investment state. *Journal of Social Policy*, 41 (3), 475-492.

Recommended readings:

Farnsworth, K., & Irving, Z. (2017). Deciphering the International Monetary Fund’s (IMFs) position on austerity: Incapacity, incoherence and instrumentality. *Global Social Policy*, 1468018117729821.

Dowling, E. (2017). In the wake of austerity: social impact bonds and the financialisation of the welfare state in Britain. *New Political Economy*, 22(3), 294-310.

**Week 6: February 11**  
**Global labour**

Required readings:

O’Brien, R. (2014). “Global labour policy”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 6).



Recommended readings:

Ruhs, M. (2016). The rights of migrant workers: Economics, politics and ethics. *International Labour Review*, 155(2), 281-296.

Silverman, S. J., & Hari, A. (2016). Troubling the fields: Choice, consent, and coercion of Canada's seasonal agricultural workers. *International Migration*, 54(5), 91-104.

Salmivaara, A. (2017). New governance of labour rights: The perspective of Cambodian garment workers' struggles. *Globalizations*, 15(3), 329-346.

**Recess: February 18**

**Week 7: February 25**

**Global health governance: Inequalities, power, and interdependence**

Required readings:

Koivusalo, M., & Ollola, E. (2014). "Global health policies". In N. Yeates (Ed.), *Understanding global social policy* (Chapter 7).

Recommended readings:

Harman, S., & Wenham, C. (2018). Governing Ebola: between global health and medical humanitarianism. *Globalizations*, 15(3), 362-376.

Zhou, Y. R., & Coleman, W. D. (2016). Accelerated contagion and response: Understanding the relationships among globalization, time, and disease. *Globalizations*, 13(3), 285-299.

Eckl, J. (2014). The power of private foundations: Rockefeller and Gates in the struggle against malaria. *Global Social Policy*, 14(1), 91-116.

Woodgate, R., & Skarlato, O. (2015) "It is about being outside": Canadian youth's perspectives of good health and the environment. *Health & Place*, 31, 100-110.

**Week 8: March 3**

**"Refugee crisis" and refugee governance**

Required readings:

International Organization for Migration (IOM) (n.d.). "Myths, Facts and Answers about Refugees and Migrants". Available at: <https://belgium.iom.int/myths-facts-and-answers-about-refugees-and-migrants> Also see "key migration terms" and "missing migrants" in "About Migration" section.

Milner, J. (2014). Introduction: Understanding global refugee policy. *Journal of Refugee Studies*, 27 (4): 477-494.

Recommended readings:

Allen, W., Anderson, B., Van Hear, N., Sumption, M., Düvell, F., Hough, J., ... & Walker, S. (2018). Who counts in crises? The new geopolitics of international migration and refugee governance. *Geopolitics*, 23(1), 217-243.

Bauder, H. (2017). Sanctuary cities: Policies and practices in international perspective. *International Migration*, 55(2), 174-187.

Vecchio, F., & Ham, J. (2018). From subsistence to resistance: Asylum-seekers and the other “Occupy” in Hong Kong. *Critical Social Policy*, 38(2), 201-221.

**Week 9: March 10**

**Welfare and old age in a changing, global context**

Required readings:

Orenstein, M. A., & Deacon, B. (2014). “Global pensions and social protection policy”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 8).

Recommended readings:

Higo, M., & Khan, H. T. (2014). Global population aging: Unequal distribution of risks in later life between developed and developing countries. *Global Social Policy*, 15 (2), 146-166.

Zhou, Y. R. (2012). Space, time, and self: Rethinking aging in the contexts of immigration and transnationalism. *Journal of Aging Studies*, 26(3), 232-242.

**Week 10: March 17**

**Human welfare and environmental sustainability**

Required readings:

Gough, I. (2013). Climate change, social policy, and global governance. *Journal of International and Comparative Social Policy*, 29(3), 185-203.

Catney, P. & Doyle, T. (2011). The welfare of now and the green (post) politics of the future. *Critical Social Policy*, 31 (2), 174-193.

Recommended readings:

Shackleton, S., Ziervogel, G., Sallu, S., Gill, T., & Tschakert, P. (2015). Why is socially-just climate change adaptation in sub-Saharan Africa so challenging? A review of barriers identified from empirical cases. *Wiley Interdisciplinary Reviews: Climate Change*, 6(3), 321-344.

Biermann, F., & Boas, I. (2010). Preparing for a warmer world: Towards a global governance system to protect climate refugees. *Global Environmental Politics*, 10(1), 60-88.

Zimmerer, K. S. (2015). Environmental governance through “Speaking Like an Indigenous State” and respatializing resources: Ethical livelihood concepts in Bolivia as versatility or verisimilitude? *Geoforum*, 64, 314-324.

**Week 11: March 24**

**Other dimensions of Global Social Policy**

Required readings:

Dale, R., & Sexton, S. R. (2014). “Global education policies”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 9).

Recommended readings:

Muncie, J. (2014). “Global criminal justice”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 10).

Hendrixson, A., Hildyard, N., Lohmann, L., & Sexton, S. (2014). “Global population policy”. In N. Yeates (Ed.), *Understanding global social policy* (Chapter 11).

**Research Paper due**

**Week 12: March 31**

**Research presentations**

**Week 13: April 7**

**Research presentations and concluding the course**