GLOBALST 704 GLOBAL SOCIAL POLICY
Winter Term 2021

Instructor: Professor Y. Rachel Zhou
Lecture: Tuesdays 11:30 am - 2:20 pm

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Office Hours: By appointment/Zoom

Contents

Course Description

Contemporary globalization processes have profoundly shaped the economic, political, social, and cultural landscapes at local, national, regional and global levels. National social policy has been increasingly affected by global economic competition as well as global interdependence. Ongoing welfare reforms across the world have changed the relationships between the state and its citizen and among nation-states. This interdisciplinary course introduces students to key concepts and issues of global social policy (GSP) 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 contexts of global and domestic inequalities, this course also seeks a deeper understanding of the issues of poverty, social exclusion, and development from a critical perspective. In discussing the challenges and possibilities regarding the future of welfare, the roles of various non-state actors (e.g., international organizations, transnational corporations, and international and local NGOs) in pursuing social justice and human rights in the global context are also addressed. The required readings for this course present multiple, sometimes contested, perspectives on social policy. Viewing globalization as complex, multifaceted processes, this course seeks to map the variety of thoughts and reflections of scholars from different disciplinary, theoretical, and/ or geographical positions that have shaped current understandings and theorizations of global social policy.

Course Objectives

By the end of the course students should be able to:

- Understand the relationship between globalization and social policy
- Understand the interaction of global social policy and social/ human development in local, national and transnational contexts
- Recognize and reflect on the politics and perspectives underpinning various social policy responses in the context of globalization
- Develop critical thinking of local-global connections in the context of social policy
- Understand and address social justice issues arising out of globalization processes and the processes of social policy making and implementation

Required Materials and Texts

- Yeates, N. (Ed.) (2014). *Understanding global social policy* (2nd ed.). Bristol, UK: The Policy Press. (*It can be purchased from the University bookstore via this link: https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=211&wsDEPTG1=GLOBALST&wsCOURSEG1=704&wsSECTIONG1=DAY%20C01&crit_cnt=1)
- Other readings for each week are provided in the schedule below, and are posted on Avenue to Learn (A2L).

Weekly Class Format

This course will take place in a virtual classroom by using Zoom, along with other platforms such as Avenue to Learn (A2L) and MacVideo. Each class will consist of both asynchronous and synchronous components.

The class will start with an *asynchronous* video presentation on a seminar topic by the instructor (for Weeks 2 and 3) or by a student group (for Weeks 4-12). **An URL link to the video will be posted on A2L in advance**, and students must watch it before joining the synchronous session on Tuesdays. (For more information about how to use MacVideo Player, including captions: https://www.macvideo.ca/media/t/1_0ap1z5c3/155612891)

The *synchronous* session will start at 12 noon, Tuesdays, with a brief introduction to the seminar topic by the instructor, and then students will be divided into 4-5 groups for a small-group discussion on the pre-circulated questions via Zoom Breakout Rooms. Each group is required to also post up to five key points of their small group discussion on A2L before reconvening.

After a 10-minute recess, a whole-class discussion will follow, and students will further exchange their thoughts. At the end of each class, the instructor will wrap up the synchronous session by offering conclusive remarks.

Course Evaluation – Overview
1. Attendance and participation (15%)
2. Group presentation (20%)
3. Analytical paper (20%)
4. Final paper (45%)

Course Evaluation – Details

Attendance and participation (15%)
Students' attendance and participation are crucial for this course. You are expected to complete the required readings, watch the weekly presentation video before joining the synchronous session of the class, log onto Zoom on time, and take an active part in both small-group and whole-class discussions. Each student will be responsible for taking notes and posting the key points of their small-group discussion **at least once** this semester – please indicate the note taker when posting it on A2L.

Group presentation (20%)
By week 2 (January 19), you will select and sign up for a seminar topic based on your interests to assist the instructor in forming student presentation groups. Each student group will be responsible for **a)** creating a *presentation* video based on the readings of a

particular week and **b)** preparing critical *questions* to be circulated in advance for class discussion.

The main objective of this group presentation is to share your understanding and critiques of the readings. Each group will make **a 30-minute presentation video** on a selected seminar topic, and send its URL link to the course instructor *at least 24 hours before our class on Tuesdays (by 11:30am Mondays)*. The presentation should include (but not be limited to) the key points or a synthesis of the readings, your *comprehensive* analysis of the seminar topic based on the readings (e.g., why it constitutes a GSP issue, what are the layers of and perspectives on the issues, and how it can be responded through GSP), your critique (e.g., what and why you agree/disagree; and what is missing and why it matters), and your thoughts on the seminar topic. Relevant, external materials (e.g., images, video clips, stories, and artwork) may be BRIEFLY used in the presentation.

In addition, the group should prepare **pre-circulated questions** for class discussion, and send them to the instructor at least two days before the class for feedback before posting them on A2L along with their presentation video. It would be ideal to have at least one question for each scholarly journal article, and one or two overarching questions for the seminar topic. Good questions are open-ended, thoughtful ones that can enrich students' understanding of issues relating to the seminar topic.

Major evaluation criteria: Quality of your presentation and pre-circulated questions, including clarity, relevance, and originality of ideas; and respect for time. A **group-based grade** for the presentation will be given.

*For more information about how to make a group presentation video and to generate its URL link, please consult the instructions at the end of this course outline.

Analytical paper (20%), due date depending on your selected seminar topic
In this paper students are expected to develop their own analysis of, as well as an argument on, an issue arising out of the readings of a particular week (**from February 2 to March 30**) through *a comprehensive review* of all of the required weekly readings. This paper is NOT a summary of these readings, but rather YOUR in-depth and critical understanding of the readings and of the seminar topic. For example, your analysis might be guided by such questions as: Is there an important idea, theme, or issue that resonates with you when you read these articles? What are the relationships (e.g., connections and contradictions) among different articles? What is your own argument about the issue? How have you developed that understanding? What are the implications for our GSP responses?

Please note that the seminar topic students select for this assignment should NOT overlap with those they choose for their in-class presentations. **The paper (in electronic copy) must be submitted to A2L <u>before the class</u> on the day we address those readings**. No outside research is necessary for this paper. The paper

should be double-spaced, 7 pages (1,750 words, excluding "References"). **The last day to submit the analytical paper is March 30, 2021.**

Major evaluation criteria: Structure and coherence; relevance; quality of analysis and argument; originality of ideas; and quality of communication and presentation (e.g., grammar, clarity, and reference style).

Final paper (45%), due April 15, 2021

In the final paper students are expected to engage in an in-depth discussion on an issue arising out of the course (comprising the required readings and class discussions, as well as other, related, issues of GSP). You are encouraged to incorporate what you have learned in class, and this paper may expand on themes developed in the shorter analytical paper. I am happy to discuss your paper idea with you at any stage. Consultation to help students prepare this assignment may also be arranged in our last class on April 13.

The paper should be double-spaced, 15 pages (about 3,750 words, excluding "References"), and be submitted electronically to A2L. It is due on Thursday, April 15, 2021 (by midnight). No extension will be granted.

Major evaluation criteria: Structure and coherence; relevance; quality of argument and analysis; originality of ideas; and quality of communication and presentation (e.g., grammar, clarity, and reference style).

<u>Weekly Course Schedule and Required Readings</u>

Week 1 (Jan 12)
Introduction to the course
Readings: N/A

Notes: a) Please briefly introduce yourself @A2L (further instruction will be given in advance); and b) sign up to the in-class group presentation sheet (a google doc will be posted @A2L) by Week 2/Jan 19.

Week 2 (Jan 19)
Bridging globalization and social policy
Readings:

Kondilis, E., Puchner, K., Veizis, A., Papatheodorou, C., & Benos, A. (2020). Covid-19 and refugees, asylum seekers, and migrants in Greece. *BMJ, 369.*

Zhou, Y. R. (2009). Welfare. In G. H. Fagan & R. Munck (Eds.), *Encyclopedia of Globalisation and Security* (pp. 387-404). US: Praeger Press.

Yeates, N. (2002). Globalization and social policy from global neoliberal hegemony to global political pluralism. *Global Social Policy*, 2(1), 69-91.

Schmitt, C., Lierse, H., & Obinger, H. (2020). Funding social protection: Mapping and explaining welfare state financing in a global perspective. *Global Social Policy*. Advance online publication. Doi: 1468018120906671.

Week 3 (Jan 26)
What is "global social policy"?
Readings:

Yunus, M., Donaldson, C., & Perron, J. L. (2020). COVID-19 vaccines a global common good. *The Lancet Healthy Longevity*, *1*(1), e6-e8.

Yeates, N. (2014). "The idea of global social policy". In N. Yeates (Ed.), *Understanding global social policy* (Chapter 1). Bristol, UK: The Policy Press.

Deacon, B. (2014). "Global and regional social governance". In N. Yeates (Ed.), *Understanding global social policy* (Chapter 3). Bristol, UK: The Policy Press.

Holden, C. (2018). Global social policy: An application of welfare state theory. *Journal of international and Comparative social policy*, *34*(1), 40-57.

Note: The first group presentation will start next Tuesday.

Week 4 (Feb 2)
Global markets and global social policy
Readings:

Zhou, Y. R. (2020, March 17). The global effort to tackle the coronavirus face mask shortage. *The Conversation*. Available at: https://theconversation.com/the-global-effortto-tackle-the-coronavirus-face-mask-shortage-133656

Farnsworth, K. (2014). "Business and global social policy formation". In N. Yeates (Ed.), *Understanding global social policy* (Chapter 4). Bristol, UK: The Policy Press.

Holden, C. (2014). "International trade and welfare". In N. Yeates (Ed.), *Understanding global social policy* (Chapter 5). Bristol, UK: The Policy Press.

Goff, S. C. (2018). Fair trade: Global problems and individual responsibilities. *Critical Review of International Social and Political Philosophy*, 21(4), 521-543.

Week 5 (Feb 9)

Global social governance in development contexts
Readings:

Holden, C. (2014). "Global poverty and inequality". In N. Yeates (Ed.), *Understanding global social policy* (Chapter 2). Bristol, UK: The Policy Press.

Seekings, J. (2019). The limits to 'global' social policy: The ILO, the social protection floor and the politics of welfare in East and Southern Africa. *Global Social Policy*, 19(1-2), 139-158.

Sengupta, S., & Jha, M. K. (2020). Social policy, COVID-19 and impoverished migrants: challenges and prospects in locked down India. *The International Journal of Community and Social Development*, *2*(2), 152-172.

Week 6 (Feb 16)
Mid-Term Recess

Week 7 (Feb 23)

Changing welfare states in the "global north"
Readings:

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

Farnsworth, K., & Irving, Z. (2018). Deciphering the International Monetary Fund's (IMFs) position on austerity: Incapacity, incoherence and instrumentality. *Global Social Policy*, *18*(2), 119-142.

Grover, C. (2019). Violent proletarianisation: Social murder, the reserve army of labour and social security "austerity" in Britain. *Critical Social Policy*, 39(3), 335-355.

Week 8 (Mar 2)

Global labour: Precairty, rights and possibilities
Readings:

Matheson, L. (2020). Canada needs to walk the talk on migrant rights. *The Globe and Mail*, August 6. Available at: https://www.theglobeandmail.com/opinion/article-canada-needs-to-walk-the-talk-on-migrant-rights/

O'Brien, R. (2014). "Global labour policy". In N. Yeates (Ed.), *Understanding global social policy* (Chapter 6). Bristol, UK: The Policy Press.

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

Anwar, M. A., & Graham, M. (2020). Between a rock and a hard place: Freedom, flexibility, precarity and vulnerability in the gig economy in Africa. *Competition & Change.* Advanced Online Publication. Doi:1024529420914473.

Week 9 (Mar 9)

Global health governance: Inequalities, power and interdependence
Readings:

Legge, D. G. (2020). COVID-19 response exposes deep flaws in global health governance. *Global Social Policy.* Advance online publication. Doi: 1468018120966659.

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

Clinton, C., & Sridhar, D. (2017). Who pays for cooperation in global health? A comparative analysis of WHO, the World Bank, the Global Fund to Fight HIV/AIDS, Tuberculosis and Malaria, and Gavi, the Vaccine Alliance. The Lancet, 390(10091), 324-332.

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

Week 10 (Mar 16)

"Refugee crisis" and refugee governance
Readings:

UNHCR (2020). 10 facts about refugees. Available at: https://www.unhcr.org/neu/wp-content/uploads/sites/15/2020/08/10-facts-about-refugees-2020_ePub_ENG.pdf

Gammeltoft-Hansen, T., & Tan, N. F. (2017). The end of the deterrence paradigm? Future directions for global refugee policy. *Journal on Migration and Human Security*, *5*(1), 28-56.

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.

Week 11 (Mar 23)

Aging in a changing, global context: Income security, care and reciprocity
Readings:

Faghanipour, S., Monteverde, S., & Peter, E. (2020). COVID-19-related deaths in long-term care: The moral failure to care and prepare. *Nursing Ethics.* https://doi.org/10.1177/0969733020939667

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.

Orenstein, M. A., & Deacon, B. (2014). "Global pensions and social protection policy". In N. Yeates (Ed.), *Understanding global social policy* (Chapter 8). Bristol, UK: The Policy Press.

Zhou, Y. R. (2013). Toward transnational care interdependence: Rethinking the relationships between care, immigration and social policy. *Global Social Policy*, *13*(3), 280-298.

Week 12 (Mar 30)

Climate change, human welfare and global governance
Readings:

Belliveau, L. B. (2020). From COVID-19 to the climate emergency: Lessons from this global crisis for the next one. *The Conversation*, October 5. Available at: https://theconversation.com/from-covid-19-to-the-climate-emergency-lessons-from-this-global-crisis-for-the-next-one-146673

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

Downie, C., & Williams, M. (2018). After the Paris Agreement: What role for the BRICS in global climate governance?. *Global Policy*, *9*(3), 398-407.

Allan, J. I., & Hadden, J. (2017). Exploring the framing power of NGOs in global climate politics. *Environmental Politics*, *26*(4), 600-620.

Note: This is **the last day** when you can write on and submit the analytical paper.

Week 13 (Apr 6)

Final paper consultation
Readings: N/A

Course Policies

Submission of Assignments

All assignments must include a title page with all relevant course information, adhere to the page limits specified, be formatted with 12 pt. font and standard margins. The citations and references in all assignments should use APA style (https://apastyle.apa.org/style-grammar-guidelines/references/examples).

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments must be submitted on the due date unless accommodations are required. A 2% reduction will be applied each day (i.e., Monday - Sunday) after the due date.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior 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 behavior 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.

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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

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".

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Avenue to Learn (A2L)

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

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 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.

Faculty of Social Sciences E-mail Communication Policy

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The

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Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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.

How to Make and Post a Group Presentation Video

Option 1 - Zoom and MacVideo
First, login to https://mcmaster.zoom.us/ with your MacID@mcmaster.ca and your MacID password to activate your zoom license account. For more information, watch "McMaster Zoom Portal Orientation" (https://www.macvideo.ca/playlist/dedicated/168494501/1_d2wmlxij/1_b9ofn39y)

You can record a group presentation with Zoom (https://iu.pressbooks.pub/semesterchecklist/chapter/recording-an-individual-or-group-presentation-with-zoom/). Please ensure to click "Optimize the recording for 3rd party video editor" in your Zoom setting, so the saved video is formatted in a more optimized way for video standards.

Second, login to https://macvideo.ca using your MacID, and go to the menu option "+ Add New" and select "Media Upload".

1. Once your video has been successfully uploaded to macvideo.ca, click on "Unlisted".

2. Go to "**My Media**". Click on "Share" under your video, select and copy the **URL** and send it to the course instructor, who will post it, along with the pre-circulated questions for discussion, on A2L.
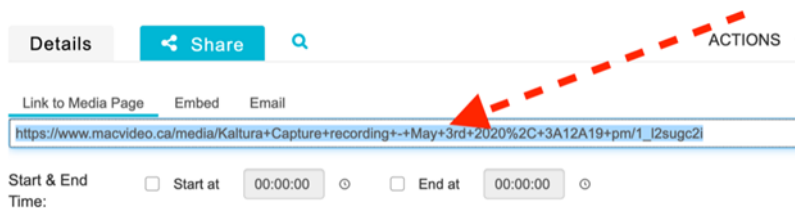
Option 2 – Google Slides

If you use google slides, please ensure the audio is accessible for all with the link. From your Drive right click on the file and hit the "Share" option. To troubleshoot the issue, go to "advanced" and you should see that the file is set to Private. On the right press on "Change" and set it to " On- Anyone with the link". (For more information about audio permission in google slides: https://www.youtube.com/watch?v=Zk-hPeevwR8)