



CB/HL/PS/SO 395 COMPARATIVE SOCIAL POLICY: A COMMUNITY-BASED LEARNING PERSPECTIVE AND PRACTICUM
IES Abroad London

DESCRIPTION:

This course examines a number of key issues, debates and policy responses to social issues affecting the UK today, but viewed within an international, comparative context. The course consists of lectures, course-related trips, and a community-based learning placement in London, followed by lectures and visits.

The course provides an overview of the main challenges and policy responses in British society today, along with a discussion of the political and historical forces, which have shaped them. A comparative element is introduced; as we explore how these needs and responses differ from case-study examples selected from other European nations, the US, and a developing nation.

Reducing poverty and inequality is one of the central aims of the welfare state. The course considers how we define and measure living standards, and thereby decide what is an acceptable threshold, with a focus on the challenges of making international comparisons and agreeing measures across nations. The needs of the UK population are broad, and with this in mind, themes including gender, age and disability are examined in turn, and placed within an international context. Ethnicity is pulled out as a particularly important concept in this course; the UK is a notably diverse nation with a historical background quite distinct from the US, using Jamaica as a case study, this will provide the stimulus for an in-depth exploration of the experiences of Black and Minority Ethnic groups in contemporary Britain, and beyond.

Experiential learning is a central component to this course – students will undertake a community-based learning placement (1 day per week) in a social/health policy-related organization in London.

Due to the nature of the course, this syllabus is subject to frequent minor updates to reflect policy changes and recent events.

CREDITS: 3 credits

CONTACT HOURS: 45 hours, 60 placement hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures
- Seminars
- Student presentations
- Guest speakers
- Experiential learning through placements and field visits.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 10%
- Community-Based Learning Placement - 20%
- Presentation - 30%
- Policy Briefing Report - 20%
- Reflective Journal - 20%

Course Participation

The grading for this follows wider IES expectations, which are presented to students on the first day of class.



Community-Based Learning Placement

Assessed at end of placement by the host organization. Students are provided with a copy of the rubric used by placements to assess their contribution and willingness to support the organization.

Presentation

Week 6 (Midterms). Students are able to select a relevant policy area of their choice and prepare and present in pairs. Presentations are 15 minutes in length, with 5 minutes for questioning. Peer marking is incorporated as students are requested to critically evaluate their classmates' work. This feeds in as a formative assessment supporting the lecturers' grading according to standard IES grading rubrics.

Policy Briefing Report

Due on last day of class (week 12) A choice of six titles are presented for students to select from. Policy briefings are two pages long and must follow the format presented in the guidance document produced specifically for this assignment.

Reflective Journal

5000-word limit. Effective reflection and the incorporation of classroom with experiential learning are assessed, as students consider their own processes of skill acquisition, problem solving, and gaining of insight. A document outlining expectations and grading considerations is available for students to utilize in the preparation of this.

Students participating in an internship or community-based learning placement with IES Abroad London are required by UK immigration law to submit records of the number of hours completed at their placement each week. Therefore, timesheets **MUST** be submitted weekly by midnight on Sunday. This should be done by sending a photo or scan of the signed timesheet to timesheets@ieslondon.org.uk. Should a student miss this deadline once they will receive a 'first and only warning' reminder to submit their timesheet. If a student misses this deadline a second time they will incur an automatic grade penalty of one third from their final grade for the course (for example, going from an A- to a B+) unless there is a valid excuse given **IN ADVANCE** of that Sunday deadline, for example: the student was sick and did not attend their placement that week. Any subsequent non-submissions will carry additional grade penalties of the same deduction rate.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Show an understanding of Social Policy as an academic field of study and in terms of the main social policy provision in the UK today.
- Compare and contrast aspects of Welfare States drawing upon examples from wider Europe and US.
- Describe key elements of health care policy in Jamaica in the context of the country's social welfare policy.
- Develop and apply skills and training in research, including data collection, interviewing, observation, data processing and presentation both orally and in written form i.e. the ability to produce a succinct policy briefing report.

Academic Component

The classroom and off-site work will be grounded in theory and the examination of policy. In coming back into the classroom each week, students have an opportunity to reflect on and resolve any problems or issues they are experiencing at their placement site. The course will draw primarily on a social psychological exploration, with political sociological underpinnings (for example, when looking at the ideology of service).

Practical Component

The provision of information resources and research can be a valuable service for statutory and voluntary services and their clients. The focus of the students' involvement in the agencies will be on developing, guided by the agency staff, a viable research and/or action project. A guiding principle of placements will be to match the specific knowledge and background of the students with the needs of the agency.

Students will be supported in developing skills in research, presenting, writing for academic and non-academic audiences, and utilizing personal attributes such as openness, commitment, the ability to empathize, tact, genuine interest in others and



inquisitiveness. Students, the instructor, and the placement staff will work together to formulate a plan of action which will provide the host organization with a piece of work that is of value to them, and the students with learning experience and skill development.

Each session will include a short group supervision component as students are supported in their placements, as well as specific skill development in preparation for each assessment.

ATTENDANCE POLICY:

Regular class attendance is mandatory. Irregular attendance may result in a lower grade in the course, and/or disciplinary action. The IES Abroad London class attendance policy does not allow for unexcused absences, and grades will be docked one-half letter grade for each such absence. Rare exceptions will be made for the following reasons:

- The student is too sick to attend class. In this instance, the student must call the IES Abroad Centre before class to notify any of the IES Abroad staff. It is not sufficient either to email, send a message with a friend or call the Centre after the class has started.
- A serious illness or death in the immediate family requiring a student to travel home. This requires written approval from the Centre Director before departure.

Arriving more than 10 minutes late to class may count as an unexcused absence. Immigration laws in the UK are extremely strict, and we jeopardize our legal status in hosting students who do not regularly attend class. Students who do not attend class regularly will be reported to the appropriate officials and risk dismissal from the program and deportation from the UK. If a student incurs absences representing 25% of the total class hours, they will be contacted by the Academic Programmes Manager (APM) and Centre Director (CD). If these absences are made up exclusively of unexcused non-attendance, this will trigger a disciplinary review. If these absences are made up of excused non-attendance, a meeting will be held to discuss the underlying reasons for lack of attendance, and to discuss ways it can be maintained for the duration of the term. If the 25% threshold is reached due to a mixture of excused and unexcused absences, students will also be asked to attend a meeting to discuss.

CONTENT:

Week	Content	Assignments
<p>Week 1</p>	<p>Overview of Comparative Social Policy - Dr. Shanna Marrinan and David Nieta</p> <ul style="list-style-type: none"> • Introductions to the concepts of service and learning, and to the basic theoretical concepts to support the practical and the academic components - the Welfare State as a social and political entity; community psychology; social stratification; social identity; helping behavior; need; state, voluntary and private service. • Differences between London and the rest of the UK will be highlighted during the course. 	<ul style="list-style-type: none"> • Course Overview Student Document. 2 pages • Social Mobility Commission (2017) Chapter 1, Introduction. State of the Nation 2017: Social Mobility in Great Britain. Pages 1-18 • Angell Town Series Evening Standard – one of four articles. Approx. 4 pages per article. • Marrinan et al. Measuring Living Standards - Policy Briefing Report. 4 pages.

Week	Content	Assignments
Week 2	<p>Poverty and Inequality – Dr. Shanna Marrinan</p> <ul style="list-style-type: none"> This session builds upon earlier discussions of poverty and need. Beginning with an examination of the media portrayal of those in poverty, leading into an exploration of policy responses intended to reduce economic and social inequality. A number of international examples will be presented, and students have the opportunity to debate the relative merits of these, alongside some fictional scenarios for welfare reform. Students will be given a selection of contrasting portrayals of poverty in the media, and after small-group discussion, will present one article to the rest of the group. Concepts such as social hierarchy, stratification, the British class system, and social mobility will also be explored in this class. The media portrayal of people in poverty will be discussed. Students will be given a selection of contrasting portrayals of poverty in the media, and after small-group discussion, will present one article to the rest of the group. Concepts such as social hierarchy, the British class system and social mobility will also be explored in this class. 	<ul style="list-style-type: none"> Isakjee (2017) Welfare State Regimes: a literature review. IRiS Working Paper Series, no. 18/2017 University of Birmingham. 16 pages. Seabrook (2008) Why do people think inequality is worse than poverty? Joseph Rowntree Foundation. 8 pages. Moyes/Leclerc (2014) Lets not muddy the language of Poverty The Guardian. 2 pages. Lancaster (2014) There’s poverty in the UK, but were better off calling it inequality. Guardian. 4 pages. Wai li (2017) Urbanization and Inequality/Poverty <u>November 2017</u> DOI10.3390/urbansci1040035 24 pages.
Week 3	<p>Disability (Co-taught by Dr. Shanna Marrinan and David Neita)</p> <ul style="list-style-type: none"> How do we ensure those with wide-ranging disabilities are adequately protected and provided-for by policy? In this session, we discuss the ‘relativity’ of disability – a subjective term considered problematic by some it refers to. This leads into an examination of some of the issues faced by those living with disabilities, and examines how the policy response varies between the UK, the US, and Jamaica, where students will later see firsthand some of the social care provided to adults and children with disabilities. ‘Grass-roots’ organizations working in this area will also be discussed, where people with disabilities have mobilized to form support groups and more. 	<ul style="list-style-type: none"> WHO (2017) World Report on Disability pages 1-10 Guardian (2016) UK Austerity policies ‘amount to violations of disabled people’s rights’ <u>2 pages</u> BBC (2015) Viewpoint: is it time to stop using the term disability? <u>3 pages</u> Andrews et al. 2019 #SaytheWord: A Disability Culture Commentary on the Erasure of "Disability" February 2019 Rehabilitation Psychology 64(2) DOI: 10.1037/rep0000258 27 pages.

Week	Content	Assignments
Week 4	<p>Course-related trip – David Neita: Walking Tour</p> <ul style="list-style-type: none"> This session will be devoted to a walking tour of London, as it relates to the social policy issues raised in class, and by the students' mid-term presentations. The walk is led by guest lecturer David Neita and aims to bring university students into contact with the cultural diversity of London sites, with an emphasis on areas and artefacts relevant to Jamaican culture. Students will have the opportunity to question, critique and comment on the various sites and experiences to which they will be exposed. Sites and Experiences will include: <ul style="list-style-type: none"> The John Soanes Museum The Lincoln's Inn Experience Nelson's Column The Stephen Wiltshire Gallery Experience Ignatius Sancho Plaque The Nelson Mandela Experience Jamaican-London Heritage 	<ul style="list-style-type: none"> Grayling 2008 Social Evils and Social Good Joseph Rowntree Foundation (hyperlinked) 8 pages. Mackenbach, JP (2012) The persistence of health inequalities in modern welfare states: the explanation of a paradox_Soc Sci Med. 2012 Aug;75(4):761-9 Spicker <u>Social Policy</u> 2013 read pages 8-16 (file provided on Moodle) Policy Press Brokken (2019) Cure health inequality by reducing income inequality 9 pages.
Week 5	<p>Mental Health with David Neita</p> <ul style="list-style-type: none"> The provision of services to those with mental health needs is approached in very different ways across different systems. Here we examine how issues such as stigma, choice and duty of care are managed here in the UK and in other nations of note around the world, and how conceptions of mental health are mitigated by cultural influences. The impact of failures in care are also addressed, and students are asked to consider these themes from the perspective of service users themselves. 	<ul style="list-style-type: none"> Arnett, G. (2015) In which countries does mental health have the most impact? Guardian 10 Oct 2015. 2 pages. Mehraby, N. (2009) Possessed or crazy? Mental illness across cultures. Psychotherapy in Australia Vol 13 (2) Feb. 1 page. Brink (2016) Mental Health: Crime and Mental Health DOI: 10.1016/B978-0-12-800034-2.00294-9 13 pages.
Week 6	<p>Student Presentations (Midterms) – Dr. Shanna Marrinan</p>	<ul style="list-style-type: none"> Students will have 15 minutes each, including time for any questions from the audience, in which to present their PowerPoint to the rest of the class. Presentations are expected to address an issue of social policy falling within the remit of their community-based learning placement.

Week	Content	Assignments
Week 7	<p>Drugs policy – Dr. Shanna Marrinan</p> <ul style="list-style-type: none"> This lesson confronts current debates around the classification of various drugs, and considers arguments for and against decriminalization and legalization. Students are invited to consider how policymakers should determine which drugs should be controlled and in which ways, with Portugal and Holland as case studies of nations, which have explored alternative approaches. Alcohol and binge drinking are also considered. As a significant problem in the UK, what measures could be taken to tackle binge drinking? This session also includes a visit from Guest speaker Dr. Ornella Corazza, who discusses new trends in substance misuse, and shares her experiences researching and working with novel psychoactive substances. 	<ul style="list-style-type: none"> Marrinan, Corazza et al. (2017) Hair analysis for the detection of drug use – is there potential for evasion? In Human Psychopharmacology Vol 32, no.3. 16 pages. Open Letter to the Prime Minister re Psychoactive Substances Bill. 2 pages. MDMA – a phase 3 program of MDMA-assisted psychotherapy for severe Post-Traumatic Stress Disorder. Multi-disciplinary Association for Study of Psychedelics. 2 pages. Ferreira, S (2017) Portugal’s radical drugs policy is working – so why hasn’t the world copied it? The Guardian 5 Dec 2017. 5 pages. Starling, B (2016) The Tide effect – How the world is changing its mind on Cannabis legalization. Adam Smith Research Trust. 60 pages.
Week 8	<p>Ethnicity (Part A) David Neita</p> <ul style="list-style-type: none"> The first of two sessions looking at ethnicity in the UK, this class will be delivered by guest lecturer David Neita. Exploring the history of the relationship between the UK and Jamaica, from colonialism, Slavery, through to Caribbean migration to the UK and the present-day Commonwealth. The contribution of Jamaicans to public services in the UK, which followed this migration, is then covered (including via a video clip around Jamaican nurses in the early days of the NHS and beyond). The identities of black diaspora communities in the UK vs US and other parts of the world will also be discussed within this, including the extent to which cultural links to country of origin are maintained. 	<ul style="list-style-type: none"> Sedghi, A (2014) Ethnic minorities, employment and social mobility – See the research findings. The Guardian. 2 pages. Policy Exchange (2014) <u>A Portrait of Modern Britain</u> (click on ‘read publication’). 3 pages. Harman & Sinha 2014 Moving Racism, Shifting Targets – Global Studies in Culture & Power (Click on ‘full text available’) pages 498 -515 Desmet (2017) Culture, Ethnicity, and Diversity American Economic Review 2017, 107(9): 2479–2513 https://doi.org/10.1257/aer.20150243

Week	Content	Assignments
Week 9	<p>Ethnicity (Part B) Dr. Shanna Marrinan</p> <ul style="list-style-type: none"> The second of our two sessions on ethnicity, this will provide an overview of BME populations in the UK and other notable communities in Europe, such as in Germany, where attempts are being made to attract skilled migrant workers. We will explore the issues of new migrant groups as targets of racism in the UK, and their Modern-day experiences of discrimination and aggression in a country, which prides itself on its diversity and ‘tolerance’. Current tensions around Islam are discussed, including coverage of recent events and examples of media portrayal. Readings are predominantly news articles, to illustrate relevant recent events and accompanying press presentation/public feeling. 	<ul style="list-style-type: none"> Wolff, S Ethnic Minorities in Europe CICMCR, University of Nottingham. 6 pages. ‘The state of health of migrants and ethnic minorities’. Pp 8-14 <i>How health systems can address health inequalities linked to migration and ethnicity</i>. WHO/European Commission equality Project. Johnston, P (2015) Anti-Islam parties are now on the march across Europe <i>The Telegraph</i>, 7 Jan 2015. 1 page. Davies, C. Carrier, D. (2015) ‘Polish protests – downing tools and giving blood’ <i>The Guardian</i> 20 Aug 2015. 2 pages. Harding, L (2015) Refugees welcome – How Britain and Germany compare. <i>The Guardian</i>, 2 Sept 2015. 3 pages.
Week 10	<p>Gender</p> <ul style="list-style-type: none"> Here we evaluate how a person’s gender may influence their vulnerability and the social policies designed to ameliorate this. The complex ways in which a number of social policies impact differently on men and women -and why- are addressed. Gender discrimination, the ‘double burden’ of working mothers, and gender-based violence are all explored. Policy responses cut across aspects of employment law, childcare, housing, financial support for lone parents, and protection of victims of crime, and these will be considered in the context of both the UK and a selection of notably-contrasting systems. Countries where both the burden of care is perceived to higher for women (such as Turkey, Romania) and those with a more egalitarian division of labor and resources (such as Sweden) will be included, through a ‘sandbox’ exploration of the Gender Inequality Index dataset. Some time will be dedicated at the end to support with preparation of in-class presentations 	<ul style="list-style-type: none"> EU Gender Equality Index (2017) Measuring gender equality in the European Union 2005-2015 - report + data (136 pages but students focus on chapter of their choice to feed back) Muftuler-Bac (2015) Turkey and Gender Equality – entry to the EU European Parliament. 16 pages. Manandhar et a (2018) Gender and Health – United Nations. 3 pages. Roberts, S (2014); Educational Aspirations – Gender, Class and Ethnicity. Centre for Population Change. 4 pages. VICE News (Documentary) Living in the Gully – a Gay Trans Community in Jamaica (25 mins)

Week	Content	Assignments
Week 11	<p>Fieldtrip – a) Homelessness b) Childhood</p> <ul style="list-style-type: none"> • This session consists of a tour of one particular neighbourhood in London by an ex-homeless tour guide, local to the area. The guide will share their knowledge of inequality and social issues in the area, plus their own experiences of becoming and being homeless, and eventual move into a home and gaining employment with a charity. The tour will also address food banks, benefits, poverty in general and touch upon some of the compounding issues. Students will be actively encouraged to ask questions and explore their own thoughts, stereotypes and misconceptions about the homeless and poverty/inequality generally. • The tour last approximately 90 minutes and will be followed by a short outdoor lecture on childhood. • This latter part of the session offers an appraisal of the main policies aimed specifically at protecting or improving the wellbeing and education of children in the UK, and how these compare with equivalent policy responses in other nations – In this case, France, Finland, the US and Jamaica have been selected as examples to provide a broad range of approaches. • Particular attention is given to policies, which have attempted to equalize access to quality education, and those related to the protection of vulnerable children (Social Services – Children, Schools and Families). Examples of when this system has failed to protect will be included. Students will have the opportunity to evaluate the evidence of these high profile cases (Baby P, Victoria Climbié etc.), in an attempt to identify the nature of the failings which contributed to these tragedies. 	<ul style="list-style-type: none"> • Video– Education Secretary Nov 2015 – The failure of child protection and the need for a fresh start. www.gov.uk 7 pages. • Bornstein, M. (2012) ‘Cultural approaches to parenting’ in Parent Sci Pract. 2012 Jan 1; 12(2-3): 212–221. • Rawlings, A. (2014) A Study to Investigate the Barriers to Learning from Serious Case Reviews and Identify ways of Overcoming these Barriers • Research report July 2014 Department for Education. Pages 6-14 and 59-87 • International PISA tests show how evidence-based policy can go wrong. The conversation. June 12th 2017.7 pages.

Week	Content	Assignments
Week 12	<p>Week Twelve: Housing and the wider environment</p> <ul style="list-style-type: none"> In this session, we look at the diverse ways that poor housing has an impact on health, as well as how social housing is structured and delivered the UK. The wider environment, in terms of how neighborhoods are structured, and in particular, residents' access to green spaces, is also explored. Use of green spaces (namely public parks) has huge economic and public health benefits, which have, to a large extent, been ignored or undervalued. We will debate the way that green spaces impact mental and physical health, leisure time, air quality and more. As part of this, students are asked to plan novel strategies to promote increased public engagement with green spaces and share these with each other. 	<ul style="list-style-type: none"> There will also be a brief evaluation of course in final session. Finals (briefing reports) are due on this day at 5pm. Bates et al (2013) <i>The value of mixed communities in expensive neighbourhoods</i> London School of Economics. 5 pages. BBC News (2018) Grenfell Tower "What happened" report bbc.co.uk. 6 pages. Policy briefing report – Private rented housing Parliamentary Office of Science and Technology. 4 pages. Journal – Assessment criteria guidance document. 4 pages.

COURSE-RELATED TRIPS:

- Our *homelessness* session is delivered in-situ by a guide from Unseen Tours, who was previously rough sleeping in the area. He will share their knowledge of inequality and social issues affecting the local community, plus his own experiences of becoming and being homeless, and eventual move into a home and gaining employment with a charity. The walking lecture will also address food banks, benefits, poverty in general and touch upon some of the compounding issues, as we pass sites of significance to his personal story. Students will be actively encouraged to ask questions and explore their own thoughts, stereotypes and misconceptions about the homeless and poverty/inequality generally.
- Guest lecturer David Neita also undertakes a walking tour of London, incorporating a number of spaces, which relate to the social policy issues raised in class, and to the students' mid-term presentations. This aims to bring university students into contact with the cultural diversity of the city, with an emphasis on areas and artefacts relevant to Jamaican culture. Students will have the opportunity to question, critique and comment on the various sites and experiences to which they will be exposed.
- Sites and Experiences will include:
 - The John Soanes Museum
 - The Lincoln's Inn Experience
 - Nelson's Column
 - The Stephen Wiltshire Gallery Experience
 - Ignatius Sancho Plaque
 - The Nelson Mandela Experience
 - Jamaican-London Heritage
- In addition to the academic lectures, students will gain clinical observational experience across a number of healthcare settings. Students will rotate around clinics as these address a different population each day. Typical clinics might include postnatal, dental, sexual health, or diabetes care. In addition, students visit the UWI campus and the University Hospital, as well as a residential home (run by Christian charity) for children and adults with disabilities and debilitating diseases.

REQUIRED READINGS:

- All readings for the course are listed under the appropriate week heading.
- In addition, students are required to read the guidance documents produced for each of the assessments, and the general course overview document. These are presented on Moodle at the start of the semester.



RECOMMENDED READINGS:

- National and Local newspapers

Global brilliance begins here.®

Institute for the International Education of Students

Africa | Asia Pacific | Europe | Latin America