The Department of Sociology, Stockholm University

Welfare states in a changing Europe
(Provisional) Syllabus (2011)

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Course content
The rapid pace of technological, economic, political, and socio-demographic change, accelerated by the recent enlargement of the European Union, has intensified the pressures placed European social protection. The course “Welfare States in a Changing Europe” provides a comprehensive introduction to comparative research on class, gender and politics in modern welfare states. The main purpose of the course is to establish linkages between the organization of social policy and outcomes in terms of the living conditions and life chances of European citizens. We will also discuss different theoretical traditions for explaining the emergence and subsequent development of modern welfare states, including the most prominent insights from sociology, economics and political science. Another theme concerns diverse institutional forms in the area of social policy and the methodology associated with comparative sociology.

Learning outcomes
Upon the completion of the course the student is expected to be able to:
1) Account for the concept of welfare state regimes and contrast the institutional characteristics of social policies in different countries,
2) Critically discuss theories that attempts to explain institutional diversity of welfare states,
3) Analyse and critically evaluate the relationship between social policy and outcomes, such as poverty, health, labour market stratification and fertility.

Types of teaching
Teaching is based on lectures in English, where students are expected to participate actively.
Assessment and examination of learning outcomes

The course will be assessed in the form of a course paper of a selected topic relevant for the course (8-10 pages long). A requirement to get grade A or B is that the final essay is delivered no later than Friday March 26 (except in case of sickness or the like). The assessment of the course paper is based on the following grades:

A=Excellent. The grade “A” will be given to essays that have an innovative and creative research question and approach. The student must demonstrate excellent knowledge and understanding of the course literature as well as in-depth critical reflection and excellent analytical ability. The essay must have a clearly stated purpose, a clear structure and display a reader-friendly coherence. The text should be free from mistakes as concerns references, the use of quotations etc (“formalia”).

B=Very Good. The grade “B” will be given to essays that have a creative research question. The student must demonstrate good understanding of the course literature as well as critical reflections and good analytical ability. The essay must have a clearly stated purpose, a clear structure and display a reader-friendly coherence. The text should be free from major mistakes as concerns references, the use of quotations etc (“formalia”).

C=Good. The grade “C” will be given to essays that have a clearly stated research question, a clear structure and display a reader-friendly coherence. The student must demonstrate an ability to identify main perspectives and conflicting viewpoints in the literature relevant for the chosen topic. The text should contain few mistakes as concerns references, the use of quotations etc (“formalia”).

D=Satisfactory. The grade “D” will be given to essays that have a clearly stated research question, a clear structure and display a reader-friendly coherence. The student must demonstrate good knowledge of the main theories and empirical findings covered in the course. The text should contain few mistakes as concerns references, the use of quotations etc (“formalia”).

E=Sufficient. The grade “E” will be given to essays that have a clearly stated research question, a clear structure and display a reader-friendly coherence. The student must demonstrate a basic understanding of the literature.

Fx=Not sufficient. To achieve this grade, the student needs to demonstrate some understanding of the main topics discussed, along with sporadic gaps in basic knowledge.

F=Fail. No or very little understanding of main topics and literature. Large gaps in basic knowledge. No in-depth understanding.
A-E will count as pass on the course. Students who receive Fx or F have the right to undergo additional examination to receive the lowest grade E. Students who received the grade E or higher cannot undergo a new examination with the purpose of improving the grade. Students who received the grade Fx or F twice by the examiner have the right to request another examiner to decide upon the grade for the course. The request should be forwarded to the Director of Studies who will appoint a new examiner.

**Literature**
The basic textbook for this course is:

In addition, participants are required to read a selection of articles for each seminar. **Note that it is up to the participants themselves to obtain copies of these articles (except some articles that will be posted on MONDO or handed out)**
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<td>Wednesday, February 16</td>
<td>10-12</td>
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<td>1. Introduction</td>
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<td>Tommy Ferrarini</td>
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<td>Friday, February 18</td>
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<td>F371</td>
<td>2. Welfare state institutions and institutional feedback</td>
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<td>Friday, February 25</td>
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<td>4. Welfare state regimes</td>
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<td>Ola Sjöberg</td>
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<td>Monday, February 28</td>
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<td>5. Welfare states and poverty</td>
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<td>Wednesday, March 2</td>
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<td>6. Towards a European social model?</td>
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<td>7. Gendering Welfare States</td>
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<td>Tuesday, March 8</td>
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<td>8. Family Policy Outcomes</td>
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<td>Tommy Ferrarini</td>
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<td>Friday, March 11</td>
<td>9-12</td>
<td>F371</td>
<td>9. Course Summary, Evaluation and Outline of Course Paper</td>
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<td>Tommy Ferrarini and Kenneth Nelson</td>
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<td>Friday, March 18</td>
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<td>Course paper to be delivered</td>
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Readings

Seminar 1 (Wednesday, February 16): Introduction (Tommy Ferrarini)

1. Cousins: page 1-57; 75-122


Seminar 2 (Friday, February 18): Welfare state institutions and institutional feedback (Kenneth Nelson)


Seminar 3 (Monday, February 21): Causes of Welfare State Diversity (Walter Korpi)

Preliminary literature for seminar 3.


Seminar 4 (Friday, February 25): Welfare state regimes (Ola Sjöberg)


Seminar 5 (Monday, February 28): Welfare states and poverty (Kenneth Nelson)


Seminar 6 (Wednesday, March 2): Towards a European social model? (Kenneth Nelson)


Seminar 7 (Friday, March 4): Gendering Welfare States (Tommy Ferrarini)


Seminar 8 (Tuesday, March 8): Family Policy Outcomes (Tommy Ferrarini)


Seminar 9 (Thursday, March 10): Course Summary, Evaluation and Outline of Course Paper (Tommy Ferrarini & Kenneth Nelson)