Department of Sociology, Stockholm University

Welfare states in a changing Europe, 7.5 credits
Syllabus (2012)

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 discuss 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.

Course directors and lecturers
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Lecturer
Assistant Professor Ingrid Esser
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Types of teaching
Teaching is based on lectures in English, where students are expected to participate actively.

Course readings
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)
### Schedule

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>Wednesday, Feb 15</td>
<td>10-12</td>
<td>F263</td>
<td>1. Introduction&lt;br&gt;Tommy Ferrarini</td>
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<tr>
<td>Wednesday, Feb 22</td>
<td>10-12</td>
<td>D231</td>
<td>4. Welfare States and Poverty&lt;br&gt;Kenneth Nelson</td>
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<tr>
<td>Friday, Feb 24</td>
<td>10-12</td>
<td>B900</td>
<td>5. Towards a European social model?&lt;br&gt;Kenneth Nelson</td>
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<tr>
<td>Monday, Mar 5</td>
<td>10-12</td>
<td>F255</td>
<td>6. The Welfare State and Attitudes&lt;br&gt;Ingrid Esser</td>
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<tr>
<td>Wednesday, Mar 7</td>
<td>10-12</td>
<td>B900</td>
<td>7. Gendering Welfare States&lt;br&gt;Tommy Ferrarini</td>
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<tr>
<td>Friday, Mar 9</td>
<td>10-12</td>
<td>B900</td>
<td>8. Family Policy Outcomes&lt;br&gt;Tommy Ferrarini</td>
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<td>Friday, Mar 16</td>
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<td>Course paper to be delivered</td>
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Readings

Seminar 1 (Wednesday, February 15): *Introduction* (Tommy Ferrarini)


Seminar 2 (Friday, February 17): *Causes of Welfare State Diversity: Industrialism and Power Resources* (Ingrid Esser)


Seminar 3 (Monday, February 20): *Causes of Welfare State Diversity: States and institutional feedback* (Kenneth Nelson)


Seminar 4 (Wednesday, February 22): Welfare States and Poverty (Kenneth Nelson)


Seminar 5 (Friday, February 24): Towards a European Social Model? (Kenneth Nelson)


Seminar 6 (Monday, March 5): The Welfare State and Attitudes (Ingrid Esser)


Seminar 7 (Wednesday, March 7): *Gendering Welfare States* (Tommy Ferrarini)


Seminar 8 (Friday, March 9): *Family Policy Outcomes* (Tommy Ferrarini)


Seminar 9 (Monday, March 12): *Course Summary, Evaluation and Outline of Course Paper* (Tommy Ferrarini & Kenneth Nelson)
Learning outcomes
Upon the completion of the course the student is expected to be able to:

1) Understand, describe in theoretical terms and be able to apply in concrete situations the fundamental concepts in comparative welfare state research.
2) Describe and contrast the institutional characteristics of social policies in different countries and over time,
3) Compare, synthesize and evaluate theories that explain institutional diversity of welfare states,
4) Understand, explain and cite appropriate evidence for the relationship between social policy and outcomes, such as poverty, health, labour market stratification, fertility and attitudes.
5) Understand, describe in theoretical terms and apply in concrete situations the relationships between social policy and its economic and political contexts.
6) Understand, describe in theoretical terms and apply in concrete situations the dimensions of social class and gender in the welfare state.

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, 1.5 spacing and font 12 Times New Roman). The paper should be similar to the first sections of a scientific article, including a clear purpose, questions raised and an appropriate review of previous research.

The assessment of the course paper is graded as Pass with distinction, Pass or Fail on each of the following criteria (parallel to the learning outcomes).

1) Ability to describe in theoretical terms fundamental concepts in comparative welfare state research.
2) Describe major trends and variations in the social policy area studied.
3) Describe and critically discuss theoretical explanations for welfare state diversity in the social policy area studied.
4) Cite appropriate evidence for the linkages between policy and outcomes and propose alternative answers to the research question.
5) Apply the dimensions of social class and gender to the social policy area studied.
6) Demonstrate understanding of the economic and political contexts of welfare state organization in the social policy area studied.
The student’s achievement on the research proposal is evaluated according to the following criterion-referenced assessment: A=Excellent, B=Very Good, C=Good, D=Satisfactory, E=Sufficient, Fx=Not sufficient, F=Fail.

To receive grade A the judgement Pass with distinction is needed for at least 5 of the 6 criteria.  
To receive grade B the judgement Pass with distinction is needed for at least 4 of the 6 criteria.  
To receive grade C the judgement Pass with distinction is needed for at least 3 of the 6 criteria.  
To receive grade D the judgement Pass with distinction is needed for at least 2 of the 6 criteria.  
To receive grade E the judgement Pass is needed for all criteria.

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.