European master of Social Work

# Module Comparative Social Policy

Student Manual

MCPE07329_0000[1]

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**Introduction**

This core module aims to provide theoretical basis of welfare state analysis, which is the main pillar for further specialization and for undertaking independent research. The module consists of one week face-to-face teaching at the University of Southern Denmark (circa 25-30 contact hours). The rest of the time (50% of teaching and learning) students and teachers will communicate through VLE. During distance learning students will get two major written assignments via VLE. These will include essay questions or topics, to help prepare the student for the exam. The form will be a short policy brief, on the basis of questions delivered by the teachers. Each student will get individual feedback of her/his essay from teachers.

It is essential that the students participate in the contact hours, to learn during the week spent together at the University of Southern Denmark. The students will get instructions on how to prepare for the contact week. These will be sent to the students two weeks ahead of the start. The course consists of seminars, individual presentations and small group discussions, as well as practical exercises (accessing comparative data, looking up research on an issue in the library, especially via e-journals on social policy and social work), which can be useful during continuing education. The lectures, for the most part, will be intended to frame issues and to provide the background necessary to proceed with further independent research at a later stage. During the contact hours, circa half of the day will be devoted to lectures and half to practical exercises, individually and together. In addition, the University of Southern Denmark will provide the students with access to the library and to its wealth of information, data, and theoretical as well as practical research articles.

In sum, this module will aim to provide the students with theoretical knowledge about social policy, to endow them with the skills for carrying out independent research, which are both useful for developing research papers and policy papers later during the career.

**Module aims / Learning Outcomes:**

On completion of the module, the student will be able to:

* define and conceptualize the welfare state: what it is, how it can be analyzed;
* describe the major theoretical frameworks for analysing social policy and discuss their limitations and strengths;
* understand and conceptualize the key challenges that the welfare state has been facing since the early 1990s (demographic ageing, globalization, changing family patterns) and how the different types of welfare state have been reformed to respond to these challenges;
* compare theoretical models and ideal-types with empirical evidence in different countries and for different contingencies;
* learn how to access comparative databases and journal articles

**Competences**

The main competences provided through this module are the theoretical diagnosis of problems and challenges (and empirically using databases and existing research articles), as well as how to develop an individual research design in social policy and carry out basic policy analysis. The emphasis is put on the relationship between theories and empirical realities. Secondary competences that will be acquired are policy advice (derived from research) and evaluation skills (evaluation of issues at stake in social policy at the macro level).

**Practical organization**

9-13 November 2015, 10-16

**University of Southern Denmark, Odense**

**Each day will be organized as follows:**

**10.15-12.00 lecture; 12.00-13.00 lunch; 13.00-14.30 lecture; 14.30-16.00 exercises**

Responsible Teacher: Igor Guardiancich

**Recommended literature for lectures**

**Monday 9 November**

**Introduction and overview of the module:**

**What is welfare and what is a welfare state? From analysis of welfare state issues to welfare state regimes.**

Adema, W. and Whiteford, P. (2010), “Public and Private Social Welfare”, in Castles, F. G., Leibfried, S., and Lewis, J. (Eds.), *The Oxford Handbook of the Welfare State*, Oxford, Oxford University Press, pp. 121-138.

Aidukaite, J. (2009), “Old Welfare State Theories and New Welfare Regimes in Eastern Europe: Challenges and Implications”, *Communist and Post-Communist Studies*, Vol. 42, No. 1, pp. 23-39.

Arts, W. and Gelissen, J. (2002), “Three Worlds of Welfare Capitalism or More? A State-of-the-Art Report”, *Journal of European social policy*, Vol. 12, No. 2, pp. 137-158.

Esping-Andersen, G. (1990), *The Three Worlds of Welfare Capitalism,* Oxford, Polity Press, pp. 9-35 and 36-78.

Ferrera, M. (1996), “The ‘Southern Model’ of Welfare in Social Europe”, *Journal of European Social Policy*, Vol. 6, No. 1, pp.17-37.

Olsen, G. M. (2011), *Power & Inequality,* Oxford, Oxford University Press, pp. 37-59.

**Tuesday 10 November 2013**

**Public policy analysis and economics of the welfare state**

Barr, N. (2012), *Economics of the Welfare State, 5th Edition*, Oxford, Oxford University Press, pp. 41-132.

Barr is fundamental for the economics of welfare, however, my presentation in class will cover it very closely (so just have a good look at pp. 41-99).

Dunn, W. (2012), *Public Policy Analysis*, *5th Edition*, Boston, Pearson, pp. 2-30, 245-308.

Dunn is useful for the policy paper, so you can read just to have an understanding of structured policy analysis.

**Wednesday 11 November**

**Labour market policy and healthcare**

Barr, N. (2012), *Economics of the Welfare State, 5th Edition*,Oxford, Oxford University Press, pp. 135-151, 189-209, 231-265.

Clasen, J. and Clegg, D. (2012), “Adapting Labour Market Policy to a Transformed Employment Sructure: The Politics of Triple Integration”, in Bonoli, G. and Natali, D. (Eds.), *The Politics of the New Welfare State*, Oxford, Oxford University Press, pp. 135-157.

Freeman, R. and Rothgang, H. (2010), “Health”, in Castles, F. G., Leibfried, S., and Lewis, J. (Eds.), The *Oxford Handbook of the Welfare State*, Oxford, Oxford University Press, pp. 367-377.

OECD (2013), *OECD Employment Outlook 2012*, Paris, Organization for Economic Cooperation and Development, pp. 109-161.

Sjöberg, O., Palme, J. and Carroll, E. (2010), “Unemployment Insurance”, in Castles, F. G., Leibfried, S., and Lewis, J. (Eds.), *The Oxford Handbook of the Welfare State*, Oxford, Oxford University Press, pp. 420-435.

Wendt, C. (2009), “Mapping European Healthcare Systems: A Comparative Analysis of Financing, Service Provision and Access to Healthcare”, *Journal of European Social Policy*, Vol. 19, No. 5, pp. 432-445.

**Thursday 12 November**

**Dualization**

Emmenegger, P., Häusermann, S., Palier, B. and Seeleib-Kaiser, M. (2011), “How We Grow Unequal?”, in Emmenegger, P., Häusermann, S., Palier, B. and Seeleib-Kaiser, M. (Eds.), *The Age of Dualization: The Changing Face of Inequality in Deindustrializing Societies*, Ofxford, Oxford University Press, pp. 3-26.

Häusermann, S. and Schwander, H. (2011), “Varieties of Dualization? Labour Market Segmentation and Insider-Outsider Divides Across Regimes”, in Emmenegger, P., Häusermann, S., Palier, B. and Seeleib-Kaiser, M. (Eds.), *The Age of Dualization: The Changing Face of Inequality in Deindustrializing Societies*, Oxford, Oxford University Press, pp. 27-51.

Hinrichs, K. and Jessoula, M. (2012), “Labour Market Flexibility and Pension Reforms: What Prospects for Security in Old Age?”, in Hinrichs, K. and Jessoula, M. (Eds.), *Labour Market Flexibility and Pension Reforms: Flexible Today, Secure Tomorrow?*, Basingstoke, Palgrave Macmillan, pp. 1-25.

Palier, B. (2012), “Turning Vice into Vice: How Bismarckian Welfare States Have Gone from Unsustainability to Dualization”, in Bonoli, G. and Natali, D. (Eds.), *The Politics of the New Welfare State*, Oxford, Oxford University Press, pp. 233-255.

**Friday 13 November**

**The crisis and the welfare state**

Andersen, T. M. (2012), “The Welfare State and the Great Recession”, *Intereconomics*, Vol. 47, No. 4, pp. 206-211.

Antolín, P. and Stewart, F. (2009), "Private Pensions and Policy Responses to the Financial and Economic Crisis", *OECD Working Papers on Insurance and Private Pensions*, No. 36, OECD publishing.

Pisani-Ferry, J. (2012), “The Euro Crisis and the New Impossible Trinity”, *Bruegel Policy Contribution*, No. 2012/01.

Scharpf, F. W. (2011), “Monetary Union, Fiscal Crisis and the Preemption of Democracy”, *LEQS Paper*, No. 36.

**Exercises**

**Monday – Introduction to the library (e-journals in particular).**

**Tuesday, Thursday, Friday – individual presentations and discussions.**

**Organizational aspects of the module**

**During the contact hours, at SDU in Odense, half the day will be dedicated to lectures, and the second half to more practical exercises (individually, in pairs or in groups). The lectures serve to teach students about theoretically driven analyses and understanding of social policy problems, challenges and responses. The practical exercises will be used to use this knowledge with empirical realities. Exercises include a professional oral presentation of a selected policy issue (to be agreed with the teachers during the intense lecture week in Odense). This presentation will count for 20% of the exam. The course builds up progressively to take the students through theoretical issues in a step-by-step process.**

**A written assignment at the end of the module accounts for 40% of the examination.**

**Study load**

Project management has a study load of 10 ECTS or 270 hours work load for the students.

**Assignments:**

* Compulsory attendance to the on-site sessions during contact week as well as through VLE of the core semester.
* Oral presentation during the contact week of the course.
* One written essay distributed via VLE, which prepares the students for the exam.
* Final examination.

**Criteria for evaluation and weighting by the teacher:**

* Compulsory attendance to the on-site lectures and practical exercises (20%)
* Compulsory oral presentation (20% exam). The purpose of this oral presentation is to highlight and describe key features and problems of the social security system of your country of origin and in comparative terms. You have considerable latitude in selecting the analytic focus of this background presentation, but your choice of the particular issue or problem for analysis is limited to the range of policy topics presented in the course manual description.
* One compulsory written assignments (20 %), in the form of a policy brief (2,500 words max), to be handed in by 1 March 2016. Teachers will provide with key questions or topics for the paper. One possibility is to select the topic for which the candidate acts as discussant during the daily presentations.
* Compulsory written examination (40% exam). Take-home exam, one-week duration, in June 2014. Final essay should be between max 5,000 words long (all included). The written examination will be written in English, according to the standards as provided in the English course in form and in content and will be submitted on-line on a given deadline, which will be provided at the end of the course.

**Feedback during the working process**

Feedback will be given throughout the contact course and feedback on the oral presentation will be given on-site. The feedback on the written examination will be given later.

**Presentations**

Presentations are being prepared in pairs, involving a principal presenter and a discussant. 20 minutes for the presentation; 15 minutes max of discussion.

1. Tuesday 10 November:

2 on challenges in one of the 3 fields below:

* + Pensions and demographic ageing: problems, solutions, policy developments
  + Long-term care: what way forward?
  + Labour markets and post-industrialism: atypical work, the service economy and the feasibility of flexicurity

Give examples in comparative perspective – at least 2 countries or more (quantitative)

1. Thursday 12 November:

2 on regional policies of social care: variation, evolution and best practice

* Present your own country in comparative perspective

1. Friday 13 November:

2 on the effects of the Great Recession in one of the 3 fields below:

* Pensions
* Unemployment and activation
* Anti-crisis labour market policies

Using presentation software, such as PowerPoint or Prezi, is highly encouraged in order to increase the visibility of the research done.