TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Social and Cultural Studies

Te Kura Mahinga Tangata

Social Policy

SPOL 203

SPECIAL TOPIC:
COMPARATIVE WELFARE REGIMES

Course Outline

CRN 13640 : 22 POINTS : TRIM 1, 2008

COURSE COORDINATOR: DR PATRICIA NICKEL

Murphy building MY1003
Tel: 463 6745
E-mail: Patricia.Nickel@vuw.ac.nz

LECTURES: MON 3 – 4PM & THUR 2 – 4PM: HM LT002

CONTENTS   PAGE

PART A: GENERAL INTRODUCTION TO SCHOOL AND SOCIAL POLICY STAFF

COURSE COORDINATOR AND LECTURER

The staff member with overall responsibility for this course is Dr Patricia Nickel, who is available to discuss any student queries about the course and assessment.

Patricia's contact details are:

Patricia Nickel
Tel: 463 6745
E-mail: Patricia.Nickel@vuw.ac.nz
Room: Murphy Building, MY1003
Office hours: Monday 11.00am - 1.00pm

If Patricia is not available and you have an urgent problem, then leave a message with the School Administration on 463 5317 or 463 5258.

SCHOOL LOCATION

Social Policy Programme staff are located on level 10 of the Murphy Building. School notice boards are on level 9 and 10, Murphy Building. All notices concerning this course, including information about tutorials, will be posted on the level 9 notice board.

STAFF AND ADMINISTRATION CONTACT

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: jenny.neale@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: hal.levine@vuw.ac.nz
Maori and Pacific Student Liaison	Dr David Pearson, MY1020 Tel: 463 6748 E-m: david.pearson@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: carol.hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Adam Meers, MY921 Tel: 463 5317, 463 5258 E-m: sacs@vuw.ac.nz

WEBSITE

The School website is http://www.victoria.ac.nz/sacs

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SPOL 203 (or any other course) please see the Faculty of Humanities and Social Sciences for a Change of Course Form. Failure to do so may have consequences for enrolment, bursaries, allowances, loans, etc., i.e. you will get credited with a fail, <u>not</u> a withdrawal, on your record if you do not act promptly.

COURSE WORKLOAD EXPECTATIONS

The design of the course is based upon an assumption that students will need to spend a minimum of 16 hours a week. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for half-year courses at the 200-level.

PART B: COURSE OBJECTIVES AND LECTURE OUTLINES

COURSE OBJECTIVES

The course will explore how the welfare state varies in different countries. When seeking 'solutions to social problems', students of social policy need imagination and flexibility. Comparing different forms of welfare, and understanding how things really are different in other countries, frees students from the constraints of a particular time and place, and stimulates imaginative thinking.

This course focuses on the set of countries variously called the "OECD democracies" or "advanced capitalist democracies": that is, roughly New Zealand, Australia, Japan, and those in Western Europe and North America.

Students will seek to answer a number of questions about the development of state social policy programmes, including: Why do some countries have large, inclusive welfare states while others have minimal social programmes? What factors have led countries to expand or retrench welfare provisions? Is the welfare state in decline across developed nations, and if so why? How important is the ideological leaning of ruling political parties in determining the direction of social policy?

AIMS OF THE COURSE

- To relate New Zealand's contemporary social policy regime with those in other 'developed nations';
- To explore the convergence and divergence of international welfare regimes in order to better understand how changes in policy are brought about;
- To examine possibilities for policy transfer from outside New Zealand to solve social problems;
- And to compare both the institutional and ideological differences between 'developed nations' in the realm of social policy.

Within the course students will:

- Develop the skills necessary to critically analyse and debate social policies;
- Develop an understanding of the theories and methods of comparative analysis;
- Build an understanding of the value and limits of the comparative approach, both historical and cross-national;
- And be encouraged to develop the imagination and flexibility necessary in seeking solutions to social problems and individual welfare needs.

Topic Outline

I. Comparative Welfare Research
II. Welfare Regime Models
III. Equity and Evaluation
IV. Policy Learning: What Future for Welfare?

Course Outline

DATE	TOPIC AND ASSIGNED READINGS
25 February	Introduction to the course Review of social policy
	Comparative Welfare Research
28 February	Peter Alcock (2001) "The Comparative Context." In Alcock and Craig (ed.) *International Social Policy: Welfare Regimes in the Developed World*. Houndmills, Basingstoke, Hampshire: Palgrave, pp. 1-25.

3 March	Patricia Kennet and Nicola Yeates (2001)"Defining and Constructing the Research Process" In *Comparative Social Policy*. Buckingham, Philadelphia: Open University Press, pp. 40-61.
Welfare Regime Models	
6 March	Paul Pierson (2006) "From the Beginning to the 'Golden Age', 1880-1975' In *Beyond the Welfare State? The New Political Economy of Welfare*. Cambridge: Polity, pp. 105-142. **Optional Background Reading:** Paul Pierson (1996) "The New Politics of the Welfare State." *World Politics*. 48:2, pp. 143-179. Peter Starke (2006) **"**The Politics of Welfare State Retrenchment: A Literature Review." *Social Policy and Administration*, 40:1, pp. 104-120.
10 March	Frances G. Castles (1996) "Needs-Based Strategies of Social Protection in Australia and New Zealand." In G. Esping-Andersen (ed.) *Welfare States in Transition: National Adaptations in Global Economies*. London/Thousand Oaks/New Delhi: Sage Publications, pp. 88-115.
13 March	Gøsta Esping-Andersen (1990) *Three Worlds of Welfare Capitalism*. New Jersey: Princeton University Press, pp. 9-34. **Optional Reading:** Gøsta Esping-Andersen (2000) *Social Foundations of Postindustrial Economies*. Oxford: Oxford University Press, pp. 73-94.
17 March	Gøsta Esping-Andersen (1996) "After the Golden Age? Welfare State Dilemmas in a Global Economy." In Esping-Andersen (ed.) *Welfare States in Transition: National Adaptation in Global Economies*. London: Sage Publications, pp 1-31.
20 March	Peter Abrahamson (1999) "The Welfare Modelling Business." *Social Policy & Administration*, 33:4, pp. 394-415.
24 March	No meeting
27 March	Wilhelmus Antonius Arts and John Gelissen (2002) "Three Worlds of Welfare capitalism or More? A State-of-the-Art Report." *Journal of European Social Policy*. 12, pp. 137-158. Martin Powell and Armando Barrientos (2004) "Welfare Regimes and the Welfare Mix." *European Journal of Political Research*. 43, pp. 83-105.
31 March	Frances G. Castels and Ian F. Shirley (1995) "Labour and Social Policy: Gravediggers or Refurbishers of the Welfare State." In Frances G. Castels, Rolf Gerritsen, and jack Vowels (ed.) *The Great Experiment: Labour Parties and Public Policy Transformation in Australia and New Zealand*. Auckland: Auckland University Press, pp. 88-106.

3 April	Robert E. Goodin, Bruce Headet, Ruud Muffels, and Henk-Jan Dirven (2000) "The Real Worlds of Welfare Capitalism." In C. Pierson and F. G. Castells (eds) *The Welfare State: A Reader*. Cambridge: Polity Press, pp. 170-188.
7 April	**Essays due**
10 April	Francis G. Castells (2001) "On the Political Economy of Recent Public Sector Development." *Journal of European Social Policy*. 11, pp. 195-211.
14 April	Break
17 April	Break
21 April	Break
24 April	Break
	Equity and Evaluation
28 April	Clara Sabbagh and Pieter Vanhuysse (2006) "Exploring Attitudes Towards the Welfare State: Students' Views in Eight Democracies." *Journal of Social Policy*. 35:4, pp. 607-628.
1 May	Eithne McLaughlin and John Baker (2007) "Equality, Social Justice and Social Welfare: A Road Map to the New Egalitarianisms." *Social Policy & Society* 6:1, 53–68.
5 May	Edward J. Martin (2007) "Liberalism, Postmodernism, and Welfare Policy." *New Political Science*. 29:3, 333-347.
8 May	Ann Morissens and Diane Sainsbury (2005) "Migrants' Social Rights, Ethnicity, and Welfare Regimes." *Journal of Social Policy*, 34:4, pp. 637-660.
12 May	Diane Sansbury (2006) "Immigrants' Social Rights in Comparative Perspective: Welfare Regimes, Forms in Immigration, and Immigration Policy Regimes." *Journal of European Social Policy*, 16, pp. 229-244.
15 May	Peter Saunders (1999) "Social Security in Australia and New Zealand: Means-tested or Just Mean?" *Social Policy and Administration,* 33:5, pp. 493-515.
19 May	Sheila Shaver (1999) "Gender Down Under: Welfare State Restructuring in Australia and Aotearoa/New Zealand." *Social Policy and Administration,* 33:4, pp. 586-603.
22 May	**Exam**
	Policy Learning: What Future for Welfare?
26 May	Geof Wood and Ian Gough (2006) "A Comparative Welfare Regime Approach to Global Social Policy." *World Development*, 34:10, pp. 1696-1712.
29 May	Francis G. Castels (2002) "Developing New Measures of Welfare State Change and Reform." *European Journal of Political Research*. 41, pp. 613-641.

Frances G. Castels (2004) "A Race to the Bottom?" *The Future of the Welfare State: Crisis Myths and Crisis Realities*. Oxford: Oxford University Press, pp. 21-46. |
| 12 June | **Final Assignment Due** |

ILLNESS AND MEETING THE ASSESSMENT REQUIREMENTS OF THE COURSE

If illness or bereavement prevents you from submitting an assignment by the due date, then you may be given an extension of time. Extensions on the basis of personal circumstances will also be considered. Any requests for extension must be discussed with Patricia Nickel. Note however, that extensions must be applied for before the date on which the assignment is due, and that the period of extension will not exceed the period of illness. You may be asked to produce a medical certificate.

PART C: COURSE ASSESSMENT REQUIREMENTS

MANDATORY COURSE REQUIREMENTS

Students must fulfill the following requirements:

- completion of two written assignments
- completion of an in class test.

A list of any students who have not achieved requirements a) and b) of the above by the end of the trimester teaching period will be posted on the Social Policy notice board on level 9 of Murphy Building.

	Weighting	Due Date
Assignment 1	40%	4pm, Monday, 7 April 2008
In-class test	20%	2–4pm Thursday, 22 May 2008
Assignment 2	40%	4pm, Monday, 9 June 2008

IN-TERM ASSESSMENT WORK

The objective in the first and second assignments is to foster problem solving and analytical abilities by requiring students to apply course learning to a specific social policy context.

ASSIGNMENT 1 – ESSAY

Due: 4pm, Monday, 7 April 2008   **Weighting:40%**

Length: 2,500 words

Choose **ONE** of the following three options:

1. Explore the concept of decommodification which is central to the work of Gøsta Esping Andersen and evaluate its usefulness in comparative social policy work.
2. Critique Gøsta Esping-Andersen's categorisation of New Zealand as a liberal welfare regime.
3. Make an argument *for or against* the use of ideal-types in the study of welfare regimes.

IN-CLASS TEST

Date: 2 – 4pm, Thursday, 22 May, 2008   **Weighting: 20%**

The test will be conducted during the lecture period on Thursday, 22 May, 2008, in the normal lecture room. The test will be based on tutorial readings.

ASSIGNMENT 2 – ESSAY

Due: 4pm, Monday, 9 June, 2008   **Weighting:40%**

Length: 2,500 words

Choose **ONE** of the following two options:

1. Find a case study approach and a large scale comparative on one social policy topic (ie housing, welfare, health) and evaluate the different approaches.
2. Alcock says comparative studies can be classified into four different approaches. Choose a seminal example of a theoretic study and one policy evaluation example, and compare these approaches.

PART D: COURSE ASSESSMENT PROTOCOLS AND PROCEDURES

HANDING IN ESSAY AND OTHER WRITTEN ASSIGNMENTS

When?

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

Where?

Assignments must be place in the assignment box located to the side of the

lifts on level 9, Murphy Building.

Assignments **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past when work has "gone missing".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

SCHOOL ASSIGNMENT COVER SHEET

Please include a School Assignment Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Assignment Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

Students MUST keep a photocopy of every written assignment

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures

under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website: *www,victoria.ac.nz/home/studying/plagiarism.html*

GRADES

The Social Policy Programme follows University policy in giving letter grades for all internally assessed work instead of giving numerical marks. The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

Pass	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.
	A	80%-84%	
	A-	75%-79%	
	B+	70-74%	As above, but less individual insight and preparation. High level of understanding exhibited. Assignment well presented.
	B	65%-69%	
	B-	60%-64%	
	C+	55%-59%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
	C	50%-54%	
Fail	D	40%-49%	Little evidence of reading or comprehension. No insight. Poor presentation.
	E	Below 40%	A clear failure to reach an adequate standard on the criteria set out.

Good expression (spelling, grammar, punctuation and sentence construction) and accurate referencing are considered important for this course. Consequently, **10% of the mark** for each assignment will be allocated according to the standard of expression and referencing.

Appendix A (page 13) includes information about the preferred format for referencing and bibliographies for this course.

LATE PENALTIES

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.

EXTENSIONS

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date.

Also, see information on requesting extensions on page 4 of this Outline.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at: http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:
http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

PART E: COURSE READING

SET TEXTS

There are prepared Student Notes available from the Student Notebook Shop for approx $30.00. Please ensure you buy a copy of these readings.

APPENDIX A

REFERENCES

The preferred style of referencing for this course is in-text rather than footnotes, i.e. information about the source of the reference is added into the text. This includes the author, date of publication and, where appropriate, the page number. For example:

A study of organisational behaviour showed (Howat 1985) a link between...

Clerehan (1989) showed in her study...

In a study of gender differences ... (Mills 1988:22).

You may use footnotes instead, but make sure you are consistent with format.

Full details of all references are to be listed in the bibliography at the end of the assignment.

Please make sure you reference not only direct quotes and statistics, but also all ideas and information sourced from other material.

BIBLIOGRAPHIES

A bibliography is a list of all the references and sources you have used in preparation for the assignment, including those not directly cited in the essay. The references should be listed in alphabetical order by the author's surname.

An acceptable format is: Author's surname, initials (date of publication) *Title of book* (in italics) Publisher: place published. See the list of recommended readings in this course outline for examples of references in this format.

For information sourced from websites, the format is: Name of website, author (if given) *title or heading of article* (if given), full web address, the date (day/month/year) you accessed the information.

The main thing to remember is to be consistent and careful with your presentation, particularly with punctuation. Depending on the type of reference source used, a different format may be required.

Student Learning Support Services has an excellent on-line guide to references and bibliographies at
www.victoria.ac.nz/st_services/slss/resources/writingskills/refandbib.htm.

APPENDIX B

ASSIGNMENT MARKING SHEET (SAMPLE ONLY)

STUDENT:	*Assignment Received:*
Due Date:	*Word Length:*

Comments

Description & Coverage of Essay Topic	**Excellent (Range: A+ to A; 80-85):** Concise and thorough description of key themes; synthesizes across readings where appropriate.	**Very Good (Range: A- to B; 65-79):** Concise and thorough description of key themes; occasional synthesis across readings.	**Satisfactory (Range: B- to C; 50-64):** Adequate description of key themes; misses opportunities for synthesis across readings.	**Unsatisfactory (Range: D to E; 0-49):** Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
Organisation	**Excellent (Range: A+ to A; 80-85):** Clear outline of essay including a thesis statement and organisational sentences; follows organsational plan through to the end of the essay.	**Very Good (Range: A- to B; 65-79):** Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	**Satisfactory (Range: B- to C; 50-64):** An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	**Unsatisfactory (Range: D to E; 0-49):** Inadequate organization of ideas and arguments.
Expression & Argumentation	**Excellent (Range: A+ to A; 80-85):** Makes an argument clearly supported by appropriate evidence.	**Very Good (Range: A- to B; 65-79):** Makes an argument and attempts to support with evidence.	**Satisfactory (Range: B- to C; 50-64):** The argument is not clear **OR** the argument is not supported adequately with evidence.	**Unsatisfactory (Range: D to E; 0-49):** No argument made **AND** there assertions made are not supported with evidence.
Insight & Interpretation	**Excellent (Range: A+ to A; 80-85):** Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	**Very Good (Range: A- to B; 65-79):** Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	**Satisfactory (Range: B- to C; 50-64):** Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	**Unsatisfactory (Range: D to E; 0-49):** Insufficient interpretation or application of themes; **AND** fails to set the essay in context of examples or theoretical frameworks/ concepts and readings.
Style	**Excellent (Range: A+ to A; 80-85):** Clear and accurate writing; error free.	**Very Good (Range: A- to B; 65-79):** Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	**Satisfactory (Range: B- to C; 50-64):** Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	**Unsatisfactory (Range: D to E; 0-49):** Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
Bibliography & Referencing	**Excellent (Range: A+ to A; 80-85):** Contains proper and consistent citation and a complete bibliography.	**Very Good (Range: A- to B; 65-79):** Contains proper citation and a complete bibliography; some consistency errors.	**Satisfactory (Range: B- to C; 50-64):** Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	**Unsatisfactory (Range: D to E; 0-49):** No references are used and no bibliography is included.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008

School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

Assignment Cover Sheet

(please write legibly)

Full Name:_____

Student ID:_____ Course (eg ANTH101): _____

Tutorial Day:_____ Tutorial Time:_____

Tutor (if applicable): _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date:_____