

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 : 20 POINTS : TRIM 1, 2012

Teaching dates: 5 March -8 June 2012

Trimester break: 6 -22 April 2012

COURSE COORDINATOR: DR PATRICIA NICKEL

Room 1022, Murphy Building

Tel: 463 6745

E-mail: Patricia.Nickel@vuw.ac.nz

LECTURES & TUTORIAL: TUE 2 – 3PM & WED 2 – 4PM: MURPHY 103

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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, MY1022

Office hours: By appointment

If Patricia is not available and you have an urgent problem please leave a message with the School of Social and Cultural Studies office on 463 5317.

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.

OTHER CONTACT INFORMATION

Head of School: Dr Allison Kirkman, MY1013
Tel: 463 5676 E-m: allison.kirkman@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 Trevor Bradley, MY1101
Tel: 463 5432 E-m: trevor.bradley@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, Alison Melling, Helen Beaglehole, MY921, Tel: 463 5317; 463 5258; 463 5677
E-m: sacs@vuw.ac.nz

WEBSITE

The School's website is at: <http://www.victoria.ac.nz/sacs>.

COMMUNICATION OF ADDITIONAL INFORMATION

Additional information related to SPOL 203 will be communicated via Blackboard or e-mail.

CLASS REPRESENTATIVE

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (via BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress.

Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at: www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at: www.victoria.ac.nz/home/about_victoria/avcademic.

Information for Māori Students:

www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx or www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students:

www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx or www.victoria.ac.nz/st_services/tpa/index

PART B: COURSE INFORMATION

COURSE PRESCRIPTION

This 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.

COURSE CONTENT

By the end of the course 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? How do intergovernmental organizations influence national social policy? Is there an emerging global social policy?

This course will provide students with the necessary skills to

- 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;
- To compare both the institutional and ideological differences between 'developed nations' in the realm of social policy;
- And to examine how global social policy is made.

TOPIC OUTLINE

- I. Comparative Welfare Research and Global Social Policy
- II. Foundations for Studying Global Welfare Regimes
- III. National Divergence or Global Convergence?

COURSE SCHEDULE

DATE	TOPIC AND ASSIGNED READINGS
6 March Tuesday	<p>Please be sure to <i>always follow this outline</i> for your tutorial readings in case they are out of order in your Course Notes. This is the <i>official order</i>.</p> <p style="text-align: center;">Introduction to the course</p>
	I. Comparative Welfare Research and Global Social Policy
7 March Wednesday	“Changing the rules of capitalism?”
13 March Tuesday	International welfare actors: Divergence and convergence
	II. Foundations for Studying Global Welfare Regimes
14 March Wednesday	<p style="text-align: center;">Social rights in practice: Inclusion and exclusion</p> <p style="text-align: center;">Tutorial:</p> <p>Titmuss, R.M. (1974) <i>Social Policy: An Introduction</i>, pp. 13-32.</p>
20 March Tuesday	<p>Global political economy of welfare regimes</p> <p><i>Commanding Heights</i></p> <p>Simon Copland</p>
21 March Wednesday	<p>Global political economy of welfare regimes</p> <p><i>Commanding Heights</i></p> <p>Simon Copland</p>
27 March Tuesday	<p style="text-align: center;">Welfare regimes part I:</p> <p style="text-align: center;">Introduction to liberal, corporatist, social democratic</p> <p style="text-align: center;">Decommodification</p> <p>Esping Andersen, Gøsta (1990) <i>Three Worlds of Welfare Capitalism</i>. New Jersey: Princeton University Press, pp. 9-34.</p> <p>Esping Andersen, Gøsta (2000) <i>Social Foundations of Postindustrial Economies</i>. Oxford: Oxford University Press, pp. 73-94 and 170-184.</p> <p><i>These readings will be covered in the lectures and are required for your first essay.</i></p>

<p>28 March Wednesday</p>	<p style="text-align: center;">Welfare regimes part II: The inputs</p> <p style="text-align: center;">Tutorial:</p> <p style="text-align: center;">Abrahamson, Peter (1999) "The Welfare Modelling Business." <i>Social Policy & Administration</i> 33:4, pp. 394-415.</p> <p style="text-align: center;">Arts, Wilhelmus Antonius and Gelissen, John (2002) "Three Worlds of Welfare capitalism or More? A State-of-the-Art Report." <i>Journal of European Social Policy</i> 12, pp. 137-158.</p>
<p>3 April Tuesday</p>	<p style="text-align: center;">Welfare regimes part III: The typology</p> <p style="text-align: center;">Tutorial:</p> <p style="text-align: center;">Powell, Martin and Barrientos. Armando (2004) "Welfare Regimes and the Welfare Mix." <i>European Journal of Political Research</i> 43, pp. 83-105.</p> <p style="text-align: center;">Kasza, Gregory J. (2002) "The Illusion of Welfare Regimes." <i>Journal of Social Policy</i> 31(2), pp. 271-287.</p>
<p>4 April Wednesday</p>	<p style="text-align: center;"><i>In-class test</i></p>
<p>9 April – 20 April</p>	<p style="text-align: center;">Mid-trimester Break</p>
	<p style="text-align: center;">III. National Divergence or Global Convergence?</p>
<p>24 April Tuesday</p>	<p style="text-align: center;">U.K.</p>
<p>25 April Wednesday</p>	<p style="text-align: center;"><i>Anzac Day, no class</i></p>
<p>1 May Tuesday</p>	<p style="text-align: center;">Australia, Canada, and New Zealand</p>
<p>2 May Wednesday</p>	<p style="text-align: center;">U.S.</p> <p style="text-align: center;">Tutorial:</p> <p style="text-align: center;">Web pages as assigned. Will be posted to Blackboard.</p> <p style="text-align: center;">Frances G. Castles (1996) "Needs-Based Strategies of Social Protection in Australia and New Zealand." In G. Esping-Andersen (ed.) <i>Welfare States in Transition: National Adaptations in Global Economies</i>. London/Thousand Oaks/New Delhi: Sage Publications, pp. 88-115. ISBN 0-7619-5047-8</p>

8 May Tuesday	Japan
9 May Wednesday	Germany Tutorial: Ann Morissens and Diane Sainsbury (2005) "Migrants' Social Rights, Ethnicity, and Welfare Regimes." <i>Journal of Social Policy</i> 34:4, pp. 637-660.
15 May Tuesday	Sweden
16 May Wednesday	European Union Tutorial Web pages as assigned will be posted to Blackboard.
22 May Tuesday	Russia
23 May Wednesday	Networks of development and delivery: Is the nation state irrelevant? Tutorial: Deacon, Bob (2005). "The Governance and Politics of Global Social Policy." <i>Social Policy and Society</i> , 4, pp 437-445. Stone, Diane (2008) "Global Public Policy, Transnational Policy Communities, and Their Networks" <i>Policy Studies Journal</i> 36:1, pp. 19-38.
29 May Tuesday	World Bank, IMF, and the United Nations as social policy actors
30 May Wednesday	Global social policy Tutorial: Stubbs, Paul (2003) "International Non-State Actors and Social Development Policy." <i>Global Social Policy</i> 3:3, pp. 319-48.
5 June Tuesday	Understanding contemporary global influences on welfare regimes
6 June Wednesday	Have the new rules of global capitalism changed welfare?

PART C: COURSE ASSESSMENT REQUIREMENTS

ASSESSMENT

	Weighting	Due Date
In-class test	20%	2-3 pm Wednesday, 4 April, 2012
Assignment 1	40%	4 pm Tuesday, 24 April, 2012
Assignment 2	40%	4 pm Wed, 6 June, 2012

IN-CLASS TEST

Date: 2-3 pm Wednesday, 4 April, 2012

Weighting: 20%

The test will be conducted during the lecture period on Wednesday, 4 April, 2012, in the normal lecture room. The test will be based on *tutorial readings and lectures* from the beginning of the course up to the date of the test.

ASSIGNMENT 1 – ESSAY

Due: 4 pm, Tuesday, 24 April, 2012

Weighting: 40%

Word count: 2500 words

You must reference all of the relevant readings from the student notes in your first essay, but outside readings are not required.

Choose **ONE** of the following two 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 analysis.
2. Make an argument *for or against* the use of Gøsta Esping-Andersen's model in the study of welfare regimes.

ASSIGNMENT 2 – ESSAY

Due: 4 pm Wed, 6 June, 2012

Weighting: 40%

Word count: 2500 words

For your second essay you are required to use at least three outside sources and two of them must be journal articles, e.g. the journal *Global Social Policy*. You may also reference, for your third outside source, World Bank, IMF, or UN web pages.

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

1. Make an argument *for or against* the nation state as a basis for comparing welfare models.

2. Choose a country categorized by Gøsta Esping-Andersen as liberal, corporatist, or social democratic and *criticize* this categorization (e.g. his categorisation of New Zealand as a liberal welfare regime).

Please note the following assignment policies for this course:

- I do not under any circumstance, accept work by email.
- I do not under any circumstances read early drafts prior to the due date.

LEARNING OBJECTIVES

Students passing this course should be able to:

- Develop the skills necessary to critically analyse and debate international 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.

RELATIONSHIP BETWEEN LEARNING OBJECTIVES AND ASSESSMENTS

- The objective of the two written assignments is to foster critical thinking, problem solving, and analytical skills through a critical analysis of the application of theories of comparative welfare regimes in the context of social policy in New Zealand and the global environment in which New Zealand is situated.
- The objective the in-class test is to help students to organize their reading and lecture attendance in relationship to assessment.

MANDATORY COURSE REQUIREMENTS

To gain a pass in this course each student must:

- submit two written assignments (Assignment 1 and Assignment 2)
- sit the in-class test

EXPECTED WORKLOAD

The design of the course is based upon an assumption that students will need to spend a minimum of 13 hours a week.

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 office on level 4 of Murphy Building for a Course Add/Drop form. Failure to do so may have consequences for enrolment, student grants, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal on your record if you do not act promptly.

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

PART D: COURSE ASSESSMENT, PROTOCOLS AND PROCEDURES

HANDING IN ESSAYS 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 means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

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.

	B	65%-69%	High level of understanding exhibited. Assignment well presented.
	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	0%-39%	Well below the standard required

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.

Please note that assignments will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. They must, however, be submitted to meet mandatory course requirements.

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.

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.

PART E: COURSE READING

COURSE READINGS/ESSENTIAL TEXTS

There are prepared Student Notes available from vicbooks for approximately \$23.00.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Students can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to students or they can be picked up from nominated collection points at each campus. Students will be contacted when they are available.

Opening hours are 8.00am – 6.00pm, Tuesday – Friday during term time (closing at 5.00pm in the holidays). Phone: 463 5515.

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 http://www.victoria.ac.nz/st_services/slss/whats-on/study-skills.aspx.

Office use only

Date Received:

(Date Stamp)

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

Assignment Cover Sheet

(please write legibly)

Full Name: _____
(Last name) *(First name)*

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor's name: _____

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: _____