

POL 438H1S/JRA2321H1S-
TOPICS IN COMPARATIVE POLITICS I
(Welfare Capitalism in Western Europe)
Spring 2015

Thursday, 6-8pm
Room: LA214

Instructor: Francisco Beltran

Room 323N
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1. Office hours:

Wednesday and Thursday, 4-6pm, or by appointment.

2. Course description:

This course will present the characteristics and evolution of the so called European social models. We will review first the arguments and approaches of the varieties of capitalism literature and the theories of the welfare state. Secondly, there will be a brief introduction to the different social models in Europe. Thirdly, key welfare policies such as health care, education, unemployment insurance, family and income support, and retirement pensions will be explained. Fourthly, we will look in detail at the way governments in Scandinavia, Continental and Anglophone Europe, and the Mediterranean region address those policies. Finally, we will look at specific reforms in these welfare states, considering recent economic and political developments, i.e. multiculturalism and migration, the global financial crisis, or the role of the European Union in the provision of public services.

The course will draw on some basic economic ideas, but prior background in economics is not a prerequisite.

3. Intended learning outcomes:

- To understand the typology of socioeconomic models in Western Europe.
- To become familiar with the main policies and the political motives and forces that structure the welfare state in the region.
- To comprehend the similarities and differences among social policy and industrial relations in different countries.
- To become familiar with the key literature on the Varieties of Capitalism and socioeconomic policy in Europe

4. Prerequisite:

Two courses in comparative politics or permission of instructor.

5. Lectures, assessment, attendance, and assignment submission policy:

Students are required to attend every class meeting. Accommodation of absences for religious or medical reasons is possible but should be discussed with the instructor.

Students are expected to read the materials before each class, according to the schedule outlined in section 7 below. The instructor will devote part of the class to summarize the most relevant concepts and ideas included in the materials, to explain the connections between them, and to respond to any doubts. This lecture part, however, will not cover the materials in their entirety, and that is why students should have read them beforehand. The rest of the class will be devoted to a seminar-type discussion.

Students are also expected to participate in the discussions and debates held in each class. In addition, every student has to direct a seminar-type discussion in class. Each week, two students will prepare and lead a class discussion on the readings and the articles assigned previously by the instructor.

This course has a Blackboard site. The instructor will use it to communicate important information regarding the course, as well as to upload essential readings and materials.

The course assessment is based on participation, class discussions, and assignments. There will be no exams. Requirements consist of:

- (1) Participation in the class discussions (15% of the final grade).
- (2) Preparing and leading a class discussion based on a journal or newspaper article related to one of the subjects addressed in the lectures (15% of the final grade).
- (3) A formal research proposal (assignment 1) of two pages, including a preliminary title, an abstract of 100-200 words -with a brief description of methodology-, and a short list of preliminary references (15% of the final grade).
- (4) A draft research paper (assignment 2) of 15-20 pages, double spaced, building on the previous research proposal (20% of the final grade).
- (5) A final version of the research paper (assignment 3) of 20-25 pages, double spaced, building on the previous research proposal and draft (35% of the final grade).

All these exercises must be completed to receive credit for the course.

All students are required to submit an electronic copy of the assignments by the deadline. No hard copy is required. **Students are also strongly advised to use Turnitin.com to submit the assignments.** You can find this tool on the course blackboard site.

All assignments have to include a signed copy of the *Academic Integrity Checklist* (see annex 1 at the end of the syllabus). Otherwise they will not be graded.

“Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection for possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site”.

That said, the use of Turnitin.com is voluntary. If you prefer not to use this tool, come talk to me regarding alternative means of submitting the assignments.

Late delivery of assignments carries a penalty of 3% of the course’s final grade per day, with a limit of seven days. This means assignments delivered eight or more days after the deadline will not be accepted.

6. *The research paper:*

As mentioned above, the research paper consists of three parts or assignments: a research proposal, a paper draft, and a final paper.

Students should start thinking soon about ideas for the research paper, and discuss with the instructor the research proposal well before its submission deadline (at least two weeks before).

The research paper should compare:

(1) Either one policy, or one specific policy aspect chosen from the following list of public policy areas:

- Labour market policy
- Unemployment protection policy
- Family or income support
- Retirement pension systems
- Education policy
- Health care policy

(4) Or some aspect of the following topics:

- Migration, multiculturalism, and the welfare state
- Globalization, the EU, the financial crisis, and the welfare state

(2) In either two West European countries chosen from the following list:

- United Kingdom
- Ireland
- France
- The Netherlands
- Belgium
- Germany
- Austria
- Portugal
- Spain
- Italy
- Denmark
- Norway
- Sweden
- Finland
- Switzerland

(3) Or in two of the following social models:

- Liberal / anglosaxon model
- Corporatist / continental model
- Social democratic / nordic model
- Mediterranean model

The research proposal (assignment 1) is due by January 29. It will be marked approximately one week after and students will get feedback and advice on how to proceed with their draft paper.

The draft research paper (assignment 2) is due by March 12, and will be marked approximately one week after, and students will get feedback and advice on how to proceed with the final version of their paper.

The final version of the research paper (assignment 3) is due by April 2.

7. Course overview:

The following is a list of the classes held during the term, with their respective dates and readings. Students should read the materials before each class.

Some of the materials will be placed on reserve (CR) at the Robarts Library at the beginning of the term, or included in a Course Pack (CP) available from the U of T Bookstore. The rest will be available from the course Blackboard site, either as a link to the source (L) or a pdf document (D). The list will be complemented with specific materials (journal and newspaper articles, statistics) for each session. These additional materials will be available from the Blackboard site as well.

Jan. 8: Introduction. Varieties of capitalism, social justice, and the state

Readings:

Hall, Peter A., and David Soskice, "An Introduction to the Varieties of Capitalism", in Peter A. Hall and David Soskice, eds., *Varieties of Capitalism: The Institutional Foundations of Competitiveness*, Oxford, Oxford University Press, 2001, pp. 2-15 (L).

Nicholas Barr, *The Economics of the Welfare State*, 5th ed., Oxford, Oxford University Press, 2012, pp. 22-40 (CR).

Alber, Jens, *What – if anything – is undermining the European Social Model?*, Discussion Paper, Berlin, Wissenschaftszentrum Berlin für Sozialforschung (WZB), 2010, pp. 8-14 (D).

Jan. 15: European social models and the welfare state

Readings:

Mangen, Steen P., “Europe and the Welfare State since 1945”, in Klaus Larres, ed., *A Companion to Europe since 1945*, Malden, MA, Wiley-Blackwell, 2009, pp. 472-500 (CP).

Sapir, André, *Globalisation and the Reform of European Social Models*, Policy Contribution, Brussels, Bruegel Institute, 2005 (D).

Esping-Andersen, Gosta, *The Three Worlds of Welfare Capitalism*, Cambridge, Polity Press, 1990, pp. 9-34 (CP).

Jan. 22: Unemployment protection and labour market policies

Readings:

Nicholas Barr, *The Economics of the Welfare State*, pp. 135-151 (CR).

Andersen, Torbe M., and Michael Svarer, “Flexicurity: Labour Performance in Denmark”, CESifo Economic Studies, 2007, doi:10.1093/cesifo/ifm015 (D).

Discussion 1

Jan. 29: Family and income support, and retirement pensions

Readings:

Nicholas Barr, *The Economics of the Welfare State*, pp. 189-209; 152-188 (CR).

Discussion 2

Research proposal (assignment 1) due

Feb. 5: Education policy

Readings:

Nicholas Barr, *The Economics of the Welfare State*, pp. 266-298 (CR).

Böhlmark, Anders and Mikael Lindahl, "Does School Privatization Improve Educational Achievement? Evidence from Sweden's Voucher Reform", Discussion Paper, Bonn, Institute for the Study of Labor (IZA), 2008 (D).

Discussion 3

Feb 12: Health care

Readings:

Nicholas Barr, *The Economics of the Welfare State*, pp. 231-265 (CR).

Russell, James W., *Double Standard. Social Policy in Europe and the United States*, Lanham, Maryland, Rowman & Littlefield, 2011, pp. 123-132 (CP).

Discussion 4

Feb. 26: Liberal capitalism: The UK

Readings:

Kaufman, Franz-Xaver, *Variations of the Welfare State. Great Britain, Sweden, France and Germany Between Capitalism and Socialism*, Berlin, Springer-Verlag, 2013, pp. 70-114 (L).

Wolfgang Merkel et al., *Social Democracy in Power. The Capacity to Reform*, London, Routledge, 2011, pp. 40-66 (CP).

Discussion 5

March 5: The corporatist model: Germany, the Netherlands and France

Readings:

Palier, Bruno, "Continental Western Europe", in Francis G. Castles et al., *The Oxford Handbook of the Welfare State*, Oxford, Oxford University Press, 2010, pp. 601-615 (L).

Cousins, Mel, *European Welfare States. A Comparative Perspective*, London, SAGE, 2012, pp. 137-143 (CP).

Kaufman, Franz-Xaver, *Variations of the Welfare State. Great Britain, Sweden, France and Germany Between Capitalism and Socialism*, Berlin, Springer-Verlag, 2013, pp. 143-210 (L).

Discussion 6

March 12: The social democratic model: Scandinavia

Readings:

Kautto, Mikko, "The Nordic Countries", in Francis G. Castles et al., *The Oxford Handbook of the Welfare State*, pp. 586-600 (L).

Steinmo, Sven, *The Evolution of Modern States. Sweden, Japan, and the United States*, Cambridge, Cambridge University Press, 2010, pp. 30-87 (CR).

Discussion 7

Draft research paper (assignment 2) due

March 19: A Mediterranean variety: Southern Europe

Readings:

Ferrera, Maurizio, "The South European Countries", in Francis G. Castles et al., *The Oxford Handbook of the Welfare State*, pp. 616-629 (L).

Gal, John, "Is there an extended family of Mediterranean welfare states?", *Journal of European Social Policy*, Vol. 20, No. 4 (October), 2010, pp. 283-300 (D).

Naldini, Manuela and Teresa Jurado, "Family and Welfare State Reorientation in Spain and Inertia in Italy from a European Perspective", *Population Review*, Vol. 52, No. 1, 2013, pp. 43-61 (D).

Discussion 8

March 26: Challenges to the Welfare State I: Multiculturalism and Migration

Readings:

Banting, Keith, and Will Kymlicka, "Introduction. Multiculturalism and the Welfare State: Setting the Context", in Keith Banting and Will Kymlicka, *Multiculturalism and the Welfare State. Recognition and Redistribution in Contemporary Democracies*, New York, Oxford University Press, 2006, pp. 1-30 (CP).

Koopmans, Ruud, "Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective", *Journal of Ethnic and Migration Studies*, Vol. 36, No. 1 (January), 2010, pp. 1-26 (D).

Discussion 9

April 2: Challenges to the Welfare State II: Globalization, the EU, and the Financial Crisis

Readings:

Hay, Colin, and Daniel Wincott, *The Political Economy of the European Welfare State*, Hampshire, Palgrave Macmillan, 2012, pp. 69-74; 90-96; 194-226 (CP).

Alber, Jens, *What – if anything – is undermining the European Social Model?*, Discussion Paper, Berlin, Wissenschaftszentrum Berlin für Sozialforschung (WZB), 2010, pp. 14-37 (D).

Discussion 10

Research paper (assignment 3) due

8. *Academic integrity:*

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (www.governingcouncil.utoronto.ca/policies/behaveac.htm). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
 - working in groups on assignments that are supposed to be individual work,
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment (see checklist at the end of this document). If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website (<http://www.writing.utoronto.ca>). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Also, it is worth checking the Academic Integrity Section on the Faculty of Arts and Science site: www.artsci.utoronto.ca/osai/students/academic-integrity-basics

9. Accommodations for Disability:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at 416-978-8060, accessibility.utoronto.ca.

10. Religious Accommodations:

The University has a general policy of accommodating absences for reasons of religious obligation, strongly articulated on the Provost's webpage (www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm). Students are expected to give reasonable advance notice of their absence.

Academic Integrity Checklist

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I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____ Signature: _____

Date: _____