

JRA401H1S/JRA2321H1S
TOPICS IN COMPARATIVE POLITICS
(Welfare Capitalism in Western Europe)
Spring 2016

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 based on the topics addressed in the lectures.

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 (10% of the final grade).
- (2) Preparing and leading a class discussion** based on the topics addressed in the lectures (15% of the final grade).
- (3) Assignment 1: an outline of the research paper** (mandatory, but no points awarded). After submitting the outline, which is an idea (between 100-200 words) of the intended research to be presented (see section 6 below), students will get immediate feedback and advice on how to proceed with the paper proposal. Due by January 21st.
- (4) Assignment 2: a formal paper research proposal** (20% of the final grade). Once submitted, the research proposal topic cannot be changed, since the final research paper develops the submitted proposal (see section 6 below). The proposal must include a preliminary title, an abstract of 200 words, a clear research question, a clear hypothesis, and an annotated preliminary list of 7-10 references (5-8 lines per entry, excluding the entry itself, explaining why the reference is useful for the proposed research). Marks will be available approximately one week after the submission deadline, and students will get feedback and advice on how to proceed with the research paper. Due by February 4th.
- (5) Assignment 3: 1st short comment on an article** (10% of the final grade). The instructor will provide a variety of articles to choose from. The article topic cannot be the same as the research paper topic, and it is compulsory to use the relevant literature from the list of readings in this syllabus. Due by March 10th.
- (6) Assignment 4: 2nd short comment on an article** (10% of the final grade). The instructor will provide a variety of articles to choose from. The article topic cannot be the same as the research paper topic, and it is compulsory to use the relevant literature from the list of readings in this syllabus. Due by March 31st.
- (7) Assignment 5: a final research paper** (35% of the final grade). Length: around 20 pages, excluding bibliography, double spaced, building on the previous research proposal (see section 6 below). It is compulsory to use in the paper the relevant literature from the list of readings in this syllabus. Due by April 7th.

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

Students should start thinking soon about ideas for the research paper, and discuss with the instructor the research outline and proposal well before the submission deadlines.

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. At the beginning of the course, the instructor will give the students the course ID and password needed for them to create their profiles in Turnitin.com.

“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.

Students should email the instructor by January 21st a signed copy of the *Academic Integrity Checklist* (the form is at the end of the syllabus and on the course’s blackboard site). Otherwise the assignments will not be graded.

Late delivery of assignments carries a penalty of 3% of the assignment’s 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:*

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

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

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

7. Course overview:

The following is a list of the classes held during the term, with their respective dates, readings, and the assignments' due dates.

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 (BB), either as a link to the source or a pdf document.

The list of readings 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. 14: Introduction. Varieties of capitalism and Welfare States. How to write a comparative research paper

Readings:

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

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 (BB).

Jan. 21: European social models and the welfare state

Readings:

Van Kersbergen, Kees, and Barbara Vis, *Comparative Welfare State Politics. Development, Opportunities, and Reform*, Cambridge, Cambridge University Press, 2014, pp. 53-77 (CP).

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

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

Research project outline (assignment 1) and Academic Integrity Checklist due

Jan. 28: Unemployment protection and labour market policies

Readings:

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

Clansen, Jochen, and Daniel Clegg, “Adapting Labour Market Policy to a Transformed Employment Structure: The Politics of ‘Triple Integration’”, in Giuliano Bonoli and David Natali, eds., *The Politics of the New Welfare State*, Oxford, Oxford University Press, 2012, pp. 135-157 (CP).

Discussion 1

Feb. 4: Family and income support, and retirement pensions

Readings:

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

Van Kersbergen, Kees, and Barbara Vis, *Comparative Welfare State Politics. Development, Opportunities, and Reform*, pp. 78-102 (CP).

Discussion 2

Research proposal (assignment 2) due

Feb. 11: Education policy

Readings:

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

Gingrich, Jane R., *Making Markets in the Welfare State. The Politics of Varying Market Reforms*, Cambridge, Cambridge University Press, 2011, pp. 131-174 (CP).

Discussion 3

Feb. 25: Health care

Readings:

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

Gingrich, Jane R., *Making Markets in the Welfare State. The Politics of Varying Market Reforms*, pp. 79-130 (CP).

Discussion 4

March 3: Liberal capitalism: The UK

Readings:

Mayhew, Ken, and Mark Wickham-Jones, “The United Kingdom’s Social Model”, in Jon Erik Dølvik and Andrew Martin, eds., *European Social Models from Crisis to Crisis. Employment and Inequality in the Era of Monetary Integration*, Oxford, Oxford University Press, 2015, pp. 144-176 (CP).

Kaufman, Franz-Xaver, *Variations of the Welfare State. Great Britain, Sweden, France and Germany Between Capitalism and Socialism*, Berlin, Springer-Verlag, 2013, pp. 92-114 (CP).

Discussion 5

March 10: The corporatist model: Germany, the Netherlands and France

Readings:

Palier, Bruno, “Continental Western Europe”, in Francis G. Castles et al., eds., *The Oxford Handbook of the Welfare State*, pp. 601-615 (BB).

Palier, Bruno, “Turning Vice into Vice: How Bismarckian Welfare States have Gone from Unsustainability to Dualization”, in Giuliano Bonoli and David Natali, eds., *The Politics of the New Welfare State*, pp. 233-255 (CP).

Discussion 6

1st article comment (assignment 3) due

March 17: The social democratic model: Scandinavia

Readings:

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

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 24: A Mediterranean variety: Southern Europe

Readings:

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

Perez, Sofia A., and Martin Rhodes, "The Evolution and Crisis of the Social Models in Italy and Spain", in Jon Erik Dølvik and Andrew Martin, eds., *European Social Models from Crisis to Crisis*, pp. 177-213 (CP).

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 (CP).

Discussion 8

March 31: 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, eds., *Multiculturalism and the Welfare State. Recognition and Redistribution in Contemporary Democracies*, New York, Oxford University Press, 2006, pp. 1-30 (CP).

Geddes, Andrew, "Migration and the Welfare State in Europe", *Political Quarterly* 74 (s1), 2003, pp. 150-162 (CP).

Discussion 9

2nd article comment (assignment 4) due

April 7: 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. 8-37 (BB).

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

JRA401H1S/JRA2321H1S

TOPICS IN COMPARATIVE POLITICS (Welfare Capitalism in Western Europe)

Spring 2016

Instructor: Francisco Beltran

I, _____, affirm that the five written assignments listed in the section 5 of the syllabus represent 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: _____