



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 7/14/09

- 1. ACADEMIC UNIT: Justice and Social Inquiry
2. COURSE PROPOSED: JUS 408 Comparative Development of the Welfare State 3
3. CONTACT PERSON: Name: Dr. Vanna Gonzales Phone:
Mail Code: AP11001 E-Mail: vanna.gonzales@asu.edu

- 4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [checked]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

- Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

- 6. DOCUMENTATION REQUIRED. (1) Course Description (2) Course Syllabus (3) Criteria Checklist for the area (4) Table of Contents from the textbook used, if available
7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

See attached

CROSS-LISTED COURSES: [checked] No [] Yes; Please identify courses:
Is this multisection course?: [checked] No [] Yes; Is it governed by a common syllabus?

Maryjane S Zatz

Mary S Zatz



ARIZONA STATE UNIVERSITY

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 7/24/09

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div>			
C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div>			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div>			
C-3			

ASU - [L] CRITERIA		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments		
2. Also:		
<p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p>		
C-4		

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GENERAL STUDIES SUBMISSION FOR 494

Core Areas: Literacy (L designation)

Awareness Areas: Global Awareness (G designation)

1) Course Description

This course is designed to challenge juniors and seniors to think comparatively about the development of social welfare in Western Europe and the United States. In so doing, it will expose students to cross-national variation in how history, culture, politics, and economics have shaped the development and content of different types of welfare states. The course will also engage students with contemporary arguments and debates concerning the emergence and future fate of these welfare states.

The course will be divided into three parts. In the first three weeks of the course I will provide an introduction to key conceptual and analytic issues related to the welfare state and discuss the key theoretical perspectives used to analyze its development. The second part of the course focuses on empirical studies of specific types of welfare states. Departing from Esping-Anderson's typology of the three worlds of Welfare Capitalism, we will spend a number of weeks examining specific cases of Liberal, Social Democratic, and Conservative Welfare Regimes. In addition to presenting an account of how these distinctive types of welfare states emerge, I will discuss why they are different from one another, considering factors such as organized labor, political institutions and leaders, and the role of economic forces. A third section of the class examines responses to contemporary challenges to the welfare state. In this section, we will discuss key theoretically-based critiques of the welfare state literature as well as empirical challenges posed by a variety of internal and external factors such as globalization, post-industrialization, and immigration.

Upon successful completion of the course students should be able to: 1) Demonstrate a thorough knowledge of the historical origins and respective institutional development of the US, English, Swedish and German welfare states 2) Utilize theory to engage in a comparative analysis of the development and "retrenchment" of welfare states across the three major welfare regimes 3) Think critically about contemporary challenges to the welfare state and the capacity of different types of welfare states to respond to these challenges.

2) Course Syllabus (see attached)

3) Criteria Checklist for areas (see below)

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JUS 494: COMPARATIVE DEVELOPMENT OF THE WELFARE STATE
Arizona State University
Spring 2007
BYAC 260: Mon/Wed 12:15-1:30

Assistant Professor Vanna Gonzales
Office: Wilson Hall 324

Office Hours: 4-5 Tuesday/Thursday
Office Phone: (480) 965-7631
E-mail: Vanna.Gonzales@asu.edu

JUS494: Comparative Development-Welfare State (2007 Spring)
TA: Denisse Roca (email: denisse.roca@asu.edu)

COURSE OBJECTIVES

This course is designed to challenge juniors and seniors to think comparatively about the development of social welfare in Western Europe and the United States. In so doing, it will expose students to cross-national variation in how history, culture, politics, and economics have shaped the development and content of different types of welfare states. The course will also engage students with contemporary arguments and debates concerning the emergence and future fate of these welfare states.

The course will be divided into three parts. In the first three weeks of the course I will provide an introduction to key conceptual and analytic issues related to the welfare state and discuss the key theoretical perspectives used to analyze its development. The second part of the course focuses on empirical studies of specific types of welfare states. Departing from Esping-Anderson's typology of the three worlds of Welfare Capitalism, we will spend a number of weeks examining specific cases of Liberal, Social Democratic, and Conservative Welfare Regimes. In addition to presenting an account of how these distinctive types of welfare states emerge, I will discuss why they are different from one another, considering factors such as organized labor, political institutions and leaders, and the role of economic forces. A third section of the class examines responses to contemporary challenges to the welfare state. In this section, we will discuss key theoretically-based critiques of the welfare state literature as well as empirical challenges posed by a variety of internal and external factors such as globalization, post-industrialization, and immigration.

This course will provide an opportunity for students to learn about different types of welfare systems and to write with increasing sophistication about issues related to the development of distinctive welfare regimes. Upon successful completion of the course students should be able to: 1) Demonstrate a thorough knowledge of the historical origins and respective institutions of European and US welfare systems 2) Utilize theory to engage in a comparative analysis of the development of the welfare state 3) Think critically about contemporary challenges to the welfare state and the capacity of different types of welfare states to respond to these challenges.

READINGS

Comparative Development of the Welfare State is a reading intensive course. Please plan your schedule to allow yourself adequate time to complete the appropriate readings before you come to lecture each week. The following works are REQUIRED reading for this course:

- Esping Andersen, Gosta. *The Three Worlds of Welfare Capitalism* (Princeton University Press, 1990).
- New Risks, New Welfare. *The Transformation of the European Welfare State*. Ed. P. Taylor-Gooby (Oxford University Press, 2004).
- Course Reader (for purchase at Alternative Copy. See address below).

Each of the assigned books for the course is available at the Campus Bookstore. The Reader can be purchased at **Alternative Copy Shop**: 715 S. Forest Ave. (480) 829-7992). I have also placed copies of the books and course reader on reserve at Hayden library.

COURSE REQUIREMENTS AND GRADING

30% **2 Short Papers** [Due: Wednesday, January 31st and Wednesday, February 28th]. These 4-5 page papers should be thought of as extended 'think pieces,' each of which will analyze readings and lecture and incorporate relevant points made in discussion. The papers are meant to help you think more deeply about topics introduced in the first half of the course, namely the historical/comparative development of the welfare state. This is an opportunity for you to think critically about a specific issue, connect readings to one another, connect readings to lecture and discussion, question approaches, etc. [further instruction will be made available on blackboard]

50% **Research Paper** [See due dates below] 12-15 page paper. This paper should attempt to tackle an issue raised by the theoretical/analytical literature presented in the course. The specific topic will be up to you, subject to my approval. The paper should rely on sources other than those used in class readings, although you may draw on the assigned readings as well. Further instruction as well as a grading rubric for the paper will be passed out in class and posted on blackboard. Due dates are as follows:

March 19th	Paper proposal (2-3 pages) Students should plan to meet with me in office hours at least once before they submit their proposals. (5% of grade)
April 4th	Annotated Bibliography (5-6 pages). (5% of grade)
April 30th	Complete Rough Draft (No less than 10 pages) You must bring 2 separate copies. <u>I will take a full grade off for failing to submit a rough draft.</u> (10% of grade)
May 4 th	Final Paper Due Friday May 4th. 9am-11am Wilson Hall, 324. (30% of grade). Note this date is different from the final exam schedule listed by the University

IMPORTANT NOTE: Unless otherwise specified each assignment is due at the beginning of class. You must hand all of your assignments into either myself or the TA personally. No electronic copies will be accepted.

20% **Participation:** Your participation grade will be based on four key elements:

- 1) Attendance/Participation. 54 points
- 2) Group Work. 20 points.
- 3) Homework. 6 points
- 4) Review of and comment on a classmates' rough draft research paper. 20 points.

failure to complete this assignment will result in a failing participation grade

You will be required to comment on form as well as substance and to write a ½ page critique of the rough draft. On the last day of class, the paper along with your critique will be handed back to your partner. Additional instructions will be handed out in class. You must attend class the April 25th and April 30th to complete this assignment.

Extra Credit: You may receive a maximum of 10 extra credit points (added to your participation grade) in either of the following ways: (1) You may bring in up to five newspaper/magazine articles dealing with a welfare state/social policy issue, including a brief summary of its contents, and 1-2 paragraphs commenting on how it is relevant to the course; (2) Attend the Joel Handler talk, 4:30-6:00 March 26th sponsored by SJSJ's Global Justice Series and write a one page analysis including a brief summary of the talk and your reactions to it (5 points). April 30th will be the last day you may submit extra credit work.

Guidelines for Papers: All papers are to be type written, double-spaced, using a 12 point font and 1 inch margins. Please include on the first page (or on a separate cover sheet) the following: A title, your name, my name, and the date. On subsequent pages include only two items: your name and the page number. Make sure that you always keep a back up of your final draft (i.e. a disk copy). No extensions will be granted for lost papers.

Late Paper/exam make-up policy: It is your responsibility to prepare assigned materials on time. Late papers will only be granted if one of the following conditions applies: 1) you have a medical reason for missing a deadline 2) you have had a death in the family or 3) you need to be away from campus due to an official University function. Please be prepared to submit verification. Otherwise, 1/3 a grade will be taken off for each day your assignment is late. **LATE FINAL PAPERS WILL NOT BE ACCEPTED. NO EXCEPTIONS.**

OFFICE HOURS: My office hours will be held Tuesdays and Thursdays 4-5, 324 Wilson Hall. Office hours provide an opportunity to clear up any confusion regarding the assignments, readings and lectures as well as a chance to let me know how you are getting a long in the course and how I might help you to improve in your learning process. I encourage you to stop by and introduce yourself.

NOTE: Please allow 24 hours for me to respond to your emails. If you want to discuss course material or have questions that go beyond issues relating to the syllabus or clarification), I strongly recommend that you come to see me in person during my office hours.

COURSE WEBSITE

Through the course website you will be able to access the course syllabus, as well as any supplementary material you will need for the course. I RESERVE THE RIGHT TO MODIFY THE SYLLABUS DURING THE COURSE. Please plan to check the website frequently. I will occasionally be posting important announcements as well as any changes I make to the course schedule. To access the course website for this course go to: **JUS494: Comparative Development-Welfare State (2007 Spring)**

DISABILITY-RELATED ACCOMMODATIONS

If you need disability-related accommodations, you need to register with Disability Resources. The contact information is (480) 965-1234 www.asu.edu/drs. It is your responsibility to register and inform me about your needs at the beginning of the semester.

ACADEMIC INTEGRITY

This course will adhere to the standards outlined in the University's policies on academic honesty/dishonesty. Please review the University's websites regarding Academic Integrity (www.asu.edu/studentlife/judicial/integrity.html) and the Student Code of Conduct (www.asu.edu/aad/manuals/sta/sta104-01.html).

The University policies on academic dishonesty will be strictly enforced. Make sure you have read through them carefully.

Plagiarism is a serious breach of academic integrity

Plagiarism is a form of cheating in which a student tries to pass off someone else's work, or part of it, as her or his own. To avoid suspicion of plagiarism you should make appropriate use of references and footnotes. If you are in any doubt as to what constitutes plagiarism, please consult with me prior to handing in your written work. A student found to be plagiarizing is subject to a failing grade

For further information on Plagiarism, please see the course website.

COURSE SCHEDULEAny changes in the schedule will be announced in advance in class and posted to the syllabus on the course website.**

PART I: UNDERSTANDING THE WELFARE STATE IN COMPARATIVE PERSPECTIVE

*Week 1&2 (January 17th-29th): The Development of Public Responsibility for Social Welfare: Politics, Economics and the Welfare State**

READINGS

- TH Marshall. "Citizenship and Social Class" *The Welfare State Reader* (Polity Press, 2000).
- Esping Andersen, Gosta. *The Three Worlds of Welfare Capitalism* (Princeton University Press, 1990). Chapters 1-3.
- Robert Heilbroner, "the Heresies of John Maynard Keynes," in *The Worldly Philosophers*, (New York: Simon & Schuster, 1986).

1st THINK PIECE DUE: Wednesday, January 31st

*Weeks 3&4 (January 31st-February 12st): Liberal Welfare States: The U.S. and Britain**

READINGS

- Theda Skocpol, "State Formation and Social Policy in the United States," in *Social Policy in the United States*, (Princeton, NJ: Princeton University Press, 1995).
- Hacker, Andrew. "The Formation of the American Welfare Regime," In *The Divided Welfare State* (Cambridge University Press, 2002).
- Howard Glennerster. Chapters 1 and 2 in *British Social Policy Since 1945*. (1995).

Week 5 (February 14th-19th): The Social Democratic Welfare State: Sweden

READINGS

- S.E. Olsson, (excerpts) *Social Policy and the Welfare State in Sweden*.
- Gosta Esping-Andersen and Walter Korpi, "Social Policy as Class Politics in Post-War Capitalism: Scandinavia, Austria, and Germany," in John Goldthorpe (ed.) *Order and Conflict in Contemporary Capitalism*, (Oxford: Oxford University Press, 1984).

Week 6 (February 21-February 26th): The Conservative-Corporatist Welfare State: Germany

READINGS

- Eve Rosenhaft. "The Historical Development of Germany Social Policy," in *Social Policy in Germany*, Jochen Clasen and Richard Freeman (eds.). (New York: Harvester Wheatsheaf, 1994).
- Kees van Kersbergen. (exerpts). *Social Capitalism: A Study of Christian Democracy and the Welfare State* (New York: Routledge, 1995).

2nd THINK PIECE DUE no later than Wednesday, February 28th

PART III: COPING WITH CONTEMPORARY CHALLENGES

Week 7-8 (February 28th-March 7th): Contemporary Challenges to the Modern Welfare State*

READINGS

- Gosta Esping-Andersen (ed.) "After the Golden Age? Welfare State Dilemmas in a Global Economy," in *Welfare States in Transition: National Adaptations in a Global Economy*, Thousand Oaks, CA: Sage Publications. (1996).
- Peter Taylor-Gooby. "New Risks and Social Change," in *New Risks, New Welfare. The Transformation of the European Welfare State*. Ed. Peter Taylor Gooby. Oxford: Oxford University Press, 2004.
- Roger Lawson and William Julius Wilson, "Poverty, Social rights, and the Quality of Citizenship," in *Poverty, Inequality, and the Future of Social Policy* (ed.) McFate, Lawson and Wilson (1995).
- Banting, Keith. "Looking in three directions. Migration and the European welfare state in comparative perspective," in *Immigration and Welfare: Challenging the Borders of the Welfare State*, (ed.) Bommes and Geddes (2000).

Week 9 March 12-14

SPRING BREAK

RESEARCH PROPOSAL DUE: Monday March 19th.

PART III: COPING WITH CONTEMPORARY CHALLENGES

Week 10-11 (March 19th-28th): The Liberal Welfare State Response:

READINGS

- Maurizio Ferrera and Anton Hemerijck, "Recalibrating Europe's Welfare Regimes," Pg. 89-97; 101-107. (2003)
- Swank, Duane. Chapter 6. In *Global Capital, Political Institutions, and Policy Change in Developed Welfare States*. (Cambridge University Press, 2002).
- Joel Handler. "US Welfare Reform: the Big Experiment" in *Governing Work and Welfare in a*

- New Economy* in Zeitlin and Trubek. 2003.
- Peter Taylor-Gooby and Trine Larsen. "The UK—A Test Case for the Liberal Welfare State?" in *New Risks, New Welfare. The Transformation of the European Welfare State*. Ed. Peter Taylor Gooby. 2004.

Week 12-13 (April 2-11): Reinventing the Scandinavian Welfare State

READINGS

- John Stephens. "The Scandinavian Welfare States: Achievements, Crisis and Prospects," In *Welfare States in Transition. National Adaptations in Global Economies*. Ed. Gosta Esping-Andersen. Sage, 1998.
- Maurizio Ferrera and Anton Hemerijck, "Recalibrating Europe's Welfare Regimes," Pg. 97-100. (2003)
- Virpi Timonen. "New Risks—Are They Still New fro the Nordic Welfare States?," In *New Risks, New Welfare*. (Oxford University Press, 2004).

ANNOTATED BIBLIOGRAPHIES DUE: April 4th

Week 14-15 (April 16nd-23rd): The Continental European Challenge

READINGS

- Gosta Esping Andersen. "Welfare States without Work: the Impasse of Labour Shedding and Familialism in Continental European Social Policy". In *Welfare States in Transition. National Adaptations in Global Economies*. Ed. Gosta Esping-Andersen. (Sage, 1998). GET RID OF?
- Andreas Aust and Frank Bonker, "New Social Risks in a Conservative Welfare State: The Case of Germany," in *New Risks, New Welfare*.
- Levy, "Vice into Virtue? Progressive Politics and Welfare Reform in Continental Europe," *Politics and Society*, Vol. 27, No. 2, June 1999: 239-273. *Full text article available on blackboard under "Course Documents"*
- Maurizio Ferrera and Anton Hemerijck, "Recalibrating Europe's Welfare Regimes," Pg. 107-115; 120-128.

Week 15-16 (April 25th-30th): EXCHANGING ROUGH DRAFTS. DO NOT MISS THESE CLASSES****

NO READINGS.

- Wednesday, April 25th: We will wrap up our class discussions. DUE IN CLASS: 2 COPIES OF THE ROUGH DRAFT OF YOUR RESEARCH PAPER
- Monday, April 30th: You will work with your partner on your rough drafts in class

FINAL RESEARCH PAPER DUE FRIDAY, MAY 4TH 9-11 AM in Wilson 394. You must hand your papers to me in person

L CRITERIA

CRITERION ONE: At least 50 percent of the grade in the course depends upon writing

- 1) Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment

90% of the grade in my course depends on writing. This includes 2 short papers, an essay-based midterm, a research proposal, and a research paper. The only portion of the course that is not entirely writing based is the 10% designated for participation. However, even here, students must do a substantial amount of written work, including homework assignments and providing a written review of their partners' rough drafts (see below)

ALSO verification from syllabus

- 30% **2 Think pieces.** [due: Wednesday, February 1st and Monday, February 13th] The 3-4-page think pieces are meant to help you think more deeply about a topic introduced in the first part of the course. You will be able to pick a topic related to the readings/lecture material. However, these thought pieces are meant for you to think critically about a topic raised in the readings; they are not meant to be reading summaries. This is an opportunity for you to think critically about a specific issue, connect readings to one another, connect readings to lecture, question approaches, etc. [further instruction will be made available on blackboard].
- 20% **Closed-book, in-class midterm** [due: Wednesday, March 8th]: The midterm will consist of an in-class blue-book exam. You will be asked to answer several short answer/ID questions and one essay question. A study guide will be provided one week before the exam.
- 5% **A 2-3 page research paper proposal** [due: Wednesday, March 21st] In the proposal you should include: (i) the question to be answered in your research paper, (ii) the theoretical relevance of this question, and (iii) the kinds of evidence and research methods that will be used to answer it.
Important: Students should plan to meet with me in office hours before they submit their proposals.
- 35% **Research paper:** [Rough draft due: Monday, April 24th. Final paper due: Wednesday, May 10th in my mailbox by 10:00am. My mailbox is located outside of my office, 324 Wilson Hall]. This 18-20 page paper will be on a topic that is chosen by you, subject to my approval (see paper proposal above). I will take a full grade off for failing to submit a rough draft. [Further instruction will be available on blackboard].
- 10% **Participation:** Your participation grade will be based on four key elements: 1) attendance in class. Weekly attendance will be taken 2) Informed participation in weekly discussions 3) Homework assignments, which will be assigned for Parts II and III of the course) and 4) Review of and comment on a classmates' rough draft research paper. You will be required to comment on form as well as substance and to write a ½ page critique of the rough draft. On the last day of class, the paper along with your critique will be handed back to your partner. In addition, you will be

required to give verbal feedback to your partner. Additional instructions will be handed out in class. Failure to complete this assignment will result in a failing participation grade.

CRITERION TWO: The Composition tasks involve the gathering, interpretation, and evaluation of evidence

1) Please describe the way(s) in which this criterion is addressed in the course design

Both the think pieces are analytic essays which expressly require students to engage in critical thinking, which includes examining theories and evidence provided in readings and lecture and evaluating this information critically. In addition to the identification questions which required students to provide a brief explanation of terms, students were required to write two analytical essays (see exam below). With regard to the research paper, students are required to write up a formal proposal indicating how they will go about researching their topic; write a formal research paper which incorporates academic sources other than assigned class material, and write a formal 20 page paper, utilizing theoretical and analytic arguments introduced to students in class

ALSO verification from syllabus

COURSE REQUIREMENTS AND GRADING

30% **2 Think pieces.** [due: **Wednesday, February 1st and Monday, February 13th**] The 3-4-page think pieces are meant to help you think more deeply about a topic introduced in the first part of the course. You will be able to pick a topic related to the readings/lecture material. However, these thought pieces are meant for you to think critically about a topic raised in the readings; they are not meant to be reading summaries. This is an opportunity for you to think critically about a specific issue, connect readings to one another, connect readings to lecture, question approaches, etc. [further instruction will be made available on blackboard].

Below is a copy of the critical thinking guideline

GUIDELINES FOR THE THINK PIECE

Your first writing assignment will be due next Wednesday, February 1st. I am calling the assignment a “thought piece,” for a couple of reasons. First, I want to convey the message that this writing assignment is not simply a means for me to evaluate whether you have understood course material (although this is undoubtedly a key objective), but also to present you with an opportunity to express your ideas and thoughts on paper. Second, designating this assignment a “thought piece,” underscores the expectation that you will utilize your analytic skills to think critically about the readings and integrate them with lecture material to develop an analysis.

- Paper topic: Drawing from what you have learned about the political and economic origins of the welfare state, comment on the capacity of welfare states to reconcile the tension between economic efficiency and social equity.
- Paper specifications: type write the paper using a 12 point font, double-spaced with 1 inch margins. Please include a title and on the first page (in the upper, right hand corner) your name, my name, the date. On subsequent pages include only your name and the page number.
NOTE: Always keep a back up of your final draft.

As with all formal writing exercises, you will be graded on the technical and stylistic elements of your paper as well as its content. This means paying attention to grammar, spelling, organization and overall clarity. Below are some helpful pointers on developing an argument, citing, and writing in general.

Developing an Argument.

- The “thought piece” is designed to stimulate you to think more deeply about a specific topic. To do this, you will need to develop an opinion about the subject that you are addressing and present evidence that supports your opinion and/or speaks to the claims that you are trying to make. DO NOT SUMMARIZE READINGS.
- Connect your original ideas with the “evidence” needed to support your perspective. You should develop an analysis which makes reference to specific points and/or arguments from readings and/or lectures. If you use examples from lecture or readings, make clear that you understand how they illustrate the point(s) you are trying to make.
- Define and explicate your terms. Do not take it for granted that I know what you are talking about; the key is to demonstrate to me that YOU understand what you are talking about.
- One device that is often useful in developing a thesis is to address counter-arguments. In other words, argue against yourself. Consider some objections to your position and deal with them, rather than ignoring that they might exist.

20% *Closed-book, in-class midterm* [due: Wednesday, March 8th]: The midterm will consist of an in-class blue-book exam. You will be asked to answer several short answer/ID questions and one essay question. A study guide will be provided one week before the exam.

Below is a copy of the exam

**JUS 494: THE COMPARATIVE DEVELOPMENT OF THE WELFARE STATE
IN-CLASS MIDTERM, WEDNESDAY, MARCH 8 2006**

You have one hour to complete the mid term. Please write your answers in your blue book, making sure to write legibly, double space, and include the number of the question you are answering. Also, do not forget to write your name and course number on your blue book.

PART ONE: IDENTIFICATION QUESTIONS (36 points, 15 minutes)

Please provide a brief explanation of three of the following four terms. (NOTE: To get full credit you will need to include specific example(s) of each concept and demonstrate that you can use them in the appropriate context)

- 1) John Maynard Keynes
- 2) Red-Green Coalition
- 3) CDU-Christian Democratic Union
- 4) The Beveridge Report

EXTRA CREDIT (4 points). Provide a brief explanation of one other term listed on the study guide (NOTE: you cannot use any of the four terms above).

PART TWO: SHORT ANSWER ESSAYS (64 points, 45 minutes) Answer two of the following three short answer essay questions. Your answers should draw on both lecture and reading material.

- 1) Germany is considered the quintessential Bismarckian welfare state. What are the key features of this type of welfare state and how did the process of German unification contribute to its development?
- 2) According to the power resource perspective, what are two key reasons why Sweden has been able to develop what Esping Andersen has characterized as a “Social Democratic welfare state”?
- 3) Describe two key features of state capacity that contribute to explaining why the US has developed such a weak welfare state.

35%

Research paper: [Rough draft due: Monday, April 24th. Final paper due: Wednesday, May 10th in my mailbox by 10:00am. My mailbox is located outside of my office, 324 Wilson Hall]. This 18-20 page paper will be on a topic that is chosen by you, subject to my approval (see paper

proposal above). I will take a full grade off for failing to submit a rough draft. [Further instruction will be available on blackboard].

Below is a copy of the guideline and grading RUBRIC

Research Paper guidelines
JUS 494: Comparative Development of the Welfare State
Gonzales/Spring 2006

The final draft of your research paper is due **May 10th**. However, you have two previous due dates that are important to keep in mind: 1) **Monday, March 27st** your paper proposal is due. 2) **Monday, April 24th** a rough draft of your research paper is due.

Your research paper (and the assignments connected to it) is the main focus of the 2nd half of class. Because this paper will command a considerable amount of your time over the next two months it is crucial for you to develop a detailed timeline for completing your paper. I will work with you to do this after the break. In the meantime, please take the next couple of weeks to decide which countries you will write about. After the break we will be talking about key challenges to prepare you for turning in your formal 2-3 page proposal at the end of March.

PART I.

Pick one of the countries listed below:

Scandinavian Welfare States

Norway
Denmark
Finland

If you pick a country in this category, your second case must be either the United States or Britain

Conservative Christian Democratic Welfare State

Austria
The Netherlands
Belgium
France

If you pick a country in this category, your second case must be Sweden

Liberal Welfare States (US/Britain)

Canada
Australia
New Zealand

If you pick a country in this category, your second case must be Germany

PART II

Pick one of the challenges listed below:

- 1) Globalization (Increased competition from third world countries; Increased capital mobility)
- 2) Post-Industrialization (Shift from fordist to post-fordist production processes; High and chronic unemployment; An aging population)
- 3) Cultural Shifts (The rise of non-traditional families, Increasingly heterogeneous populations, Social marginalization)

NOTE: A more comprehensive list of challenges will be provided after the break. For now, a few examples are provided to give you a general sense of what these categories mean

PART III

Your research paper will offer a comparative analysis of how the historical development of the countries you picked have shaped their capacity to deal successfully with the challenge you picked.

Your paper will be about 20 pages and should be organized into five sections:

- 1) Introduction
- 2) Overview of the particular issue(s) the challenge you picked presents for each of your two countries
- 3) Description of how each country is currently dealing with this challenge
- 4) Analysis of how the historical development of the countries you picked has shaped their capacity to deal successfully with the challenge you picked
- 5) Conclusion

RUBRIC

JUS 494: Comparative Development of the Welfare State Final Paper

NAME:

GRADING CHECKLIST

GRADING CRITERIA	POINTS POSSIBLE	POINTS EARNED
References	5	
Formatting (i.e. Title page, margins, pg #s etc., headings, etc.)	5	
Grammar and Spelling Mechanics	10	

Thesis	10	
Organization	10	
Style	10	
Empirical Evidence	15	
Analysis	15	
Introduction and Conclusion	10	
Overall impression of the paper	10	
Hand in paper by 5/8	5	
TOTAL POINTS POSSIBLE	105	

CRITERION THREE: They syllabus should include a minimum of 2 substantial writing or speaking tasks, other than or in addition to in-class essay exams

1) Please provide relatively detailed descriptions of 2 or more substantial writing or speaking tasks included in course requirements

Both the think pieces are analytic essays which expressly require students to engage in critical thinking, which includes examining theories and evidence provided in readings and lecture and evaluating this information critically (complete description provided below). The research paper requires students to write up a formal proposal indicating how they will go about researching their topic; write a formal research paper which incorporates academic sources other than assigned class material, and write a formal 20 page paper, utilizing theoretical and analytic arguments introduced to students in class (the research proposal guidelines and paper guideline are provided below)

ALSO verification from syllabus

(a complete description of research assignment and thought piece guides are NOT provided on the syllabus. See copies of the separate attachments provided on blackboard below)

GUIDELINES FOR THE THINK PIECE

Your first writing assignment will be due next Wednesday, February 1st. I am calling the assignment a “thought piece,” for a couple of reasons. First, I want to convey the message that this writing assignment is not simply a means for me to evaluate whether you have understood course material (although this is undoubtedly a key objective), but also to present you with an opportunity to express your ideas and thoughts on paper. Second, designating this assignment a

“thought piece,” underscores the expectation that you will utilize your analytic skills to think critically about the readings and integrate them with lecture material to develop an analysis.

- Paper topic: Drawing from what you have learned about the political and economic origins of the welfare state, comment on the capacity of welfare states to reconcile the tension between economic efficiency and social equity.
- Paper specifications: type write the paper using a 12 point font, double-spaced with 1 inch margins. Please include a title and on the first page (in the upper, right hand corner) your name, my name, the date. On subsequent pages include only your name and the page number.

NOTE: Always keep a back up of your final draft.

As with all formal writing exercises, you will be graded on the technical and stylistic elements of your paper as well as its content. This means paying attention to grammar, spelling, organization and overall clarity. Below are some helpful pointers on developing an argument, citing, and writing in general.

Developing an Argument.

- The “thought piece” is designed to stimulate you to think more deeply about a specific topic. To do this, you will need to develop an opinion about the subject that you are addressing and present evidence that supports your opinion and/or speaks to the claims that you are trying to make. **DO NOT SUMMARIZE READINGS.**
- Connect your original ideas with the “evidence” needed to support your perspective. You should develop an analysis which makes reference to specific points and/or arguments from readings and/or lectures. If you use examples from lecture or readings, make clear that you understand how they illustrate the point(s) you are trying to make.
- Define and explicate your terms. Do not take it for granted that I know what you are talking about; the key is to demonstrate to me that YOU understand what you are talking about.
- One device that is often useful in developing a thesis is to address counter-arguments. In other words, argue against yourself. Consider some objections to your position and deal with them, rather than ignoring that they might exist.

THE RESEARCH PROPOSAL:

I will work with you one-on-one to develop your ideas for a topic. (the sign up sheet will be passed out in class).

The primary goal of the paper proposal is to frame your topic. It should read like an extended abstract, introducing your topic and key analytical questions you plan to address in the research paper. Please also provide enough background information to make your topic understandable to a reader unfamiliar with your specific area of interest.

Your proposal should provide clear and concise answers to the following four sets of questions:

1. What is your topic?
 - A. What are your specific empirical and analytic objectives?
 - B. What are the central questions you will pursue in your research?
2. What is the scope of your paper?
 - A. What case(s), time frame will you cover?
3. Why should the reader care about your topic?
 - A. Make an argument about why you think your topic is important
4. How do you plan to conduct your research?
 - A. What sources will you utilize and why?
 - B. What types of evidence/data will you look for in pursuing your research topic?

Length: 2-3 double spaced pages

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Research Paper guidelines
JUS 494: Comparative Development of the Welfare State
Gonzales/Spring 2006

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Canada
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New Zealand

If you pick a country in this category, your second case must be Germany

PART II

Pick one of the challenges listed below:

- 4) Globalization (Increased competition from third world countries; Increased capital mobility)
- 5) Post-Industrialization (Shift from fordist to post-fordist production processes; High and chronic unemployment; An aging population)
- 6) Cultural Shifts (The rise of non-traditional families, Increasingly heterogeneous populations, Social marginalization)

NOTE: A more comprehensive list of challenges will be provided after the break. For now, a few examples are provided to give you a general sense of what these categories mean

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- 10) Conclusion

CRITERION FOUR: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments

1) Please describe the sequence of course assignments—and the nature of the feedback

For the think pieces, students were given detailed graded comments in the text of their essay (along with a summary paragraph provided at the end with their grade), which spoke to a variety of issues related to grammar and structure, organization, style, depth and breadth of analysis, etc. These papers were given back to students one week after they were handed in with verbal feedback indicating that comments should be used to improve performance on the second thought piece due soon after the first. With regard to the research paper, a formal proposal was due which was based, in most cases, on personal one-on-one interaction with me during office hours. I then provided formal written comments on the proposal for students to guide them as they started their projects. A well formulated rough draft was also due both to me as well as student partners. I gave students written comments a week prior to the final draft of the paper so that they could incorporate these comments to improve their papers. I also required student partners to give both a written and verbal assessment of their partners' papers the last week of class so that they could use this feedback to improve their papers (see below).

ALSO verification from syllabus

THINK PIECES

30% **2 Think pieces.** [due: Wednesday, February 1st and Monday, February 13th] The 3-4-page think pieces are meant to help you think more deeply about a topic introduced in the first part of the course. You will be able to pick a topic related to the readings/lecture material. However, these thought pieces are meant for you to think critically about a topic raised in the readings; they are not meant to be reading summaries. This is an opportunity for you to think critically about a specific issue, connect readings to one another, connect readings to lecture, question approaches, etc. [further instruction will be made available on blackboard].

GUIDELINES FOR THE THINK PIECE

Your first writing assignment will be due next Wednesday, February 1st. I am calling the assignment a “thought piece,” for a couple of reasons. First, I want to convey the message that this writing assignment is not simply a means for me to evaluate whether you have understood course material (although this is undoubtedly a key objective), but also to present you with an opportunity to express your ideas and thoughts on paper. Second, designating this assignment a “thought piece,” underscores the expectation that you will utilize your analytic skills to think critically about the readings and integrate them with lecture material to develop an analysis.

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NOTE: Always keep a back up of your final draft.

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Developing an Argument.

- The “thought piece” is designed to stimulate you to think more deeply about a specific topic. To do this, you will need to develop an opinion about the subject that you are addressing and present evidence that supports your opinion and/or speaks to the claims that you are trying to make. **DO NOT SUMMARIZE READINGS.**
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Citations and Quotations: *When you use the ideas, arguments, phrases, language of others, you must always give credit where credit is due. Lack of a citation is considered plagiarism.*

- Use in-text citation with a bibliography/works cited page at the end. This looks like the following: “the rise of fascism in Germany is accounted for...” (Chiot, 1977:123). The bibliography/works cited page should contain the full name of the author, article and book, publisher, and the date of publication. If the work you are citing is in the photocopied Reader, cite the original work. You will find the above information in the Reader’s table of contents.

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- Quotations, paraphrases and other material derived from lectures should be identified. For example: “T.H. Marshall is the greatest social historian who ever lived,” (Gonzales, lecture 4/18/04)
- In general you want to use quotes sparingly. You should try to paraphrase where appropriate. When you paraphrase you still need to cite the source of the ideas. Referring to authors indicates to the reader that you have read their work, and are drawing inferences from them. It also enables the reader to read the same passages, which you draw on and decide whether your interpretation and analysis has validity.
- Merely citing or quoting an argument does not prove a point. You need to demonstrate the appropriateness of the example to the general point being made. Following from this, it is unwise to leave quotes (or examples) “hanging” at the end of sentences.

Grammar and writing tips:

- Clarity and concision are not mutually exclusive concepts!
- Try to avoid using passive voice. Active constructions are easier to understand and lead to fewer concepts-as-noun errors. Passive: “The industrial revolution led to the writing of the Communist Manifesto by Karl Marx.” Active: “Karl Marx wrote the Communist manifesto as a response to the economic inequalities created by the industrial revolution.”
- Common mistakes to AVOID
 - Inappropriate verb tense
 - Lack of subject-verb agreement
 - Overstatements (i.e. “liberalism is always bad”)
 - Run-on and incomplete sentences
 - Imprecise wording that is unclear or inaccurate
 - Unclear antecedent (for example, stating “This is reflected in the essay’s support of government subsidies.....” after a quote. It is not clear what “This” is referring to in the preceding sentence)
 - Forgetting to proofread. **DON’T FORGET TO PROOFREAD AND SPELL CHECK!**

THE SJSI WRITING MENTORSHIP PROGRAM IS THERE FOR YOU. PUT THEM TO WORK. INFORMATION ON THE PROGRAM IS POSTED ON BLACKBOARD.

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5%

A 2-3 page research paper proposal [due: Wednesday, March 21st] In the proposal you should include: (i) the question to be answered in your research paper, (ii) the theoretical relevance of this question, and (iii) the kinds of evidence and research methods that will be used to answer it.

Important: Students should plan to meet with me in office hours before they submit their proposals.

35%

Research paper: [Rough draft due: Monday, April 24th. Final paper due: Wednesday, May 10th in my mailbox by 10:00am. My mailbox is located outside of my office, 324 Wilson Hall]. This 18-20 page paper will be on a topic that is chosen by you, subject to my approval (see paper proposal above). I will take a full grade off for failing to submit a rough draft. [Further instruction will be available on blackboard]

2 COPIES OF THE ROUGH DRAFT OF YOUR RESEARCH PAPER DUE: Monday, April 24th

Week 16 (May 1st): Wrap Up, In Class Feedback on Paper Exchanges
NO ADDITIONAL READING

FINAL RESEARCH PAPER DUE Wednesday, May 10 at 9:00am

Criteria for Reviewing Papers:

Your written assessment of your partner's papers should provide the following:

- 1) An overview of your overall impression of the paper. 1-2 paragraphs about the papers' strengths and 1-2 paragraphs about the papers' weaknesses. BEGIN WITH STRENGTHS.
- 2) An assessment of each of the categories which will be used to grade their final papers. These categories will include the following: (listed below). Within each category, you want to focus on what your partner should focus on improving and more importantly, provide suggestions on how they could improve.

Assessment Sheet should contain the following:

YOUR NAME:

YOUR PARTNERS NAME:

TITLE OF YOUR PARTNERS' PAPER:

(SEE BACK PAGE)

GENERAL IMPRESSIONS

[1 overview paragraph]

- A. **Particular Strengths** [1-2 paragraphs]
- B. **Elements that need improving:** [1-2 paragraphs]

If for example, you don't feel that they are following the parameters of the assignment, with acceptable reasoning, evidence, etc. This is where you want to mention what they need to do to get back on track.

III. ASSESSMENT. [*reviewers: In addition to suggesting areas that need improving, please do the following.....*]

Thesis:

Discuss ways your partner could tighten or develop his/her thesis

Organization

Discuss ways your partner might think about reorganizing their papers [if this is an area you think needs improving]. Include, possible subheadings, eliminating parts that don't fit in, restructuring order of discussion, etc.

Grammar and Spelling Mechanics

Write these suggests on the hard copy in pencil. Include sentence structure and word choice.

Analysis

Refer to particular sections/pages in the paper where they could develop their analysis. Suggest ways that they might strengthen their analysis (i.e. analytical points they might consider)

Empirical Evidence

Refer to particular sections/pages in the paper where they need to add more evidence or conversely, where they are overly redundant (i.e. too much of a chronology of events which takes away from the focus of the paper). Suggest specific ways they could improve (i.e. quotes, figures, examples they could add).

Introduction

Suggest how they might improve upon the three central features of the introduction: 1) statement about why we should care about the topic 2) thesis statement 2) 'road' map of where they will be going in the paper.

Conclusion [the assumption is that this part is either missing or thinly sketched out]

Suggest ideas for what they could do for their conclusion

Formatting (i.e. Title page, margins, pg #s etc., headings, etc.)

Comment on what they will need to do to make their formatting fit in line with the guidelines provided in class

References

If relevant suggest areas in which additional research is needed. If possible, make suggestions about potential readings they might want to consult and/or research sources they might find helpful

G CRITERIA

Subject matter that addresses or leads to an understanding of the contemporary world outside the US

(see course description on attached syllabus cut and pasted below)

This course is designed to challenge juniors and seniors to think comparatively about the development of social welfare in Western Europe and the United States. In so doing, it will expose students to cross-national variation in how history, culture, politics, and economics have shaped the development and content of different types of welfare states. The course will also engage students with contemporary arguments and debates concerning the emergence and future fate of these welfare states.

The course will be divided into three parts. In the first three weeks of the course I will provide an introduction to key conceptual and analytic issues related to the welfare state and discuss the key theoretical perspectives used to analyze its development. The second part of the course focuses on empirical studies of specific types of welfare states. Departing from Esping-Anderson's typology of the three worlds of Welfare Capitalism, we will spend a number of weeks examining specific cases of Liberal, Social Democratic, and Conservative Welfare Regimes. In addition to presenting an account of how these distinctive types of welfare states

JUS 408: COMPARATIVE DEVELOPMENT OF THE WELFARE STATE
Arizona State University
Spring, 2009
Assistant Professor: Vanna Gonzales

TABLE OF CONTENTS

IMPORTANT***** the following list of readings is not a complete list of course readings.
ONLY THOSE ARTICLES/CHAPTERS THAT ARE INCLUDED IN THE READER ARE LISTED.

NOTE: Any changes in the schedule will be announced in class and posted to the syllabus on the course website.

PART I: UNDERSTANDING THE WELFARE STATE IN COMPARATIVE PERSPECTIVE

Week 1 (January 20th-22nd): The Welfare State: The Development of Public Responsibility for Social Welfare

READINGS

- Mark Rank. "Poverty as a Structural Failing," in *One nation, Underprivileged: Why American Poverty Affects Us All* (Oxford University Press, 2005).

Week 2 (January 27th-29nd): The Three Worlds of Welfare: Understanding Structural Differentiation Among Welfare States

- ALL READINGS THIS WEEK FROM ASSIGNED BOOKS

Week 3 (February 3rd and 5th): The Political and Economic Origins of the Welfare State

READINGS

- Thomas Janoski. "Incremental Change in Citizenship over Decades: Power Resources, State Structures, Ideology and External Forces", Pp. 142-164; 171-172 in *Citizenship and Civil Society* (Cambridge, 1998).
- Karl Polanyi. "The Self-Regulating Market and the Fictitious Commodities: Labor, Land and Money," and "the Birth of the Liberal Creed," in *The Great Transformation* (Boston: Beacon Press, 2001).
- Robert Heilbroner, "the Heresies of John Maynard Keynes," in *The Worldly Philosophers*, (New York: Simon & Schuster, 1986).

Weeks 4 (February 10th- 12th): Liberal Welfare States: The United States. American Exceptionalism?

READINGS

- Mark Rank. "In Our Self Interest," in *One nation, Underprivileged: Why American Poverty Affects Us All* (Oxford University Press, 2005).
- Theda Skocpol, "State Formation and Social Policy in the United States," in *Social Policy in the United States*, (Princeton, NJ: Princeton University Press, 1995).
- Hacker, Andrew. "The Formation of the American Welfare Regime," In *The Divided Welfare State* (Cambridge University Press, 2002).

Weeks 5 (February 17-February 19st): Liberal Welfare States: Britain.

READINGS

- Howard Glennerster. "The Welfare State: Origins and Myths" and "Beveridge, Founding Father?" in *British Social Policy Since 1945*. (1995).
- Peter Baldwin. "Beveridge in the Longue Duree" in *Beveridge and Social Security: An International Retrospective*, Eds. John Hills, John Ditch and Howard Glennerster (Oxford, 1995).

Week 6 (February 24th-26th): The Social Democratic Welfare State: Sweden

READINGS

- S.E. Olsson, "The Development of the Postwar Welfare State," (excerpts) in *Social Policy and the Welfare State in Sweden*.
- Gosta Esping-Andersen and Walter Korpi, "Social Policy as Class Politics in Post-War Capitalism: Scandinavia, Austria, and Germany," in John Goldthorpe (ed.) *Order and Conflict in Contemporary Capitalism*, (Oxford: Oxford University Press, 1984).

Week 7 (March 3rd and 5th): The Conservative-Corporatist Welfare State: Germany

READINGS

- Eve Rosenhaft. "The Historical Development of Germany Social Policy," in *Social Policy in Germany*, Jochen Clasen and Richard Freeman (eds.). (New York: Harvester Wheatsheaf, 1994).
- Kees van Kersbergen. (exerpts). *Social Capitalism: A Study of Christian Democracy and the Welfare State* (New York: Routledge, 1995).

WEEK 8: SPRING BREAK

PART III: COPING WITH CONTEMPORARY CHALLENGES

Week 9 (March 17-March 19th): Welfare States in Crisis: Economic, Social, and Demographic Challenges

READINGS

- Christopher Pierson, "After the 'Golden Age' From 'Crisis' Through 'Containment' to Structural Adjustment" in *Beyond the Welfare State* (Penn State University Press, 1998).
- Hay, Colin. "Globalization, Economic change and the Welfare State: The 'Vexatious Inquisition of Taxation'?" in R. Sykes, B. Palier and P.M Prior (eds) *Globalization and the European Welfare States* (Palgrave, 2001).

Week 10 (March 24-March 26th): Welfare States in Crisis: Coping with Challenges in the 21st Century

- Roger Lawson and William Julius Wilson, "Poverty, Social rights, and the Quality of Citizenship," in *Poverty, Inequality, and the Future of Social Policy* (ed.) McFate, Lawson and Wilson (1995).
- Banting, Keith. "Looking in three directions. Migration and the European welfare state in comparative perspective," in *Immigration and Welfare: Challenging the Borders of the Welfare*

State, (ed.) Bommers and Geddes (2000)

Week 11/12 (March 31st–April 7th): The Liberal Welfare State Response

- Joel Handler. “US Welfare Reform: the Big Experiment” in *Governing Work and Welfare in a New Economy* in Zeitlin and Trubek. 2003.
- Joe Soss, Sanford Schram, Thomas Vartanian and Erin O’Brien, “The Hard Line and the Color Line,” in *Race and the Politics of Welfare Reform* (University of Michigan Press 2003)
- Maurizio Ferrera and Anton Hemerijck, “Recalibrating Europe’s Welfare Regimes,” Pg. 89-97; 101-107. (2003)
- Swank, Duane. Chapter 6. In *Global Capital, Political Institutions, and Policy Change in Developed Welfare States*. (Cambridge University Press, 2002).

Week 13/14 (April 9-16): Reinventing the Scandinavian Welfare State: more empirical?

READINGS

- Maurizio Ferrera and Anton Hemerijck, “Recalibrating Europe’s Welfare Regimes,” Pg. 97-100. (2003)
- John Stephens. “The Scandinavian Welfare States: Achievements, Crisis and Prospects,” In *Welfare States in Transition. National Adaptations in Global Economies*. Ed. Gosta Esping-Andersen. Sage, 1998.

Week 14/15 (April 21-28th): The Continental European Challenge

READINGS

- Maurizio Ferrera and Anton Hemerijck, “Recalibrating Europe’s Welfare Regimes,” Pg. 107-115; 120-128.