Course Outline
The aim of the course is to apply concepts of economics and political economy to social policies in different welfare states. ‘Political economy’ refers to the intersection and overlap between political processes and economic analyses; the overall configuration of power relations in public policy formulation, which in turn is an outcome of institutional evolution, accumulation processes, social struggles and other factors both global and domestic. ‘Welfare State’ is a phrase that emerged to describe northern societies during the Keynesian, social-democratic era, but generally refers to both the theoretical and practical applications of what services a government should provide for its citizens. The term has come to include topics and debates over not only what should be publicly provided, but how this provision is extended, and to what extent non-citizen groups can potentially access welfare state provisions.

During the semester, students will engage with course material to address questions both conceptual and empirical such as: What does political economy tell us about the design of welfare states? How do social policies in difference places reconcile equity and efficiency? What drives or stalls welfare reform dynamics in states? What has been the general evolution of welfare state development, and what predictions can we make about the future?

Learning outcomes:
At the end of this course the student should have learnt the following:
- Understand the basic concepts of political economy, in processes and outcomes
- Necessary tools and skills for writing a good paper
- Ability to discuss new material and to analyze material critically
- Historical overview of welfare state formation, evolution, and reform in different places
- Comparative framework of policies and the politics surrounding them

Readings
There are no assigned textbooks for purchase for this course. All assigned reading materials – listed below by date of class – can be found posted on the class CourseSpaces website (https://coursespaces.uvic.ca), or through a link to UVic libraries. All readings listed in the course syllabus are required for lectures, and should be done in advance of class.
COURSE EVALUATION
Class attendance and participation: 10%
Short paper (5-7 pages): 25%
Midterm exam (in-class): 25%
Case-study presentation: 10%
Final take-home exam: 30%
TOTAL: 100%

Course Attendance and Participation
Participation and engagement comprise part of the 10%. As this course only occurs once a week, attendance is critical for successful mastery of course material. Attendance will be taken at each class. Students who miss more than three (3) classes without a valid medical note will automatically receive a ‘N’ (Incomplete) grade for the course.

Short paper
This paper is to be 5-7 pages in length, double-spaced, and is due by 4pm on Friday, March 1. A list of thematic topics/questions for this paper will be posted on CourseSpaces (and discussed in class) at the beginning of February.

Case-study presentation
Each student (or pairs of students) will give a short presentation in-class on March 25. In this presentation, students will outline the evolution of a welfare state / social policies in a country of their choice and will make predictions about how the particular welfare state in question will respond to crises of economics and changing demographics, using basic concepts of political economy. More details will be provided in class at the beginning of March.

EXAMS (Midterm Exam – February 11; Final Take-Home Exam – due April 8)
The midterm exam is worth 25% of the course grade. More detail on the format of the midterm will be given in class. The midterm will be held during normal class time for duration of 75 minutes and will cover material from the beginning of the course to February 4, inclusive. The final exam is worth 30% of the course grade and will be comprised of short-answer and essay questions. The final exam is a take-home and is due to the instructor by Monday, April 8, and will cover material beginning from February 11 to the end of the course. More details on the topics and format of each exam will be given in class during the semester.
Schedule of Topics and Readings
(All readings are required and can be found through the CourseSpaces website)

Week 1 – Introduction and history
- Monday, January 7
  - Introductions, overview of syllabus and course expectations
  - Readings:

Week 2 – Welfare state evolution; Theories and approaches
- Monday, January 14
  - Conceptions of rights, privileges; intersections of responsibilities
  - Readings:

NB: January 23 is the last day for adding courses that begin in the first term.

Week 3 – Actors
- Monday, January 21
  - Church, state, unions, employers, political parties and institutions
  - Readings:
Week 4 – Inclusion and reconciliation

- **Monday, January 28**
  - Gender, family, labour-market activation, other disparities
  - Readings:

Week 5 – Prominent policies

- **Monday, February 4**
  - Pensions, health, social assistance
  - Readings:

Week 6 – (WATCH) BBC mini-documentary; MIDTERM

- Monday, February 11
  - No readings
  - BBC Documentary (watch in-class, 60 minutes): “Make me a German” (2013): https://www.bbc.co.uk/programmes/b038669g
  - MIDTERM! (in-class, 75 minutes)

Week 7 – Class cancelled for Reading Week!

- Monday, February 18

Week 8 – Worlds of welfare, part I (short paper due at end of week)

- Monday, February 25
  - Background on idea of welfare ‘worlds’; the Anglo World
  - Readings:

NB: February 28 is the last day for withdrawing from second term courses without penalty of failure.

Short paper due on Friday, March 1, 4pm!

Week 9 – Worlds of welfare, part II

- Monday, March 4
  - Europe: Nordic model, Continental model
  - Readings:
Week 10 – Worlds of welfare, part III
- Monday, March 11
  - Variations on themes: Mediterranean Europe, post-communist Europe, Japan, Israel
  - Readings:

Week 11 – Worlds of welfare, part IV
- Monday, March 18
  - Emergent, hybrid, and non-democratic welfare regimes: Middle East, China, India
  - Readings:

Week 12 – Student presentations!
- Monday, March 25
  - Schedule and criteria TBA
  - No readings

Week 13 – Prospects and conclusions
- Monday, April 1
  - Globalization, financial crisis, changing employment structures
  - Course evaluations and conclusions
  - Readings:

TAKE-HOME FINAL EXAM DUE MONDAY, APRIL 8, 4pm.

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UVic Undergraduate Percentage Grading System:

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90–100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85–89</td>
<td></td>
</tr>
<tr>
<td>A‐</td>
<td>7</td>
<td>80–84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77–79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73–76</td>
<td></td>
</tr>
<tr>
<td>B‐</td>
<td>4</td>
<td>70–72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65–69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60–64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50–59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>0–49</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0–49</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
</tbody>
</table>

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:
N grade percentage range 0-49: In cases where a student who has not completed the exam or has not completed the course requirements but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.

Plagiarism and Academic Integrity (adapted from Teaching and Learning Centre material): Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences. In this context, be advised that I reserve the right, in my capacity as the instructor of this course, to employ plagiarism-detection software (such as Turnitin) in cases of suspected plagiarism.

The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, please ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 44-47 of the undergraduate calendar.

How to avoid plagiarism: [http://www.uvic.ca/learningandteaching/students/resources/expectations/index.php](http://www.uvic.ca/learningandteaching/students/resources/expectations/index.php)  

Course Experience Survey (CES)
I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to [http://ces.uvic.ca](http://ces.uvic.ca). You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Student Success Tips: UVic has different resources on campus to assist you. If you wish to improve your writing skills, please consult the Centre for Academic Communication at [uvic.mywconline.com](http://uvic.mywconline.com). To improve other learning skills, time management, and note taking, please consult the Learning Skills courses offered by UVic: [http://www.coun.uvic.ca/learning/](http://www.coun.uvic.ca/learning/).

Professor Study Tips
1. Attend lectures and tutorials
2. Introduce yourself to your professor or TA
3. Relate what you are learning to your life
4. Prepare for class
5. Take your own notes
6. Do not leave things until the last minute
7. Ask questions
8. Respect your classmates
9. Have an open mind
10. Take responsibility for your own learning
11. Look into the outstanding resources at UVic: Writing Centre, Peer Help, International Commons, Counseling, and Resource Centre for Students with a Disability
12. Get involved
13. Remember to be respectful with all forms of communication
14. Use a calendar to schedule your due dates and schedule study time

**Late sometimes?** In the spirit of collegiality, we ask that you please come to class on time so as not to disrupt the class with late arrival, and that you avoid leaving early. The classroom doors are at the front of the class, so latecomers (or early leavers) distract the class and the professor. If you are late, please be courteous and enter through the door at the back of the lecture hall. Talking during the professor’s lecture distracts those around you. Thank you for being polite—we all appreciate it!

**Courtesy rules:** We all like to use our cell phones and other electronic devices. In this classroom we ask that you only use electronic devices for the purpose of learning for this class. You are asked not to watch other things on your device, as doing so may distract yourself as well as others around you. We also ask that you turn off your cell phone, or put it to silent, again so as not to disturb your fellow students.

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