COURSE DESCRIPTION:
In many countries, traditional ‘politics’ have been organized around the following question-- “What should be the role of the state in providing for citizens and in stabilizing the economy?” At the core of these debates, we find a set of institutions and policies, better known as the welfare state. This course seeks to provide students with an overview of the scholarship on the emergence, expansion, and transformation of the welfare state. Using a comparative approach, we will also explore the organization and the content of these institutions and social policies in various countries and regions. In the second part of the semester, we will address debates regarding changes in the nature of contemporary welfare states. In the process of covering these topics, students will become familiar with a set of discussions on the relationship among the welfare state, race, gender, class, and various types of actors (e.g., labour, capital, political parties), for instance. Finally, even though the course will cover various policy areas, its main focus is on unemployment benefits, employment policies, and labor market policies.

COURSE OBJECTIVES:
By the close of this course, students should:

- Have a firm grasp of the main academic debates regarding the emergence, expansion, and transformation of welfare states
- Have a grasp about different views about the State, and poverty
- Concisely summarize, connect, and evaluate the literature by discussing it in class, writing memos, and a research paper
- Have a firm grasp of a specific welfare state by conducting a case study
- Identify the main cross-national trends regarding welfare regimes

READINGS:
1) Required books:
   - Ferguson, James (2015) Give a Man a Fish (Duke UP).

2) Readings are available through Blackboard, the GMU library (electronic), or they are at the Johnson Center (reserves).1

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**COURSE REQUIREMENTS:**

1) **Attendance and Participation (12%):**
   - Students are required to attend all classes. Absence from more than one class—unless a student has a documented emergency—will result in the reduction of ten points from the “attendance and participation” grade for each missed session. Employer extra-hour demands, vacation, and travel do not constitute documented emergencies.
   - Students are expected to have completed the assigned readings prior to class and to be prepared for seminar discussion. Students should arrive to class with extensive notes and prepared questions for the week’s readings. When applicable, students must also complete the assigned tasks.
   - This is a participant-driven, discussion-based seminar. Therefore, students are expected to actively participate in class discussion.

2) **Memos (6% each=18%):**
   - Students are required to write 3 memos (1-3 pages, 12 font, single-space). The memo should present a summary of the week’s readings.
   - The final paragraph should be more critical and analytical by taking up specific arguments, comparing the positions of different authors, raising questions of evidence or content, or drawing attention to particular strengths and weaknesses in the texts.
   - Finally, the memo should pose 4-6 questions. These questions should address core concepts, debates, and issues put forward by the week’s readings, and in relation to previous readings during the course of the semester. Students must pose these questions during our class discussion.
   - Your grade will suffer if you do not cover every reading assigned that week. Memos are due by 4:30 pm on the Monday prior to class (e-mail me your memo). Late memos will not be graded.

3) **Resident Expert (8% each=16%) & Case Study (8% each=16%):**
   - Having selected the 3 dates for your memos, then (from those 3 dates) select 2 classes to complete the following steps.
   - **Step 1 (Resident Expert):** During these 2 classes you will be our resident expert. As a resident expert you should be actively involved in the discussion. More specifically, you should be prepared to: 1) identify and summarize the key aspects of each section (i.e., main questions or puzzles motivating the work, hypotheses/theories, research designs, evidence), 2) relate the different works to each other (e.g., comparisons of focus or methodology, relevance to the historical development of the discipline, key definitions and concepts), and 3) present your arguments and questions.
   - **Step 2 (Case Study):** Part of your responsibility as a resident expert is to present a case study (length: 10-15 minutes). For this part of this assignment, you will research a specific country and/or topic and present your findings in class. Your case selection must match the topic covered in class that day. For instance, if we are covering European welfare states, you can select a specific country in Europe and conduct a case study on the origins and expansion of the
welfare state in that country. Note that I have included some suggestions for your case study (see class schedule).

4) Mid-term Abstract (5%), Presentations (8%), & Final Research Paper (25%)

- Mid-term abstract (; submit by e-mail). You should cover the following points: What is your research question/puzzle? Thesis? Objective/goal? How are you going to answer your question? (data, methods). Length: 1 page single space.

- Mid-term Presentation (March 19th): You have 10-15 minutes to present your topic. Students must provide feedback to your peers.

- Final presentation (April 30th); final research paper (May 12th): length 20-25 pages (not including the bibliography), double-spaced.

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SCHEDULE AND READINGS (subject to change):

TWSR = “The Welfare State Reader”; BB = Blackboard, JC = Johnson Center (Reserve)

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<th>TOPICS</th>
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<tr>
<td>1. Introduction</td>
<td>Sept. 2</td>
<td>Task for next class: Research poor laws and poor houses (historical context, nature, etc.)</td>
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<tr>
<td><strong>Mid-Term Presentations</strong></td>
<td>Oct. 21</td>
<td>Each student has 10-12 minutes to complete his/her presentation</td>
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-- Symposium: Paul Pierson’s Dismantling the Welfare State: A Twentieth Anniversary Reassessment: http://journals.cambridge.org/action/displayIssue?jid=PSC&volumeId=48&seriesId=0&issueId=02  
| 9. The Post-Golden Era of the Welfare State: Challenges              | Nov. 4     | Suggestion for case studies:选案一或更多 of the challenges covered by the readings (e.g., globalization, low fertility, ageing, migration) and apply it to a case to understand how its welfare is challenged by this/these factors  
-- Swank, Duane, “Globalization, the Welfare State and Inequality” (In TWISR).  
-- McDonald, Peter, “Very Low Fertility: Consequences, Causes and Policy Approaches” (In TWISR).  
| 10. Nature of Changes                                                | Nov. 12    | Suggestion for case studies: Denmark and flexicurity; the implementation of active labor market policies (domestic and/or international policies and initiatives)  
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This session focuses on the following questions: Does partisanship matter to understand the nature of social policies and reforms in a country? If so, how does it matter? If not, why it does not matter? | Nov. 18   | -- Review “power resource model.”  
| Nov. 25      | NO CLASS (Thanksgiving break)                                          |
| Nov. 25      | 12. The Future of Welfare States  
--You decide: You will submit the title of an article or a book chapter which was written in the last 3 years. This article must cover recent challenges to the welfare state. We will vote on three choices. Please submit your choices on Nov. 18. |
| Dec. 9       | Final Presentation                                                     |
| Dec. 9       | Dec. 16 (4:30 pm): Last day to submit your research paper            |

**POLICIES:**

1) **Assignment and topics**— Memo and paper extensions will be given only if students have proper documentation.

-- Assignments received after the deadline will drop one-third of a grade per day (thus, an A becomes an A-, etc.).

2) **Grading**—If you disagree with your grade you have the right to discuss it with me. With your original paper, you must submit a written statement (typed). Here you should make an ‘informed case’ for why I should reconsider your grade. You have two weeks to bring your complaint to me. We will discuss your points and my expectations during office hours (I will not discuss grades over e-mail). You must contact me

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to set up a meeting time to discuss your complaint. We will discuss your points and my expectations and we will try to get a consensus. However, I reserve the right to change your grade.

3) Academic Integrity, Plagiarism and Cheating-- Just one thought about it: **it is unacceptable and I will report all alleged violations to the Honor Committee** (and I have done in the past). GMU has an Honor Code with clear guidelines regarding academic integrity. If you fail to follow these principles I will not hesitate to report any alleged violation to the Honor Committee, “Cheating and attempted cheating, plagiarizing, lying, and stealing academic work and related material constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations.”

Plagiarism includes copying assignments from fellow students (or other persons), buying papers on the Internet, borrowing papers from ‘secret archives,’ NOT CITING THE SOURCES OF IDEAS, QUOTES, ETC (pay attention to online resources) and copying and pasting from the internet or other sources. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students or websites, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. For more details, see: [http://www.gmu.edu/catalog/pdfs/catalog_0809.pdf](http://www.gmu.edu/catalog/pdfs/catalog_0809.pdf). When in doubt (of any kind) please ask for guidance and clarification.

4) Enrollment—Students are responsible for verifying their enrollment in this class. For more information and important date, see: [http://registrar.gmu.edu/calendars/2011Fall.html](http://registrar.gmu.edu/calendars/2011Fall.html). After the last day to drop, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.

5) GMU Email Accounts-- Students must activate and use their GMU email account to receive important University information, including messages related to this class. In addition, students should keep track of their e-mail quota.

6) Religious Holidays-- If you anticipate you will have a conflict due to religious holidays, please inform me within the first two weeks of class. This is especially important if you have to turn in an assignment the day you cannot attend the class.³

7) Special Needs-- Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disability, please see me and contact the Office of Disability Services (703) 993-2474. Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) **make sure** this documentation is on file with the Office of Disability Services (SUB I, Rm. 222; 993-2474; ³The official policy: “It is Mason’s policy to encourage its faculty to make a reasonable effort to allow students to observe their religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) without academic penalty. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an excused absence for participation in a university-sponsored activity must provide their instructor with a letter from a university official stating the dates and times that participation in the activity would result in the student missing class.”**
www.gmu.edu/student/drc) to determine the accommodations you might need; and 2) talk with me to discuss reasonable accommodations.

8) **Avoid disruptive activities in the classroom**—Cellular phones, pagers, and other such electronic devices that could disrupt class must be turned off. Computer use in the classroom must be STRICTLY LIMITED to the course discussion and assignments. The professor reserves the right to take appropriate action to cease disruptive behaviour in order to maintain an environment that is conducive to learning for the rest of the class.

9) **Food**—If you are hungry, you can eat a snack (small things, preferably odorless). But, you cannot eat a whole meal in class.

**UNIVERSITY POLICIES**

** The University Catalog (http://catalog.gmu.edu) is the central resource for university policies affecting student, faculty, and staff conduct in university affairs. Other policies are available at http://universitypolicygmu.edu/.

**Additional Resources:**

--Writing Center:

http://writingcenter.gmu.edu/students.html

http://writingcenter.gmu.edu/landing.html (face-to-face appointments)

http://writingcenter.gmu.edu/owl.html (online tutoring)