Welcome
to

European Social Policy
2015-2016
SCPL08006
Tuesdays and Thursdays, 12.10-13.00
Adam House, Basement Theatre

The course aims to provide an understanding of the way the welfare state has developed in different European countries and of the role of social policy in the European Union. It consists of three main parts:

1. The emergence of welfare states in Europe, their varying patterns of development in the second half of the twentieth century and the economic and demographic challenges they face today.

2. The diverse nature and effects of social policy arrangements in a range of European countries and the dynamics and impacts of current attempts to adapt these policies in the face of contemporary challenges.

3. The significance of the “social dimension” for the European Union and the history of attempts to promote common EU social policies, an assessment of particular EU initiatives in the social sphere, and the future of social policy in an enlarged EU.

This course guide should be read in conjunction with the Social & Political Science 2014-2015 Years 1 & 2 Student Handbook, which outlines all the common information and procedures for students in first and second level courses in the School.

THIS HANDBOOK CAN BE MADE AVAILABLE IN LARGE PRINT – PLEASE ASK
## European Social Policy Lecture Timetable

### Part I  European Welfare States: Development, Diversity and Challenges

#### Week 1  
*The origins and development of the welfare state in Europe*
- 22. Sept  Introducing European social policy  IN
- 24. Sept  The genesis and growth of European welfare states  IN

#### Week 2  
*Welfare state types and typologies*
- 29. Sept  The market and the welfare state: welfare regimes  IN
- 01. Oct  The family and the welfare state: male breadwinner typologies  IN

#### Week 3  
*Challenges to European welfare states*
- 06. Oct  Economic pressures: globalisation and the new economy  RB
- 08. Oct  Demographic pressures: fertility decline and population ageing  IN

### Part II  Social Policies in Europe: Characteristics and Reform Dynamics

#### Week 4  
*The Bismarckian welfare states*
- 13. Oct  France  RB
- 15. Oct  Germany  IN

#### Week 5  
*The Nordic welfare states*
- 20. Oct  The ‘Nordic model’  IN
- 22. Oct  The Swedish welfare state  IN

#### Week 6  
*Additional European welfare models?*
- 27. Oct  The ‘Southern model’  AB
- 29. Oct  The Central and Eastern European welfare states  RB

#### Week 7  
*The British and European welfare states in comparative perspective*
- 03. Nov  The British welfare state in European perspective  HB
- 05. Nov  European welfare states in international perspective  RB

### Part III  The Social Policy of the European Union: Structures, Processes and Controversies

#### Week 8  
*The social dimension of the EU*
- 10. Nov  The emergence of EU governance  RB
- 12. Nov  The difficult development of the ‘social dimension’  RB

#### Week 9  
*Traditional Instruments of EU social policy*
- 17. Nov  The successes and limitations of EU social law  RB
- 19. Nov  The structural funds and EU regional policy  RB

#### Week 10  
*Beyond Hard Law: The ‘New Governance’ of EU Social Policy*
- 24. Nov  Social policy through the ‘Open Method of Coordination’  RB
- 26. Nov  A critical analysis of the OMC  RB

#### Week 11  
*Current Controversies in EU Social Policy*
- 01. Dec  Migration and social standards in the enlarged EU  IN
- 03. Dec  European social policy and the Eurozone crisis  IN
Teaching Arrangements

**Lectures** are held on Tuesdays and Thursdays at 12.10. They start in the first week of the semester (Tuesday, 22nd September) and are held twice weekly.

Course Secretary – Natalie Stroud – natalie.stroud@ed.ac.uk / 0131 651 3162

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**Lectures are held in Adam House, Basement Theatre,**
**Tuesdays and Thursdays 12.10 – 1.00pm**

Most lectures are designed to help you acquire a conceptual overview of the subject. This is especially important in a problem-centred subject like Social Policy, where relevant arguments and evidence may be scattered across a range of more or less up-to-date reading. To make the most of lectures, you should try to prepare for them in advance, and review your notes afterwards.

**Tutorials** are an integral part of the course. They meet once a week, from the SECOND week of the semester. Your participation in tutorials is essential and is part of your assessment. You should explain any absences in an e-mail to your tutor. If you fail to attend on more than two consecutive occasions without reasonable explanation, your Personal Tutor will be informed. Students who do not attend at least 7 tutorials without good reason will have their tutorial mark reduced by ten percentage points for each unapproved absence above the threshold, and will not have their overall marks raised if their performance is borderline.

The tutorial programme includes issues related to the lectures, and provides an opportunity to clarify and amplify topics raised in the lectures and in your reading. The tutorials should also help you develop a range of relevant skills, such as being able to understand statistical tables, making presentations, writing essays, etc. The topic of each tutorial relates to lectures from the previous week. For tutorials you will receive questions you should focus on when doing your reading, and which will be discussed in the tutorial sessions; for some, you may also be asked to complete short exercises, such as interpreting a statistical table, preparing a short presentation or contributing to a debate.

Tutorial participation will be assessed on the basis of the completion of assigned coursework, your active engagement during tutorial discussions, as well as the quality of your contributions.

Please sign up for a tutorial on the Learn system by 12 noon on the Friday of Week 1, so that everyone is registered to a group ahead of tutorials commencing in Week 2. Instructions for using Learn are set out on page 12 of this handbook. Learn will not allow you to sign up for a tutorial that has reached the maximum number of students. It is therefore in your interest to sign up early for a tutorial, to ensure you have a choice among the times that suit you best.

Tutorials will take place in a range of locations near to George Square, please see EUCLID and Learn to view course timetables.
Assessment

The course is assessed through coursework (a 2000 word essay; your active participation in tutorial exercises and discussions) and a degree examination.

The weighting of course assessment is as follows:

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<th>Assignment</th>
<th>Weight (%)</th>
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<tr>
<td>Tutorial participation</td>
<td>10%</td>
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<tr>
<td>Essay</td>
<td>30%</td>
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<td>Degree Examination</td>
<td>60%</td>
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The Essay

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<th>Essay Deadline</th>
<th>Tuesday, 3 November, 12.00 noon</th>
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<td>Returned by</td>
<td>Tuesday, 24 November</td>
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It is your responsibility to manage your time and workload throughout the course so that your essay is submitted by no later than the deadline, even if you have similar deadlines for other courses. Every effort will be made to return work to you as soon as possible. You will be informed by your tutor if your assignment cannot be returned within the period indicated.

The titles for the essay are drawn from weeks 1-5, and can be found at the end of this handbook (p. 44). The week or weeks of the course that the question relates to is indicated to allow you to identify appropriate literature. The literature listed in this handbook for the given week(s) will usually be enough to base a passable answer to the question on, but to produce a really good essay you should follow up other references listed in these pieces and search for relevant literature using library catalogues and on-line literature databases such as the web of knowledge (http://www.isiknowledge.com/) to develop your own bibliography. If you need help with your essay please go and discuss it with your tutor.

Please take note of the guidance about essay writing in the Social Policy Year 2 Student Handbook, as well as on how to avoid plagiarism. Social Policy is a subject that gives great weight to evidence as well as argument, and you are expected to include relevant evidence – including tables where appropriate – in your essays. You should make the most of any opportunities to develop skills in interpreting tables through the course. Links to on-line data resources are provided elsewhere in the handbook.

Word Count Penalties:

Your Essay has a word limit (2000 words), and part of the discipline of writing an essay involves observing that limit. The limit applies to all text, excluding the bibliography or references at the end.

Essays above 2000 words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 2001 and 2020 words will lose one mark, between 2021 and 2040 will lose two marks, and so on.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.
Coursework will be submitted online using our submission system – ELMA. You will not be required to submit a paper copy. You must upload your essay by 12 noon on the day of the deadline. Full details of this are provided on the course Learn site, and see p.4.

For further information about the submission of coursework, please also refer to the Social Policy Year 2 Student Handbook. All coursework assessment is subject to confirmation by the Board of Examiners.

For unexcused late submission of essays a penalty of five marks per working day (for up to five days) applies.

**The Operation of Lateness Penalties:**

Management of deadlines and timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility in your university career. Unexcused lateness will mean your work is subject to penalties and will therefore have an adverse effect on your final grade.

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Work that is submitted more than five days late will not be accepted and will receive a mark of zero. There is no grace period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at 12.01pm will be marked as one day late, work submitted at 12.01pm on Wednesday will be marked as two days late, and so on.

**Extension Policy:**

If you have good reason for not meeting a coursework deadline, you may request an extension from either your tutor (for extensions of up to five calendar days) or the course organiser (for extensions of six or more calendar days), normally before the deadline. Any requests submitted after the deadline may still be considered by the course organiser if there have been extenuating circumstances. A good reason is illness, or serious personal circumstances, but not pressure of work or poor time management. Your tutor/course organiser must inform the course secretary in writing about the extension, for which supporting evidence may be requested. Work which is submitted late without your tutor's or course organiser's permission (or without a medical certificate or other supportive evidence) will be subject to lateness penalties.

**The Exam**

The degree examination is a two-hour paper taking place between 10 - 21 December 2015. The degree examination will consist of three questions to be answered in two hours. The paper will be divided into two sections – one with four questions covering weeks 1-5 of the course and the other with eight questions covering weeks 6-10. You will have to answer one question from the first section (on which you will have already written the essay) and two from the second section (for which it is the only assessment). Past exam papers can be accessed at this website: http://www.lib.ed.ac.uk/lib/resources/collections/exams.shtml.

If you have not handed in your coursework you will be permitted to sit the exam, but will receive a zero for the course work component (30%) of your overall mark. The degree exam counts for 60% of the final mark, and it is necessary to pass the exam in order to pass the course overall (except for students assessed by the University as requiring ongoing special examination arrangements because of disability). If you fail at the first sitting you must re-sit the examination in
August and the result of this exam will stand as your sole mark for the course. The re-sit examination will cover all the learning outcomes for the course. The initial fail mark will be entered permanently on your record.

The criteria for grading work are set out in the Social Policy Year 2 Student Handbook; the marking criteria for essay and exam assessment are also set out below. Students entering their third or later year of study at Edinburgh should note that these are different from those that applied in previous years, with greater specificity in the criteria for grades of first-class (70–79, 80–89 and 90–100) and fail (30–39, 20–29, 10–19 and 0–10) marks. A first-class merit is awarded when the total mark amounts to 70% or more, and a second-class merit when the mark is between 60% and 69%. It is open to Exam Boards to award extra marks to candidates whose marks bring them near these levels.

Marking Criteria Essays

A1 (90-100%) An answer that fulfils all of the criteria for ‘A2’ (see below) and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues, yielding a product that is deemed to be of potentially publishable quality, in terms of scholarship and originality.

A2 (80-89%) An authoritative answer that provides a fully effective response to the question. It should show a command of the literature and an ability to integrate that literature and go beyond it. The analysis should achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

A3 (70-79%) A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the literature and move beyond it, using the sources creatively to arrive at its own independent conclusions.

B B- (60-63%) B (64-66%) B+ (67-69%) A very good answer that shows qualities beyond the merely routine or acceptable. The question and the sources should be addressed directly and fully. The work of other authors should be presented critically. Effective use should be made of the whole range of the literature. There should be no significant errors of fact or interpretation. The answer should proceed coherently to a convincing conclusion. The quality of the writing and presentation (especially referencing) should be without major blemish. Within this range a particularly strong answer will be graded B+; a more limited answer will be graded B-.

C C- (50-53%) C (54-56%) C+ (57-59%) A satisfactory answer with elements of the routine and predictable. It should be generally accurate and firmly based in the reading. It may draw upon a restricted range of sources but should not just re-state one particular source. Other authors should be presented accurately, if rather descriptively. The materials included should be relevant, and there should be evidence of basic understanding of the topic in question. Factual errors and misunderstandings of concepts and authors may occasionally be present but should not be a dominant impression. The quality of writing, referencing and presentation should be acceptable. Within this range a stronger answer will be graded C+; a weaker answer will be graded C-.

D D- (40-43%) D (44-46%) D+ (47-49%) A passable answer which understands the question, displays some academic learning and refers to relevant literature. The answer should be intelligible and in general factually accurate, but may well have deficiencies such as restricted use of sources or academic argument, over-reliance on lecture notes, poor expression, and irrelevancies to the question asked. The general impression may be of a rather poor effort, with weaknesses in conception or execution.
It might also be the right mark for a short answer that at least referred to the main points of the issue. Within this range a stronger answer will be graded D+; a bare pass will be graded D-.

E (30-39%) An answer with evident weaknesses of understanding but conveying the sense that with a fuller argument or factual basis it might have achieved a pass. It might also be a short and fragmentary answer with merit in what is presented but containing serious gaps.

F (20-29%) An answer showing seriously inadequate knowledge of the subject, with little awareness of the relevant issues or literature, major omissions or inaccuracies, and pedestrian use of inadequate sources.

G (10-19%) An answer that falls far short of a passable level by some combination of short length, irrelevance, lack of intelligibility, factual inaccuracy and lack of acquaintance with reading or academic concepts.

H (0-9%) An answer without any academic merit which usually conveys little sense that the course has been followed or of the basic skills of essay-writing.

Marking Criteria Exams
In assessing coursework there will be greater emphasis on the breadth of material, more engagement with the literature and a more refined presentation. Exams require more concise and focused answers, with less emphasis on the literature incorporated, or on sophisticated expression and presentation.

A1 (90-100%) An answer that fulfils all of the criteria for 'A2' (see below) and in addition shows originality and independent thought, together with flair and an ability to present and analyse things from different perspectives.

A2 (80-89%) A comprehensive answer that remains focused on the topic and provides an authoritative response to the question. It should be fully conversant with the main issues and literature and able to incorporate these into the analysis while showing awareness of their complexities and wider ramifications. It should display strong critical and analytical skills, mindful of other interpretations but not afraid to challenge them. A high level of quality should be sustained throughout.

A3 (70-79%) A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the course material and move beyond it, using the sources creatively to arrive at its own independent conclusions.

B- (60-63%) B (64-66%) B+ (67-69%)
A very good answer, showing qualities beyond the merely routine or acceptable. The question should be addressed fully and directly within a coherent and well-structured discussion that demonstrates awareness of the main issues and reading. The answer should have a clear focus and engage with the topic in an analytical rather than descriptive way. There should be no significant errors of fact or interpretation of concepts or data. Within this range a particularly strong answer will be graded B+, a more limited one B-.

C- (50-53%) C (54-56%) C+ (57-59%)
A satisfactory answer with elements of the routine and predictable. It should be generally accurate and show awareness of the main issues and/or evidence of independent reading, which will be presented accurately, if rather descriptively. There may be some errors of fact or interpretation, but the materials included should be relevant, and there should be evidence of basic understanding of the topic in question. It should attempt to engage critically with the question, though with some possible unevenness. Within this range a stronger answer will be graded C+; a weaker answer will be graded C-.

D- (40-43%) D (44-46%) D+ (47-49%)
A passable but superficial answer which understands the question and displays some learning, though with omissions and inaccuracies and scant evidence of reading. There should be a discernible structure, although the answer may lack focus or coherence. There will be few signs
of insight or critical awareness and the approach will be overwhelmingly descriptive rather than analytical. This could also be the mark for a short answer that at least referred to the main points of the topic. Within this range a stronger answer will be graded D+; a bare pass will be graded D-.

E  (30-39%) An answer that attempts to address the question, but contains serious inaccuracies, omissions and/or misunderstandings. The structure will be weak, and the focus vague. There will be no or very little evidence of reading or critical awareness and a tendency to descriptive narrative, some of dubious relevance, rather than analysis. It might also be a short and fragmentary answer with merit in what is presented but containing serious gaps. Within this band, an answer conveying the sense that with fuller analysis it might have achieved a pass should be marked between 37% and 39%. More substantial fails should receive a mark of 30-36%.

F  (20-29%) An answer showing no awareness of the relevant issues or reading and seriously inadequate knowledge of the subject. The structure will be incoherent and lacking in logical development, with no evidence of critical awareness or insight and major omissions and/or inaccuracies in the material presented.

G  (10-19%) An answer that falls far short of a passable level by some combination of short length, irrelevance, lack of intelligibility, factual inaccuracy and lack of acquaintance with fundamental concepts or issues.

H  (0-9%) An answer with no academic merit, conveying little sense that the course has been followed or of the ability to develop a coherent argument.

Exam feedback and viewing exam scripts:

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students will also receive individual feedback on their exam. Individual exam feedback will be collected from the Undergraduate Teaching Office Reception and the relevant Course Secretary will contact students to let them know when this is available.

When collecting feedback, students will need to bring their student cards with them as proof of identity.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.
Further information

Assistance is available from your tutor, the Senior Tutor (Richard Brodie), or the Course Convener (Ingela Naumann), who will be pleased to help you with any problems specific to the course. You can e-mail your tutor, the Senior Tutor, or the Course Convener (contact details below). Your Personal Tutor can assist you with more general academic and personal problems, or refer you on to appropriate sources of assistance.

During the second week of the course, and at your first tutorial, you will elect a tutorial representative. The Course Convener and the Senior Tutor hold a meeting during the course with tutorial representatives. Please give your representative the information she or he needs to represent you! The Course Convener, Senior Tutor and all teaching staff will welcome all of your suggestions, as well as any constructive criticism.

If you have any problems with the course then you can also raise them with your tutor, your lecturer, Senior Tutor or the Course Convener. Any problems or complaints that you may have which cannot be resolved in this way can be taken up initially with the Subject Area Head Lindsay Paterson (Room 3.26, Chrystal Macmillan Building, Lindsay.Paterson@ed.ac.uk). If you are still dissatisfied, your Personal Tutor can advise you on how to make a more formal complaint.

You can obtain further information in the Social Policy Year 2 Student Handbook and the Social Policy web site at http://www.socialpolicy.ed.ac.uk/. The Course Secretary, Natalie Stroud, is in the Undergraduate Teaching Office on the ground floor of the Chrystal Macmillan Building (and see below); she will be pleased to assist you if you need information not included in this handbook - but you are asked to observe office hours!

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<td><strong>Course Convener &amp; Lecturer</strong></td>
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<tr>
<td>Dr Ingela Naumann (IN)</td>
<td><a href="mailto:Ingela.Naumann@ed.ac.uk">Ingela.Naumann@ed.ac.uk</a></td>
<td>651 3869</td>
<td>3.25 CMB</td>
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<td><strong>Lecturers</strong></td>
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<tr>
<td>Dr Hayley Bennett (HB)</td>
<td><a href="mailto:Hayley.Bennett@ed.ac.uk">Hayley.Bennett@ed.ac.uk</a></td>
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<tr>
<td>Mr Alessio Bertolini (AB)</td>
<td><a href="mailto:s1250360@sms.ed.ac.uk">s1250360@sms.ed.ac.uk</a></td>
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<td><strong>Senior Tutor &amp; Lecturer</strong></td>
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<td>Mr Richard Brodie (RB)</td>
<td><a href="mailto:r.brodie@ed.ac.uk">r.brodie@ed.ac.uk</a></td>
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<tr>
<td>Dan Heap (DH)</td>
<td><a href="mailto:dan.heap@ed.ac.uk">dan.heap@ed.ac.uk</a></td>
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<td>Contact by e-mail</td>
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<tr>
<td>Iryna Kushnir (IK)</td>
<td><a href="mailto:i.kushnir@sms.ed.ac.uk">i.kushnir@sms.ed.ac.uk</a></td>
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<td><strong>Course Secretary</strong></td>
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<tr>
<td>Mrs Natalie Stroud</td>
<td><a href="mailto:natalie.stroud@ed.ac.uk">natalie.stroud@ed.ac.uk</a></td>
<td>651 3162</td>
<td>UTO, CMB</td>
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**Students with Disabilities**

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service
Discussing Sensitive Topics:

The discipline of Social Policy addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this handbook carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

Monitoring Attendance and Engagement

It is the policy of the University as well as good educational practice to monitor the engagement and attendance of all our students on all our programmes. This provides a positive opportunity for us to identify and help those of you who might be having problems of one kind or another, or who might need additional support. Monitoring attendance is particularly important for our Tier 4 students, as the University is the sponsor of your UK visa. Both the School and the individual student have particular responsibilities to ensure that the terms of your visa are met fully so that you can continue your studies with us. Tier 4 students should read carefully the advice set out in the Appendix to this Handbook. This can also be found here www.sps.ed.ac.uk/undergrad/current_students/student_support/students_on_a_tier_4_visa .You can also contact: www.ed.ac.uk/immigration

Resources

Please note that you will not be expected to read all the items on the weekly reading lists provided below, but that at the same time the lists do not exhaust the good material available in books and journals: use the library catalogues and search engines creatively, especially when doing essays: this is a skill we expect you to learn and demonstrate! Those readings which are thought to be particularly relevant are noted with an asterisk (*).

It is recommended that you buy one or more of the following books:


All these titles can be obtained at Blackwell’s Bookshop on South Bridge.

The *Oxford Handbook of the Welfare State* (eds. Castles et al, 2010, Oxford University Press) and *Welfare States: Construction, Deconstruction, Reconstruction* (eds. Leibfried and Mau, 2008, Edward Elgar, 3 volumes) will be useful reference sources, and are either available electronically or in the HUB Loan section of the Main Library.

An article published a few years ago by Maurizio Ferrera (2008), ‘The European Welfare State: Golden Achievements, Silver Prospects’, *West European Politics*, Volume 31(1-2), 82-107 usefully synthesises a number of the themes treated in the course as a whole.
Use the Library, as most of the references used in the course are to be found in the Reading Rooms of the University Main Library. Readings for the course can be found the HUB (Reserve and Short Loan) and general collections.

Many EU documents and books relevant to this course are kept in the Europa Library and its European Documentation Centre. This is part of the Law Library in Old College (at the western end – turn left on entering and follow the signs). Some important European journals (such as Journal of Common Market Studies and Journal of European Public Policy) are kept in the Law Library rather than in the Main Library. It is entered at the north east corner of the inner quadrangle of Old College (turn right after entering the quad from South Bridge - there is a sign), through a rather heavy door on the left and up three floors. Do not be afraid to venture into this pleasant library.

Use the catalogue: if you have difficulty in finding books, please let your tutor know. Some recent texts may have been ordered but not yet placed on the shelves. Some readings on the reading list are available for brief borrowing from the off-print cabinets in the Reserve section of the Main University Library Reading Room. The readings that are set for each tutorial are directly available in the Tutorial Reading Folder on Learn. These items are marked [TRF] in the reading lists.

Use the e-journals facility, which now allow you to read and print off the full text of articles from most journals (e.g. the Journal of European Social Policy) from your computer. The best way to do this is via the University's MyEd portal (register for this and get your password via www.ease.ed.ac.uk). Log in via https://www.myed.ed.ac.uk; click on 'Library' and then on 'launch Library Resources' in the 'Library Resources' channel. This will bring up a 'Library Online' information page from which you can navigate for either the e-journals or other databases (some of these may require you to click on 'Athens Login', 'Login via Athens' or similar). We have tried to include electronically available journal material in the reading lists for each week, because much of the most interesting and up-to-date research is published in journals, but also so that access to material should not be a problem. Please use these resources!

Extensive European Union information is available on the EU website at: www.europa.eu.int. Social policy and related subjects are continually subject to public debate so please consult newspapers and weeklies; the British newspaper with the best European coverage is the Financial Times. Some newspapers and weeklies can be obtained at special rates. You may also find it rewarding to browse some of the journals which deal with social policy and European issues – especially Journal of European Social Policy, and also (in the Main Library) Journal of Social Policy (which has an excellent online Digest section with details of recent policy changes), Social Policy and Administration, West European Politics and Policy and Politics. Latest copies can be found in the Periodicals Room in the Main Library, and bound volumes for past years are currently in the basement.

An excellent portal to a range of different types of data regarding work and welfare issues in Europe has been developed as part of an EU-funded research project in which the University of Edinburgh is a key partner. You will find descriptions of and links to many kinds of comparative data, most of it freely available. Do make use of this useful resource. http://www.edac.eu

Learning Resources for Undergraduates:

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates
Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).

Guide to Using LEARN for Online Tutorial Sign-Up:

The following is a guide to using LEARN to sign up for your tutorial. If you have any problems using the LEARN sign up, please contact the course secretary by email (natalie.stroud@ed.ac.uk). Tutorial sign up will open on Tuesday, 22nd September, after the first lecture has taken place, and will close at 12 noon on the Friday of Week 1, 25th September.

Step 1 – Accessing LEARN course pages
Access to LEARN is through the MyEd Portal. You will be given a log-in and password during Freshers’ Week. Once you are logged into MyEd, you should see a tab called ‘Courses’ which will list the active LEARN pages for your courses under ‘myLEARN’.

Step 2 – Welcome to LEARN
Once you have clicked on the relevant course from the list, you will see the Course Content page. There will be icons for the different resources available, including one called ‘Tutorial Sign Up’. Please take note of any instructions there.

Step 3 – Signing up for your tutorial
Clicking on Tutorial Sign Up will take you to the sign up page where all the available tutorial groups are listed along with the running time and location.
Once you have selected the group you would like to attend, click on the ‘Sign up’ button. A confirmation screen will display.

IMPORTANT: If you change your mind after having chosen a tutorial you cannot go back and change it and you will need to email the course secretary. Reassignments once tutorials are full or after the sign-up period has closed will only be made in exceptional circumstances.

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until 12 noon on the Friday of Week 1 so that everyone is registered to a group ahead of tutorials commencing in Week 2. If you have not yet signed up for a tutorial by this time you will be automatically assigned to a group which you will be expected to attend.
ELMA: Submission and return of coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked coursework or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA. Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.

Occasionally, there can be technical problems with a submission. We request that you monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser’s responsibility to inform you of the reasons.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.

Submitting your essay

- **1 ELECTRONIC COPY** of your essay should be submitted by the deadline – **12.00 noon, Tuesday, 3 November, 2015**.
- **DO NOT INCLUDE YOUR NAME** in the essay – this ensures anonymous marking.
- **DO INCLUDE YOUR EXAMINATION NUMBER** – put it in the header so it appears on every page.
- **YOUR EXAMINATION NUMBER IS DIFFERENT TO YOUR MATRICULATION NUMBER!** Your EXAM NUMBER is on your student card below your MATRIC NUMBER.
- **SAVE YOUR ESSAY WITH A FILE NAME THAT INCLUDES YOUR EXAM NUMBER** – “B012345_ESP_Essay, for example.
- Remember to include your feedback sheet (which can be downloaded from the Learn page) and include the COURSE NAME, ESSAY QUESTION & WORD COUNT
- **FILES MUST BE IN MICROSOFT WORD DOCUMENT FORMAT** - Microsoft Publisher, Open Office and Microsoft Works files will not be accepted. See essay submission guides in Learn if you’re unsure.
DO NOT SUBMIT YOUR BIBLIOGRAPHY SEPARATELY FROM THE ESSAY. Our internal checks make sure the bibliography will not count as plagiarised material.

THE DEADLINE FOR ESSAY SUBMISSION IS 12 NOON ON THE SUBMISSION DATE – any essays lodged after 12 noon are considered a day late even if lodged on the correct date.

Plagiarism Guidance for Students:
Avoiding Plagiarism:
Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else's work (including another student's work or material from the Web or a published author) as your own is plagiarism and will be punished severely. When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. ELMA automatically runs all submissions through 'Turnitin', our plagiarism detection software, and compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. For further details on plagiarism see the Academic Services' website:

http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

Data Protection Guidance for Students:
In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents
The Course week by week

Part I: European Welfare States: Development, Diversity and Challenges

Week 1  The origins and development of the welfare states in Europe  22.09.15

The aims of this session will be to preview the objectives of the course, but also to define some terms that will recur frequently. Clasen (2007) is a good introduction to the two broad topics of this course: comparison of European welfare states and the social dimension of the EU. Parry (1995) is a neat introduction to the welfare state as an object of study, while Walker and Wong (2004) and Bonoli (2007) introduce some complications. Marshall (1963) and Titmuss (1974) provide some ‘classical’ accounts that define and explain welfare states in relation to the development of modern citizenship, while Perrin (1969) talks more programmatically about the development of social security instruments up to the late 1960s. Briggs (1961) is another early definition of the welfare state, and also introduces some of the explanatory factors explored in the next session.


1.2. The genesis and growth of European welfare states  24.09.15

Amenta, E. (2003), 'What We Know about the Development of Social Policy, Comparative and Historical Research in Comparative and Historical Perspective' in Mahoney, J. and Rueschemeyer, D. (ed.) Comparative Historical Analysis in the Social Sciences, Cambridge: Cambridge University Press.


There is no tutorial in the first week of the course.
Please sign up for a tutorial group

Week 2  Welfare state types and typologies  29.09.15


This session deals with the varying role of women and assumptions about the family in the social policy arrangements of different welfare state. Cousins (2005), Daly (1994), O’Connor (1996) and Sainsbury (1999) all provide overviews of feminist/gender-based critiques of mainstream welfare state theory and conventional typologies. The literature contains a number of typologies responding to this, from the male breadwinner model (Lewis 1992, 2001) to some alternative formulations (Sainsbury 1996; Pfau-Effinger 2003; Leitner 2003, Kroeger 2011), including Esping-Andersen’s revised version of his own ‘three worlds’ typology, which pays greater attention to issues of family and household (Esping-Andersen 1999). Crompton (2003); Lewis (2001) and Lewis and Giullari (2005) discuss recent developments around the decline of the male breadwinner model. Millar (2003) and Orloff (1993) are useful on issues of autonomy, obligation and citizenship. Naumann (2005) and Jason (2006) provide some explanations for the gendered development of social policies in different countries, while Morgan (2013) looks at the political dynamics of recent family policy changes. Daly (2011) offers a critical take on the concept of the ‘adult worker model’.


Morgan, K. (2013), Path shifting of the welfare state: Electoral competition and expansion of work-family policies in Western Europe, World Politics, 65(1), 73-115

**Tutorial Topic:** What factors have driven and shaped the development of welfare states in Europe?
**Reading:** Esping-Andersen, Tutorial Reading 1

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**Week 3  Challenges to European welfare states**

**3.1. Economic pressures: globalisation and the new economy  06.10.15**

For the debate about the impact of globalization and welfare states, Cousins (2005) provides yet another useful overview. Rhodes (1996) and Scharpf (2000) both contend that globalization menaces welfare states, while Castles (2004) and Rieger and Leibfried (1998) offer a more sceptical viewpoint, further explored by Walter (2010) and Kwon and Pontusson (2010). Empirical tests of these various arguments are offered by Busemeyer (2009), Koster (2009) and Adelantado and Calderon (2006). Pierson (2001) suggests that the shift from manufacturing to services is a more significant threat to welfare states than globalisation. Iversen and Wren (1998) agree, and suggest that different welfare states will respond differently to these challenges. Bonoli (2005) is the clearest exploration of the so-called ‘new social risks’ and needs that arise in post-industrial welfare states. The possibility for a positive welfare state response to these challenges is captured in the notion of the ‘social investment welfare state’ (see Morel et al, 2012). For a critique of social investment, see Nolan (2013).

3.2. Demographic pressures: fertility decline and population ageing


Schulz, J (2002), ‘The evolving concept of ‘retirement’: looking forward to the year 2050’.

Tutorial Topic: To what extent are European Welfare States still in the process of creating an Adult Worker Model?
Reading: Daly (2011), Tutorial Reading 2

**Part II: Social Policies in Europe: Characteristics and Reform Dynamics**

**Week 4    The Bismarckian welfare states**

**4.1. France**  13.10.15

Palier (2010 a, b and c) are useful overviews of reform problems and reform trends across all ‘Bismarckian’ welfare states (also relevant for session 4.2), while Hemerijck and Eicchorst (2009) are good on the link between welfare and employment questions in these systems. Palier (2010d) offers an excellent summary of recent developments in the French welfare state. Smith (2004) offers a critical account on the current state of the French welfare model, focussing on its inability to reform, while Barbier (2007) and Vail (2009) give more nuanced assessments. Hassenteufel (2001) and Hassenteufel and Palier (2007) discuss recent reforms in health care; Mandin and Palier (2005) and Sterdyniak (2005) are useful for changes to the pension system; Clegg (2007) and Clasen and Clegg (2003) discuss changes in French labour market policies in comparative perspective, while Clegg (2011) takes a closer and less comparative look at recent developments. Morel (2007) and Klammer and Letabluer (2007) do the same with respect to family and care policies, where France has always diverged most from other ‘Bismarckian’ welfare states.


Clasen, J. and Clegg, D. (2003), ‘Unemployment Protection and Labour Market Reform in France and Great Britain in the 1990s: Solidarity versus Activation?’ *Journal of Social Policy* 32, 361-381. **This article is also relevant for week 7**


Jordan, J. (2006), ‘Mothers, Wives, and Workers. Explaining Gendered Dimensions of the Welfare State’, *Comparative Political Studies*, 39 (9): 1109-1132. (a comparison of Sweden, Germany, and France). **This article is also relevant for week 5**


4.2. Germany

Clasen (2005), available online, is a good place to start. There is a general argument in ch 3 and you can dip into the German sections on pensions, unemployment and family policy. Clasen and Freeman’s edited text (1994) has useful historical background, Busch (2006) and Manow and Seils (2000) offer overviews of the perceived adjustment problems of the German welfare state, though their analyses today seem a little dated. Blank (2009), Bridgen and Meyer (2014), Hinrichs (2010), Vail (2003), Streeck and Hassel (2003), Streeck (2009) and Haverland and Stiller (2010) address recent reforms in different policy fields, while Leitner and Lessenich (2003) make a theoretical argument regarding the development of the insurance principle. A readable recent book providing good background information on the German welfare state, but with a strong, perhaps overdrawn central thesis (marketisation of state services alongside socialisation of family responsibilities) is Bleses and Seeleib-Kaiser (2004). Seeleib-Kaiser (2003) is basic and straightforward. On recent reforms in labour market and unemployment policy, where changes have been considerable in the last decade, see Clasen and Goerne (2011), Kemmerling and Bruttel (2006) and Fleckenstein (2008 and 2012). Ostner (2010) discusses the radical changes with respect to family policy in recent years, Dunstmann et al. (2014) give another short overview over most recent changes in Germany.


www.oxfordscholarship.com/osopublic/content/politicalscience/0199270716/toc.html


*Ostner, Ilona (2010), ‘Farewell to the Family as We Know it: Family Policy Change in Germany’, German Policy Studies, 6(1): 211-244.


Stiller, S. (2010), Ideational leadership in German welfare state reform: How politicians and policy ideas transform resilient institutions, Amsterdam: Amsterdam University Press


Tutorial Topic: Is population ageing the main cause of the threats to the sustainability of social policies in Europe?

Reading: Frericks et al (2010), Tutorial reading 3

Week 5  The Nordic welfare states

5.1. The Nordic Model  20.10.15


*Blomqvist, P. (2004), 'The choice revolution: privatization of Swedish welfare services in the 1990s*, *Social Policy and Administration*, 38 (2): 139-155; this special 'Nordic regional issue' also contains other articles of interest.


*Kvist, J. and Greve, B. (2011), 'Has the Nordic Welfare Model Been Transformed?’,* *Social Policy & Administration*, 45(2), 146-160; this special issue also contains other articles of interest.


### 5.2. The Swedish Welfare State

Sweden has often been portrayed as representing the ‘Nordic model’ most clearly, although in recent years, due to recent reforms of the Swedish welfare state, Denmark has been viewed to be more ‘prototypical’. Rauch (2007 and 2008) shows this with regard to childcare and elderly care. Bergh (2004) and Naumann (2005) give good illustrations why Sweden has been identified with the ‘universal’ Nordic welfare state, and Olsson (1993) reiterates the historic developments of the Swedish welfare state. Brennan et al (2012), Edlund and Seva (2013), elaborate on the

Hiilamo, H. and Kangas, O. (2009), 'The choice revolution: privatization of Swedish welfare services in the 1990s', Social Policy and Administration, 38 (2): 139-155; this special 'Nordic regional issue' also contains other articles of interest


Tutorial Topic: Why are Bismarckian welfare states especially difficult to reform?
Reading: Palier and Martin (2007), Tutorial reading 4

Week 6 Additional European welfare models?

6.1. The ‘Southern Model’

Ferrera (various years) is indispensable reading on the southern model of welfare in general, and on the Italian welfare state more specifically. Martin (1997), Leibfled (1993) and Gal (2010) also discuss the possibility of an additional welfare regime, an argument contested by Esping-Andersen (1999) and in a somewhat different way by Mari-Klose and Moreno-Fuentes (2013). Trifiletti (1999)


6.2. The Central and Eastern European Welfare States

The countries of central and Eastern Europe bear the legacies of their decades of state socialism after the Second World War until 1989/90, and of the policies put in place to prepare for entry into the EU. Most of these countries have been strongly influenced by neo-liberal ideas on welfare state reform promoted by international organisations, also known as the ‘Washington consensus’, while attempting to preserve some of the universalist features of their old systems. Inglot (2008) offers a long historical perspective, while Manning (2004) and Cook (2010) are more contemporary overviews. Deacon (2000) and Ferge (2001) review the dynamics of liberalisation, while Kovacs (2002), Guillen and Palier (2004) and Lendvai (2008) discuss the influence of EU accession on welfare states. Vanhuysse (2006) develops an original argument about the way social policy has been used by elites in the particular context of post-communist transition. Aspalter et al (2009) and Hacker (2009) discuss the issue of how to fit the CEE countries into mainstream typologies of welfare regimes and Kaminska (2013) looks at this question with regard to healthcare. A special issue of the journal *Social Policy & Administration* (vol. 43, no. 2) from 2009 includes a range of relatively up-to-date articles on social policy developments in different CEE countries.


Tutorial Topic: Are privatization trends in the Swedish welfare state in line with public opinion?
Reading: Edlund and Johansson Sevå (2013), Tutorial reading 5

Week 7 The British and European welfare states in comparative perspective

7.1. The British welfare state in European perspective 03.11.15


Clasen, J and Clegg, D (2003), ‘Unemployment Protection and Labour Market Reform in France and Great Britain in the 1990s: Solidarity versus Activation?’ *Journal of Social Policy* 32, 361-381. **This article is also relevant for week 4**


Lewis, J. (2013), ‘The failure to expand childcare provision and provide a comprehensive childcare policy in Britain during the 1960s and 1970s’, *Twentieth Century British History*, 24(2), 249-274.


This session considers whether the differences between Europe’s welfare states are increasing or decreasing over time, in other words whether there is convergence or divergence. This question is source of some controversy, as can be seen by the diverse answers provided by Hay and Wincott (2012), Caminada et al (2010), Tomka (2003), Starke et al (2008), Schmitt (2011) and Montanari et al (2008). It also considers whether even given persisting differences between the approaches to welfare found in Europe, it still makes sense to speak of a social model that is common to European countries when compared to other developed countries, especially the USA. Russell (2006), Alesina (2004) and Alesina and Glaeser (2006) argue that it does, and provide some suggestions as to why welfare states may have developed in Western Europe and not North America. Alber and Gilbert (2010), Baldwin (2009) and Alber (2010) give a rather more nuanced assessment. Pontusson (2005) is more focussed on outcomes, but his comparison of ‘social Europe’ and ‘liberal America’ has some useful data.


Adnett, N. and Hardy, S (2005), The European Social Model. Modernisation or Evolution? Cheltenham: Edward Elgar.


Crouch, C. (1999), Social Change in Western Europe, Oxford: Oxford University Press, chapters 13 and 14


Tutorial Topic: What are the characteristics of Southern European welfare states, and to what extent do these set them apart from other welfare states?

Reading: Gal (2010), Tutorial reading 6


Week 8  The Social Dimension of the EU

8.1. The emergence of EU governance  

This session provides an introduction to the European Union and gives a general overview of the development of its activities. It introduces the aims, history and institutions of the EU and analyses why key events such as the introduction of the Single Market have had such a profound impact on our lives. Bomberg and Stubb (2012), Cini (2013) Nugent (2010) and Wallace et al (2010) are extremely clear and accessible introductory text books on EU policy-making. On the controversy between supranationalist and inter-governmentalist accounts of integration, Moravcsik (1998) and Pierson (1996) are key texts, while you will find discussions of these competing theoretical accounts of the development of the EU in a number of the textbooks listed. McAllister (2010) is easy to read and gives a very detailed analysis of the history and development of the EU. In addition to the main library, the Europa library (at the back of the Law Library in Old College) will be helpful in searching for literature. The Europa library contains copies of important EU documentation from the European Commission as well as EU-relevant books and journals. The Journal of Common Market Studies and the Journal of European Public Policy both carry many useful articles on European integration.

To familiarise yourself with the EU there is no better place to start than the EU website. This contains all the information you need to explain how the EU works.

The EU Home Page - http://europa.eu

On the EU in general:


8.2. The difficult development of the Social Dimension 12.11.15

This lecture examines the emergence and development of the EU’s Social Dimension from the Treaty of Rome (1957) to the Europe 2020 Agenda and the emergence of the Social Investment strategy. It analyses why the social agenda has always been the ‘hand-maiden’ to the economic agenda. The general EU textbooks will help you to understand the events and milestones in the history of social policy but it is Leibfried and Pierson (1995), Geyer (2000) and Hantrais (2007) that specialise in social policy and therefore are the most helpful. Watson (2008), though written from a legal perspective, has a useful and clear chapter on the historical development of the social dimension. Chapter 4 of Ferrera (2005) traces the impact of EU law on the functions of national welfare states. Bailey (2008) gives an excellent theoretical overview of the state of ‘Social Europe’ and summarises in a methodical way why it has failed to develop. Offe (2003) and Scharpf (2010) offer somewhat pessimistic readings of the structural incompatibility between the EU’s market integration project and social solidarity, while Ferrera (2009) takes a more optimistic view. It is worth looking at De La Porte et al (2015) and Kvist (2015) in a special edition of *Comparative European Politics* which deals with these issues.

See also the relevant chapters in the general textbooks in Week 8.1.


*Scharpf, F. (2010), ‘The asymmetry of European integration, or why the EU cannot be a ‘social market economy’, Socio-Economic Review, 8(2), 211-250.


**Tutorial Topic:** How well does the idea of a ‘European social model’ stand up to empirical scrutiny?

**Reading:** Alber (2006), Tutorial reading 7

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**Week 9   Traditional instruments of EU social policy**

**9.1. The successes and limitations of EU social law   17.11.15**

This session explores the progress made in, and limitations upon, the development of a social dimension of European integration through conventional and binding instruments of EU law and social dialogue. The textbooks referenced above will all be useful, but Hantrais (2007) or Geyer (2000) are especially so, as is Falkner (1998) on social dialogue at EU level. Majone (1996) is a standard text for analysing EU social policy as a regulatory body, whilst Shaw (2000) contains an excellent collection of essays on EU social law. Watson (2008) is more technical, but extremely comprehensive. Leibfried (2005) explains the dynamics of EU competence extension in the social policy field. Falkner (2005) and Scott and Trubeck (2002) provide evidence of the difficulty of enforcing compliance even where EU competence exists. Further references offer critical discussions of successes and failures in areas where EU social law is significant – gender equality, equal pay and the coordination of social security for workers crossing national borders in the EU. Neergard (2010) and Schiek (2012) look specifically at the importance of the law and the courts for the development of EU social policy. The European Journal of Social Security is useful for further references on EU social law.

See also the relevant chapters in the textbooks noted in Week 8.1


9.2. The structural funds and EU regional policy 19.11.15

This lecture focuses on an important if somewhat indirect instrument of redistribution between rich and poor citizens in the EU – European regional policy, which seeks to deal with imbalances in the prosperity of different regions in the EU and the effects that these imbalances might have in the context of the operation of the single market. For a good introduction to the basics of Regional Policy, and the operation of the Cohesion and Structural Funds, look at one of the core European Union text books such as Allen (2010), Cini (2013), or Wallace et al. (2010). Hantrais and Geyer also give straightforward accounts of the Structural Funds, whilst Kleinman takes a more general view. For a more critical and useful analysis of the effectiveness of this type of policy see Bailey and De Propris (2001), Beugelsdijk et al. (2005) and Harrop (1996). On convergence, a key element of Cohesion policy, see the research by Vaidere et al (2011) and Viso (2010). On efficiency and equity, Dellmuth (2011) and Farole (2011) give an up to date assessment of the policy. Verschraegen et al (2011) examine the influence of social funding on domestic policy. Bachtler (2015) and Pinho (2015) offer a contemporary assessment.


**Tutorial Topic:** Can the logic of European integration be reconciled with safeguarding social solidarity, and if so how?

**Reading:** Ferrera (2009), Tutorial reading 8
Week 10  Beyond Hard Law: The ‘New Governance’ of EU social policy

10.1. Social policy through the ‘open method of coordination’ 24.11.

This lecture introduces the newest generation of EU policy instruments in the social domain, the non-binding norm-setting procedures known as the ‘open methods of coordination’ (OMC). Barcevicius et al (2014) provide a good, recent overview. Hodson and Maher (2001) describe the origins of this mode of governance in the economic policy sphere, and how it was seen to respond to widespread concerns about subsidiarity and legitimacy. De La Porte et al (2001), Mosher and Trubek (2003), O’Connor (2006) and Wincott (2003) describe the evolution of the OMC in the in the context of the longer-term development of ‘social Europe’, while Goetschy (1999) provides a detailed history of the European Employment Strategy, the first and (still) most high-profile of the OMCs. De la Porte (2011) offers a theoretical analysis of the operation of the OMC that goes beyond the assumption of a top-down process. Other theoretical backgrounds to the OMC are provided by Eberlein and Kerwar (2004), Haahr (2004) and Szyszczak (2006). Other readings discuss the instruments and approaches of the OMC in different social policy areas, which will be summarised in the lecture. Alexiadou et al (2015) and Jessoula (2015) offer an up to datey assessment.

To see the OMC ‘in action’ for yourself, visit the EU website where the monitoring documents of the European Employment Strategy are housed.


For a practical example of a recent ‘peer review’ exercise, see:  
http://ec.europa.eu/social/main.jsp?langId=en&catId=101&newsId=2075&furtherNews=yes


*Zeitlin, J. and Pochet, P. (eds.) (2005), The Open Method of Coordination in Action, Brussels: Peter Lang.

10.2. A Critical Analysis of the OMC 26.11.15

This lecture offers a critical analysis of the OMC. It examines first and foremost the (apparently limited) effectiveness of the OMC by looking at its ability to shape domestic reforms, a topic that has been the object of a large literature – see among others Armstrong (2010), Barcevicius et al (2014), Casey (2005a), Heidenreich et al (2008 & 2009), Lopez-Sahanta (2006), Zeitlin (2005), and, for a more quantitative approach, Copeland et al (2013). Other critical perspectives on the OMC relate to its democratic legitimacy (see Buchs, 2008a and 2008b; De La Porte and Nanz, 2004), its impact on the role of subnational levels of government in policy making (see MacPhail, 2010 and Michalski (2012) and its ability to increase the participation of non-state actors in the policy process (see Casey, 2005b, Friedrich, 2006 and Natali and De La Porte, 2009).


Casey, B. (2005a), ‘Peer review of labour market programmes in the EU: What can countries really learn from each other?’, Journal of European Public Policy, 12(1), 23-43


Kröger, S. (ed.) (2009), ‘What we have learnt: advances, pitfalls and remaining questions in OMC research’, European integration online papers (EIoP), 13 (Special Issue 1) http://eiopt}"or.at/eiopt/texte/2009-007a.htm.


[Tutorial reading 10]


Zeitlin, J. and Pochet, P. (eds.), The Open Method of Coordination in Action, Brussels: Peter Lang.

Zeitlin, J (2005), Introduction and Conclusion: The Open Method of Coordination in Action: Theoretical Promise, Empirical Realities, Reform Strategy, in J Zeitlin, P Pochet, and L

**Tutorial Topic:** How successful are the structural funds in achieving their broad aim of economic convergence, and why?

**Reading:** Bailey and De Propris (2002), Tutorial reading 9

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**Week 11 Current Controversies in EU Social Policy**

**11.1. Migration and Social Standards in the Enlarged EU**

This session looks at the highly controversial issue of migration within the European Union, particularly in the wake of the 2004 enlargement of the EU. Kay and Ackrill (2007), Vobruba (2003) and Kvist (2004) all address the terms on which this enlargement occurred and its implications for the variation in living standards across the EU, while Kurekova (2013) directly considers the question of whether low social standards in some member states of the EU act as an incentive to emigrate. Cremers (2013), Golynder (2005), Halibronner (2005) and Lallane (2011) look at the current legal frameworks for intra-European migration in relation to both the employment rights and the welfare rights of migrants. Through case studies, Lillie (2012) and Wagner and Lillie (2014) addresses the impact of EU regulations on wage standards in richer member states, an issue considered more globally by Papadopoulos and Rumpakis (2013). Ruist (2014) investigates empirically the claim that immigrants from elsewhere in the EU place strain on the welfare systems of their destination countries. The session concludes by considering the dangers of the (real and imagined) effects of intra-European migration leading to a rise in ‘welfare chauvinism’ – on which see Larsen (2011), van Oorschot (2008) and Wright and Reeskens (2013) – which could have serious implications both for European welfare states and for the European integration project.


### 11.2. European social policy and the Eurozone crisis 03.11.15

This final session examines the impact of the recent Eurozone crisis for the development of the social policy activities of the EU. It discusses the *a priori* case for a reinforcement of EU level competencies in the social policy sphere in the wake of the crisis, as articulated forcefully by Grahl and Teague (2013) and Vandenburgoucke et al (2011). It juxtaposes these ambitions to the reality of the ‘Europe 2020’ strategy launched in 2010, which despite setting targets in areas such as poverty reduction appears to subordinate social policy ever more to economic governance (see Barbier, 2012 and Bekker, 2013), something that was even more explicit in the bail-out agreements with countries such as Ireland, Greece and Portugal. Armingeon and Baccaro (2012) and Greer (2014) question the effectiveness of this approach, while Crum (2013), Meny (2014) and Scharpf (2011) critically discuss its broader implications for democracy in Europe.


Greer, S. (2014), ‘Structural adjustment comes to Europe: Lessons for the Eurozone from the conditionality debates’, Global Social Policy, 14(1), 51-71


Meny, Y. (2014), ‘Managing the EU crises: Another way of integration by stealth?’ West European Politics, 37(6), 1336-1353


Tutorial Topic: What factors explain the (limited) impact of the soft law instruments on domestic employment policy?

Reading: Mailand (2008), Tutorial reading 10
ESSAY TITLES

1. How useful is Esping-Andersen’s ‘Three worlds of welfare capitalism’ typology in assessing European welfare states today?

2. To what extent is the ‘adult worker model’ of social policy advancing gender equality in society? Discuss using examples from at least one European country.

3. What do ‘social investment’ policies have to offer in light of economic pressures and growing social inequalities? Discuss using examples from at least one European country.

4. To what extent do recent reforms in France represent a departure from the traditional Bismarckian model of welfare? Discuss, looking at reforms under Hollande.

5. Can the Nordic Model survive? Critically discuss with reference to recent developments in at least one Nordic country.
Appendix

STUDENTS ON A TIER 4 VISA

As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal responsibilities, including monitoring your attendance on your programme and reporting to the Home Office where:

- you suspend your studies, transfer or withdraw from a course, or complete your studies significantly early;

- you fail to register/enrol at the start of your course or at the two additional registration sessions each year and there is no explanation;

- you are repeatedly absent or are absent for an extended period and are excluded from the programme due to non-attendance. This includes missing Tier 4 census points without due reason. The University must maintain a record of your attendance and the Home Office can ask to see this or request information about it at any time;

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):

- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;

- Attend all of your University classes, lectures, tutorials, etc where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.

- Make sure that your contact details, including your address and contact numbers are up to date in your student record.

- Make satisfactory progress on your chosen programme of studies.

- Observe the general conditions of a Tier 4 General student visa in the UK, including studying on the programme for which your visa was issued, not overstaying the validity of your visa and complying with the work restrictions of the visa.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the “Downloads” section at www.ed.ac.uk/immigration

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS

Email: immigration@ed.ac.uk