Overview and Course Objectives:
What is the welfare state? What explains the emergence of the welfare state? Why do social welfare policies vary across countries? How has globalization influenced the ability of states, in both the developed and developing world, to build social welfare systems? This course will explore these questions and many more. The class will provide students with an understanding of the politics of the welfare state in advanced industrialized democracies, Latin America, East Asia, and East/Central Europe. We will also analyze the dynamics of non-state welfare systems in West Africa and India. The course readings will draw on books and articles that employ a variety of methods, both qualitative and quantitative, to explore these questions.

Course Organization:
The course will meet twice a week for one hour and fifteen minutes. Class meetings will follow a ‘seminar’ format, which requires that you be prepared to discuss the readings. To assist with this, students will sign up for two class meetings and write a reaction paper (for more information about this, see the section on evaluation and course requirements).

Required Books:
There are no required books for this course. All readings are available through the Library’s electronic reserves or on blackboard in the ‘Reading Assignments’ folder.

You should complete the assigned readings before each class session. I will provide reading questions on blackboard to help guide your preparation. Coming to class prepared is important so that you can participate actively in discussions and engage in the interactive lecture period. I reserve the right to give unannounced reading quizzes if I sense that students are not completing the assignments. Grades on such a quiz would count toward your participation.

Evaluation and Course Requirements:

1.) Class attendance and participation (15%)
It is essential that you come to class prepared. This means that you are expected to complete and reflect upon the required reading before each class session so that you can actively engage in discussion and ask questions. We will be dealing with interesting and controversial issues in class, and I hope that we will have lively and fun debates. This is the essence of a Political Science class. It is important that you respect one another and the instructor. Remember that differences of opinion can provide an opportunity for intellectual growth. Be on time and attend
all classes. I will take attendance at the beginning of each class and if you are more than 10 minutes late, you will be counted as absent. After 2 absences, every additional absence will result in a 5 point reduction to your participation grade.

2.) Discussion Papers (10% [5% each])
The class will be divided into two research groups. For each class in which readings are assigned, (beginning on Monday, August 29), one member of the research group will write a discussion paper. By the end of the semester, each student is responsible for writing two papers. The essay should briefly summarize the main points in the assigned readings, assess the evidence supporting those points, and identify one or more general questions for discussion. Examples of such questions include an inquiry into an unresolved puzzle, exploring the consequences of the main argument, and/or raising an issue that was omitted by the readings. Reaction papers will be an important source of discussion for the seminar. Reaction papers should be 2-3 double spaced, typed pages and must be emailed to me by 4pm the day before the class.

3.) Draft submissions (15%)
Over the course of the semester, you will turn in 3 portions of your research paper in draft form. These drafts are important, as they will allow for helpful feedback and will force you to keep up with the research. The deadlines and installment requirements are as follows:

- **Research Proposal & Mini-Lit Review: October 5**
The research proposal should identify your central research question and provide an overview of existing research. In particular, you should identify the primary articles and books related to your topic. What are the arguments? How do they differ? How will your project contribute to this existing literature? Be sure that this draft includes a bibliography of at least 8 sources. The expected length for this section is 7-8 pages.

- **Theory and Argument: October 31**
In this section, you will provide a detailed account of your theoretical argument. Your explanation might be wholly original or represent a modification to an existing theoretical framework. Whatever the case, be sure that your argument is clear and logical, as this is the primary contribution of your research project. The expected length for this section is 5-7 pages.

- **Research Design and Analysis: November 14**
This portion of the paper should explain the methods that you will use to evaluate your theory. Students should try and use methods and forms of analysis with which they are familiar. You might consider using the quantitative or qualitative methods that you learned about in PLSC 372 or PLSC 374. If you have questions about this, please be sure and meet with me. This section should also describe the data and evidence that you will use to assess the validity of your argument. The bulk of this portion of the paper should be devoted to the actual analysis of the evidence and evaluation of your argument. It should be clear how the evidence and analysis relates to your argument. The expected length of this section (excluding the bibliography) is 8-10 pages.
4.) Peer Review (10%)

On November 16, our class meeting will be devoted to peer evaluation. Students will be paired into groups of two and each student will submit a rough draft of their paper (comprised of installments 1, 2, and 3 listed above) to their partner by 5pm on November 14. You should carefully read your partner’s paper and provide a detailed critique that answers the questions listed below. The critique should be typed and submitted to me and your partner at the beginning of class on November 16. During our class meeting, you will discuss your comments with your partner.

Questions:
• Is the research question clear? How might this be improved?
• Does the author provide a good overview of existing research? How might they improve this section?
• Is the literature review organized in a meaningful way or is it simply a laundry list of sources? How can it be improved?
• Is the author’s argument clear and logical? If not, how can it be improved?
• Is it clear how the author’s argument relates to the existing scholarly research? If not, how could this be made more clear?
• What are the methods that the author will use to evaluate his/her argument? If this is not clear, discuss this with your partner.
• What kind of evidence is being used to assess the author’s argument? Is it convincing? Are there problems with the data/evidence?
• Is the analysis of the evidence clear, logical, and compelling? Do you feel that the author has successfully illustrated their argument with empirical evidence? Are the links between theory and evidence clear?
• Please also provide your partner with feedback about the clarity of their writing and grammar.

5.) Presentation of Research (10%)

Each student will deliver a brief presentation of their research project for the class. The presentation should be approximately 15 minutes long and presented in PowerPoint format. The presentation should introduce your research question, provide an overview of the existing literature, describe your theory, and present the results of your analysis.

6.) Final Paper (40%)

Each student will write an in-depth, academic research paper about a topic of their choice (related to the general themes of the course). The paper should present a compelling research question and answer it with a clear and logical argument. An excellent paper is one that is insightful, well-supported, effectively organized, extremely well-written, and interesting to read.

Grading Scale

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Late Work: All assignments are due at the beginning of class on the specified date. Late assignments will result in a letter grade reduction per day late.

Make-Up Work: There will be no make-ups for either exam unless there are documented extraordinary circumstances that prevented you from taking the exam. Additionally, there will be no extra credit assignments.

Honor Code: All work must adhere to the University’s Student Honor Code and pledge. For details of the code, see: http://www.richmond.edu/about/honorcode.html. Please write and sign the pledge on all assignments and tests.

Plagiarism will not be tolerated in this course. Plagiarism, very briefly, refers to stealing other peoples’ written work (from books, articles, newspapers, web sources, etc.) or verbal ideas. You must cite all material that is not your own. If you have doubts of what constitutes plagiarism, consult the student honor code, and/or talk to me. Finally, all in-class exams are to be taken without the assistance of books, notes, or other people.

Classroom Etiquette: I want to create a nice learning environment for you and your peers. To do this, I ask that you respect a few basic ground rules:

• I will start class on time and expect you to arrive to class on time. I make important announcements at the beginning of class as well as take attendance. In addition, people coming in late could disrupt the professor and their fellow students.

• Many students prefer to take notes with their laptops. This is fine; however, I expect you to refrain from activities unrelated to the class (eg. emailing, instant messaging, surfing the internet). I reserve the right to ask you not to use your computer if I suspect you are engaging in these activities.

• Please remember to turn off your cell phone.

Getting Help: If you are having difficulties with the class and reading materials, please come and see me during my office hours. I also encourage you to use the resources of the Writing Center (http://writing.richmond.edu/), Speech Center (http://speech.richmond.edu/), and the Academic Skills Center (http://oncampus.richmond.edu/student/affairs/office/asc/).
Class Schedule and Assignments:

Week 1: What is the Welfare State

August 22: Introduction to the Syllabus, Sign-up for Discussion Papers, and Current Events about the Welfare State

August 24: What are the goals of the welfare state?: Poverty, Inequality, and Stratification


Week 2: The Origins of the Welfare State & the Three Worlds of Welfare

August 29: Where did the welfare state come from?


August 31: Are there different kinds of welfare states?: Continental and Southern Europe

  • News Article: Washington Post

Week 3: Worlds of Welfare: Europe and Beyond

September 5: The Nordic and Liberal Worlds

September 7: Are there different kinds of welfare states in the developing world?

Week 4: Explaining the Emergence of the Welfare State: Power Resources

September 12: Theoretical Approaches: Power Resources and Class-based Explanations

September 14: Theoretical Approaches: The Role of Business

Week 5: Explaining the Emergence of the Welfare State: Institutions and Politics

Individual Meetings this Week to Discuss Your Research Project

September 19: Theoretical Approaches: Institutional Explanations

September 21: Bringing it Together: Parties, Politics, and the Welfare State

Week 6: The Emergence of the Welfare State Beyond Europe

September 26: Moving Beyond Europe: Explanations of the Welfare State among “the Rest”
Current Events News Articles about Politics in L. America, Africa, and E. Asia (TBA)

September 28: The Emergence of the Welfare State in Latin America

Week 7: Women and Welfare

October 3: The Welfare State in East Asia

October 5: Whose Welfare: Women and the Welfare State
  *** RESEARCH PROPOSAL DUE BY 5pm ***

Week 8: Women and Welfare

October 10: NO CLASS – FALL BREAK

October 12: Gender Roles and Welfare States

Week 9: Challenges to the Welfare State: Globalization, Demographics, and Labor Market Change Welfare State Retrenchment and Reform


October 19: Pressure in the Developing World: Globalization and the Race to the Bottom

**Week 10: Similar Pressures Different Outcomes: Welfare Reform around the World**

October 24: Globalization in Western Europe: a Resilient Welfare State
- **Online Reserves:** Castles, Francis. “A Race to the Bottom?,” in *The Welfare State Reader*. Christopher Pierson and Francis Castles (eds.). (Pgs. 226-244).

October 26: Globalization in Eastern Europe: Continuity and Change

**Week 11: Globalization and Welfare Reform in the Developing World**

October 31: Latin America: Liberalization and Privatization
- **Online Reserves:** Huber, Evelyne. “Globalization and Social Policy Developments in Latin America,” in Globalization and the Future of the Welfare State. Miguel Glatzer and Dietrich Rueschemeyer (eds.). (Pgs. 75-105),

**DRAFT OF THEORY AND ARGUMENT DUE BY 5pm**

November 2: Latin America’s Great Experiment: Pension Privatization

**Week 12: When the State Doesn’t Provide Welfare**

November 7: Informal Networks in West Africa
November 9: India

**Week 13: Research and Peer Review**

November 14: TBA
  **RESEARCH DESIGN AND ANALYSIS DUE BY 5pm**

November 16: Peer-Assessment: Full Draft
During class time you will meet in groups of 2 to discuss/critique one another’s work.

**Week 14: Student Presentations**

November 21: Student Presentations (2)

November 23: No Class (Thanksgiving Break)

**Week 15: Student Presentations**

November 28: Student Presentations (4)

November 30: Student Presentations (4) – CLASS TO MEET IN JEPSON G24-A

  **FINAL PAPER DUE BY 5pm**