



LUND UNIVERSITY

Faculty of Social Sciences

School of Social Work

A. Syllabus for SOAN36 Social Policy in Europe, 15 credits. Level: Second cycle (A1N) *(Socialpolitik i Europa, 15hp, avancerad nivå)*

The course was adopted by the Board of the Faculty of Social Sciences, Lund University, 17 November, 2011

The syllabus was approved by the Board of the School of Social Work 12 October, 2011.
This syllabus is valid from autumn semester 2012.

B. Course Details

The course is offered as an elective course on the second cycle level within the Bachelor of Science in Social Work (SGSOC). The language of instruction is English.

C. Learning Outcomes

On completion of the course, the student shall be able to

Knowledge and understanding

- demonstrate knowledge and deeper understanding of theories relevant to social work and social policy
- locate and demonstrate a deeper understanding of the varying processes within social policy development.

Skills and abilities

- critically reflect on the use of theories in a social policy and social work setting and apply these theories in a European context
- actively apply the professional (academic, policy making and social work) skills in analysing and acting on theories of social work and social policy

Making judgements

- make assessments of the professional role when acting in contentious arenas
- demonstrate insight of various actors within the field and demonstrate an awareness of the ethical implications of academic analyses, policy implementation and social work intervention.

D. Course Content

The aim of the course is to provide students with analytical tools that enhance their abilities in exploring and explaining policy making within social policy and its ties to practices of social work and social services. Both bottom up and top down perspectives are thoroughly discussed. In the course, the processes within social policy in social life are central. In particular, the course deals with theoretical discussions of varying modes in which social policy deals with social change at different levels.

This course consists of two major parts: one theoretical and one oriented at ongoing changes in current welfare states.

The first part of the course deals with theoretical discussions on social policy and social inclusion/exclusion (regimes, models, typologies) and notions such as recognition/redistribution/representation.

We examine how established models of social policy can be contrasted to new forms of social marginalisation at different levels (subnational, national, regional, European). Parallel to the transformation of the social structure, the nation state as the main provider (or regulative framework) for social policies is being rescaled at various levels, and at the same time non-public actors increasingly carry out the provision of welfare. Here, the emphasis is on changes in the governance of the provision of social policy, above all the interaction of the national and the European level.

The second part of the course will discuss ongoing social policy reforms, in Sweden and in a European perspective. Social policy in general and social work in particular is commonly defined by its handling of social consequences from the capitalist society's ways of working. The term social problem is often used to describe a state requiring some form of action. How the consequences are experienced, defined, and assessed differs by who is offered to provide an opinion as well as by who has the ability of controlling a situation. In this context, the residualizing of social problems to individuals' or groups' problems is supported by one end of an ideological policy direction, while social rights as collective responsibilities are on the other. An ambition is therefore to let people, active in various levels of organizations in the field, provide challenging focuses to the questions of social welfare; consumers, welfare and case managers, welfare entrepreneurs, policymakers, and voters. Another ambition is to support students in comparative analyses of social policy development, in Sweden and elsewhere.

E. Teaching and Assessment

The course presents a variety of pedagogical tools making the course student-centred, thus enhancing student participation in the creative process of learning. The course consists of a combination of lectures, workshops and seminars. The lectures have an interdisciplinary focus and students are encouraged to search, analyse and present literature themselves. Students give oral and/or written presentations of the literature and the specific topics in seminars. Participation in seminars and workshops are mandatory.

Examination will be based on

- active participation in seminars and workshops
- oral presentations, individually and in groups
- course papers and critical reflections on the course literature.

Re-examination is offered after the end of the course. If necessary, a second re-examination is arranged at a later date.

F. Grades

The grades awarded are A, B, C, D, E or Fail. The highest grade is A and the lowest passing grade is E. The grade for a non-passing result is Fail.

The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show **acceptable** results. For the grade of D the student must show **satisfactory** results. For the grade of C the student must show **good** results. For the grade of B the

student must show **very good** results. For the grade of A the student must show **excellent** results. For the grade of Fail the student must have shown **unacceptable** results.

At the start of the course students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied in the course.

G. Admission Requirements

Bachelor's degree (180 credits) in Social Work, or equivalent.

English B (advanced) language proficiency shall be demonstrated in one of the following ways:

- IELTS score of 6.5 (with no section less than 5.5)
- TOEFL paper-based score of 4.5 (scale 1-6) in written test and a total score of 575; internet based score of 20 (scale 0-30) and a total score of 90
- Cambridge/Oxford – Advanced Certificate of Proficiency
- A Bachelor's degree from a university where English is the only language of instruction, according to the International Handbook of Universities
- A pass on English course B (Swedish upper secondary school).

H. Literature

Approved by the Board of the School of Social Work on 30 May 2012

Ashiagbor, Diamond (2005). *The European Employment Strategy. Labour Market Regulation and New Governance*, Oxford: Oxford University Press, 384 pp.

Bauer, Michael W. (2002). Limitations to agency control in European Union policy-making. The Commission and the Poverty Programmes, *Journal of Common Market Studies*, Vol. 40. No. 3, pp 381-400

Clarke, John (2004). Access for All? The promise and problems of universalism, *Social Work & Society*, Volume 2, Issue 2, pp 216-224.

Daly, Mary (2008). Whither EU Social Policy? An Account and Assessment of Developments in the Lisbon Social Inclusion Process, *Journal of Social Policy* 37 (1): 1-19

Fitzpatrick, Tony (2001) *Welfare Theory: an Introduction*, Houndsmills: Palgrave Macmillan, pp. 1-58.

Gallie, Duncan (2004), *Resisting Marginalization*, Oxford: Oxford University Press, pp86

Harrysson, Lars & O'Brien, Michael (2007). *Social Welfare, Social Exclusion. A Life Course Frame*, Lund: Värpinge Ord & Text, pp. 227.

Heidenreich, Martin and Zeitlin, Jonathan (2009) *Changing European Employment and Welfare Regimes*, London: Routledge, pp120

Jessop, Bob (1999). The Changing Governance of Welfare. Recent Trends in its Primary Functions, Scale, and Modes of Coordination, *Social Policy and Administration* 33 (4): 348-359.

Johansson, Håkan. & Björn Hvinden (2007). What do we mean by active citizenship, Hvinden B. & H. Johansson (2007), *Citizenship in Nordic welfare states. Dynamics of choice, duties and participation in a changing Europe*. London: Routledge. (17 pages)

Kohler-Koch, Beate & Barbara Finke (2007). The institutional shaping of EU-Society relations. A contribution to democracy via participation, *Journal of Civil Society*, Vol. 3, No. 3, pp 205-221

Sen, Amartya (2005). Human Rights and Capabilities, *Journal of Human Development*, Vol. 6, No. 2, pp 151-166.

Teague, Paul (2001). 'Deliberative Governance and EU Social Policy', *European Journal of Industrial Relations* 7 (1): 7-26.

van Apeldoorn, Bastiaan, Drahoukoupil, Jan, Horn, Laura (2009). *Contradictions and Limits of Neoliberal European Governance: From Lisbon to Lisbon*, Houndsmills: Palgrave MacMillan, pp. 297.

Weiss-Gal, Idit & Penelope Welbourne (2008). The professionalisation of social work: a cross-national exploration, *International Journal of Social Welfare*, volume 17, pp 281-290.

Articles

Approximately 400 pages

I. Further information

The course replaces SOAN26 Theories of Social Work and Social Policy in European Policy Making.