THE UNIVERSITY OF EDINBURGH

SCHOOL OF SOCIAL AND POLITICAL SCIENCE

Welcome to

Politics of the Welfare State
SCPL08005
2015-2016

COURSE HANDBOOK

This handbook can be made available in large print – please ask
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Course objectives

The course has four main objectives:

- First, to analyse the ideological and political factors which have shaped the development of the welfare state in the past and are shaping it in the present.
- Second, to understand how the politics of the welfare state work, how welfare is delivered, how it is paid for and who benefits from it.
- Third, to identify the current political debate and analyse developments in four key policy areas – health policy, employment and social security policy, education policy and housing policy.
- Fourth, to understand the politics of the British welfare state from an international perspective and in the context of the current economic crisis.

In addition to these objectives, the course aims to help you develop a number of study skills that will help you to realise your academic potential.

Most students taking this course will already have taken Social Policy and Society and many will go on to take European Social Policy and/or Evidence, Politics and Policy next year. These courses will form a coherent introduction to Social Policy. Others may be taking it as a ‘stand-alone’ course and we hope it will be an interesting and topical outside subject.

Assessment at a glance

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment weighting</th>
<th>Submission Date (all course work is due at 12 noon on the date of submission)</th>
<th>Return of Feedback date</th>
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<tbody>
<tr>
<td>Tutorial participation</td>
<td>10%</td>
<td>Continuous assessment</td>
<td>15/04/16; preliminary feedback available any time upon request</td>
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<tr>
<td>Essay</td>
<td>30%</td>
<td>1500 words to be submitted by Monday, 22 February 2016 (12 noon).</td>
<td>14/03/16</td>
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<tr>
<td>Exam</td>
<td>60%</td>
<td>Exam dates are set by Student Administration. Exam diet information can be found at <a href="http://www.ed.ac.uk/student-administration/exams/exam-diets">http://www.ed.ac.uk/student-administration/exams/exam-diets</a> Students are responsible for knowing the time, date and location of their exams.</td>
<td>Dates will be published closer to the time</td>
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</table>

Note: All course work is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures document for important information on submission procedures and assessment polices.
## Week-by-week overview

Lectures by Elke Heins (EH), Richard Brodie (RB), Jay Wiggan (JW), Lindsay Paterson (LP), Adrian Sinfield (AS) and Paul Crompton (PC)

<table>
<thead>
<tr>
<th>Week</th>
<th>Tutorial</th>
<th>Monday Lecture</th>
<th>Lecture Topic</th>
<th>Wednesday Lecture</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>11 Jan</td>
<td>Introduction to the Politics of the Welfare State in 2016 (EH)</td>
<td>13 Jan</td>
<td>Ideologies of welfare in Britain over time (RB)</td>
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<tr>
<td>2</td>
<td>1</td>
<td>18 Jan</td>
<td>Ideologies in international comparison: welfare state regimes (RB)</td>
<td>20 Jan</td>
<td>The welfare state and public opinion (EH)</td>
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<td>3</td>
<td>2</td>
<td>25 Jan</td>
<td>The welfare state as a political issue in the media (EH)</td>
<td>27 Jan</td>
<td>Welfare policy processes (RB)</td>
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<td>4</td>
<td>3</td>
<td>01 Feb</td>
<td>The old politics of the welfare state (RB)</td>
<td>03 Feb</td>
<td>The new politics of the welfare state (RB)</td>
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<td>5</td>
<td>4</td>
<td>08 Feb</td>
<td>Who pays for welfare and who benefits from it? (EH)</td>
<td>10 Feb</td>
<td>The territorial politics of welfare (JW)</td>
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<tr>
<td>6</td>
<td></td>
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<td></td>
<td>INNOVATIVE LEARNING WEEK – NO LECTURES OR TUTORIALS</td>
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<tr>
<td>7</td>
<td>5</td>
<td>22 Feb</td>
<td>Education Policy (LP)</td>
<td>24 Feb</td>
<td>Education Policy (LP)</td>
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<tr>
<td>8</td>
<td>6</td>
<td>29 Feb</td>
<td>Policies for the Workless (AS)</td>
<td>02 Mar</td>
<td>Policies for the Workless (AS)</td>
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<td>9</td>
<td>7</td>
<td>07 Mar</td>
<td>Housing Policy (PC)</td>
<td>09 Mar</td>
<td>Housing Policy (PC)</td>
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<td>10</td>
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<td>14 Mar</td>
<td>Health Policy (EH)</td>
<td>16 Mar</td>
<td>Health Policy (EH)</td>
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<tr>
<td>11</td>
<td>9</td>
<td>21 Mar</td>
<td>The politics of welfare in comparative perspective (EH)</td>
<td>23 Mar</td>
<td>The future politics of the Welfare State and revision (EH)</td>
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Contact Details

<table>
<thead>
<tr>
<th>Staff</th>
<th>E-mail address</th>
<th>Phone</th>
<th>Room</th>
<th>Office hours</th>
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<tbody>
<tr>
<td>Course Convener &amp; Lecturer</td>
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<tr>
<td>Elke Heins, Lecturer in Social Policy</td>
<td><a href="mailto:Elke.Heins@ed.ac.uk">Elke.Heins@ed.ac.uk</a></td>
<td>650 4049</td>
<td>2.06, Chrystal Macmillan Building</td>
<td>Wednesdays 13.00-15.00 (during term time only)</td>
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<tr>
<td>Lecturers</td>
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<tr>
<td>Richard Brodie</td>
<td><a href="mailto:R.Brodie@ed.ac.uk">R.Brodie@ed.ac.uk</a></td>
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<td>Contact via e-mail</td>
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<td>Paul Crompton</td>
<td><a href="mailto:Paul.Crompton@ed.ac.uk">Paul.Crompton@ed.ac.uk</a></td>
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<tr>
<td>Prof Lindsay Paterson, Professor of Education Policy</td>
<td><a href="mailto:Lindsay.Paterson@ed.ac.uk">Lindsay.Paterson@ed.ac.uk</a></td>
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<tr>
<td>Jay Wiggan, Lecturer in Social Policy</td>
<td><a href="mailto:J.Wiggan@ed.ac.uk">J.Wiggan@ed.ac.uk</a></td>
<td>650 3939</td>
<td>3.07 CMB</td>
<td>Contact via e-mail</td>
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<tr>
<td>Course Secretary</td>
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<tr>
<td>Ms Claire Buchan</td>
<td><a href="mailto:Claire.Buchan@ed.ac.uk">Claire.Buchan@ed.ac.uk</a></td>
<td>650 8253</td>
<td>UTO (G.04/05), CMB</td>
<td>M-F, 9-12.30 &amp; 1.30-5</td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>Becky Hewer</td>
<td></td>
<td>Contact via e-mail</td>
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<tr>
<td>Additional tutors</td>
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<tr>
<td>Dan Heap</td>
<td><a href="mailto:Dan.Heap@ed.ac.uk">Dan.Heap@ed.ac.uk</a></td>
<td></td>
<td>Richard Brodie</td>
<td><a href="mailto:r.brodie@ed.ac.uk">r.brodie@ed.ac.uk</a></td>
</tr>
<tr>
<td>Maggie Morrison</td>
<td><a href="mailto:m.morrison-3@sms.ed.ac.uk">m.morrison-3@sms.ed.ac.uk</a></td>
<td></td>
<td>Mark Wong</td>
<td><a href="mailto:Tsun.On.Wong@ed.ac.uk">Tsun.On.Wong@ed.ac.uk</a></td>
</tr>
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</table>

Teaching Arrangements

Lectures are held on Mondays and Wednesdays at 12.10 p.m. (weeks 1-5 and 7-11). There will be no lectures during Innovative Learning Week (week 6).

Lectures are in Lecture Theatre G.03, 50 George Square
Mondays and Wednesdays, 12.10-13.00

The lecturers will provide handouts/PowerPoint slides which summarise the main points in their lectures. These will be made available in advance of the lecture on Learn.
Tutorials are an integral part of the course. They start in the second week of the semester and meet once a week – except in Innovative Learning Week. Participation in tutorials is essential and if you are unable to attend a tutorial you must let your tutor know by e-mail in advance. If you fail to attend on more than 2 consecutive occasions without good reason, your Personal Tutor will be informed.

The tutorial programme comprises topics related to the lectures, and should help you develop a range of relevant skills, such as formulating arguments, defending your own and criticising other people’s positions, and interpreting data. Tutorials provide opportunities for group work and for individual presentations. They will also enable you to seek amplification and clarification from your tutor of issues raised in the lectures and in your reading that you have not fully understood or that warrant further discussion.

**Signing Up for Tutorials on LEARN**

If you have any problems using the LEARN sign up, please contact the course secretary by email ([Claire.Buchan@ed.ac.uk](mailto:Claire.Buchan@ed.ac.uk)).

Tutorial sign up will open at 14:00 on Monday 11 January 2016, after the first lecture has taken place, and will close at 12 noon on Friday 15 January 2016 of Week 1.

The tutorial timetable will be available on the course content page in Learn.

**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 16 January 2015 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.
The Tutorial Programme and Readings Week-by-Week

Week 1: No tutorial, but remember to sign up for a tutorial group this week

Week 2: In what ways does ideology influence the positions taken on social policy? What, in turn, influences our ideological preferences?
Subsidiary questions/task:
  a) Take the ‘Political Compass’ test before class: http://www.politicalcompass.org
  b) Do you have strong ideological views and how do they inform your welfare preferences?
  c) How and when were your ideological views formed? Who influenced you? Are you likely to change some of your views as you get older?


Week 3: How has public opinion on welfare changed in the last decade?
Subsidiary questions:
  a) Has public opinion changed in response to the recent cuts to welfare and public service reform?
  b) Are there notable trends regarding the support for specific welfare benefits?
  c) Are there significant variations in attitudes towards welfare among different social groups?


Week 4: How are welfare and its recipients discussed in the media?
Subsidiary questions/task:
  a) How do the stereotypes of welfare recipients differ between British newspapers on the one hand and Danish and Swedish newspapers on the other hand?
  b) Bring newspaper clippings (hardcopy or electronic) with welfare stories to class and analyse how the welfare state or its beneficiaries are portrayed.


Week 5: How do the ‘new politics’ of the welfare state differ from the ‘old politics’?
Subsidiary questions/task:
  a) How has the welfare state created its own basis of support over time?
  b) What role do political institutions play in terms of preventing radical welfare retrenchment?
  c) Do you agree that actual welfare reform in the 1980s was not as radical as the New Right attempted?


Week 6: Innovative Learning Week, no tutorial
Week 7: Does a mass system of higher education require that undergraduate students be charged fees?
Subsidiary questions:
- a) What is the difference between a fee and a targeted tax?
- b) Do the personal benefits of holding a higher-education degree justify having to pay towards the cost of obtaining it?
- c) Is it equitable to make higher education free?


Week 8: Is there a new discourse on ‘deservingness’ in Britain?
Subsidiary questions:
- a) How are the needs and problems of ‘people of working age’ in the UK portrayed?
- b) How do the policy solutions offered by the current government relate to this diagnosis?
- c) How might placing greater emphasis on structural factors of unemployment be achieved?


Week 9: What were the open and covert politics behind the ‘right to buy’?
Subsidiary questions:
- a) Why was housing policy a vulnerable sector for retrenchment?
- b) How was the working class divided by the privatisation of council housing?
- c) What were the long-term effects of the policy for social housing?


Week 10: Has the public NHS been dismantled since 1997?
Subsidiary questions/task:
- a) How was it possible to undermine the public NHS since 1997?
- b) Compare Pollock’s analysis with Pierson’s analysis (1996) of Thatcher’s failure to dismantle the NHS. What has changed since then?


Week 11: In what ways does the British response to the global crisis differ from other welfare states?
Subsidiary questions:
- a) What policy responses to the rise in unemployment could have been implemented?
- b) Is British labour market policy really the success story it purported to be?

Assessment

The course is assessed through your active participation in tutorial exercises and discussions, a 1500-word essay and a degree examination. They all count towards the final mark for the course. The weightings are given in brackets. In order to pass the course you will have to pass the exam and gain a pass overall, but will not necessarily have to attain a pass mark on the coursework element. Students who have not handed in coursework will be permitted to sit the exam, but will receive a zero for that component of their overall mark.

Assessment criteria for tutorial participation (10% of the mark)

It is important to note that the overall mark is a result of a holistic assessment of the participation as a whole and takes two main components into account:

Active participation – having read the tutorial text (not necessarily understanding everything), contributing to class discussions, completion of assigned exercises, engaging with contributions by others.

Quality of contribution – degree of reflective and critical thinking, degree of understanding of phenomena, processes and causal relations.

10% of your final grade of the course will be based on your active participation in tutorials. This is to reward you for your engagement with your students in a prepared way that helps move forward discussions with your peers and your respective tutor. The grade is not simply based on a high number of contributions, but in particular the quality thereof. Contributions that are based on reflections of the assigned readings, lecture content, insights from current affairs or other readings are considered more substantial and of greater value to the class discussion than mere expressions of opinion. We also appreciate greatly when you are able to demonstrate that you are engaging with the points that your classmates and tutors make, i.e. that you are able to engage with the ongoing discussion and ideally manage to move it forward, rather than simply adding thoughts you find interesting, but that may not relate to the discussion. If you would like advice on how your active participation is seen, you can ask your tutor to receive feedback throughout the semester.

Marking guide for tutorial participation

Please find below a general guide of what would be expected of you to achieve certain grades for this assessment component:

0-39% Students who miss a large number of tutorials (over 1/3) unexcused and contribute very little when they attend will not achieve a pass mark.
40-49% In order to achieve a pass mark you would be expected to have attended most tutorials, but you may have only contributed to tutorial discussions at very few instances. Completion of the core reading might not always be apparent.
50-59% Students achieving a grade in the C range attend most tutorials and contribute fairly frequently. However, contributions are often not reflective of insights gained from relevant sources outlined above or are largely mere statements of opinion. A student may also achieve a grade in this range if their contributions are of good quality, but not very frequent.
60-69% Students achieving a grade in the B range attend most tutorials and contribute frequently. Contributions are mostly based on insights gained from relevant sources and
statements of personal views are backed up by arguments and substantive sources. However, the student’s contributions may not always achieve this standard and may not at all times be contributing substantively to the ongoing discussion specifically.

70-79% A student achieving an excellent mark above 70 would attend all tutorials unless excused and contribute frequently. They would back up their statements with substantial sources throughout and their arguments would be developed in a consistent way. Their contributions to discussions would be strongly related to the ongoing discussions and would help move the discussion in the classroom forward.

80-89% A student achieving a mark above 80 would achieve all of the requirements outlined in the 70-79% range, but in addition would demonstrate multiple instances of thinking that moves the discussion beyond the existing framework through genuinely original thinking that demonstrates engagement with the topics beyond the assigned core materials.

90-100% A student achieving a mark in the highest range would achieve all requirements of the 70-89% range, but in addition would enhance the tutorial discussions in a way that increases the knowledge of other students. The tutors in the classroom could not have achieved such high quality discussions without these insights and contributions. Students contributing such exceptional quality to the tutorials could be expected to successfully run tutorial discussions on the topic themselves.

The Essay (30% of the mark)

You have five essay titles to choose from as set out below, all of which relate to the topics covered in Weeks 1-4 (inclusive). No particular readings are specified, but you should draw on the readings for the relevant section of the course. You may also wish to draw on other sources, e.g. that you have come across in the reading, on other courses or found through online searches. You might also have a look at the ‘internet training’ section of www.intute.ac.uk/socialsciences.

Essay titles

1. To what extent does the British welfare state reflect a liberal welfare ideology? Illustrate with policy examples from the past or present.

2. Why are some welfare benefits and services more popular with the general public than others? Substantiate your argument with empirical data.

3. Critically discuss the use of evidence in UK social policy making.

4. Critically discuss to what extent welfare state retrenchment since 2010 was reliant on strategies of ‘blame avoidance’.

5. What does growing inequality mean for future support of the welfare state?

A note on essay titles:
As the course is mainly looking at the politics of the British welfare state, we expect your answers to predominantly refer to Britain although references to other countries may be appropriate for comparative reasons. Social Policy is a subject that attaches great weight to the use of evidence as well as argument, and you are expected to refer to relevant evidence – including statistical data where this is appropriate – in your essays.
You should cite the sources you refer to in the essay, preferably using the ‘Harvard system’, and include a bibliography in which all the sources you have used are listed, in alphabetical order, at the end of the essay. As a rough guide, you should aim to consult a minimum of 8 sources for your essay. You are strongly advised to read and take note of the guidance about essay writing and on plagiarism in the Social and Political Science 2015-16 Years 1 & 2 Student Handbook.

Your essay should be no longer than 1500 words. The word count will exclude the bibliography but will include any footnotes and in-text references. Essays above 1500 words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 1501 and 1520 words will lose one mark, between 1521 and 1540 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.

Essays will be marked by your tutor and the marks will be moderated by the course convener. Coursework (with your tutor’s comments written on a form under a standardised set of headings) will be returned to you electronically. At the end of the course, a selection of coursework and examination scripts will be sent to the external examiner.

The external examiner for this course will be Zoe Irving, University of York.

**Assessment criteria for the essay**

The following are the criteria through which the assignment will be marked. However, it is important to note that the overall mark is a result of a holistic assessment of the essay as a whole.

**Thinking skills** (criticism, analysis, interpretation, logic, argumentation, evaluation, use of comparison, anticipating counter-arguments, etc.)

**Comprehension** (accuracy in facts, details and representation of author’s views, breadth of reading, grasp of major issues, etc.)

**Writing skills** (structure and organisation, clarity, precision, grammar/spelling, referencing, use of illustration, style, etc.)

**How to submit your Essay (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 course work 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](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. 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.

Important note to students:

To ensure your course work is submitted successfully, students should aim to upload their submissions at least 1 hour before the deadline.

Students are responsible for ensuring they have sufficient internet access and connection to submit their course work electronically. Technical difficulties and poor internet connection are not acceptable reasons for submitting work late.

You should 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.

Academic Misconduct in Submission of Essays

Coursework submitted to the UTO will be regarded as the final version for marking. Where there is evidence that the wrong piece of work has been deliberately submitted to subvert hand-in deadlines - e.g. in a deliberately corrupted file - the matter may be treated as a case of misconduct and be referred to the School Academic Misconduct Officer. The maximum penalty can be a mark of 0% (zero). Please note that a mark of zero may have very serious consequences for your degree.

Plagiarism Guidance for Students

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. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin 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 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 any time after 12 noon will be marked as one day late, work submitted at any time after 12 noon on Wednesday will be marked as two days late, and so on.

Extension Policy

Every effort will be made to return marked exercises and essays to you within three weeks of your submission. Coursework submitted after the deadline will not necessarily be returned on time. If for any other reason your essay cannot be returned on time, you will be notified by course staff.

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 Examination (60% of the mark)

The degree examination will comprise a 2-hour paper during the exam diet (last year’s diet ran from 27 April - 22 May, including Saturdays). The date of the examination will be
published at www.ed.ac.uk/schools-departments/registry/exams (usually in March) and will be posted on the Registry website and announced through Learn. The examination paper will be divided into 2 sections. Section A will cover Weeks 1 to 4 (for which you will already have written the essay) and Section B will cover Weeks 5 to 11 (for which this is the only assessment). You will be required to answer 1 question from a choice of 3 in Section A and 2 questions from a choice of 7 in Section B. Exam papers from past years can be found at the end of this handbook. Please note that this year’s papers will reflect the content of this year’s course.

When answering an examination question, you should write at sufficient length to do justice to the question. You are advised to devote a similar amount of time (about 35 minutes) to each question. This will leave you some time at the beginning of the exam to choose your questions and some time at the end to read through your answers. It is also a good idea to refer to the reading you have done and to cite evidence in support of your arguments where you can. Full references are not needed in the exam, but the sources being cited should be clear to the reader: e.g., ‘As Pierson argued…’ or ‘According to Hills…’.

Note the distinction between re-sitting as a 'second sitting’ – i.e., as a re-try due to failure to pass on the first attempt – and re-sitting as a 'first sitting’ – i.e., due to circumstances preventing a student from attending or performing the first attempt.

**Assessment criteria**

Does the answer address the set question, and with sufficient focus?
Does the answer show a grasp of the relevant concepts and knowledge?
Does the answer demonstrate a logical and effective pattern of argument?
Does the answer support arguments with relevant, accurate and effective forms of evidence?

**Re-sit arrangements**

To pass the course, you must pass the degree examination and pass overall. If you fail at the first sitting for either reason 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.

**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.

**Students with Disabilities or Special Needs**

If you are a student with a Disability (including those with specific learning difficulties such as dyslexia), you should get in touch with the Student Disabilities Service as soon as possible. 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](http://www.ed.ac.uk/student-disability-service)

The School welcomes disabled students with disabilities 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. Further guidance and information for Students with Disability’s can also be found in your Programme Handbook.

**Resources**

This course is supported by **Talis Aspire**, a dynamic online reading list. You can access the reading list via this link: [http://resourcelists.ed.ac.uk/lists/897484DD-2117-4C05-7E7D-F5453087F9AB.html](http://resourcelists.ed.ac.uk/lists/897484DD-2117-4C05-7E7D-F5453087F9AB.html) (if there should be a problem with this link, go to [http://resourcelists.ed.ac.uk/index.html](http://resourcelists.ed.ac.uk/index.html) and search for Politics of the Welfare State).

Most books for this course are located in the Hub Collection on the ground floor of the Main Library. Key items will also be posted on Learn in a Tutorial Reading Folder. You should have the respective weekly tutorial reading with you at the tutorial, either as a hard copy or as an electronic version on your laptop/tablet.

There are many references in the reading list to key social policy textbooks and, although there are a number of copies of them in the Library, you may wish to buy one of them from Blackwell’s on South Bridge (in the academic department) or other bookshops. Second-hand copies may be around and online prices may be cheaper. The textbooks are:


Other books which you may find useful include:


Streeck, W. (2014), *Buying Time. The Delayed Crisis of Democratic Capitalism*, London: Verso. If you want to understand the recent government responses (throughout Europe) to the financial crisis from a longer term perspective, then this book will be worth consulting (available on short term loan from the library – or available for purchase at a reasonable paperback price).

The following websites provide access to a wide variety of social policy resources for the United Kingdom and internationally:

The *British Social Attitudes Surveys* can be accessed via [http://www.bsa.natcen.ac.uk](http://www.bsa.natcen.ac.uk).

*An Introduction to Social Policy* looks at social policy from both a UK and international perspective. It also includes resources on specific topics such as social need, housing, health and social security: [http://www2.rgu.ac.uk/publicpolicy/introduction/pol.htm](http://www2.rgu.ac.uk/publicpolicy/introduction/pol.htm).

Policy Library is a social, economic and foreign policy resource that provides links to UK-based and international social policy issues, including information on children and child benefit, older people and employment, social exclusion, and social security benefits: [http://www.policylibrary.com/](http://www.policylibrary.com/).

The Social Policy Pamphlets website provides a thematic guide to the collection of social policy pamphlets held by the Library of the London School of Economics. The majority of these documents are available online. The guide is divided into sections covering the Poor Laws and the Origins of the Welfare State; Health; Housing; Pensions; and Unemployment Insurance: [http://www2.lse.ac.uk/library/collections/pamphlets/SocialPolicy/social_policy_pamphlets.aspx](http://www2.lse.ac.uk/library/collections/pamphlets/SocialPolicy/social_policy_pamphlets.aspx).

The LSE in conjunction with other research centres launched a set of reports covering the Labour governments social policy record in the period up to 2010 on 1st July 2013, and published further set of reports in January 2015 on the Coalition's record 2010-2015. You can find publications from this research programme and video presentations and slides here: [http://sticerd.lse.ac.uk/case/New/research/Social_Policy_in_a_Cold_Climate/Programme_Reports_and_event_information.asp](http://sticerd.lse.ac.uk/case/New/research/Social_Policy_in_a_Cold_Climate/Programme_Reports_and_event_information.asp).

The excellent LSE Politics and Policy blog regularly runs welfare themed contributions and can be found at [http://blogs.lse.ac.uk/politicsandpolicy/](http://blogs.lse.ac.uk/politicsandpolicy/).
The Institute for Fiscal Studies (IFS) has become a powerful think tank scrutinising the government’s budgets and economic forecasts. Reports can be downloaded under http://www.ifs.org.uk/.

Many social policy journals are readable and up-to-date – including Policy and Politics, Journal of Poverty and Social Justice (formerly Benefits), Social Policy & Administration, and the Journal of Social Policy. Most relevant journals are now available on-line via the MyEd portal: click on ‘Library’ at the top and then enter title in ‘eJournals search’, click on a source that covers the year you want, bring up the volume and issue number and click to download a pdf file of the article. Some books are now available online – ‘electronic resource’ in the Library catalogue.

Please get into the habit of downloading journal articles (via the Library catalogue) and government documents (usually by putting the title into a search engine like Google) and keeping them in a folder on your computer or manage them through specialised software (e.g. Zotero is very user-friendly and free for download).

**Student Representation**

Each tutorial group will elect a representative whose main job is to provide feedback on the course to the course team. A list of tutorial representatives will be posted on Learn. There will be a meeting between the course convenor and senior tutor with the tutorial representatives on Wednesday, 3 February 2016 at 2.00 p.m. (room tbc). Minutes of this meeting will be distributed to tutorial representatives and placed on Learn.

If you have any complaints or comments about the course, you should mention these to your tutorial representative (who can raise them at the meeting between course teachers and tutorial representatives) or raise them with your tutor, the Senior Tutor, or the Course Convener. If you are still dissatisfied, you should discuss the matter with your Personal Tutor or with EUSA.

**The Lectures Week-by-Week**

**Week 1, Lecture 1: Monday 11 January**

Introduction to the Politics of the Welfare State in 2016

This introductory session explains the concept of the course and gives an overview of the programme. It looks at the position of the welfare state in the UK in the light of the dramatic economic events since 2008 and the trajectory of public expenditure set subsequently by the changing UK Governments in response to the low or non-existent rate of growth in the economy.

**Learning Objectives**

To understand:
- key terms relevant for this course;
- what makes a state into a welfare state;
- the basic idea of the politics of the welfare state;
• the broad contours of the financial instability since late 2008 and its impact on social policy;
• the importance of economic factors for the welfare state.

Key Readings

Week 1, Lecture 2: Wednesday 13 January

Ideologies of welfare in Britain over time

In recent decades, there have been a number of changes in the ways in which political parties of the right and left in Britain have justified their welfare policies. In this lecture, we introduce the main principles of key welfare ideologies and consider changes in the dominant ideologies of the main political parties since the Second World War.

Learning Objectives
To understand:
• the relevance of ideas and ideology for the shape of the welfare state;
• the shift from ‘One Nation’ Conservatism to the ‘New Right’ and its implications for social policy;
• the emergence of the ‘Third Way’ under New Labour and its implications for the future of the welfare state;
• the response by the Tories in the form of Cameron’s ‘progressive Conservatism’ and the ‘Big Society’.

Key Readings

Online material:
Tory! Tory! Tory! BBC series from 2007 exploring the history of the people and ideas behind what became known as Thatcherism. All parts available on YouTube at http://www.youtube.com/results?search_query=tory+tory+tory&sm=3
Week 2, Lecture 1: Monday 18 January

Ideologies in international comparison: welfare state regimes

This lecture looks at how key traditions of Western political thought have influenced the different types or models of welfare state that we find in the developed world. We first examine the range of factors that help us understand why states develop into welfare states, and why they do so at different speeds and in different ways. We then look at the most important differences between welfare states cross-nationally, allowing us to situate the British welfare state and its underpinning ideology in comparative perspective.

Learning Objectives

To understand:

- the characteristics of the British welfare state after World War II in comparative perspective;
- the role of cultural and ideological differences for explaining welfare state differences;
- the role of political parties in shaping the welfare state;
- the role of different welfare sectors in the provision of welfare.

Key Reading


Week 2, Lecture 2: Wednesday 20 January

The welfare state and public opinion

In this session we explore the idea of social policy as a primary political issue that shapes electoral competition. We will look at the political salience of various areas of social policy and the use of welfare state issues in party platforms. We will consider what influences welfare preferences of the electorate and how these are changing over time.

Learning Objectives

To understand:

- how politicians and parties use the welfare state as a tool of electoral competition;
- whether or not there is a consensus about political and individual responsibility for service provision;
- what influences public opinion on welfare.

Key Reading

Week 3, Lecture 1: Monday 25 January

The welfare state as a political issue in the media

Sometimes referred to as the ‘Fourth Estate’, the media play a key role in shaping public opinion on welfare issues. This session will critically engage with the portrayal of welfare recipients in the British media, including a comparison with other countries, and the effect that the simplifications (and sometimes distortions) made by mass media have for support for the welfare state.

Learning Objectives
To understand:
- The importance of the media for the politics of the welfare state;
- How the media construct stereotypes of ‘the poor’ and how these differ between countries;
- How the portrayal of welfare recipients in the media shapes public opinion on the welfare state and influences the chances of welfare retrenchment.

Key Reading

Week 3, Lecture 2: Wednesday 27 January

Welfare policy processes

This session deals with public policy processes. How are social policy issues addressed in the British administrative and policy-making systems? What are the relative influences of politicians, bureaucrats, professionals, independent experts, and the public on social policy decisions? Are closed policy communities more decisive than policy networks and what is the role of the citizen-consumer in these?

Learning Objectives
To understand:
- Models of policy making and their limitations in the real world of policy-making;
- different policy instruments and their importance in the context of the British welfare state;
- the roles of bureaucrats, politicians, professionals, interest groups and the public in social-policy implementation and development;
- the development towards a ‘consumer-oriented’ welfare state and a shift towards greater individual responsibility for social outcomes, accompanied by new managerial norms within the public services.

Key Reading
The ‘old politics’ of the welfare state

In this session we will look at some of the main theories and key actors to explain welfare state development and expansion in the ‘golden age of welfare capitalism’ after the Second World War until the ‘oil shocks’ of the 1970s and the emergence of the New Right. A particular focus will be on the role of political parties and constitutional structures of the state and systems of interest group intermediation.

Learning outcomes

To understand:
- theories of corporatism, pluralism and policy networks;
- the importance of the power balance between trade unions and employer organisations for the welfare state;
- the impact of political parties on the welfare state;

To reflect on:
- why some social policy preferences and demands take precedence over others.

Key reading


The new politics of the welfare state

In this lecture we will engage with Pierson’s argument that the politics of welfare state retrenchment in the context of ‘permanent austerity’ since the 1970s is characterised by different politics (from credit claiming to blame avoidance) and needs different theoretical explanations than the era of post-1945 welfare expansion.

Learning outcomes

To understand
- what is meant by the ‘new politics of the welfare state’ argument
- why the politics of welfare retrenchment are different from the politics of welfare expansion
- the shift from ‘old’ to ‘new’ social risks

To examine
- various tactics of political ‘blame avoidance’
Key reading

Recommended reading

Week 5, Lecture 1: Monday 08 February

Who pays for welfare and who benefits from it?
We will look at the way in which welfare services are paid for by examining arguments for taxation in its various forms, direct user charges, and charitable giving. We will also examine how the welfare policies pursued by recent UK governments affected inequalities in the distribution of income. We will discuss the varying impact of targeted and means-tested welfare benefits and services versus universal programmes. We will finally look at how business profits from the welfare state.

Learning Objectives
To understand:
- the main features of different forms of taxation and how the structure and incidence of taxation have changed over time;
- arguments for and against direct user charges in public services.
- the ‘paradox of redistribution’ in regards to universal welfare benefits and services.

To assess:
- how the welfare state benefits businesses;
- the redistributive impact of direct taxes, indirect taxes, social security expenditure and expenditure on the social services.

Key reading
OECD (2011), Divided We Stand: why inequality keeps rising – overview and UK country note. [Learn]

Week 5, Lecture 2: Wednesday 10 February

The territorial politics of welfare state reform: competing visions?
This lecture examines the distribution of responsibilities for social policy between the UK government and the devolved administrations (Scotland, Wales and Northern Ireland) and the
changing politics of welfare provision. Given the level of public spending on social policy it is not surprising that it is often at the heart of the politics of devolution which offers opportunities for devolved governments to pursue different political and policy priorities and communicate alternative socio-political and cultural values from the UK Westminster Government.

Learning Objectives

To understand:

- how the UK Westminster government shares responsibility for social policy delivery with other governments (devolved)
- the mechanisms by which the centre attempts to direct/impose policy despite the formal division of responsibility
- the politics of social policy in Scotland, Wales and Northern Ireland under devolution.

Key reading


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**Week 6 – INNOVATIVE LEARNING WEEK: NO LECTURES OR TUTORIALS**

**Weeks 7-10: The politics in different social policy areas**

The lectures in these four weeks will consider the politics of welfare and recent developments within different key social policy areas.

**Week 7, Lectures 1 & 2: Monday 22 February & Wednesday 24 February**

**Education Policy**

This week’s two lectures discuss the several roles which education has been thought to have in relation to the welfare state. There have been four broad aims of education policy:

- securing meritocracy (or what has been claimed to be the fair recruitment of people into employment);
- investing in human capital (in the belief that a well-educated workforce will be economically productive);
- reproducing or reforming culture (on the grounds that democracy ought to enable everyone to have access to the best ideas that have been bequeathed to each generation from the past);
- securing personal or social liberation (in part because democracy itself has been thought to depend on citizens’ being well-educated).
These aims, and the evidence as to whether the beliefs on which they rest are valid, will be discussed mainly in relation to the UK, and with international comparisons where they cast light on UK experience.

Learning Objectives

By the end of this week you should be able to understand the meaning of the four aims of education policy in the welfare state, and the empirical evidence that relates to the experience of attempts to realise them.

Key Readings


Week 8, Lecture 1 & 2: Monday 29 Feb & Wednesday 02 March

Policies for the Workless

Significant changes have moved policies for ‘people of working age’ away from reliance on the social insurance structure of the 1942 Beveridge Report. Higher levels of unemployment became accompanied by reductions in benefits, increases in means-testing and greater controls over people out of work. Recent Governments have sought a new balance of rights and responsibilities and aimed to integrate social security and employment policies into an ‘active’ strategy for the ‘workless’, Support for reforms with a single working-age benefit, Universal Credit, has been built up with a discourse that individualises poverty into ‘workless dependency’.

Learning Objectives

To understand:
- the factors that lay behind the move from reliance on social insurance;
- the arguments for and against greater reliance on ‘active’ strategies;
- the ideology behind the focus on ‘dependency’.

To assess:
- the strengths and weaknesses of welfare reforms for ‘people of working age;’
- the policy-shaping impact of different discourses of the labour market.

Key Readings

Slater, T. (2012), ‘The Myth of “Broken Britain”: Welfare Reform and the Production of
Week 9, Lectures 1 & 2: Monday 07 March & Wednesday 09 March

Housing Policy

British housing underwent far-reaching changes during the twentieth century in terms of the population to be housed, the conditions in which they were housed, the economic context, and major changes in public policy towards housing and its financing. In these lectures, we review key changes in the development of housing policy since 1979 and outline how the politics of welfare played out in a specific way.

Learning Objectives

- To understand the role of government and the markets in determining housing priorities;
- to examine the options available for housing policy;
- to appreciate the consequences of the ‘right to buy’ in Britain
- to critically engage with the motives behind and consequences of the so-called ‘bedroom tax’.

Key Reading


Week 10, Lectures 1 & 2: Monday 14 March and Wednesday 16 March

Health Policy

This week we will examine recent developments in the British NHS. While the universal, free-at-the point-of-use NHS has always been an exception to the liberal British welfare regime, a number of consecutive reforms by different governments since the 1990s considerably challenges the fundamentals of the health service in England. We will look at the rationale behind introducing more competition and diversity of providers and highlight the differences between the NHS in England and other parts of the UK. Finally, we will explore how this undermining of a publicly provided, universal NHS has become possible in the last 10 years, an aim that Thatcher herself did not achieve.

Learning outcomes

To understand
• theories behind public and market provision of health care, how these have worked in practice and the respective strengths and weaknesses;
• recent attempts to introduce markets into the English NHS and to give the private sector a role in the provision of health care services.
• differences between the NHS in England and Scotland

Key readings

Week 11, Lecture 1: Monday 21 March

The politics of welfare in comparative perspective

In the final week, we will take an explicit comparative perspective to better understand the politics of welfare in 2015 in Britain. In this first lecture we will revisit the financial crisis and its impacts on national welfare states by comparing the British crisis response to that of other welfare states. We will also examine the likely effects of the recent fiscal crisis on future welfare reform.

Learning Objectives
To understand:
• how the British political response to the global crisis compares to other advanced industrial democracies.

Key readings

Week 10, Lecture 2: Wednesday 23 March

The future politics of the Welfare State in international perspective

Welfare states have been undergoing a series of adjustments in response to major changes in contemporary society. In this lecture, we look both back and ahead: first, we will revise the major themes of this course, highlight the key changes to the British welfare state and the politics behind these changes. Finally, we will contextualise these changes within wider international trends such as globalisation and Europeanisation.
Learning Objectives

To understand:

- the impact that globalisation has on welfare state spending and the role that politics play in responding to the trend of globalisation;
- the constraints that national welfare state policies and politics face in the context of Europeanisation.

Key reading

Appendix I: Past Exam Papers for the Course

Please note that these reflect the course content in each year which might be changing from year to year. This year’s papers will reflect the material that is taught in 2015-16.

2013-14 Main exam paper

Section A (answer one)

1. Was Thatcher a ‘wicked neo-conservative witch’ whose policies destroyed the welfare state or were the policies an inevitable response to the changing social and economic context since the 1970s?

2. Discuss whether public opinion on welfare benefits makes a reversal of the recent welfare state cuts unlikely.

3. Analyse how business is influencing the politics of the welfare state and how it benefits from social policy.

Section B (answer two)

4. Critically discuss the advantages and disadvantages of funding welfare through various forms of taxation.

5. Critically discuss whether devolution has enabled Scotland to create a more social democratic approach to social policy.

6. Why has promoting ideas of meritocracy been widely acceptable as a basis for education policy?

7. ‘The focus on benefit dependency makes it harder to understand the broader, structural aspects of unemployment and poverty’. Discuss.

8. Why was it easier in the 1980s to privatise the public housing sector rather than the NHS?

9. Is the most recent reform of the NHS the biggest shake-up in its history or just an extension of previous policies and politics?

10. Why does the UK often look to the US when it comes to welfare reform and how is this reflected in recent policy proposals? Illustrate your answer with examples from at least one policy area.

2013-14 resit exam paper

1. Critically discuss the notion that ‘there is no alternative’ to policies of austerity in the UK as a result of the global crisis.
2. Critically discuss how the portrayal of benefit recipients in the media influences public support for the welfare state.

3. Discuss the assumptions of models of policy making and their limitations in the ‘real world’ of policy making.

Section B (answer two)

4. Why has the decline of trade unions and corporatist practices of policy making since the 1970s been important for later welfare reform in the UK?

5. Have the distinct political institutions and party competition of the devolved regions led to policy divergences with England? Make reference to at least one policy area.

6. Discuss whether undergraduate fees for university courses contravenes the aim of promoting equal opportunities in higher education.

7. Discuss how the dominant current neo-liberal discourse influences the policies that are suggested for supporting ‘the workless’ and ignores other policy suggestions.

8. Why was the ‘Right to Buy’ generally heralded as a vote-winner and what are the prospects of the ‘bedroom tax’ in this respect?

9. Has the role of doctors as stakeholders in the politics of health been strengthened or undermined by recent NHS reforms?

10. To what extent can the shift to a ‘consumer-oriented’ welfare state explain recent trends of privatisation? Illustrate your answer with reference to one policy area.
Appendix II: 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).