

## COURSE OUTLINE 21

### 1. GENERAL

SCHOOL	SOCIAL POLITICAL AND ECONOMIC SCIENCES		
DEPARTMENT	SOCIAL POLICY		
LEVEL OF STUDIES	LEVEL 6		
COURSE CODE	21	SEMESTER	4 <sup>th</sup>
COURSE TITLE	Comparative Social Policy		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	TEACHING HOURS PER WEEK		ECTS CREDITS
	3		6
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:			

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

The aim of this course is to introduce students into the comparative analysis of different social protection systems and into the exploration of their changes through time. The concept of welfare capitalism regimes (Esping-Andersen) is used for the comparative exploration of welfare states. In particular, alternative typologies of welfare states are presented as well as approaches focusing on the gender perspective in order to assess diverse welfare mixes. In addition, the transformations of the welfare state are examined through the perspective of social change, new risks and the effects of the European integration and globalization. The explanatory power and the validity of various approaches is assessed based on empirical data in specific subsectors of social policy (social security, employment policy, health and social assistance). Special focus is placed on the particular traits of social protection systems in the South of Europe (belated development of the welfare state in relation to the countries of North-Western Europe, the role of EU in the formulation of social policy). Finally, the consequences of the crisis on the social reform of the European space, the future of Social Europe and the potential for the further reinvigoration of values and principles of the European Social Model.

Upon the successful completion of the course, students will be in the position to:

- Understand the basic concepts and terms of comparative analysis in social policy and welfare states.
- Delve into the various theoretical approaches for understanding welfare states.
- Develop the appropriate theoretical and methodological tools for the analysis and synthesis of various theoretical approaches in social policy and welfare state theory.

## General Skills

*Name the desirable general skills upon successful completion of the module*

*Search, analysis and synthesis of data and information,*

*ICT Use*

*Adaptation to new situations*

*Decision making*

*Autonomous work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project design and management*

*Equity and Inclusion*

*Respect for the natural environment*

*Sustainability*

*Demonstration of social, professional and moral*

*responsibility and sensitivity to gender issues*

*Critical thinking*

*Promoting free, creative and inductive reasoning*

*Search, analysis and synthesis of data and information,*

*ICT Use*

*Autonomous work*

*Teamwork*

*Working in an interdisciplinary environment*

*Equity and Inclusion*

*Sustainability*

*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

*Critical thinking*

*Promoting free, creative and inductive reasoning*

## 3. COURSE CONTENT

Courseoutline:

- How and why we compare?
- The comparative method in the study of social policy
- The historical evolution of social protection systems before 1990
- The three worlds of welfare capitalism
- Alternative typologies and main issues after 1990
- Theoretical approaches (the hypothesis of industrialization, the hypothesis of power resources, the hypothesis of national values, the hypothesis of the power of enterprises)
- Established welfare states (Scandinavian countries, Continental Europe, Southern Europe, English-speaking countries)
- Emerging welfare states (i.e. Latin America, East Asia, East Europe and Russia)
- Examples of comparative analysis in the field of social policy

## 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	Face to face
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of databases, eclass for communication and information sharing and powerpoint presentation in lectures and for students presentations

<p><b>TEACHING ORGANIZATION</b></p> <p><i>The ways and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographicresearch&amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<p><b>Activity</b></p>	<p><b>Workload/semester</b></p>
	Lectures	70
	Interactive teaching	30
	Independent work towards written exams	48
	Final written exams	2
	Course total	150
<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,Clinical examination of a patient,Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Concluding</p> <p>Essay development</p>	

## 5. SUGGESTED BIBLIOGRAPHY

### Obligatory

- Katrougalos, G. (2024). Comparative Social Policy, Nomiki Vivliothiki, Athens (in Greek).
- Esping-Andersen, C. (2014). The three worlds of welfare capitalism, trans. Golemi, A., Topos (Motivo), Athens (in Greek).

### Additional

- Laloti, V. (2018). Aspects of comparative social policy, Topos (Motivo), Athens (in Greek).

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	George Katrougalos
<b>Contact details:</b>	gkatroug@sp.duth.gr
<b>Supervisors: (1)</b>	
<b>Evaluation methods: (2)</b>	
<b>Implementation Instructions: (3)</b>	

(1) Please write YES or NO

(2) Notedowntheevaluationmethodsusedbytheteacher, e.g.

- *written assignment* or/and *exercises*
- *written or oral examination* with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.

There should be an attached list with the Student Registration Number only of students eligible to participate in the examination.