

## Subject Description Form

<b>Subject Code</b>	APSS5202																	
<b>Subject Title</b>	Comparative Social Policy and Social Development																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Case Study</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>4. Term Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	10%	0%	2. Seminar Presentation	0%	25%	3. Case Study	25%	0%	4. Term Paper	40%	0%
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<ul style="list-style-type: none"> <li>▪ The grade is calculated according to the percentage assigned;</li> <li>▪ The completion and submission of all component assignments are required for passing the subject; and</li> <li>▪ Student must pass all components (standard of passing) if he/she is to pass the subject.</li> </ul>																		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To introduce a variety of approaches to research on cross-national social policy and social development</li> <li>2. To critically assess the strengths and limitations of these approaches to policy making and social development.</li> <li>3. To outline the institutional arrangements of various welfare systems and the policy and development context in which they developed.</li> <li>4. To explore the trends and patterns of social policy making in welfare state and social development across nations.</li> </ol>																	
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to acquire:</p> <p><b>a. Basic Knowledge and Competence of the Field of Study</b>            Students will be able to discuss in depth major concepts and theoretical paradigms in analyzing social policy and social development in a comparative perspective</p>																	

	<p><b>b. Effective Communication</b> Students will be able to demonstrate their competence effectively in interpreting and communicating major issues involved in comparative analysis of social policy and social development</p> <p><b>c. Independence and Creativity</b> Students will be able to demonstrate independence and creativity in reviewing and examining policy and development options, activities and processes</p> <p><b>d. Critical Judgment</b> Students will be able to exercise critical judgment in assessing and evaluating policy and social development decisions and options</p> <p><b>e. Ethical and Social Understanding</b> Students will be able to articulate the ethical values and beliefs crucial to designing and framing responsible policies and development decisions with proficiency compatible to international benchmark and practices.</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li><b>1. Welfare States, Social Policy and Social Development: Changing Contexts</b> What is comparative social policy and social development? Rationale for comparative analysis Different approaches to comparative analysis of social policy and social development</li> <li><b>2. Comparative Social Policy and Social Development in Welfare States</b> This session will examine the variety of theoretical approaches to explaining the emergence of welfare states and why they might differ in terms of social policy and social development. In the first two parts the focus will be on industrialization, modernization and ideology.</li> <li><b>3. Welfare Capitalism</b> The focus will be on the shift from explanations emphasizing convergence in the development of welfare states to those focusing on divergence. In particular, we will critically assess the influential work of Gosta Esping-Andersen, and consider the concept of 'welfare regimes' and its impacts on policy making and trajectories for social development.</li> <li><b>4. Welfare Regime, Policies and Social Development in East Asia</b> Modifications to and extensions of the concept of regime theory and their applicability in East Asian countries and their welfare regimes.</li> <li><b>5. Policy Making and Impacts on Social Development in East Asia</b> This session examines the processes of social policy formulation and their relationship to social development using country case studies illustrating their relevance and limitations in East Asian social and political contexts.</li> <li><b>6. Social Development and Policies in Welfare States: Inequalities and Poverty</b> The focus will be on developing and understanding of the concepts of social development and social well being, particularly in terms of the nature and extent of poverty and inequality.</li> </ol>

	<p><b>7. Comparative Study on Social Security Systems</b> This session will explore social security systems and labour market policy. It will consider transformations in the nature of employment, welfare reforms in relation to social security and the implications of these changes for social development in different types of welfare states.</p> <p><b>8. Comparative Study on Health Policies</b> The next three sessions will focus on comparing sectorial social policies and social development using different country studies. This session will focus on healthcare policies and systems, how they are financed, and how they shape the health status of populations.</p> <p><b>9. Comparative Study on Housing Policies</b> This session will explore housing provision in different societies and consider the relationship between social development and housing systems across countries.</p> <p><b>10. Changing Expectations of Policies, Governance and Social Development in Welfare States</b> This session will examine how globalization has transformed people's expectations of governance, social policies, social development and practices in different welfare states, with particular reference to social enterprises and civil society development.</p> <p><b>11. Social Policy and Social Development in Hong Kong: Measuring up to Comparative and International Bench Marks</b> Critical assessment of social policies in Hong Kong as compared to other welfare states and lessons learned</p> <p><b>12. The future of Social Welfare in East Asia</b></p>																										
<b>Teaching/Learning Methodology</b>	Students will attend interactive lectures to gain proper understanding of the major framework in analyzing social policy and social development in international and local contexts. Whenever possible, international scholars visiting the Department and guest lecturers from other academic institutions will be invited to contribute to guest lectures to expose students to a broader horizon for appreciating different policies and social development practices. In seminars, students will be required to work on a country case study to test their knowledge and competence in comparative policy analysis.																										
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar Presentation</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	1. Class participation	10%	✓	✓	✓	✓	✓	2. Seminar Presentation	25%	✓	✓	✓	✓	✓
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	4. Term Paper	40%	✓	✓	✓	✓	✓
	Total	100%					
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Group Seminar Presentation</b>  Students will undertake one group presentation chosen from a list of seminar topics. Students will be expected to prepare a document identifying the key points of and discussion points emerging from the presentation. A copy of the Power-Point presentation should be submitted for assessment. Through this exercise, students will be able to demonstrate their basic knowledge in the field of study, their effectiveness in communicating and responding to ideas and discussions, their independent thinking and creativity, capability in making critical judgment and ability in tackling ethical issues in policy and social development.</p> <p><b>Country Case Study</b>  Students will write a 2,000-word report on the welfare system of the country they come from or are most familiar with. The focus should be on one particular sector or policy issue. This piece of assessment will allow students to show their ability in making creative and independent use of available secondary information to highlight their specialized knowledge in the field. As well, they will be able to reveal their proficiency in communicating ideas, understanding of ethical and social issues and ability in making fine judgment through this written work.</p> <p><b>Term Paper</b>  The term paper should be no less than 3,000 words. A list of essay questions will be provided and students must choose one from the list. The student will be required to answer the question with reference to <b>at least</b> two countries. The policy areas covered must be different from those investigated in the seminar presentation and country case study. This exercise will allow students to integrate major concepts, theories and paradigms they learn in the subject and indicate the level of knowledge and competence they gain in the field of study. As well, they will be able to demonstrate how effective they can communicate their research findings, whether they can make use of their data creatively and thoughtfully, making appropriate and fair judgment, and able to tackle complex social and ethical issues in comparative policy and development setting.</p>						
<b>Student Study Effort Expected</b>	<b>Class contact:</b>						
	▪ Lecture		27 Hrs.				
	▪ Seminar presentation and discussion		12 Hrs.				
	<b>Other student study effort:</b>						
	▪ Self Study		39 Hrs.				

	<ul style="list-style-type: none"> <li>▪ Preparation of Presentation</li> </ul>	10 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation of Case Study</li> </ul>	15 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation of Term Paper</li> </ul>	20 Hrs.
	Total student study effort	123 Hrs.
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Midgley, J., (2011) <i>Social Policy and Poverty in East Asia</i>. London: Routledge.</p> <p>Lee, J. Midgley, J. &amp; Zhu, Y. (2014) (eds.) <i>Social Policy and Change in East Asia</i>. Lanham: Lexington Books.</p> <p>Kennett, P. (2004) (eds) <i>The Handbook of Comparative Social Policy</i>. Cheltenham, UK: Edward Elgar</p> <p>Lee, J. &amp; Chan, K (2010) (eds) <i>The Crisis of Welfare in East Asia</i>. Lexington Books.</p> <p>Esping-Anderson, G. (1999) <i>Social Foundations of Post-industrial Economies</i> Oxford: Oxford University Press.</p> <p><u>Supplementary</u></p> <p>Adams, D. (2002) ‘Poverty – a precarious public policy idea’, <i>Australian Journal of Public Administration</i>, 61(4), pp. 89-98.</p> <p>Adema, W. (1997) ‘What do countries really spend on social policies? a Comparative note’, <i>OECD Economic Studies</i>, 28. Paris: OECD</p> <p>Alcock, P. (2001) ‘The comparative context’ in P. Alcock and G. Graig (eds) <i>International Social Policy: Welfare Regimes in the Developed World</i>. Basingstoke: Palgrave, pp1-26.</p> <p>Aspalter, C. (2001) <i>Different Worlds of Welfare Capitalism: Australia, the United States, the United Kingdom, Sweden, Germany, Italy, Hong Kong and Singapore</i>. Discussion Paper 80, Public Policy Program. Canberra: Australian National University.</p> <p>Bambra, C. (2005) ‘Worlds of welfare and the health care discrepancy’, <i>Social Policy and Society</i>. Vol?pp??</p> <p>Barr, N. (2002) ‘Reforming pensions: Myths, truths, and policy choices’, <i>International Social Security Review</i>, 53(3), pp. 3-26.</p> <p>Bradshaw, J. &amp; Finch, N. (2002) “A comparison of child benefit packages in 22 countries”, <i>Department for Work and Pension Research Report, No. 174</i>. Leeds: Corporate Document Services.</p> <p>Braun, B. Olson, P.D. &amp; Bauer, J. (2002) Welfare to well-being transition’, <i>Social</i></p>	

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Esping-Andersen, G. (1990) *The Three Worlds of Welfare Capitalism*, Cambridge, Polity Press. Chapter 1: 'Three worlds of welfare capitalism'. [Reprinted in C].

Fischer, F. (2003) *Reframing Public Policy: Discursive Politics and Deliberative Practices*, New York, Oxford University Press. Chapter 3: 'Public policy as discursive construct'.

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Gough, I. (1979) *The Political Economy of the Welfare State*. London and Basingstoke: Macmillan.

Groves, R. Murie, A. & Watson, C. (2007) *Housing and the New Welfare State Perspectives from East Asia and Europe*, UK: Ashgate

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Holliday, I. (2000) 'Productivist welfare capitalism: Social policy in East Asia', *Political Studies*, 48, pp. 706-23.

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- Pierson, P. (2000) 'Three worlds of welfare state research'. *Comparative Political Studies*, 33(6/7), pp 791-821.
- Walker, A. & Wong, C-K. (2005) (eds) *East Asian Welfare Regimes in Transition: From Confusianism to globalization*. Bristol: The Policy Press.