

Subject Description Form

Subject Code	APSS617														
Subject Title	Critical Social Policy in Comparative Contexts														
Credit Value	3														
Level	6														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 45%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar presentation and participation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Class Exercise</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ The grade is calculated according to the percentage assigned; ▪ The completion and submission of all component assignments are required for passing the subject; and ▪ Student must pass all components (standard of passing) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	50%	0%	2. Seminar presentation and participation	0%	30%	3. Class Exercise	20%	0%
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Objectives	<ol style="list-style-type: none"> 1. To introduce a variety of approaches to cross-national social policy research. 2. To critically assess the strengths and limitations of the comparative approach. 3. To outline the institutional arrangements of various welfare systems and the context in which they developed. 4. To apply the various theoretical approaches which have been used to explain patterns of welfare state development across nations. 5. To provide an understanding of the diverse trajectories of social policy in East Asia. 														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. <u>Basic Knowledge of the Field of Study</u> The course will enable students to gain a basic understanding of the major concepts and theoretical paradigms of social policy in a comparative perspective. b. <u>Effective Communication</u> 														

	<p>Students will learn through lectures, readings, seminars involving group activities and presentations to interpret and communicate major issues involved in comparative social policy analysis</p> <p>c. <u>Independent Thinking and Creativity</u> Independent thinking and creativity will be developed and rewarded through individual country case study, term paper and group presentation activities.</p> <p>d. <u>Critical Judgment</u> Critical judgment will be developed through seminar discussions, written work and group activities in selected topics and fields</p> <p>e. <u>Ethical and Social Understanding</u> This will be developed through an understanding of the contradictions and tensions inherited in comparative social policy and their impacts.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>1. Comparing Welfare States in a Changing Context This session will first consider: What is comparative social policy? The rationale for undertaking this type of analysis. Different approaches to comparative analysis. Problems and issues involved in comparing welfare states.</p> <p>2. Different Worlds of Welfare Capitalism 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'. This session will consider alternative approaches that have been proposed. Particular attention will be paid to the East Asian Welfare Regime.</p> <p>3. Evaluating Welfare States: Input and outcomes Early studies of welfare states relied on comparison of overall levels of social spending, or micro-level input measure in and between nations. This is a relatively crude measure providing details of aggregate expenditure but little about detailed institutional structures of different policy areas. This section will deal with various institutional arrangements to meet social needs and to achieve a fairer distribution of income.</p> <p>4. Asset-Based Social Policy This session will explore the use of asset-building as a central concept in social policy development and planning.</p> <p>5. Social Policy in Mainland China This session will focus on the politics and institutions of social policy making and implementation in mainland China. It will consider recent reforms and the impact on the well-being of citizens with a particular emphasis on social security and labour policy.</p>

	<p>6. Social Policy in East Asia: Institutions and development This session will focus on the politics and institutions of social policy making and implementation in selected East Asian countries. It will consider recent developments in social policy with a particular focus on social security and housing.</p> <p>7. Social Policy and Social Justice: How can social policy help to improve social life and justice in an unequal world?</p> <p>8. Seminar 1: Social Security & Elderly Welfare</p> <p>9. Seminar 2: Housing and Asset Building</p> <p>10. Seminar 3: Health Insurance and Accessibility</p> <p>11. Seminar 4: Social Welfare and Social Work</p> <p>12. Seminar 5: Social Policy and Social Justice</p>																																								
<p>Teaching/Learning Methodology</p>	<p>Lectures, seminars and workshops: Lectures provide students an understanding of the frameworks, concepts and theories in comparative social policy analysis. Seminars provide students an opportunity to further their competence by applying theories and frameworks to substantive policy areas and linking these to social work practice. Seminars and workshops provide the opportunity for further development in critical thinking through communication and the exchange of ideas, as well as enhancing competence in dissemination strategies.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="432 1055 1453 1525"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weightin g</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Case Study</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Term Paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Class Exercises/presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Case Study As part of the effort to understand in-depth the complexities and dynamics of social policy, students will undertake one group presentation on a chosen policy selected from the list of seminar topics. Students will be expected to prepare a handout identifying the key points of discussion emerging from the presentation.</p> <p>Term Paper To demonstrate students' critical understanding of social policy in comparative contexts, students are expected to complete a term paper of 3,000 words in length. A list of policy questions will be provided and students must choose one question from the list. The policy areas covered must be different from those</p>	Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Case Study	30%	✓	✓	✓	✓	✓	2. Term Paper	50%	✓	✓	✓	✓	✓	3. Class Exercises/presentation	20%	✓	✓	✓	✓	✓	Total	100 %					
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	<p>investigated in the seminar presentation and country case study.</p> <p>Class Exercise A number of class exercises basing on relevant comparative policy issues, e.g. health care or housing policy would be conducted in class to further assist students to develop familiarity with policy analysis. Student would be required to make short presentations on selected policy areas.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	24 Hrs.
	▪ Seminar	15 Hrs.
	Other student study effort:	
	▪ Reading for seminars and lectures	26 Hrs.
	▪ Preparation of seminar presentation	4 Hrs.
	▪ Preparation for term paper	30 Hrs.
	▪ Preparation for case study	10 Hrs.
	Total student study effort	109 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Lee, J. & Chan, K.W. (2010). <i>The crisis of welfare in East Asia</i>. Baltimore: Lexington Books.</p> <p>Midgley, J. & Tang, K (2010). <i>Social policy and poverty in East Asia</i>. London: Routledge.</p> <p>Lee, J., Midgley, J., & Zhu, Y. (2014). <i>Social policy and change in East Asia</i>. Lexington Book.</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), 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>Adema, W. (2001). <i>Net social expenditure: Labour market and social policy</i>. Occasional Paper no 52, 2nd edition. Paris: OECD.</p>	

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	<p>analysis of welfare systems in East Asia. In R. Goodman, G. White and H. Kwon (eds.), <i>The East Asian welfare model: Welfare orientalism and the State</i>. London: Routledge.</p> <p>Lewis, J. (2000). Gender and welfare regimes. In G. Lewis et al (ed.), <i>Rethinking social policy</i>. London: Sage.</p> <p>Lee, J. & Chan, K.W. (eds.) (2007). <i>The crisis of welfare in East Asia</i>. Lanham, MD, USA: Lexington Books.</p> <p>May, T. (1997). <i>Social research: Issues, methods and processes (2nd Edition)</i>. Milton Keynes: Open University Press. Chapter 9.</p> <p>Midgley, J. & Piachaud, P. (2013). <i>Social protection, economic growth and social change</i>. Edward Elgar.</p> <p>O'Connor, J. (2005). Gender, citizenship and welfare state regimes. In Kennett, P. <i>The handbook of comparative social policy</i>. Cheltenham, UK: Edward Elgar.</p> <p>Pierson, P. (2000). Three worlds of welfare state research. <i>Comparative Political Studies</i>, 33(6/7), 791-821.</p> <p>Pierson, C. & Castles, F.G. (eds.) (2006). <i>The Welfare State Reader</i>. Cambridge: Polity Press, pp. 154-169.</p> <p>Rose, R. (1991). Comparing forms of comparative analysis. <i>Political Studies</i>, Vol. 39, 446-462.</p> <p>Sainsbury, D. (1994). <i>Gendering welfare states</i>. London: Sage Publications.</p> <p>Walker, A. & Wong, C.K. (eds.) (2005) <i>East Asian welfare regimes in transition: From Confucianism to globalization</i>. Bristol: The Policy Press.</p> <p>Williams, F. (1995). Race/ethnicity, gender and class in welfare states: a framework for comparative analysis. <i>Social Politics</i>, Summer, 127-159.</p>
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