

POLS 491 Transformation of the Welfare State: Public Policy in Sweden (3 hrs)

University of South Dakota, Summer 2019

Class Meetings: 4 meetings TBD in Spring 2019, travel dates: May 12-23

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Course Description:

Sweden is often hailed as a long-standing example of the quintessential “welfare state”; however, in recent years the Social Democratic Party has lost seats in parliament in favor of parties that support a stronger market-based economy. This positions Swedish policy and society in a transformative space between these two traditional varieties of political economy and social policy, and affords an opportunity for students of public policy to examine the benefits and detriments of both. As Sweden privatizes more previously state-owned and controlled industries, the impact on the citizenry can be clearly assessed. This course will examine several public policies in particular, such as: secondary and higher education, transportation, postal services, immigration, religion, environment, and gender and family policy. However, we will also discuss various other public policies (including healthcare, cellular and data networks, energy, taxation, and food and beverages) throughout the course, which will revolve around a two-week Faculty Led Program (FLP) in Sweden.

Learning Objectives:

After completing this course, students will be able to:

1. Compare and contrast competing theories regarding the relationship between market economy and the state, including welfare states in particular
2. Define and explain the historical development of concepts related to the transformation of the welfare state
3. Provide a nuanced overview of the political effects and consequences of the decline of social democracy and the welfare state
4. Describe various specific public policies and their effect on society and the citizenry- such as transportation policy, postal policy, criminal justice policy, environmental policy, education policy, religious policy, gender and family policy, and immigration policy.
5. Explicate the differences in policies and policy effects described in Objective 4 between welfare and market economies
6. Develop an understanding for public policy effects on the general citizenry, and related differences between market and welfare economies
7. Understand how global issues, developments, and ideas affect their lives and those of others.

Course Requirements:

Books:

Hort, Sven E. O. 2014. *Social Policy, Welfare State, and Civil Society in Sweden, Vol. II: The Lost World of Social Democracy*, 3rd Ed. Arkiv Academic Press.

Esping-Andersen, Gosta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton University Press.

Peter Hall and David Soskice (ed.). 2001. *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford University Press.

Methods of Evaluation:

Reflection	25%
Short Papers (4)	60%
Participation	15%
	100%

Grades:

<u>Percentage</u>	<u>Letter Grade</u>	<u>Qualitative Assessment</u>
90.0-100	A	Excellent/ Above expectations
80.0-89.99	B	Good/At expectations
70.0-79.99	C	Acceptable/Low expectations
60.0-69.99	D	Not acceptable/ Below expectations
Below 60	F	Unacceptable

Daily Reflections (25%): Students are expected to write daily about their experiences, particularly seeking to compare and contrast their experiences at home from those in Sweden. Students may use medium of choice, e.g. a handwritten “diary”, a blog, or a D2L discussion post.

Policy Papers (60% -4): Each short paper will have a specific topic and style. Each paper should be about 3 double-spaced pages in length. You should include both an analysis of the reading as well as an experiential assessment.

Paper 1: Education Policy

Paper 2: Women and Family Policy

Paper 3: Student Choice (Immigration, Sustainability & Environment, Agriculture)

Paper 4: Causes and Effects of the decline of the Welfare state

Financing

Political Science, Criminal Justice, and International Studies major are eligible to receive Farber Funding for this trip if they have a GPA of 3.0 or higher. Applications can be accessed at

<https://portal.usd.edu/academics/as/farber-fund-application.cfm>, and please submit it to

Cheryl.Hovorka@usd.edu. Please give attention to the essay and how it is related to your field of study.

TENTATIVE SCHEDULE:

Class meetings Spring 2018 (2 contact hours each), Date and Time TBD

1. Foundations of the Welfare State and Market State economies
2. Foundations of Comparative Public Policy
3. The Transformation of the Swedish Welfare State
4. Global Learning Orientation

Travel dates: 05/12-05/23 2018

Itinerary		
<i>(Provide travel itinerary and detailed day-to-day activities)</i>		
Date	Time	Location & Activity
12-May	S	Depart from Omaha, Arrive in Stockholm next day.
13-May	M	We will check in to our hotel in central Stockholm (Hotel C), then students will be given free time to explore the city during the day. We will take a 2 hour boat ride in the afternoon. We will end the day with a two hour class meeting to discuss first impressions and review some of the policies and issues we may encounter.
14-May	T	We will be given a professional, private guided tour which will cover some of the major historical and political points in the city, including the Vasa Museum, Stockholms Old Town, the Stateshouse, and the Parliament.
15-May	W	We will visit a school in the Stockholm suburbs to learn about Swedish educational policy in the am, then travel to Uppsala University to visit the historical campus.
16-May	R	We will visit with members of Stockholm Police services to learn about Swedish policing style and the criminal justice system in the morning. In the afternoon we will visit Karolinska Hospital to learn about changes in healthcare policy.
17-May	F	We will take a 5 hr train ride to Kalmar during which we will discuss the privatization of the Swedish railsystem. We will then travel to the island of Öland and check into Villa Tullgatan bed & breakfast. In the evening we will visit informally with a group of locals to allow students a chance to meet with "regular" citizens and ask about (changes in) Swedish society and discuss their first impressions.
18-May	S	We will learn about the intersections of Swedish environment, sustainability, and agriculture policy from some of the local farmers and policy makers on Öland.
19-May	S	We will go to Kalmar for a visit in the morning before departing to Göteborg on a train in the afternoon.

*This syllabus is subject to change; students who miss class are responsible for learning about any changes to the syllabus

20-May	M	We will visit with members of the clergy to discuss the role of religion in Swedish society as well as the role of the church and other community organizations in the efforts to support recent refugees and immigrants. We will end the day at Liseberg amusement park.
21-May	T	We will take an early train back to Stockholm and check in at the Af Chapman boat hostel, then we go to the Postoffice Museum where we will learn about the history and privatization of the Swedish mailing system.
22-May	W	We will visit KTH university to visit with students and explore higher education policy. We will then visit with local Swedes to reflect on our time in Sweden and how policies and policy changes have affected its citizenry and make comparisons to the U.S.
23-May	R	Depart from Stockholm

Basic Policies:

Attendance & Preparedness

Attendance and thorough preparation is required in this course, and imperative for success. Some absences *may be* excused such as those due to USD sponsored activities, military service, religious observation, and family emergencies. If you believe your absence falls under one of these provisions please let me know *before* your absence, or immediately following (see previous policy statement). Failure to attend classes or being prepared for class may result in deduction of points from the final grade, up to 10%, or being dropped from the class in serious cases involving 6 or more absences.

Late work/ Make-up work

Late work and make up work are allowed under certain circumstances (see above). In addition, because assignments are submitted via an online platform, minor illness, and other absences might not excuse students from punctual submission of work.

Academic Integrity

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

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Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.