

INTRODUCTION TO MASTER'S DEGREE STUDIES

I1 SCIENTIFIC WRITING / RESEARCH WORK*

Course extent: 5 ECTS.

Objectives and expected abilities: The aim of this course is to perfect general principles and tools in relation with scientific research design and realization of the research project leading to the master's thesis. The course will advance students' knowledge on the methodology of scientific work and academic writing as well as help students to understand the peculiarities of knowledge creation process, to develop holistic scientific thinking and research skills. Students will be able to:

- develop and implement scientific (sociological) research projects in line with the quality of research and academic integrity requirements;
- critically and creatively carry out scientific analysis and interpretation of texts, provide its critical analysis and evaluation in written or verbal form;
- employ academic writing styles and techniques;
- construct clear structure and contents of master's thesis paper;
- present process and outcomes of scientific research.

Brief annotation: The course provides with the knowledge and skill necessary for successful planning, advancement and completion of master's thesis research and report. The course combines the main elements of scientific work process: planning of empirical research; working with scientific literature; writing the thesis in an academic manner, and presenting the results of scientific work. Students will be enabled to do research based on holistic thinking and acting according to their own.

Main topics:

- 1) Basics of methodology of social sciences.
- 2) The process of scientific research.
- 3) Academic writing.
- 4) Scientific research report.
- 5) Presentation of scientific work.

Teaching and learning methods: The course is provided at each home university based on the local teaching mode.

Assessment of knowledge and abilities: Course work is assessed by exam grade. Each university outlines the requirements for the assessment work.

Recommended literature:

1. Anfara V. Theoretical frameworks in qualitative research. Thousand, Oaks: Sage, 2006.
2. Bailey S. Academic writing. London: Routledge, 2006.
3. Banks M. Visual methods in social research. London: Sage, 2005.
4. Burton, S. and Peter Steane (eds.). Surviving your thesis. London; New York: Routledge, 2004.
5. Gibaldi J. MLA handbook of writers of research papers. New York; Modern Language Association of America, 2000.
6. Glaser B. The discovery of grounded theory. New Brunswick: Aldine Transaction, 2006.
7. Greetham B. How to write better essays. Basingstoke: Palgrave, 2003.
8. Leenders M. (et al). Writing cases. London: Ivey, 2001.
9. Lillis T., Curry M. J. Academic writing in global context: the politics and practices of publishing in English. Routledge: Taylor & Francis Group, 2010.
10. Moed H. Citations analysis in research evaluation. Dordrecht: Springer, 2005.
11. Murray, N. and Geraldine Hughes. Writing up your university assignments and research projects: a practical handbook. Maidenhead: Open University Press, 2008.
12. O'Leary, Z. [The essential guide to doing research](#). London: SAGE Publications, 2004.
13. Oliver, P. Writing your thesis. Los Angeles: Sage Publications, 2008.
14. Woods P. Successful writing for qualitative researchers. London: Routledge, 2006.
15. Yin R. Applications of case study research. Thousand Oaks: Sage, 2006.

Coordinating teacher: Each home university organize the course at local level.

EUROPEAN WELFARE REGIMES AND COMPARATIVE SOCIAL POLICY

C1 THEORIES OF WELFARE STATES AND COMPARATIVE SOCIAL POLICY: BASIC MODULE

Course extent: 5 ECTS

Objectives and expected abilities: The aim of the course is to give students the opportunity to gain insight into the theoretical, ideological and historical framework of social policy and welfare provisions in Europe. By providing an in-depth analysis of social policy developments, this course furthers understanding of welfare reform trajectories in Europe. Students will be equipped with the skills necessary for advanced research, to analyse applied social policies:

- to identify the theoretical underpinnings of social policy;
- to describe the historical, ideological and political context in which social policy has developed in European welfare states;
- to critically analyse all the key areas of social policy;
- to explore the changing contemporary context of social policy in the European Union.
- to understand and reflect different theories and typologies of welfare states regimes.

Brief annotation: This course provides an historical overview of the development of social policy in European welfare states. Secondly, it describes contemporary aspects of providing welfare. Thirdly, it provides some of the theoretical background to understanding social policy and welfare provisions – philosophically, ideologically and methodologically. Fourthly, it provides an overview and examination of the key areas of social policy and welfare services. Fifthly, the course tries to answer following questions: what are the main characteristics of different types of European welfare states and what are substantial similarities and differences between the various welfare state regimes.

Main topics: Historical development of social policy. Contemporary social policy. Theorizing and researching social policy and welfare. Social policy themes. Theories and typologies of European welfare state regimes. Origins and political ideas of welfare states. Characteristics of various types of welfare states.

Teaching and learning methods: Introductory lectures during Intensive Program, afterwards discussion boards and tutoring supported by Moodle and individual studies of the theoretical literature and other sources of course.

Assessment of knowledge and abilities: 100% book examination. Written exam.

Required prerequisites: General basics in Theories of Welfare States and political ideas (before starting master's studies).

Literature:

1. Baldock, John; Manning, Nicholas; Vickerstaff, Sarah. (eds.). Social policy. Oxford: Oxford University Press, 2007.
2. Esping-Andersen, Gøsta. The three worlds of welfare capitalism. N.Y.: Princeton Univ. Press, 1991.
3. Pierson, Christopher; Castles, Francis. (eds.). The welfare state Reader. Cambridge: Polity Press, 2006.
4. Spicker, Paul. Social policy: themes and approaches. Bristol: Policy Press, 2008.

Coordinating teacher: Prof. Josef Weidenholzer (JKU); Dainius Bernotas (MRU)

C2 THEORIES OF WELFARE STATES: EXTENSION MODULE

Course extent: 5 ECTS

Objectives and expected abilities: The aim of the course is to qualify the students to work at a comparative level with theoretical, ideological and historical issues of the European Social Model. The courses' aim is to enable students to critically reflect and to enhance students' practical skills in the knowledge of the European Social Model, its values, objectives and strategies. Students learn about the substantial similarities and differences between various principles, objectives, responsibilities, processes and actors within European society at different levels – in particular the national and the European level as well as the interrelationship between these. Students will be equipped with skills necessary for advanced research of welfare systems:

- Terminology, principles, definitions, institutions and processes in present European integration strategies
- Introduction to, definition and implementation of European core values
- The different objectives of European integration (political, economic, social)
- History, present and perspectives of European integration
- Various dynamics, challenges and processes of European integration related to social policy issues
- Understanding the role, competences and responsibilities of European institutions (EU, Council of Europe, UNECE) and other main actors, like the market and civil society.

Brief annotation: Extension insight in the terminology, definitions, institutions and processes of European welfare state regimes; comparative research in origins, development, history and perspectives of the different welfare states; processes, dynamics and actors.

Main topics: The course focuses on the substantial similarities and differences between various principles, objectives, responsibilities, processes and actors within European society in respect to European integration and social policy making. This course introduces students to work at an enhanced level with terminologies, definitions, institutions and processes in present European society. Students learn about the European core values, their significance and their implementation. Secondly, students gain profound insight into the different objectives of European integration and get familiar with its history, the present situation and the future perspectives of the European Social Model. Various questions about the dynamics, the challenges, the obstacles and the processes of European integration related to social policy issues and social policy making are highlighted. The interplay between the European and national level as well as the pros and cons of different welfare state regimes are discussed. At the end of the course students are able to understand the role and responsibilities of European institutions (EU, Council of Europe, UNECE) and other main actors in social policy conception and implementation.

Teaching and learning methods: Introduction course at the beginning of the semester; than the use of methods of distance learning: Audio and video lectures, discussion boards and individual tutoring, supported by Moodle.

Assessment of knowledge and abilities: Paper: A range of short think-pieces (ca. 3 pages each) reflecting on the main argument, its structure, core thesis, convincing aspects, and drawbacks of articles representing the different theoretical modes of reasoning, which students will read over the course of the semester. Active participation: participation of the students in the discussions and debate during seminar and the distance learning. Cumulative grades: 70% paper and 30% active participation.

Coordinating teacher: Margitta Mätzke (JKU)

C3 EUROPEAN SOCIAL POLICY: EXTENSION MODULE

Course extent: 5 ECTS

Objectives and expected abilities: The aim of this course is deepen students' theoretical knowledge on social policy at European Union and national levels.

On completion of the course, students will obtain knowledge and skills that enable them:

- to explain the European Union social dimension, its emergence in European Union and member states;
- to conceptualize the social policy issues (instruments) related to European integration;
- to identify the main societal challenges and problems in social policy making at European Union and national levels;
- to analyze the key areas of the European Union social policy and member states in comparative perspective (employment policy; social protection; gender equality; living conditions; family policies; ageing policies; policy for disabled; etc.).

Brief annotation: European Union social dimension; EC law: treaty, regulations, directives etc.; social law and policy in the European Union; harmonization and co-ordination of the different social security systems in the European Union member states; the key areas of European Union social policy; the future perspectives of European Union social policy.

Main topics:

The social dimension of the European Union: The content and structure of European Union social policy; Primary legislation relating to the social dimension of the European Union (treaties, charters); Secondary legislation relating to the social dimension of the European Union (directives, regulations, recommendations); Lisbon strategy; Open method of coordination in the European Union member states.

Harmonization of national social policies in the European Union: Models of welfare in the European Union member states; Consolidating the European social model.

The key areas of European Union social policy: Community policy on living and working conditions; The gender dimension of social policy; Family policies; Policy for older and disabled people.

The development of European Union social dimension: Modernising social policy in the Central and Eastern European countries; Future shape of European social policy.

Teaching and learning methods: Introductory lectures during Intensive Program, afterwards discussion boards and tutoring supported by Moodle and individual studies of the theoretical literature and other sources of course.

Assessment of knowledge and abilities: Students are assessed for the work done, which includes active participation in on-line discussions, independent (individual) work - reading and study of the course materials and writing of final essay (20.000 characters of actual text) in one of the areas covered in the course. Cumulative grade: 70% final paper and 30% participation in the discussions.

Required prerequisites: Basic module in Comparative European Social Policy.

Recommended literature:

1. Adnett N.; Hardy S. *The European Social Model: Modernisation or Evolution?* Cheltenham: Edward Edgar, 2005.
2. Armstrong K. A. *Governing social inclusion: Europeanization through policy coordination.* Oxford: Oxford University Press, 2010.
3. Buchs M. *New governance in European social policy: the open method of coordination.* Basingstoke: Palgrave Macmillan, 2007.
4. Geyer R. R. *Exploring European social policy.* Cambridge: Polity Press, 2000.
5. Greve B. (eds.) *Choice: challenges and perspectives for the European welfare states.* Malden: Wiley-Blackwell, 2010.
6. Hantrais L. *Social Policy in the European Union.* Houndmills: Palgrave Macmillan, 2007.
7. Kleiman M. *A European welfare state? European Union social policy in context.* Houndmills: Palgrave, 2002.
8. Pestieau P. *The welfare state in the European Union: economic and social perspectives.* Oxford: Oxford University Press, 2006.
9. Taylor-Gooby P. (ed.) *Making a European welfare state? Convergences and conflicts over European social policy.* Oxford: Blackwell Publishing, 2004.

Coordinating teacher: Prof. Leta Dromantienė (MRU), Vida Česnuitytė (MRU)

C4 APPROACHES TO COMPARATIVE RESEARCH AND SOCIAL POLICY

Course extent: 5 ECTS

Objectives and expected abilities: This class seeks to acquaint students with major concepts and approaches in comparative welfare state research. Students will be equipped with skills necessary for advanced research of welfare systems.

Brief annotation: Insight in theory-building, concept-formation, and the design of empirical inquiry in the larger field of comparative social research and comparative welfare state development more specifically. Students will read examples of the major empirical approaches in the field of comparative welfare state development and discuss the crucial conceptual and methodological decisions that lie beneath these particular forms of producing knowledge about welfare state development. They will furthermore discuss advantages and potential drawbacks of the different ways of engaging in comparative welfare state research.

Main topics:

The class focuses on the crucial interface between theory-building and concept formation on the one hand and comparative empirical inquiry of welfare state development on the other. In doing so, it addresses the following questions:

- How have comparative welfare state researchers conceptualized variation among European welfare state?
- What are the main explanatory approaches accounting for this variation?
- How have comparative welfare state researchers produced theoretical and empirical knowledge about the various European welfare states; how have they arrived at generalization about welfare state development?
- What is the rationale of theory-building, concept-formation and empirical inquiry in the following variants of comparative welfare state research:
 - a. Comparative case studies of countries and national “models”, “regimes”, or “varieties”
 - b. Overarching trends of welfare state development in large-n studies of the long-term development of OECD-countries’ welfare states
 - c. In depth inquiry in institutional and political dynamics in single-case studies of countries and policy fields in countries
 - d. Theory and research below the nation state: Comparisons across policy fields, regions, or instances of major social reform
 - e. Galton’s problem and globalization: How can one study international interconnectedness?
 - f. Temporality in the study of comparative welfare state development: studying institutional change as path dependent development or through comparisons across time.

Teaching and learning methods: Introductory lectures during Intensive Program, afterwards discussion boards and tutoring supported by Moodle and individual studies of the theoretical literature and other sources of course.

Assessment of knowledge and abilities: Grades: 70% paper & 30% active participation Paper: preparation of a research seminar paper (20.000 signs) in one of the areas covered in the course. This paper can be a commentary on basic conceptual, theoretical, and empirical choices underlying the argument of a specific study in the field of comparative welfare state development, or it can be a review article on basic issues of conceptualization, measurement and theory-building in a sub-literature (e.g. the literature on comparative pension retrenchment, internationally comparative on activation, family policy change, etc.). Active participation: participation of the students in the discussions and debate during seminar and the distance learning.

Required prerequisites: General basics in Theories of Welfare States and social policy.

Recommended literature:

1. King, Gary, Robert O Keohane, and Sidney Verba (1994): Designing Social Inquiry. Scientific Inquiry in Qualitative Research. Princeton, NJ: Princeton University Press.
2. George, Alexander L., and Andrew Bennett (2004): Case Studies and Theory Development in the Social Sciences. Cambridge, Ma: MIT Press.
3. Ragin, Charles (1987): The Comparative Method. Moving Beyond Qualitative and Quantitative Strategies. Berkeley, Ca: University of California Press.

Coordinating teacher: Margitta Mätzke (JKU)

C5 POLITICAL DYNAMICS OF SUPRANATIONAL SOCIAL POLICY IN EUROPE

Course extent: 5 ECTS

Objectives and expected abilities: This course provides students with in-depth knowledge and an insider's insights into the actual politics of welfare policy-making at the supranational level. Students will observe European institutions, organizations, decision-making procedures, and actors "at work", when they produce policy outputs, act (or function) within the arenas of the EU's political structure, and interact with one another. They will gain an understanding of the relationship between the various formal institutional setups that exist at the supranational levels and the actual political dynamics taking place within these frameworks. The course addresses issues of political feasibility, considerations of the "political cost" of alternative courses of action, possible contradictions between a member-state logic of a policy proposal and its EU-level political rationale.

Brief annotation: Insight into the praxis and political dynamics of social policy-making at the level of the European Union (and other supranational organizations); first-hand accounts of decision-making, political dynamics and the activities of organized societal interests and NGOs at the supranational level, provided by teacher.

Main topics:

- Theorizing the interaction between states, supranational political structures and organized societal interests: Neofunctionalism, Intergovernmentalism, Ne-Institutionalism, and Political-Economic and Constructivist approaches to European Integration
- Policy-dynamics in the European Parliament: Between the member state-rationale, an European-level policy dynamic, and sub-national units as influential actors
- Policy initiative between Parliament, Commission, and Member States: Where does Innovation come from?
- The EU and other supranational organizations (WHO, UNESCO, IMF & World Bank) – competition or peaceful accord?
- The EU's political system in its wider context: The role of organized societal interests, interest groups, NGOs, expert policy-advice, and un-coordinated societal impulses, impinging upon EU-decision-making
- The impact of the European project: Its past, present troubles, and future: Where do we stand in building a "Social Europe".

Teaching and learning methods: Introductory lectures during Intensive Program, afterwards discussion boards and tutoring supported by Moodle and individual studies of the theoretical literature and other sources of course.

Assessment of knowledge and abilities:

Required prerequisites: General basics in Theories of Welfare States and social policy.

Recommended literature: Article-literature: a reading list will be provided before the course

Coordinating teacher: Prof. Josef Weidenholzer (JKU)

NATIONAL SYSTEMS OF WORK AND WELFARE

N1 EASTERN EUROPEAN MODEL OF WORK AND SOCIAL SECURITY

Course extent: 5 ECTS

Objectives and expected abilities: The aim of the course is to give students opportunity to gain insight into theoretical, ideological and practical framework of welfare in Lithuania, focusing on the opportunity to understand the Lithuanian model of work and social security, critically reflect and analyse the contemporary development concerning different field of the policy of work and social security in Lithuania.

Students will be equipped with skills necessary for advanced research and understanding relation between different fields of the social policy on the national level and to analyse applied social policies:

- to identify the national welfare model;
- to identify the general structure of Lithuanian social policy;
- to understand and critically analyze the implementation of social protection and social inclusion policy;
- to understand the design and supply of social services in Lithuania, critically analyze priority goals, tasks and measures in different sectors of national social policy.

Brief annotation: Short introduction into theoretical and ideological background of the general structure of welfare models, structure of the Lithuanian model, analysis of key fields of social policy, social security and labour policy, analysis of social services and its critical discussion.

Main topics:

The Lithuanian model is in transition. For this reason, the introduction focuses on ideology and theory of the main welfare state regimes. First of all, the students develop common understanding of the concept of welfare modelling, the system of welfare institutions.

Lithuanian work and social security system is discussed regarding contemporary changes on the national and regional level. Students will be introduced to the different sectors of national work, social security and social services system, the roles and responsibilities of key players.

Students evaluate the design and supply of social security and services in Lithuania. For this reason, various fields of applied social policy will be analysed and discussed – standards, costs, coverage and control.

Teaching and learning methods: Introduction course at the beginning of the semester, than the use of methods of distance learning: Audio and video lectures, discussion boards and individual tutoring.

Assessment of knowledge and abilities: Student's work is assessed for the work done, which includes active participation in on-line discussions, independent (individual) work - reading and study of the course materials and writing of final essay (20.000 characters of actual text) in one of the areas covered in the course. Cumulative grade: 70% final paper and 30% participation in the discussions.

Required prerequisites: General basics in Theories of Welfare States and social policy.

Recommended literature:

1. Bernotas D., Guogis A. Reforming social security in a transition economy: the comparative case of Lithuania, Latvia and Estonia // *Social Science Tribune (Greece)*, 2007 spring, Volume 13, No 49.
2. Cousins M. *European welfare states: comparative perspectives*. New Delhi: SAGE Publications, 2005.
3. Eatwell J. [et al.] *Hard budgets & soft states: social policy choices in Central and Eastern Europe*, 2000.
4. Fenger H. J. M. *Welfare Regimes in Central and Eastern Europe: Incorporating Post-Communist Countries in a Welfare Regime Typology* // *Contemporary Issues and Ideas in Social Sciences*, 2007, Vol. 3, No. 2.
5. Glatzer M., Rueschemeyer D. (eds.) *Globalization and the future of the welfare state*. Pittsburgh: University of Pittsburgh Press, 2005.
6. MISSOC info, 2011. European Commission:
http://ec.europa.eu/employment_social/missoc/db/public/compareTables.do?lang=en
7. National report of Lithuania on social protection and social inclusion strategies 2008–2010. The Ministry of Social Security and Labour, Republic of Lithuania, 2010: <http://www.socmin.lt/index.php?-311688494>
8. *Social Protection in the Member States of the European Union and in the European Economic Area*.
9. *The Social Report 2010-2011*. The Ministry of Social Security and Labour, Republic of Lithuania, 2011:
<http://www.socmin.lt/index.php?93931350>

Coordinating teacher: Dainius Bernotas (MRU)

N2 CONTINENTAL MODEL: AUSTRIAN SYSTEM OF WORK AND SOCIAL SECURITY

Course extent: 5 ECTS

Objectives and expected abilities: This course focuses on theoretical and empirical analysis of the structure of the Austrian (= Continental) system of work and social security, esp. of important areas of operation and the effects of the policy. The course's aim is to enable the students to critically reflect and analyse the Continental Model of work and social security in Austria. Focusing on contemporary development in social policy in the tradition of Bismarck, the structural influence on society, on special groups as well as on individuals is discussed concerning different field of social policy and work policy.

Students will be equipped with skills necessary for advanced research, to understand the Austrian (=Continental) model of work and social security and to analyse applied social policies:

- to characteristics of the Continental model;
- to identify the Austrian Corporatism and social partnership;
- to understand the general structure of Austrian model of work and social security;
- to critically analyze labour policy in Austria: employment and unemployment;
- to evaluate the design and supply of social services in Austria.

Brief annotation: Short introduction into the continental model; structure of the Austrian system of work and social security; analysis of key fields of social policy, social security and labour policy; and its critical discussion.

Main topics:

The Austrian model follows the continental tradition. First of all, the students develop a common understanding of the concept of the Continental model, the Austrian Corporatism and the social partnership, as well as the contemporary debates. Secondly, the general structure, body and recent developments of the Austrian model of work and social security will be examined. The organization and structure of employment and social security are main issues for the critical social policy analyses and discussion. Thirdly, students evaluate the design and supply of social security and services in Austria. For this reason, various fields of applied social policy will be analysed and discussed by students. Students critically challenge the design and supply of social services. Finally, the focus shifts to the European Union. European Union policy has an effect on the national social policy, thus system of work and system of social security. The Commission set certain targets, which the member states have to achieve. In addition, how does the discussion of the European Social Model influence the Continental model and vice versa?

Teaching and learning methods: Introduction during Intensive Program, afterwards audio and video lectures, discussion boards and individual tutoring, supported by Moodle.

Assessment of knowledge and abilities: Seminar papers 100%

Required prerequisites: General basics in Theories of Welfare States and social policy.

Recommended literature:

1. Austrian Museum for Social and Economic Affairs compiled for the Main Association of Austrian Social Security Institutions: Well insured. Social security in Austria. Vienna: Austrian Museum for Social and Economic Affairs, 2006.
2. Federal Ministry of social security, generations and consumer protection, BMSG: Social Protection in Austria. Vienna: BSMG, 2006.
3. Heitzmann, Karin/ Simsa, Ruth: From Corporatist Security to Civil Society Creativity. In: Zimmer, A./Priller, E. (eds.): future of Civil Society in Central Europe: Making Central European Nonprofit Organizations Work, S. 713-731. Wiesbaden: Verlag für Sozialwissenschaften, 2004.
4. Heitzmann, Karin: Characteristics and dynamics of income poverty and multidimensional deprivation in Austria. In: Apopospori, Eleni and Millar, Jane (eds.): The Dynamics of Social Exclusion in Europe. Comparing Austria, Germany, Greece, Portugal and the UK. pp. 41-62. Aldershot: Edward Elgar, 2003.
5. Obinger H. [et al.]. Transformations of the welfare state: small states, big lessons. Oxford: Oxford University Press, 2010.
6. Österle, A., Hammer, E.: Care Allowances and the Formalisation of Care Arrangements. The Austrian Experience. In: Ungerson, C., Yeandle, S. (eds.): Commodified Care Work in Developed Welfare States. London: Palgrave, 2006.
7. Österle, A.: Health Care Systems: Developments and Perspectives. In: Burger, R., Wieland, M. (eds.): Economic and Sociopolitical Perspectives for Health Services in Central Europe. Wien: healthregio 2006.
8. Palier B., Martin C. (eds.) Reforming the Bismarckian welfare systems. Oxford: Blackwell Publishing, 2008.

Coordinating teacher: Prof. Dr. Josef Weidenholzer (JKU), Christine Stelzer-Orthofer (JKU)

N3 NORDIC MODEL: NORDIC WELFARE SOCIETIES

Course extent: 5 ECTS

Objectives and expected abilities: This course focuses on theoretical and empirical analysis of the structure of the Nordic system of work and social security. The course's aim is to enable the students to critically reflect and analyse the Nordic Model of work and social security. Special emphasis is on the Finnish welfare society but references to other countries are made. This way the position of the Finnish welfare society in relation to other European countries is made explicit. Students will be equipped with skills necessary for advanced research, to understand the Nordic model of work and social security and to analyse applied social policies:

- to understand the main features of the Nordic welfare regime;
- to understand the general structure of Finnish model of work and social security;
- to critically analyse labour policy in Finland: employment and unemployment;
- to evaluate the design and supply of social services in Finland;
- to critically appreciate a range of key topics of national social policy issues: work and labour systems, social security, gender and equality, family and care policies, child protection, citizenship and immigration and so on.

Brief annotation: The course describes the main features that are attached to Nordic welfare societies. Special emphasis is on the Finnish welfare society but references to other countries are made. This way the position of the Finnish welfare society in relation to other European countries is made explicit.

Main topics:

An introduction to the main features of the Nordic welfare states and welfare model. Some of the following social policy themes will be covered: Nordic Welfare model and universalism, labour markets and employment, work and equality, poverty and basic security, child care policies and citizenship.

Teaching and learning methods: The course consists of certain amount of contact teaching but the majority of the work takes place in the web-based learning platform. Students may follow video-lectures at a time most convenient for them and they are given some additional reading material. At the end of the course students will produce a ten-page lecture diary based on the entire material of the course (some given during the lectures and the rest in the web-based learning platform).

Assessment of knowledge and abilities: The smaller part of assessment is based on the participation and activity during the contact teaching and on the web-based platform. The majority of the assessment is done based on the lecture diaries that the students write.

Required prerequisites: General basics in Theories of Welfare States and social policy.

Literature:

1. Greve B. (eds.) Choice: challenges and perspectives for the European welfare states. Malden: Wiley-Blackwell, 2010.
2. Koistinen, P. A Future of European Employment System. In: Mueckenberger (ed.) "New Manifesto for Social Europe". ETUI, 2003.
3. Koistinen, P. Roivas, S. Neuman L. Policy options promoting employment and gender equality in the knowledge based society. In: Mosesdottier, L. Remery, C. Serrana, A., (eds.) From Welfare to Knowfare – A European approach to employment and gender equality in the knowledge based society. ETUI. Brussels, 2006.
4. Obinger H. [et al.]. Transformations of the welfare state: small states, big lessons. Oxford: Oxford University Press, 2010.
5. Pestieau P. The welfare state in the European Union: economic and social perspectives. Oxford: Oxford University Press, 2006.
6. Taylor-Gooby P. (eds.) New risks, new welfare: the transformation of the European welfare state. Oxford: Oxford University Press, 2004.
7. Zechner, M. (2004) Family Commitments under Negotiation: Dual Carers in Finland and in Italy. Social Policy and Administration, 38(6), 640-653, 2004.
8. Zechner, M. Immigrant Families. National Report of Finland. Research report on the ways immigrant organise care for children and elderly in Finland, 63 sivua. www.uta.fi/laitokset/sospol/soccare, 2002.

Coordinating teacher: Anneli Anttonen (UTA)

S SYNTHESIS OF WELFARE REGIMES AND COMPARATIVE SOCIAL POLICY, 5 ECTS

Course extent: 5 ECTS, 135 hours (16 hours of lectures, 16 hours of seminars).

Objectives and expected abilities: The aim of the course is to enhance students' ability to carry out basic and applied research. Students will be enabled to work single-handed on theoretical and practical issues of welfare state systems and concepts of social policy at a comparative level on a scientific way.

The course aim is to qualify students to critically reflect and to enhance students' practical skills in working independently with different regimes and concepts as well as statistical data in a certain topic of welfare and social policy. During the term, they have to write an article ready for publication in journals relevant to the field of welfare and social policy. A written article (review, debate) to be published in adequate Journal.

Brief annotation: This course synthesis on the learning outcomes of the previous lectures in theory of welfare state I and II and comparative European social policy I and II. This course focuses on students' theoretical and empirical knowledge of comparative analysis of welfare regimes and concepts of social policy in Europe. Students learnt already to use applied comparative research in different key issues of welfare states and social policy. During the term, students single-handed do research in a focused topic in

the fields of welfare state systems and concepts of social policy. In the research process, teachers will guide students' work with individual instructions and consultations in the research project. In the end of the term, students' ability to do autonomous research is tested practically. Thus, they do research and write an article ready to publish in scientific journals.

Main topics:

Advanced research in theoretical and practical fields of welfare state systems and concepts of social policy. The course offers an exercise for scientific writing and argumentation. In this course students make use of the learnings of the previous courses on European welfare regimes and comparative social policy and apply this knowledge when they write their own scientific analyses on selected issue.

In the scientific writing process teachers will guide students' work with individual instructions and consultations. The topic of the article is in students' free choice and the article as such can be written individually or in a team. The topic, content, data and sources will be discussed and supervised in the Moodle. The basic frame for these articles will be introduced during the Intensive programme.

Teaching and learning methods: Lectures, contact online, independent work. Introduction course at the beginning of the semester, than the use of methods of distance learning: discussion boards and individual tutoring, supported by Moodle. Introductory face to face lectures will be given, but majority of instructions and feedback are web-based. The workload consists of the following: choosing and receiving acceptance of a topic, first draft, supervisors' comments and a final rewritten version.

Assessment of knowledge and abilities:

Active participation: participation of the students in the discussions and debate during seminar and the distance learning; write an article ready for publication in a journal relevant to the field of social policy analysis. The smaller part of assessment is based on the participation and activity during the contact teaching and on the web-based platform. The majority of the assessment is done based on the student's written article.

Required prerequisites:

T1 Theories of welfare states: basic module

T2 Theories of welfare states: extension module

SP1 Comparative European social policy: basic module

SP2 Comparative European social policy: extension module

Literature:

Students will have the main responsibility in collecting and selecting their research materials. Some texts are distributed during the contact teaching and some via the web-based learning platform.

Coordinating teachers: Prof. Pertti Koistinen (UTA), Prof. Leta Dromantiené (MRU), Prof. Josef Weidenholzer (JKU)

EMPIRICAL RESEARCH METHODOLOGY AND METHODS

M1 METHODOLOGY OF SOCIAL RESEARCH

Course extent: 5 ECTS

Objectives and expected abilities: The aim of the course is to develop students' understanding of the main preconditions of research design, data collection and alternative methods of data analyses in social sciences. Knowledge and basic skills acquired during the course are needed when attending other methodological courses and when planning own thesis. Students will be able:

- to understand the reasoning behind social research methodology and methods;
- to understand and interrelate the main elements of social research process;
- to identify the main features, differences and similarities of quantitative and qualitative research methodology;
- to identify the main methods of data collection in social research.

Brief annotation: The aim of the literature examination is to give students the opportunity to gain insight into the discourse on methodology of social research. This includes the main ideas and methods of quantitative and qualitative research.

Main topics:

- 1) The reasoning behind social research: the link between theory, social research and society.
- 2) The nature of quantitative and qualitative research: reasoning behind quantitative and qualitative research approach.
- 3) Data collection methods: survey; in-depth interviews; focus group; observation. Reasoning behind each method; preparation of data collection instruments; features of data collection process.
- 4) Assessment of research and data quality.
- 5) Ethics in social research.

Teaching and learning methods: No lectures. Moderated self-study by literature.

Assessment of knowledge and abilities: 100% book examination. Written exam.

Required prerequisites: Basics in social research.

Literature:

1. Hennink, M., Bailey, A. and Hutter, I. 2011. Qualitative Research Methods. London: Sage Publications.
2. De Vaus, D.A. 2002. Surveys in Social Research. London: Routledge.

Coordinating teacher: Inga Gaižauskaitė (MRU)

M2 QUANTITATIVE RESEARCH METHODS

Course extent: 5 ECTS

Objectives and expected abilities: The aim is to enable the students to reflect and use quantitative social research methods. Students will be able

- to understand the methodology of quantitative social research methods;
- to identify different quantitative social research methods;
- to analyse data with one specified method for example regression or variance analysis

Brief annotation: This course gives an introduction into methodology and practices of quantitative research, ways of analyzing quantitative data, deeper understanding about one specific quantitative research method and practices of analyzing data. This course focuses on quantitative research methods in general, and on specified methods such as regression and variance analysis.

Main topics:

The course has three parts:

- 1) Introduction focuses on the methodology of quantitative research. Different ways to examine the data and understand results are discussed. Students learn how the research questions and findings are related to the scientific assumptions on which the research methods are based.
- 2) Students will examine one specific, established quantitative research method (regression analysis/ variance analysis/ factor analysis etc.). The focus will be on the methodological basis and the ways of analysing the data. The selection of the covered quantitative methods will be based on the interests of the students.

3) The analysis of the data will be exercised. Basic rules of quantitative research method are practiced with a data by step-by-step process. The end result will be a well-grounded argument based on the analysis.

Teaching and learning methods: Introduction during the Intensive Program, afterwards workshops and pair work supported by Moodle.

Assessment of knowledge and abilities: Participation of the students in the discussions and debates, preparation of the pair work (10 pages) and preparation of an analysis paper (5 pages).

Required prerequisites: Basics in social research.

Literature:

1. Babbie E. The basics of social research. Thomson: Wadsworth, 2005.
2. Babbie E. The Practice of Social Research. Thomson: Wadsworth, 2004.
3. Creswell J. W. Research design: qualitative, quantitative, and mixed methods approaches. London: SAGE Publications, 2009.
4. Davies M. B. Doing a successful research project [using qualitative or quantitative methods]. New York (N.Y.): Palgrave Macmillan, 2007.
5. Gray P. S. [et al.]. The research imagination: an introduction to qualitative and quantitative methods. New York (N.Y.): Cambridge University Press, 2007.
6. Healey J.F. Statistics: a tool for social research. Thomson: Wadsworth, 2005.
7. Nardi P. M. Doing survey research: a guide to quantitative methods. Pearson: Allyn and Bacon, 2006.
8. Neuman W. L. Basics of Social Research: Qualitative and Quantitative Research. Pearson Education, Inc, 2004.
9. Punch K. F. Introduction to the social research: quantitative and qualitative approaches. London: Sage Publications, 2005.
10. Treiman D. J. Quantitative data analysis: doing social research to test ideas. San Francisco (Calif.): Jossey-Bass: A Wiley Imprint, 2009.

Coordinating teacher: Prof. Pertti Koistinen (UTA), Satu Ojala and Miia Ojanen (UTA)

M3 QUALITATIVE SOCIAL RESEARCH METHODS

Course extent: 5 ECTS

Objectives and expected abilities: This course focuses on qualitative social research methods in general, and on specified methods such as ethnography, discourse analysis and narrative analysis. The methodology and the practices of qualitative social research methods are discussed. The aim is to enable the students to reflect and use qualitative social research methods.

Students will be able:

- to understand the methodology of qualitative social research methods;
- to identify different qualitative social research methods;
- to analyse data with one specified method for example discourse analysis or narrative analysis.

Brief annotation: An introduction into methodology of qualitative social research and ways of analysing qualitative data. Deeper understanding about one specific qualitative social research method and practices of analysing data.

Main topics:

The course has three parts:

- 1) Introduction focuses on the methodology of qualitative social research. Different ways to interpret the reality and understand knowledge are discussed. Students learn how the research questions and findings are related to the scientific assumptions on which the research methods are based.
- 2) Students will examine one specific, established qualitative social research method (discourse analysis/ narrative analysis/ ethnography etc.). The focus will be on the methodological basis, the forms of data and the ways of analysing the data. The selection of the covered qualitative methods will be based on the interests of the students.
- 3) The analysis of the data will be exercised. Basic rules of qualitative social research method are practiced with a data by step-by-step process. The end result will be a well-grounded argument based on the analysis.

As an outcome students will have methodological skills needed in her/his masters thesis writing.

Teaching and learning methods: There are following requirements for students: 1) attending and participating the lectures (attendance obligatory); 2) finishing the two exercises on time; 3) giving comments on the exercises

of another group; 4) revising the papers based on the feedback received; 5) writing feedback on how the group worked during the exercises.

1) Each lecture consists of three parts: a) the actual lecture b) group work and c) discussion.

2-3) Two different kinds of exercises which are made in groups, in pairs or as individuals: a) Introducing one of the following qualitative research method: ethnography, narrative method, rhetoric analysis or discourse analysis. Writing as a group approximately 20 pages, 12 point Times New Roman font, 1,5 line spacing.

b) Use of the selected method and writing an approximately 20 pages (12 point Times New Roman font, 1,5 line spacing) where the use of method is illustrated. Data to be used is given by teachers.

4) Rewriting the paper based on received comments.

5) One page description on the division of work and working methods during exercises. This paper is handed over at the same time as the second exercise paper.

Assessment of knowledge and abilities: Participation of the students in the discussions and debates, preparation of the group, pair or individually done work (20 pages; part 2) and preparation of an analysis paper (20 pages; part 3).

Required prerequisites: Basics in social research.

Literature:

1. Berg B. L. Qualitative research methods for the social sciences. Pearson: Allyn and Bacon, 2007.
2. Creswell J. W. Research design: qualitative, quantitative, and mixed methods approaches. London: SAGE Publications, 2009.
3. Davies M. B. Doing a successful research project [using qualitative or quantitative methods]. New York (N.Y.): Palgrave Macmillan, 2007.
4. Gray P. S. [et al.]. The research imagination :an introduction to qualitative and quantitative methods. New York (N.Y.): Cambridge University Press, 2007.
5. Hennink M., Hutter I., Bailey A. Qualitative research methods. London: SAGE Publications, 2011.
6. Liamputtong P., Ezzy D. Qualitative research methods. New York: Oxford University Press, 2007.
7. Maxwell J. Qualitative research design: an interactive approach. London: Sage Publications, 2005.
8. Pole C. J., Lampard R. Practical social investigation :qualitative and quantitative methods in social research. Prentice-Hall: Pearson Education, 2002.

Coordinating teacher: Liisä Häikiö (UTA)

RESEARCH AREAS OF SOCIAL POLICY

R1 SOCIAL DEMOGRAPHY

Course extent: 5 ECTS

Objectives and expected abilities: The course aims to deepen students' theoretical knowledge of Population research and to enhance students' practical skills in comparative analysis and generalisation of demographic data. Students learn about the interrelation between the demographic and socio-economic development of society and what are the peculiarities of demographic situation in EU member states/different regions of Europe in the context of global Population development trends.

Students will be equipped with knowledge and skills necessary for advanced Demographic research:

- demographic terminology, definitions and system of statistical indicators;
- the basic theoretical concepts and contemporary Demographic discourse;
- understanding of the main variables underlying population change (fertility, mortality and migration);
- history of Population processes and cross-country comparison of the present demographic situation in Europe, growing regional imbalances and Europe's demographic future;
- identification of the main demographic challenges for the socio-economic development of EU member states;
- understanding the definition and basic trends of Population policies, interrelation between Population and Social policies.

Brief annotation: Insight in the Demographic theoretical concepts, definitions and statistical indicators; comparative analysis and assessment of demographic and socio-economic developments of EU member states, the major demographic challenges for the European societies and the policy approaches that EU member states have adopted to solve these challenges.

Main topics:

The course deepens students' knowledge of the basic theoretical concepts and methodologies of Population research. Its major focus is a comparative analysis and assessment of Population development trends in Europe and examination of the social consequences of demographic changes.

The main topics are: the treatment of Demographic statistics; Population processes and their understanding in terms of a range of social factors; Fertility and Mortality levels and historical changes; Epidemiological and Demographic transition, theoretical explanations; Present regional fertility and mortality differences in Europe; Demographic ageing of society, its socio-economic and demographic consequences; Family transformation, new partnership patterns, Second demographic transition; Migration theories, historic developments of migration of European population; Population policies (definition, structure, measures), Population policies in EU member states.

Teaching and learning methods: Introduction course at the beginning of the semester during the IP, after – the use of methods of distance learning (discussion boards and individual tutoring, supported by Moodle).

Assessment of knowledge and abilities: Students are allocated 5 ECTS credit points for the work done, which includes active independent (individual) work - reading and study of the provided literature in moodle, preparation of tasks (short statements) and writing of paper (20.000 characters of actual text) in one of the areas covered in the course. Grades: 70% paper and 30% individual tasks.

Required prerequisites: General basics in Sociology.

Recommended literature:

1. Trovato F. Canada's Population in a Global context. An Introduction to Social Demography. Oxford University Press, 2009.
2. Höhn C., Avramov D., Kotowska I. (eds.) People, Population Change and Policies. Lessons from the Population Policy Acceptance Study. Volume 1. Springer, 2008.
3. Höhn C., Avramov D., Kotowska I. (eds.) People, Population Change and Policies. Demographic knowledge – Gender – Ageing. Volume 2. Springer, 2008.
4. Meeting Social needs in an Ageing Society. 2nd European Demography Report Brussels: European Commission. 2008.
5. S.Kröhnert, I.Hosmann, R.Klingholz. Europe's demographic future. Berlin Institute for Population and Development Social policy, 2008.
6. The new generations of Europeans: demography and families in the enlarged European Union / edited by Wolfgang Lutz, Rudolf Richter, and Chris Wilson. London Sterling (Va.): Earthscan, 2006.

7. Weeks, John R. *Population: an introduction to concepts and issues Belmont (California)*, 2005.
8. Dirk J. van de Kaa. Europe's second demographic transition. - *Population Bulletin*, vol. 42, No 1, March 1987; *Population Bulletin*, vol. 42, No 1, March 1987.

Coordinating teacher: Prof. Vida Kanopienė (MRU)

R2 FAMILY POLICY

Course extent: 5 ECTS

Objectives and expected abilities: The aim of the course is to deepen students' theoretical knowledge on family policy and to enhance students' practical skills in its advanced research, paying special attention to the comparative analysis and family policy measures in different welfare regimes.

On completion of the course, students will obtain knowledge and skills that enable them:

- to analyze the family as social institution;
- to describe the theoretical approaches for family policy research;
- to identify and describe family policy models;
- identify, describe and analyze measures of family policies applied at theoretical, EU and national levels in various stages of the family life;
- to critically assess the consequences of family policies in EU and member states.

Brief annotation: The course introduces students with the trends of the family transformations in EU member states, with basic concepts and measures of family policies and its' research. Much attention is paid to the assessment of family policy measures with regard to the promotion of work-family reconciliation and gender equality in European societies. Key issues for the course are such: Family transformation in EU member states; The theoretical approach to family policy research; Family policy models; Measures of family policy in EU; The consequences of family policies.

Main topics:

Family transformation in EU member states: Dynamics of fertility and partnership statistics. New partnership patterns (cohabitation, LAT, etc.). Divorces. One-parent families. Single motherhood. The theoretical approach to family policy research: Three conceptualizations of family policies. The 'narrow' and 'broad' concept of family policies. Family policy models: Subjects and objects of family policies. The market-state-family relationship in welfare regimes.

Measures of family policy in EU: Family-friendly environment. Measures for the work-family reconciliation and gender equality promotion. Flexible working-time arrangements. Parental leave facilities. Childcare services. Financial allowances.

The consequences of family policies: The impact of family policies on matrimonial and procreative behaviour / statistics. The evaluation of the objectives and measures for family formation and fertility encouragement in EU member states. Family policy development provisions in international documents / legislation.

Teaching and learning methods: Introductory lectures during Intensive Program, afterwards discussion boards and tutoring supported by Moodle and individual studies of the theoretical literature and other sources of course.

Assessment of knowledge and abilities: Students are assessed for the work done, which includes active participation in on-line discussions, independent (individual) work - reading and study of the course materials and writing of final paper (20.000 characters of actual text) in one of the areas covered in the course. Form of assessment is cumulative grade: 70% paper and 30% active participation in discussions.

Required prerequisites: General basics in Sociology.

Recommended literature:

1. Höhn C., Avramov D., Kotowska I. (Eds.) *People, Population Change and Policies. Lessons from the Population Policy Acceptance Study. Volume 1.* Springer, 2008.
2. Höhn C., Avramov D., Kotowska I. (Eds.) *People, Population Change and Policies. Demographic knowledge – Gender – Ageing. Volume 2.* Springer, 2008.
3. Neyer G., Andersson G. *Consequences of Family Policies on Childbearing Behavior: Effects or Artifacts?* <http://www.demogr.mpg.de/papers/working/wp-2007-021.pdf>. MPIDR Working Paper WP websource, 2007
4. *Women, men, work, and family in Europe.* Eds. Crompton Rosemary, Lewis Suzan, Lyonette Clare Palgrave, Macmillan, 2007.
5. Crompton Rosemary. *Employment and the family: the reconfiguration of work and family life in contemporary societies.* Cambridge University Press, 2006.

6. Families and social policy: national and international perspectives / Eds. Linda Haas, Steven K. Wisensale. Binghamton (N.Y.): Haworth Press, 2006.
7. Social policy, employment, and family change in comparative perspective /edited by Jonathan Bradshaw and Aksel Hatland Cheltenham; Northampton (Mass.): Edward Elgar, 2006.
8. Reconciliation of work and private life: A comparative review of thirty European countries. <http://www.cecot.es/harmonitzacio/documentacio/estudi%20CE.pdf>. Luxembourg: Office for Official Publications of the European Communities social policy department, websource. 2005.
9. White James M. Advancing family theories SAGE Publications, 2005.
10. Family policy in Lithuania: principles and actions /Lithuanian institute of Philosophy and Sociology. Vilnius: Lithuanian institute of Philosophy and Sociology, 1996.

Coordinating teachers: Vida Česnaitytė (MRU)

R3 SOCIAL INEQUALITY AND EXCLUSION

Course extent: 5 ECTS

Objectives and expected abilities: The course aims to deepen students' knowledge on theoretical conceptions of social inequality and social exclusion, develop the analytical abilities to perceive and analyze the different aspects of social inequality and social exclusion in society. Students will learn different theories, explaining social inequality conception and will be able to apply them in analysing social inequality. Students will get the knowledge about the main categories of social inequality and social exclusion and will develop abilities to perceive the formation of social inequality and exclusion in the society. Students will get deeper understanding of social exclusion, its causes, factors and forms and will be able to interpret the main causes of social exclusion.

Brief annotation: The course provides the knowledge of the main theories of stratification and methodological problems of survey of social structure as well as the discourse of social exclusion and the main aspects of social exclusion related with poverty, citizenship, gender, immigration, unemployment, etc.

Main topics:

1. Social inequality. Conception of social inequality, social stratification and social differentiation. Development of society's social structure in the context of social inequality.
2. Social inequality conception in the classical and modern sociological theories. Categories of social inequality. Approaches of social classes and stratification systems: K.Marx, M.Weber, E.O.Wright, F.Parkin, G.Lenski, D.Grusky and others.
3. Social exclusion. Conception of social exclusion and typologies. Factors of social exclusion: Indicators of social exclusion. Causes of social exclusion. Forms of social exclusion. Social exclusion groups in the society. Social exclusion and social deviation. Poverty and social exclusion. The role of state in decreasing social exclusion.
4. Social economic inequality and exclusion. Criteria of social-economic inequality. Income, capital and social inequality. Capital and prestige. Social status.
5. Education, profession and social inequality. Social exclusion and learning process. Professional segregation and stratification. Schemes and principles of professional stratification. Categories of professional segregation. Indexes of professional segregation. Social mobility.
6. Tendencies of social inequality and exclusion. Gender inequality and social exclusion. Age and social exclusion. Ethnic and racial inequality and exclusion.
7. Social inequality and life style. Life style. Life style and consumption.
8. Social inequality and exclusion in post-soviet societies. Sociological research on social inequality and exclusion in Eastern and Middle European countries.

Teaching and learning methods: introductory lectures during Intensive Program, tutoring supported by Moodle and individual study of the theoretical literature and analysis of statistical data.

Assessment of knowledge and abilities: the course ends with an exam. Student knowledge is assessed according to the accumulative points system: active participation in the online discussions (30%), essay (70%).

Recommended literature:

1. Kerbo, Harold R. Social stratification and inequality: class conflict in historical, comparative, and global perspective / Harold R. Kerbo. 6th ed. Boston, 2006.
2. Platt Lucinda. Understanding inequalities: stratification and difference. Cambridge; Malden (Mass.): Polity Press, 2011.
3. Marger, Martin N. Social Inequality. Patterns and Processes. Mayfield Publishing Co, USA, 1999.

4. Agulnik, Phil et al. Understanding social exclusion. Oxford: Oxford University Press, 2002.
5. Barnes, Matt et al. Poverty and social exclusion in Europe. Cheltenham; Northampton (Mass.): Edward Elgar, 2002.
6. Nelson Todd D. (ed.). Ageism: stereotyping and prejudice against older persons/ Cambridge; London: A Bradford Book: The MIT Press, 2002.
7. Macey, Marie; Carling Alan H. Ethnic, racial, and religious inequalities: the perils of subjectivity. Basingstoke; New York (N.Y.): Palgrave Macmillan, 2011.
8. Gijssberts, Mérove; Hagendoorn, Louk; Scheepers, Peer (eds.). Nationalism and exclusion of migrants: cross-national comparisons. Aldershot; Burlington (Vermont): Ashgate, 2004.
9. Claire Dhéret. How to Reduce Socio-Economic Inequality in Europe? European Policy Centre (EPC), Brussels, Belgium, 2011. Webservice. <http://www.isn.ethz.ch/isn/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a6a8c7060233&lng=en&id=130086>
10. Terry Ward, Orsolya Lelkes, Holly Sutherland, István György Tóth (eds.) European Inequalities: Social Inclusion and Income Distribution in the European Union. Budapest: TÁRKI Social Research Institute, 2009. Webservice <http://www.tarki.hu/en/publications/EI/>

Coordinating teacher: Svajoné Mikéné (MRU)

R4 GENDER AND SOCIAL IDEAS

Course extent: 5 ECTS

Objectives and expected abilities: The course's aim is to enable the students to critically reflect the interrelationship of social policy, social ideas and gender. Focusing on contemporary developments, the structural influence on women's and men's individual choices is discussed concerning social ideas, society, employment and family in the field of social policy.

Students will be equipped with the skills necessary for advanced research and understanding relation between gender and social policy:

- Concept of gender
- Political Ideas and Feminist Critique
- Social Policy and Gender
- Employment and Gender
- Family and Gender
- Intersectionality
- Feminism as Social Idea

Brief annotation: Short introduction into gender theories, feminist critiques of social policy and political ideas, (de)commodification, (de)familialization, care work, employment, gender mainstreaming and EU policy, intersectionality, social idea.

Main topics:

The concept of gender is in transition. The course focuses on recent developments in Social Policy and the changes that occur on individual and social level. First of all, the students develop a common understanding of the concept of gender and the contemporary debate. They focus on different streams of feminist ideas - Gender Rebellion Feminisms, Gender Reform Feminisms and Gender Resistance Feminism and their connection to political ideas. Secondly, early feminist critique is discussed regarding the patriarchal state and social policy. Earlier research saw states either contributing to the social reproduction of gender inequality or diminishing gender hierarchy. Contemporary research focuses on the diverse influence of social policy on gender issues. Thirdly, the organization and structure of employment and care work are main issues for gendered social political analyses. Different theories are discussed explaining variations between and within women and men. Different approaches to achieve gender equity are discussed and certain policies. Intersectionality, as a new buzzword, provides for an approach of research in this part. Finally, the focus shifts to feminism as a social idea and how it works within the mainstream social policy and social policy research, whether it fosters or counteracts neo-liberal ideas of an adult worker society emphasising an critical edge to the contemporary feminist debate in social policy.

Teaching and learning methods: Introductory lectures during Intensive Program, afterwards discussion boards and tutoring supported by Moodle and individual studies of the theoretical literature and other sources of course.

Assessment of knowledge and abilities: 70% essays & 30% active participation Active participation: participation of the students in the discussions and during the intensive programme.

Required prerequisites: Basics in Theories of Welfare States and Comparative European Social Policy.

Recommended literature:

1. Between success and disappointment :gender equality policies in an enlarged Europe. - edited by/Susanne Baer, Miriam Hoheisel , Bielefeld : Kleine Verlag, 2008
2. Gender and social policy in a global context :uncovering the gendered structure of 'the social' . - edited by Shahra Razavi and Shireen Hassim , United Nations Research Institute for Social Development. Basingstoke : Palgrave Macmillan ; New York (N.Y.) : UNRISD, 2006.
3. Gender, politics and institutions :towards a feminist institutionalism. - edited by Mona Lena Krook and Fiona Mackau, Basingstoke ; New York (N.Y.) : Palgrave Macmillan, 2011
4. Paskalia, Vicki. Free movement, social security and gender in the EU. - Oxford ; Portland (Or.) : Hart Publishing, 2007

Coordinating teacher: Bettina Leibetseder (JKU)

R5 WORK, EMPLOYMENT AND WELFARE

Course extent: 5 ECTS

Objectives and expected abilities: The basic aim of the course is to create discussion on the structure and development of European employment systems and to help students to understand the reasons of disparities, variations and path dependences in the development of European labor markets and employment systems. After the course students will understand why national employment systems are under pressures of change and why the policies which ought to be able to regulate and manage the change are requested to become more global in their targets and means of interventions.

Brief annotation: Within this course students will study the national employment systems as social constructions and as a wider phenomenon as labor markets. The employment system concept will be used as an analytical tool for comparative studies on employment. The main argument in this course discussion is that for the time being the employment systems have been developing as national constructions but there are internal and external reasons which will bring about pressures to develop these systems towards the conditions of European employment model.

Main topics:

The development of national systems of employment will be examined from different angles according to the weekly topics mentioned below. All together 6 topics to be discussed:

- introduction to Employment Systems concept, national models and variation;
- new space and geography of work and trends of population;
- changing boundaries of formal and informal work;
- regulation of work and industrial relations;
- transitional spaces of work;
- towards a model of European employment system.

Teaching and learning methods: Participation in online teaching and essay or written exam.

Alternative 1: The course will be organized as a virtual, Intranet based, software called the Moodle learning environment. All students will be introduced on how to use it. Every topic will be divided into three work-packages: virtual lecture, reading two articles related to the lecture, active participation into the evaluation of the lecture and articles. Alternative 2: Book exam.

Assessment of knowledge and abilities:

Alternative 1: Active participation in the discussions is a criteria for passing the course. In addition, students are requested to write an essay on one topic related to the issues of the course. The essays and students' activity are evaluated individually. Alternative 2: examination based on books

Required prerequisites: Basics in Theories of Welfare States and Comparative European Social Policy.

Literature:

In alternative 1, reading list will be announced at the beginning of the course.

In alternative 2 (book exam) students are required to read the following two books:

1. Employment in Europe 2010. European commission (latest report, online).
2. Pfau-Effinger, B., Flarguer, L., Jensen P., (2009) Formal and informal work – the hidden work regimes in Europe. Routledge.

Coordinating teacher: Prof. Pertti Koistinen (UTA)

P PRACTICUM / INTERNSHIP

Course extent: 10 ECTS

Objectives and expected abilities: During the internship student develops and applies her/his knowledge gained during studies in working life. Student combines study practice with working life and university policy.

Brief annotation: Student takes his/her practical training in the work organisation of his/her choice. The organisation appoints a tutor for the student. The student together with the tutor prepares a practice plan, in which they agree on tasks and the student's personal objectives set for the training.

Before the practical training, student participates in a pre-seminar organised by the department. After the practical training the student takes part in a feedback seminar, in which the training report of the student will be discussed. In the report the student evaluates his/her success in achieving the set objectives and assesses the implementation of the social political function of the organization with the aid of source books. The training report must fulfill the criteria of scientific writing.

Teaching and learning methods: Pre- and post-seminar of the internship, participation in classroom work and internship. Supplementary reading material, practical training of 3 months, report on the training, feedback seminar.

Assessment of knowledge and abilities: Participation of the students in the pre- and post-seminar organized for internship students, and preparation of an analysis paper of the practicum (5 pages).

Literature: Supplementary reading material targeted on evaluation studies, organizational change and management. The reading list will be announced in the pre-seminar.

Coordinating teacher: Each partner university nominate own responsible teacher.

MT MASTER'S THESIS

Course extent: 40 ECTS, distributed in three semesters

Objectives and expected abilities: To write and present Master's thesis with solid theoretical and methodological basis in the area relevant to the programme.

Brief annotation: The Master's thesis is usually 60-90 pages in length. The aim of the thesis is to show in-depth knowledge of the chosen topic, mastery of appropriate theories and research methods and capability of scientific expression.

Teaching and learning methods: Independent writing and individual supervising given by the research supervisor.

Assessment of knowledge and abilities: According to each home university for its students.

Literature:

Students will have the main responsibility in collecting and selecting their research materials.

Coordinating teachers: Major subjects' professors