

Globalisation and the European Social Model

Code: 44033
ECTS Credits: 6

Degree	Type	Year	Semester
4313228 Social Policy, Employment and Welfare	OB	0	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Use of Languages

Principal working language: spanish (spa)

Other comments on languages

The classes will be taught in Spanish

Teachers

Antonio Martín Artilles

Pau Miret Gamundi

Prerequisites

Studies in Social Science

Objectives and Contextualisation

The Module 'Globalization and the European Social Model' has a twofold objective.

- First, to analyze the characteristics of the so-called European Social Model, its origins and its differences between European countries, in the context of the European integration process.
- Second, characterize and analyze the impact that transformations such as economic globalization, the growing internationalization of economies or demographic changes are having on the European Social Model.

The module pays particular attention to the study and analysis of the most important vectors of change and socio-economic transformation, and their impact on the main dimensions of the European Social Model; regulation of the labor market, social policy and employment relations systems. This model has been gradually built during the second postwar period and has provided important regulation of employment, working conditions and well-being, although with important differences across countries in their institutional characteristics. However, since the late 1970s, the European Social Model has been undergoing a restructuring process, influenced by various factors, such as changes in the economic structure, the labor market, employment, demographic changes and changes in family patterns. All these changes are today redefining the central elements of this model, although with important differences between countries in the depth and direction of these changes.

As specific objectives to be achieved through the module, the following are established:

- a) Ability to understand the mechanisms that mediate the impact that processes such as economic globalization or demographic transformations have in the areas of employment policies, social policy or employment relations.
- b) Skills for the development of comparative analysis of different social models
- c) Become familiar with comparative analyzes on employment relations and social policy in studies on Welfare States
- d) Ability to better understand the political, economic and social context of labor reforms and social policy at the European level.
- e) Ability to analyze and systematize various approaches to the development of the European social model
- f) Develop a critical approach to the functioning of the European Union
- g) Ability to handle theories, methods and techniques used in the study of social and employment policy.
- h) Ability to propose the comparative analysis of transformations in specific dimensions of social models

Competences

- Continue the learning process, to a large extent autonomously.
- Design, implement and evaluate social and labour policies affecting the relationship between work, employment and welfare.
- Design, implement and evaluate social policies and processes for resource redistribution and improvement of citizens' welfare, in different contexts and from a European perspective.
- Recognise the main economic, political, social and cultural transformations of complex societies in order to analyse the fundamental challenges they pose to equality and welfare.
- To apply the gender approach in the analysis of the relationship among labour market, cares and social inequality.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Use and manage bibliography and IT resources in the field of study.
- Work individually and in multidisciplinary, international teams.

Learning Outcomes

1. Analyse labour reform and reforms to the European welfare system.
2. Continue the learning process, to a large extent autonomously.
3. Design social policies to respond to inequality risk in the different welfare regimes.
4. Formulate and evaluate social and labour policies from a European perspective.
5. Identify and analyse European systems of welfare and labour relations and their transformations.
6. Identify the gender inequalities seen in the different labour relations models in Europe.
7. Identify the gender inequalities seen in the various welfare régimes in Europe.
8. Identify the main economic, social and work-related elements of the European Social Model and their transformations.
9. Suggest new lines of work to add to existing knowledge on the question.
10. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
11. Use and manage bibliography and IT resources in the field of study.
12. Work individually and in multidisciplinary, international teams.

Content

The Globalization and European Social Model Module is structured in two closely linked blocks. The first part of each session will be dedicated to the analysis of the European social model, its main characteristics and the main transformations, while the second part will be dedicated to delving into one of the main vectors of change, that is, demographic changes and their impact on welfare states.

Block A - [MSE] European Social Model: Reforms of the system of employment relations and the welfare system (Professors Óscar Molina and Antonio Martín)

The objective of this block is to provide an approximation to the so-called European Social model, its main characteristics, the differences that exist within it, and the causes and characteristics of the main transformations that are taking place. In addition, this block also provides an approach to the characterization of the globalization process, its different dimensions, and its impact on the European social model. The agenda of this block is articulated around the different elements or dimensions of the European social model.

Session 1. European Social Model Concept. What is the ESM? Brief history of the European social model: postwar. Common principles. Corporatist actors: State, business organizations and unions. Conclusions.

Session 2. Capitalism Models and the European Social Model. An approach to the different typologies / social models in Europe. Welfare State Models. Coordinated economies, liberal economies and mixed economies. Differences in pre and post-distributive policies

Session 3. Inequality, Collective Bargaining and Employment Relations Models. Models of labor relations in the EU. Collective negotiation; dimensions and differences between countries. Neo-corporatism. The impact of collective bargaining on wage trends and inequalities.

Session 4. Employment Policies in the EU. Employment policy in the framework of European integration: Evolution, Paradigms, Policies. Open Method of Coordination. Flexicurity. The activation principle.

Session 5. Transformations in social policy: The paradigm of social investment. The main paradigms in the design of social policy. Origins and characteristics of the social investment paradigm. Types and character of social investment policies.

Session 6. Unemployment protection systems. Unemployment protection systems: differences and similarities. Models in Europe. The Spanish case. The transformation in unemployment protection models. Active Inclusion

Session 7. Pension systems. Main pension models. Challenges of pension models. Transformation in pension models. Main reforms of the pension systems. The Spanish case. Social dialogue and the Toledo Pact.

Block B - [DFB] Demography, family and Well-being (Professor Pau Miret)

Block B of the module aims to analyze the main transformations in demographic trends, the new social risks it generates and the implications for social and employment policies. A second objective of this block is the detailed analysis of changes in family patterns and the impact on the role of the family as provider of well-being, particularly important in the Mediterranean model of well-being. The problems of youth and women are also analyzed in the context of the labor market. Finally, and closely linked to the sustainability of the pension system, the aging of the population and the growing importance of long-term care systems are analyzed.

Session 1. Demographic trends and new social risks. The aging of the population: fall in the birth rate, extension of longevity. The theory of demographic transition.

Session 2. The family as a provider of well-being. Models of home and family in Europe. Family changes and intergenerational solidarity. The concepts of "de-familiarization" and "de-commodification".

Session 3. Youth, training and job placement. The European strategy in education. Early school leaving. Vocational training and university education.

Session 4. Job market and family in Europe. Models in the use of time. Labor force and employment: part-time and unemployment.

Session 5. Women's access to the labor market. The sexual division of labor in the home. Activity and employment: paid and domestic work. Compatibility of family and work life. Family policies.

Session 6. Under the umbrella of social security. The pension system in Spain: the fragile balance between contributors and pensioners.

Session 7. Aging and dependency care systems. Health and care for the elderly.

Sessions calendar

Day 1: MSE (first part of session) / DFB (Second part of session)

Day 2: MSE (first part of session) / DFB (Second part of session)

Day 3: MSE (first part of session) / DFB (Second part of session)

Day 4: MSE (first part of session) / DFB (Second part of session)

Day 5: MSE (first part of session) / DFB (Second part of session)

Day 6: MSE (first part of session) / DFB (Second part of session)

Day 7: MSE (first part of session) / DFB (Second part of session)

Day 8: Role Playing Session

Methodology

The methodology of the module is based on a combination of lectures in which, however, active participation will be sought through the prior reading of materials and the discussion of key questions. Each week a compulsory reading will be distributed on which a short online questionnaire will be passed at the end of the session. The presentations will be made seeking the identification of key problems and presenting elements of the research of the teaching team. The preparation of an article that addresses one of the subjects analyzed during the module will contribute to applying the knowledge acquired.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Role playing	20	0.8	
Scientific article	80	3.2	

Assessment

The evaluation will be carried out around three components:

1.- Reading Tests. In each session, and for each of the parts, a brief individual questionnaire will be carried out to verify the reading at the end of the classes. The objective of these questionnaires is to facilitate the identification of the key aspects of each reading.

2.- Role Play: The second element of the evaluation will be the preparation of a group role play. The exercise will be developed in the last session of the module, and will be accompanied by the subsequent delivery of a

short guided summary document, with a maximum of 2000 words. Each group prepares three proposals that it documents and supports with the necessary arguments, around the reform of the area that will be defined on the first day of the module. In the fifth session of the module, there will be a brief explanation of the role play methodology and the roles of each group will be specified.

3. Writing an individual essay on any of the topics addressed during the course, with preference to developing a comparative analysis of one of the areas of the course. The article will have an approximate length of 8000 words. The essay will be delivered in January 2022, on the date that will be indicated in the presentation of the module. According to the subject, each work will be assigned one of the module's teachers, who will carry out at least two work monitoring and tutoring meetings.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Comparative Paper	60%	0	0	1, 3, 4, 8, 5, 6, 7, 9, 10, 12, 11
Reading Test	20%	0	0	1, 8, 5, 6, 7, 10, 12
Role playing	20%	50	2	1, 3, 4, 8, 5, 6, 7, 9, 2, 10, 12, 11

Bibliography

Compulsory Readings

Bloque A

1. Martín Artiles, Antonio; Chavez, Eduardo; Semenza, Renata (2020). Social Model dealing with inequalities. In López-Roldán, Pedro; Fachelli, Sandra Towards a Comparative Analysis of Social Inequalities between Europe and Latin America. Springer. Doi: 10.1007/978-3-030-48442-2
2. Hall, P. and Soskice, D. (2001) An introduction to varieties of capitalism, in Hall, P. and Soskice, D. (eds.) Varieties of capitalism: The institutional foundations of comparative advantage, Oxford University Press, 21-27.
3. Bosch, G. (2015). Shrinking collective bargaining coverage, increasing income inequality: A comparison of five EU countries. International Labour Review, 154(1), 57-66.
4. Van Kersbergen, K., & Hemerijck, A. (2012). Two decades of change in Europe: the emergence of the social investment state. Journal of Social Policy, 41(3), 475-492.
5. Zeitlin, J. (2007) A Decade of Innovation in EU Governance: The European Employment Strategy, the Open Method of Coordination, and the Lisbon Strategy, La Follette School Working Paper No. 2007-031
6. Jochen Clasen & Daniel Clegg (2006) Beyond activation reforming european unemployment protection systems in post-industrial labour markets, European Societies, 8:4, 527-553, DOI: 10.1080/14616690601002582
7. Patricia Scarponetti, Leandro Sepúlveda & Antonio Martín Artiles (2020). Pension systems compared. A polarised perspective, a diverse reality. In López-Roldán, Pedro; Fachelli, Sandra Towards a Comparative Analysis of Social Inequalities between Europe and Latin America. Springer. Doi: 10.1007/978-3-030-48442-2

Bloque B

1. Castro, T. y Seiz, M. (2014): "La transformación de las familias en España desde una perspectiva sociodemográfica", VII Informe sobre exclusión y desarrollo social en España, Madrid: FOESSA.

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3. Alegre, M.A y Benito, R. (2010), "Los factores del abandono educativo temprano. España en el marco europeo", *Revista de Educación*, número extraordinario 2010, pp. 65-92.

http://www.revistaeducacion.mec.es/re2010/re2010_03.pdf

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5. Ajenjo Cosp, M. y García Román, J. (2014), "Cambios en el uso del tiempo de las parejas ¿Estamos en el camino hacia una mayor igualdad?", *Revista Internacional de Sociología (RIS)*, vol 72, n.2, pp. 453-476.

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6. Miret, P. y Zueras, P. (2017), "Alarma en el sistema público de pensiones: ¿culpa de la demografía?", *Revista del Ministerio de Empleo y Seguridad Social*, n. 131, pp. 115-170.

7. Spijker, J. y Zueras, P. (2016), "El cuidado a los mayores en un contexto de envejecimiento y cambio social, político y económico", *Panorama Social*, n. 23, 109-124.

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Additional Reading

Parte A. Modelo Social Europeo.

1. Gómez, Pedro L.; Buendía; L. (2015). "La crisis y los Estados del Bienestar en Europa". Madrid: Fundación Foessa. VII Informe sobre exclusión social en España

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2. Streeck, Wolfgang (2014): "La crisis del capitalismo democrático." *New Left Review*,
https://newleftreview.org/article/download_pdf?language=es&id=291

3. Martín Artiles, Antonio; Molina, Oscar; Carrasquer, Pilar (2012). ¿Ruptura del compromiso igualitario para sostener el Estado del Bienestar?. *Revista Española de Investigaciones Sociológicas*, nº 154: 45-64.
doi:10.5477/cis/reis.154.45. http://www.reis.cis.es/REIS/PDF/REIS_154_031459931349233.pdf

4. Daune-Richards, A-M. (2007). "Las mujeres y la sociedad salarial: una investigación a partir de los casos de Francia, Reino Unido y Suecia." En Prieto, C. (coord.). *Trabajo, género y tiempo social*. Barcelona: Hacer pp. 226

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<https://dialnet.unirioja.es/servlet/autor?codigo=12224>

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9. Martin Artiles, A; Molina, Oscar; Godino, Alejandro (2016). "Desempleo y política de ingresos adecuados en España e Italia". Institut d'Estudis del Treball, Universitat Autònoma Barcelona.
https://www.researchgate.net/publication/310764013_Unemployment_and_adequate_income_policy_in_Spain_ar
10. Hirschler, Sandra (2010). Proyectos de integración social en España y Alemania: perspectiva de las participantes." Revista de Educación, nº 351 http://www.revistaeducacion.mec.es/re351/re351_07.pdf
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12. Martin Artiles, A.; Molina, Oscar (2015). "Participación financiera para sostener las pensiones?. Entre la Democracia Industrial y la Motivación?. Cuadernos de Relaciones Laborales, vol.33
13. Khöler, Holm-Detlve; Martín-Artiles, Antonio (2009): Manual de sociología del trabajo y de las relaciones laborales. Madrid: Delta Publicaciones

Parte B. Bibliografía Familia y Estado Bienestar

1. Flaquer, L. (2000): *Las políticas familiares en una perspectiva comparada*, Barcelona: Colección de Estudios Sociales de la Fundación La Caixa [Disponible en:
http://www.fundaciolacaixa.es/StaticFiles/StaticFiles/8472ce6adfcf010VgnVCM1000000e8cf10aRCRD/es/es03_]^[1].
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3. Familias e infancia. Ministerio de Sanidad y Política Social: <http://www.msps.es/politicaSocial/familiasInfancia/home.htm> (en este caso resultan relevantes el 'Consejo y Observatorio Estatal de Familias' y el 'Observatorio de la Infancia').
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5. European Network of Ombudspersons for Children (ENOC): <http://www.crin.org/enoc/>
6. European Alliance for Families (Observatorio Europeo de Políticas Familiares). Comisión Europea: http://ec.europa.eu/employment_social/emplweb/families/index.cfm
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Software

No specific software required