

**COURSE OF STUDY: L-39 -L-40 – SOCIAL SERVICE SCIENCES AND SOCIOLOGY. -  
SOCIAL SERVICE SCIENCES (L-39)**

**ACADEMIC YEAR : 2023-2024**

**ACADEMIC SUBJECT: COMPARATIVE HISTORY OF WELFARE THEORIES**

(in common with the III year of sociology(SSSS)) (L-39)

| <b>Main information on teaching</b> |  |
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| Year of the course                  | <i>III</i>   |
| Period                              | <i>18 September –7 December 2023</i>                                 |
| University Credits (CFU/ETCS):      | <i>6</i>   |
| SSD                                 | <i>SPS/02</i>  |
| Delivery Language                   | <i>Italian</i>   |
| Obligation to attend                | <i>Attendance, although not compulsory, is strongly recommended.</i> |

| <b>Teacher</b>  |   |
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| Name & Surname  | <i>Luca Basile</i>  |
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| Site  | <i>Università di Bari</i>   |
| Virtual Site  |   |
| Availability for meetings (days, times and procedure) | Check the professor's web page: <a href="#">Docenti del Dipartimento — Scienze Politiche (uniba.it)</a> |

| <b>Teaching organization</b> |                  |  |                  |
|------------------------------|------------------|--|------------------|
| <b>Hours</b>                 |                  |  |                  |
| Total                        | Frontal teaching | Practice (Workshops, fieldwork, exercise, other) | Individual Study |
| <i>150</i>                   | <i>48</i>        |  | <i>102</i>       |
| <b>CFU/ETCS</b>              |                  |  |                  |
| <i>6</i>                     |                  |  |                  |

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| <b>Educational objectives</b> | This course allows to acquire the tools through which the modern and contemporary European leading classes have faced the problem of improving the conditions of social poverty. The course also develops the great question of health, working safety and welfare in the lowest classes. The students will acquire the cognitive tools to recognize the welfare politics quality and the crisis in real scenarios of major countries. |
| <b>Prerequisites</b>          | <i>No special prerequisites are required.</i>  |

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| <b>Teaching method</b> | <i>Frontal lesson.</i> |
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| <b>Learning outcomes Forecast</b> | <p>a. The ability to solve problems: to apply what has been learnt to real situations, identifying the areas of knowledge that best allow you to deal with them. Students learn to interpret political categories and events with expertise through the knowledge of the historical context, the origin of the political movement and the geographical areas where Western political thought develops.</p> <p>b. Analysing and synthesizing information: acquiring, organising and reformulating data and knowledge from different sources. Students learn to compare and use historical methods, political science and the history of political thought to acquire a critical understanding of the original processes and consolidation of issues of welfare and social justice.</p> |
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|                                  | <p>c. Formulating independent judgements: interpreting information in a critical way and making consequent decisions. The critical comparison of political texts and the framework of the development of political thought allows students to acquire the ability to interpret the changes of the government in relation to the needs of society.</p> <p>d. Communicating effectively: transmitting information and ideas in both written and oral form in a clear, correct formal way, expressing them in appropriate terms with respect to specialist or non-specialist interlocutors in the sector.</p> <p>e. Continuous learning: Knowing how to recognise one's own weaknesses and to identify effective strategies aimed at acquiring new knowledge and skills. Students acquire methods to critically interpret policies and political problems at national and local level, so that they can use this know-how in all contexts. In addition, through the presentation of texts to colleagues, they develop the ability to correct their weaknesses and to communicate.</p> <p>f. Group work: coordination with other people, including those of different cultures and professional specializations, integrating skills. Group work – discussions and readings – allow students to compare knowledge and different points of view.</p> <p>g. To be enterprising: knowing how to develop innovative ideas, design and how to organise their implementation, manage the necessary resources and be willing to take risks to succeed.<br/>Through peer comparison, communication and discussion skills are also developed which are useful when comparing opinions.</p> |
| <b>Course contents (Program)</b> | <i>The course will proceed developing a first reconstruction of the Welfare State history including its premises dating back to the Middle Ages, leading to its contemporary crisis and to the egemony of the neo-liberistic cycle. From this point on we will explore all the main ideological implications of the crucial passages of such development - starting from the original Bismarck's model to the "The New Deal". We will make reference to the role of the big collective subjects and historical periods (the liberal state crises, the mass society formation, the working movement role, etc.) and simultaneously to the main connected theoretical positions. We will consider both the peculiarities of the social-economical contributions (f.i. Keynes and Beveridge) and of socio-analitical historical-political topics (f.i. Marshall).</i>   |
| <b>Reference texts</b>           | F. Conti, G. Silei, <i>Brief history of the social state</i> , Carocci, Roma, 2013 (capitolo 7 escluso).<br>C. Galli (ed.), <i>Manual of history of political thought</i> , Bologna, Il Mulino (various editions; from "The social question" to "The crisis of the Social State").   |
| <b>Notes on reference texts</b>  |  |
| <b>Educational materials</b>     | <i>Consult the teacher page</i>  |
| <b>Evaluation</b>                |  |
| Method of learning evaluation    | <i>Oral</i>  |
| Evaluation criteria              | The student is expected to understand the fundamental stages of the development and roots of the "welfare state", and to be able to distinguish the characteristics within the various historical contexts and be able to compare them. These characteristics must be constantly linked to the inherent  |

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|   | developments in political thought.   |
| Criteria for assessing learning and awarding the final mark | <p><i>The criteria followed for the assessment of learning outcomes, expressed in thirtieths, are:</i></p> <ul style="list-style-type: none"> <li>- <i>Insufficient: 0-17</i><br/><i>Lacking, incomplete and inadequate knowledge of the topics contained in the syllabus and low conceptualisation skills.</i></li> <li>- <i>Pass: 18-20</i><br/><i>Sufficient knowledge of the topics contained in the syllabus and sufficient skill in conceptualisation</i></li> <li>- <i>Fair: 21-23</i><br/><i>Fair knowledge of the topics contained in the syllabus; fair skill in argumentation and in making connections between the various topics covered; appropriate use of philosophical-political concepts.</i></li> <li>- <i>Good: 24-26</i><br/><i>Good knowledge of the topics contained in the syllabus; appropriate use of philosophical-political concepts and good critical skills.</i></li> <li>- <i>Very good: 27-28</i><br/><i>Better than good knowledge of all the topics contained in the syllabus; better than good ability to deepen and make connections between the different topics; appropriate use of philosophical-political concepts and aptitude for critical reasoning.</i></li> <li>- <i>Excellent: 29-30</i><br/><i>Excellent knowledge of all the topics contained in the syllabus; very good skills in deepening and making connections between the different topics; strong critical skills and excellent knowledge of philosophical-political concepts.</i></li> <li>- <i>Excellent with honours: 30L</i><br/><i>Excellent knowledge of all topics in the syllabus; excellent skills in deepening and making connections between different topics; strong critical awareness and excellent understanding of philosophical-political concepts.</i></li> </ul> |
| <b>Other</b>  |  |
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