

## Sensorveiledning

Exam Sos 2603 Autumn semester 2023

Two out of three concepts

### A. *De-familization*

Here I provide a quote from Esping Andersen, *Social Foundations of Post-Industrial Economies*, 1999. Ch. 4 (reading for the first lecture): “A de-familializing regime is one which seeks to unburden the household and diminish individuals’ welfare dependence on kinship (...) De-familialization would indicate the degree to which social policy (or perhaps markets) render women autonomous to become ‘commodified’, or to set up independent households, in the first place.”

In general defamilization is often referred to as a process where the state taking responsibility for care work that would otherwise fall primarily on wives and mothers, thereby freeing them to take paid employment. The term is sometimes expanded to include all types of state support for working leave, favorable tax treatment, reduced working hours and the right to time off to care for sick children.”

It will be a plus if the concept is put in the context of Esping-Andersen responding to feminist critiques of his original regime models.

See also Esping-Andersen and Myles 2012, Mandel 2010, Teigen and Skjeie 2017, Teigen and Byrkjeflot lecture (#1)

### B. *Statist individualism*

From Byrkjeflot lecture # 2:

Trägårdh: statist individualism

- The central organizational principle associated with the nordic welfare state is the alliance with the individual
- “To an extent unheard of elsewhere, benefits are provided by the state and received by individuals, in effect bypassing mediating institutions within civil society, be they private insurance companies at the giving end, or the family at the receiving one”
- The historical record suggests that the individualism of the Nordic welfare state has cultural roots that antedate by far the family policies that were instituted mostly after 1970. (Trägårdh 1997: 255)
- “The essentially “national character” of the men of the North” 255
- A general citizenship-based social policy arose thanks to the political power of the peasants and their status as entrepreneurs rather than workers (Trägårdh et al. 2013:22)

Byrkjeflot 2023

See Trägårdh 2020, Berggren and Trägårdh 2017, Kettunen 1999, Byrkjeflot lecture #2

### C. Tripartist cooperation in working life

From Byrkjeflot lecture 1:

- *Tripartist cooperation: Cooperation between employer associations and unions with state as facilitator. Collective bargaining regulation, labour peace during contractual periods, and centralized coordination of wage setting.*
- *Strong employer and labour organizations fronted by those in the exporting industries. Wages + work conditions negotiated both centrally and locally. Collaborating on productivity and restructuring measures as well as active labour market policies.*

Dølvik et al., Neergaard 2014, Hvid and Falkum 2019. Engelstad 2016 Hagen and Byrkjeflot lectures,

#### Essay. 1 out of 3 questions

*Outline the main features of the Nordic model of welfare and how it has developed since Esping-Andersen identified it as a social democratic welfare regime in 1990. Discuss possible challenges to this model.*

See: Hilson 2008, Dølvik et al. Gordon 2019, Kangas and Kvist 2018 , Midtbøen and Teigen 2014, Andersson 2016, Thelen 2012, Henriksen and Byrkjeflot lectures

*All the Nordic countries have a high degree of segregation between women and men in the labor markets. This is sometimes referred to as a welfare paradox or an inclusion-equality trade-off. Discuss why countries with progressive family policies may end up with segregated labor markets and whether and how it will be possible for the Nordic states to move away from this situation towards a more equal distribution of sexes in labor markets.*

See especially Barth et al (2023) The equality hurdle, but also Lister 2009, Teigen and Skjeie 2017, Mandel 2010 Henriksen and Teigen lectures

Barth et al:

High occupational sex segregation reflects a transitional phase in which tasks are transferred from unpaid labor in the home to female-dominated occupational niches in the labor market

Relationship between female labor force participation and occupational sex segregation is curvilinear

Increasing labor market participation is associated with increasing gender segregation, thus represents a transitional 'equality hurdle' rather than an equality paradox

Once women's labor force participation becomes the norm at levels on par with men, the relationship is expected to turn negative, resulting in occupational desegregation

*What is meant by the term civic turn in immigration and integration policy? In what way and why do such immigration and integration policies vary among the Scandinavian countries?*

Civic turn: a shift in focus from concerns of the collective identities to a preoccupation of defining and strengthening the host national identity

Borevi et al 2017 and other references lecture #7, Brochmann lecture

Grade descriptions

A Excellent

shows very good knowledge of the subject and an extraordinarily good understanding of key concepts. It is well-reasoned, orderly and clear and shows aptitude theoretical reflection. Relevant examples are provided.

B Very good

Good knowledge of the subject and key concepts. Well-reasoned, orderly and clear. Relevant examples are introduced wherever it is natural. No significant flaws or shortcomings.

C Good

satisfactory knowledge of the subject and a reasonably good understanding of key concepts. It shows a certain aptitude for reasoning and reflection. Relevant examples are introduced to a certain extent. An average answer that is satisfactory in most areas.

D Satisfactory

The understanding of key concepts is somewhat variable, or an incomplete account is given. The presentation is somewhat unclear. Relatively weak in terms of reasoning, reflection and use of examples. Some significant flaws or shortcomings.

E Adequate The answer is uneven and has significant flaws and shortcomings, but nonetheless satisfies the minimum requirements



## i Information about the exam

### SOS2603 – Nordic welfare society - contemporary perspectives

- Written exam
- November 17 at 9:00 AM (4 hours).

#### About the exam

- This exam has two parts:
  1. Short answer assignments
  2. Long answer assignment
- Both parts must be answered to receive a passing grade.
- Short answer counts 1/3 and long answer counts 2/3 of the final exam grade.
  - In short answer assignment you will outline and discuss two of three concepts.
  - In long answer assignment, you will answer one of three assignments.
- There are no guidelines for the number of words in any of the assignments.
- The examination text is in English and you may submit your response in Norwegian, Swedish, Danish or English.

#### Digital candidate instruction

You will find candidate instructions for the school examination as an external resource in the text. The candidate instructions show how UiO conducts the school examination.

#### Examination support material

Dictionaries handed in before the examination.

#### After the exam

After the examination you will see your submission under **Archive**.

**Good luck!**

## Short answer assignment

Short answer counts 1/3 of the final exam grade.

Outline and discuss briefly two of the three following concepts:










A. De-familization


B. Statist individualism

C. Tripartist cooperation in working life

# 1 Answer to 1 out of 2 concepts

Fill in your answer here

Format | **B** | *I* | U |  $x_2$  |  $x^2$  |  $I_x$  |  |  |  |  |  |  |  |  $\Omega$  |  |  |  $\Sigma$  |














Words: 0


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Maximum marks: 0

## 2 Answer to 2 out of 2 concepts

Fill in your answer here

Format ▼ | **B** | *I* | U |  $x_2$  |  $x^2$  |  $I_x$  |  |  |  |  |  |  |  |  |  |  |  |



Words: 0

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Maximum marks: 0














### 3 Long answer assignment


Long answer counts 2/3 of the final exam grade.

Answer one out of three questions:

1. Outline the main features of the Nordic model of welfare and how it has developed since Esping-Andersen identified it as a social democratic welfare regime in 1990. Discuss possible challenges to this model.
2. All the Nordic countries have a high degree of segregation between women and men in the labor markets. This is sometimes referred to as a welfare paradox or an inclusion-equality trade-off. Discuss why countries with progressive family policies may end up with segregated labor markets and whether and how it will be possible for the Nordic nation-states to move away from this situation towards a more equal distribution of sexes in labor markets.
3. What is meant by the term civic turn in immigration and integration policy? In what way and why do such immigration and integration policies vary among the Scandinavian countries?

Fill in your answer here

Format ▾ | **B** *I* U  $x_2$   $x^2$  |  $I_x$  |   |    |   |   |  |  |



Words: 0

