



## DEPARTMENT OF ECONOMY AND SOCIETY

### **EHG195 Growth and welfare in a historical perspective, 7.5 credits**

Tillväxt och välfärd i historiskt perspektiv, 7,5 högskolepoäng

*First Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Economy and Society on 2020-01-15 and was last revised on 2020-05-29 to be valid from 2020-08-31, autumn semester of 2020.

*Field of education:* Social Sciences 100%

*Department:* Department of Economy and Society

#### **Position in the educational system**

The course is given as an undergraduate single subject course at undergraduate level at the Department of Economy and Society. Designed as a detached course for international student's at the undergraduate level, but can also be studied by Swedish student's at the undergraduate level.

The course can be part of the following programme: 1) Bachelor Programme in Economic History and Human Geography (S1SAP)

*Main field of studies*

Economic History

*Specialization*

G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

#### **Entry requirements**

Students should have successfully completed at least 45 hec in first cycle courses.

## Learning outcomes

Upon successful completion of the course, the student should be able to:

### *Knowledge and understanding*

- a- discuss market versus welfare state solutions to social problems.
- b- give an account of the relationship between gender relations, economic development and family policy in a historical perspective.
- c- show knowledge on the distinctive features of the historical development of Swedish gender relations.

### *Competence and skills*

- d- theoretically explain and critically discuss different welfare state models

### *Judgement and approach*

- e- develop independent standpoints on the ethical and normative issues raised by welfare policies, gender relations, economic growth, distribution and welfare effects

The course is sustainability-related, which means that at least one of the learning outcomes clearly shows that the course content meets at least one of the University of Gothenburg's confirmed sustainability criteria.

## Course content

In the aftermath of the Second World War, the welfare state was seen as a desired combination of economic growth, capitalism and social redistribution. In later years this have been challenged both in theory and by actual historical development.

This course explores a historical period and varieties of ways to deal with rapid economic, demographic and social change during the twentieth and twenty-first century. Extra attention will be given to the Swedish experience, with a comparative and consequent gender perspective. Addressed themes are: income distribution, inequality and equality, gender equality, divisions of labour, choices between market, family or public solutions to societal needs.

One aspect of this is a decisive development towards higher rates of female labour force participation during the second half of the twentieth century, especially among mothers with small children. Another aspect is the strong expansion in providing public day care

of pre-school children.

The course will address these developments within an economic-historical framework, as well as providing a basis for a critical understanding of the policies and behavioural changes involved.

**Form of teaching**

Forms of teaching are lectures and compulsory seminars.

*Language of instruction:* English

**Assessment**

The course is examined through two individually written submissions as well as a written and oral presentation of group work on a topic given by the teacher. The student who does not attend compulsory seminars must do written supplementary tasks within the prescribed time in order to be approved for the course.

If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In cases where a course has been discontinued or has undergone major changes, the student shall normally be guaranteed at least three examination occasions (including the ordinary examination) during a period of at least one year from the last time the course was given.

**Grades**

The grading scale comprises: Excellent (A), Very good (B), Good (C), Satisfactory (D), Sufficient (E) and Fail (F).

**Course evaluation**

Course evaluation is part of the course. This evaluation should offer guidance in the future development and planning of the course. Course evaluations should be documented and made available to the students.

