SOCIAL CHALLENGES

COURSE MANUAL VERSION 5.0

(2025-2026)

TEACHING PERIOD 1
DATES: 1 SEPTEMBER 2025 – 9 NOVEMBER 2025
COURSE COORDINATOR: PROF. DR. M.A. YERKES

UTRECHT UNIVERSITY
FACULTY OF SOCIAL SCIENCES
INTERDISCIPLINARY SOCIAL SCIENCE

1. COURSE OUTLINE 3
1.1 Course description: 3
1.2 Course objectives: 4
1.3 Course pre-requisites 4
2. TEACHING STAFF 4
2. 1 Course coordinator 4
2.2 Lecturers 5
3. COURSE MATERIALS 5
3.1 Required reading: 5
3.2 Additional materials/Self-study (not required): 7
3.3 Knowledge clips 8
4. WORKLOAD 8
5. ATTENDANCE 8
6. ASSESSMENTS 9
7. FEEDBACK ON ASSESSMENTS 10
8. PLAGIARISM AND FRAUD 10
9. USE of GENERATIVE AI 11
10. STUDENT VOICE 11
11. TALK IN CONFIDENCE, REPORT OR FILE A COMPLAINT 11
12. INSTRUCTIONAL FORMATS 11
13. ACTIVITIES PER WEEK 13
14. DETAILED COURSE SCHEDULE (WEEK BY WEEK) 15
14. ASSESSMENT MATRIX 19
15. RUBRIC: PRACTICE AND FINAL EXAM 21
16. RUBRIC: GROUP-BASED VIDEO 22

1. COURSE OUTLINE

1.1 COURSE DESCRIPTION:

SOCIAL CHALLENGES…

How many of you have wondered whether welfare states can sustain themselves in the face of multiple, consecutive crises (global recession, pandemic, energy crisis, migration management crisis)? Or what needs be done to address the wicked problem of climate change? Do you wonder how countries differ in their approach to health and well-being and what this means for public health? Maybe you've wondered about the way processes like population ageing, flexibilization, and rising gender equality affect the way people combine work and care, or the implication of these processes for different individuals, groups or society? Or why the arrival of asylum seekers, migrants, and refugees seems to have created a 'permanent policy crisis' across European countries, who seem unable to solve the puzzle of creating cohesive societies in the light of increasing diversity? These questions, and the answers to these questions, form the core of this course: Social Challenges.

…AND WHY THEY MATTER FOR POLICIES AND INTERVENTIONS…

Throughout this course, you will be introduced to four contemporary social challenges that are central to the master's program Social Challenges, Policies, and Interventions: differences in health & well-being; combining work and care; climate change & sustainable behaviour; and social cohesion & diversity. We will present state-of-the-art, interdisciplinary theorizing and research in combination with a social policy perspective to outline how these challenges are dealt with in practice. This course will familiarize you with all four challenges while giving you the opportunity to develop a rich and more in-depth understanding of one challenge in particular.

…AND WHAT CAN BE DONE ABOUT THEM.

In line with the goals of the Master's program Social Challenges, Policies and Interventions (SCPI), this course forms the basis for studying contemporary social challenges, policies and interventions. It provides you with a combination of the disciplinary and interdisciplinary theories and concepts needed to understand, analyse, reflect on and address these challenges, also by integrating practical insights from professionals in the field.

1.2 COURSE OBJECTIVES:

- Define and compare societal challenges and explain why they matter for social policy and society in an independent and scholarly manner.
- Interpret and critically assess multiple theoretical approaches to societal challenges from an interdisciplinary perspective.
- Integrate insights from professionals with scientific and theoretical knowledge on societal challenges.
- To be able to apply and relate this combined academic and practical knowledge to challenges in health & well-being, combining work and care, climate change and sustainable behaviour, and social cohesion & diversity.
- To be able to summarize and integrate this knowledge in written and verbal form, in a clear and well-organised manner.
- To be able to understand how policy and intervention proposals are developed and implemented in a complex societal context, taking account of the specific characteristics and disciplinary backgrounds of the actors involved.

1.3 COURSE PRE-REQUISITES

There are no formal pre-requisites for this course. However, students are expected to have a basic understanding of the following concepts: welfare states, including the underlying concepts of solidarity and social justice, social policy, and a basic understanding of social psychological concepts, including social identity, is needed. Students in this course come from multiple backgrounds. While some of you may have done the Bachelor in Interdisciplinary Social Science, others of you may come from psychology, anthropology, sociology, or public health. Are you unsure whether your knowledge is sufficient, or do you need to refresh your knowledge? Use the self-study recommendations provided in the week-by-week overview below.

2. TEACHING STAFF

2. 1 COURSE COORDINATOR

Prof. dr. Mara Yerkes
e-mail: M.A.Yerkes@uu.nl
Available: Mon-Thurs, appointments by e-mail

2.2 LECTURERS

dr. Ester Driel
e-mail: e.y.driel@uu.nl

dr. Eva Vernooij
e-mail: e.e.vernooij@uu.nl

3. COURSE MATERIALS

The required literature consists of various articles and book chapters. Chapter 4 from Pierson (2006) will be made available via Brightspace. All other articles and book chapters can be accessed through Utrecht University Library (either downloaded from the internet or copied from books available in the library). **Note**: you must be signed into the university system to access library materials remotely (i.e., when you are not physically at the university).

See '**Activities per Week'** for a weekly overview of assigned articles and chapters.

3.1 REQUIRED READING:

Bal, M. & F.M. Stok. Leaving no one behind: Climate change as a societal challenge for social justice and solidarity. (2022). In *Solidarity and Social Justice in Contemporary Societies: An Interdisciplinary Approach to Understanding Social Inequalities.* Yerkes, M.A. & Bal, M. (Eds). Cham: Springer International Publishing. Available as pdf here: https://link.springer.com/book/10.1007/978-3-030-93795-9#toc

Doucet, A. (2021). Socially inclusive parenting leaves and parental benefit entitlements: Rethinking care and work binaries. *Social Inclusion*, *9*(2), 227–237.

Driel, E., & Verkuyten, M. (2020). Local identity and the reception of refugees: The example of Riace. *Identities*, *27*(5), 614-632.

Fielding, K.S. and M.J. Hornsey. (2016). A Social Identity Analysis of Climate Change and Environmental Attitudes and Behaviours: Insights and Opportunities. *Frontiers in Psychology 7:121.*

Haslam, C., J. Jetten and S. A. Haslam. (2012). Advancing the social cure. Implications for theory, practice and policy. In *The Social Cure. Identity, Health and Wellbeing.* J. Jetten, C. Haslam and S.A. Haslam (Eds). Hove and New York: Psychology Press. pp. 319-344.

Koch, M. 2021. Social Policy without Growth: Moving towards sustainable welfare states. *Social Policy and Administration.* Published online: https://www.cambridge.org/core/journals/social-policy-and-society/article/social-policy-without-growth-moving-towards-sustainable-welfare-states/635A7EC691A0A16E40B888AFF39FB56B

Lubbers, M., & Seibel, V. (2022). Welfare chauvinism: Are immigrants granted access to welfare state benefits?. In *Solidarity and Social Justice in Contemporary Societies: An Interdisciplinary Approach to Understanding Inequalities* (pp. 147-155). Cham:

Springer International Publishing. Available as pdf here: https://link.springer.com/book/10.1007/978-3-030-93795-9#toc
Milotay, N., et al. (2022). *EU welfare systems and the challenges of poverty and inequality*. Brussels: European Union. Available at: https://www.europarl.europa.eu/thinktank/en/document/EPRS_STU(2022)698916
Morgenroth, T., Ryan, M. K., Rink, F., & Begeny, C. (2021). The (in)compatibility of identities: Understanding gender differences in work–life conflict through the fit with leaders. *British Journal of Social Psychology*, *60*(2), 448–469. https://doi.org/10.1111/bjso.12411
Mudd, A., S. Verra, M. Bal & C. Kamphuis. (2022). How to study and understand socioeconomic inequalities in health. In *Solidarity and Social Justice in Contemporary Societies: An Interdisciplinary Approach to Understanding Social Inequalities.* Yerkes, M.A. & Bal, M. (Eds). Cham: Springer International Publishing. Available as pdf here: https://link.springer.com/book/10.1007/978-3-030-93795-9#toc
Perry-Jenkins, M. & N. Gerstel. (2020). Work and Family in the Second Decade of the 21st Century. *Journal of Marriage and Family* 82(1): 420-453.
Prah Ruger, J. (2004). Health and Social Justice. *The Lancet* 364, 1075-1080.
Spicker, Paul. (2023). States and Welfare States. Government for the People. Bristol: Policy Press. Chapters 1 and 3. Available as an e-book through the university library.
Turner, J.C. & K.J. Reynolds. (2008/2001). Intergroup Relations: Theories, themes and controversies. In R. Brown & S. Gaertner (Eds.), *Blackwell handbook of social psychology: Intergroup Processes* (pp. 133-152). Wiley and Sons. Available via the UU Library. Be sure to search for the 2008 edition (which is, actually, from 2001).
Vernooij, E. (2022). HIV Support Groups and the Chronicities of Everyday Life in eSwatini. *Medical Anthropology: Cross Cultural Studies in Health and Illness*, *41*(3), 287–301.
Yerkes, M. A., J. Javornik, & A. Kurowska. (2019). Rethinking Social Policy from a Capability Perspective. In Yerkes, M. A., Javornik, J., & Kurowska, A. (Eds). *Social policy and the capability approach. Concepts, measurement and application*. Bristol: Policy Press: 1-18.

3.2 ADDITIONAL MATERIALS/SELF-STUDY (NOT REQUIRED):

Adams, V. (2016). What is critical global health? *Medicine Anthropology Theory*, *3*(2), 186–197. https://doi.org/10.17157/mat.3.2.429

Bal, M. & K. van den Bos. (2022). Social justice and the justification of social inequalities. In *Solidarity and Social Justice in Contemporary Societies: An Interdisciplinary Approach to Understanding Social Inequalities.* (pp. 41-51) Yerkes, M.A. & Bal, M. (Eds). Cham: Springer International Publishing. Available as pdf here: https://link.springer.com/book/10.1007/978-3-030-93795-9#toc

Bambra, C. (2007). Going beyond *The three worlds of welfare capitalism*: regime theory and public health research. *Journal of Epidemiology and Community Health*, *61*(12), 1098–1102.

Büchs, M., D. Ivanova, and S.V. Schnepf. (2022). Options for Socially Just and Effective Climate Policies – a microsimulation for 27 EU countries. Brussels: European Commission Joint Research Centre.

den Dulk, L., & Yerkes, M. A. (2016). Capabilities to Combine Work and Family in the Netherlands: Challenging or Reinforcing the One-and-a-half Earner Model? *Japanese Journal of Family Sociology*, *28*(2), 180–192.

Dixon, J., Durrheim, K., & Tredoux, C. (2007). Intergroup Contact and Attitudes Toward the Principle and Practice of Racial Equality. *Psychological Science, 18*(10), 867-872.

Hobson, B. (2014). *Worklife Balance. The Agency and Capabilities Gap*. Oxford: Oxford University Press.

Jetten, J., S.A. Haslam & C. Haslam. 'The case for a social identity analysis of health and wellbeing.' In *The Social Cure. Identity, Health and Wellbeing.* J. Jetten, C. Haslam and S.A. Haslam (Eds). Hove and New York: Psychology Press. pp. 319-344.

Lepianka, D. & T. Knijn. 2020. Introduction. In *Justice and Vulnerability in Europe: An Interdisciplinary Approach*. Knijn, T. & D. Lepianka. (Eds). Cheltenham: Edward Elgar.

Lizzio-Wilson, M., Z. Mirnajafi, and W. Louis. (2022). Who We Are and Who We Choose to Help (or Not): An Introduction to Social Identity Theory. In M. A. Yerkes & M. Bal (Eds.), *Solidarity and Social Justice in Contemporary Societies. An interdisciplinary approach to understanding inequalities.* (pp. 17-28 Cham: Springer International Publishing. Available as pdf here: https://link.springer.com/book/10.1007/978-3-030-93795-9#toc

Nelson, K., Nieuwenhuis, R., & Yerkes, M. A. (2022). Social policy research in changing European societies. In K. Nelson, R. Nieuwenhuis, & M. A. Yerkes (Eds.), *Social Policy in Changing European Societies. Research Agendas for the 21st Century* (pp. 1–19). Edward Elgar. All chapters available open access: https://www.elgaronline.com/edcollbook-oa/book/9781802201710/9781802201710.xml

Pförtner, T.-K., Pfaff, H., & Elgar, F. J. (2019). The Role of Welfare State Characteristics for Health and Inequalities in Health from a Cross-National Perspective: A Critical Research Synthesis. *Kölner Zeitschrift Für Soziologie Und Sozialpsychologie 2019 71:1*, *71*(1), 465–489.

Pierson C. (2006). *Beyond the Welfare State? The New Political Economy of Welfare*, Cambridge: Polity Press.
- Chapter 4, pp. 105-142
Robeyns, I. (2005). 'The Capability Approach: a theoretical survey.' *Journal of Human Development:* 6(1), pp. 93–117.
Smeekes, A. M., Verkuyten, M., & Poppe, E. (2012). How a tolerant past affects the present: historical tolerance and the acceptance of Muslim expressive rights. *Personality and Social Psychology:* 38(11), pp. 1410 –1422.
Spicker, Paul. (2023). States and Welfare States. Government for the People. Bristol: Policy Press. Chapters 6, 9 and 10. Available as an e-book through the university library.
Yerkes, M. A., & Bal, M. (2022). Why Solidarity and Social Justice Still Matter Today. In M. A. Yerkes & M. Bal (Eds.), *Solidarity and Social Justice in Contemporary Societies. An interdisciplinary approach to understanding inequalities.* (pp. 3-13). Cham: Springer International Publishing.Available as pdf here: https://link.springer.com/book/10.1007/978-3-030-93795-9#toc
Yerkes, M. A., & Bal, M. (2022). Understanding Solidarity and Social Justice: Barriers that Remain. In M. A. Yerkes & M. Bal (Eds.), *Solidarity and Social Justice in Contemporary Societies. An interdisciplinary approach to understanding inequalities.* (pp. 215–220). Cham: Springer International Publishing.Available as pdf here: https://link.springer.com/book/10.1007/978-3-030-93795-9#toc

3.3 KNOWLEDGE CLIPS

Several knowledge clips are also available for students (e.g., explaining key concepts like 'social policy'). These can be found on Brightspace.

4. WORKLOAD

This is a 7.5 ECTS course. Students should expect to spend approximately 20-25 hours a week on the course, consisting of 4-6 contact hours and the remainder spent on individual (e.g., reading) and group-based study.

• **Lectures and tutorials**	**34 hours**
• **Reading, individual and group-based study**	176 hours
Total (7.5 ECTS x 28 hours)	*210 hours*

5. ATTENDANCE

Utrecht University relies fully on face-to-face teaching. This course, including all lectures,

tutorials, presentations and exams, will take place physically at the Utrecht Science Park. There are NO online alternatives for the lectures, tutorials, exam or presentation.

Lectures are face-to-face in a large lecture hall. Attendance is encouraged but optional. Students who choose not to attend lectures are still required to know the lecture material for the exam.

Tutorials will be face-to-face in smaller classrooms. Attendance is required (see course assessments below).

6. ASSESSMENTS

Your knowledge in this course will be assessed in three ways:

- ***Digital Practice Exam:*** open essay question.

This exam will be taken digitally on the student's own laptop during one of the tutorials. The exam is a closed book exam. No course materials (notes, readings) may be used. This is a formative assessment, meaning no points are given. Rather, the practice exam is intended to help assess your progress in the course and help you understand the expectations for the final exam.

- ***Digital Final Exam***: (open essay questions), 70% of the final grade.

The exam will test your knowledge of the required course readings and lecture material. See Assessment Matrix and Rubric for more information. The exam is a closed book exam. No course materials (notes, readings) may be used. Exams will be graded on a scale of 0-10; 5.5 is needed to pass. This exam will be taken digitally on UU laptops in a designated exam room.

- ***Group Video*****:** 30% of the final grade.

Students are required to make a short group-based video (3-5 minutes; 5 minutes is the maximum) that will be presented in the final tutorial of the course. See Assessment Matrix and Rubric for more information. This video will provide a group-based problem analysis of one of the four challenges central to the course. It will pitch a policy solution to the social challenge that, in the group's eyes, is the most pressing social challenge facing welfare states today. What are you proposing should be done about this challenge and why? Be sure to use course literature to make clear why this response is appropriate (e.g., that it is socially just, improves people's capabilities, etc.). Videos will be graded on a scale of 0-10; 5.5 is needed to pass. The grade given for each video applies to each person in the group; all group members are expected to participate fully in the development and making of the video. Students are free to be as creative as they wish in making the video. Previously, students have used platforms such as iMovie or Canva for making their videos.

Students may also use generative AI (e.g., ChatGPT) for a very limited amount of tasks involved in making the group video. These tasks include: brainstorming, generating and editing the video content for language and grammar mistakes; editing the written content generated by students for language and grammar mistakes. Note that generating the written content (which includes searching for and engaging with scholarly literature and policy documents) and substantive editing of the text is to be done without the help of generative AI. **Each group is required to keep a log of their interactions with GenAI bots and clearly document what they did with them. This document must be submitted together with the video. If no generative AI was used, this should be noted.**

Students must obtain a minimum grade of 5.5 separately for each summative assessment (the digital final exam AND the video/presentation) to pass the course.

PLEASE NOTE! ALL ASSESSMENTS WILL BE IN ENGLISH. ALSO:

- Resits of the exam are only possible if the required efforts have been met, i.e., you actively participated in the course and you have NO MORE THAN ONE ABSENCE for the tutorials, and your grade for each assessment is not lower than a 4.0.
- Are you sick or unable to make it to the exam due to extraordinary circumstances? You are required to report your absence prior to the start of the exam. If you do not report this absence prior to the start of the exam, then you no longer qualify for a re-sit of the exam. Once the exam begins, it is no longer possible to report an illness or other problem. You can report an absence here: Testing - Social and Behavioural Sciences - Students UU

7. FEEDBACK ON ASSESSMENTS

Exams are assessed by the lecturers based on a general answer key (see rubric below). Questions about exam outcomes can be discussed once grades have been posted. Group-based videos and the group-based policy brief are assessed using the rubrics (see below).

8. PLAGIARISM AND FRAUD

Plagiarism and fraud are taken very seriously at Utrecht University. All assignments uploaded to Brightspace will be subjected to plagiarism and fraud checks. Any suspicion of plagiarism and/or fraud will be investigated thoroughly, subject to university regulations. Plagiarism takes many forms, including re-using your own work that has been previously submitted to another course, and attempting to pass it off as new work. Don't get caught out! Ensure you list sources for any material not your own, and

understand what is expected of students. For a full explanation of what constitutes plagiarism and/or fraud, and the consequences of any disciplinary actions, see the Educational and Examination Regulations.

9. USE OF GENERATIVE AI

The use of generative artificial intelligence (e.g., ChatGPT or other forms) is allowed only for specific tasks related to the Group Video (see Assessments above).

10. STUDENT VOICE

Do you have any comments, points for improvement or complaints about this course? These can be submitted to the Programme Advisory Committee of ISS (PAC ISS). After the final exam/assignment/meeting, a digital evaluation form will be send to you via Caracal. Please take some time to submit your findings so prospective students can benefit from your input. Moreover, at the end of each block, the Education Committee (EC) evaluates ISS courses. The representative students in the PAC can be reached via the following e-mail address: **pac.acma.iss@uu.nl.**

We take your evaluations seriously and appreciate your feedback. As a result of the course evaluations from 2023-2024, for example, we have made adjustments to the lectures (allowing for more time for the explanation of theory; changing the structure of the guest lectures), the course readings (ensuring a slightly broader scope), and the assessments (giving more time for the written exam).

11. TALK IN CONFIDENCE, REPORT OR FILE A COMPLAINT

At Utrecht University (UU) we treat each other with respect. We act with integrity in science, in our study or work. However, as a (former) student or (former) employee, you may have experienced something unpleasant at Utrecht University or you may have a concern. In that case you can always contact, for example, a confidential advisor to discuss your situation, make a report, look together at the possibilities and possibly file a complaint (Talk in confidence, report or file a complaint - Utrecht University).

12. INSTRUCTIONAL FORMATS

The course consists of large-group lectures, guest lectures, and small-group tutorials. In total, students are expected to attend a total of five regular lectures, four guest lectures, and eight tutorials, which are spread out over a period of 9 weeks. Tutorial attendance is required. The focus of the regular lectures will be providing a central thread to the various readings. This will be done by drawing on the required literature for that week as well as additional literature. During the guest lectures, experts from the field will provide

examples of the issues arising when addressing each of the four challenges in practice. Attendance at guest lectures is expected and any material discussed at guest lectures is also exam material.

Note that interaction is crucial to the success of the course. Lecturers and guest lecturers have developed interactional teaching formats and students are expected to actively participate in the course. Active participation is particularly expected during the small-group tutorials.

To facilitate active participation, we recommend students read the required literature prior to the lecture; however, some students prefer to read the material following the lecture. The course covers a significant amount of literature; ensure you keep up, as it can be difficult to catch up if you fall behind. **We expect that you will have read the literature before each week's tutorial**. The focus of the lectures will be to provide a central thread to the various readings for each week. This will be done by drawing on the required literature for that week as well as additional literature. The tutorials provide space for going more in-depth into various concepts and literature.

For an overview of lectures and tutorials, see **Activities per Week** below.

During the **first two weeks of the course (Lectures 1-2; tutorials 1-2)**, students will become familiar with social challenges and the theoretical foundation for understanding these social challenges from an interdisciplinary perspective. The main focus will be on traditional social policy approaches to the welfare state (i.e., solidarity and social justice arguments) in combination with the social identity approach from social psychology and the capability approach from philosophy. These theoretical approaches will be placed in a historical and internationally comparative perspective by embedding them in the comparative welfare state literature.

During the **remaining weeks of the course (Lectures 3-6; Guest lectures 1-4; tutorials 3-7)**, we will focus on the four social challenges in the course: (1) Social cohesion and diversity; (2) Health and wellbeing. (3) Work, care and participation; (4) Climate and sustainability. Students will have a final exam following all lectures and guest lectures. Two weeks later, students will present their **group-based videos** during the final tutorial.

13. ACTIVITIES PER WEEK

/* Lec = lecture; Tut = tutorial; GL = guest lecture

Wk	From/to	Day & Time	Location	What	Required preparation
1(36)	01-09 / 08-09	Tue 17.15h-19.00h.	RUP – ROOD	Lec*1: Social challenges, policies and interventions: a welfare state and social policy perspective	Read the course manual and ***watch the Course Introductory knowledge clip (on Brightspace).*** Read Spicker (2023; **pp. 1-12 and 30-42 only**); Milotay et al. (2022; **pp. 1-47 only**). Need additional background on: welfare states? Read Pierson (2006) Ch4; welfare regime typologies? Read Bambra (2007); solidarity and/or social justice? Spicker (2023; chapters 6, 9 and/or 10); Yerkes and Bal (2022; pp. 3-13); Bal and van den Bos (2022) or Lepianka and Knijn (2020). Self-study. There will also be knowledge clips available on the course Brightspace page.
		1. Wed 09.00 – 10.45h. 2. Wed 09.00 – 10.45h. 3. Wed 11.00 – 12.45h. 4. Wed 09.00 – 10.45h.	LANG – G218 LANG – G224 LANG – G218 LANG – G219	Tut*1	Course readings from WK1 required for active participation. **NOTE: WG2 meets at 9:00h this week only.**
2(37)	08-09 / 15-09	Mo 11.00h - 12.45h.	BOL – 1.204	Lec*2: Social challenges, policies and interventions: theoretical perspectives	Read Turner and Reynolds (2001); Yerkes et al. (2019; **Chapter 1 only**). Need additional background on social identity? Lizzio-Wilson et al. (2022). On capabilities? Robeyns (2005). Self-study.
		1. Wed 09.00 – 10.45h. 2. Wed 09.00 – 10.45h. 3. Wed 11.00 – 12.45h. 4. Wed 11.00 – 12.45h.	LANG – G218 LANG – G224 LANG – G218 LANG – G224	Tut*2	Course readings from WK2 required for active participation.
3(38)	15-09 / 22-09	Mo 11.00h - 12.45h.	BOL – 1.204	Lec*3: Social challenges for the climate and sustainability: a research perspective	Read Bal and Stok (2022); Fielding and Hornsey (2016); Koch (2021). Want additional information on the European Union approach to sustainability? Read Büchs et al. (2022) (self-study).
		Tue 17.15 – 19.00h	RUP – ROOD	GL*1: Social challenges for the climate and sustainability: a practical perspective	Olaf van der Veen, CEO Orbisk **(TBC)**
		1. Wed 09.00 – 10.45h. 2. Wed 09.00 – 10.45h. 3. Wed 11.00 – 12.45h. 4. Wed 11.00 – 12.45h.	LANG – G218 LANG – G224 LANG – G218 LANG – G224	Tut*3	Course readings from WK3 required for active participation.
4(39)	22-09 / 29-09	Mo 11.00 - 12.45h.	BOL – 1.204	Lec*4: Social challenges in health and wellbeing: a research perspective	Read Haslam et al. (2012; pp. 319-344); Prah Ruger (2004); Vernooij (2022). Need additional background on social identity and health? Jetten et al. (2012; pp3-20). On critical global health? Adams (2016). Or on health outcomes across welfare states? Pfortner et al. (2019). Self-study.
		Tue 17.15 – 19.00h.	RUP – ROOD	GL*2: Social challenges in health and wellbeing: a practical perspective	Prof. Dr. Laura Shields-Zeeman, Programme Director Mental Health and Wellbeing, Trimbos Institute

		1. Wed 09.00 – 10.45h. 2. Wed 09.00 – 10.45h. 3. Wed 11.00 – 12.45h. 4. Wed 11.00 – 12.45h.	LANG – G218 LANG – G224 LANG – G218 LANG – G224	Tut*4	Practice exam (**Bring your own laptop**) Course readings from WK4 required for active participation.
5(40)	29-09 / 06-10	Mo 11.00 - 12.45h.	BOL – 1.204	Lec*5: Social challenges in relation to social cohesion and diversity: a research perspective	Read Driel and Verkuyten, 2020; Lubbers and Seibel, 2022. Want additional information on the potential of intergroup contact and/or (historically) pro-social identities in promoting social cohesion? Read Dixon et al., 2005 and/or Smeekes et al., 2012. (self-study).
		Tue 17.15 – 19.00h.	RUP – ROOD	GL*3: Social challenges in relation to social cohesion and diversity: a practical perspective	Dr. Jolien Geerlings, Project Leader Discrimination, Movisie
		1. Wed 09.00 – 10.45h. 2. Wed 09.00 – 10.45h. 3. Wed 11.00 – 12.45h. 4. Wed 11.00 – 12.45h.	LANG – G218 LANG – G224 LANG – G218 LANG – G224	Tut*5:	Course readings from WK5 required for active participation.
6(41)	06-10 / 13-10	Mo 11.00 - 12.45h.	BOL – 1.204	Lec*6: Social challenges in work and care: a research perspective	Read Doucet (2021); Morgenroth et al. (2020); Perry-Jenkins and Gerstel (2020). Want additional information on work-family in the Dutch welfare state? Read Den Dulk and Yerkes (2016). On capabilities for work-life balance? Hobson (2014). Self study.
		Tue 17.15 – 19.00h.	RUP – ROOD	GL*4: Social challenges in work and care: a practical perspective	Esther Hendriks, Director, MantelzorgNL and Foundation of Work and Informal Care
		1. Wed 09.00 – 10.45h. 2. Wed 09.00 – 10.45h. 3. Wed 11.00 – 12.45h. 4. Wed 11.00 – 12.45h.	LANG – G218 LANG – G224 LANG – G218 LANG – G224	Tut*6	Course readings from WK6 required for active participation.
7(42)	13/10	Mo 11.00 – 12.45h.	BOL – 1.204	Exam preparation	Send questions for exam preparation NO LATER THAN Wednesday, 8 October, 17:00h.
	15/10	Wed 17.00 – 19.30h. Wed 17.00 – 20.00h.	EDUC – GAMMA RUP – 005	FINAL EXAM – 2.5 hours Special circumstances (3 hours)	Self-study / group study.
				NO LECTURES OR TUTORIALS: Finalizing video presentations	Self-study / group study.
(44)	29/10	1. Wed 09.45 – 10.45h. 2. Wed 09.45 – 10.45h. 3. Wed 12.00 – 13.00h. 4. Wed 12.00 – 13.00h. Wed 11:00 – 11:45h.	LANG – G218 LANG – G224 LANG – G218 LANG – G224 LANG – G218	Tut*7 VIDEO PRESENTATIONS Exam discussion	Presentation of group-based videos. 45 minutes for discussion of exam. Attendance optional.
(47)	18/11	Tu 17.00 – 19.30h. Tu 17.00 – 20.00h.	RUP – 033 RUP – 031	RESIT FINAL EXAM – 2.5 hours Special circumstances (3 hours)	Self-study / group study.
(49)	3/12	Wed 11.00 – 11.45h.	ONLINE	Exam discussion	Discussion of exam resit. Attendance optional.

14. DETAILED COURSE SCHEDULE (WEEK BY WEEK)

WEEK 1: SOCIAL CHALLENGES, POLICIES AND INTERVENTIONS: A WELFARE STATE AND SOCIAL POLICY PERSPECTIVE

NOTE! THIS LECTURE TAKES PLACE ON TUESDAY EVENING.

Lecture 1: The development of post-war European welfare states took place among very favourable conditions. Now, 80 years later, contemporary welfare states face more, and more complex, social challenges. During this lecture we will briefly discuss the historical development of social policy within welfare states and reflect on why current social challenges are so difficult to address. We will touch on political philosophical approaches to the role of the state, giving explicit consideration to the role of social policy in addressing social challenges.

Note: Students are expected to have watched the introductory knowledge clip before attending the first lecture (available on Brightspace). Also, if you have limited or no knowledge of social policy or the welfare state, you are highly recommended to watch the knowledge clips available on Brightspace.

Tutorial 1: During this first tutorial, you will have a chance to be introduced to your fellow students and discuss the overall approach and purpose of the tutorials. The remainder of the time will be spent working in small groups to link key concepts underlying this course.

WEEK 2: SOCIAL CHALLENGES, POLICIES AND INTERVENTIONS: THEORETICAL PERSPECTIVES

Lecture 2: During this lecture, we will focus on various theoretical perspectives that will be used throughout the course to understand how and why welfare states differ in their approach to social challenges. We will also focus on individuals and groups within these welfare states, considering explanations for why some individuals and groups face greater uncertainty and inequality and how social policies and interventions may counter these uncertainties and inequalities. We will draw in particular on the social psychological perspective of the social identity approach and the political philosophical/social policy perspective of the capability approach. Do you have limited or no knowledge of the social identity approach and/or the capability approach? Be sure to watch the knowledge clips.

Tutorial 2: During this tutorial, we will return to the mindmaps made in week 1 to consider how the theoretical perspectives used in this course relate to each other, linking micro and macro-level explanations.

WEEK 3: SOCIAL CHALLENGES IN RELATION TO SOCIAL COHESION AND DIVERSITY: RESEARCH AND PRACTICAL PERSPECTIVES

Lecture 3: Why do some people see the inflow of people with a migration background into Europe and the increase in ethnic diversity in society as an opportunity, while others see it as a social challenge? In this lecture we will explore different perspectives that can help us understand how people perceive newcomers and diversity. For example, we will discuss the role of social identity and intergroup contact and their potential to increase social cohesion by positively influencing people's perceptions of newcomers. We will also consider how migration relates to the welfare state by examining the perceptions of social rights of people with and without a migrant background, for example by discussing the concept of welfare chauvinism. Finally, we discuss possible practices and policy solutions to promote inclusive societies.

Guest
Lecture 1: During this guest lecture, Dr. Jolien Geerlings (Movisie), will provide insights from the field on social challenges relating to social cohesion and diversity, discussing dilemmas facing policymakers and practitioners in contemporary society.

Tutorial 3: During this tutorial, we will continue to discuss the literature and topics covered during this week's lectures.

WEEK 4: SOCIAL CHALLENGES IN HEALTH AND WELLBEING: RESEARCH AND PRACTICAL PERSPECTIVES

Lecture 4: This lecture looks at social challenges in relation to health and wellbeing. We start by looking at the relationship between welfare states, health, and health inequalities, also in relation to capabilities. We then consider how health inequalities may be related to social identity. During the second half of the lecture, Dr. Eva Vernooij will join us to provide a medical anthropological perspective used to assess the attraction of HIV-related social networks and the formation of shared biological and social identities in eSwatini, the country with the world's highest HIV prevalence. Through investigating the stories of 18 HIV support group members, she shows how support groups are shaped by local actors to cater to a need for social solidarity that transcends diagnostic status and thereby move beyond international donors' HIV-centric rationales to use support groups as vehicles for expanding the roll-out of HIV medicines.

Guest

Lecture 2: During this lecture, Prof. Dr. Laura Shields-Zeeman (Trimbos Institute) will provide insights from the field on social challenges relating to health and wellbeing, with a particular focus on mental health.

Tutorial 4: During this tutorial, we will continue to discuss the literature and topics covered during this week's lectures.

Note: You will take the practice exam this week during the tutorial (bring your own laptop).

WEEK 5: SOCIAL CHALLENGES IN WORK AND CARE: RESEARCH AND PRACTICAL PERSPECTIVES

Lecture 5: This lecture looks at social challenges related to work and care. We will critically discuss these concepts, their connection, and how they relate to social policy. We also focus in-depth on the social challenge of reconciling work and care, considering the research state of the art. For example, how is care recognized and valued in society? What does this mean for individuals reconciling work and care in contemporary societies? What role might social identities play in the conflict some people experience in reconciling work and care?

Guest

Lecture 3: During this lecture, Esther Hendriks (MantelzorgNL (an informal care organization)) will provide insights from the field on social challenges relating to work and informal care.

Tutorial 5: During this tutorial, we will continue to discuss the literature and topics covered during this week's lectures. We also aim to discuss the outcome of the practice exam.

WEEK 6: SOCIAL CHALLENGES FOR THE CLIMATE AND SUSTAINABILITY: RESEARCH AND PRACTICAL PERSPECTIVES

Lecture 6: This lecture looks in-depth at social challenges related to the environment and welfare state sustainability. Climate change poses a major long-term challenge to societies worldwide, which also pose serious challenges to solidarity and social justice, and thus welfare state sustainability. At the same time, welfare states are dealing with significant societal challenges that further raise questions about the continued sustainability of this institution. This lecture will outline the key challenges around climate and sustainability and discuss potential policy solutions.

Guest
Lecture 4: During this interactive guest lecture, Olaf van der Veen, CEO of Orbisk. Orbisk is a start-up company aiming to reduce food waste through technology and AI. This conversation will provide key insights from the field on social challenges relating to climate change and sustainability from the perspective of sustainable food systems.

Tutorial 6: During this tutorial, we will continue to discuss the literature and topics covered during this week's lectures.

WEEK 7: EXAM

Monday: Exam preparation: 11:00-12:45h.

Wednesday: **EXAM. 17:00-19:30h.**

WEEK 9: GROUP VIDEOS

Tutorial 7: During this tutorial, each group will present their video. In between the tutorials, there is space to discuss the exam.

PERIOD 2: TUESDAY 18 NOVEMBER: **RESIT OF EXAM**. 17:00-19:30H.

14. ASSESSMENT MATRIX

	Exam (70%); Video (30%)	
Subject/ Learning Objective	*Remembering and Understanding*	*Applying and Analysing*
A To be able to define and compare societal challenges and explain why they matter for social policy and society in an independent and scholarly manner.	2 open essay questions Group-based video	Group-based video
B To be able to interpret and critically assess multiple theoretical approaches to societal challenges from an interdisciplinary perspective.	2 open essay questions	2 open essay questions Group-based video
C To be able to integrate insights from professionals with scientific and theoretical knowledge on societal challenges.		2 open essay questions
D To be able to apply and relate this combined academic and practical knowledge to challenges in health & well-being, combining work and care, climate change and sustainable behaviour, and social cohesion & diversity.		3 open essay questions Group-based video
E To be able to summarize and integrate this knowledge in written	2 open essay questions	2 open essay questions Group-based video

and verbal form, in a clear and well-organised manner.		
F To be able to understand how policy and intervention proposals are developed and implemented in a complex societal context, taking account of the specific characteristics and disciplinary backgrounds of the actors involved.		

15. RUBRIC: PRACTICE AND FINAL EXAM

Criteria (per question)	Insufficient	Sufficient	Points of excellence
Central argument	No clear central argument or analysis.	The central argument is mostly clear, and occasionally information is provided to support the argument. The analysis of this information is basic.	There is a clear central argument that is continually supported by providing clear information about the essay topic. The analysis of this information is thoughtful and in-depth.
Synthesis and conclusion	No synthesis or conclusion or an illogical conclusion.	The essay attempts to synthesize arguments and provide a logical conclusion.	Arguments are synthesized clearly, and a logical conclusion is provided that is substantiated by the arguments provided throughout the essay.
Structure / Organisation	Argument is not presented in a logical and organised manner. Ideas fail to make sense together.	The argument is generally arranged in a logical manner, some transitions are provided. Occasionally ideas fail to make sense together.	Argument is presented in a clear and logical manner, with smooth transitions and ideas clearly linked.

16. RUBRIC: GROUP-BASED VIDEO

Criteria (per question)	Insufficient	Sufficient	Points of excellence
Social Challenge (30%)	Presentation of the social challenge is absent or important aspects are missing, unclear or not supported by evidence. The pitch fails to convincingly explain why this challenge is the most pressing from a social policy and intervention perspective.	The social challenge is presented but not addressed completely, clearly or succinctly. The pitch explains in generic terms why this challenge is the most pressing from a social policy and intervention perspective, with some supporting evidence.	The social challenge is presented completely, clearly and succinctly. The pitch clearly argues why this challenge is the most pressing from a social policy and intervention perspective. Supporting evidence as well as references to the course literature are included.
Policy proposal (40%)	Presentation of the policy intervention to tackle the social challenge is absent or important aspects are missing or unclear.	A mostly clear description of the proposed policy intervention to tackle the social challenge is presented with some examples and a mostly coherent argumentation for why this response it appropriate.	The proposed policy intervention is described in a clear and detailed manner and includes a well-argued and consistent explanation of the appropriateness of the intervention, with clear examples and references to theoretical perspectives from the course literature.

Structure / Organisation (15%)	Argument is not presented in a logical and organised manner. Ideas fail to make sense together.	The argument is generally arranged in a logical manner and is somewhat engaging.	Argument is presented in a clear and logical manner, with smooth transitions and ideas clearly linked. The pitch is engaging, succinct and to the point.
Presentation (15%)	Substantial technical issues with audio or visual materials included in the video.	The video is reasonably well edited, sound and visual materials are clear. Any visual materials match the content of the pitch.	The video looks professional and makes excellent use of audio or visual elements that make the content of the pitch more engaging.