

Course Outline

Code: SCS235

Title: Social Justice, Welfare and the State

School:	Social Sciences
Teaching Session:	Semester 2
Year:	2020
Course Coordinator:	Dr Cathryn Morriss - cmorriss@usc.edu.au
Course Moderator:	Associate Professor Harriot Beazley

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

Debate about the appropriate role of the state in welfare has been heightened by contemporary neoliberal reforms, including privatisation, managerialism, competition policy and economic globalisation. These developments have impacted upon welfare provision, on economic policy and social equity and wellbeing. This course explores the domestic and international factors that have shaped the welfare system in Australia with a strong focus on contemporary developments.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Understand the complex relationship between welfare service provision, economic management and social equity which underpins the western welfare system	1, 2, 3	Knowledgeable.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Understand the major debates in neoliberal welfare reform and the implications for contemporary and future welfare outcomes	1, 2, 3	Sustainability-focussed.
Appreciate the values and ideologies that underpin welfare reform, and self-reflection on personal values	1, 2, 3,	Ethical.
Capacity to critically analyse contemporary welfare debate and reforms	1, 2, 3,	Creative and critical thinkers.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

This course assumes students have completed at least one sociology or politics course

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Case Study	Individual	30%	1500 word Essay	Week 5	Online Assignment Submission
2	Oral	Individual	20%	500-1000 Words Equivalent	Week 7-8	Discussion Board
3	Essay	Individual	50%	2000 word Essay	Week 12	Online Assignment Submission
			100%			

Assessment 1: A Case Study Report

Goal:	To apply your learning to a case study relating to an area of individual interest in social justice.
Product:	Case Study
Format:	Research Essay 1500 words
Criteria:	<p>This task will be assessed according to the level of achievement in the following criteria:</p> <ul style="list-style-type: none"> • Content: The content must be relevant, detailed and critical, demonstrating a critical understanding of the relevant sociological theories to explain the social issues relating to the case study investigated. • Argument: The argument should be evident in the introduction and needs to be logically consistent and adequately supported through discussion and use of referenced evidence from scholarly sources. • Originality: The essay should exhibit originality and independence of thought. • Structure: The essay should be logically ordered, with an effective introduction, discussion and conclusion. There should be evidence of careful reading of your answers in the planning, preparation and writing. The essay should develop and argue a key thesis. • Expression: The essay must exhibit clear expression, correct grammar, punctuation and spelling. • Referencing: All quoting, paraphrasing and summarising of other people's ideas need to be precisely referenced (with author's name, year date and page number supplied) in the text and documented in a reference list as per the Harvard system.

Assessment Task 2: Online Presentation

Goal:	To explore and share professional / career applications of your understandings of social justice and welfare provisions,
Product:	Artefact - Creative, and Written Piece
Format:	Individual presentations
Criteria:	<p>This task will be assessed according to the level of achievement in the following criteria:</p> <ul style="list-style-type: none"> • Content: The content of your presentation must relate to a profession/work environment and demonstrate ways of practice to promote and support social justice. • It will be presented as a Blackboard Discussion forum entry in a format of your choosing from one of the following options: PPT /poster/video. • All students will offer written peer feedback on at least 2 of their peers' presentations. These must be posted on Blackboard in week 8.

Assessment Task 3: Research Essay

Goal:	To demonstrate your understanding of the central concepts presented in the course material in relation to the effectiveness and equity of the western welfare system.
Product:	Essay
Format:	This is an individual assessment. You are required to write a 2000-word research essay exploring social welfare provisions for disadvantaged groups in the Australian community. More information will be provided in class and on the course Blackboard site
Criteria:	<ul style="list-style-type: none"> • The required and other relevant key concepts/ideas are clearly and accurately explained; • Strong and accurate depth of understanding is demonstrated; • Information and ideas are clearly expressed, written in appropriate academic writing style; • Research sources are well-chosen and used well; correct in-text referencing/reference list format; • Conformity with word length.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 2 hours per week Tutorial: 1 hour per week
USC Fraser Coast	Lecture: 2 hours per week Tutorial: 1 hour per week

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study.

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

If standard graded course, add:

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie.
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au