SPSW1002 - Social Issues in the Human Services

Course Coordinator: Dr Alex Beveridge
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West Campus: Callaghan
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Email-Alex.Beveridge@Newcastle.edu.au

*Consultation Appointment Times: Monday 11.00 AM and Wednesday 10.00 AM or other times by arrangement

Semester 2 CALLAGHAN CAMPUS 2010

CTS information downloaded 14th July 2010
Date Issued: ACADEMIC WEEK 1 Thursday July 29th Semester 2, 2010

Signature:
SPSW1002 - Social Issues in the Human Services
Course Outline

Course Coordinator; Dr Alexander Beveridge
Semester 2 - 2010

Unit Weighting 10
Teaching Methods
Email Discussion Group
Lecture
Experience Based Learning
Self Directed Learning
Tutorial

Brief Course Description:
This foundation course explores social issues and social problems and critically analyses government and community welfare responses. This involves analysing programs, policies and interventions which deal with contemporary social issues and includes case studies from some of the following areas: children and families, youth, disability, alcohol and drug dependency, sexuality and gender, ageing, social exclusion and marginalisation. This coursework subject is significantly anchored within social constructionist theory and practice.

Social constructionism or social constructivism is a sociological theory of knowledge that considers how social phenomena develop in particular social contexts. Within constructionist thought, a social construction (social construct) is a concept or practice which may appear to be natural and obvious to those who accept it, but in reality is an invention or artefact of a particular culture or society.

Social constructs are generally understood to be the by-products (often unintended or unconscious) of countless human choices rather than laws resulting from divine will or nature. This is not usually taken to imply a radical anti-determinism, however. Social constructionism is usually opposed to essentialism, which defines specific phenomena instead in terms of trans-historical essences independent of conscious beings that determine the categorical structure of reality.
A major focus of social constructionism is to uncover the ways in which individuals and groups participate in the creation of their perceived social reality. It involves looking at the ways social phenomena are created, institutionalised, and made into tradition by humans. Socially constructed reality is seen as an ongoing, dynamic process; reality is re-produced by people acting on their interpretations and their knowledge of it.

Contact Hours
On-Campus
Lecture for 1 Hour per Week for the Full Term
Tutorial for 2 Hours per Week for the Full Term

ONLINE-Not Available 2010
Email Discussion Group for 2 Hours per Week for the Full Term
Self Directed Learning for 1 Hour per Week for the Full Term
On campus students participate in lecture and tutorial.
Distance Education Students participate in email discussion group and self directed learning.

Learning Materials/Texts
A Book of Readings [Volumes 1 and 2] can be purchased from UniPrint-Lower Level, Student Union Building Shortland Campus.

Recommended Texts and Electronic Books: SPSW1002.

Beasley, Chris
Contents: Introduction; PART I - Gender/Feminist Studies; 1 Gender and Feminism: an Overview; 2 Modernist Emancipatory Feminism: Liberal Feminism ´Wollstonecraft to Wolf; 3 Liberal Feminism: Nussbaum; 4 Gender Difference Feminism: Women-Centred´ Identity Politics to Sexual Difference ´Rich to Grosz; 5 Postmodern Psychoanalytic Feminism: Sexual Difference; 6 Differences: Feminism and ´Race´/Ethnicity/Imperialism (REI) hooks to Spivak; 7 REI Feminism: hooks; 8 Postmodern Feminism: Butler; 9 Queering Gender/Queer Feminism:Butler, Whittle; PART II Sexuality Studies
Burr, Vivien
An introduction to social constructionism / Vivien Burr
Published   London ; New York : Routledge, 1995
LOCATION   CALL NO. 302 BURR
Auch -Bk-3 Day Loan.

Gergen, Kenneth J.
Summary : Recent attempts to challenge the primacy of reason - and its realization in foundationalist accounts of knowledge and cognitive formulations of human action - have focused on processes of discourse. Drawing from social and literary accounts of discourse Gergen considers these challenges to empiricism under the banner of "social construction." His aim is to outline the major elements of a social constructionist perspective, to illustrate its potential, and to initiate debate on the future of constructionist pursuits in the human sciences generally and psychology in particular. Realities and Relationships not only integrates the many voices of anti-empiricist criticism, it positions us to consider alternative conceptions of knowledge, new vistas for human science, and transformations in cultural practice

Heiner, Robert,

Hibberd, Fiona J
Social Constructionism. [electronic resource] Published Dordrecht: Springer, 2005 Lib. Has INTERNET ACCESS
Contents: 1. Social Constructionism as a Metatheory of Psychological Science; 2. Relativism and Self-Refutation; Non-Factualism; 3. The Received View of Logical Positivism and Its Relationship to Social Constructionism; 4. Conventionalism; Meaning as Use; 5. Phenomenalism and Its Analogue; 6. Conclusions and Speculations.

Leon-Guerrero, Anna.
C Coast -Quarto Book Q361.10973 LEON 2009
This Second Edition of Anna Leon-Guerrero’s Social Problems textbook humanizes social problems and addresses their consequences while emphasizing community awareness and action. The text focuses on inequalities, examining how race and ethnicity, gender, social class, sexual orientation, and age determine our life chances. Each chapter includes a discussion of relevant social policies or programs and highlights how individuals or groups have made a difference in their communities. Although the book looks primarily at the United States, global perspectives are interwoven where appropriate. Pedagogical features and a companion study site provide a platform for discussion that encourages critical thinking about the problems presented

Lock, Andy
Contents: 1 Introduction; 2 Giambattista Vico; 3 Phenomenology; 4 Hermeneutics; 5 Marxism and language; 6 Lev Vygotsky; 7 Meanings and perspectives: George Herbert Mead and Jakob von Uexküll; 8 Ludwig Wittgenstein: 'Shewing the fly out of the bottle'; 9 Gregory Bateson: A Cybernetic View of Communication and Human Interaction; 10 Sociologies ḥMicro and Macro: Garfinkel, Goffman and Giddens; 11 Sources of the
self; 12 Michel Foucault and his challenges; 13 Discourse analysis; 14 Ken
and Mary Gergen; 15 Rom Harr.

Loseke, Donileen R.,
“Thinking about social problems : an introduction to constructionist
Auch - Short Loans 361.10973 LOSE 2003
Problems -- 2. Claims-Makers and Audiences -- Pt. II. Constructing
-- 5. Constructing Solutions -- Pt. III. From Social Constructions to Social

Jeffery Sobal and Donna Maurer, (eds), “Weighty issues : fatness and
thinness as social problems “/ Jeffery Sobal and Donna Maurer, editors,
Hawthorne, N.Y. : Aldine de Gruyter, 1999

Auch - Short Loans 306.461 SOBA-1 IN LIBRARY
C Coast - Book 306.461 SOBA-1 IN LIBRARY

Sobal and Donna Maurer -- Pt. II. Historical Foundations. 2. Children and
Weight Control: Priorities in the United States and France / Peter N.
Stearns. 3. Fat Boys and Goody Girls: Hilde Bruch's Work on Eating
Disorders and the American Anxiety about Democracy, 1930-1960 / Paula
Saukko -- Pt. III. Medical Models. 4. Constitutional Types, Institutional
Forms: Reconfiguring Diagnostic and Therapeutic Approaches to Obesity
in Early Twentieth-Century Biomedical Investigation / Mark T. Hamin. 5.
Defining Perfect and Not-So-Perfect Bodies: The Rise and Fall of the
"Dreyer Method" for the Assessment of Physique and Fitness, 1918-26 / 
David Smith and Sally Horrocks -- Pt. IV. Gendered Dimensions. 6. Ideal
Weight/Ideal Women: Society Constructs the Female / Nita Mary McKinley.
Germov and Lauren Williams 8. Fleshing Out the Discomforts of
Femininity: The Parallel Cases of Female Anorexia and Male Compulsive
Bodybuilding / Martha McCaughey -- Pt. V. Institutional Components. 9.
Commodity Knowledge in Consumer Culture: The Role of Nutritional Health
Promotion in the Making of the Diet Industry / S. Bryn Austin. 10. Meanings
of Weight among Dietitians and Nutritionists / Ellen S. Parham -- Pt. VI.
Collective Processes. 11. Too Skinny or Vibrant and Healthy?: Weight
Management in the Vegetarian Movement / Donna Maurer. 12. The Size
Acceptance Movement and the Social Construction of Body Weight / 
Jeffery Sobal
Summary: "Many people consider their weight to be a personal problem: when, then, does body weight become a social problem?" "The chapters in this volume offer several perspectives that can be used to understand the way society deals with fatness and thinness. The contributors consider historical foundations, medical models, gendered dimensions, institutional components, and collective perspectives. These different perspectives illustrate the multifaceted nature of obesity and eating disorders, providing examples of how a variety of social groups construct weight as a social problem."

Turner, Bryan
The New Blackwell Companion to Social Theory. [electronic resource]
Chichester : John Wiley & Sons, Ltd., 2009 Lib. Has INTERNET ACCESS


Course Objectives
1. Be able to critically analyse the construction of social issues and social problems.
2. Explore government and community welfare responses to identified problems.
3. Understand the policy making process, how history informs current policy, the structure(s) within which policy is located, and how to participate in the policy making and social change process.
4. Develop an awareness of social, professional and personal values, how they differ across cultures, class and social contexts, and their influences on individual and community responses to issues.
5. Skills in writing academic essays, reports, tutorial presentations, research, theoretical and methodological skills.

Course Content
1. Major Frameworks and competing explanations.
3. Social actors in social problems.
4. The Government and corporate power.
5. World population and global inequality.
7. Threats to the environment.
8. Problems of inequality including poverty and wealth; race and ethnicity; gender, sexualities and sexual practices; age; the economy of work; education; families and intimate relationships; health care and medicine; crime and delinquency; substance abuse;
9. Evaluating social programs.
10. Strategies and tools for social change.

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>On campus and distance education students: Essay (2500 words) 60%.</th>
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<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Distance Ed students only: Minor Assignment (1500 words) 40%</td>
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<tr>
<td>Essays / Written Assignments</td>
<td>On campus students: Group Tasks. These will be non-graded assessment items (satisfactory/unsatisfactory result.) Students must successfully complete these assessment items to pass the course. Students will be given advice and</td>
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assistance to meet the criteria for these tasks as published in the course outline.

<table>
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<tr>
<th>Presentations – Individual</th>
<th>On campus students: Individual Seminar Presentation (1500 words) 40%.</th>
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</thead>
</table>

Distance Education students: Contribution to Discussion Group on the course Blackboard site. These will be non graded assessment items (satisfactory/unsatisfactory result). Students must successfully complete these assessment items to pass the course.

**Assumed Knowledge:**
SPSW1001 Introduction to Human Service and Community Welfare.

**Callaghan Campus Timetable**

<table>
<thead>
<tr>
<th>SPSW1002</th>
<th>SOCIAL ISSUES IN THE HUMAN SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enquiries: School of Humanities and Social Science</td>
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<tr>
<td>Semester 2 - 2010</td>
<td></td>
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<tr>
<td>Lecture and Tutorial</td>
<td>Thursday 14:00 - 15:00 [SRLT1]</td>
</tr>
<tr>
<td>or Thursday 11:00 - 13:00 [GP3-24]</td>
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<tr>
<td>or Thursday 9:00 - 11:00 [GP2-12-2-14]</td>
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**Written Assignment Presentation and Submission Details**

**Students are required to submit assessment items by the due date.** Late assignments will be subject to the penalties described as follows:
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 12 or 14 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
• By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:
  ➢ Level 3, Shortland Union, Callaghan
  ➢ Level 2, Student Services Centre, Callaghan
  ➢ Ground Floor, University House, City
  ➢ Opposite Café Central, Ourimbah
• Date-stamping assignments: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

NB: Not all of these services may apply to the Port Macquarie Campus.

• Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
• Keep a copy of all assignments: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Academic Integrity
Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.
There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

• the falsification of data

• reusing one’s own work that has been submitted previously and counted towards another course (without permission)

• misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

• copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
• failure to identify direct quotation through the use of quotation marks

• working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty. For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may –

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

As it is an expectation that ALL Essays will be submitted to turnitin, only “turnitin” submitted essays will be assessed.

Major Essay 60% -minimum 2,500 word limit-exploration and critique to be submitted Academic Week 13 Thursday November 5th.
Prior to final submission, all students have the opportunity to submit multiple drafts of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result – in the course to which the assessment item contributes – has been posted. If a final result in the course has been posted, the student must apply under 'Procedures for Appeal Against a Final Result' (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student's final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - 'Re-marks and Moderations - Procedure 000769' available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Refer - 'Guide to the Assessment Policies and Procedures of the University of Newcastle - Guideline 000779' available @ http://www.newcastle.edu.au/policylibrary/000779.html (section 6.8.2.viii)

Preferred Referencing Style

In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). For further information on referencing and general study skills refer - 'Infoskills' available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html
Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites. Refer - 'Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

Dean Of Students: Assoc Prof Stewart FRANKS

Phone: +61 2 4921 5806
Facsimile: +61 2 4921 7151
Email: Dean-of-Students@newcastle.edu.au
Dean of Students Office
Student Services Centre
Room SC3.05, Level 3
The University of Newcastle
Callaghan, 2308
NSW, Australia

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability
| Assessment Items | 1. Seminar Presentation 40% -minimum 1,500 word limit summary to be submitted *one week after presentation.*  
2. Essay  60% -minimum 2,500 word limit-exploration and critique to be submitted *Academic Week 13 Thursday November 5th*  
3. Ungraded Group Task - Satisfactory/Unsatisfactory  

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**Task 1: Seminar Presentation**  
[*Readings are available for purchase at UniPrint NUSA services (East Campus-located northern side of student union building Callaghan): note there are 2 books  
(a) covering: Weeks 1-7 , and  
(b) covering: Weeks 8-13].  

Students will allocate themselves to small teams who will be responsible for critically examining *one of the set readings* and will present their review to the large group. It is an expectation that the presentation is an engaging process, not merely “reading from prepared notes”. Students are encouraged to consider ways of *constructing activities and small group tasks* which are linked to the readings. This more active approach to learning (through engaging peers in an experiential task) will hopefully encourage greater connection to the material under examination. *Additionally, students are asked to construct a set of questions as an anchor point to the material under discussion and as a tool to stimulate discussion.*  

Summary notes compiled to support the seminar are to be submitted *one week* after the presentation [minimum 1,500 words].  

**Assessment Criteria**  
- Engagement with audience  
- Creativity and ability to devise novel and engaging materials  
- Coherent Communication of Ideas and Debates to peers  
- Capacity to generate critical inquiry and broad discussion  
- Ability to foster positive interpersonal interactions  
- Demonstrated Reading and personal reflection  
- Capacity for Analysis and Critical Thinking
Synthesis and integration of Wide Literature
Clarity and Coherence of Summary Notes
Organisation and Presentation of summary paper

Task 2: Major Essay : Word limit Maximum 2,500
Due Date: Academic Week 13 Thursday November 5th

Students are asked to critically examine a contemporary social issue from a Social Constructionist framework (potential topics can be chosen from areas of personal interest, current media debates, themes raised during the course, and policy concerns such as those interrogated in semester 1 etc).

Students may choose to compare and or contrast one other major analytic approach (i.e., contrasts and comparisons can be drawn from Structural-functional, Social-conflict perspectives or Feminist critiques.

This written assignment will be considered from the following criteria:
- Demonstrated reading, reflection and appropriate referencing,
- Capacity to apply a Social Constructionist framework, and general understanding of other explanatory models,
- Critical thinking, synthesis and analysis of issues,
- Clarity and coherence of argument and development of debates,
- Presentation, Organisation and Structure of the paper.

Group Task-Ungraded [Weeks 12 & 13]

“Problem-Based Scenario”
Students are to assume that, as members of the Newcastle Youth Interagency Network, they have been asked to develop a brief presentation that can be made to various groups in the local community. The purpose of the presentation is to challenge the social constructions of young people who commit crimes and responses to youth crime. Alternatively, students may wish to explore another area of concern relevant to youth which encompasses the broad realm of Youth Culture, Sexualities and Gender, Rights, Citizenship and Social Inclusion. The presentation needs to be creative and informative. The presentation should include:
an overview and critique of issues relating to youth crime and young offenders;
the range of new approaches to deal with youth crime and young people who have committed crime, including an explanation of case management approaches and strengths-based ideas focused on capacity building;
a critical review of the opportunities, constraints and dilemmas of current approaches to dealing with youth crime;
examples of social constructions of youth crime and contemporary law and order approaches as social problems, and arguments to challenge each of the examples.
critically explore and apply a Social Constructionist critique to a contemporary issue relevant to Youth Culture, Sexualities, Gender, Rights, Citizenship and Social Inclusion.

Students will work in small groups of 4 - 5 to prepare a 15-minute presentation as outlined above.

Assumed Knowledge

SPSW1001 or equivalent

Callaghan Campus Timetable

SPSW1002 SOCIAL ISSUES in the HUMAN SERVICES

Semester 2 -

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Thursday</th>
<th>14.00 - 15.00</th>
<th>SRLT1</th>
</tr>
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<tbody>
<tr>
<td>Or</td>
<td>Thursday</td>
<td>15.00 - 17.00</td>
<td>W308</td>
</tr>
<tr>
<td>Or</td>
<td>Thursday</td>
<td>11.00 - 13.00</td>
<td>GP3-24</td>
</tr>
<tr>
<td>Or</td>
<td>Thursday</td>
<td>9.00 – 11.00</td>
<td>GP2-12-14</td>
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SPSW1002 SOCIAL ISSUES AND THE HUMAN SERVICES

<table>
<thead>
<tr>
<th>LECTURE: RESOURCE SESSIONS</th>
<th>Thursday 14:00 - 15:00</th>
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<tr>
<td>Room SRLT1</td>
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Week 1
30th July


Week 2
6th August

Social Constructionism- The question of ideology: social interests and social constructions.

Week 3
13th August

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<tr>
<th>Week 4 20th August</th>
<th>Unlived Lives: Adolescent Suicide-Rural Services.</th>
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<tbody>
<tr>
<td>Week 5 27th August</td>
<td>Anti-Oppressive Models of Youth Work: Gender and Sexualities</td>
</tr>
<tr>
<td>Week 6 3rd September</td>
<td>Youth Suicide and Depression: Case Management.</td>
</tr>
<tr>
<td>Week 7 10th September</td>
<td>Mental Health: Social Policy Initiatives and Responses. Misogyny Or Madness?</td>
</tr>
<tr>
<td>Week 8 17th September</td>
<td>Trigger Film: “A Clockwork Orange”</td>
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<tr>
<td>Week 9 24th September</td>
<td>Social Construction of Gender.</td>
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**RECESSION**
Monday 28th September-Friday 9th October

<table>
<thead>
<tr>
<th>Week 10 15th October</th>
<th>Sexuality, Gender and Disability Issues.</th>
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<tbody>
<tr>
<td>Week 11 22nd October</td>
<td>Sexuality, Gender and Health Services</td>
</tr>
<tr>
<td>Week 12 29th October</td>
<td>Masculinity Scripts, Presenting Concerns, and Help Seeking: Implications for Practice and Training</td>
</tr>
<tr>
<td>Week 13 5th November</td>
<td>Queer Media Representations and Rights Activism.</td>
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**SEMINAR READINGS**
*NOTE: STUDENTS ARE REQUIRED TO ANCHOR ONE READING ONLY. THE OTHER MATERIAL IS FOR ADDITIONAL RESEARCH AND IS RELEVANT AS BACKGROUND TO THE INDIVIDUAL ASSESSMENT TASK.*

**Week 2. August 5th 2010**

OR
Week 2. Contd.


Week 3. August 12th


Week 4. August 19th


Week 5. August 26th


Week 6. September 2nd


**Week 7. September 9th**


**READINGS WEEKS 8 –14**

n.b. Second Book of Readings Required

**Week 8. September 16th**

**Week 9. September 23rd**


**SEMESTER 2 RECESS Monday 27th September – Friday 8th October**
Week 10. October 14TH


Week 11. October 21st


Week 12. October 28th


**Week 13. November 4th.**


<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Percentage Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upward</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>