



Course Outline (Higher Education)

School:	School of Arts
Course Title:	HISTORICAL AND CONTEMPORARY ISSUES IN SOCIAL WELFARE
Course ID:	GCSCS6002
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	090501

Description of the Course:

This course enables students to develop a critical understanding of the historical and philosophical debates that underpin contemporary social welfare debates in the context of community human services work in Australia and other cross-national contexts. It covers the history of social welfare and how this has shaped long standing debates on the role of social responsibility vs social contract, social justice and charity and the role of community and human service professionals and social welfare. This courses analyses the historical implications of s social welfare debates in the context of social policies, such as poverty, homelessness, refugees and displaced persons, gender based violence, disability and family violence.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:**Knowledge:**

- K1.** Describe and contextualise the philosophical, historical and political developments within liberalism and the welfare state in the context of community human services work in Australia and other cross-national contexts.
- K2.** Demonstrate a capacity to examine and evaluate the theories that underpin long standing conflicts in social welfare centred on social responsibility vs social control, and social justice vs charity.
- K3.** Evaluate a variety of social policies and strategies that impact on social welfare debates in Australia and other cross-national contexts.
- K4.** Recognise the impact of social welfare policies on professional/personal values in practice.

Skills:

- S1.** Identify and debate issues of social and economic inequality in welfare provision in Australian and crossnational contexts using advanced, independent research skills.
- S2.** Apply social welfare theories to critique contemporary social policies in the Australian and other cross-national contexts.
- S3.** Demonstrate written and oral proficiency by developing coherent arguments related to social welfare policies.
- S4.** Recognise how personal/professional values can be influenced by broader social welfare theories.

Application of knowledge and skills:

- A1.** Recognise and evaluate how historical debates in social welfare impact on contemporary social policies in the Australian and cross-national contexts.
- A2.** Apply theories of social welfare to contemporary social policies in the community human services context.
- A3.** Recognise and evaluate how standpoints shape professional practice.

Course Content:

Topics may include:

- what is social welfare;
- theories and philosophies underpinning historical debates in social welfare;
- the origins of social welfare frameworks, charity or entitlement, social justice and social welfare, Is it sate responsibility or private responsibility;
- rise of Civil Society Organisations, social movements, progressive social policies in the Australian and cross-national contexts, Critiques of social welfare, service delivery models and methods and;
- role of community human service organisations.

Values:

- V1.** Identify values that shape social welfare standpoints and the impact they have on contemporary social policies.
- V2.** Demonstrate critical self-awareness and reflection of personal and professional values and their impact on professional practice.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate](#)

[Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3 S1, S2 A1, A2	AT1 AT2 AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	N/A	N/A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3, K4 S2, S3, S4, A3	AT1 AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, S1, S3 A2	AT1 AT2 AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3 S1, S3 A2	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S3, S4, A1, V1	Participate in collective learning through a critical book review and developing class/on line discussion questions on social welfare theories.	Simulation exercise with written component	30-45%
K2, K3, S2, S3, A2, A3, V1	Develop a coherent analytical paper by choosing a contemporary social issue either in the Australian or a cross-national context.	Critical issue analysis paper	30-45%
K1, K2, K3, K4, S1, S3, V2	Active engagement in all aspects of the course (attend at least 80% face-to-face classes or engage in at least 80% on-line discussion forums; complete all assigned course readings and note-taking; discuss readings in a clear and reasoned manner; make informed contributions to learning activities).	Participation and contribution	10-25%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)