

## PPMN90003 Social Policy: Special Topics

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. May, Parkville - Taught on campus. Semester 1, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: Semester 1: A 2-hour seminar per week for 12 weeks March: 3 x one-day seminars May: 4 x one-day seminars Total Time Commitment: Total of 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	Public Policy or Sociology at Undergraduate level
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Coordinator:</b>	Dr Irma Mooi-Reci
<b>Contact:</b>	<b>Semester 1:</b> Dr. Irma Mooi-Reci: <a href="mailto:irma.mooi@unimelb.edu.au">irma.mooi@unimelb.edu.au</a> ( <a href="mailto:irma.mooi@unimelb.edu.au">mailto:irma.mooi@unimelb.edu.au</a> ) <b>March:</b> Dr. Martina Boese: <a href="mailto:m.boese@unimelb.edu.au">m.boese@unimelb.edu.au</a> ( <a href="mailto:m.boese@unimelb.edu.au">mailto:m.boese@unimelb.edu.au</a> ) <b>May:</b> Professor Shelley Mallett: <a href="mailto:s.mallett@unimelb.edu.au">s.mallett@unimelb.edu.au</a> ( <a href="mailto:s.mallett@unimelb.edu.au">mailto:s.mallett@unimelb.edu.au</a> )
<b>Subject Overview:</b>	Semester 1: <b>Special Topic: <i>Changing Labour Markets and Social Inequality</i></b> Labor markets have undergone substantial changes over the past decades. Trends of globalization, de-industrialization, increasing (youth) unemployment, changing gender roles and demographic ageing have transformed substantially the nature of employment relationships and work in advanced economies. Labor force has become more diverse in the composition of workers – with more women, older workers and immigrants – while more divided by people's education, race and gender. In this subject we will investigate how changes in the labor market institutions, as well as changes in the organization and composition of workers have produced disparities in careers, wages and labor market dynamics within and across generations over the past decades. To address these issues, the subject combines insights from sociological and economic labour market theory, ranging from classic human capital and job search models to more sociological approaches that emphasize the structure of organizations and institutions within a comparative perspective. We will use this theoretical background to discuss more recent empirical work about e.g., changing work and employment relationships; transformation of job histories and careers; the rising wage and gender inequality; the role of welfare states and institutions; discrimination in the labour market; and the intergenerational transmission of (dis)advantage. Through active in-class discussions, quizzes and exercises students will learn how to interpret labour market theories and critically assess empirical work.

March:

Special Topic: ***Social Policy: Immigration, multiculturalism and employment***

The subject engages with the theoretical and practical challenges migration and the ensuing cultural diversity present to social policy and program design with a focus on the area of employment. Drawing on current research and policy from the Australian and international contexts, it critically examines employment-related inequalities and injustice faced by immigrants in different welfare contexts. The subject explores the links between current immigration policy trends and social policies and investigates the role of multiculturalism as social policy. A range of policies, programs and practice will be analysed through different theoretical lenses in relation to their multi-cultural constituencies. On completion of this subject students should have developed and applied a critical understanding of the conceptual and practical significance of immigration and cultural diversity for social policy design.

May:

Special Topic: ***Homeless Youth in Focus***

Youth homelessness emerged as a social issue in the 1980s. Since then, reduced full-time employment opportunities for school leavers and rising housing costs have reshaped the transition from adolescence to adulthood.

But what is the problem? How do young people become homeless? What factors are to blame: Social and economic policies, family breakdown, or young people's risk-taking behaviour? How have changes in the youth transition impacted on young people's pathways in and out of homelessness?

What role do governments and other policy practitioners play in managing youth homelessness? How can social research be applied to improve policy design and program delivery? Which policy frameworks make a difference? What are the key challenges faced by practitioners and service providers?

Taking youth homelessness as a case study, this subject aims to equip students with the critical and practical skills necessary to make a positive contribution to contemporary social policy. Integrating conceptual and programmatic insights it will not merely ground students in the policy context under study, but also enhance their professional capacity to apply this knowledge to broader practice.

During the course students will visit the Education First Youth Foyer at the Kangan Institute in Broadmeadows.

**Learning Outcomes:**

**Semester 1:**

Upon successful completion of this subject students are expected to:

- # Name, define and interpret basic concepts and components of labor market theories;
- # Have a critical understanding of the sources and consequences of changing labour markets for individuals working lives, their employment opportunities and the fortunes of their families;
- # Reflect upon and critically discuss recent empirical work;
- # Provide a thorough and critical analysis of literature on this topic.

**March:**

Upon successful completion of this subject students are expected to:

- # Have a critical understanding of the key challenges concerning the relationship between immigration, multiculturalism and social policy;
- # Have a critical understanding of the ways in which different welfare states have responded to these challenges;
- # Have an ability to critically analyse social policies and programs in the context of immigration and cultural diversity.

**May:**

On completion of this subject students should have developed:

- # A critical understanding of how social problems are framed;
- # A critical understanding of the factors that shape young people's pathways through homelessness;

	<ul style="list-style-type: none"> <li># Knowledge of the key conceptual frameworks that have informed contemporary social policy responses to youth homelessness;</li> <li># The capacity to critically review the relevant research literature and synthesise findings; and</li> <li># An enhanced capacity to apply these insights to program design, delivery and evaluation.</li> </ul>
<b>Assessment:</b>	<p>Semester 1: A research paper of 1000 words (20%) due mid-semester, and a research essay of 4000 words (80%) due during the examination period. Hurdle Requirement: This subject has a minimum Hurdle Requirement of 75% seminar attendance. Regular participation in tutorials is required. All pieces of written work must be submitted to pass this subject. Assessment submitted late without an approved extension will be penalised at 10% per working day. In-class tasks missed without approval will not be marked. March: A research paper of 1000 words, on a question as guided by the subject co-ordinator (20%) due 2 weeks after the delivery of the subject, and a research essay of 4000 words, on a question as guided by the subject co-ordinator (80%) due 8 weeks after the delivery of the subject. Hurdle Requirement: As this is an intensively-taught subject, seminar attendance is compulsory on all 3 days. Regular participation in class is required. All pieces of written work must be submitted to pass this subject. Assessment submitted late without an approved extension will be penalised at 10% per working day. In-class tasks missed without approval will not be marked. May: A research paper of 1000 words, due 2 weeks after the end of the teaching period (20%); A research essay of 4000 words, due 8 weeks after the end of the teaching period (80%). Hurdle requirement: As this is an intensively-taught subject, seminar attendance is compulsory on all four days. Regular participation in class is expected. Required reading may be downloaded from the subject's LMS page four weeks prior to commencement. Both written assessment tasks must be submitted to pass this subject. Assessment submitted after the due date without an approved extension will suffer a penalty of 10 per cent per day.</p>
<b>Prescribed Texts:</b>	A subject reader will be available
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject students should:</p> <ul style="list-style-type: none"> <li># be able to demonstrate competence in critical, creative and theoretical thinking through essay writing, seminar discussion and presentations, conceptualising theoretical problems, forming judgments and arguments from conflicting evidence, and by critical analysis;</li> <li># be able to demonstrate proficiency in the application of policy analysis skills to empirical problems;</li> <li># be able to demonstrate an understanding of the academic protocols of research and presentation.</li> </ul>
<b>Related Majors/Minors/Specialisations:</b>	<p>100 Point Master of Public Policy and Management  100 Point Master of Social Policy  150 Point Master of Public Policy and Management  150 Point Master of Social Policy  200 Point Master of Public Policy and Management  200 Point Master of Social Policy  Public Policy and Management  Public Policy and Management</p>