1. General Course Information

1.1 Course Details

Course Code:	**1008CCJ**
Course Name:	**Understanding Social Problems**
Trimester:	**Trimester 1, 2020**
Program:	Diploma of Criminology and Criminal Justice
Credit Points:	10
Course Coordinator:	Sheena Fleming
Document modified:	13ᵗʰ January 2020

Course Description

This course introduces students to the importance of understanding social problems, such as crime, in social context. It addresses key questions about the society we live in and provides a critical analysis of the ways in which social problems become defined. This includes an exploration of the combination of objective and subjective criteria that vary across societies, among individuals and groups in society, and across historical time periods. In so doing, it will demonstrate that social problems may be seen as socially and historically constructed categories. Students will be introduced to different ways of thinking about social problems and these different perspectives will be applied to a variety of social concerns (for example, illegal drug use, domestic violence, terrorism, environmental pollution). Students will develop skills in understanding and analysing a range of concepts, theories and perspectives on social life. A key objective is to foster a critical and interpretive understanding of the dynamic relationship between the individual and society.

Assumed Knowledge

There are no prerequisites for this course

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Sheena Fleming	sheena.fleming@staff.griffithcollege.edu.au
Nicole Ryan	Nicole.ryan@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to introduce students to the broad spectrum of social theory and emphasises critical analysis of established theories that explain human experience. The course is divided into four parts. Part 1 (weeks 1-4) introduces the central themes and concerns that define ways of thinking about social problems. It explores competing definitions of social problems and outlines the major theoretical perspectives employed by sociologists to understand social life and problems in the social world. Part 2 (weeks 5-7) focuses on, and attempts to explain, the social problems that people experience in their day-to-days lives. This includes, problems of health and well-being, family problems and the so-called 'problem of crime'. Part 3 (weeks 8-10) explores social inequalities, examining how inequality pervades the social world and how this has an impact on people's lives. Part 4 (weeks 11-12) explores the nature of social change in the 'global village'. It examines how and why our world is changing so rapidly and considers the implications of this for the future. Globalisation has complex consequences and the course will conclude with a critical consideration of how the sweeping forces of globalisation affect our everyday lives, for better or worse.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate an understanding of key concepts in sociology and the study of social problems
2. Apply these concepts and perspectives to an analysis of social problems in everyday life, problems of social inequality and problems associated with globalisation.
3. Demonstrate how a sociological imagination might be applied to key concerns within criminology and criminal justice
4. Provide evidence of effective research and information searching skills
5. Present work clearly in accordance with appropriate academic standards
6. Undertake positive and productive study skills and effective time management

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Knowledge and skills with critical judgement	✓	✓	✓
Communication and collaboration skills	✓	✓	✓
Self-directed and active learning skills	✓	✓	✓
Creative and future thinking skills	✓	✓	✓
Social responsibility and ethical awareness	✓	✓	
Cultural competence and awareness in a culturally diverse environment	✓	✓	

3. Learning Resources

3.1 Required Resources

Bessant, J and Watts, R (2007). Sociology Australia, 3rd edition. Crows Nest, NSW: Allen and Unwin.

3.2 Recommended Resources

Lecture notes, notices and other issues relating to the course will be made available through the Griffith College portal.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Academic Integrity Tutorial - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	What is sociology? What is a social problem?	Class	Bessant (Chapters 1 & 2); Reading (1)	1,2,3
2	Thinking about social problems 1	Class	Bessant (Chapter 3); Reading (2)	1,2,
3	Thinking about social problems 2	Class	Bessant (Chapter 3); Reading (3)	1,2,
4	Thinking about social problems 3	Class	Bessant (Chapter 3); Reading (4)	1,2,3
5	Problems of health and well-being	Class	Bessant (Chapter 16); Reading (5)	1,2
6	Family problems	Class	Bessant (Chapter 7); Reading (6)	1,2
7	Crime and social control	Class	Bessant (Chapter 17); Reading (7)	1,2
8	Poverty and economic inequality	Class	Bessant (Chapter 13); Reading (8)	1,2
9	'Gender', 'sexuality' and the problem of equality	Class	Bessant (Chapter 9); Reading (9)	1,2
10	'Race', ethnicity and marginalisation	Class	Bessant (Chapter 11); Reading (10)	1,2
11	Environmental problems	Class	Bessant (Chapter 19); Reading (11)	1,2
12	Conflict, war and terrorism	Class	Bessant (Chapter 20); Reading (12)	1,2

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Quiz	20%	1,2,3	Week 5
2	Mindmap Presentation	35%	1,2,3,4,5,6	From Week 4 - 12
3	Policy/program Proposal	45%	1,2,3,4,5,6	Week 12

5.2 Assessment Detail

Quiz
Learning Objectives Assessed: 1, 2, 3
Due Date: Week 5
Weight: 20%
Task Description:

Students will undertake an in-class quiz to test knowledge of sociological concepts and theories presented in Weeks 1-4

The quiz consists of multiple choice, true/false questions, and short-answer questions.

Further information about the quiz will be provided in class.

Mindmap Presentation
Learning Objectives Assessed: 1, 2, 3, 4, 5, 6
Due Date: In class from week 5 - 12
Weight: 35%
Presentation time: 15-20 minutes

In pairs, students will select a social problem from a list provided in class in week 1. The social problems will be from different topics covered across weeks 5 to 12. Students will present their mindmaps in class in the corresponding week for the chosen topic. Students are to design a concept map that demonstrates the causes and consequences of a social problem using free mindmapping software called Mindomo (or other free online services). Students are to use the software to create their mindmap and attach notes of research, journal articlesm web sites, images, youtube videos, news articles etc to the relevant nodes included in the mindmap.

The mindmap is to identify/demonstrate the following:

- A comprehensive understanding of their chosen social problem
- Identify and articulate what the 'causes' of their chosen social problem are
- Identify and articulate what the possible consequences are of their chosen social problem
- Demonstrate a comprehensive understanding of the relationships that are present between the social problem, the 'causes' and the 'consequences'

- o Why/how can the 'causes' lead to the chosen social problem?
- o Why/how can the chosen social problem result in the identified consequences
- o What empirical evidence has been used, and where was this evidence sourced from?
- Why the social problem is important, and why it needs to be addressed?

The theoretical framework(s) that best explains the concept map, or part thereof.

Policy Proposal
Learning Objectives Assessed: 1, 2, 3, 4, 5, 6
Due Date: Written Assessment, policy/program proposal
Weight: 45%
Due Date: Week 12 Monday @ 11:55pm
Word Length: 1500 – 2000 words Maximum (Approximately 500-700 words per section)

Building from the work students completed in their second assessment, students are to design a new policy, program and/or intervention for the Queensland government to trial that addresses their chosen social problem from assessment 2.

The assessment (i.e. the proposal) will consist of three parts.

Part 1: Justification for 'why' the government needs to address the social problem. (Weighting 15%)

In this section students are to explain why it is important for their chosen social problem to be addressed. Remember when making proposals to government they want to know what the consequences are if no course of action is taken, and what the proposed benefits are if 'effective' action is taken. In other words, what are the consequences and for who if no action is taken, and what are the benefits and for who if action is taken. This section should be informed by literature.

Part 2: Explanation of the proposed policy, program, and/or intervention. (Weighting 15%)

In this section students are to first provide a summary of what the aim(s) of their proposed policy, program, and/or intervention is designed to achieve. Second, students are to provide a detailed description of their proposed policy, program, and/or intervention would entail. Students should be allowing the literature to inform their ideas on what policy, program and/or intervention is proposed as they will need to justify their decisions in part 3.

Part 3: Justification/Evidence of the policy, program, and/or interventions effectiveness. (Weighting 15%)

In this section students are to use empirical and theoretical sources to explain why their proposed policy, program, and/or intervention is appropriate and effective for addressing the social problem. Using empirical sources students will provide evidence that demonstrates the effectiveness of their proposal and explain 'who' it is effective for. Also, using theoretical sources students are to explain 'why' it is effective, and whether there are any possible limitations (i.e. manifest or latent consequences) of their proposed policy, program, and/or intervention.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.

3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

   The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.