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**SOCL 100**

**INTRODUCTION TO SOCIAL POLICY**

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Office Hours: **M/W/F** 12:00-1:00pm

**T/Th** (upon email coordination)

Prerequisite: None

Credit Hours: 03

**Course Description**

Social policy is the response of government and society to challenges rooted in culture, economics, work, and health. The objective of social policy is to promote holistic wellbeing across society, especially in consideration of marginalized groups such as the impoverished, elderly, women, children, refugees and racial and religious minorities. This course will aim to identify the social factors that shape the process through which social policies are made. Theories of social policy and evidence of policy implementation which promote wellbeing will be discussed, along with their limitations and strengths. The difficulties in emulating social policy across countries due to differences in social and environmental backgrounds and the importance of developing region-specific policies will also be deliberated. Some of the specific topics that will be covered during the course include: ethics and risk; employment and poverty reduction; access to education and healthcare; housing and equality; and globalization and welfare.

**Student Learning Objectives**

At the end of the course, students will be able to:

1. Recognize and understand key concepts in social policy, such as welfare state, inequality, interest groups, social movements, institutions, and culture

2. Gain knowledge about the theory, development and implementation of social policy

3. Learn about the functions and impact of different social policy initiatives across the world

4. Develop skills for reading, case-study analysis and critical dialogue related to social policy measures

5. Become familiar with the contemporary challenges in relation to a social protection floor for disadvantaged groups

**Course requirements**

Classes will be conducted in an interactive method with a learning environment aimed to invite discourse and discussion. Students must be prepared for pre-reading before classes and for surprise quizzes. This will be a paperless course and all presentations, course book, supplementary reading material will be uploaded on FCCU Moodle.

**Attendance**- 10% of the final grade reserved for overall attendance. Above 80% attendance is mandatory for eligibility to give the final exam. After three consecutive absences a formal application (email) is required to continue with the course.

**Quizzes and Essay Assignments-** 10% of the final grade will be reserved for quizzes and essay assignments. A week’s time will be given to students for preparation of both.

**Class Debates and Note-taking**- 5% of the final grade will be reserved for class debates and note-taking. Class debates will take place after each topic has been covered and it is expected that students will be taking notes in each class.

**Community Service Activity and Group Presentation-** 10% of the final grade will be allocated based on the community service activity and/or group presentation. Students will be allocated to a group, which will choose a community problem and then develop ideas for improvement and intervention based on research. Though a community service field trip will be planned, involving research and an intervention, the external visit may not always be possible due to unexpected holidays and safety or permission issues. In which case, the community service activity will involve only group research and a group presentation.

**Midterm and Final Exams**- 20% and 30% of the final grade will be reserved respectively for the midterm and final exams. The written examination will include a compulsory section with 5 short questions (Section A) and an essay section, requiring one essay to be answered only, with options from each topic covered (Section B). This however may be changed based on online mode of instruction to support students with a more convenient and fair assessment, e.g. an open book viva and/ or submission of an essay exam from home.

**Final Course Paper**- 20% of the final grade will be reserved for a compulsory course paper submission. Each student will have to submit an independent paper before the final exam for this course. The topic must be submitted within two weeks of classes and the literature review of this paper must be submitted before the mid-term exam. The topic may be on: ‘any social policy issue in Pakistan’. The final paper will be uploaded by each student on Moodle. Turnitin will be used to identify a similarity index.

**Final Course Paper Presentations**- 10% of the final grade will be reserved for class presentations. Presentations will be of the final course paper in power point. The week for presentations will be 2 weeks before the final exam. These presentations aim to develop student communication skills and also prepare them for healthy feedback and incorporation of improvements in their final submission.

**A summary of the breakdown of the final grade is as follows:**

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| --- | --- |
| Item | Grade Percentage |
| Attendance | 10% |
| 4 Quizzes | 5% |
| 3 Written assignments | 5% |
| Class Debate | 2% |
| Note-taking | 3% |
| Community Service Activity/ Group Presentation | 10% |
| Midterm Exam | 20% |
| Final Course Paper (E Submission on Moodle Turnitin) | 10% |
| Presentation of Course Paper | 5% |
| Final Exam | 30% |
|  | ***100%*** |

**Academic Integrity and Plagiarism Policy**

Students must write their assignments in their own words after a careful academic literature review. Whenever students take an idea from another author, they must acknowledge this by using quotation marks where appropriate and by proper referencing through APA citations. Plagiarism is a major scholastic offence and for the Department of Sociology FCCU, it is defined as:

“Plagiarism, or literary theft, is defined as appropriating the literary composition of another person, including parts, passages, or language of the writing, and passing off the appropriate material as one’s own. Plagiarism is the failure to give proper credit or citation to one’s sources of information. It includes the failure to use conventional methods of documentation for material quoted or paraphrased. Additionally, plagiarism includes allowing someone else to compose or rewrite an assignment for a student.”

***Please refer to university policy for more information. If plagiarism is observed disciplinary action will be taken.***

**Essay Guidelines (APA formatting)**

One class will be dedicated and material will be uploaded on Moodle for guidance on:

- Conducting an academic literature review

- Avoiding plagiarism

- Following APA guidelines for formatting of paper, in-text citation and end of paper referencing

All essays submitted from home and the final course paper must follow APA standards of academic writing and include academic references. For a quick guide to APA formatting, please visit: <http://www.lib.usm.edu/index.php?id=81>

Templates will be provided (on Moodle) to students for:

- Undergraduate Academic Essays

- Literature Review

- Final Course Paper

**Policies for Assignment Deadlines, Absences for Quizzes/ Exams, &**

Students must submit all their work on the given time. A mandatory written explanation is needed for acceptance of late submission or request for repeat quizzes/ exams.

Students are responsible for staying up to date with all assignments and lectures. As all material will be uploaded on Moodle, students are accepted to catch up on their own when they are absent for a class and also to visit the instructor during office hours for assistance as early as possible.

Students are also expected to spend time for study of this course outside class equivalent to the in-class time.

**Text and Course Readings:**

The following E-book will be assigned for reading: Bochel, H., Bochel, C., Page, R., & Sykes, R. (2009), Social Policy Themes, Issues and Debates, Pearson Education.

Additional course readings, as required, will be uploaded on Moodle to aid student learning and provide recent case-studies of policy implementation.

**Weekly Course Coverage-**

|  |  |  |
| --- | --- | --- |
| **Week/**  **Topic** | **Reading** | **Broad Coverage** |
| Week 1 |  |  |
| Class Orientation;  Introduction to Social Policy | Chapter 1 | -The definition of social policy  - The relationship with other social science disciplines, such as economics, politics or sociology, and with many professional courses, such as social work, public policy, housing or nursing.  - social policy movement from welfare state towards a much broader consideration of provision by the public, private,  voluntary and informal sectors |
| Week 2 |  |  |
| Basic Theories of Social Policy | Chapter 1 | - Social Democratic Thought and the Fabian tradition  - The New Right and other ‘anti-collectivists’ argument (Adam Smith Institute)  - Leftist argument through Marxist ideology  - The Feminist approach |
| Week 3 |  |  |
| The socio-economic context  of social policy | Chapter 2 | - Changing patterns of employment and integration of women and emergence of the informal sector/ service industry  - Changing shape of families and family life, and the impact of key demographic changes on national communities |
| Week 4 |  |  |
| Ethics, Risk and Social Policy | Chapter 4 | - Perspectives of ethical issues in social policy address choices between delivering a policy based on:  - social needs and social problems,  - notions of rights, equality, social justice and choice,  - efficiency and effectiveness, or  - based on altruism and reciprocity.  - The difficulty of applying ethical theory in practice due to  subject to interpretation, contestation and conflict. |
| Week 5 |  |  |
| Ethics, Risk and Social Policy | Chapter 4 | - Some issues and cases will be discussed such as abortion, adoption and euthanasia, food and nutrition, practitioner-patient relationship  - Importance of ‘risk’ and some of the implications that different interpretations of this have for social policy, whether in relation to fears about food safety, choices in healthcare, or the balance between public and private provision, and role and place of charging and rationing. |
| Week 6 |  |  |
| Alternative approaches  to social policy | Chapter 8  (Chapter 16 for case on social housing) | -Alternative approaches to social policy provided by state, including: theoretical perspectives developed by Marxists, feminists and the Greens  - a range of views on the benefits and problems of capitalism and the arguments for and against a welfare state  - Different perspectives on the benefits system, housing, health and healthcare and alternatives to the state provision of welfare services. |
| **Mid-term Exam** | | |
| Week 8 |  |  |
| ‘Race’, ethnicity and  social policy | Chapter 17 | - the operationalisation of the concepts of ‘race’, ethnicity and race relations, and the relationship between them;  - racialised immigration and refugee policy, through  which the state has signalled the inferior status of people of minority ethnic origin in the welfare state;  - the economic status of minority ethnic groups in the labour market, particularly the persistence of income inequalities, and the role and impact of anti-discrimination measures in mitigating racial injustice;  - Issues and policy developments in four areas of social policy – policing, schooling, housing and mental healt |
| Week 9 |  |  |
| Income maintenance  and taxation | Chapter 9 | - the size and role of social security spending; and the size and role of taxation  - public attitudes towards both systems  - how these systems have developed/ challenges, and possible reforms |
| Week 10 |  |  |
| Work and welfare | Chapter 10 | - the important changes taking place in the labour market, and why there do not seem to be enough jobs to go round;  - wages and working hours; the informal economy; regulation of employment and workers’ rights  - how to manage unemployment through social policy |
| Week 11 |  |  |
| Education and  Social policy | Chapter 11 | - the level of resources available to schools, colleges and universities, including how higher education in particular should be funded;  - how to measure and improve levels of performance, both of educational institutions and of individuals;  - the best means of providing education and the relative roles of governmental organisations and individuals in creating frameworks and exercising choice;  - questions over the relationship between inequality and education and the role of education in reducing or mitigating inequality |
| Week 12 |  |  |
| Health and Social Care | Chapter 12 & 15 | - the nature, scale and complexity of adult health and social services available to support people in the community;  - social policy and policy debates for best practices to promote health and wellbeing  - mixed economy of care as a means of making services more responsive to the needs of individuals and achieving greater  cost-efficiency |
| Week 13 |  |  |
| Children, families and  Social policy | Chapter 13 | - the extent of demographic change and family diversity  - debate over state involvement in family  - the ways in which policy initiatives in relation to parenting impact unequally on mothers and fathers  - contrasting perspectives on child protection |
| Week 14 |  |  |
| Crime, criminalisation and  Social policy | Chapter 14 | - define ‘criminology’ and discuss relationship between ‘criminal justice’ and social policy  - explores the contemporary shift in focus from ‘crime’ to ‘antisocial behaviour’ as illustrative of a broader trend in blurring the boundaries between welfare and control,  between regulating public and private life, and between criminal and social ‘justice’  - sanctioning of comparable forms of trouble as either criminal or social problems; seizing and envisaging decriminalisation |
| Week 15-16 |  |  |
| Presentations and Revision | -PowerPoint Presentations for **course paper**  -Final submission of **course paper**  ***-Revision and Q&A session for finals*** |  |
| **Final Exams** | | |

FCCU faculty and the courses you study are committed to promoting FCCU essential core values, which exemplify the FCCU motto, “By love, serve one another.” You are advised to read the core values (1. Integrity; 2. Excellence; 3. Respect; 4. Discipline & Accountability; 5. Fairness and Justice; 6. Service; and 7. Community) and other rules and policies of your university in detail for strict adherence:

<https://www.fccollege.edu.pk/wp-content/uploads/2012/09/Final-intermediate-handbook-2012-1.pdf>