



# SOC 346

## Profit, Protest, Policy: Changes in Market Society

S1 External 2014

*Sociology*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

Unit description

This unit offers a senior-level overview of some of the main changes in the relationship between economy and society since the 1970s. It has a particular focus on the rise of neoliberalism and the ascendancy of the market. It does this from a number of perspectives drawing on both political economy and sociology. The unit will examine changes in the structure of the economy, such as the rise of global corporations and finance, as well as changes to working life and to the systems of social protection provided by the welfare state. Key themes will include the rise of precarious employment, inequality and the increasing importance of risk and uncertainty.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Students will be able to describe a number of theoretical approaches to the relationship between the economy and the welfare state

Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems

Students will be able to apply ideas from political economy and political sociology to recent developments in the global economy and in the development of social policy

Students will be able to analyse how policy development is influenced by macro economic and political forces

Student will appreciate the ethical dimensions of challenges confronting contemporary societies and be able to reflect strategically on how these can be addressed

Students will be able to work in teams to construct a collective understanding of social issues and promote collaboration

Students will understand how the structure of the economy is shaped by civil society and collective social action

## Assessment Tasks

Name	Weighting	Due
<u>Short Exercise</u>	20%	Monday 31st March
<u>Group Presentation</u>	15%	Weeks 8-12
<u>Individual reflection</u>	15%	Two weeks after presentation
<u>Issue or policy analysis</u>	40%	Monday 16th June
<u>Seminar participation</u>	10%	Ongoing

### Short Exercise

Due: **Monday 31st March**

Weighting: **20%**

This exercise is designed be an early opporunity to engage with the course concepts and get some feedback. The first part of the course examines a number of approaches to how the economy influences political developments. Your task is to choose one of three readings and discuss its conception of this relationship, and to provide a critical review of this approach.

This is a short exercise, you are not expected to read widely and do further research. Instead the aim is to engage more deeply with the reading, unpacking its argument. Obviously it is also a relatively short exercise, so you do not need to go into great detail. Instead you should identify the logic of the argument. You should also reflect critical on this logic. That does not mean rejecting it, but rather thinking through potential limitations and strengths. How does the framework you are discussing help us to better understand how politics and policy develop alongside the economy; where does it fall short or even limit our understanding?

#### Readings:

Double Movement. Polanyi, K. 1944, "The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money," *The Great Transformation: The Political and Economic Origins of Our Time*, Boston: Beacon Press, 68-76.

Class Alliances. Korpi, W. & M. Shalev 1979, 'Strikes, industrial relations and class conflict in capitalist societies', *British Journal of Sociology*, 30(2): 164-187.

Class and risk. Baldwin, P. 1990, 'Introduction (extract)', *The Politics of Social Solidarity: Class bases of the European welfare state 1875-1975*, Cambridge: Cambridge University Press, 1-31.

On successful completion you will be able to:

- Students will be able to describe a number of theoretical approaches to the relationship between the economy and the welfare state
- Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems

## Group Presentation

Due: **Weeks 8-12**

Weighting: **15%**

In the first three weeks of the course we will form into small groups (both in class and on-line for external students). Each group will take a week between weeks 8-12 and be responsible for making a presentation and leading discussion. As this is a senior and smaller unit, the format is negotiable and flexible. You should discuss this in your group and then with the course convener in advance of the presentation.

The aim of the presentation is to provide an overview of the readings and the key theme for the week, and then to lead the class through a discussion. Your job is both as a presenter and a facilitator. Don't feel like you have to offer all the answers yourselves. Instead, you need to set up the framework for a discussion. Your presentation should make sure everyone is on the same page and knows what aspects of the week's readings and themes you are focusing on.

For those on campus, you might like to consider how you will use the space and time. We have a three hour block, which means we can be quite flexible. There will normally be a lecture, there is some flexibility there also. You may wish to use some other material (a YouTube clip, newspaper article, photo, etc); you might break the class into smaller groups. Much of this also applies to external students. But externals should also think about how to engage with online discussion for the week.

To help you work all this out we have set up chatrooms in iLearn. The first step is to work out what week you want to present. You then enroll in that week in the link on the unit home page. Once you are enrolled in a group (e.g. Week 9) you can then access a chat room where only the members of your group have access and can discuss what you plan to do for that week.

If you are not sure what to do, just have a chat with the course convener. The object here is to give you scope to take the subject in directions that you find most interesting. You will be assessed based on how clearly your approach links to the course themes, and how you have encouraged discussion. Of course, things don't always go to plan - and we want to encourage you to take some risks. So as long as your approach is clear, if it doesn't quite work, that won't effect your mark.

You will need to submit a one-page summary of your presentation, along with any materials or files you use (such as a powerpoint). This will be a group submission and can either be done by email or through the discussion board (we'll discuss this more in class).

Each of you will then submit a separate reflection on how your group effort went. In this you need to explain the approach your group took to the task, how the presentation and discussion went, and then critically reflect on what came out of the discussion. This can include what insights the group gained, or how the discussion was more limited than you had hoped. Again, even if things don't go according to plan, that's fine, what's important is that you reflect on this and learn from it.

**Individual submissions are made through this Turnitin assignment in iLearn.**

The task is worth a total of 30%. Half of this (15%) will be based on the presentation and discussion itself. This will be a group mark, and so will be the same for all members of the group. The other half (15%) will be based on your individual reflection.

Group submission

Word limit: 500 words plus attachments

Due: Same day as presentation

On successful completion you will be able to:

- Students will be able to describe a number of theoretical approaches to the relationship between the economy and the welfare state
- Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems
- Students will be able to apply ideas from political economy and political sociology to recent developments in the global economy and in the development of social policy
- Student will appreciate the ethical dimensions of challenges confronting contemporary societies and be able to reflect strategically on how these can be addressed
- Students will be able to work in teams to construct a collective understanding of social issues and promote collaboration
- Students will understand how the structure of the economy is shaped by civil society and collective social action

## Individual reflection

Due: **Two weeks after presentation**

Weighting: **15%**

This is the individual component of the group seminar presentation. This is a reflective paper, focusing on what you learned from the week as well as evaluating the seminar. You will need to explain the approach your group took to the task, how the presentation and discussion went, and then critically reflect on what came out of the discussion. This can include what insights the

group gained, or how the discussion was more limited than you had hoped. Again, even if things don't go according to plan, that's fine, what's important is that you reflect on this and learn from it.

**Individual submissions are made through this Turnitin assignment in iLearn.**

Individual submission

Word limit: 750 words

Due: Two weeks after the presentation

On successful completion you will be able to:

- Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems
- Students will be able to work in teams to construct a collective understanding of social issues and promote collaboration
- Students will understand how the structure of the economy is shaped by civil society and collective social action

## Issue or policy analysis

Due: **Monday 16th June**

Weighting: **40%**

In this assignment you have a choice of two types of writing. You can either choose a policy analysis or a more traditional essay. The policy analysis will focus on one area of social policy in a particular country. You will need to outline the policy area, major debates and changes in recent years, and provide an analysis in terms of the key themes of the course. For example, you might focus on higher education and changes to the system of student fees in Australia. You might then explore how this has been influenced by the fiscal constraints on the state and the dominance of market-orientated economics; or on the role of student social movement activity. This form of assignment is more like a report. You need to provide critical analysis, but you can use sub-headings, dot points, etc for setting out your piece. Some parts of the report might be largely factual, with the analysis confined to a separate section.

Alternatively, you can choose a more traditional essay focused on a theme or area of social life. This could include work life, families, political participation or media and public debate. Here the task is to discuss how this aspect of life has changed over the last 30 years. In particular, how has the rise of neoliberalism and market restructuring, as well as the rise of new social movements, effected how this part of life is organised.

**Word limit:** 2,500

On successful completion you will be able to:

- Students will be able to describe a number of theoretical approaches to the relationship between the economy and the welfare state

- Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems
- Students will be able to apply ideas from political economy and political sociology to recent developments in the global economy and in the development of social policy
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## Seminar participation

Due: **Ongoing**

Weighting: **10%**

As part of your involvement in the course you are expected to actively participate in seminars. This involves reading and thinking about the required readings each week. It also involves making some contribution to discussion. You will be assessed on the basis of your contributions in terms of both your understanding of the issues and your effort to engage with the subject matter. This is not a measure of *how much* you contribute, but of the *quality* of your contributions.

It is also important that everyone contributes in a way that promotes reasoned discussion and includes all. If you find it easy to contribute, be careful not to dominate debate. If you find it difficult, make an effort to get involved, or discuss the issue with your tutor so they can help you participate fully. Debating and discussing ideas is an important part of academic life and sociological inquiry.

On successful completion you will be able to:

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- Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems
- Students will be able to apply ideas from political economy and political sociology to recent developments in the global economy and in the development of social policy
- Student will appreciate the ethical dimensions of challenges confronting contemporary societies and be able to reflect strategically on how these can be addressed
- Students will understand how the structure of the economy is shaped by civil society and collective social action

## Delivery and Resources

### Classes

The unit has a single three hour class each week from 9am-12pm on Tuesdays. The format of the class will usually be a lecture followed by a break and a seminar/tute discussion. However, the format will change from week to week, and is designed to be flexible. We will be discussing how this will work in the first couple of weeks, and ideas on alternatives are welcome.

Later in the semester you will run part of one of the classes as part of your group assignment. Again, the format is flexible, so your group can suggest how you think it can work best. You do not need to run the whole class - there will still be a lecture or seminar - but you will need to introduce the readings and a discussion/exercise around the key themes.

### **Resources**

The readings for this unit are available from e-reserve from the Macquarie library. Links to each week's readings are available on iLearn under the week heading. There are also additional readings listed to assist you with further research for your seminar presentation or written assignments.

Other resources are also available through iLearn. This includes coversheets, university policies and access to study skills support.

### **Technology used and required**

The course requires you to work with iLearn to submit some assignments and contribute to discussion forums. You may also wish to use other technologies for your group presentation.

### **What has changed?**

This unit became the capstone for a new major, Political Economy and Social Policy last year. This is the second year the unit has had its current format, and it is largely the same as 2013. There are a couple of new readings, based on student feedback as well as new publications becoming available, and the introductory weeks have been reordered, again based on student feedback.

## **Unit Schedule**

### **Week 1. Overview**

This week is an opportunity to meet each other and get a sense of the course. We will go through the structure of the course and the assessment, and discuss how the sessions will run. There is a group work assignment in the unit, so this is also an opportunity for an initial discussion about potential groups and topics.

### **Week 2. The golden age of capitalism and the corporation**

This lecture sets the scene for our discussion of how capitalism has been changing in recent decades. Most theorists see a distinction between the post-War period (1945-1975) and the



period of economic restructuring and globalisation that followed. When we talk about how capitalism has changed, this is normally the reference point. But this is also an unusual period of economic development. Most developed economies had a long period of sustained economic growth, full employment and rising living standards. Internationally the world was divided between a capitalist west and communist east (and a third world that was not developed along industrial lines). This global situation created a 'cold war' - where there were no direct conflicts between major powers, but a series of 'hot wars' in the developing countries that were shaped by the capitalist/communist conflict. Within the capitalist world a set of international institutions (known as Bretton Woods) helped to coordinate international trade and investment. At the nation level, macro economic policies influenced by the ideas of economist John Maynard Keynes minimised the boom-bust cycle of markets. Much of this was underpinned by a dynamic sector of large corporations, which increasingly dominated a number of sectors of the economy; and a number of large trade unions which negotiated wages and conditions that proved influential across the economy. We explore this period and focus particular attention on how the economy and politics was shaped by large organisations - corporations, unions, mass political parties and the mass media.

### **Week 3. Class conflict and class compromise**

The next two weeks of the course focus on some of the most influential theoretical frameworks in political sociology for understanding the development of market society. This week we explore a set of theories that have traditionally constituted the most dominant approach - those that focus on class. To many theorists the central political developments in market societies can be understood as the outcomes of conflicts and compromises between different social classes. Sometimes this is explicitly Marxist and at other times it incorporates aspects of different parts of sociology, including Weber, which emphasise compromise between many different social classes. For much of the twentieth century class seemed to be the dominant category - and both radical and mainstream theorists tended to explain developments in terms of class. While this has now partly changed, its an important place to begin our discussion.

### **Week 4. The rise of the market and social resistance**

Last week we focused on class theories of social and economic development. This week we turn to the work of Karl Polanyi, which has become more popular in recent years. Polanyi was an Austrian economic historian and political economist who sought to explain the beginnings of the welfare state, as well as the rise of facism, as responses to the pressures coming from markets. But unlike class theories, Polanyi's emphasis is on how society as a whole responds to market pressures, rather than how particular class groups act. Polanyi's concept of the 'double movement' has since become an important part of current debates about globalisation and the global financial system. We will return to these broader implications towards the end of the course. But here we are interested in the idea that as the market economy develops and takes shape it generates social resistance, which in turn places limits on the operation of the market. And we ask - is this a useful way to understand the development of market societies?

### **Week 5. New challenges, new politics**

Much of the post-War world was built on the politics of class. The major political parties in each

country were defined to a large extent by class. The global order was organised around a capitalist west and communist east. The welfare state was framed around the risks faced by labour. From the 1960s this began to change. A series of new social movements emerged, based on social categories separate from class. Women, Aboriginies, colonised countries, homosexuals - all made claims for justice that were separate from class. And as protest increased and people took to the streets, new groups were mobilised, particularly students. This in turn reflected a new political and economic order. These movements were questioning not only the distribution of material resources, but the meanings attached to the economy. That economy had also changed dramatically. In many countries the working class now enjoyed a standard of living the equal of most middle class families in earlier times. There was a rapid growth in the numbers going to university, and of women entering the workforce. And this matched a shift in the economy, from factory to office, manufacturing to services, and from fordist to post-fordist production. This shift has broadly been described as the rise of post-materialism, and it not only changed the types of demands and industries dominant in many countries - it also transformed the nature of politics and the organisation of parties.

### **Week 6. Fiscal crisis and the service economy**

Alongside the rise of new social and political concerns during, the 1970s also witnessed the end of the Long Boom of the Golden Age. Initially associated with oil price shocks stemming from conflicts in the Middle East, this soon led to a rapid increase in both unemployment and inflation - known as stagflation. The US led war in Vietnam, alongside slowing domestic growth and a number of new social and environmental initiatives, had also produced a large and growing public deficit. This eventually led the US to leave the gold standard - ending a key part of the Bretton Woods system. This led many political sociologists to discuss the problem of 'fiscal crisis' - where governments are increasingly unable to raise the increasing revenues required to manage capitalist economies. The cause and consequences of this crisis continue to be disputed - whether it was over blown welfare states, the rising demands of more affluent populations, the ability of large corporations to 'externalise' their costs, the problem of slower productivity growth as the service sector replaced manufacturing, or a number of other causes. But it created a new set of challenges for democracies that the old Keynesian model seemed ill-equipped to deal with. Following the GFC many argue these problems have returned. Here we look to the economics behind the crisis of the welfare state.

### **Week 7. Neoliberalism, globalisation and economic restructuring**

The fiscal pressures on the state saw a backlash against the established post-War welfare state compromise. The election of Ronald Reagan as President in the United States and Margaret Thatcher as Prime Minister in the United Kingdom marked the beginning of the ascendancy of free market economic policies. Across the developed world policies of deregulation, privatisation and free trade were implemented. In the Global South, the policies were often more brutal, and associated with despotic governments. As these policies were implemented during the 1980s other reforms were taking place within the Soviet Union. There too, new social movements had

been demanding greater democracy and freedom. With a faltering economy, and with movements growing stronger, the communist governments began to collapse, signalling the end of the Cold War, and the triumph of capitalist liberal democracy. The economic restructuring which followed saw inequality in Russia increase more rapidly than virtually anywhere in history. It also saw a growing integration of global trade and investment - dubbed globalisation - and claims that the state itself would soon be an artefact of history. Here we look at the process of economic restructuring and how it can be understood - as a process of 'reregulation' in favour of powerful interests; or as a 'golden straightjacket' imposed on increasingly redundant states to promote prosperity. It is this process that dominated political debate and policy making up until the GFC.

### **Week 8. Financialisation, the crisis and austerity**

One of the striking features of the period of economic restructuring was the substantial growth of the finance sector. International finance was increasingly deregulated, contained a growing proportion of global income and was increasingly powerful in shaping the policies and choices of nation states. Individuals were increasingly required and encouraged to engage more directly with financial markets, through pension funds, credit cards and other products. Some theorists argued this constituted a process of 'financialisation', where capitalism shifted from a focus on producing physical commodities, to investing in financial products. The period was also associated with a number of financial crises, starting with the debt crisis in Latin America and Africa in the 1980s, the 1987 Wall St Crash, the 1990s East Asian financial crisis and the dot com bubble in the early 2000s. Many of these were devastating, particularly for those in the Global South. But it was not until the Global Financial Crisis in 2008 that such crises appeared to challenge the economies of the rich world. The GFC transformed politics and economics. Millions of people were losing homes and jobs. Whole national economies seemed on the brink of collapse. It seemed to challenge the dominant economic approach, possibly breathing new life into the older Keynesian policies. Huge public bailouts were introduced, creating enormous public debt in the place of the private debts they were supporting. This led to more plans for structural adjustment in countries like Ireland, Spain and Greece. These austerity politics have given rise to large public protests, and the sudden realignment of politics. Here we seek to understand the rise of finance, and the consequences of crisis and austerity.

### **Week 9. New risks, new welfare** (Guest lecturer: Adam Stebbing)

This week we switch track, from our overview of the development of market economies since the 1970s to a more detailed look at the implications for the welfare state. We begin with a question that has gained rapidly growing attention - the role of risk and how this has changed. We saw earlier how many see the rise of the welfare state as a response to the demands by the labour movement to protect workers from the risks of a market economy. But the nature of that compact was based on a very specific set of social norms, which saw a gender and racial segregation of work. New social movements began to challenge these norms, transforming society, work and the economy. In turn, this has transformed the nature of market risk. Social

policy theorists have argued that these new risks demand new forms of social protection. This week we examine those claims.

### **Week 10. Work and insecurity** (Guest lecturer: Shaun Wilson)

One of the most fundamental changes brought by neoliberalism in the rich countries of the world has been the end of full employment. Deregulation and rising unemployment have created a new kind of labour market. Fewer workers now have the same job throughout their working lives; and fewer have any form of permanent work. Casual and contract work are on the rise. This brings with it opportunities for flexibility, but also much greater uncertainty, and potentially much greater inequality. It potentially sees the rise of a new class division - the precariate - those who are in precarious forms of employment. This week we look to the labour market and how changes here have meant profound changes for the way we live our lives.

### **Week 11. Making markets in the state** (Guest lecturer: Toby Fattore)

Despite more than a decade of concerted attempts to reduce the size of the state, the size of social spending by the state didn't fall. Indeed, as we have seen, whole new areas of provision emerged, such as child care. And other areas - like health - continued to grow. But the nature of these services has changed. Increasingly governments have restructured public spending so that it mimics some of the features of markets. Funding for services is based on competitive tendering. In many instances governments now fund consumers of services, and allow them to spend their money on private services, like in child care. This potentially changes the nature of the public sector and social policy. This process is often called 'marketisation' because it changes the way public money is spent so that both producers and consumers behave as if they were in a private market. But it's not quite a private market either - because the state sets the rules. Here we look at the trend towards marketisation - what is driving it, and what are the consequences?

### **Week 12. Affluence, inequality and surveillance**

In our final substantial week we take a broader perspective on the changes that have taken place in the welfare state. In particular, we focus on two trends - the rise of inequality and the increase in paternalism and surveillance of those receiving very low incomes; alongside this we also explore how restructuring welfare has led to an increase in forms of public support for the better off. How do we explain this 'dual' welfare state? What is the appropriate role of social policy, and how is that linked to broader changes in the economy? Is the trend to growing inequality something to be addressed, and if so how?

### **Week 13. Conclusion**

This week we review the course.

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## **Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## **Student Support**

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## **Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## **Student Services and Support**

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## **Student Enquiries**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## **IT Help**

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems
- Students will be able to apply ideas from political economy and political sociology to recent developments in the global economy and in the development of social policy
- Student will appreciate the ethical dimensions of challenges confronting contemporary societies and be able to reflect strategically on how these can be addressed
- Students will be able to work in teams to construct a collective understanding of social issues and promote collaboration
- Students will understand how the structure of the economy is shaped by civil society and collective social action

#### Assessment tasks

- Individual reflection
- Issue or policy analysis

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcomes

- Students will be able to apply ideas from political economy and political sociology to recent developments in the global economy and in the development of social policy

- Students will be able to analyse how policy development is influenced by macro economic and political forces
- Students will be able to work in teams to construct a collective understanding of social issues and promote collaboration
- Students will understand how the structure of the economy is shaped by civil society and collective social action

## **Assessment tasks**

- Individual reflection
- Seminar participation

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Students will be able to describe a number of theoretical approaches to the relationship between the economy and the welfare state
- Students will be able to apply ideas from political economy and political sociology to recent developments in the global economy and in the development of social policy
- Students will be able to analyse how policy development is influenced by macro economic and political forces

## **Assessment tasks**

- Short Exercise
- Issue or policy analysis
- Seminar participation

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Students will be able to describe a number of theoretical approaches to the relationship between the economy and the welfare state
- Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems
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## **Assessment tasks**

- Short Exercise
- Group Presentation
- Individual reflection
- Issue or policy analysis

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems
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- Students will be able to analyse how policy development is influenced by macro economic and political forces
- Students will be able to work in teams to construct a collective understanding of social issues and promote collaboration



## Assessment tasks

- Group Presentation
- Issue or policy analysis

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcomes

- Students will be able to work in teams to construct a collective understanding of social issues and promote collaboration
- Students will understand how the structure of the economy is shaped by civil society and collective social action

## Assessment tasks

- Group Presentation
- Individual reflection
- Issue or policy analysis

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Students will be able to analyse how policy development is influenced by macro economic and political forces
- Students will be able to work in teams to construct a collective understanding of social issues and promote collaboration

## Assessment tasks

- Short Exercise
- Group Presentation
- Individual reflection

- Issue or policy analysis
- Seminar participation

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Students will be able to apply ideas from political economy and political sociology to recent developments in the global economy and in the development of social policy
- Student will appreciate the ethical dimensions of challenges confronting contemporary societies and be able to reflect strategically on how these can be addressed
- Students will understand how the structure of the economy is shaped by civil society and collective social action

### Assessment tasks

- Group Presentation
- Individual reflection
- Issue or policy analysis
- Seminar participation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Students will be able to assess the suitability of different theoretical approaches to different kinds social and policy problems
- Student will appreciate the ethical dimensions of challenges confronting contemporary societies and be able to reflect strategically on how these can be addressed
- Students will understand how the structure of the economy is shaped by civil society and

collective social action

## **Assessment tasks**

- Group Presentation
- Issue or policy analysis
- Seminar participation