

**City University of Hong Kong
Course Syllabus**

**offered by Department of Applied Social Sciences
with effect from Semester B 2017/2018**

Part I Course Overview

Course Title: Applied Sociology

Course Code: SS5400

Course Duration: One semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to

- engage students in the field and substance of applied sociology
- train students to apply sociological theories and methods to examine real social life issues
- strengthen students' understanding of how theories, concepts, and sociological research are central to social problem-solving, policymaking, and the skills required in a variety of occupational settings / in seeking improvements to public or organizational policies or programs.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|--|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Demonstrate sociological imagination by juxtaposing common sense with sociological understandings; | 20% | √ | √ | |
| 2. | Apply sociological perspectives to critically analyze social issues and social behavior; | 30% | √ | √ | √ |
| 3. | Apply appropriate methods and techniques to identify, investigate and actively seek solutions to social issues; and | 30% | √ | √ | √ |
| 4. | Enhance students' understanding of the real world from a more critical, reflexive and sociologically-informed perspective. | 20% | √ | √ | |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | | | Hours/week (if applicable) |
|---|---|----------|---|---|---|--|--|-------------------------------|
| | | 1 | 2 | 3 | 4 | | | |
| Lectures | To introduce sociological concept and theories, as well as to illustrate how sociological knowledge can be applied to improve public policies or to induce positive social changes. | √ | √ | √ | √ | | | |
| Group Project | Students are required to do a group project on a social issue / problem / situation / phenomenon in Hong Kong or China. Each group should also submit a written report. | √ | √ | √ | √ | | | |
| Group Presentation | Each group will be given 15 minutes doing their presentation. It should involve brief background of the issue; critical analysis, and recommendations. | √ | √ | √ | √ | | | |
| Class Assignments (individual / group) | Assignments are provided to help students understand the applications of sociological theories and related concepts. | √ | √ | √ | | | | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting | Remarks |
|--|----------|---|---|---|--|--|-----------|---------|
| | 1 | 2 | 3 | 4 | | | | |
| Continuous Assessment: 100% | | | | | | | | |
| Group Term Paper Each group has to write up a problem-solving proposal (3,000 words). And it should be about an applied research project which is supposed to improve an organization's sustainable development and it should be related to a specific sociological perspective / problem-solving approach. | | √ | √ | | | | 30% | |
| Group presentation Each group is required to do a presentation. The presentation is related to the problem-solving proposal | | √ | √ | | | | 15% | |

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|---|---|---|---|---|--|--|-----|------|--|
| that the group is going to submit. | | | | | | | | | |
| Class assignments (Individual / Group) Students are required to participate in a wide variety of assignments, ranging from assigned readings, video viewing, quiz and problem-solving.. | √ | √ | √ | √ | | | 20% | | |
| In-class quiz The in-class test (90 minutes) consists of multiple-choice type and short questions testing on students' understanding of concepts and principles of Applied Sociology. | √ | √ | √ | | | | 35% | | |
| Examination: ____% (duration: _____, if applicable) | | | | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---------------------------|---|---|---|--|---|---|
| 1. Group Term paper (30%) | <p>1. Organisation: Refers to format and presentation: logical structure, good use of headings where appropriate; effective presentation.</p> <p>2. Originality: Refers to original thinking, creativity, innovative analysis</p> <p>3. Analysis: Refers to the quality, clarity, and depth of the analytical work involved in addressing questions and issues</p> <p>4. Research effort: Includes resourcefulness, effort, and diligence in the search for and presentation of suitable information</p> <p>5. English writing: Grammar, spelling, sentence construction, etc.</p> <p>6. Referencing: Refers to</p> | An excellent paper; very good mastery of the ideas or concepts, with excellent or innovative analysis. A is on the edge of this category, but still very good | A solid paper with reasonably good analysis and use of information. | Documentation, analysis, writing, use of concepts, referencing, and effort are mostly adequate for a passing grade, but with enough flaws and shortcomings that it cannot be judged to be “good” or “very good”. | Barely a pass. Many serious flaws and shortcomings, but adequate effort and some research | Does not demonstrate the minimum research effort and documentation; or substantial plagiarism |

| | | | | | | |
|---|--|--|--|---|---|--|
| | the use of an accurate referencing system, appropriate citations in the essay, and avoidance of plagiarism. | | | | | |
| 2. Group presentation (15%) | <p>1. Organisation: Refers to format and presentation: logical structure, good use of headings where appropriate; effective presentation.</p> <p>2. Originality: Refers to original thinking, creativity, innovative analysis</p> <p>3. Analysis: Refers to the quality, clarity, and depth of the analytical work involved in addressing questions and issues</p> <p>4. Research effort: Includes resourcefulness, effort, and diligence in the search for and presentation of suitable information</p> <p>5. Ability in communication: English proficiency</p> | An excellent presentation; very good mastery of the ideas or concepts, with excellent or innovative analysis. A is on the edge of this category, but still very good | A solid presentation with reasonably good analysis and use of information. | Documentation, analysis, use of concepts, referencing, and effort are mostly adequate for a passing grade, but with enough flaws and shortcomings that it cannot be judged to be “good” or “very good”. | Barely a pass. Many serious flaws and shortcomings, but adequate effort and some research | Does not demonstrate the minimum research effort and documentation |
| 3. Class assignments (Individual / Group) (20%) | Ability to apply relevant concepts and skills related to programme evaluation and design. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| 4. In-class Quiz (35%) | Scores of MCQ and essay-type questions obtained | 75 marks or above | 60 to 74 marks | 45 to 59 marks | 40 to 44 marks | Below 40 marks |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Origin and development of Applied and Clinical Sociology; Understanding society, self and social interaction; The relationship between theory and practice; Developing Applied techniques: Research methods and program development; Understanding organizations and the workplace; Conflict resolution and mediation; Community involvement; Sociological strategies for developing community.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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| 1. | Dentler, R. A. (2002) <i>Practicing Sociology: Selected Fields</i> . London: Praeger. |
| 2. | Bruhn J. G, & Rebach, H. M. & (2007) <i>Sociological practice : intervention and social change, 2nd Ed [electronic resource]</i> . New York : Springer. |
| 3. | Macionis, J. J. (2015) <i>Sociology [e-resource]</i> , 15th Ed. Global Ed. |

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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| 1. | Du Bois, W. D. & Wright R. D. Ed. (2001) <i>Applying Sociology : Making a Better World</i> . Boston: Allen & Bacon. |
| 2. | Du Bois, W. D. & Wright R. D. Ed. (2007) <i>Politics in the Human Interest : applying sociology in the real world</i> . Lanham, MD : Lexington Books. |
| 3. | Fritz, J. M. (ed.) (2008) <i>International Clinical Sociology</i> . New York: Springer. |
| 4. | Fritz, J. M. Ed. (2006) <i>The Clinical Sociology Resource Book, 6th Ed</i> . Washington, D. C. : American Sociological Association. |
| 5. | James, R. K. & Gilliland, B. E. (2013) <i>Crisis Intervention Strategies</i> . CA : Brooks/Cole Cengage Learning. |
| 6. | Kanel, K. (2007) <i>A Guide to Crisis Intervention</i> . CA : Thomson Brooks/Cole. |
| 7. | Langton, P. A. & D. A. Kammerer (2005) <i>Practicing Sociology in the Community: A Student's Guide</i> . New Jersey : Pearson. |
| 8. | Loen-Guerrero, A. (2011) <i>Social Problems: Community, Policy, and Social Action</i> . California. : Pine Forge Press. |
| 9. | Macionis, J. J. (2013) <i>Social Problems, 5th Ed</i> . Boston : Pearson. |
| 10. | Neuman, L. W. (2011) <i>Social Research Methods: Qualitative and Quantitative Approaches</i> . Boston : Allyn & Bacon. |
| 11. | Phillips, B. S. & L. C. Johnston (2007) <i>The invisible crisis of contemporary society :</i> |

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| | <i>reconstructing sociology's fundamental assumptions</i> . Boulder, Colo. : Paradigm Publishers. |
| 12. | Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2010) <i>Program Evaluation : An Introduction</i> . CA : Wadsworth, Cengage Learning. |
| 13. | Steele, S. F. & J. Price. (2008) <i>Applied Sociology : Terms, Topics, Tools, and Task, 2nd Ed.</i> Canada : Thompson. |
| 14. | Steele, S. F., Scarisbrick-Hauser, A. & Hauser, W. J. (1999) <i>Solution-Centered Sociology: Addressing Problems Through applied sociology</i> . London: SAGE. |
| 15. | Straus, R. A. Ed. (2002) <i>Using Sociology: an Introduction from the Applied and Clinical Perspectives, 3rd Ed.</i> Lanham, MD : Rowman & Littlefield Publishers. |