

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:	Social Science Perspectives
Course Code:	SS5401
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 introduce the basic aspects of modern social sciences. While the aim is to survey all the basic social science perspectives, special emphasis will be placed on a range of major social science perspectives related to Applied Sociology.

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.	identify the nature and changing conceptions of major social science perspectives related to Applied Sociology;	25%	√	√	
2.	map particular social science approaches and methods into the broad social science traditions;	25%	√	√	
3.	differentiate the inter-disciplinary nature of social science theories and practices when they are applied in real-life settings and changing situations; and	25%	√	√	
4.	analyze critically social, technological, and environmental changes as well as evaluate their impacts on individual and society.	25%	√	√	√
		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	There will be weekly lectures, with topics prepared and presented by lecturers. The lectures may assign students to read essential and/or	√	√	√	√			

	supplementary readings concerning the topics.							
Tutorial	In each weekly lecture, approximately one hour will be reserved for tutorial discussion. The purpose of it is to allow students to discuss the concepts related to a particular perspective.	√	√	√	√			
Student presentation	Students are required to form small groups to conduct a group project. Each group conducts a 30-minute presentation.			√	√			

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%								
Journal Article / Movie Report Each student submits one journal article/movie report of no less than 1,500 words. They could choose any one journal article or book chapter recommended by the lecturer. Students can also ask the lecturer for approval should they want to conduct the review on an article or book chapter not given by the lecturer.	√	√	√				20%	
Group Project Each group submits a paper of no less than 2,000 words. The topic should be related to the topic of “What is social change?” and “What are its impacts on individuals and society?” In preparing for the presentation and write-up, each group chooses one			√	√			45%	

empirical case of social change as the subject of analysis. Then, one social science perspective is chosen to explain various phenomena related to the case of social change in question. Afterwards, the group should compare and contrast the findings identified with other social science perspectives. Finally, each group should conduct a critical analysis of “What is social change?” and “What are its impacts on individuals and society?”								
<p>Quiz</p> <p>A quiz (with a duration less than 3 hours) will be given to students to test their knowledge of the various perspective learnt in the course, and their application to understanding social phenomena.</p>	√	√	√	√			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. Journal Article / Movie Report Review (20%)	Showing accurate knowledge	High	Significant	Moderate	Basic	Poor
2. Group Project (45%)	Application of learning in a coherent way	High	Significant	Moderate	Basic	Poor
3. Quiz (35%)	Showing accurate knowledge	High	Significant	Moderate	Basic	Poor

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.)

Sociology and social action; Society, social institutions and regulation; Social psychological perspectives on individual, group and inter-group behaviour; Crime, control and social justice; Diversity, exclusion and inclusion; Globalization and anti-globalization; Development and underdevelopment; Political-economic perspectives and politics.

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.)

1.	Dahms, Harry F. (2015) (ed.) Globalization, critique and social theory: diagnoses and challenges. Bingley, U.K. : Emerald.
2.	Tsilipakos, Leonidas (2015). Clarity and confusion in social theory: taking concepts seriously. Farnham, Surrey: Ashgate Publishing Limited.
3.	Law, Alex. (2015). Social theory for today: making sense of social worlds. London: Sage.
4.	Stones, Rob. (2015). Why current affairs needs social theory. Bloomsbury Academic.

2.2 Additional Readings

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

1.	Hedstrom, P. (2005). <i>Dissecting the social: On the principles of analytical sociology</i> . Cambridge: Cambridge University Press.
2.	Kivisto, P. (2005). <i>Illuminating social life: Classical and contemporary theory revisited</i> (3 rd ed.). California: Pine Forge Press.
3.	Webber, M., & Bezanson, K. (Eds.). (2004). <i>Rethinking society in the 21st century: Critical readings in sociology</i> . Toronto: Canadian Scholars' Press Inc.