

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester A 2018/ 2019**

---

---

**Part I Course Overview**

<b>Course Title:</b>	Social Impact Assessment
<b>Course Code:</b>	SS6401
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students with knowledge in social impact assessment (SIA) and training in conducting SIA surveys.

### 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.	describe key concepts of and theoretical approaches to social impact assessment (SIA);	10%	√		
2.	examine SIA tools, types, steps, processes and models;	10%	√		
3.	identify SIA on selected cases;	10%	√		
4.	review and conduct SIA projects; interpret SIA results and generate SIA reports; and	50%	√	√	√
5.	evaluate critically problems, challenges and the future of SIA in Hong Kong.	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	5	
Lectures	Lecture on (1) key concepts and theoretical approaches on SIA, (2) SIA tools, types, steps, processes and models, (3) selected SIA cases, and (4) problems, challenges and the future of SIA in Hong Kong.	√	√	√		√	
Group Discussion	Group discussion on (1) – (4) above introduced in the	√	√	√		√	

	lectures.							
Workshop	Workshop on (1) the application of SIA research methods and designs, and (2) proposal writing.		√		√			

#### 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	5		
Continuous Assessment: 100%							
<u>Workshop Participation and Discussion</u> Students are required to discuss concepts and theories and their applications introduced in the lectures and perform data processing, analysis, and interpretation, eventually report the discussion.	√	√	√	√	√	30%	
<u>Individual Research Proposal</u> Students are required to write an individual research proposal (3,000 words) on SIA. The proposal is an opportunity for students to extend what they learn to discover new ideas and advance the research frontier.	√	√	√	√	√	70%	
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. Workshop Participation and Discussion (30%)	Academic knowledge, fruitfulness and coherence	High  Demonstration of substantially new or inspiring academic achievement, which is somewhat unparalleled, unprecedented, or serendipitous	Significant  Demonstration of somewhat substantial academic achievement that is agreeable to be up to standard	Moderate  Showing some creditable academic achievement	Basic  Showing minimal academic achievement with much room for improvement	Poor  Dumping something below the standard of academic achievement that deviates from and/or falls below the requirement or expectation
2. Individual Research Proposal (70%)	Academic knowledge, fruitfulness and coherence	High  Demonstration of substantially new or inspiring academic achievement, which is somewhat unparalleled, unprecedented, or serendipitous	Significant  Demonstration of somewhat substantial academic achievement that is agreeable to be up to standard	Moderate  Showing some creditable academic achievement	Basic  Showing minimal academic achievement with much room for improvement	Poor  Dumping something below the standard of academic achievement that deviates from and/or falls below the requirement or expectation

**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.)

SIA Approaches and Processes; SIA Methodologies; Principles and Guidelines for SIA; SIA in Practice; Project Design and Reporting; The Future of SIA in Hong Kong.

**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.	Momtaz, Salim, and S. M. Zobaidul Kabir. 2013. <i>Evaluating Environmental and Social Impact Assessment in Developing Countries</i> . Waltham, MA: Elsevier.
2.	Barrow, C. J., <i>Social Impact Assessment: An Introduction</i> , London: Oxford University Press, 2000.
3..	Taylor, C. N., C. H. Bryan & C. G. Coodrich, <i>Social Assessment: Theory, Process and Techniques</i> , Middleton, Wis.: Social Ecology Press, 2004.

**2.2 Additional Readings**

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

1.	Barrow, C. J., <i>Environmental and Social Impact Assessment: An Introduction</i> , London, Arnold, 1997.
2.	Becker, H. A., <i>Social Impact Assessment: Methods and Experience in Europe, North America and the Development World</i> , London: UCL Press, 1997.
3.	Becker, H. A. & Frank Vanclay, eds., <i>The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances</i> , Northampton, MA: Edward Elgar, 2003.
4.	Branch, K., et al., <i>Guide to Social Assessment: A Framework for Assessing Social Change</i> , Boulder, Colo.: Westview, 1984.
5.	Burdge, R. J., <i>A Conceptual Approach to Social Impact Assessment: Collection of Writings by Rabel J. Burdge and Colleagues</i> , Middleton, Wis.: Social Ecology Press, 1994.
6.	Carley, M. J. & Eduardo S. Bustelo, <i>Social Impact Assessment and Monitoring: A Guide to the Literature</i> , Boulder, Colo.: Westview, 1984.
7.	Clifford, D., <i>Social Assessment Theory and Practice: A Multi-disciplinary Framework</i> . Brookfield, Vt.: Ashgate, 1998.
8.	Daneke, G. A., Margot W. Garcia & Jerome Delli Priscoli, eds., <i>Public Involvement and Social Impact Assessment</i> , Boulder, Colo.: Westview, 1983.
9.	Derman, W. & Scott Whiteford, eds., <i>Social Impact Analysis and Development Planning in the Third World</i> , Boulder, Colo.: Westview, 1985.

10.	Finsterbusch, K. & C. P. Wolf, eds., <i>Methodology of Social Impact Assessment</i> , Stroudsburg, Pa.: Hutchinson Ross, 1981.
11.	Leistriz L. & Brenda L. Ekstrom, <i>Social Impact Assessment and Management: An Annotated Bibliography</i> , New York: Garland, 1986.
12.	Vanclay, F. & Daniel A. Bronstein, eds., <i>Environmental and Social Impact Assessment</i> , New York: J. Wiley, 1995.