

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Discovering the Mystery of Applied Social Sciences

Course Code: SS1600

Course Duration: One Semester

Credit Units: 3

Level: B1

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CLA1602 Individuals and Society
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This course aims to introduce students the foundational concepts and methods of social sciences; the various ways of applications and contributions of these as practised in the disciplines of criminology, psychology, social work and sociology; and develop their analytical and creative thinking. Upon successful completion of the course, students are able to describe and apply key concepts and frameworks to analyse human behaviour and social issues, and to discover the contributions of relevant concepts and methods to scientific understanding and betterment of the society

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 or frameworks that social scientists use to analyze human behaviour and social issues;	40%	v	v	
2.	Describe the methods for collecting and evaluating data;	20%	v	v	
3.	Apply concepts and knowledge to the analysis of behavioural or social issues;	30%	v	v	
4.	Discover the contributions of relevant concepts and methods to scientific understanding and betterment of the society.	10%	v	v	v
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
Lecture	Course instructors will introduce, with appropriate audio-visual materials, the key concepts and major theoretical frameworks for inquiry of individual and society through lectures. Attention will be paid to those examples relevant to the disciplines of Criminology, Psychology, Social Work and Sociology.	✓	✓		✓	
Group Discussion, Class Exercise and Field Visit	Experiential forms of learning activities such as discussions, structured group activities, and role-play and field visits will be used. An emphasis will be placed on the development of reflective capacity and appreciations of its contributions to the real world through these activities.	✓	✓	✓	✓	

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 Presentation	✓	✓	✓	✓	30%	Students are required to form groups to present their learning, reflection, feelings as well as the contribution of the agency's service to the society.
Individual Reflective Journal	✓	✓	✓	✓	40%	Students are required to prepare a short reflective journal to report their reflections and learning in the teaching and learning process. (2,000 words)
Test	✓	✓	✓	✓	30%	Students are required to take a 2-hour test to examine their understanding of knowledge taught in class.
					100%	

* The weightings should add up to 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. Test	Demonstrate understanding of the subject matters.	Excellent understanding	Good understanding	Adequate understanding	Limited understanding	Wrong understanding
2. Group Presentation	Creative, clear, concise, systematic and stimulating presentation.	Excellent presentation	Good presentation	Adequate presentation	Limited presentation	Wrong presentation
3. Individual Reflective Journal	Reflection of the selected issues, method, findings and/or their implications. Systematic and organized presentation of ideas.	Excellent reflection and presentation	Good reflection and presentation	Adequate reflection and presentation	Limited reflection and presentation	Wrong reflection and presentation

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.)

Natural sciences and social sciences; Disciplines of social sciences in studying individual and society with special reference to criminology, psychology, social work and sociology; Methods of behavioural and social inquiries; Contributions of social sciences.

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.	Hunt, E.F. & Colander, D.C. (2011). Social science: An introduction to the study of society (14th ed.). Boston, MA: Pearson. Chapter 1: Social Science and Its Methods, pp.1-24
2.	Strada, M.J. (2009). Through the Global Lens: An Introduction to the Social Sciences (3rd ed.). New York, N.Y.: Vango Books. Chapter 2: Social Science Philosophy and Methods, pp.39 -42
3.	Bryman A. (2012). Social Research Methods. Oxford: Oxford University Press. Chapter one, pp. 8-15
4.	Strada, M.J. (2009). Through the Global Lens: An Introduction to the Social Sciences (3rd ed.). New York, N.Y.: Vango Books. Chapter 10: Sociology and Human Social Activity, pp.245-257, 266-270.
5.	Miley, K. K., O' Melia, M. W., & DeBois, B. L. (2013). Generalist Social Work Practice (7th ed.). Toronto: Pearson. Chapter one, pp. 1-18.
6.	Gelsthorpe, L. (2003). Theories of Crime. In W.H. Chui and M. Nellis (Eds.), Moving Probation Forward (pp. 19-37). Harlow: Pearson.
7.	Chui, W.H. and Chan, H.C. (2012) "An empirical investigation of social bonds and juvenile delinquency in Hong Kong", Child and Youth Care Forum, 41 (4), 371-386.
8.	Ho, S.M.Y. (2011). Resilience, Growth, and Distress after a Traumatic Experience. In K.K.Y. Wu, C.S.K. Tang & E.Y.S. Leung (Eds.), Healing Trauma: A Professionals' Guide in Hong Kong. (pp.89-104). Hong Kong: HKU Press.

2.2 Additional Readings

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

1.	Baert, P. (2005). Philosophy of the social sciences: Towards pragmatism. Cambridge, UK: Polity.
2.	Bernard, P., Kincaid, H., & Scheff, T. J. (Eds). (2002). Toward a sociological imagination: Bridging specialized fields. Lanham, MD: University Press of America.
3.	Healy, K. (2005). Social work theories in context: Creating frameworks for practice. New York, NY: Palgrave Macmillan.

4.	Kincaid, H. (1996). <i>Philosophical foundations of the social sciences: Analyzing controversies in social research</i> . Cambridge, UK: Cambridge University Press.
5.	King, I. T. (2000). <i>Social science and complexity: The scientific foundations</i> . Huntington, NY: Nova Science Publishers.
6.	Lewins, F. W. (1992). <i>Social science methodology: a brief but critical introduction</i> . South Melbourne, Vic: Macmillan.
7.	Lilienfeld, S. O., Lynn, S. J., Namy, L. L. & Woolf, N. J. (2011). <i>Psychology: From inquiry to understanding</i> (2nd ed.). Boston, MA: Pearson.
8.	Mills, C. W. (1959/2000). <i>The sociological imagination</i> . Oxford, UK: Oxford University Press.
9.	Pettigrew, T. (1996). <i>How to think like a social scientist</i> . New York, NY: Longman.
10.	Trigg, R. (2001). <i>Understanding social science: A philosophical introduction to the social sciences</i> . Malden, MA: Blackwell.
11.	Zulke, F. J., & Kirley, J. P. (Eds). (2002). <i>Through the eyes of social science</i> (6th ed.). Prospect Heights, IL: Waveland Press.

2.3 Online Resources

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

1.	Academy of Social Sciences & ESRC (2011). <i>Making the case for the social sciences – No.1 wellbeing</i> . London, UK: Academy of Social Sciences. Retrieved from http://www.campaignforsocialscience.org.uk/sites/default/files/wellbeing_brochure_view.pdf
2.	Academy of Social Sciences (2011). <i>Making the case for the social sciences – No.2 ageing</i> . London, UK: Academy of Social Sciences. Retrieved from http://www.campaignforsocialscience.org.uk/sites/default/files/acss_making_the_case_ageing.pdf
3.	Academy of Social Sciences & British Psychological Society (2011). <i>Making the case for the social sciences – No.3 sustainability, the environment and climate change</i> . London, UK: Academy of Social Sciences. Retrieved from http://www.campaignforsocialscience.org.uk/sites/default/files/inf176_climate_change_web.pdf