

SS3117: GENDER PERSPECTIVE IN SOCIAL WORK

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Gender Perspective in Social Work

Subject Code

SS - Social and Behavioural Sciences

Course Number

3117

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English, supplemented by Chinese (Cantonese) in live demonstration, skills rehearsal, and role-play

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to equip students with a wider, anti-discriminatory form of social work theory and practice. It enables students to understand the concepts of gender and sexual diversity and inequality, issues of power and privilege, and their impact on social welfare and social service development, as well as develop gender and sexual sensitivity in social work practices.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the use of gender perspectives in the understanding of social welfare and social service development in Hong Kong.	35	x	x	
2	Apply theoretical concepts in the analysis of gender and sexual inequalities and their impacts in Hong Kong.	35		x	x
3	Demonstrate appropriate attitudes, knowledge and skills in dealing with gender issues in social work practice.	30		x	

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students engage in knowledge learning of relevant concepts, theories as well as historical development of social welfare and social service developments in regard to gender in Hong Kong	1, 2, 3
2	Case Analysis, Role Play, Video Demonstration and Group Discussions	Students engage in case analysis, role play and group discussions of video content for the purpose of knowledge absorption, application and reflection	1, 2, 3

3	Student Project Presentation	Students engage in group to learn to apply different theories and skills to the case analysis.	1, 2, 3	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Individual Term Paper	1, 2, 3	40	-	No
2	Individual Reflective Journal	2, 3	20	-	No
3	Student Project Presentation	1, 2, 3	30	-	Yes
4	Attendance and Participation	1, 2, 3	10	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Additional Information for ATs

Individual Reflective Journal is the additional AT. This new assessment task has been introduced to align with the proposal outlined in the AI Action Research Plan. It aims to establish pre-test and post-test to evaluate students' attitudes and behaviors related to gender and sexuality. The reflective journal will assist students in better engaging with and reflecting on their own attitudes and behaviors following the pre-test and debriefing session.

Assessment Rubrics (AR)**Assessment Task**

1. Individual Term Paper

Criterion

- The relevancy and appropriateness of applying gender theories and concepts
- The adequacy and relevancy of gender research and evidence based literatures related to gender issues
- The logical and analytical level of the content related to gender issues
- The depth of case analysis
- The structure and organization of paper

Excellent (A+, A, A-)

High capacity to apply gender perspectives and feminist theories in the analysis of social policy and welfare; excellent grasp of teaching materials and evidence of extensive knowledge base on gender issues.

Good (B+, B, B-)

Evidence of grasp of gender concepts and feminist theories; some evidence of critical capacity and analytic ability in the analysis of social policy issues; reasonable understanding of gender issues; evidence of familiarity with literature related to gender issues.

Fair (C+, C, C-)

Student who shows understanding of the gender concepts and feminist theories in general ways; limited ability to analyse social policy and service issues in a critical manner and with a gender perspective.

Marginal (D)

Limited understanding of the gender concepts and feminist theories; sufficient familiarity with literature related to gender issues.

Failure (F)

Little evidence of familiarity with the feminist theories and gender concepts; weakness in critical and analytic skills; limited or irrelevant use of literature related to gender issues.

Assessment Task

2. Student Project Presentation

Criterion

- The relevancy and appropriateness of applying theories and concepts in gender issues
- The accuracy and depth of case analysis related to gender issues
- Critical thinking in class discussion
- Evidence of discovery and innovation in gender issues in the presentation

Excellent (A+, A, A-)

High capacity to apply gender perspectives and feminist theories in the analysis of the case Creative and innovative ideas in developing intervention approach related to gender issues.

Good (B+, B, B-)

Evidence of grasp of gender concepts and feminist theories; some evidence of critical capacity and analytic ability in the analysis of the case; Reasonable and good ideas in developing intervention approach related to gender issues.

Fair (C+, C, C-)

Student who shows understanding of the gender concepts and feminist theories in general ways; limited ability to the analysis of the case; Ability to develop a satisfactory intervention plan related to gender issues.

Marginal (D)

Limited understanding of the gender concepts and feminist theories in the analysis of the case; Producing a simple intervention plan related to gender issues

Failure (F)

Little evidence of familiarity with the subject matter; weakness in the analysis of the case; Producing unrealistic intervention plan related to gender issues

Assessment Task

3. Attendance and Participation

Criterion

- Attendance in class
- Quality of participation is assessed by the contribution to peer learning in classroom discussions and group presentations.

Excellent (A+, A, A-)

Full attendance in class
Strong evidence of contribution in class learning and discussion

Good (B+, B, B-)

90% attendance in class
Evidence of contribution in class learning and discussion

Fair (C+, C, C-)

80% attendance in class
Adequate contribution in class learning and discussion

Marginal (D)

70% attendance in class
Not sufficient contribution in class learning and discussion

Failure (F)

Less than 70% attendance in class
Little evidence of contribution in class learning and discussion

Assessment Task

4. Individual Reflective Journal

Criterion

-Insightful reflection of personal attitude and behaviours on gender and sexuality.
-Establish linkage between personal experience and gender perspective to understand welfare and social services.

Excellent (A+, A, A-)

Demonstrate critical and insightful reflections on personal attitude and behaviours on gender and sexuality.
Demonstrate excellent ability to establish the linkage.

Good (B+, B, B-)

Demonstrate good reflections on personal attitude and behaviours on gender and sexuality.
Demonstrate good ability to establish the linkage.

Fair (C+, C, C-)

Demonstrate fair reflections on personal attitude and behaviours on gender and sexuality.
Demonstrate fair ability to establish the linkage.

Marginal (D)

Demonstrate weak reflections on personal attitude and behaviours on gender and sexuality.
Demonstrate weak ability to establish the linkage.

Failure (F)

Does not meet the minimum requirement

Part III Other Information

Keyword Syllabus

Feminism. Feminist movement. Men' s movement. Services for women and men. Women and poverty. Family and Work. Violence against women. Sexuality. Gender mainstreaming. Lone parent families. Gender sensitivity practice. Anti-discriminatory practice.

Reading List

Compulsory Readings

Title	
1	Dominelli, L. (2002). <i>Feminist social work theory and practice</i> . London: Palgrave.
2	Messner, M. (1997). <i>Politics of masculinities: Men in movements</i> . Thousand Oaks, USA: Sage Publications.
3	陳綺媚、羅懿明、霍婉紅、郭儉編 (2024) 。性／別與社會工作新論。香港城市大學出版社。

Additional Readings

Title	
1	Tong, R. (1998). <i>Feminist thought</i> . London: Routledge.
2	Connell, R. W. (2002). <i>Gender</i> . Cambridge: Polity Press.
3	Connell, R. W. (2005). <i>Masculinities</i> . California: University of California Press.
4	Segal, L. (1999). <i>Why feminism?</i> New York: Columbia University Press.
5	Weedon, C. (1999). <i>Feminism, theory and the politics of difference</i> . Oxford: Blackwell.
6	Leung, L. C. (2007). The impact of feminism on social work students in Hong Kong, <i>Affilia: Journal of Women and Social Work</i> , 22(2):185-194.
7	Leung, L. C. (2005). Empowering women in social work practice: A Hong Kong case, <i>International Social Work</i> , 48(4): 429-440.
8	Leung, L. C. (2011). Gender sensitivity among social workers in handling domestic violence cases. <i>AFFILIA: Journal of Women and Social Work</i> , 26(3): 291-303.
9	Zalewski, M. (2000). <i>Feminism after postmodernism: Theorising through practice</i> . London: Routledge.
10	Leung, L. C., & Chan, K. W. (2014). Understanding the masculinity crisis: Implications for men' s services in Hong Kong. <i>British Journal of Social Work</i> , 44(2), 214-233.
11	Pease, B., & Camilleri, P. (Eds.). (2001). <i>Working with Men in the Human Services</i> . Australia: Allen and Unwin.
12	Leung, L. C. (2004). Engendering citizenship. In A. Ku and N. Pun (Eds.) <i>Remaking Citizenship in Hong Kong – Community, Nation, and the Global City</i> . London: Routledgecurzon, pp.175 -194.
13	Christie, A. (Ed.). (2001). <i>Men and Social Work: Theories and Practices</i> . London: Palgrave.
14	Chan, A., & Wong, W. L. (Eds.). (2004). <i>Gendering Hong Kong</i> . Hong Kong: Oxford University Press
15	Chan, K. W. (1997). <i>Social Construction of Gender Inequality in the Housing System: Housing Experience of Women in Hong Kong</i> . UK: Ashgate
16	陳錦華等編 (2001) 。差異與平等：香港婦女運動的新挑戰。新婦女協進會及香港理工大學應用社會科學系社會政策研究中心
17	梁麗清 (2009) 。女性主義。載於岳經綸、陳澤群、韓克慶編，中國社會政策。上海：格致出版社、上海人民出版社。
18	陳錦華、梁麗清、譚建元、余鳳英 (2011) 從性別角度看男性問題研究報告，香港：香港理工大學社會政策研究中心。
19	陳錦華 (2007) 。女性主義。載於王卓祺、鄧廣良、魏雁濱編，兩岸三地社會政策 – 理論與實務，香港：中文大學出版社。
20	新婦女協進會 (2003) 。香港婦女檔案，增修版，香港: 新婦女協進會
21	<i>Affilia: Journal of Women and Social Work</i>
22	<i>Gender and Society</i>
23	<i>Feminist Studies</i>
24	<i>Feminist Review</i>
25	<i>Women' s Studies International Forum</i>
26	<i>Gender, Work and Organization</i>