

Subject Description Form

Subject Code	APSS6005								
Subject Title	Social Sciences Theories II								
Credit Value	3								
Level	6								
Pre-requisite/ Co-requisite/ Exclusion	N/A								
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Assignment</td> <td style="text-align: center;">100%</td> <td style="text-align: center;">-</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all component(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Assignment	100%	-
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1. Assignment	100%	-							
Objectives	<p>This subject will provide research students with a more advanced knowledge about contemporary Social Science Theory. They will develop an understanding of the major new developments in social theory since 1950, and of the philosophical grounding of the different strands. The course will focus on the emergence of different theories from specific contexts and communities, and advocate their eclectic and instrumental use. Students will study the advantages and disadvantages of such theoretical constructs as Structuralism, Structural Functionalism, Post-Structuralism, Modernism, Post-modernism, Post-Marxism, Dialogism, Experientialism, Feminism, Social Activism, Grounded Theory, etc. Students are expected to engage in critical appraisals and appreciation of current theoretical and meta-theoretical issues and debates in social science, with particular reference to investigating the nature of understanding, the relationship between theory and research, the micro and macro link, and the relationship between theory and praxis in social science research.</p>								

<p>Intended Learning Outcomes</p> <p>(Note 1)</p>	<p>Upon completion of the subject, students are able to:</p> <ol style="list-style-type: none"> Appreciate the differences between various social science perspectives; Understand the links between theoretical choices and research outcomes; Critically assess the advantages and disadvantages of different theories; Demonstrate an awareness of the use of social theories in the production of knowledge; Discuss the theoretical choices for their own research project; Reflect on the theoretical significance of their own research. 																														
<p>Subject Synopsis/ Indicative Syllabus</p> <p>(Note 2)</p>	<ol style="list-style-type: none"> Representation and Reflexivity; Reality – Simulation – Hyper-reality; Structure, Individuals, and Chaos; Objectivism vs. Subjectivism vs. Relativism vs. Inter-subjectivity vs. Dialogism; Artifacts – Thoughts – Feelings; Structuralism, Post-Structuralism, Modernity and Post-modernity; New forms of Marxism, Gramscianism, Post-Marxism; Feminism, Activist Theory, Critical Theory, and the Post-Human; Quine, Feyerabend, Kuhn, and New Rationalism; Bourdieu, Chomsky, Habermas, Bakhtin Circle 																														
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>Teaching will be comprised of interactive seminars and discussion sessions. Video materials and guest lecturers will be used to engage students' interest in the subject. Exercises will be employed to facilitate a richer learning experience that is related to the student's own research plans. Students are expected to study assigned materials before attending the seminars, and to actively participate and provide input during the sessions.</p>																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="453 1321 1453 1682"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Assignment</td> <td>100%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> For the assignment component, students will be required to produce three separate 2,000 word discussions of the theoretical options for their own research project, and how different options would impact their research. Students will be expected to prepare for each session by reading at least three of the assigned readings of the week and to actively participate in the discussions during the sessions. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Assignment	100%	✓	✓	✓	✓	✓	✓	Total	100%						
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1. Assignment	100%	✓	✓	✓	✓	✓	✓																								
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Student Study Effort Required	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Seminar	13 Hrs.
	Other student study effort:	
	▪ Weekly Preparation	42 Hrs.
	▪ Assignment	42 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	<p><u>Essential</u> NONE</p> <p><u>Supplementary</u> Allan, K. (2011). <i>Contemporary social and sociological theory: Visualizing social worlds</i> (2nd ed.). Los Angeles, London, New Delhi: Sage Best, S., & Kellner, D. (1991). <i>Postmodern theory: Critical interrogations</i>. New York: Guilford Press. Elliott, A., & Turner, B. S. (2001). <i>Profiles in contemporary social theory</i>. Los Angeles, London, New Delhi: Sage Hennessy, M. (2012). <i>Advancing reasoned action theory</i>. Los Angeles, London, New Delhi: Sage. Lechte, J. (2008). <i>Fifty key contemporary thinkers: From structuralism to post-humanism</i> (2nd ed.). London and New York: Routledge. Mann, D. (2011). <i>Understanding society: A survey of modern social theory</i> (2nd ed.). Don Mills, Ont.: Oxford University Press. Samuels, R. (2010). <i>New media, cultural studies, and critical theory after postmodernism: Automodernity from Zizek to Laclau</i>. New York: Palgrave Macmillan. Strydom, P. (2011). <i>Contemporary critical theory and methodology</i>. Abingdon; New York: Routledge.</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.