

## Subject Description Form

<b>Subject Code</b>	APSS394			
<b>Subject Title</b>	Gender and Social Work			
<b>Credit Value</b>	3			
<b>Level</b>	3			
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil			
<b>Assessment Methods</b>	100%	Continuous Assessment	Individual Assessment	Group Assessment
	1.	Participation (lecture, seminar & classroom exercise)	20%	0%
	2.	Term paper	50%	0%
	3.	Seminar presentation	0%	30%
	<ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass all the component(s) if he/she is to pass the subject.</li> </ul>			
<b>Objectives</b>	<p>The subject aims at enabling students to be aware of gender issues embedded in the contexts of Hong Kong and facilitating their critical examination of how knowledge, language, power and resource allocations are gendered and affect people differently. As students develop a critical stance in appraising personal responsibility and social forces in the construction of gender issues, appropriate gender conscious intervention models and skills are introduced and practised. In particular, the elective enables students to:</p> <ol style="list-style-type: none"> <li>1. be exposed to the constructive nature of gender and gender issues in the Hong Kong context;</li> <li>2. grasp the dynamic interactions in the social construction of gender;</li> <li>3. understand feminist critique and insights on social work theory and practice;</li> <li>4. develop a gender conscious perspective in working with service users;</li> <li>5. understand the effectiveness of gender conscious practice in evoking service users' voices;</li> </ol>			

	6. be exposed to and practice appropriate skills to work on gender related issues in local service contexts.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. identify the nature of social construction of gender identity and gender issues in the context of Hong Kong;</li> <li>b. develop an insightful understanding of the dynamic process of “the personal is political” in the social construction of gender;</li> <li>c. describe, analyze and reflect on feminist ideas and insights on social work practice;</li> <li>d. review the existing social work theories/models which takes on a gender conscious perspective;</li> <li>e. demonstrate a comprehension of how knowledge, language, power, and the allocation of resources based on gender identity affect people differently;</li> <li>f. develop appropriate gender conscious social work skills and intervention strategies in various service settings.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>In this elective, students will become aware of gender issues embedded in society and the nature of social construction of gender identity. In particular, they will learn how gender-based social institutions and cultural norms affect personal development and create gender bias. They will be equipped with an alternative paradigm which takes on a gender conscious perspective to critically examine the impact of gender blindness on existing social work theory and practices. Students will also explore how they can assist service users in finding their own voices, and to develop and polish skills in working with service users of different gender types in the fields.</p> <p>Students will be guided to explore more relevant topics such as gender inequalities in the local and global context, gender binary and masculinity culture, feminist social work practice, and anti-oppressive practice.</p>
<b>Teaching/Learning Methodology</b>	<p>An interactive teaching-learning approach will be adopted for this elective. Lectures, seminars, workshop, experiential learning exercises of field visits are arranged to facilitate students to develop knowledge generated from the learning materials including documentary, film and news clips.</p> <p>Experienced practitioners are invited to share their practice wisdom with the students so that they can have a better understanding of integrating knowledge and skills in particular practice context. Reflective circles will be formed to conduct peer-to-peer sharing at cognitive, affective and experiential levels.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Participation (lecture, seminar & classroom exercise)	20 %	✓	✓	✓		✓	
2. Term paper	50 %	✓	✓	✓	✓	✓	✓	
3. Seminar presentation	30 %	✓	✓	✓	✓	✓	✓	
Total	100%							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Question and answer, discussion, presentation and class exercises are integral parts of the lecture and seminar to help students develop understanding and analytical ability with regard to the subject content. Their active participation is required to achieve objectives a, b, c and e. The term paper is designed to require students to demonstrate in-depth examination of their personal as well as professional attitudes and perspectives on people in need of social work services and as such, objectives a, b, c, d, e and f would be achieved. The seminar presentation requires the students to use a real case study through which they adopt gender-sensitive practice and design a course of planned action. The purpose of the seminar presentation is to achieve objectives a, b, c, d, e and f integratively. Based on the seminar discussion and classroom interaction, students are required to make critical remarks and draw concluding implications for gender conscious social work practice.</p>								
Student Study Effort Required	Class contact:							
	▪ Lecture		24 Hrs.					
	▪ Small Group		15 Hrs.					
	Other student study effort:							
	▪ Self-study		67 Hrs.					
	Total student study effort		106 Hrs.					

**Reading List and  
References**

**Essential**

Dominelli, L. (2002). *Feminist social work: Theory and practice*. Basingstoke: Palgrave.

梁麗清、陳錦華(編) (2006). *性別與社會工作——理論與實踐*, 香港: 中文大學出版社.

**Supplementary**

Chan, F.Y. Pauline (2012). The Politics of Community Arts: Quilting the Power and Identity of Women. *China Journal of Social Work*. Vol.5(1) 35-49.

Chesley, N. (2011). Stay At Home Fathers and Breadwinning Mothers - Gender, Couple Dynamics, and Social Change, *Gender and Society*, Vol. 25(5) 642-664.

Heo, M.S. & Rakowski, C.A. (2014). Challenges and Opportunities for a Human Rights Frame in South Korea: Context and Strategizing in the Anti-Domestic Violence Movement, *Violence against Women*, Sage, Vol. 20(5) 581-606.

hooks, b. (2000). *Feminism is for Everybody: Passionate Politics*. Cambridge: South End Press.

Leung, L. C. (2011) Gender Sensitivity Among Social Workers Handling Cases of Domestic Violence: A Hong Kong Case, *Affilia: Journal of Women and Social Work*, Sage Publications, Vol. 26(3) 291-303.

Marrow, D. (2004). Social Work Practice with Gay, Lesbian, Bisexual, and Transgender Adolescents. *Families in Society: The Journal of Contemporary Social Services*, Vol.85 (1) 91-99.

Pease, B. (2011). Men in Social Work: Challenging or Reproducing an Unequal Gender Regime? *Affilia: Journal of Women and Social Work*, Sage Publications, 26(4) 406-418.

Sandra G. Turner & Tina M. Maschi (2015). Feminist and Empowerment Theory and Social Work Practice, *Journal of Social Work Practice*, Routledge, Vol. 29( 2) 151-162.

蔡玉萍、張妙清(編)(2013). *她者: 香港女性的現況與挑戰*. 香港: 商務印書館.