The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS112 / APSS1A08
Subject Title	Introduction to Sociology
Credit Value	3
Level	1
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) : ☐ **Healthy Lifestyle** ☐ **Freshman Seminar** ☐ **Languages and Communication Requirement (LCR)** ☐ **Leadership and Intra-Personal Development** ☐ **Service-Learning** ☒ **Cluster-Area Requirement (CAR)** 　　☒ Human Nature, Relations and Development 　　☐ Community, Organization and Globalization 　　☐ History, Cultures and World Views 　　☐ Science, Technology and Environment ☐ **China-Study Requirement** 　　☐ Yes or ☐ No ☐ **Writing and Reading Requirements** 　　☐ English or ☐ Chinese
Pre-requisite / Co-requisite/ Exclusion	Exclusion : For students taking APSS112, the exclusion subject is APSS1A08. For students taking APSS1A08, the exclusion subject is APSS112.
Assessment Methods	<table><tr><td>100%　Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Assignments</td><td>60%</td><td>--</td></tr><tr><td>2. Term Paper</td><td>40%</td><td>--</td></tr></table>
Objectives	The subject aims to help students understand how society works, and the extent to which they are influenced by society. Unlike the conventional introductory course, it adopts a distinct approach, which tries to make learning a process of personal discovery. It will try to build this discovering process on the solid

	base of students' everyday experience.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. cultivate a linkage between sociology and real life; b. paint the origin, historical development, and essence of sociology ; c. give an educated criticism over social issues beyond commonsensical viewpoints.

Subject Synopsis/ Indicative Syllabus
 	
(Note 2)
	1. Nature and Birth of sociology
	
	2. Sociological theories
	
	3. Sociological enquiry
	
	4. Thematic discussions:
	
	     - <u>Culture, groups and social construction of reality</u>
	
	      Culture, language symbols, values, norms, subculture, counterculture, ethnocentrism
	
	     - <u>Socialization, deviance and social control</u>
	
	      Socialization, looking-glass self, role-taking, agents of socialization, total institution, re-socialization, social control
	
	     - <u>Social stratification</u>
	
	      Structural poverty, social stratification, social inequality, social mobility, class, ideology
	
	     - <u>School education</u>
	
	      Urbanization, industrialization, democratization and schooling; mass education as a means of social stratification; mass education as a means of social control
	
	     - <u>Sex, gender and family</u>
	
	      Gender, gender stereotype, sexism, gender socialization, agents of socialization; feminism and social changes; family, kinship, marriage, nuclear family, functions of family, disintegration of family
	
	     - <u>Religion</u>
	
	      Religion and modernization; religion and social stability; religion and social movements
	
	     - <u>Globalization and technological advancement</u>
	      Social change, personal vs. impersonal relationship, symbols, communication of intention and emotion; bureaucracy; rationality and McDonaldization

Teaching/Learning Methodology *(Note 3)*	Formal lectures will be conducted throughout the subject to involve students' participation for effective learning. Specific issues will be discussed in lectures to deepen students' understanding about the sociological concepts introduced in lectures, and to help them understand the importance of critical thinking. Movie sessions and workshops will be introduced whenever possible to cultivate interactive learning experience. The lecturer will give guidance, feedback, and comments to the student involved during the entire process.

Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*								

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Assignments	60%	✓	✓	✓		✓	
2. Term Paper	40%	✓	✓	✓	✓	✓	
Total	100%						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students' capacity in applying the knowledge on identified stages of social development can be assessed through the two quizzes held during the middle and end of term. At the same time, the written assignment is useful in assessing students' ability to articulate real life situation with theoretical concepts.

The grade is calculated according to the percentage assigned.

The completion and submission of all component assignments are required for passing the subject.

Student must pass all components if he/she is to pass the subject.

Student Study Effort Expected		
Class contact:		
▪ Lecture		39 Hrs.
Other student study effort:		
▪ Preparation for written assignment		40 Hrs.
▪ Studying course materials		26 Hrs.
Total student study effort		105 Hrs.

Reading List and References

<u>Essential</u>

Charon, J.M. (2010). *Ten Questions: a sociological perspective* (7th ed.). Belmont, Calif.: Wadsworth, Cengage Learning. (total 300 pages)

<u>Supplementary</u>

Berger, P. (1963). *Invitation to sociology: A humanistic perspective.* New York: Anchor Books.

Ferguson, S. (Ed.). (2008). *Mapping the social landscape – readings in sociology.* (5th ed.). Boston, MA: McGraw-Hill.

Fine, G., & Shulman, D. (2003) *Talking sociology* (5th ed.). Boston, MA: Allyn and Bacon.

Giddens, A. (1996). *Introduction to sociology.* Chicago: W.W. Norton.

Haralambos, M. (2000). *Sociology: Themes and perspectives*. New York: Harper Collins.

Macionis, J.J. (2004). *Society: The basics* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Macionis, J.J. (2010). *Sociology* (13th ed.). Upper Saddle River, NJ: Prentice Hall.

Matson, R. (Ed.). (2008). *The spirit of sociology: A reader*. Boston, MA: Pearson/Allyn and Bacon.

Mills, C.W. (2000). *The sociological imagination*. New York: Oxford University Press.

Schwalbe, M. (2005). *The sociologically examined life – pieces of the conversation*. Boston, MA: McGraw-Hill.

成令方、林鶴、吳嘉苓（等譯）（**2001**）。實踐社會學: 思索未來。**見樹又見林：社會學作為一種生活、實踐與承諾（174-199 頁）。臺北：群學出版社。[**（原作者：Alan G. Johnson）。（原著出版年：**1997**）。

何強星（主編)(1999)。**社會學探論 – 理論與香港本土研究**。香港：學峰文化事業公司。

林祐聖、葉欣怡譯（2002）。社會的麥當勞化。（原作者：G. Ritzer）。臺北：弘智文化事業有限公司。

吳俊雄（1987）。社會學就是工業社會學。載於畢浩明（主編），**社會學 – 界限與局限** （225-250 頁）。香港：商務印書館。

張君玫、劉鈐佑譯（1996）。社會學的想像。（原作者：C. Wright Mills）。臺北：**國立編譯館主譯**。

畢浩明（1987）。社會學不是甚麼。載於畢浩明（主編），**社會學 – 界限與局限**（132-178頁）。香港：商務印書館。

黃樹仁、劉雅靈（合譯）（1982）。社會學導引：人文取向的透視。（原作者：**P. Berger**）。臺北：巨流圖書公司。

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.