

# The Hong Kong Polytechnic University

## Subject Description Form

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

<b>Subject Code</b>	APSS112 / APSS1A08										
<b>Subject Title</b>	Introduction to Sociology										
<b>Credit Value</b>	3										
<b>Level</b>	1										
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b></p> <p><input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>										
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p>For students taking APSS112, the exclusion subject is APSS1A08.</p> <p>For students taking APSS1A08, the exclusion subject is APSS112.</p>										
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. On-going Assessment</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td style="text-align: center;">2. End-of-term Quiz</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <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 component(s) if he/she is to pass the subject.</li> </ul>		100% Continuous Assessment	Individual Assessment	Group Assessment	1. On-going Assessment	50%	--	2. End-of-term Quiz	50%	--
100% Continuous Assessment	Individual Assessment	Group Assessment									
1. On-going Assessment	50%	--									
2. End-of-term Quiz	50%	--									

<b>Objectives</b>	<p>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.</p>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. cultivate a linkage between sociology and real life;</li> <li>b. paint the origin, historical development, and essence of sociology ;</li> <li>c. give an educated criticism over social issues beyond commonsensical viewpoints.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Nature and Birth of sociology</li> <li>2. Sociological theories</li> <li>3. Sociological enquiry</li> <li>4. Thematic discussions: <ul style="list-style-type: none"> <li>- <u>Culture, groups and social construction of reality</u> Culture, language symbols, values, norms, subculture, counterculture, ethnocentrism</li> <li>- <u>Socialization, deviance and social control</u> Socialization, looking-glass self, role-taking, agents of socialization, total institution, re-socialization, social control</li> <li>- <u>Social stratification</u> Structural poverty, social stratification, social inequality, social mobility, class, ideology</li> <li>- <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</li> <li>- <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</li> <li>- <u>Religion</u> Religion and modernization; religion and social stability; religion and social movements</li> <li>- <u>Globalization and technological advancement</u> Social change, personal vs. impersonal relationship, symbols, communication of intention and emotion; bureaucracy; rationality and McDonaldization</li> </ul> </li> </ol>
<b>Teaching/Learning Methodology</b>  <i>(Note 3)</i>	<p>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</p>

	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.						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	Specific assessment methods/tasks		% weighting		Intended subject learning outcomes to be assessed (Please tick as appropriate)		
					a	b	c
	1. On-going Assessment		50%		✓	✓	✓
	2. End-of-term Quiz		50%		✓	✓	✓
	Total		100%				
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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 the term. At the same time, the written assignment is useful in assessing students' ability to articulate real-life situation with theoretical concepts.</p> <p>The grade is calculated according to the percentage assigned.</p> <p>The completion and submission of all component assignments are required for passing the subject.</p> <p>Students must pass all components if he/she is to pass the subject.</p>							
<b>Student Study Effort Expected</b>	Class contact:						
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>						39 Hrs.
	Other student study effort:						
	<ul style="list-style-type: none"> <li>▪ Preparation for written assignment</li> </ul>						40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Studying course materials</li> </ul>						26 Hrs.
	Total student study effort						105 Hrs.
<b>Reading List and References</b>	<u>Essential</u>						
	Macionis.J. (2017). <i>Sociology, Global Edition</i> (17 <sup>th</sup> edition). London: Pearson						
	<u>Supplementary</u>						
	Berger, P. (1963). <i>Invitation to sociology: A humanistic perspective</i> . New York: Anchor Books.						
Ferguson, S. (Ed.). (2008). <i>Mapping the social landscape – readings in sociology</i> . (5 <sup>th</sup> ed.). Boston, MA: McGraw-Hill.							

	<p>Fine, G., &amp; Shulman, D. (2003) <i>Talking sociology</i> (5<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.</p> <p>Giddens, A. (1996). <i>Introduction to sociology</i>. Chicago: W.W. Norton.</p> <p>Haralambos, M. (2000). <i>Sociology: Themes and perspectives</i>. New York: Harper Collins.</p> <p>Macionis, J.J. (2004). <i>Society: The basics</i> (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Macionis, J.J. (2010). <i>Sociology</i> (13<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.</p> <p>Matson, R. (Ed.). (2008). <i>The spirit of sociology: A reader</i>. Boston, MA: Pearson/Allyn and Bacon.</p> <p>Mills, C.W. (2000). <i>The sociological imagination</i>. New York: Oxford University Press.</p> <p>Schwalbe, M. (2005). <i>The sociologically examined life – pieces of the conversation</i>. Boston, MA: McGraw-Hill.</p> <p>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）。</p> <p>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。</p> <p>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。</p> <p>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。</p> <p>張君玫、劉鈺佑譯（1996）。社會學的想像。（原作者：C. Wright Mills）。臺北：國立編譯館主譯。</p> <p>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。</p> <p>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。</p>
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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.