

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	APSS3201														
Subject Title	Social Structure and Social Theory														
Credit Value	3														
Level	3														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation & participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>2. Individual Paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group Report</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table> <p>1. The grade is calculated according to the percentage assigned. 2. The completion and submission of all component assignments is required in order to pass the subject.</p>				Individual Assessment	Group Assessment	1. Seminar presentation & participation	20%	15%	2. Individual Paper	30%	--	3. Group Report	20%	15%
	Individual Assessment	Group Assessment													
1. Seminar presentation & participation	20%	15%													
2. Individual Paper	30%	--													
3. Group Report	20%	15%													
Objectives	This course introduces students to major social theories and theorists. The course begins by exploiting students' own taken-for-granted 'practical' social theories.														
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students are expected to:</p> <ul style="list-style-type: none"> (a) Be familiar with major social theories and concepts essential to the study of society (b) Understand society from different theoretical perspectives (c) Be able to apply critical ideas to describe, analyze and assess key issues in society (d) Have critically engaged with social theories and developed the ability to communicate viewpoints both orally and in writing (e) Be able to apply social theory to 'real' life 														
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ul style="list-style-type: none"> 1. Introduction 2. Durkheim - Modernity, Individualism and Suicide 3. Marx - Capitalism, and Social Inequality in a Global Age 4. Weber - Rationalization, and McDonaldization 5. Professionalism & professionalization: Functionalist versus Critical Theories 6. Foucault, the Regulations of Bodies and the Medicalization of Everyday Life 														

	7. Conclusion																																																				
Teaching/Learning Methodology (Note 3)	Class time will contain both lecture and discussion/seminar/tutorial. Lectures will introduce students to the main ideas related to each topic. Much time will also be devoted to in-depth discussions and debates on theoretical issues and practical applications. Discussion and debate is encouraged, but respect for others' viewpoints is required. Multi-media learning will sometimes be used in tutorial sessions as a way of stimulating more productive and interesting discussion, including documentary and film showing. As well as placing emphasis on discussion, time will be spent providing clarification about reading, debate and application of 'abstract' ideas.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighing</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></th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation & participation</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Individual Paper</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Group Report</td> <td>35%</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>For ongoing assessment, each week / class, students should make a 200-300 words report to summarize, develop and apply the points discussed. This should be submitted as one document in the final week.</p> <p>For group work, groups will be given materials to record and self-assess their own engagement with the course. Individual effort will be considered. In short, although typically group members will be awarded the same grade, positive contributions by individual students will be rewarded, and negative contributions (and absences) will be penalized.</p> <p>For written assignments, students are required to construct an academic paper reflecting on issues explored on the course.</p> <p>The completion and submission of all component assignments is required in order to pass the subject.</p>							Specific assessment methods/tasks	% weighing	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Seminar presentation & participation	35%	✓	✓	✓	✓	✓		2. Individual Paper	30%	✓	✓	✓	✓	✓		3. Group Report	35%	✓	✓	✓	✓	✓		Total	100 %						
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Student Study Effort Expected	Class contact:																																																				
	▪ Lecture						27 Hrs.																																														
	▪ Seminar						12 Hrs.																																														
	Other student study effort:																																																				
	▪ Reading						50 Hrs.																																														
	▪ Writing						40 Hrs.																																														

	Total student study effort	132 Hrs.
Reading List and References	<p>Abercrombie, N., Hill, S., and Turner, B.S. (2000) <i>The Penguin Dictionary of Sociology</i>. London: Penguin. [online access]</p> <p>Allan, K. (2007) <i>The Social Lens: an invitation to social and sociological theory</i>. London: Sage. [on reserve]</p> <p>Appelrouth, S.A. and Edles, L.D. (2012) <i>Classical and Contemporary Sociological Theory: Texts and Readings</i>. London: Sage. [on reserve]</p> <p>Best, S. (2003) <i>A beginner's guide to social theory</i>. London: Sage. [online access]</p> <p>Blackburn, S. (1996) <i>The Oxford Dictionary of Philosophy</i>. Oxford: Oxford University Press. [online access]</p> <p>Elliott, A. (2009) <i>Contemporary Social Theory: an Introduction</i>. London and New York: Routledge. [on reserve]</p> <p>Elliott, A. ed. (2010) <i>The Routledge Companion to Social Theory</i>. London and New York: Routledge. [online access]</p> <p>Farganis, J. (2007) <i>Readings in social theory: the classical tradition to postmodernism</i>. New York: McGraw-Hill.</p> <p>Haralambos, M. and Holborn, M. (2013) <i>Sociology: Themes and Perspectives</i>. London: Collins Educational. [on reserve]</p> <p>Inglis, D. with C. Thorpe. (2012) <i>An Invitation to Social Theory</i>. Cambridge: Polity. [on reserve]</p> <p>Hurst, C.E. (2000) <i>Living Theory: the Application of Classical social theory to contemporary life</i>. London: Allyn and Bacon.</p> <p>Law, A. (2011) <i>Key concepts in classical social theory</i>. London: Sage. [online access]</p> <p>Lechte, J. (2008) <i>Fifty Key Contemporary Thinkers: from Structuralism to Post-</i></p>	

	<p>Humanism. London: Routledge. [on reserve]</p> <p>Lemert, C. ed. (2010) Social Theory: the multicultural and classic readings. Boulder: Westview Press. [on reserve]</p> <p>Miles, S. (2001) Social Theory in the real world. London: Sage. [online access]</p> <p>Morrison, K. (1995) Marx, Durkheim, Weber: Formations of Modern Social Thought. London: Sage. [on reserve]</p> <p>O’Leary, Z. (2007) The Social Science Jargon Buster: the key terms you need to know. London: Sage. [online access]</p> <p>Ritzer, G. ed. (2005) Encyclopedia of Social Theory. London: Sage. [online access]</p> <p>Salerno, R. (2013) Contemporary Social Theory. Boston: Pearson.</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.