

## Subject Description Form

<b>Subject Code</b>	APSS3242		
<b>Subject Title</b>	Understanding Diversity		
<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. Individual term paper	50%	--
	2. Project Presentation	--	30 %
	3. Quiz	20%	--
	<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 components at 50% or grade D if he/she is to pass the subject.</li> </ul>		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Critically evaluate theories, methods, and research in cross-cultural awareness.</li> <li>2. Analyze the influence of culture on attitudes, values, perception, human behavior, and interpersonal relations.</li> <li>3. Evaluate the role of diversity to effective communications within any field.</li> </ol>		
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students are able to:</p> <ol style="list-style-type: none"> <li>a. <b>Define</b> key terms relating to diversity and multiculturalism.</li> <li>b. <b>Describe and explain</b> the key elements of diverse identity by race, ethnicity, gender, social class, sexual orientation, and disability status.</li> <li>c. <b>Describe and explain</b> current macrosocial trends in diversity and multiculturalism.</li> <li>d. <b>Identify</b> policy issues regarding diversity and multiculturalism.</li> </ol>		

**Subject Synopsis/  
Indicative Syllabus****Subject Synopsis:**

Considering the rapid societal changes and the diversity of incoming population, there is a need to understand the diversity and this does not simply mean understanding difference. By understanding diversity, we also mean to address the issues of inequality, oppression, discrimination and exploitation. Confronting these issues can free us from stereotypical thinking and this can build bridges of understanding people who are interested in changing such unequal situations. We shall study a variety of oppression, and we shall also explore the similarities and differences across the groups. This will aim at allowing the younger generation some thoughts of they can do in addressing and responding to diversity. In fact, students studying in this course are all unique, and they bring with them their own identity and such diversity is actually an important source which we can facilitate the students to understand what diversity means to them and what they can do to address diversity issues.

**Indicative Syllabus:**

1. Cultural theories and Multiculturalism
  - Ethnic and cultural awareness
  - The meaning of diversity
  - Social Science discipline in understanding cultural awareness
2. Race and Ethnic Identity
  - Distinction between race and ethnicity
  - Barriers leading to understanding racial and ethnic diversity
  - Diversity consciousness
3. Understanding discriminatory Practice
  - Employment inequality
  - Socioeconomic oppression
  - Fighting stereotypes
4. Working with Gender
  - Traditional gender roles and gender performance
  - Women and the world of work
  - Intersectionality of gender
5. Working with Diverse Sexuality and Transgender Individuals
  - Historical and current challenges and stereotypes

	<ul style="list-style-type: none"> <li>■ Discriminatory practice against people with diverse sexuality and transgender</li> <li>■ Social construction of gender</li> </ul> <p>6. Working with Senior People, People with Disability, and People with Diverse religious beliefs</p> <ul style="list-style-type: none"> <li>■ Historical trend and discriminatory practice against them</li> <li>■ Ageism, Ableism, and religious minorities</li> </ul> <p>7. Anti-discriminatory Practice and Policy Responses</p> <ul style="list-style-type: none"> <li>■ Anti-discriminatory practice</li> <li>■ Current and possible policy response</li> <li>■ Assimilation or Multiculturalism</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p>1. Interactive Lecture</p> <ol style="list-style-type: none"> <li>a) To interact between instructor and students and among students;</li> <li>b) To foster deeper processing of content through discussion.</li> </ol> <p>2. Project Presentation</p> <ol style="list-style-type: none"> <li>a) To bring about deeper understanding of and further exploration into the concepts and theories being touched upon in lectures;</li> <li>b) To enable students to actively participate in the exploration of some given topics through presentation and leading of group discussion.</li> </ol> <p>3. Case Discussion</p> <ol style="list-style-type: none"> <li>a) To enable students to discuss cases/ issues relating to the concept being touched upon in lectures;</li> <li>b) To encourage students to reflect on their responses and experiences to the cases/ issues being discussed.</li> </ol> <p>4. E- class Exercises</p> <ol style="list-style-type: none"> <li>a) To encourage students to write down their views towards certain diverse issues and phenomenon;</li> <li>b) To foster students to develop a critical mind in assessing different diverse issues.</li> </ol>
<p><b>Assessment Methods in Alignment with</b></p>	

Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d		
	1. Individual term paper	50%	√	√	√	√		
	2. Project Presentation	30%	√	√	√	√		
	3. Quiz	20%	√	√	√	√		
	Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Term paper will allow students to integrate major concepts, theory and methods they have learnt in the subject to demonstrate their knowledge and competence in the field of study. Students can also indicate the effectiveness of their proficiency in communicating ideas, creativity and critical thinking, appropriateness and critical insights in making judgment, and handling complex ethical and social issues.</p> <p>Presentation and participation will provide an additional opportunity for students to display the learning outcomes as described above. This will also allow them to make evident their competence in communicating ideas and learning experience in an interactive, student-centred and problem-based setting. Students as a team will need to select one of the given social issues, and prepare a presentation and further discussion.</p> <p>Students are also required to take a quiz at the end of the course to demonstrate how much they have learnt from the course, and to consolidate their understanding on diversity, especially the theoretical concepts and their application to everyday life experiences in Hong Kong.</p>								
Student Study Effort Required	Class contact:							
	▪ Lecture and Project Presentation		39 Hrs.					
	Other student study effort:							
	▪ Preparation for Project Presentation		25 Hrs.					

	<ul style="list-style-type: none"> <li>▪ Preparation for Term Paper</li> </ul>	36 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for Quizzes</li> </ul>	10 Hrs.
	<ul style="list-style-type: none"> <li>▪ Self-studies</li> </ul>	10 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Adams, M., et al. (Eds.) (2018). <i>Readings for diversity and social justice (4<sup>th</sup> Ed)</i>. New York; London: Routledge.</p> <p>Bagilhole, B. (2009). <i>Understanding equal opportunities and diversity: The social differentiations and intersections of inequality</i>. Bristol: Policy Press.</p> <p>Bucher, R.D. (2015). <i>Diversity consciousness: opening our minds to people, cultures, and opportunities (4<sup>th</sup> Ed)</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Diller, J.V. (2015). <i>Cultural diversity: A primer for the human services (5<sup>th</sup> Ed)</i>. Stamford, CT: Brooks/Cole.</p> <p>Healy, G., Kirton, G. and Noon, M. (Eds.) (2011). <i>Equality, inequalities and diversity: Contemporary challenges and strategies</i>. Basingstoke: Palgrave Macmillan.</p> <p><b><u>Supplementary</u></b></p> <p>Alleyne, M.D. (2011). <i>Anti-racism &amp; multiculturalism: Studies in international communication</i>. New Brunswick, NJ: Transaction Publishers.</p> <p>Diller, J.V. (2015). <i>Cultural diversity: A primer for the human services (5<sup>th</sup> Ed)</i>. Stamford, CT: Brooks/Cole.</p> <p>Goodley, D. (2014). <i>Dis/ability studies: Theorising disablism and ableism (1<sup>st</sup> Ed)</i>. Abingdon, Oxon: Routledge.</p> <p>Gullette, M. (2017). <i>Ending ageism, or how not to shoot old people</i> (Global perspectives on aging). New Brunswick: Rutgers University Press.</p> <p>Jonamay Lambert and Selma Myers (2009). <i>The diversity training activity book: 50 activities for promoting communication and understanding at work</i>. New York: AMACOM, American Management Association.</p> <p>Kerwin, L.B. (2010). <i>Cultural diversity: Issues, challenges and perspectives</i>. New York: Nova Science Publishers.</p> <p>Mehrotra, C.M., and Wagner, L.S. (2009). <i>Aging and diversity: An active learning experience (2<sup>nd</sup> Ed)</i>. New York, NY: Routledge.</p> <p>Plante, R.F, and Maurer, L.M. (2010). <i>Doing gender diversity: Readings in theory and real-world experience</i>. Boulder, CO: Westview Press.</p>	

Tierney, S. (Ed.) (2007). *Accommodating cultural diversity*. Aldershot: Ashgate.

**Journals**

Journal of Cultural Diversity

Gender & Society

Hong Kong Journal of Gerontology

International journal of rehabilitation research