

## Subject Description Form

<b>Subject Code</b>	APSS451														
<b>Subject Title</b>	Social Policy														
<b>Credit Value</b>	3														
<b>Level</b>	4														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <p>Note:</p> <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 if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term paper	50%	--	2. Seminar Presentation	--	30%	3. Participation	20%	--
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Term paper	50%	--													
2. Seminar Presentation	--	30%													
3. Participation	20%	--													
<b>Objectives</b>	<p>To enable students to:</p> <ol style="list-style-type: none"> <li>1. acquire an in-depth understanding of theories and concepts in relation to current social policy issues</li> <li>2. nurture analytical skills to evaluate existing social policies critically; and</li> <li>3. develop a critical and integrative perspective for policy suggestion with reference to the Hong Kong context.</li> </ol>														
<b>Intended Learning Outcomes</b>	<ol style="list-style-type: none"> <li>a. analyze and interpret social policy and related social issues by applying relevant theories and concepts;</li> <li>b. evaluate the outcomes of the existing social policy and services critically; and</li> <li>c. propose ways to improve the existing social policy and services for social welfare of Hong Kong citizens</li> </ol>														

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Definition and scope <ul style="list-style-type: none"> <li>- boundary and aims of social policy</li> <li>- history of social policy development</li> <li>- relationship with social work</li> </ul> </li> <li>2. Concepts in social policy analysis <ul style="list-style-type: none"> <li>- social changes and policy making</li> <li>- welfare state</li> <li>- Types of welfare benefits</li> <li>- Equality, equity and social justice</li> </ul> </li> <li>3. Political ideologies of social welfare <ul style="list-style-type: none"> <li>- Social Democracy</li> <li>- New Right</li> <li>- Third Way</li> <li>- Marxism</li> <li>- Post-modernism/Feminism</li> </ul> </li> <li>4. Selected topics on current issues in social policy <ul style="list-style-type: none"> <li>- Social policy for ageing societies</li> <li>- Gender inequality</li> <li>- Education reform and education policy</li> <li>- Health services and health policy</li> <li>- Housing inequalities and housing policy</li> <li>- Poverty and social security</li> <li>- Labour and employment policy</li> <li>- Globalization and global social policy</li> </ul> </li> </ol>																												
<b>Teaching/Learning Methodology</b>	<p>This subject consists of a series of related lectures and seminars. Since the major aim of this subject is to develop critical thinking and strengthen analytical power, an interactive approach is adopted to encourage discussions and debates on policy issues. Policy issues and case studies will be highlighted in lectures for discussion. Students are also required to present in seminar on selected policy issues, through which they learn to develop knowledge in a specific area and to articulate their arguments systematically.</p>																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="485 1733 815 1944" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="815 1733 975 1944" rowspan="2">% weighting</th> <th colspan="6" data-bbox="975 1733 1433 1877">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="975 1877 1050 1944">a</th> <th data-bbox="1050 1877 1125 1944">b</th> <th data-bbox="1125 1877 1200 1944">c</th> <th data-bbox="1200 1877 1275 1944"></th> <th data-bbox="1275 1877 1350 1944"></th> <th data-bbox="1350 1877 1433 1944"></th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1944 815 2020">1. Term paper</td> <td data-bbox="815 1944 975 2020">50%</td> <td data-bbox="975 1944 1050 2020" style="text-align: center;">✓</td> <td data-bbox="1050 1944 1125 2020" style="text-align: center;">✓</td> <td data-bbox="1125 1944 1200 2020" style="text-align: center;">✓</td> <td data-bbox="1200 1944 1275 2020"></td> <td data-bbox="1275 1944 1350 2020"></td> <td data-bbox="1350 1944 1433 2020"></td> </tr> </tbody> </table>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Term paper	50%	✓	✓	✓			
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																											
		a	b	c																									
1. Term paper	50%	✓	✓	✓																									

	2. Seminar Presentation	30%	✓	✓	✓			
	3. Participation	20%	✓	✓	✓			
	Total	100%						
	<p><b>Term paper</b></p> <p>Students are required to submit an individual term paper of 2,000 words on a specific topic. The term paper should be presented clearly in an academically relevant approach; factual evidence as well as analytical reasoning are both necessary. Applying concepts, theories, and principles is required in the analysis. It is also necessary for the students to present their evidence and arguments systematically in a well framed structure.</p> <p><b>Seminar Presentation and Participation</b></p> <p>Students in small groups will prepare and conduct presentation on selected issues relating to local social policy. They are expected to sort out information and organize data/evidence systematically to make an effective presentation to the class. Students are also expected to motivate fellow students to take part in discussion and debate. They should respond to questions and criticisms appropriately. Their performance in seminars will be assessed on both group and individual basis. The seminars will provide a platform for participatory learning to brush up students' analytical ability and to develop skills in effective communication in policy discussion.</p>							
<b>Student Study Effort Expected</b>	Class contact:							
	▪ Lectures		24 Hrs.					
	▪ Seminars		15 Hrs.					
	Other student study effort:							
	▪ Reading Subject Materials		50 Hrs.					
	▪ Preparation for Seminar Presentation		16 Hrs.					
	▪ Term Paper Writing		20 Hrs.					
	Total student study effort			125 Hrs.				
<b>Reading List and References</b>	<p>Alcock, C., Payne, S., &amp; Sullivan, M. (2004). <i>Introducing social policy</i> (Rev. ed.). Harlow, England; Hong Kong: Pearson/Prentice Hall.</p> <p>Alcock, P., May, M., &amp; Wright, S.D. (Eds.) (2016). <i>The student's companion to social policy</i> (4th ed.). Hoboken, NJ: Wiley &amp; Sons.</p>							

	<p>Bai, X. (2019) Hong Kong Chinese aging adults voice financial care expectations in changing family and sociocultural contexts: implications for policy and services. <i>Journal of Aging &amp; Social Policy</i>, 31(5), 415-444.</p> <p>Baldock, J., et al (Eds.) (2012). <i>Social policy</i> (3rd ed.). Oxford: Oxford University Press.</p> <p>Blakemore, K. &amp; Warwick-Booth, L. (2013). <i>Social policy: An introduction</i> (4th ed.). Maidenhead: Open University Press.</p> <p>Chan, C. (2011). <i>Social security policy in Hong Kong: From British colony to China's special administrative region</i>. Lanham, Md.: Lexington Books.</p> <p>Chan, C. H., Chui, C. H. –K., &amp; Chandra, Y. (2021). The role of social innovation policy in social service sector reform: Evidence from Hong Kong. <i>Journal of Social Policy</i>. DOI: <a href="https://doi.org/10.1017/S0047279421000167">https://doi.org/10.1017/S0047279421000167</a></p> <p>Cheng, S., Lum, T., Lam, L., &amp; Fung, H. (2013). Hong Kong: Embracing a fast aging society with limited welfare. <i>The Gerontologist</i>, 53(4), 527-533.</p> <p>Fitzpatrick, T. (2011). <i>Welfare theory: An introduction to the theoretical debates in social policy</i> (2nd ed.). Basingstoke: Palgrave Macmillan.</p> <p>Forrest, R., &amp; Yip, N. M. (2014). The future for reluctant intervention: The prospects for Hong Kong's public rental sector. <i>Housing Studies</i>, 29(4), 551-565.</p> <p>Hill, M. J., &amp; Irving, Z. (2009). <i>Understanding Social Policy</i> (8th ed.). Chichester: Wiley-Blackwell.</p> <p>Jordan, B. (2006). <i>Social policy for the twenty-first century: New perspectives, big issues</i>. Cambridge: Polity Press.</p> <p>Jordan, B. (2010). <i>What's wrong with social policy and how to fix it</i>. Cambridge: Polity Press.</p> <p>Lavalette, M., &amp; Pratt, A. (Ed.). (2006). <i>Social policy: A conceptual and theoretical introduction</i> (3rd ed.). London: Sage Publication Ltd.</p> <p>Li, C. W. (2016). <i>Labor and class identities in Hong Kong: Class processes in a neoliberal global city</i>. New York, NY: Palgrave Macmillan.</p> <p>Leung, K. M., Yiu, C. Y., &amp; Lai, K. -k (2020). Responsiveness of sub-divided unit tenants' housing consumption to income: a study of Hong Kong informal housing. <i>Housing Studies</i>, DOI: 10.1080/02673037.2020.1803799</p> <p>Lum, T., Shi, C., Wong, G., &amp; Wong, K. (2020). COVID-19 and long-term care policy for older people in Hong Kong. <i>Journal of Aging &amp; Social Policy</i>, 32(4-5), 373-379.</p>
--	---

	<p>Ngai, K. K. H., Wu, S. W. K., &amp; Chung, J. L. P. (2017). A journey of change – History of disability in Hong Kong 1841-2014. In R. Hanes &amp; N. E. Hansen (Eds.). <i>The Routledge history of disability</i> (pp. 163-203). Abingdon, Oxon: Routledge.</p> <p>Ramesh, M. (2012). Health care reform in Hong Kong: The politics of liberal non-democracy. <i>The Pacific Review</i>, 25(4), 455-471.</p> <p>Saunders, P., Wong, H., &amp; Wong, W. P. (2014). Deprivation and poverty in Hong Kong. <i>Social Policy &amp; Administration</i>, 48(5), 556-575.</p> <p>Spicker, P. (2008). <i>Social policy: Themes and approaches</i> (Rev. 2nd ed.). Bristol: Prentice Hall.</p> <p>Stewart, J. (2009). <i>Public policy values</i>. Bristol: Palgrave Macmillan.</p> <p>Wong, L., White, L. T., &amp; Gui, S. (2004). <i>Social policy reform in Hong Kong and Shanghai: A tale of two cities</i>. Armonk, N.Y.: M.E. Sharpe.</p> <p>Yung, B. (2012). “Right to housing” in Hong Kong: Perspectives from the Hong Kong Community. <i>Housing, Theory and Society</i>, 29(4), 401-419.</p>
--	--