

Subject Description Form

Subject Code	APSS6004											
Subject Title	Social Sciences Theories I											
Credit Value	3											
Level	6											
Pre-requisite/ Co-requisite/ Exclusion	N/A											
Assessment Methods	<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>1. Attendance and Participation</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Assignment</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass all component(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance and Participation	50%	0%	2. Assignment	50%	0%
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2. Assignment	50%	0%										
Objectives	<p>This subject serves as an introduction to Social Sciences Theories for research postgraduate students. The goal of this subject is for students to become familiar with the central arguments of each of the theorists we cover. Students will be guided to develop in-depth understanding of the major theories and to critically evaluate debates within them. They are also encouraged to reflect on how particular theories are relevant to their own research projects.</p> <p>In this subject, we will examine both classical and contemporary Social Sciences Theories. We will begin with the three key figures in classical theories – Karl Marx, Max Weber, and Emile Durkheim – and discuss how they laid the foundations for a new ‘science of society.’ In addition, we will focus on contemporary theories including Structural Functionalism, Conflict Theory, Symbolic Interactionism, Critical Theory, and Postmodernism. Topics include capitalism and bureaucracy; the problem of social order and the nature of social conflict; the relationship between social structure and inequality; the social sources of power and ideology; social development and change, and the evolution of modern societies.</p>											

<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students are able to:</p> <ol style="list-style-type: none"> develop in-depth understanding of classical and contemporary theories; familiarize themselves with the major debates in the theories; compare and evaluate various theoretical perspectives and standpoints; discuss the theoretical choices for their own research projects; reflect on how particular theories are relevant to their own research. 																																											
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> Course Introduction and Administration Marx – The Theory of Capitalism Weber – Bureaucracy and Social Class Durkheim – The Evolution of Modern Societies Structural Functionalism – Social System and Stratification Conflict Theory – Inequality and Social Conflict Symbolic Interactionism – Mind, Self, and Society Critical Theory – Social Crises of Rationality and Legitimacy Foucault – Postmodernism and the Disciplinary Society Globalization Theory – Social Development and Change 																																											
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>This subject will be delivered by interactive seminars, facilitated by in-class discussions and debates. The seminars will introduce major perspectives and approaches in Social Sciences Theories. In-class discussions and debates will be used to engage students’ interest in the subject. Students are required to study the assigned readings before attending the seminars and to actively participate during the sessions.</p>																																											
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="443 1480 1471 1912"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> <th rowspan="2"></th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and Participation</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Assignment</td> <td>50 %</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>As with many research postgraduate seminars, this subject depends upon the</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	1. Attendance and Participation	50 %	√	√	√	√	√		2. Assignment	50 %	√	√	√	√	√		Total	100 %						
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	<p>full attention and participation of everyone in the sessions. Students will be expected to study assigned readings before attending the seminars and to actively participate during the sessions. Throughout the semester, they will submit two 500-word reflection memos to discuss and evaluate the in-class discussions and debates of Social Sciences Theories.</p> <p>For their assignment, students will be required to produce a 4,000-word discussion of particular theories in relation to their own research projects. The discussion should focus on explaining the theoretical options for their research projects and evaluating how different options of theories would impact their own research.</p>	
Student Study Effort Required	Class contact:	
	<ul style="list-style-type: none"> ▪ Interactive Seminar 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Weekly Preparation 	42 Hrs.
	<ul style="list-style-type: none"> ▪ Assignment 	42 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Bourdieu, Pierre. 1977. <i>Outline of a Theory of Practice</i>. Cambridge University Press.</p> <p>Collins, Randall. 1994[1975]. "A Conflict Theory of Stratification." In <i>Four Theoretical Traditions: Selected Readings</i>. Randall Collins (ed.). New York: Oxford University Press.</p> <p>Cooley, Charles Horton. [1902]. "Society is in the Mind." In <i>Four Theoretical Traditions: Selected Readings</i>. Randall Collins (ed.). New York: Oxford University Press.</p> <p>Coser, Lewis. 1957. "Social Conflict and the Theory of Social Change." <i>The British Journal of Sociology</i>, 8(3): 197-270.</p> <p>Davis, Kingsley and Wilbert E. Moore. 1945. "Some Principles of Social Stratification." <i>American Sociological Review</i>, 10: 242-249.</p> <p>Dahrendorf, Ralf. 1958. "Toward a Theory of Social Conflict." <i>The Journal of Conflict Resolution</i>, 2(2): 170-183.</p> <p>Durkheim, Emile. 1951. <i>Suicide</i>. Free Press.</p> <p>Durkheim, Emile. 1973. <i>On Morality and Society</i>. University of Chicago Press.</p> <p>Foucault, Michel. 1995. <i>Discipline and Punish: The Birth of the Prison</i>. Vintage Books.</p> <p>Gerth, Hans Heinrich and Charles Wright Mills. (ed.) 1946. <i>From Max Weber: Essays in Sociology</i>. Oxford University Press.</p> <p>Goffman, Erving. 1959. <i>The Presentation of Self in Everyday Life</i>. Anchor.</p> <p>Habermas, Jurgen. 1975. <i>Legitimation Crisis</i>. Beacon Press.</p> <p>Harvey, David. (2007). "Neoliberalism as Creative Destruction." <i>Annals of the American Academy of Political and Social Science</i>, 610: 22-44.</p>	

	<p>Mead, George Herbert. 1994[1934]. “<i>Thought as Internalized Conversation.</i>” In <i>Four Theoretical Traditions: Selected Readings</i>. Randall Collins (ed.). New York: Oxford University Press.</p> <p>Merton, Robert. 1968. “Latent and Manifest Functions.” In <i>Social Theory and Social Structure</i>. Free Press.</p> <p>Parsons, Talcott. 1959. “The School Class as a Social System: Some of Its Functions in American Society.” <i>Educational Review</i>, 29: 297-318.</p> <p>Rostow, Walt Whitman. 1990. “The Five Stages of Growth.” In <i>Development and Underdevelopment: The Political Economy of Global Inequality</i>. Thousand Oaks: Sage.</p> <p>Tucker, Robert. 1978. <i>The Marx-Engels Reader</i>. Norton.</p> <p>Wallerstein, Immanuel. 2000. “Globalization or the age of transition? A long-term view of the trajectory of the world system.” <i>International Sociology</i>, 15(2): 249-265.</p> <p>Weber, Max. (1978 [1968]). “The Basis of Legitimacy” In <i>Economy and Society: An Outline of Interpretive Sociology</i>. G. Roth & C. Wittich (eds.). Berkeley: University of California Press, Berkeley.</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.