

Subject Description Form

Subject Code	APSS618														
Subject Title	Pathways to Social Development														
Credit Value	3														
Level	6														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Project Presentation</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Participation and Attendance</td> <td style="text-align: center;">20 %</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 the components if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	50 %	0%	2. Project Presentation	30 %	0%	3. Participation and Attendance	20 %	0%
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Objectives	The subject aims to allow students to gain an in-depth understanding of the concepts and theories of social development and how their pathways have been transformed in the last five decades. In doing so students will appreciate critically the options for sustainable social development that highlights social justice, social wellbeing and humanitarianism.														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to develop the competence to:</p> <ol style="list-style-type: none"> a. articulate effectively an in-depth knowledge of the major concepts and theoretical paradigms of social development; b. appraise critically development initiatives in an international perspective and their implications for the socially, culturally and politically disadvantaged; c. generate well rounded policy or program options leading to improved social well being for all; d. interpret and communicate independently and creatively major issues involved in designing and appraising policy/program aiming at fostering social development; 														
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Overview and introduction <ul style="list-style-type: none"> Social Development in Historical contexts Classical Concepts and Theories Current resurgence 2. Economic Pathways <ul style="list-style-type: none"> Lump-sum capital Balanced growth 														

	<ul style="list-style-type: none"> • Unbalanced growth • Vent for surplus • Unlimited supply of surplus labour • Implications for social development <ol style="list-style-type: none"> 3. Socio-cultural Pathways <ul style="list-style-type: none"> • Modernization theories • Basic assumptions • Recent resurgence 4. Political Economy Pathways <ul style="list-style-type: none"> • Dependency theory • World-system theory • New International Division of Labour 5. Social Development and Globalization: Challenges and Instability 6. Alternative Pathways <ul style="list-style-type: none"> • Alternative strategies and foci • Social economy 7. Social Development in Hong Kong <ul style="list-style-type: none"> • Vision, policies, services and development • Social development at crossroads 8. Possible Participatory Pathways 9. Reflections on Social Development 																																		
Teaching/Learning Methodology	<p>This course will be run as a seminar where students are expected to engage in interactive discussions on the paradigms and frameworks embedded in the current planning and practices of social development in Hong Kong and other countries. The discussions will further allow them to develop their own topic for the final assignment aiming at assessing the pathways of social development in Hong Kong or China. In the end, students are expected to demonstrate their knowledge, critical thinking, and capacity for formulating responsible options for social development in a local/international context.</p>																																		
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 1305 1461 1780"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Project Presentation</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Participation and attendance</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are expected to submit an individual research paper of 5,000 words reviewing critically a major paradigm employed in Hong Kong/China for social development. As a way to monitor their research progress, they are also required to present their preliminary findings before their submission of their final paper. Their attendance and participation as well as their communication skills in the seminar discussions will also</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Term Paper	50%	√	√	√	√	2. Project Presentation	30%	√	√	√	√	3. Participation and attendance	20%	√	√	√	√	Total	100%				
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	be assessed.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	30 Hrs
	• Seminar	9 Hrs
	Other student study effort:	
	▪ Self-directed study	40 Hrs
	▪ Preparation for seminar presentation	10 Hrs
	▪ Preparation for project report	20 Hrs
	Total student study effort	109 Hrs
Reading List and References	<p><u>Essential</u></p> <p>Midgley, J. (2013). <i>Social development theories and practice</i>. London: Sage.</p> <p>Parwar, M.S. & Cox, D.R. (Eds.). (2010). <i>Social development: Critical themes and perspectives</i>. New York; London: Routledge.</p> <p>Peet, R. & Hartwick, E. (2009). <i>Theories of development: Contentions, arguments and alternatives</i>. London/New York: The Guildford Press.</p> <p>Shutt, H. (2010). <i>Beyond the profits system: Possibilities for a post-capitalist era</i>. London: Zed Books.</p> <p><u>Supplementary</u></p> <p>Amin, A. (Ed.) (2009). <i>The social economy: International perspectives on economic solidarity</i>. London: Zed Books.</p> <p>Chan, C.K. (2014). China as ‘Other’: Resistance to and ambivalence toward national identity in Hong Kong. <i>China Perspectives</i>, No.1:24-34. Available on line: https://www.ied.edu.hk/flass/fas_upload/userfiles/pdf/China%20as%20Other.pdf</p> <p>Cheng, J.Y.S. (Ed.) (2014). <i>New trends of political participation in Hong Kong</i>. Hong Kong: City University of Hong Kong Press.</p> <p>Chua, H.W, Wong, A.K.W. & Shek, D.T.L. (2010). Social development in Hong Kong: Development issues identified by Social Development Index (SDI). <i>Social Indicators Research</i>, 95: 535-551.</p> <p>Clammer, J.R. (2012). <i>Culture, development and social theory towards an integrated social development</i>. London: Zed Books.</p>	

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	<p>Nations Development Program. Available online http://hdr.undp.org/sites/default/files/hdr14-report-en-1.pdf</p> <p>Wong, H. (2011). Quality of life of poor people living in remote areas in Hong Kong. <i>Social Indicators Research</i>, 100:435–450.</p> <p>Wright, E.O. (2009). <i>Envisioning real Utopias</i>. London: Verso.</p>
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