Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS5786</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Social Problems and Social Welfare</td>
</tr>
<tr>
<td>Credit Value</td>
<td>2</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Assessment Methods**

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>30%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2. Essays</td>
<td>40%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3. Seminar Presentation</td>
<td>-</td>
<td>-</td>
<td>30%</td>
</tr>
</tbody>
</table>

- 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.

**Objectives**

This subject is to provide an integrated and summative platform on which students are required to present their views on the interrelationship between current social issues/problems, social service provision and feasible policy solutions or social work interventions. This subject focuses on training of analytical competence, critic towards service provision and policy-centered kind of thinking. Sociological concepts, social policy framework and service provision models and strategies are provided in lectures whereas seminars are designed for interflow among students and between students and tutors. Only current social issues and problems are selected for discussions.

**Intended Learning Outcomes**

Upon completion of the subject, students will be able to:

(A) present their views on current social issues and social problems which are theoretically-informed;

(B) conduct a small project for data collection and analyses;

(C) show their understanding of the current debates and discussions about social issues and social problems in question and social policy in relation;
(D) work out a feasible social &welfare policy or service provision suggestion to deal with the issues under discussions.

### Subject Synopsis/Indicative Syllabus

1. What is the definition of social problems? What is the relationship between understandings of social problems, the perspectives of social policy and the provision of social service for the people concerned?

2. Different perspectives on social problems

3. Recap of social policy discussion and social welfare provision including but not limited to:
   - Poverty and dependency culture
   - Feminism and social welfare
   - Unemployment and Youth
   - The social meaning of work in modern societies
   - Family policy and family breakdown
   - Social exclusion and social welfare
   - Hawkers and social economy
   - Citizenship and social rights

4. How social service provision could help alleviate the problems identified critically?

### Teaching/Learning Methodology

The teaching approach will be composed of lectures and seminars. Lectures only focus on a brief introduction to general concepts and theories related to the social issues in question. Tutors would make good use of the seminars to work with students to utilize a theoretical framework for problem analysis, policy formulation and related service provision jointly.

### Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a</td>
</tr>
<tr>
<td>1. Participation</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>2. Essays</td>
<td>40%</td>
<td>√</td>
</tr>
<tr>
<td>3. Seminar Presentation</td>
<td>30%</td>
<td>√</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes

(A) Participation in the lectures and seminars will enhance the students’ understanding of the theories and concepts as well as the issues related to social welfare and social problems, so that they will be reflective and theoretically-informed.
(B) The students will refine their ideas after discussions with the instructor and the participants in seminars, the written work is necessary for them to consolidate their thoughts and understandings of the current debates and discussions about social issues in question from different perspectives.

(C) The seminar presentation will be instrumental for the students to work out a feasible social and welfare policy and social service provision model/strategies to deal with the social problems under discussions.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecture 21 Hrs.</td>
</tr>
<tr>
<td></td>
<td>Seminar 5 Hrs.</td>
</tr>
</tbody>
</table>

**Other student study effort:**

- Reading newspaper / articles 40 Hrs.
- Peer group discussion 10 Hrs.
- Field / case analysis 14 Hrs.

Total student study effort 90 Hrs.

<table>
<thead>
<tr>
<th>Medium of Instruction</th>
<th>English (supplemented with Chinese)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Medium of Assessment</th>
<th>English</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reading List and References</th>
<th>Basics</th>
</tr>
</thead>
</table>

**Macro Social Work Practices**


Practice.


**Structural and Progressive Social Work**


何芝君. (2005)〈社會工作的反思：身處社會文化脈絡的個體〉，載何芝君與麥萍施編《本質與典範：社會工作的反思.》香港：方文文化創作室

**Social Constructionism/ Postmodernism**


**Social Problem**


Macionis, J.J. (2013) Social problems (5th ed.)


**Types of Social Problems**

**Crime**

張平吾. (1996). 《被害人學》台灣：中央警察大學出版社


Causes, manifestations, and consequences.


Drugs


United Nations Office on Drugs and Crime (www.unodc.org) and its World Drug Reports.


**Suicide**


**Poverty**

周永新 (2014) 《真實的貧窮面貌──綜觀香港社會60年》 (香港：中華書局)。

黃洪 (2013) 《「無窮」的盼望──香港貧窮問題探析》 (香港：香港中華書局)。

王卓祺、尹寶珊及羅智健編. (2012). 從社經指標看香港社會變遷. 香港: 中文大學香港亞太研究所


<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>香港明愛青少年及社區服務及香港天主教正義和平委員會 (2010). 與基層家庭同行：基層家庭與社會排斥訪問計劃. 香港: 該會</td>
<td></td>
</tr>
<tr>
<td>莫泰基 (1999). 香港減貧政策探索. 香港: 三聯書局</td>
<td></td>
</tr>
<tr>
<td>莫泰基編 (2000). 貧窮與社區發展. 香港: 香港亞洲專訊研究中心及香港社會保障學會</td>
<td></td>
</tr>
<tr>
<td>黃洪及葉盛泉 (2012). 設立法定最低工資對香港弱勢社群勞動力市場狀況及生活質素的影響 (CUHK 4020-PPR-09)</td>
<td></td>
</tr>
<tr>
<td>黃洪及蔡海偉 (1996). 香港低收入戶開支模式研究. 香港: 社會服務聯會及樂施會</td>
<td></td>
</tr>
<tr>
<td>樂施會 (2002). 香港邊緣勞工口述史. 香港: 樂施會</td>
<td></td>
</tr>
<tr>
<td>關注綜援聯盟及樂施會 (2007). 綜援-nization: 10 個綜援人仕的口述故事. 香港：關注綜援聯盟及樂施會</td>
<td></td>
</tr>
<tr>
<td>嚴潔心編 (2005). 76.8%的天空: 社會性別, 貧窮與發展在香港. 香港: 香港樂施會</td>
<td></td>
</tr>
<tr>
<td>Author(s)</td>
<td>Title</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Abhijit, Vinayak Banerjee, Roland Bénabou, and Dilip Mookherjee.</td>
<td>Understanding Poverty</td>
</tr>
<tr>
<td>Chan, T. W.</td>
<td>Intergenerational Social Mobility in Hong Kong</td>
</tr>
<tr>
<td>Goodstadt, L. F.</td>
<td>Poverty in the midst of affluence: How Hong Kong mismanaged its prosperity</td>
</tr>
<tr>
<td>Lui, T. L and Chiu W.K.</td>
<td>Global City, Dual City? Globalization and Social Polarization in Hong Kong since the 1990s</td>
</tr>
<tr>
<td>Yunus, M., &amp; Jolis, A.</td>
<td>Banker to the poor: Micro-lending and the battle against world poverty</td>
</tr>
</tbody>
</table>