### 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></th>
<th>Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>20%</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>2. Essays</td>
<td>50%</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 platform on which students are required to present their views on current social issues, social service provision and suggest feasible solutions. This subject focuses on training of analytical competence, critical towards service provision and policy-centered kind of thinking. Sociological concepts, social policy framework and service provision models 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;
(D) work out a feasible social and 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?
2. Perspectives on social problems
3. Recap of social policy discussion 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 develop a theoretical framework for analysis, policy formulation and related service provision.

**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>20%</td>
<td>✓</td>
</tr>
<tr>
<td>2. Essays</td>
<td>50%</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 understanding of the current debates and discussions about social issues in question.

(C) The seminar presentation will be instrumental for the students to work out a feasible social and welfare policy and social service provision model 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</td>
</tr>
<tr>
<td></td>
<td>▪ Seminar</td>
</tr>
<tr>
<td>Other student study effort:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Reading newspaper / articles</td>
</tr>
<tr>
<td></td>
<td>▪ Peer group discussion</td>
</tr>
<tr>
<td></td>
<td>▪ Field / case analysis</td>
</tr>
<tr>
<td>Total student study effort</td>
<td></td>
</tr>
<tr>
<td></td>
<td>90 Hrs.</td>
</tr>
</tbody>
</table>

| Medium of Instruction         | English supplemented with Chinese                    |
| Medium of Assessment          | English                                              |

| Reading List and References   | Basics                                               |
|                              | Charon, J.M. (2002). *Social problems: Readings with four questions*. |
Macionis, J.J. (2013) *Social problems* (5th ed.)


**Crime**

張平吾 (1996) *被害者學*（台灣：中央警察大學出版社）


**Deviance & labelling theory**


Tsai, Wen-hui (2001) *Class struggle and deviant labeling in Mao’s China: Becoming enemies of the people.*


**Drugs**


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


**Family**


Hackstaff, K. B. (1999) *Divorce culture: A breach in gender relations* [e-access].


Ng, Chun-hung, Wong, Thomas W. P., Chu, Yin-wah & Chan, Kit-wa Anita (eds.) (2009) “Special focus: Doing families in Hong Kong”, in Social Transformations in Chinese Societies, Hong Kong Sociological Association (view online).


Marriage


*** 阮新邦、羅沛霖、賀玉英 (1998)《婚姻、性別與性：一個當代中國農村的考察》(新澤西：八方文化)

*** 黃麗彰 (2006)《婚姻輔導解構》(香港：突破出版社)

*** 霍玉蓮 (2004)《婚姻與家庭治療 - 理論與實務藍圖》(香港：突破出版社)

Sexual crime


Salter, A.C. (2003) Predators: Pedophiles, rapists, and other sex offenders: Who they are, how they operate, and how we can protect ourselves and our children.


Stevens, D.J. (1999) Inside the mind of a serial rapist

Suicide


Macro Social Work

Macro Social Work Practices


Structural Social Work


Progressive Social Work


Social Constructionism/ Postmodernism


Macro Social Work Practices


James, L. Adrian. (2004). The Medonalization of Social Work—or ‘Come Back’ Florence Hollis, All is (should be) forgiven, Reflecting on Social Work: Discipline and Profession. England ; Burlington, VT : Ashgate, p.37-54

**Structural Social Work**


**Critical Pedagogy and Critical Practices**


**Progressive Social Work**


何芝君 (2005)〈社會工作的反思：身處社會文化脈絡的個人〉，載何芝君與麥萍施編《本質與典範：社會工作的反思》（香港：八方文化）