

## Subject Description Form

<b>Subject Code</b>	APSS232											
<b>Subject Title</b>	Introduction to Sociology											
<b>Credit Value</b>	3											
<b>Level</b>	2											
<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: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>2. Written Assignment</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Reflection Paper</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	2. Written Assignment	60 %	--	3. Reflection Paper	40 %	--
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<b>Objectives</b>	<p>This course provides an introduction to the study of sociology. This course aims to help students understand how society works, and the extent to which they are influenced by society. Overall, it is hoped that this course stimulates students to think of sociology as an exciting and ‘living’ subject that provides tools with which to understand not only one’s own life but also issues that are relevant to people in today’s cultural and social world. Specifically, we will develop a “sociological outlook”, and engage with relevant theories, concepts and methods in order to understand certain “taken-for-granted” and “familiar” issues in today’s cultures and societies in sociological ways as well as gain insights into how sociology has examined various parts of the social and cultural world. Throughout the course, students will be encouraged to connect theoretical issues with real-life situations.</p>											
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>1. possess some familiarity with theories, concepts and paradigms essential to the study of culture and society.</li> <li>2. understand issues within the field of sociology.</li> <li>3. apply critical/theoretical ideas to the cities/cultures/societies in which students live.</li> <li>4. have critically engaged with theories and have developed the ability to communicate viewpoints both orally and in written form.</li> <li>5. analyse social and cultural phenomena from various theoretical perspectives.</li> </ol>											
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1: What is sociology, why study it and course administration</li> <li>2: Sociological Imaginations and Sociological Outlooks</li> <li>3: Structure, Socialization and Agency</li> <li>4: Introduction to Theories and "the big 4"</li> <li>5: Sociological Research Methods</li> <li>6: Stratification and “Structures” of Inequality</li> <li>7: Globalization</li> <li>8: Postmodernity and postmodernism</li> <li>9: Families</li> <li>10: Educational spaces</li> <li>11: Cities and countryside</li> <li>12: Media, new and old</li> <li>13: Religion</li> </ol>											

<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>This course comprises fourteen three hour classes. Each class will include elements of lecture, tutorial discussion, reading and viewing. Lectures will cover major theories and sociological issues. The tutorial meetings will be devoted to in-depth discussion on theoretical issues and important readings in order to enhance student's understanding. Multi-media sources (such as documentaries, films and television) will be used, when appropriate, in tutorial sessions in order to highlight key concepts and stimulate productive and interesting discussion.</p> <p>In tutorial parts of the class we will also make applications of issues to students' own lives to enhance student's understanding. Discussion and debate is encouraged, but respect for others' viewpoints is required. Have an open mind and be willing to consider new perspectives. In many cases none of us will have the "right" answer to a question or problem.</p> <p>As well as placing emphasis on discussion, time will be spent providing clarification about reading, debate and application of 'abstract' ideas to specific situations and problems, both in Hong Kong, elsewhere in China and the world.</p> <p>Each week, we will discuss key texts. It is expected that students will have read this text, focusing on what the text says, what it means, why it matters, and how this text might influence the way that you see anthropology. Students should also identify key quotations, and be able to elaborate upon what these quotations mean. Students should also develop the ability to critically read these texts.</p>																																															
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="443 880 1473 1261"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>Written assignment</td> <td>60%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Reflection Paper</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Students are required to write an essay. This must be submitted in the final week of the course. A specific date will be set once we have started the course.</p> <p>Students are required to write a report based on "ethnographic research" of a scene. This must be submitted in the final week of the course. A specific date will be set once we have started the course.</p> <p>Students should write down not only what they did and what they discovered but also attempt to use relevant theories to make sense of they observed. Finally, students should be reflexive, indicating that they have reflected upon, and examined, their own research practices. This paper should be clearly divided into three sections:  Description  Analysis and application of relevant theories and anthropological ideas to the things you described  Reflexive discussion</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						1	2	3	4	5		Written assignment	60%	√	√	√	√	√		Reflection Paper	40%	√	√	√	√	√		Total	100 %								
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	Total student study effort	107 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p>Abercrombie, N., Hill, S., and Turner, B.S. (2000) The Penguin Dictionary of Sociology. London: Penguin.</p> <p>Allan, K. (2007) The Social Lens: an invitation to social and sociological theory. London: Sage.</p> <p>Appelrouth, S.A. and Edles, L.D. (2012) Classical and Contemporary Sociological Theory: Texts and Readings. London: Sage.</p> <p>Brinkerhoff, D.B.; White, L.K.; Ortega, S.T.; and Weitz, R. (2010) Essentials of Sociology. Belmont: Wadsworth.</p> <p>Charon, J.M. (2013) Ten Questions: a sociological perspective. Belmont: Wadsworth.</p> <p>Giddens, A. (2009) Sociology. Cambridge: Polity Press.</p> <p>Haralambos, M. and Holborn, M. (2013) Sociology: Themes and Perspectives. London: Collins Educational.</p> <p>Macionis, J.J. (2012) Sociology. 14<sup>th</sup> edition. London: Pearson.</p> <p>Miles, S. (2001) Social Theory in the real world. London: Sage.</p> <p>Ritzer, G. (1996) Sociological Theory. New York: McGraw-Hill.</p> <p>Ritzer, G. (2003) Contemporary sociological theory and its classical roots: the basics. New York: McGraw-Hill.</p>	

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.