

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS341														
Subject Title	Contemporary Social Issues														
Credit Value	3														
Level	3														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">100% Continuous Assessment</th> <th style="text-align: center;">Individual Assessment</th> <th style="text-align: center;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Workshop Participation</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Written Assignment</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Final Project</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Workshop Participation	30 %	--	2. Written Assignment	40 %	--	3. Final Project	30 %	--
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Objectives	<p>The subject aims to enable students to distinguish between personal troubles and social issues and to develop a conceptual framework to work out their differences as well as their linkages. It is also to enable students to apprehend and criticize different sociological approaches to the study of contemporary social issues.</p>														
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. show their understanding of the differences between personal issues and social issues; b. give their own views on the following daily activities, namely: consumption, self-formation, youth culture and their personal growth process, the differences between non-disabled and disabled, the relationship between love and sexuality; and c. by drawing on their own personal experiences, show their competence in linking theoretical framework and the understanding of daily life; and to acquire practical, presentational and experiential knowledge about contemporary societies. 														
Subject Synopsis/	1. Personal Issues and Social Issues														

<p>Indicative Syllabus <i>(Note 2)</i></p>	<p>2. Urban Space: Home and Private life 3. Urban Space: Street and Community 4. Consumption: the Formation of Self-Identity 5. Consumer and the Meaning of Shopping 6. Youth and Subculture Theories 7. Post-modern Youth 8. Family, Children and Personal Development 9. Sexuality and the Transformation of Intimacy 10. Democracy in Daily Life: Feminism and Beyond 11. Body and the Construction of Self 12. Disability and the Concept of Perfect Bodies 13. Disability Movement</p>																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>Lectures revolve around the different approaches to the related topics, and examples of daily life would be drawn on so as to show the ways of applying theoretical frameworks to social analyses. Workshops are for encouraging students to express their own views on different items selected from daily life by the tutors. Concrete items are for giving a vivid and lively ways to the students.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="443 1279 1471 1720"> <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>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1.Presentation</td> <td>30 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.Written Assignment</td> <td>40 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.Final Project</td> <td>30 %</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>- The grade is calculated according to the percentage assigned;</p> <p>- The completion and submission of all component assignments are required for passing the subject; and</p> <p>Student must pass all components at 50% or grade D if he/she is to pass the subject. Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Presentation is to provide the opportunity for students to apply the learning materials into daily contemporary issues among themselves; written assignment is reflection</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1.Presentation	30 %	√	√	√				2.Written Assignment	40 %	√	√	√				3.Final Project	30 %	√	√	√				Total	100 %						
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	logs and the final project is to ask them to show their practical, experiential and presentational knowledge.	
Student Study Effort Required	Class contact:	
	▪ Lecturer	39 Hrs.
	Other student study effort:	
	▪ Log Writing	40 Hrs.
	▪ Community Study	30 Hrs.
	▪ Reading	20 Hrs.
	Total student study effort	129 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Clinard, M. B., & Meier, R. F. (2011). <i>Sociology of deviant behavior</i>. Belmont, Calif. : Wadsworth Cengage Learning. 14th ed.</p> <p>Crone, J. A. (2011). <i>How can we solve our social problems?</i> (2nd ed.). Los Angeles: Sage/Pine Forge Press.</p> <p>Donati, P. (2011). <i>Relational sociology: A new paradigm for the social sciences</i>. London; New York: Routledge. [electronic resource]</p> <p>Giddens, A. (1992). <i>Transformation of intimacy</i>. Stanford, California: Stanford University Press.</p> <p>Kramer, L. (2011). <i>The sociology of gender: A brief introduction</i> (3rd ed.). New York, Oxford: Oxford University Press.</p> <p>Woodward, K. (Ed.). (1997). <i>Identity and difference</i>. London: Sage.</p> <p><u>Supplementary</u></p> <p>Beck, U. (1995). The reinvention of politics: Towards a theory of reflexive modernization. In U. Beck, A. Giddens and S. Lash (Ed.) <i>Reflexive modernization: Politics, tradition and aesthetics in the modern social order</i>. Cambridge: Polity Press.</p>	

	<p>Crossley, N. (2011). <i>Towards relational sociology</i>. New York, NY: Routledge. [electronic resource].</p> <p>Daly, M. (1984). <i>Pure lust: Elemental feminist philosophy</i>. Boston: Beacon press, French, Marilyn.</p> <p>Daly, M. (1985). <i>Beyond power: On women, men and morals</i>. N.Y.: Simmit Books.</p> <p>Featherstone, M. (1991). The Body in Consumer Culture. In M. Featherstone et.al. <i>The body: Social process and cultural theory</i>. New York: Sage Publications.</p> <p>Frisby, D. (1985). <i>Fragments of modernity: Theories of modernity in the work of Simmel, Kracauer and Benjamin</i>. Cambridge: Polity.</p> <p>Gottdiener, M. (1995). <i>Postmodern semiotics: Material culture and the forms of postmodern life</i>. Oxford and Cambridge: Blackwell Publication Ltd.</p> <p>Henslin, J. M. (2011). <i>Essentials of sociology: A down-to-earth approach</i> (9th ed.). Boston: Allyn & Bacon.</p> <p>Holstein, J.A., & Miller, G. (Eds.). (1993). <i>Reconsidering social constructionism: Debates in social problems theory</i>. New York: Aline de Gruyter.</p> <p>Mark, G. (1997). <i>The theming of America: Dreams, visions, and commercial places</i>. Colorado: Westview Press.</p> <p>Miller, D. (1997). Consumption and its consequences. In H. Mackay (Ed.). <i>Consumption and everyday life</i> (3rd ed.). London: Sage Publication Ltd. New York; Oxford: Oxford University Press.</p> <p>Urry, J. (1990). <i>The tourist gaze: Leisure and travel in contemporary societies</i>. London: Sage.</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.