Subject Description Form

Subject Code	APSS394
Subject Title	Gender and Social Work
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods			
	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Participation (lecture & seminar)	30%	0%
	2. Reflective Paper	40%	0%
	3. Team Project	0%	30%

- 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 the specific component(s) (standard of passing) if he/she is to pass the subject.

Objectives

The subject aims at enabling students to be aware of gender issues embedded in the contexts of Hong Kong and facilitating their critical examination of how knowledge, language, power and resource allocations are gendered and affect people differently. As students develop a critical stance in appraising personal responsibility and social forces in the construction of gender issues, appropriate gender conscious intervention models and skills are introduced and practiced. In particular, the elective enables students to:

1. be exposed to the constructive nature of gender and gender issues in the Hong Kong context;

2. grasp the dynamic interactions in the social construction of gender;

3. understand feminist critique and insights on social work theory and practice;

4. develop a gender conscious perspective in working with service users;

5. understand the effectiveness of gender conscious practice in evoking service users' voices;

	6. be exposed to and practice appropriate skills to work on gender related issues in local service contexts.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. identify the constructive nature of gender and gender issues in the context of Hong Kong; b. develop an insightful understanding of the dynamic process of "the personal is political" in the social construction of gender; c. describe, analyze and reflect on feminist ideas and insights on social work practice; d. review the existing social work theories/models which takes on a gender conscious perspective; e. demonstrate a comprehension of how knowledge, language, power, and the allocation of resources based on gender identity affect people differently; f. develop appropriate gender conscious social work skills and intervention strategies in various service settings.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	In this elective, students will become aware of gender issues embedded in society and the social construction nature of gender identity. In particular, they will learn how gender-based social institutions and cultural norms affect personal development and create gender bias. They will be equipped with an alternative paradigm which takes on a gender conscious perspective to critically examine the impact of gender blindness on existing social work theory and practices. Students will also explore how they can assist service users in finding their own voices, and to develop and polish skills in working with service users of different gender types in the fields. Students will be guided to explore on topics such as the social construction of gender, gender inequalities in the local and global context, gender binary and masculinity culture, feminist social work practice, and anti-oppressive practice.
Teaching/Learning Methodology *(Note 3)*	An interactive teaching-learning approach will be adopted for this elective. Lectures, seminars, workshop, experiential learning exercises of field visits are arranged to facilitate students to grasp relevant knowledge supported by learning materials on the topics, including documentary, film and news clips. Experienced practitioners are invited to share their practice wisdom with the students so that they can have a better understanding of integrating knowledge and skills in particular practice context. Reflective circles will be formed to conduct peer-to-peer sharing at cognitive, affective and experiential levels.

Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Participation (Lecture & Seminar)	30 %	✓		✓	✓	✓	
	2. Reflective Paper	40 %	✓	✓	✓	✓	✓	
	3. Team Project	30 %			✓	✓		✓
	Total	100 %						

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

Question and answer, discussion, presentation and class exercises are integral parts of the lecture and seminar to help students develop understanding and analytical ability with regard to the subject content. Their active participation is required to achieve objectives a, c, d, and e. The reflective journals are designed to require students to demonstrate in-depth examination of their personal as well as professional attitudes and perspectives on people in need of social work services and as such, objectives a, b, c, d, and e would be achieved. The team project requires the students to use a real or hypothetical situation in which they must take advantage of gender-sensitive practice and design a course of planned action. The purpose of the team project is to achieve objectives c, d, and f.

Student Study Effort Required	Class contact:	
	▪ Lecture	24 Hrs.
	▪ Small Group	15 Hrs.
	Other student study effort:	
	▪ Self-study	67 Hrs.
	Total student study effort	106 Hrs.

Medium of Instruction	Chinese supplemented with English
Medium of Assessment	English

Reading List and References	<u>**Essential**</u> Dominelli, L. (2002) *Feminist social work: Theory and practice.* Basingstoke: Palgrave. 梁麗清、陳錦華(編) (2006) *性別與社會工作---理論與實踐*, 香港：中文大學出版社. <u>**Supplementary**</u> Andersen, M.L. & Collins, P. H. (2007) *Race, Class & Gender: an Anthology. 6th Edition.* Belmont: Thomson Wadsworth. Ashe, F. (2007) *The New Politics of Masculinity: Men, Power and Resistance.* New York: Routledge Chan, F.Y. Pauline (2012) The Politics of Community Arts: Quilting the Power and Identity of Women. *China Journal of Social Work.* Vol.5, No.1, 35-49. Hackett, E. & Haslanger, S. (2006) *Theorizing Feminisms: a Reader.* New York: Oxford University Press. Hill, E. (2010) *Worker Identity, Agency and Economic Development: Women's Empowerment in the Indian Informal Economy.* New York: Routledge. hooks, b. (2000) *Feminism is for Everybody: Passionate Politics.* Cambridge: South End Press. Pease, B., Allan, J. & Briskman, L. (eds.) (2003) *Critical Social Work: An Introduction to Theories and Practices*, NSW: Allen & Unwin. Ryle, R. (2015) *Questioning Gender.* 2nd Edition. California: Sage. 何芝君(2006) "個人就是政治: 女性主義與敍事治療的契合" *社會理論學報*，八方文化創作室。 蔡玉萍、張妙清(編)(2013) *她者: 香港女性的現況與挑戰.* 香港: 商務印書館.

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.