The Hong Kong Polytechnic University
<u>Subject Description Form</u>

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

Subject Code	APSS3S02
Subject Title	Engaging with Diversity
Credit Value	3
Level	3
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) : ☐ **Healthy Lifestyle** ☐ **Freshman Seminar** ☐ **Languages and Communication Requirement (LCR)** ☐ **Leadership and Intra-Personal Development** ☒ **Service-Learning** ☐ **Cluster-Area Requirement (CAR)** 　　☐ Human Nature, Relations and Development 　　☐ Community, Organization and Globalization 　　☐ History, Cultures and World Views 　　☐ Science, Technology and Environment ☐ **China-Study Requirement** 　　☐ Yes or ☐ No ☐ **Writing and Reading Requirements** 　　☐ English or ☐ Chinese
Pre-requisite / Co-requisite/ Exclusion	NIL

Assessment Methods

100%　Continuous Assessment	Individual Assessment	Group Assessment
1. Performance in community service learning project	45%	--
2. Reflection reports	30%	--
3. Seminar presentation	--	25%

Note:

- 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 components at 50% or grade D if he/she is to pass the subject.
Objectives	The objectives of this subject are to: 1. enhance students' understanding of the discrimination, disadvantages and structured inequalities faced by people with diverse backgrounds in their lifeworlds and identities in Hong Kong; 2. foster students' appreciation of the significance of diversity, involving ethnicity, gender, religion and disability and to encourage them to develop cross-cultural communication skills through community services; 3. reflect on the how best to become an active life-long learner through building close relationships with and serving community members.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. describe and identify the complex issues confronted and unfair treatments received by people who are from a diverse background; b. demonstrate empathy and a strong sense of civic responsibility towards people from a diverse background; c. formulate modes of assistance for helping marginalized people with diversities for empowering them; d. examine issues of privilege critically in Hong Kong society and make commitment to upholding social justice and egalitarian democracy.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	The subject is designed to encourage students in PolyU to embrace critical diversity knowledge and practices through community service and social learning from partnership with community organizations serving various groups disadvantaged by their diversities. 1. Diversity and discrimination • Addressing race, ethnicity and culture • Gender and sexuality diversities • Religious diversities • Physical diversity: disability and aging • Class, culture, locality and the diversity question 2. Diversity, multiculturalism and leadership • Beyond tolerance: democratic equality and leadership • Transformative education and social learning • Social inclusion, community building and social justice 3. Engaging with diversity and community service learning • Community service project and activities 4. Critical reflections • Experiencing 'otherness' and discrimination • Unraveling normalcy • Confronting 'ableism'

	• Structured tolerance, tokenism and agency • Visions of multiculturalism, equality and social inclusion
Teaching/Learning Methodology *(Note 3)*	This subject aims to enable students to learn more about diversity issues through community service learning. Before students are assigned to their community service learning project, they are expected to attend a series of lectures focused on providing them with a critical understanding of diversity issues. They will also be given opportunities to meet representatives from the partnering community organizations to find out in greater details the work and community services they are expected to perform before they are fully engaged in their service learning project. Furthermore, during their community service, reflective seminars will be organized so that students can share with their colleagues and supervisors their learning experiences and progress, and discuss their service delivery as well as learning strategies when necessary. Students are expected to devote 40 hours of community service learning. They will be monitored on their teamwork performance and community involvement. In assessing this, their skills in planning, implementing activities, communication and problems solving, as well as their commitments in service learning will be carefully considered on the basis of their performance assessed by supervisors from the community service organization and feedback from service recipients. In addition, students are required to submit two pieces of reflective reports at different intervals throughout the service-learning project to indicate how they interpret their service-learning experience, particularly in terms of their critical appreciation of the relations between diversities and social inequality, as well as their understanding of civic responsibility and social justice. Students can also reflect on how theoretical concepts involving diversity and discrimination are interpreted by their service-learning experience. In addition to written work, students will participate in a number of seminars to present their progress, performance and commitment to service-learning. Feedbacks from supervisors in the partner organization will be sought, and these may serve as supplementary information for assessment.

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		
1. Performance in community service learning project	45%	✓	✓	✓	✓		
2. Reflection reports	30%	✓	✓	✓	✓		
3. Seminar presentation	25%	✓	✓	✓	✓		

	Total	100%	

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

The students' teamwork performance and community involvement as well as their skills in planning, implementing activities, communication, problems solving, and their commitments in service-learning, will be carefully considered on the basis of their performance assessed by supervisors from the community service organization and feedback from service recipients.

In doing this, students are required to submit two pieces of reflective reports, each no less than 1,000 words, at different intervals throughout the service-learning project to indicate how they interpret their service-learning experience, particularly in terms of their critical appreciation of the relations between diversities and social inequality, as well as their understanding of civic responsibility and social justice. Students can also reflect on how theoretical concepts involving diversity and social exclusion are interpreted by their service-learning experience.

In addition to written work, students will participate in a number of seminars to discuss their progress, performance and commitment to service-learning. Advice and feedbacks from partner representatives will be sought, and these may serve as supplementary information for assessment.

Student Study Effort Expected	Class contact:	
	▪ Lectures, preparatory workshops, and reflective seminars	39 Hrs.
	Other student study effort:	
	▪ Community Service	40 Hrs.
	▪ Preparation for reflective reports and community service	30 Hrs.
	Total student study effort	109 Hrs.

Medium of Instruction	English

Medium of Assessment	English

Reading List and References	**Essential** Adams, M., et al. (Eds.) (2013). *Readings for diversity and social justice (3rd Ed)*. New York; London: Routledge. Bucher, R.D. (2015). *Diversity consciousness: opening our minds to people, cultures, and opportunities (4th Ed)*. Upper Saddle River, NJ: Prentice

	Hall.
	Healy, G., Kirton, G. and Noon, M. (Eds.) (2011). *Equality, inequalities and diversity: Contemporary challenges and strategies.* Basingstoke: Palgrave Macmillan.
	Kennis, A.T. (2010). *An adventure in service-learning: Developing knowledge, values and responsibility.* Farnham: Gower.
	Kronick, R.F., Cunningham, R.B. and Gourley, M. (2011). *Experiencing service-learning.* Knoxville: University of Tennessee Press.
	Supplementary
	Alleyne, M.D. (2011). *Anti-racism & multiculturalism: Studies in international communication.* New Brunswick, NJ: Transaction Publishers.
	Bagilhole, B. (2009). *Understanding equal opportunities and diversity: The social differentiations and intersections of inequality.* Bristol: Policy Press.
	Diller, J.V. (2015). *Cultural diversity: A primer for the human services (5th Ed).* Stamford, CT: Brooks/Cole.
	Jonamay Lambert and Selma Myers (2009). *The diversity training activity book: 50 activities for promoting communication and understanding at work.* New York: AMACOM, American Management Association.
	Kerwin, L.B. (2010). *Cultural diversity: Issues, challenges and perspectives.* New York: Nova Science Publishers.
	Mehrotra, C.M., and Wagner, L.S. (2009). *Aging and diversity: An active learning experience (2nd Ed).* New York, NY: Routledge.
	Plante, R.F, and Maurer, L.M. (2010). *Doing gender diversity: Readings in theory and real-world experience.* Boulder, CO: Westview Press.
	Tierney, S. (Ed.) (2007). *Accommodating cultural diversity.* Aldershot: Ashgate.

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.