

Subject Description Form

Subject Code	APSS6005
Subject Title	Social Sciences Theories II
Credit Value	3
Level	6
Pre-requisite	NIL
Objectives	<p>This subject will provide research students with a more advanced knowledge about contemporary Social Science Theory. They will develop an understanding of the major new developments in social theory since 1950, and of the philosophical grounding of the different strands. The course will focus on the emergence of different theories from specific contexts and communities, and advocate their eclectic and instrumental use. Students will study the advantages and disadvantages of such theoretical constructs as Structuralism, Structural Functionalism, Post-Structuralism, Modernism, Post-modernism, Post-Marxism, Dialogism, Experientialism, Feminism, Social Activism, Grounded Theory, etc. Students are expected to engage in critical appraisals and appreciation of current theoretical and meta-theoretical issues and debates in social science, with particular reference to investigating the nature of understanding, the relationship between theory and research, the micro and macro link, and the relationship between theory and praxis in social science research.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Appreciate the differences between various social science perspectives; b. Understand the links between theoretical choices and research outcomes; c. Critically assess the advantages and disadvantages of different theories; d. Demonstrate an awareness of the use of social theories in the production of knowledge; e. Discuss the theoretical choices for their own research project; f. Reflect on the theoretical significance of their own research.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Representation and Reflexivity; 2. Reality – Simulation – Hyper-reality; 3. Structure, Individuals, and Chaos; 4. Objectivism vs. Subjectivism vs. Relativism vs. Inter-subjectivity vs. Dialogism; 5. Artifacts – Thoughts – Feelings; 6. Structuralism, Post-Structuralism, Modernity and Post-modernity; 7. New forms of Marxism, Gramscianism, Post-Marxism; 8. Feminism, Activist Theory, Critical Theory, and the Post-Human; 9. Quine, Feyerabend, Kuhn, and New Rationalism; 10. Bourdieu, Chomsky, Habermas, Bakhtin Circle

Teaching/Learning Methodology	Teaching will be comprised of interactive seminars and discussion sessions. Video materials and guest lecturers will be used to engage students' interest in the subject. Exercises will be employed to facilitate a richer learning experience that is related to the student's own research plans. Students are expected to study assigned materials before attending the seminars, and to actively participate and provide input during the sessions.																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="467 478 1469 772"> <thead> <tr> <th data-bbox="467 478 873 636" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="873 478 1011 636" rowspan="2">% weighting</th> <th colspan="6" data-bbox="1011 478 1469 573">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1011 573 1092 636">a</th> <th data-bbox="1092 573 1174 636">b</th> <th data-bbox="1174 573 1255 636">c</th> <th data-bbox="1255 573 1336 636">d</th> <th data-bbox="1336 573 1417 636">e</th> <th data-bbox="1417 573 1469 636">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 636 873 699">1. Assignments</td> <td data-bbox="873 636 1011 699">100%</td> <td data-bbox="1011 636 1092 699">✓</td> <td data-bbox="1092 636 1174 699">✓</td> <td data-bbox="1174 636 1255 699">✓</td> <td data-bbox="1255 636 1336 699">✓</td> <td data-bbox="1336 636 1417 699">✓</td> <td data-bbox="1417 636 1469 699">✓</td> </tr> <tr> <td data-bbox="467 699 873 772">Total</td> <td data-bbox="873 699 1011 772">100 %</td> <td colspan="6" data-bbox="1011 699 1469 772"></td> </tr> </tbody> </table> <p data-bbox="467 783 1477 846">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> <li data-bbox="467 856 1477 951">– For the assignment component, students will be required to produce three separate 2,000 word discussions of the theoretical options for their own research project, and how different options would impact their research. <li data-bbox="467 961 1477 1056">– Students will be expected to prepare for each session by reading at least three of the assigned readings of the week and to actively participate in the discussions during the sessions. <li data-bbox="467 1077 1477 1119">▪ The grade is calculated according to the percentage assigned; <li data-bbox="467 1129 1477 1203">▪ The completion and submission of all component assignments are required for passing the subject; and <li data-bbox="467 1213 1477 1255">▪ Student must pass the specific component(s) if he/she is to pass the subject. 							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Assignments	100%	✓	✓	✓	✓	✓	✓	Total	100 %						
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		a	b	c	d	e	f																														
1. Assignments	100%	✓	✓	✓	✓	✓	✓																														
Total	100 %																																				
Student Study Effort Required	Class contact:																																				
	▪ Lecture					26 Hrs.																															
	▪ Seminar					13 Hrs.																															
	Other student study effort:																																				
	▪ Weekly Preparation					42 Hrs.																															
	▪ Assignment					42 Hrs.																															
	Total student study effort						123 Hrs.																														
Medium of Instruction	English																																				
Medium of Assessment	English																																				

Reading List and References	<u>Essential</u>
	NONE
	<u>Supplementary</u>
	Allan, K. (2011). <i>Contemporary social and sociological theory: Visualizing social worlds</i> (2nd ed.). Los Angeles, London, New Delhi: Sage
	Best, S., & Kellner, D. (1991). <i>Postmodern theory: Critical interrogations</i> . New York: Guilford Press.
	Elliott, A., & Turner, B. S. (2001). <i>Profiles in contemporary social theory</i> . Los Angeles, London, New Delhi: Sage
	Hennessy, M. (2012). <i>Advancing reasoned action theory</i> . Los Angeles, London, New Delhi: Sage.
	Lechte, J. (2008). <i>Fifty key contemporary thinkers: From structuralism to post-humanism</i> (2nd ed.). London and New York: Routledge.
	Mann, D. (2011). <i>Understanding society: A survey of modern social theory</i> (2nd ed.). Don Mills, Ont.: Oxford University Press.
	Samuels, R. (2010). <i>New media, cultural studies, and critical theory after postmodernism: Automodernity from Zizek to Laclau</i> . New York: Palgrave Macmillan.
	Strydom, P. (2011). <i>Contemporary critical theory and methodology</i> . Abingdon; New York: Routledge.