

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester A 2018/19**

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**Part I Course Overview**

**Course Title:** Applied Sociology

**Course Code:** SS5400

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

This course aims to

- engage students in the field and substance of applied sociology
- train students to apply sociological theories and methods to examine real social life issues
- strengthen students' understanding of how theories, concepts, and sociological research are central to social problem-solving, policymaking, and the skills required in a variety of occupational settings / in seeking improvements to public or organizational policies or programs.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate sociological imagination by juxtaposing common sense with sociological understandings;	20%	√	√	
2.	Apply sociological perspectives to critically analyze social issues and social behavior;	30%	√	√	√
3.	Apply appropriate methods and techniques to identify, investigate and actively seek solutions to social issues; and	30%	√	√	√
4.	Enhance students' understanding of the real world from a more critical, reflexive and sociologically-informed perspective.	20%	√	√	
		100%			

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	To introduce sociological concept and theories, as well as to illustrate how sociological knowledge can be applied to improve public policies or to induce positive social changes.	√	√	√	√			
Group Project	Students are required to do a group project on a social issue / problem / situation / phenomenon in Hong Kong or China. Each group should also submit a written report.	√	√	√	√			
Group Presentation	Each group will be given 15 minutes doing their presentation. It should involve brief background of the issue; critical analysis, and recommendations.	√	√	√	√			
Class Assignments (individual / group)	Assignments are provided to help students understand the applications of sociological theories and related concepts.	√	√	√				

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Group Term Paper Each group has to write up a problem-solving proposal (3,000 words). And it should be about an applied research project which is supposed to improve an organization's sustainable development and it should be related to a specific sociological perspective / problem-solving approach.		√	√				30%	
Group presentation Each group is required to do a presentation. The presentation is related to the		√	√				15%	

problem-solving proposal that the group is going to submit.									
Class assignments (Individual / Group) Students are required to participate in a wide variety of assignments, ranging from assigned readings, video viewing, quiz and problem-solving..	√	√	√	√			20%		
In-class quiz The in-class test (90 minutes) consists of multiple-choice type and short questions testing on students' understanding of concepts and principles of Applied Sociology.	√	√	√				35%		
Examination: ____% (duration: _____, if applicable)								100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group Term paper (30%)	<p>1. Organisation: Refers to format and presentation: logical structure, good use of headings where appropriate; effective presentation.</p> <p>2. Originality: Refers to original thinking, creativity, innovative analysis</p> <p>3. Analysis: Refers to the quality, clarity, and depth of the analytical work involved in addressing questions and issues</p> <p>4. Research effort: Includes resourcefulness, effort, and diligence in the search for and presentation of suitable information</p> <p>5. English writing: Grammar, spelling, sentence construction, etc.</p> <p>6. Referencing: Refers to</p>	An excellent paper; very good mastery of the ideas or concepts, with excellent or innovative analysis. A is on the edge of this category, but still very good	A solid paper with reasonably good analysis and use of information.	Documentation, analysis, writing, use of concepts, referencing, and effort are mostly adequate for a passing grade, but with enough flaws and shortcomings that it cannot be judged to be “good” or “very good”.	Barely a pass. Many serious flaws and shortcomings, but adequate effort and some research	Does not demonstrate the minimum research effort and documentation; or substantial plagiarism

	the use of an accurate referencing system, appropriate citations in the essay, and avoidance of plagiarism.					
2. Group presentation (15%)	<p>1. Organisation: Refers to format and presentation: logical structure, good use of headings where appropriate; effective presentation.</p> <p>2. Originality: Refers to original thinking, creativity, innovative analysis</p> <p>3. Analysis: Refers to the quality, clarity, and depth of the analytical work involved in addressing questions and issues</p> <p>4. Research effort: Includes resourcefulness, effort, and diligence in the search for and presentation of suitable information</p> <p>5. Ability in communication: English proficiency</p>	An excellent presentation; very good mastery of the ideas or concepts, with excellent or innovative analysis. A is on the edge of this category, but still very good	A solid presentation with reasonably good analysis and use of information.	Documentation, analysis, use of concepts, referencing, and effort are mostly adequate for a passing grade, but with enough flaws and shortcomings that it cannot be judged to be “good” or “very good”.	Barely a pass. Many serious flaws and shortcomings, but adequate effort and some research	Does not demonstrate the minimum research effort and documentation
3. Class assignments (Individual / Group) (20%)	Ability to apply relevant concepts and skills related to programme evaluation and design.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. In-class Quiz (35%)	Scores of MCQ and essay-type questions obtained	75 marks or above	60 to 74 marks	45 to 59 marks	40 to 44 marks	Below 40 marks

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Origin and development of Applied and Clinical Sociology; Understanding society, self and social interaction; The relationship between theory and practice; Developing Applied techniques: Research methods and program development; Understanding organizations and the workplace; Conflict resolution and mediation; Community involvement; Sociological strategies for developing community.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Dentler, R. A. (2002) <i>Practicing Sociology: Selected Fields</i> . London: Praeger.
2.	Bruhn J. G, & Rebach, H. M. & (2007) <i>Sociological practice : intervention and social change, 2nd Ed [electronic resource]</i> . New York : Springer.
3.	Macionis, J. J. (2015) <i>Sociology [e-resource]</i> , 15th Ed. Global Ed.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Du Bois, W. D. & Wright R. D. Ed. (2001) <i>Applying Sociology : Making a Better World</i> . Boston: Allen & Bacon.
2.	Du Bois, W. D. & Wright R. D. Ed. (2007) <i>Politics in the Human Interest : applying sociology in the real world</i> . Lanham, MD : Lexington Books.
3.	Fritz, J. M. (ed.) (2008) <i>International Clinical Sociology</i> . New York: Springer.
4.	Fritz, J. M. Ed. (2006) <i>The Clinical Sociology Resource Book, 6th Ed</i> . Washington, D. C. : American Sociological Association.
5.	James, R. K. & Gilliland, B. E. (2013) <i>Crisis Intervention Strategies</i> . CA : Brooks/Cole Cengage Learning.
6.	Kanel, K. (2007) <i>A Guide to Crisis Intervention</i> . CA : Thomson Brooks/Cole.
7.	Langton, P. A. & D. A. Kammerer (2005) <i>Practicing Sociology in the Community: A Student's Guide</i> . New Jersey : Pearson.
8.	Loen-Guerrero, A. (2011) <i>Social Problems: Community, Policy, and Social Action</i> . California. : Pine Forge Press.
9.	Macionis, J. J. (2013) <i>Social Problems, 5th Ed</i> . Boston : Pearson.
10.	Neuman, L. W. (2011) <i>Social Research Methods: Qualitative and Quantitative Approaches</i> . Boston : Allyn & Bacon.
11.	Phillips, B. S. & L. C. Johnston (2007) <i>The invisible crisis of contemporary society :</i>

	<i>reconstructing sociology's fundamental assumptions</i> . Boulder, Colo. : Paradigm Publishers.
12.	Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2010) <i>Program Evaluation : An Introduction</i> . CA : Wadsworth, Cengage Learning.
13.	Steele, S. F. & J. Price. (2008) <i>Applied Sociology : Terms, Topics, Tools, and Task, 2nd Ed.</i> Canada : Thompson.
14.	Steele, S. F., Scarisbrick-Hauser, A. & Hauser, W. J. (1999) <i>Solution-Centered Sociology: Addressing Problems Through applied sociology</i> . London: SAGE.
15.	Straus, R. A. Ed. (2002) <i>Using Sociology: an Introduction from the Applied and Clinical Perspectives, 3rd Ed.</i> Lanham, MD : Rowman & Littlefield Publishers.