

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester A\_2019-2020**

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**Part I Course Overview**

**Course Title:** Special Topics in Applied Sociology

**Course Code:** SS5427

**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 explore specific, identified topics in the discipline of applied sociology and critically analyze most current issues and problems related to those topics. Topics vary and may be substantive, theoretical, or methodological.

### 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.	evaluate current concepts, approaches, theories, and areas of study pertinent to the special topics in the discipline of applied sociology;	30%	✓	✓	
2.	identify special issues within the special topics in question; and	30%	✓	✓	
3.	critically analyze most current issues and problems related to the special topics in question.	40%	✓	✓	✓
		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	
TLA1: Lecture	There are lectures, with topics prepared and presented by lecturers. Reading materials for each topic are listed for students' reference. Students are assumed to have some knowledge of the reading materials before each lecture.	✓	✓		
TLA2: Tutorial and Class Discussion	In each lecture, approximately <b>one hour</b> is reserved for tutorial discussion. In order to gain marks for this domain, students must attend the class and	✓	✓	✓	

	participate in discussion, which includes raising and answering questions.				
TLA3: Group Project	Students are required to form small groups and pick up one topic as the main theme of their project.		✓	✓	

#### 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		
Continuous Assessment: <u>100</u> %					
AT1: Class Participation	✓	✓	✓	25%	
AT2: Individual paper	✓	✓		30%	
AT3: Final Group Project	✓	✓	✓	45%	
Examination: _____ % (duration: _____, if applicable)					
				100%	

##### AT1: Class Participation (25%)

Each student attends the class and participates in discussion, which includes raising and answering questions. They contribute to learning activities of the whole class.

##### AT2: Individual Paper (30%)

Each student writes an essay-type paper on the special topics in question. The paper has about 2,500 words, including everything.

##### AT3: Final Group Project (45%)

Each group of student writes a group paper on a theme chosen. The report would require students to collect information from various sources, including documentary study and interviewing with key informants and/or a questionnaire survey. Students need to analyze and compile the collected information to compose a written report, having a main text of 4,000 words, including a reference list and tables and/or figures.

## 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. Class Participation (25%)	Degree of participation in Q&A section of every lecture	High	Good	Moderate	Basic	Poor
2. Individual Paper (30%)	Application of relevant concepts and literature	High	Good	Moderate	Basic	Poor
3. Final Group Project (45%)	Application of relevant concepts and literature; and collecting appropriate data	High	Good	Moderate	Basic	Poor

### 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.)*

This course is intended for students who wish to pursue their studies in a particular field beyond the basic courses offered in the regular curriculum. Its aim is to allow the occasional offering of related topics not adequately covered in existing courses. A series of seminars on selected topics and issues will be offered, such as those in the fields of clinical sociology, criminological sociology, environmental sociology, medical sociology, sociology of education, sociology of health, etc.

There is no formal syllabus. The course offers (1) an in-depth exploration and discussion of topics of current interest to instructors and/or students, (2) a critical review of significant literature, (3) preparation for a scholarly paper, and (4) presentation of findings.

#### 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.	Feagin, Joe R., David V. Baker, and Clairece B. Feagin. (2006). <i>Social Problems: A Critical Power-conflict Perspective</i> . Boston, MA: Pearson.
2.	Karger, Howard Jacob, James Midgley, Peter Kindle, and C. Brene Brown. (2007) <i>Controversial Issues in Social Policy</i> . Boston, MA: Pearson.
3.	Wallace, Ruth A., and Alison Wolf. (2006). <i>Contemporary Sociological Theory: Expanding the Classical Tradition</i> . Boston, MA: Pearson.

##### 2.2 Additional Readings

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

1.	Ballantine, Jeanne H. (2001). <i>The Sociology of Education: A Systematic Analysis</i> Upper Saddle River, NJ: Prentice Hall.
2.	Clinard, Marshall B., and Robert F. Meier. (2008). <i>The Sociology of Deviant Behavior</i> . Belmont, CA: Wadsworth.
3.	Eichler, Barbara A., Ahmed S. Khan, John Morello. (2008). <i>Technology and Society</i> . Boston, MA: Pearson.
4.	Gallagher, Bernard J., III. (2002). <i>The Sociology of Mental Illness</i> . Upper Saddle River, NJ: Prentice Hall.
5.	Hodson, Randy, and Teresa A. Sullivan. (2002). <i>The Social Organization of Work</i> . Belmont, CA: Wadsworth.
6.	Judd, Denis R., and Todd Swanstrom, (2006). <i>City Politics: The Political Economy of Urban America</i> . New York: Longman.
7.	McAuley, John, Joanne Duberley, and Phil Johnson. (2007). <i>Organization Theory: Challenges and Perspectives</i> . New York: Prentice Hall.
8.	Newman, David M., and Liz Grauerholz. (2002). <i>Sociology of Families</i> . Thousand Oaks, CA: Pine Forge.
9.	Weitz, Rose. (2004). <i>The Sociology of Health, Illness, and Health Care: A Critical Approach</i> . Belmont, CA: Wadsworth.