

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of Applied Social Sciences
with effect from Semester A 2022/23**

Part I Course Overview

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| Course Title: | <u>Applied Sociology</u> |
| Course Code: | <u>SS5400</u> |
| Course Duration: | <u>One semester</u> |
| Credit Units: | <u>3</u> |
| Level: | <u>P5</u> |
| Medium of Instruction: | <u>English</u> |
| Medium of Assessment: | <u>English</u> |
| Prerequisites: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Precursors: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Equivalent Courses: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Exclusive Courses: <i>(Course Code and Title)</i> | <u>Nil</u> |

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 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 | | | |
| TLA1: 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. | √ | √ | √ | √ | | | |
| TLA2: 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. | √ | √ | √ | √ | | | |
| TLA3: Group Presentation | Each group will be given 15 minutes doing their presentation. It should involve brief background of the issue; critical analysis, and recommendations. | √ | √ | √ | √ | | | |
| TLA4: 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: 65% | | | | | | | | |
| AT1: Group Presentation It is in the format of a PowerPoint presentation. Students have to form groups to present their issue within 15 minutes, followed by Q & A. | √ | √ | √ | √ | | | 15% | |
| AT2: Group Report Each group, after the group presentation, should also submit a written report. The word limit of the report is 3000 words. | √ | √ | √ | √ | | | 30% | |
| AT3: Class assignments (Individual / Group) Students are required to participate in a wide variety of assignments, ranging from assigned readings, video viewing, and problem-solving exercises. Assignments are in the format of individual or group. | √ | √ | √ | √ | | | 20% | |
| AT4: In-class test: 35% (duration: 90 minutes, if applicable) | | | | | | | | |
| Closed Book Examination Students are required to attend an in-class test which consists of MCQs and short-essay typed questions testing on students' understanding of sociological concepts. | √ | √ | √ | √ | | | 35% | |
| | | | | | | | 100% | |

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|-----------------------|---|---|---|---|--|
| 1. Group Report (30%) | It assesses the content, organization and fluency. Students should demonstrate the ability to present ideas of a particular topic, with the use of sociological concepts properly | <p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate and apply various sociological concepts into the selected topic; Being able to show the understanding of theoretical concepts; Clear and systematic illustration of how to study and present the topic; | <p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate and apply various sociological concepts into the selected topic; Being able to show the understanding of theoretical concepts; Clear and systematic illustration of how to study and present the topic; Exact and fluent expression of | <ul style="list-style-type: none"> Adequate content; Limited or irrelevant use of sociological concepts; Inadequate understanding of theoretical concepts; Loose organization; Sentence fluency and articulation is merely acceptable; Merely clear and systematic illustration of how to study and present the topic; <p>Inadequate creative, insightful, and original ideas</p> | <ul style="list-style-type: none"> Vague and devoid of content, weak ability to integrate and apply various sociological concepts; Not being able to show the understanding of theoretical concepts; Loose organization; Unsystematic expression of ideas; Seriously insufficient/no reference; Although expression is not clear, part of the idea can be identified; overuse of existing quotations and relevant concepts with no personal ideas; <p>Unclear and unsystematic illustration of how to study and present the topic.</p> |

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|-----------------------------|---|---|---|--|--|
| | | <ul style="list-style-type: none"> • Exact and fluent expression of original opinions; Creative, and insightful ideas. | <p>original opinions; Creative, and insightful ideas.</p> | | |
| 2. Group presentation (15%) | It assesses students' ability to explain with rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; rigorous organization, coherent structure; original ideas; creative use of presentation methods. | <p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; • Being able to show the understanding of theoretical and methodological concepts; • Rigorous organization, coherent structure; | <p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; • Being able to show the understanding of theoretical and methodological concepts; • Rigorous organization, coherent structure; | <ul style="list-style-type: none"> • Loose organization, merely acceptable identified content; • Inadequate grasp of the relevant theories and concepts; • Inadequate understanding of theoretical and methodological concepts; • Simple and unilateral ideas, without clear explanation; <p>Merely acceptable articulation and expression of ideas;</p> | <ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate and apply various sociological concepts; • Not being able to show the understanding of theoretical concepts; • Loose organization; • Unsystematic expression of ideas; • Seriously insufficient/no reference; • Although expression is not clear, part of the idea can be identified; overuse of existing quotations and relevant concepts with no personal ideas; <p>Unclear and unsystematic illustration of how to study and present the topic.</p> |

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|-------------------------------------|--|---|---|--|---|
| | | <ul style="list-style-type: none"> • Insightful ideas and analysis of the topic; <p>Superior presentation skills: fluent expression and appropriate diction, clear delivery of ideas, creative use of presentation methods, exact time-management.</p> | <ul style="list-style-type: none"> • Insightful ideas and analysis of the topic; <p>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, clear delivery of ideas, creative use of presentation methods, exact time-management.</p> | merely acceptable presentation skills. | |
| 3. Class assignments (20%) | Ability to apply relevant concepts and skills related to programme evaluation and design. | High | Moderate | Basic | Not even reaching marginal levels |
| 4. Closed Book in-class test (35 %) | Ability to understand and apply the sociological knowledge and concepts in a variety of occupational settings. | Strong evidence for the ability to understand and describe the sociological knowledge and concepts in a variety of occupational settings. | Good evidence for the ability to understand and describe sociological knowledge and concepts in a variety of occupational settings. | Fair evidence for the ability to understand and describe the sociological knowledge in a variety of occupational settings. | Insufficient evidence for the ability to understand and describe the sociological knowledge and concepts in a variety of occupational settings. |

Applicable to students admitted before Semester A 2022/23

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-----------------------------|---|--|--|---|---|---|
| 1. Group Report (30%) | It assesses the content, organization and fluency. Students should demonstrate the ability to present ideas of a particular topic, with the use of sociological concepts properly | An excellent paper; very good mastery of the ideas or concepts, with excellent or innovative analysis. A is on the edge of this | 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 | 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 |
| 2. Group presentation (15%) | It assesses students' ability to explain with rich content, excellent grasp of the materials with in-depth and extensive knowledge of the topic; rigorous organization, coherent structure; original ideas; creative use of presentation methods. | 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 |

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|-------------------------------------|--|-------------------|----------------|----------------|----------------|-----------------------------------|
| 3. Class assignments (20%) | Ability to apply relevant concepts and skills related to programme evaluation and design. | High | Significant | Moderate | Basic | Not even reaching marginal levels |
| 4. Closed Book in-class test (35 %) | Ability to understand and apply the sociological knowledge and concepts in a variety of occupational settings. | 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; Intervention and problem solving in Applied Sociology; Developing Applied techniques; Sociology as applied I: Understanding organizations and the workplace; Sociology as applied II: Conflict resolution and mediation; Sociology as applied III: Community involvement.

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.)

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| 1. | Dasgupta, S. & Driskell, R. Ed. (2007) <i>Discourse on Applied Sociology</i> . UK: Anthem Press. |
| 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. (2018) <i>Sociology</i> 16th Ed. Global Ed. |

2.2 Additional Readings

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

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| 1. | Dentler, R. A. (2002) <i>Practicing Sociology: Selected Fields</i> . London: Praeger. |
| 2. | Du Bois, W. D. & Wright R. D. Ed. (2001) <i>Applying Sociology : Making a Better World</i> . Boston: Allen & Bacon. |
| 3. | 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. |
| 4. | Fritz, J. M. (ed.) (2008) <i>International Clinical Sociology</i> . New York: Springer. |
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| 5. | Fritz, J. M. & Rhéaume, J. Ed. (2014) <i>Community Intervention: Clinical Sociology Perspectives, 1st Ed [online access]</i> . New York: Imprint: Springer. |
| 6. | Hanemaayer , A. & Schneider, C. J. Ed. (2014) <i>The Public Sociology Debate: Ethics and Engagement</i> . Vancouver: UBC Press. |
| 7. | James, R. K. & Gilliland, B. E. (2017) <i>Crisis Intervention Strategies, 8th Ed</i> . Boston, MA: Cengage Learning. |
| 8. | Jeffries, V. Ed. (2009) <i>Handbook of Public Sociology</i> . Lanham, Md.: Rowman & Littlefield Publishers |
| 9. | Kendall, D. E. (2017) <i>Sociology in Our Times: The Essentials, 11th Ed</i> . Botons, MA: Cengage Learning. |
| 10. | Langton, P. A. & D. A. Kammerer (2005) <i>Practicing Sociology in the Community: A Student's Guide</i> . New Jersey : Pearson. |

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| 11. | Loen-Guerrero, A. (2014) <i>Social Problems: Community, Policy, and Social Action</i> . California. : Pine Forge Press. |
| 12. | Macionis, J. J. (2013) <i>Social Problems, 5th Ed</i> . Boston : Pearson. |
| 13. | Neuman, L. W. (2014) <i>Social Research Methods: Qualitative and Quantitative Approaches</i> . Boston : Allyn & Bacon. |
| 14. | Price, J., Straus, R. A. & Breese, J. R. Ed. (2009) <i>Doing Sociology: Case Studies in Sociological Practice [online access]</i> . Lanham, Md.: Lexington Books. |
| 15. | Rebach, H. M. & Bruhn J. G. Ed. (2001) <i>Handbook of Clinical Sociology, 2nd Ed</i> . New York: Springer. |
| 16. | Robbins, S. P. & Judge, T. A. (2016) <i>Organizational Behavior, 17th Ed</i> . Boston; Harlow: Pearson Education Limited. |
| 17. | Steele, S. F. & J. Price. (2008) <i>Applied Sociology : Terms, Topics, Tools, and Task, 2nd Ed</i> . Canada : Thompson. |
| 18. | Straus, R. A. Ed. (2002) <i>Using Sociology: an Introduction from the Applied and Clinical Perspectives, 3rd Ed</i> . Lanham, MD : Rowman & Littlefield Publishers. |
| 19. | Thompson, W. E., Hickey, J. V. & Thompson, M. L. (2019) <i>Society in Focus: An Introduction to Sociology, 9th Ed</i> . Lanham: Rowman & Littlefield. |