

Subject Description Form

Subject Code	APSS5211														
Subject Title	Gender, Social Policy and Social Development														
Credit Value	3														
Level	5														
Pre-requisite/ Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Individual term paper</td> <td>50%</td> <td>-</td> </tr> <tr> <td>2. Project Presentation</td> <td>-</td> <td>25%</td> </tr> <tr> <td>3. Film Report</td> <td>25%</td> <td>-</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual term paper	50%	-	2. Project Presentation	-	25%	3. Film Report	25%	-
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<ul style="list-style-type: none"> • 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															
<ol style="list-style-type: none"> 1. Engage students in the discussions of gender theories as paths to enhancing gender equality through the policy process and policy outcomes. 2. Teach students to think critically about the notion of social development in the age of globalization and its impact on inequality. 3. Formulate gender-structured problem analysis and examine gender and diversity implications of policy outcomes. 4. Articulate the essential role of public institutions in formulation of social policies and delivery of public services in enhancing gender equality. 5. Investigate current issues and concerns relating to the practice of social development to the promotion of gender equality. 															

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students are able to:</p> <ul style="list-style-type: none"> a. Develop an understanding of the gendered conceptual underpinnings of social policy and social development. b. Analyse, think critically, by both learning concepts key to intersectional gender policy analysis. c. Be able to critique social policies from social development and gender relations perspectives. d. Articulate the essential role of public institutions in policy making and social development process relating to gender equality. e. Understand global interdependencies and their implications for policymaking and social development. f. Articulate the key social development issues confronting individuals, families, and communities in contemporary societies.
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Subject Synopsis:</p> <p>Students will learn the relationship among gender, social policy and social development through examining a range of policies and developmental issues from around the world, and with the focus on local issues. In the first part of the course, students will become familiar with the key concepts necessary for gender policy analysis including how gender operates as a social structure and its intersectional relationship to other social structures such as class, age, disability and ethnicity. Students will also learn certain social development perspectives and how these perspectives relate with the gender equality.</p> <p>The second part of the course focuses on specific areas where gender policy analysis has been applied. Exploration of specific areas allows students to become familiar with some of the major discussions in the field of gender and social policy. This will also offer students an opportunity to examine and learn from how gender policy analyses have been carried out in a variety of contexts. Certain areas covered in the second half of the course include equal opportunities, power relations in households, employment, social security, gender based violence, etc.</p> <p>This course will allow students to assess what strategies have been more or less effective in promoting more gender-equitable society and the challenges of achieving policies attentive to intersectional inequalities.</p> <p>Indicative Syllabus:</p> <p>(I) Key Concepts</p> <ul style="list-style-type: none"> 1. Initial discussion of gender, social policy and social development <ul style="list-style-type: none"> ▪ Contemporary social and cultural beliefs about gender ▪ Feminism and the welfare state ▪ Social development perspectives

	<ul style="list-style-type: none"> ▪ Gendered social policy <ol style="list-style-type: none"> 2. Gender inequality and social development <ul style="list-style-type: none"> ▪ Globalization in the production of gender inequalities ▪ Aspects of gender inequality ▪ Trends in gender inequality 3. Gender and intersectionality <ul style="list-style-type: none"> ▪ Theory of intersectionality ▪ Identity politics 4. Mainstreaming gender into social development <ul style="list-style-type: none"> ▪ Conceptualizing women’s empowerment ▪ Gender mainstreaming as an integral part of social policy ▪ institutional arrangements in promoting gender equality <p>(II) Gender Issues and Policy Interventions</p> <ol style="list-style-type: none"> 5. Gender power relations in households <ul style="list-style-type: none"> ▪ Household division of labour ▪ Non-market work and time-use issues ▪ Revisiting family policy 6. Gender, work and the market <ul style="list-style-type: none"> ▪ Gender structure at work ▪ Fluidity of women’s labour ▪ Feminization of the labour force? ▪ Revisiting labour policy 7. Gender, poverty and social security <ul style="list-style-type: none"> ▪ Feminization of poverty ▪ Welfare reform ▪ Revisiting welfare policy 8. Gender and violence <ul style="list-style-type: none"> ▪ Gender-based violence ▪ Sexual harassment and violence ▪ Anti-violence practice
<p>Teaching/Learning Methodology</p>	<ol style="list-style-type: none"> 1. Interactive Lecture <ol style="list-style-type: none"> a) To interact between instructor and students and among students; b) To foster deeper processing of content through discussion. 2. Project Presentation <ol style="list-style-type: none"> a) To bring about deeper understanding of and further exploration into the concepts and theories being touched upon in lectures; b) To enable students to actively participate in the exploration of some given topics through presentation and leading of group discussion.

	<p>3. Pre-class Reading</p> <p>a) To allow students to critically engage with the ideas of the readings;</p> <p>b) To let the students relate the arguments of the reading to an existing policy issue and critically comment on it.</p>																																																					
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="443 454 1473 958"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Individual term paper</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Project Presentation</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Film Report</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Term paper will allow students to integrate major concepts, theory and methods they have learnt in the subject to demonstrate their knowledge and competence in the field of study. Students can also indicate the effectiveness of their proficiency in communicating ideas, creativity and critical thinking, appropriateness and critical insights in making judgment, and handling complex ethical and social issues.</p> <p>Project presentation will provide an additional opportunity for students to display the learning outcomes as described above. This will also allow them to make evident their competence in communicating ideas and learning experience in an interactive, student-centred and problem-based setting. Students as a team will need to select one of the given social issues, and prepare a presentation and further discussion.</p> <p>Students are also required to write a brief film report in this course. Students are required to watch a film with the focus on gender power relations. After then, students are required to write a short piece of work to comment on what sort of social policy or policies can help resolving the gender issues spelt out in the film.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	1. Individual term paper	50 %	✓	✓	✓	✓	✓	✓	2. Project Presentation	25%	✓	✓	✓	✓	✓	✓	3. Film Report	25%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	<ul style="list-style-type: none"> ▪ Preparation for Term Paper 	36 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation for Film Report 	20 Hrs.
	<ul style="list-style-type: none"> ▪ Self-studies 	10 Hrs.
	Total student study effort	125 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Collins, J., & Mayer, V. (2010). <i>Both hands tied welfare reform and the race to the bottom in the low-wage labor market</i>. Chicago: University of Chicago Press.</p> <p>Razavi, S., & Hassim, S. (2006). <i>Gender and social policy in a global context: Uncovering the gendered structure of 'the social' (Social policy in a development context)</i>. New York: Palgrave Macmillan.</p> <p>Wejnert, B., & Rodriguez, E. (2015). <i>Enabling gender equality: Future generations of the global world (1st ed.)</i>. Bingley, UK: Emerald Group Publishing Limited.</p> <p>Wilson, A. R. (2013). <i>Situating intersectionality: Politics, policy, and power</i>. NY: Palgrave Macmillan.</p> <p><u>Supplementary</u></p> <p>Anderson, S., Beaman, L., & Platteau, J. P. (2018). <i>Towards Gender Equity in Development (UNU-WIDER studies in development economics)</i>. Oxford: Oxford University Press USA - OSO.</p> <p>Burn, N. and Khan, Z. (2017). <i>Financing for gender equality: Realising women's rights through gender responsive budgeting</i>. London: Palgrave Macmillan.</p> <p>Cheldelin, S., & Mutisi, M. (2016). <i>Deconstructing women, peace and security: A critical review of approaches to gender and empowerment</i>. Cape Town, South Africa: HSRC Press.</p> <p>Cho, S. Williams Crenshaw, K. & McCall, L. (2013). "Intersectionality: Theorizing power, empowering theory." <i>Signs</i>, 38(4): 785-810.</p> <p>Gervais, S., Eagan, S., Mcleight, J. D., & Spaulding, W. (2017). Sexual objectification: The common thread connecting myriad forms of sexual violence against women. <i>American Journal of Orthopsychiatry</i>, 87(3), 226-232.</p> <p>Hankivsky, O. (2013). Gender mainstreaming: A five-country examination. <i>Politics & Policy</i>, 41(5), 629-55.</p> <p>Hines, S. (2013). <i>Gender diversity, recognition and citizenship: Towards a politics of difference</i>. NY: Palgrave Macmillan.</p> <p>Lamprell, G., Greenfield, D., & Braithwaite, J. (2014). <i>The paradoxes of</i></p>	

	<p>gender mainstreaming in developing countries: The case of health care in Papua New Guinea. <i>Global Public Health</i>, 1-14.</p> <p>Mahon, R. (2015). Articulating a feminist agenda within the OECD: The working party on the role of women in the economy. <i>Social Politics: International Studies in Gender, State & Society</i>, 22(4), 585-609.</p> <p>Manderson, L., & Bennett, L. R. (2003). <i>Violence against women in Asian societies</i>. New York: Routledge Curzon.</p> <p>Medved, C. (2016). Stay-at-home fathering as a feminist opportunity: Perpetuating, resisting, and transforming gender relations of caring and earning. <i>Journal of Family Communication</i>, 16(1), 16-31.</p> <p>Nagels, N. (2016). The social investment perspective, conditional cash transfer programmes and the welfare mix: Peru and Bolivia. <i>Social Policy and Society</i>, 15(3), 479-493.</p> <p>OECD (2010). <i>Atlas of gender and development: How social norms affect gender equality in non-OECD countries</i>, Paris: OECD Publishing, http://dx.doi.org/10.1787/9789264077478-en</p> <p>Ray, R., Gornick, Janet C, & Schmitt, John. (2010). Who cares? assessing generosity and gender equality in parental leave policy designs in 21 countries. <i>Journal of European Social Policy</i>, 20(3), 196-216.</p> <p>Rubery, J. (2015). Regulating for gender equality: A policy framework to support the universal caregiver vision. <i>Social Politics: International Studies in Gender, State and Society</i>, 22(4), 513-538.</p> <p>World Health Organization. (2013). <i>Responding to intimate partner violence and sexual violence against women: WHO clinical and policy guidelines</i>. (Nonserial Publications). Geneva: World Health Organization.</p> <p>葉順興. (2007). <i>婦女發展及社會參與</i>. 香港: 新華書店有限公司.</p> <p><u>Journals</u></p> <p>Feminist Studies</p> <p>Gender & Society</p> <p>Critical Social Policy</p> <p>Social Policy and Society</p> <p>Journal of Family Issues</p>
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