

## The Hong Kong Polytechnic University

### Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	APSS3201																				
<b>Subject Title</b>	Social Structure and Social Theory																				
<b>Credit Value</b>	3																				
<b>Level</b>	3																				
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil																				
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and In-Class Activities</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>2. First In-Class Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Second In-Class Quiz</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">-</td> </tr> <tr> <td>4. Group Presentation</td> <td style="text-align: center;">-</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>5. Group Report</td> <td style="text-align: center;">-</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table> <p>1. The grade is calculated according to the percentage assigned. 2. The completion and submission of all component assignments is required in order to pass the subject.</p>				Individual Assessment	Group Assessment	1. Attendance and In-Class Activities	15%	-	2. First In-Class Quiz	20%	--	3. Second In-Class Quiz	30%	-	4. Group Presentation	-	20%	5. Group Report	-	15%
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<b>Objectives</b>	This course introduces students to major social theories and theorists. The course begins by exploiting students' own taken-for-granted 'practical' social theories.																				
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students are expected to:</p> <ul style="list-style-type: none"> <li>(a) Be familiar with major social theories and concepts essential to the study of society</li> <li>(b) Learn the origin of key concepts we use to understand society</li> <li>(c) Understand society from different theoretical perspectives</li> <li>(d) Be able to apply critical ideas to describe, analyse and assess key issues in society</li> <li>(e) Have critically engaged with social theories and developed the ability to communicate viewpoints both orally and in writing</li> </ul>																				

<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Marx — Capitalism, and Social Inequality in a Global Age</li> <li>3. Durkheim — Modernity, Individualism and Suicide</li> <li>4. Weber — Rationalization, and McDonaldization</li> <li>5. Critical Theory — The Culture Industry</li> <li>6. Symbolic Interactionism — The Presentation of Self in Society</li> <li>7. Conclusion</li> </ol>																																																														
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<p>Class time will contain both lecture and discussion/seminar/tutorial. Lectures will introduce students to the main ideas related to each topic. Much time will also be devoted to in-depth discussions and debates on theoretical issues and practical applications. Discussion and debate is encouraged, but respect for others' viewpoints is required. Multi-media learning will sometimes be used in tutorial sessions as a way of stimulating more productive and interesting discussion, including documentary and film showing. As well as placing emphasis on discussion, time will be spent providing clarification about reading, debate and application of 'abstract' ideas.</p>																																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="464 819 1461 1485"> <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 (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Attendance and In-Class Activities</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. First Quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Second Quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Group Presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>5. Group Report</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>All students are required to attend and fully participate in lectures. There will be frequent in-class activities that will require students to apply the concepts developed in the lecture to contemporary life.</p> <p>The quizzes will assess students' competence in understanding and applying theories and concepts learned in lectures. It will consist of multiple-choice and fill-in-the-blank questions.</p> <p>Group presentation and report: The small group project opens up space for student control of learning processes and collaborative approaches to knowledge. It will also allow for students to apply one key theoretical concept to an empirical case in Hong Kong. Each member of the same group will receive the same grade.</p> <p>The completion and submission of all component assignments is required in order to pass the subject.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Attendance and In-Class Activities	15%	✓	✓	✓	✓	✓		2. First Quiz	20%	✓	✓	✓	✓			3. Second Quiz	30%	✓	✓	✓	✓			4. Group Presentation	20%	✓	✓	✓	✓	✓		5. Group Report	15%	✓	✓	✓	✓	✓		<b>Total</b>	<b>100 %</b>						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Reading	50 Hrs.
	▪ Writing	40 Hrs.
	Total student study effort	132 Hrs.
<b>Reading List and References</b>	<p><b>Textbook:</b></p> <p>Dillon, M. (2014). <i>Introduction to Sociological Theory: Theorists, Concepts, and their Applicability to the Twenty-First century</i> (Second ed.). Chichester: Wiley Blackwell.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/u4t105/cdi_askewsholts_vlebooks_9781118471913">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/u4t105/cdi_askewsholts_vlebooks_9781118471913</a> ]</p> <p><b>Additional Reading:</b></p> <p>Abercrombie, N., Hill, S., and Turner, B.S. (2006). <i>The Penguin Dictionary of Sociology</i> (Fifth ed.). London: Penguin.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/1pmofpq/alma991000961399703411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/1pmofpq/alma991000961399703411</a> ]</p> <p>Appelrouth, S.A. and Edles, L.D. (2021). <i>Classical and Contemporary Sociological Theory: Texts and Readings</i> (Fourth ed.). London: Sage.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/1pmofpq/alma991022864282203411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/1pmofpq/alma991022864282203411</a> ]</p> <p>Best, S. (2003). <i>A Beginner's Guide to Social Theory</i>. London: Sage.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/u4t105/cdi_proquest_miscellaneous_38537005">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/u4t105/cdi_proquest_miscellaneous_38537005</a> ]</p> <p>Elliott, A. (2014). <i>Contemporary Social Theory: An Introduction</i> (Second ed.). London: Routledge.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/1pmofpq/alma991022350656903411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/1pmofpq/alma991022350656903411</a> ]</p> <p>Elliott, A. (Ed.) (2010). <i>The Routledge Companion to Social Theory</i>. London: Routledge.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991005891089703411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991005891089703411</a> ]</p> <p>Hughes, J. A., Sharrock, W. W., and Martin, P. J. (2003). <i>Understanding Classical Sociology: Marx, Weber, Durkheim</i> (Second ed.). London: Sage.</p>	

	<p>Hurst, C.E. (2016). <i>Living Theory: The Application of Classical Social Theory to Contemporary Life</i> (Second ed.). London: Taylor and Francis.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/1pmofpq/alma991022352855303411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/1pmofpq/alma991022352855303411</a> ]</p> <p>Law, A. (2011). <i>Key Concepts in Classical Social Theory</i>. London: Sage.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/elellt/alma991009233969703411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/elellt/alma991009233969703411</a> ]</p> <p>O’Leary, Z. (2007). <i>The Social Science Jargon Buster</i>. London: Sage.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991002156799703411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991002156799703411</a> ]</p> <p>Ritzer, G. (Ed.). (2003). <i>The Blackwell Companion to Major Classical Social Theorists</i>. Oxford: Blackwell.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991017799869703411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991017799869703411</a> ]</p> <p>Ritzer, G. (Ed.). (2003). <i>The Blackwell Companion to Major Contemporary Social Theorists</i>. Oxford: Blackwell.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991019453649703411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991019453649703411</a> ]</p> <p>Ritzer, G. (Ed.). (2005). <i>Encyclopedia of Social Theory</i>. Thousand Oaks, CA: Sage.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/elellt/alma991020156239703411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/elellt/alma991020156239703411</a> ]</p> <p>Sharrock, W. W., Hughes, J. A., and Peter, M. J. (2003). <i>Understanding Modern Sociology</i>. London: Sage.</p> <p>[online access: <a href="https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991018885229703411">https://julac-hkpu.primo.exlibrisgroup.com/permalink/852JULAC_HKPU/10ml02k/alma991018885229703411</a> ]</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.