

Subject Description Form

Subject Code	APSS3224																	
Subject Title	Social Capital																	
Credit Value	3																	
Level	3																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <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. Reflective paper</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group Project</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>4. In-class participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <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 the specific component(s) (standard of passing) if he/she is to pass the subject 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Reflective paper	20%	--	2. Quiz	30%	--	3. Group Project	--	40%	4. In-class participation	10%	--
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Objectives	<p>This subject introduces students to the concept of social capital and its relationships to the state, civil society and individuals as well as its links to social and economic development. In doing so the subject will explore theories and practices of social capital in international and local perspectives, highlighting both how various forms of social capital have been created to foster resource mobilization to enhance the quality of life for the vulnerable groups in the society. However, the dark side and its social consequences will also be examined in detail.</p>																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Delineate the major concepts and theories of social capital: Define and explain the concept of social capital to various audiences, including its key dimensions and theoretical frameworks. b. Understand and articulate the relationships between social capital and the state, society and individuals in local contexts c. Recognize how social capital can be mobilized and leveraged for for public goods at individual, community, and societal levels, and identify practical examples of such mobilization d. Apply methods to measure and assess social capital, while acknowledging the functions and limitations of social capital 																	

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Conceptualization of social capitals: Bourdieu, Coleman and Putnam 2. Structural dimensions of social capital: bonding, bridging and linking capitals 3. Cognitive dimensions of social capital - norms and sanctions 4. The dark sides of social capital 5. The significance and power of social capital for individual, community and the society 6. Social capital and social policy 7. Building, mobilizing and leveraging social capital for deprived older adults and other vulnerable groups in the society 8. Measuring social capital 																																																						
Teaching/Learning Methodology	<p>This subject employs a combination of interactive lectures and seminars foster student participation and engagement. A flipped classroom approach will be integrated into the teaching process, where students will be assigned pre-lecture study materials (e.g., short videos, newspaper clips on related topics). They will then discuss their understanding and observations with classmates under the teacher’s supervision. Through these activities, students are expected to consolidate their knowledge of social capital and connect theoretical concepts to real-life situations. Additionally, students will develop problem-identification and problem-solving skills by collaborating on a seminar project and writing their own term paper to reflect on their learning outcomes. This approach aims to enhance their ability to integrate and apply the knowledge they have acquired.</p>																																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="491 1193 1513 1702"> <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></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Reflective paper</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Quiz</td> <td>30%</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Group Project</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. In-class participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Students’ reflective journals will demonstrate understanding of different forms of social capital and the ability to reflect on the relationships between social capital, society and individuals through their personal experience (ILO a, b, c)</p> <p>The quiz is designed to strengthen students’ understanding and ability to recall a broad spectrum of subject knowledge taught in the subject (ILO a)</p> <p>Through the analysis and presentation of a community project which aims at building social capital in local community, students will demonstrate their understanding of</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Reflective paper	20%	✓	✓	✓				2. Quiz	30%	✓						3. Group Project	40%	✓	✓	✓	✓			4. In-class participation	10%	✓	✓	✓	✓			Total	100%						
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	<p>how social capital can be built and leveraged to address a social problem and bring positive changes among a needy segment of the population, as well as recognizing its limitations (ILO a, b, c, d)</p> <p>In-class participation accounts for 10% of the course assessment to motivate students to complete pre-class preparatory work and encourage their active involvement in class discussions. This engagement will help students develop a deeper understanding of the concept of social capital and enhance their ability to communicate this concept in relation to real-world cases to various audiences, such as their classmates. (ILO a, b, c, d)</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	23 Hrs.
	▪ Quiz	1 Hrs.
	▪ Group Project presentation	15 Hrs.
	Other student study effort:	
	▪ Preparation of reflective journal	20 Hrs.
	▪ Preparation of quiz	20 Hrs.
	▪ Preparation for group project	32 Hrs.
	▪ Preparation for pre-class learning	2 Hrs
	Total student study effort	113 Hrs.
Reading List and References	<p><u>Essential Readings</u></p> <p>Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. <i>American Journal of Sociology</i>, 94, 95-120.</p> <p>Field, J. (2017). Third Edition. <i>Social Capital</i>. Abingdon, Oxon; New York: Routledge</p> <p>Granovetter, M. S. (1973). The Strength of Weak Ties. <i>American Journal of Sociology</i>, 78(6), 1360-80.</p> <p>Halpern, David (2005). <i>Social Capital</i>. U.K.: Polity Press</p> <p>Portes, A. (1998). Social Capital: Its Origins and Applications in Modern Sociology. <i>Annual Review of Sociology</i>, 24, 1-24.</p> <p>Putnam, R. D. (1995). Bowling Alone: America's Declining Social Capital. <i>Journal of Democracy</i>, 6(1), 65-78.</p> <p>Uphoff, N. (2000). Understanding Social Capital: Learning from the Analysis and Experience of Participation. In P. Dasgupta, & I. Serageldin (ed.), <i>Social Capital: a Multifaceted Perspective</i>. Washington, D. C.: World Bank.</p> <p>Woolcock, M. & Narayan, D. (2000). Social Capital: Implications for Development Theory, Research, and Policy. <i>The World Bank Research Observer</i>, 15, No. 2.</p> <p>World Bank Social Capital Thematic Group. (2002). Integrated Questionnaire for the</p>	

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Supplementary Readings

Son, J. (2012). *Social capital and institutional constraints: A comparative analysis of China, Taiwan and the US*. London: Routledge.

Wong, S. (2007). *Exploring 'unseen' social capital in community participation: everyday lives of poor mainland Chinese migrants in Hong Kong*. Amsterdam: Amsterdam University Press.

Yuchun, Z. (2022). *The Relationship Between Trust and Social Capital of China's Urban Residents*. London and New York: Taylor & Francis.

Claridge, T. (2019). The promise of social capital theory: Or the dominance of economic discourse and triumph of capitalism?.
<https://doi.org/10.5281/zenodo.8285229>

Claridge, T. Functions of social capital—bonding, bridging, linking[J]. *Social capital research*, 2018, 20(1): 1-7.