

Subject Description Form

Subject Code	APSS3242														
Subject Title	Understanding Diversity														
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: 40%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 40%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Individual term paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Project Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">20%</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 all components at 50% or grade D if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Individual term paper	50%	--	2. Project Presentation	--	30 %	3. Quiz	20%	--
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Individual term paper	50%	--													
2. Project Presentation	--	30 %													
3. Quiz	20%	--													
Objectives	<ol style="list-style-type: none"> 1. Critically evaluate theories, methods, and research in cross-cultural awareness. 2. Analyze the influence of culture on attitudes, values, perception, human behavior, and interpersonal relations. 3. Evaluate the role of diversity to effective communications within any field. 														
Intended Learning Outcomes	<p>Upon completion of the subject, students are able to:</p> <ol style="list-style-type: none"> a. Define key terms relating to diversity and multiculturalism. b. Describe and explain the key elements of diverse identity by race, ethnicity, gender, social class, sexual orientation, and disability status. c. Describe and explain current macrosocial trends in diversity and multiculturalism. d. Identify policy issues regarding diversity and multiculturalism. 														

**Subject Synopsis/
Indicative Syllabus****Subject Synopsis:**

Considering the rapid societal changes and the diversity of incoming population, there is a need to understand the diversity and this does not simply mean understanding difference. By understanding diversity, we also mean to address the issues of inequality, oppression, discrimination and exploitation. Confronting these issues can free us from stereotypical thinking and this can build bridges of understanding people who are interested in changing such unequal situations. We shall study a variety of oppression, and we shall also explore the similarities and differences across the groups. This will aim at allowing the younger generation some thoughts of they can do in addressing and responding to diversity. In fact, students studying in this course are all unique, and they bring with them their own identity and such diversity is actually an important source which we can facilitate the students to understand what diversity means to them and what they can do to address diversity issues.

Indicative Syllabus:

1. Cultural theories and Multiculturalism
 - Ethnic and cultural awareness
 - The meaning of diversity
 - Social Science discipline in understanding cultural awareness

2. Race and Ethnic Identity
 - Distinction between race and ethnicity
 - Barriers leading to understanding racial and ethnic diversity
 - Diversity consciousness

3. Understanding discriminatory Practice
 - Employment inequality
 - Socioeconomic oppression
 - Fighting stereotypes

4. Working with Gender
 - Traditional gender roles and gender performance
 - Women and the world of work
 - Intersectionality of gender

	<ol style="list-style-type: none"> 5. Working with Diverse Sexuality and Transgender Individuals <ul style="list-style-type: none"> ■ Historical and current challenges and stereotypes ■ Discriminatory practice against people with diverse sexuality and transgender ■ Social construction of gender 6. Working with Senior People, People with Disability, and People with Diverse religious beliefs <ul style="list-style-type: none"> ■ Historical trend and discriminatory practice against them ■ Ageism, Ableism, and religious minorities 7. Anti-discriminatory Practice and Policy Responses <ul style="list-style-type: none"> ■ Anti-discriminatory practice ■ Current and possible policy response ■ Assimilation or Multiculturalism
<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. 3. Case Discussion <ol style="list-style-type: none"> a) To enable students to discuss cases/ issues relating to the concept being touched upon in lectures; b) To encourage students to reflect on their responses and experiences to the cases/ issues being discussed.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d		
1. Individual term paper	50%	√	√	√	√		
2. Project Presentation	30%	√	√	√	√		
3. Quiz	20%	√	√	√	√		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

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.

Presentation and participation 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.

Students are also required to take a quiz at the end of the course to demonstrate how much they have learnt from the course, and to consolidate their understanding on diversity, especially the theoretical concepts and their application to everyday life experiences in Hong Kong.

Student Study Effort Required	Class contact:	
	▪ Lecture and Project Presentation	39 Hrs.
	Other student study effort:	
	▪ Preparation for Project Presentation	25 Hrs.
	▪ Preparation for Term Paper	36 Hrs.
	▪ Preparation for Quizzes	10 Hrs.
	▪ Self-studies	10 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Adams, M., et al. (Eds.) (2018). <i>Readings for diversity and social justice (4th Ed)</i>. New York; London: Routledge.</p> <p>Bagilhole, B. (2009). <i>Understanding equal opportunities and diversity: The social differentiations and intersections of inequality</i>. Bristol: Policy Press.</p> <p>Bucher, R.D. (2015). <i>Diversity consciousness: opening our minds to people, cultures, and opportunities (4th Ed)</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Diller, J.V. (2015). <i>Cultural diversity: A primer for the human services (5th Ed)</i>. Stamford, CT: Brooks/Cole.</p> <p>Healy, G., Kirton, G. and Noon, M. (Eds.) (2011). <i>Equality, inequalities and diversity: Contemporary challenges and strategies</i>. Basingstoke: Palgrave Macmillan.</p> <p><u>Supplementary</u></p> <p>Alleyne, M.D. (2011). <i>Anti-racism & multiculturalism: Studies in international communication</i>. New Brunswick, NJ: Transaction Publishers.</p> <p>Diller, J.V. (2015). <i>Cultural diversity: A primer for the human services (5th Ed)</i>. Stamford, CT: Brooks/Cole.</p> <p>Goodley, D. (2014). <i>Dis/ability studies: Theorising disablism and ableism (1st Ed)</i>. Abingdon, Oxon: Routledge.</p> <p>Gullette, M. (2017). <i>Ending ageism, or how not to shoot old people (Global perspectives on aging)</i>. New Brunswick: Rutgers University Press.</p> <p>Jonamay Lambert and Selma Myers (2009). <i>The diversity training activity book: 50 activities for promoting communication and understanding at work</i>. New York: AMACOM, American Management Association.</p> <p>Kerwin, L.B. (2010). <i>Cultural diversity: Issues, challenges and perspectives</i>. New York: Nova Science Publishers.</p>	

Mehrotra, C.M., and Wagner, L.S. (2009). *Aging and diversity: An active learning experience (2nd Ed)*. New York, NY: Routledge.

Plante, R.F, and Maurer, L.M. (2010). *Doing gender diversity: Readings in theory and real-world experience*. Boulder, CO: Westview Press.

Tierney, S. (Ed.) (2007). *Accommodating cultural diversity*. Aldershot: Ashgate.

Chinese Supplementary Readings

黃長玲，李佩雯 (2024)。《臺灣性別 100+問》。台灣：巨流圖書公司。

關震海 (2022)。《看不見的說話：聾人在司法傳譯制度之不公》 (Deaf voice in court)。香港：誌傳媒有限公司。

午夜藍 (2022)。《午夜男喃：香港男性性工作者口述歷史》。香港：午夜藍。

陳昭如 (2018)。《幽黯國度：障礙者的愛與性》。台灣：衛城出版。

黎苑姍 (2017)。《公義的顏色：王惠芬與少數族裔的平權路》。香港：三聯書店。

Mabel, Nicole Siu, Suanna Lam 等 (2015)。《有愛無陷：殘障者的情與性》。香港：香港婦女基督徒協會。

張馨儀 (2015)。《殘疾資歷：香港精神障礙者文集》。香港：dirty press.

Online Materials

Hong Kong Equal Opportunities Commission:

<https://www.eoc.org.hk/zh-hk/policy-advocacy-and-research/research-reports>

Journals

Journal of Cultural Diversity

Gender & Society

Hong Kong Journal of Gerontology

International journal of rehabilitation research