

## Subject Description Form

<b>Subject Code</b>	APSS348																	
<b>Subject Title</b>	Economics and Social Problems																	
<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: 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. Class Attendance and Participation</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Pre-class and in-class Assignments</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>4. Written Assignment</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Attendance and Participation	15%	--	2. Pre-class and in-class Assignments	25%	--	3. Group Presentation	--	30%	4. Written Assignment	30%	--
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<b>Objectives</b>	<p>The subject aims to introduce students to the art of economic analysis and how it can be applied to analyze some major social problems in real life. A special emphasis is the social policy and administration implications, both insights and limitations, of the economic perspectives. Concepts and tools in economics will be taught and illustrated through applying them in examining social problems – a “learning by doing” approach.</p>																	
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. master basic and essential knowledge of economic analysis;</li> <li>b. understand how economic analysis can contribute to the analysis of social problems; and</li> <li>c. appreciate the strengths and weaknesses of economic analysis of social problems.</li> </ol>																	

<b>Subject Synopsis/ Indicative Syllabus</b>	<p>This course has two parts. The first part is a general introduction to basic knowledge of economics. A basic set of assumptions, tools and techniques in economics will be introduced in this part. The second part is on the application of economics to the study of some major social problems.</p> <ol style="list-style-type: none"> <li>1. Introduction and course overview;</li> <li>2. A Framework for the study of Economics and Social Problems</li> <li>3. Key Theoretical Concepts and Implications</li> <li>4. Markets as a Social Construction</li> <li>5. Poverty and Inequality</li> <li>6. Labour Market and Employment</li> <li>7. Healthcare</li> <li>8. Housing and Education</li> <li>9. Food Production, Consumption and Social Issues</li> <li>10. Globalization and Migration</li> </ol>																																																												
<b>Teaching/Learning Methodology</b>	<p>Lectures will be for expounding the concepts and applications of theories and approaches, illustrated by current issues and real life cases. Seminars are for small group discussion and student-centered problem-driven and issue-based learning, which include seminar project, seminar presentation and written assignment.</p>																																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="443 1066 1390 1686"> <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. Class Attendance and Participation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Pre-class and in-class assignments</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Group Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Written Assignment</td> <td>30%</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:</p> <p><u>Class Attendance and Participation and Group Presentation</u></p> <p>Regular attendance and class participation is important for students to understand the basic concepts. Pre-class assignments are created to partially flip the classroom. The intention is to get students familiar with certain key concepts before class and hence, being ready for in-depth class discussions. In-class assignments involve written reflections and peer reviews that are completed during classes.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Class Attendance and Participation	15%	✓	✓	✓				2. Pre-class and in-class assignments	25%	✓	✓	✓				3. Group Presentation	30%	✓	✓	✓				3. Written Assignment	30%	✓	✓	✓				Total	100 %						
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	<p>In the group presentation, students will present their research findings on a selected social policy issue using economic analysis either following assigned topics or coming up with their original ideas. They are expected to prepare a presentation illustrating the economic reasoning and the insights gained. This exercise helps enhance their competence and effectiveness in applying economics concepts in analyzing concrete issues as well as polishing their public presentation and communication skills.</p> <p><u>Individual Written Assignment:</u></p> <p>The written assignment will be either a book review or a paper on a topic of student's choice. The topic of the essay must NOT be the same as the group presentation topic. Students are expected to demonstrate their written exposition of economic analysis and how well they can learn from their readings and lectures.</p>	
<b>Student Study Effort Required</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	9 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Self-directed Studies</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Assignment Preparation</li> </ul>	31 Hrs.
	Total student study effort	110 Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Chang H.J. (2014). <i>Economics: the User's Guide</i>. New York: Bloomsbury Press.</p> <p>The CORE Team (2018). <i>Economy, Society, and Public Policy</i>. Online beta version.</p> <p>McLean, W. J. and Applegate, M. (2013). <i>Economics and Contemporary Issues</i>. Mason, Ohio: South-Western, Cengage Learning.</p> <p>Liedtka, J., Salzman, R., &amp; Azer, D. (2017). <i>Design Thinking for the Greater Good: Innovation in the Social Sector</i>. New York: Columbia University Press.</p> <p>Soman, D. (2015). <i>The Last Mile: Creating Social and Economic Value from Behavioral Insights</i>. Toronto: University of Toronto Press.</p> <p>Ekstedt, H, &amp; Fusari, A. (2010). <i>Economic theory and social change: Problems and revisions</i>. Routledge.</p> <p>Le Grand, J., Propper, C, &amp; Smith, S. (2008). <i>The economics of social problems</i> (4<sup>th</sup> ed.). London: Palgrave Macmillan.</p> <p>Sharp, A.M., Register, C.A., &amp; Grimes, P.W. (2013). <i>Economics of social issues</i> (20<sup>th</sup> ed.). McGraw-Hill.</p> <p><b><u>Supplementary</u></b></p> <p>Augustin-Jean, L. (2010). "The 'Social construction of the market' in a transitional economy: The sugar industry in China in the context of globalization". <i>Economic Sociology – The European Electronic Newsletter</i>, Vol. 11, Number 3, July, 33-</p>	

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McMichael, P. (2005). 'Global development and the corporate food regime'. In F.H. Buttell & P. McMichael (ed.) *New directions in the sociology of global development* (pp. 265-299)., Amsterdam: Elsevier.

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Mok, F. & Lee, J. (2013). "Just housing policy: Is there a moral foundation for a homeownership policy?". *Housing Studies*, 28:6, 891-909.

Perkins, D.H., et al. (2013). *Economics of development* (7<sup>th</sup> ed.). W.W. Norton & Company.

Polanyi, K. (2001). *The great transformation*. Boston, MA: Beacon Press.

Raworth K. (2017). *Doughnut economics: Seven ways to think like a 21<sup>st</sup> century economist*. Chelsea Green Publishing.

Ridge, T., & Wright. S. (2008). *Understanding inequality, poverty and wealth: Policies and prospects*. Policy Press.

Rist, G. (2014). *The history of development: From western origins to global faith*. Zed Books

Rosenthal, E. (2017). *An American sickness: How healthcare became big business and how you can take it back*. Penguin Press.

Shemilt, I. et al. (eds.) (2010). *Evidence-based decisions and economics: Health care, social welfare, education and criminal justice* (2<sup>nd</sup> ed.). Wiley-Blackwell.

Streeck, W. (2005). "The sociology of labor markets and trade unions", in N. J.

	<p>Smelser &amp; R. Swedberg (eds.), <i>Handbook of economic sociology</i>. Princeton: Princeton University Press.</p> <p>Wong R. Y. C. (2013). <i>Diversity and occasional anarchy: On deep economic and social contradictions in Hong Kong</i>. Hong Kong: Hong Kong University Press.</p>
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