Part I

Programme Titles: All FT Undergraduate Programmes
Course Title: Experiences and Perspectives of Various Social Groups in Hong Kong
Course Code: COC 1014
Department: FAS
Credit Points: 3
Contact Hours: 39
Other participating unit(s):
Pre-requisite(s): NIL
Medium of Instruction: EMI
Level: 1

Part II

1. Synopsis

This course provides students with opportunities to identify the experiences and perspectives of social groups in the changing socio-demographic, political and economic contexts in Hong Kong. Students will explore how and why different stakeholders from the government, non-government organizations, political parties, interest groups, and academic institutes respond differently to social needs. Apart from regular lectures and seminars, site visits will be organized for students to engage them in field observations and to enable them to develop a more critical understanding through personal experience and active participation. Students are expected to cultivate civic awareness, integrate theory and practice related to social issues, and gain interpersonal and communication skills through field observations.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

CILO1: Demonstrate an understanding of key definitions, concepts and theories related to social welfare, social services and policies, and an awareness of diverse cultural values;
CILO₂ Identify the basic structure of Hong Kong society, and acquire knowledge of how and why stakeholders from different organizations addressing needs of community groups through personal service learning experience

CILO₃ Cultivate civic awareness and develop analytical skills in analyzing social issues

CILO⁴ Develop research and writing skills (i.e. searching for, organizing and synthesizing materials on the subject)

CILO₅ Develop skills in communication, team work, discussion and presentation in a group context

3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
</table>
| Theories and practices:  
❖ Welfare models; welfare ideology; social needs  
❖ The mixed economy of welfare and the social division of welfare in the context of globalization  
❖ Policy making process in the Hong Kong context | CILO 1 & 3 | ✤ Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references; and video clips  
✤ Seminars: students make a brief presentation with reference to assigned readings; comment on the presentations; discuss their views on chosen subject areas  
✤ Web and library search  
✤ Reading lecture notes and key references |
| Social policy development in the context of Hong Kong’s socio-demographic, political and economic transition | CILO 1, 2, 3 | ✤ Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references; and video clips  
✤ Seminars: students make a brief presentation with reference to assigned readings; comment on the presentations; discuss their views on chosen subject areas  
✤ Web and library search |
Case studies for further discussion, such as
- *Children and youth:* Intergenerational poverty and lifelong learning opportunities;
- *University students:* Social mobility in the context of globalization;
- *Single parents and New immigrants from the Mainland:* Caring responsibility, flexible employment opportunities versus precarious jobs;
- *Low-skilled workers:* Making livelihoods more sustainable versus insecure labour market;
- *Older people:* Intergenerational relations, family reciprocity in socio-demographic and economic changes in Hong Kong;
- *Ethnic minority groups:* Education and/or employment opportunities; and/or
- *Street sleepers:* Life chances the globalizing economy

| CILO 1, 2, 3, 4 & 5 |

4. **Assessment**

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weighting (%)</strong></td>
</tr>
<tr>
<td><strong>Class discussion and participation:</strong> Students are expected to read the assigned readings before they attend the seminars and must participate actively in the discussion</td>
</tr>
<tr>
<td><strong>Group presentation:</strong> reflective sharing on their field visit and how the societal issues have</td>
</tr>
</tbody>
</table>

- **Lectures:** presentation and discussion of the frameworks, concepts, practices and synthesis of key references; and video clips
- **Seminars:** students make a brief presentation with reference to assigned readings; comment on the presentations; discuss their views on chosen subject areas
- **Field visits:** Students are expected to participate in these activities
- **Web and library search**
- **Reading** lecture notes and key references
raised a sense of participation in social matters

(c) *Individual final reports* (about 2,000 words) to consolidate field observations, through reflection on how this practical experience relates to what one has learned

| 50% CILO1, 2, 3 4 & 5 |

5. **Required Text(s)**

Nil

6. **Recommended Readings**


The Hong Kong Council of Social Service (2005). *Social Inclusion Practice: Fostering Social Integration of Ethnic Minorities*, Hong Kong: HKCSS.


馮國堅、洪雪蓮 (2010): 社區工作的再生: 香港社區發展服務的過去與未來，輯於香港社會服務聯會編《社區發展服務：承傳，探索，蛻變》(頁 29-40)，香港，圓桌文化。

胡佩華，劉慧心 (2009): 《社會服務學習經歷：青年服務長者專集》，香港: 香港青年協會。

7. **Related Web Sites and Resources**

- **Census and Statistics Department, the Government of Hong Kong Special Administrative Region**: [http://www.censtatd.gov.hk/major_projects/index.jsp](http://www.censtatd.gov.hk/major_projects/index.jsp)
- **Hong Kong Council of Social Service**: [http://hkcss.org.hk/](http://hkcss.org.hk/)
- **The Evangelical Lutheran Church of Hong Kong**: [http://www.elchk.org.hk/english/english.htm](http://www.elchk.org.hk/english/english.htm)
- **Christian Action, Integrated Service Centre for Ethnic Minority**: 

5
8. Related Journals

- Social Indicators Research. Springer.
- Asian Ethnicity. Taylor & Francis.
- The Pacific Review. Taylor & Francis.