

SOPY 3075 Globalization and Social Policy (3,3,0) (E)

This course aims at providing students with a theoretical as well as an analytical framework in understanding globalisation and social policy. Students will first examine the theoretical underpinnings of globalization, followed by a critical examination of how societies react to globalization through formulation of different social policies. Case examples of social policy in Hong Kong will be used as illustrations throughout the course.

SOPY 3085 Policy Processes and Politics (3,3,0) (E)

The focus is on studying selective organizational theories with the aim of fostering a general understanding of the basic concepts of political science, policy making models and the patterns of policy making in different political entities. Case studies would be used to illustrate the application of practical theories and models in different territories, especially in the context of Hong Kong.

SOPY 3095 Social Policy in Chinese Societies (3,2,1) (E)

The objectives of this course are to help students gain an overview of the social development of contemporary Chinese societies, to develop an understanding of the institutional structure of modern China, Taiwan, Hong Kong and other Chinese societies, to explore the current policy issues and challenges, and to examine the actual welfare implementation and training of welfare personnel.

SOPY 4005 Policy Analysis and Evaluation (3,3,0) (E)

Prerequisite: SOPO 2140 Social Research

The objective of this course is to introduce the basic concepts and methods in policy analysis and evaluation. In this course, students will learn to define problems and goals in making a policy, identify appropriate research techniques, gather information, formulate policy solution alternatives and systematically compare and evaluate the alternatives. Besides, they will be given the opportunity to approach policy issues within the relevant social, cultural and historical context in Hong Kong and great China. The course will help students not only to understand various factors that influence policy making and policy outcomes, but also theoretical foundations and methodologies in conducting ex-ante evaluations versus ex-post evaluations, cost-benefit analysis, interpretive policy analysis and others.

SOPY 4008-9 Honours Project (3,*,*)

Prerequisite: SOPY 3045 Social Research

The Honours Project provides an opportunity for students to complete an independent research project about a particular area of social policy under the guidance of a supervisor. The Project involves an application of knowledge and skills acquired from classes and independent learning of students to address policy issues in the context of Hong Kong or China.

SOPY 4015 Social Enterprises and the Third Sector (3,3,0) (E)

Social enterprises constitute a rapidly growing sector of the business communities today. They bring people and communities together for economic development and social gain. This course covers the key business functions required by social entrepreneurs, and managers in social enterprises, with perspectives on strategy, finance, ethics, governance, marketing and people management. It also intends to bring together the knowledge and experience of social enterprise pioneers in the field, local and overseas, to show what it takes to implement and run an effective social venture or organization. Students will receive practical guides including best practices, tools, guidance, models and successful cases for NGOs.

SOPY 4025 Technology, Social Change and Quality of Life (3,3,0) (E)

The focus is on studying the impact of social and technological changes on the individuals, families and groups in. Case studies and other means would be used to illustrate the application of practical theories and assessment models for social development in different social contexts, such as Hong Kong and other territories.

SOPY 4035 Welfare Regimes in the Greater China Region (3,3,0) (E)

This course aims at providing students with theoretical as well as an analytical framework in understanding welfare regimes in the Greater China Region, including Taiwan, Hong Kong as well as other related regions. Students will first examine the theoretical underpinning of regime model followed by a critical examination of how different regimes have been developed (the liberal, conservative, social democratic and Confucian). Case examples of social policies in relation to different welfare regimes in the Greater China Region will be used as illustrations throughout the course.

SOPY 4045 Administration in Non-profit Making Organizations (3,3,0) (E)

The focus is on studying selective organizational theories with the aim of fostering a general understanding of the administration of non-profit-making organization. Another objective is to help students to comprehend the values, principles, processes, functions and skills of management in these organizations. Case studies would be used to illustrate the application of practical theories and models in these organizations especially in the context of Hong Kong.

SOPY 4055 Challenges of Sustainable Development (3,3,0) (E)

This course aims to enhance students' overall understanding of sustainability and social policy, including green ideologies, green parties, green pressure groups and social policy, quality of life. The format of the course is a mixture of lectures and group project. Students will be provided with not only a good access to a solid knowledge base in green ideologies, but also a platform to learn by doing social policy with green policy agenda. By the end of the course, students should be able to identify the basic principles, and learn ethical implication of sustainability and social policy, as well as master basic skills of opening up the discipline of green social policy.

SOPY 4065 Comparative Social Policy (3,3,0) (E)

This course aims at providing students with a theoretical as well as analytical framework in understanding comparative social policies. Students will first examine the comparative social policy theories and human rights, followed by an examination of the comparative social policy issues. Cases examples of comparative social policies relevant to the Hong Kong context will be used as illustrations throughout the course.

SOPY 4105 Youth and Citizenship (3,3,0) (E)

This course aims at providing students with a critical examination of the different models of youth citizenship and youth participation and their theoretical and ideological underpinnings with reference to the advancement of youth welfare and youth's transitions to adulthood. The controversies regarding the substance of youth citizenship and the framework for achieving this with youth in general and youth at the margin will be examined with reference to both local and non-local examples.

SOPY 4115 Youth in Transition, Employment and Education (3,3,0) (E)

This course aims at providing students with a critical understanding on the subject matter of youth transitions in capitalist societies with specific reference to mainstreaming of and disadvantage in school-to-work transitions. Taking into account the mediating roles played by agency and structure, the diversity, differences and contradictions of activation policy and inclusion measures illustrated with the use of both local and non-local case studies will be examined.

SOPY 4125 Gender, Identity and Young People (3,2,1) (E)

This course is to help students understand the social formation and struggles of gender and gender practices among young people. It also helps to develop critical thinking on the way in which

gender is embedded in local cultures, institutional sites and social policies, as well as everyday social relationships. Students will be encouraged to examine how these have impacts on their identities, citizenship and lives.

SOPY 4205 Poverty and Social Exclusion (3,3,0) (E)

Ever since the poverty study at the end of the 19th century, poverty alleviation captured the attention of governments of different orientations and the pro-poor activists in the academic and movement circles. The policy measures for poverty alleviation underwent alteration alongside the changes in the conceptual arena and the social economic context domestically and globally. This course introduces students to the conceptual terrain for understanding poverty, which includes the different interpretations of poverty, the conceptual turn from poverty to (in)equality and the recent dominance of the concept of social exclusion. It then interrogates the domestic and global context with which transformation has been going on in the past decade. The practical implications of the theoretical constructs are examined and contextualized. The process of conceiving strategies for poverty alleviation will be explored to equip students of the needed tools for the endeavour.

SOPY 4215 Pension and Retirement Protection (3,3,0) (E)

This course is to provide students different perspectives on social policy for retirement and retirement protection. It also gives students an understanding of the nature, role and operation of different pension systems as well as their risks and contributions on retirement protection. By understanding the global and local pension and retirement policies and schemes students will be helped to develop a critical sense to appreciate, examine and criticize the strategies and values adopted in the mixed economy of retirement protection and its implications for different populations in the society.

SOPY 4225 Public Health Care Systems (3,3,0) (E)

The objectives of the course are to provide students a framework for an understanding dimension of social dimensions of well-being, health, illness and disability, to enable students to appreciate the significance of the health and illness dimension of human life and the role of the health care systems in the promoting health and dealing with illness.

SOSC 1005/ Internship I 1110 (3,0,0)

This course aims to provide students with off-campus learning opportunities to put their knowledge and skills into practice and to gain on-the-job experience in an internship. Students will obtain interdisciplinary first-hand practical learning experiences in different kind of local and/or international organizations, such as business, government, social services, etc. Through first-hand practical experience in real work place, students are expected to develop self-awareness, explore their job interests, establish job required attributes, experience real-workplace challenges, and prepare for employment as professional practitioners upon graduation. The internship is normally of at least 6 weeks full-time attachment during the summer but it can be a minimum of 240 working hours during term time.

SOSC 2005 Internship II (3,0,0)

Prerequisite: SOSC 1005 Internship I

This course aims to provide students with off-campus learning opportunities to put their knowledge and skills into practice and to gain on-the-job experience in an internship. Students will obtain interdisciplinary first-hand practical learning experiences in different kind of local and/or international organizations, such as business, government, social services, etc. Through first-hand practical experience in real work place, students are expected to develop self-awareness, explore their job interests, establish job required attributes, experience real-workplace challenges,

and prepare for employment as professional practitioners upon graduation. The internship is normally of at least 6 weeks full-time attachment during the summer but it can be a minimum of 240 working hours during term time.

SOSC 2110 Internship II (3,0,0)

Prerequisite: SOSC 1110 Internship I

This course aims to provide students with off-campus learning opportunities to put their knowledge and skills into practice and to gain on-the-job experience in an internship. Students will obtain interdisciplinary first-hand practical learning experiences in different kind of local and/or international organizations, such as business, government, social services, etc. Through first-hand practical experience in real work place, students are expected to develop self-awareness, explore their job interests, establish job required attributes, experience real-workplace challenges, and prepare for employment as professional practitioners upon graduation. The internship is normally of at least 6 weeks full-time attachment during the summer but it can be a minimum of 240 working hours during term time.

SOSC 7310 Concepts, Theories and Institutions (3,3,0) (E) of Global Studies

This course introduces the key concepts, theories and institutions that make up the field of Global Studies. It provides students with a common language and academic repertoire that enables their own inter-disciplinary and professional development. Using broadly drawn case studies, this course orients students to important structures of global society (including, for example, colonialism/imperialism, world systems, global city network, nation-state, Cold War), processes (including, for example, globalization, glocalization, focalization, transnationalization, space-time compression, securitization, differencing), institutions (including, for example, the United Nations, the International Court of Human Rights, International Criminal Court, World Bank, International Monetary Fund, World Trade Organization, NATO, ASEAN), and practices (including, for example, trade, innovation, diplomacy, migration, fundamentalism).

SOSC 7320 Debating Global Society (3,3,0) (E)

The course aims to introduce students to the expository and critical literature concerning globalization in order to consider the origins and development of global society and its consequences. The objectives of the course include engaging students with debates concerning globalization and alternate economic approaches, the political economic issues raised by globalization (including neo-liberalism), the transformation of faith communities through globalization, educational and knowledge consequences of globalization and related themes.

SOSC 7330 Globalizations (3,3,0) (E)

This course presents various trajectories, and politico-economic configurations of globalizations throughout history, engaging critically with the genealogy of ideas such as universal values, free trade, global governance, cosmopolitanism, and multiculturalism. From Marxist, postcolonial, and ecological perspectives we furthermore evaluate the effects globalizations has had on people, communities, and the environment. The underlying questions put to the various historical examples concerns what is good and bad in globalization, all in order to understand better our own responsibilities, possibilities, and positions in an increasingly connected world.

SOSC 7340 Global Civil Society (3,3,0) (E)

This course aims to develop critical understandings of globalization, civil society, and their linkage to global and local social movements by exploring key theoretical frameworks and empirical evidences. It will address questions such as why and how citizens are acting globally, how to assess the causes and significance of global social movements, and what their implications are. It will also help students learn the major concepts, theories, and studies related to civil society at global and local levels, transnational activism, environmental and