

social policies relevant to the Hong Kong context will be used as illustrations throughout the course.

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

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)

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)

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)

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)

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)

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 (3,0,0)
1110

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 of Global Studies (3,3,0)

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)

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