THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Global and Environmental Studies
Programme QF Level	: 5
Course Title	: Introduction to Sociology and Social Research
Course Code	: SSC1148
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**
   This course aims to equip students with the concepts and tools to analyze social issues and to prepare them to explore the changing and globalized world from a critical, sociological, and reflexive perspective. The course will introduce students to key contemporary social and political issues, with specific attention to those relevant to later courses on globalization, development and the environment. These issues include inequality, social stratification, the state, organization, modernization, development, oppression, poverty, social mobility, social structure, individual agency, migration, gender, and health. The course also introduces students to social inquiry and research methods, helping them understand the value of both qualitative and quantitative methods by presenting and analyzing examples of research on different social issues. As such, the course serves as initial preparation for later more advanced research training for the Honours Project.

2. **Course Intended Learning Outcomes** (CILOs)
   Upon completion of this course, students will be able to:
   - CILO$_1$ demonstrate the propensity and ability to think critically from multiple perspectives, and to ask significant questions about a range of social issues.
   - CILO$_2$ demonstrate an understanding of the social, cultural, and political dimensions of daily life and society.
   - CILO$_3$ demonstrate an understanding of the appropriateness of different qualitative and quantitative social research methods for investigating different types of sociological questions.
   - CILO$_4$ demonstrate communication skills, team work, discussion and presentation in a group context.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Exploration of the issues of inequality, social stratification, and social mobility, as well as their interrelationships	CILO$_{1,2,3,4}$	• Interactive lecture • Activities designed to encourage students to explore in depth and pose significant questions on readings and lecture content • Small group discussions • Whole class discussions
2. Exploration of the issues of modernization, social change, development, oppression, social structure, and individual agency, as well as their interrelationships	CILO$_{1,2,3,4}$	
3. Exploration of the diversity issues of culture, gender, and ethnicity in the media and education.	CILO$_{1,2,3,4}$	

4. Focused exploration of the appropriateness of broadly different (qualitative vs. quantitative) research methods for answering different types of research questions	$CILO_{1,2,3,4}$	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
Essay Assignment 1: Discussion of an article based on qualitative research methods (750 words)	25%	$CILO_{1,2,3,4}$
Essay Assignment 2: Discussion of an article based on quantitative research methods (750 words)	25%	$CILO_{1,2,3,4}$
Essay Assignment 3: Comparison of articles based on different research methods (1,500 words)	50%	$CILO_{1,2,3,4}$

5. Required Text(s)

Mpofu, S.T. & Youngman, F. (2001). The dominant tradition in adult literacy – A comparative study of national literacy programmes in Botswana and Zimbabwe. *International Review of Education, 47(6)*, 573-595.

Dyer, C. (2001). Nomads and Education for All: Education for development or domestication? *Comparative Education, 37(3)*, 315-327.

Schnell-Anzola, B., Rowe, M.L., & LeVine, R.A. (2005). Literacy as a pathway between schooling and health-related communication skills: A study of Venezuelan mothers. *International Journal of Educational Development, 25*, 19-37.

Fairbrother, G. P. (2007). Quantitative and qualitative approaches to comparative education. In M. Bray, B. Adamson, & M. Mason (Eds.), *Comparative Education Research: Approaches and Methods* (39-62). Hong Kong: The University of Hong Kong.

6. Recommended Readings

Calhoun, C.J., Rojek, C. & Turner, B.S. (2005). *The Sage Handbook of Sociology.* London: Sage Publications.

Chambliss, D.F. (2010). *Making Sense of The Social World: Methods of Investigation* (3rd ed.). Los Angeles: Pine Forge Press.

Giddens, A. (2009). *Sociology* (6th ed.). Cambridge: Polity Press.

Macionis, J.J. and Benodraitis, N.V. (2010). *Seeing Ourselves: Classic, Contemporary, and Cross-cultural Readings in Sociology.* Boston, MA: Prentice Hall

Macionis, J.J. (2011). *Society: The Basics* (11th ed.). Upper Saddle River, N.J.: Pearson Education.

7. Related Web Resources

Hong Kong Stories: Social Issues:
http://jmsc.hku.hk/hkstories/content/section/8/71/

8. **Related Journals**
   Current Sociology. Sage.
   Global Society. Routledge.
   Journal of Social Issues. Wiley-Blackwell.
   Social Indicators Research. Springer.
   Sociological Methods and Research. Sage.

9. **Academic Honesty**
   The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

10. **Others**
   Newspaper articles and video-clips on relevant issues.

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