

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Greater China Studies
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Introduction to Social Theory, Concepts and Issues
<b>Course Code</b>	: SOC1002
<b>Department</b>	: Department of Asian and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39 hours
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 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 Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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:

The course aims to provide students a macro view of understanding human behaviour from collective models. This course will examine various theoretical perspectives, sociological concepts and methodologies related to the systematic study of individuals and societies in both macroscopic and microscopic levels of analysis. Students will be exposed to major theoretical traditions in social theory and as the course unfolds, how these theoretical perspectives can be utilized to evaluate our social world. Students will discover the relationship between individuals and society, and explore their roles within the family, school, religion, peer groups, and in other social systems with a critical thought. Students will also explore the emergence of social innovation as one of responses to issues of major social concern in contemporary times.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub>: understand major theoretical perspectives and of the history of development in social theory;
- CILO<sub>2</sub>: demonstrate an understanding of the macro, mezzo and micro relationships of individual behaviour and the influence of politics and power structure;
- CILO<sub>3</sub>: examine various models of socialization and development of the social self;
- CILO<sub>4</sub>: identify collective behaviour phenomena and examine their relationship to social change.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Social Theory Concepts and Methodologies; History of the development of social theory: From pre-enlightenment social theory to post-modern social theory	CILO <sub>1</sub>	1) Lectures and seminars that discuss various concepts;
Major Social Theoretical Perspectives: Classical (e.g. Durkheimian, Marxist, Weberian) and contemporary perspectives (e.g. Functionalism, Critical, Rational and Symbolic-interactionist perspectives)	CILO <sub>1,2</sub>	2) Tutorials and student presentations so as to familiarize students with all the essential topic pertinent to Sociology;
Building Blocks of Social Life and Social Institution: Culture, Socialization, Groups and Organization; Social Structure; Family, Education, Religion, Race and Gender etc	CILO <sub>3,4</sub>	3) Guided reading, group discussion and case discussions with the guidance from the instructor
Patterns of Social Life: Deviance and Social Control, Social Stratification and Mobility, Inequalities by Gender and Race, Ethnicity, Politics, Risk and Reflexivity (with social innovation as a contemporary response)	CILO <sub>3,4</sub>	

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Individual Written Assignment Students will be asked to write an essay that analyzes a social phenomenon with the concepts and theories learnt in the course in order to attain a critical and reflective understanding of the relationship between individual and society	20%	<i>CILO</i> <sub>1,2,3,4</sub>
(b) Tutorial Presentation and Discussion  1) Students are expected to prepare a presentation on a topic related to social theory, concepts and/or issues. They would also prepare and lead a discussion session related to the chosen topic  2) Students are also expected to actively participate in discussion led by others	30%	<i>CILO</i> <sub>1,2,3,4</sub>
(c) Examination	50%	<i>CILO</i> <sub>1,2,3,4</sub>

#### 5. Required Text(s)

Kendall, Diana Elizabeth. 2015. *Sociology in Our Times*. 10<sup>th</sup> ed. Stamford, CT: Cengage Learning.

Macionis, John J. and Nijole V. Benokraitis, eds. 2010. *Seeing Ourselves: Classic, Contemporary, and Cross-cultural Readings in Sociology*. 8th ed. Boston, Mass: Prentice Hall.

## 6. Recommended Readings

### General Reference

Beck, Ulrich. *Risk society: Towards a new modernity*. Vol. 17. Sage, 1992.

Berger, Peter L. 1986. *Invitation to Sociology*. London: Penguin.

Leonard Cargan, Jeanne H. Ballantine, eds. *Sociological Footprints: Introductory Readings in Sociology*. 11<sup>th</sup> ed. Belmont, Calif.: Wadsworth Cengage Learning., c2010.

Charon, Joel M. 2010. *Ten Questions: A Sociological Perspective*. 7<sup>th</sup> ed. Belmont, CA: Wadsworth, Cengage Learning.

Collins, Randall. 1992. *Sociological Insight: An Introduction to Non-obvious Sociology*. New York: Oxford University Press.

Giddens, Anthony. 1984. *The Constitution of Society: Outline of the Theory of Structuration*. Berkeley: University of California Press

Mills, C. Wright. 2000. *The Sociological Imagination*. Oxford: Oxford University Press.

Nicholls, A. 2010. "The legitimacy of social entrepreneurship: reflexive isomorphism in a pre-paradigmatic field." *Entrepreneurship Theory and Practice* 34(4):611-633.

### Social Issues in Hong Kong

Chan, Ming K., and David J. Clark, eds. 1991. *The Hong Kong Basic Law: Blueprint for "Stability and Prosperity" under Chinese Sovereignty?* Hong Kong: Hong Kong University Press.

Chan, Cecilia and Peter Hills, eds. 1993. *Limited Gains: Grassroots Mobilization and the Environment in Hong Kong*. Hong Kong: Hong Kong University Press.

Cheng, Joseph Y. S., and Sonny S. H. Lo, eds. 1995. *From Colony to SAR: Hong Kong's Challenges Ahead*. Hong Kong: The Chinese University Press.

Chow, Larry Chuen-ho and Yiu-kwan Fan, eds. 1999. *The Other Hong Kong Report – 1998*. Hong Kong: The Chinese University Press.

## 7. Related Web Resources

Will be provided in class through lecture notes.

## 8. Related Journals

*Theory and Society*

*Sociological Theory*

*Annual Review of Sociology*

*European Journal of Social Theory*

## **9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **10. Others**

Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.