## Course Outline

### Part I

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>: All Undergraduate Programmes</th>
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</thead>
<tbody>
<tr>
<td>Programme QF Level</td>
<td>: 5</td>
</tr>
<tr>
<td>Course Title</td>
<td>: Interpersonal Relations: Chinese Guanxi and Western Networks</td>
</tr>
<tr>
<td>Course Code</td>
<td>: GEF1028</td>
</tr>
<tr>
<td>Department</td>
<td>: Social Sciences</td>
</tr>
<tr>
<td>Credit Points</td>
<td>: 3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>: 39</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>: Nil</td>
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<tr>
<td>Medium of Instruction</td>
<td>: English</td>
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<tr>
<td>Course Level</td>
<td>: 1</td>
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### Part II

The University’s 4Cs Learning Framework 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 attributes embodied in the 4Cs.

The 4Cs are:
- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

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. **Synopsis:**

In their interactions with others, individuals generate enduring relationships and networks. Chinese society is often described as a ‘network society’, but informal networks and not only formal institutions are important in Western societies also. This course will provide an overview of key concepts and major issues concerning Chinese *Guanxi* and Western networks. Through a comparative approach the course will introduce students to cutting-edge debates, and students will discuss issues that arise from them. The course offers a critical perspective for understanding cultural, historical, and institutional approaches to social networks in the context of local and global transformations.

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

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

   - **CILO 1:** recognize the importance of the study of social network analysis in advancing knowledge, explaining phenomena and solving problems;
   - **CILO 2:** develop intellectual sensitivity of comparative study concerning Chinese and Western cultural practices and informal social institutions;
   - **CILO 3:** develop critical thinking skills in assessing multiple perspectives
   - **CILO 4:** apply theoretical arguments in empirical analysis and research

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

<table>
<thead>
<tr>
<th>CILOs</th>
<th>Course Content</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
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</table>
| **CILO: 2, 3** | 1. Concepts and theories on social networks:  
1) Types of networks, ties and associations;  
2) Social networks, social supports, trust and social cohesion, and social capital;  
3) Access to/ formation of social networks, and social homophily;  
4) Measurement of social capital;  
5) Resource exchanges and value transmissions | Lecture, class discussion |
| **CILO: 2, 3, 4** | 2. Social networks: The influence of cultural, social and policy environment | Lecture, video clips, class discussion |
| **CILO: 2, 3, 4** | 3. Empirical applications:  
1) Social networks and social stratification;  
2) Social networks and labor market outcomes;  
3) Social networks and health;  
4) Social networks and entrepreneurship;  
5) Social networks and deviance | Lecture, video clips, class discussion, group debate |
4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>CILO</th>
<th>Weighting (%)</th>
</tr>
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<tbody>
<tr>
<td>a. Class participation: Students are required to participate in class discussion, in-class exercises and a short quiz.</td>
<td>CILO1, 2, 3, 4</td>
<td>30%</td>
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<tr>
<td>b. Individual paper: Student are required to use concepts and theories on social networks to write an analytical essay 1) to discuss a social issue in Hong Kong, Mainland China or other societies; or 2) discuss the characteristics and evolvement of their social network over time; or 3) discuss how their social networks are related to their personal experiences (around 1,500 words).</td>
<td>CILO1, 2, 3, 4</td>
<td>35%</td>
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<tr>
<td>c. Group project: Students are expected to form themselves into a small group to research a topic covered in the course. The research report should have 1) an in-depth discussion section on the concepts and theories that are applied in the report, 2) a section that review some selected readings recommended in this course, 3) empirical section that describe the findings of the study. 1. Presentation (15%) Each group is required to give an in-class presentation about their research before submitting the final report. 2. Final report (20%) Each student in a group is expected to write 1,000 words.</td>
<td>CILO1, 2, 3, 4</td>
<td>35%</td>
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5. Required Text(s)


6. Recommended Readings


2031-2034.


7. Related Web Resources
   - Social network analysis
     [http://www.insna.org/what_is_sna.html](http://www.insna.org/what_is_sna.html)
   - Networks and markets

8. Related Journals
   Nil

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](https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89)). Students should familiarize themselves with the Policy.

10. Others
    Nil

*Updated 28 August 2017*
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<tr>
<th>Department</th>
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<tr>
<td>Course Title</td>
<td>Interpersonal Relations: Chinese Guanxi and Western Networks</td>
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**GELOs (as listed below)**

<table>
<thead>
<tr>
<th>GELO 1</th>
<th>GE-CILO 1</th>
<th>GE-CILO 2</th>
<th>GE-CILO 3</th>
<th>GE-CILO 4</th>
</tr>
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<tbody>
<tr>
<td>GELO 1</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>GELO 2</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>GELO 3</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>GELO 4</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>GELO 5</td>
<td></td>
<td>X</td>
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**Table 1: Matrix showing relationship between GELOs and GE-CILOs**

**GELO 1 Knowledge:**
Demonstrate an understanding of different kinds of knowledge and how this knowledge applies to “real-life” contexts and issues.

**GELO 2 Application:**
Apply a broad range of attitudes and skills, including those relating to different kinds of thinking and communication, in dealing with academic and practical issues.

**GELO 3 Judgements:**
Make good judgements and decisions, based on values and standards which are sensible and reasonable.

**GELO 4 Expression:**
Express their own ideas clearly and confidently; and show “where they stand” with respect to the ideas they have learned in different subject areas.

**GELO 5 Awareness:**
Show that they are aware of local, regional and global issues, and construct informed and thoughtful responses to these issues.

**GE-CILO A: This course will enable students to:**

- Make clear and meaningful connections: (i) among different topics and disciplinary perspectives; and (ii) between topics covered in the course and specific aspects of their own lives and experiences.