

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
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 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

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:

- CILO₁ demonstrate the propensity and ability to think critically from multiple perspectives, and to ask significant questions about a range of social issues.
- CILO₂ demonstrate an understanding of the social, cultural, and political dimensions of daily life and society.
- CILO₃ demonstrate an understanding of the appropriateness of different qualitative and quantitative social research methods for investigating different types of sociological questions.
- CILO₄ 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}	<ul style="list-style-type: none">• Interactive lecture• Activities designed to encourage students to explore in depth and pose significant questions on readings and lecture content
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}	<ul style="list-style-type: none">• Small group discussions• Whole class discussions
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	CULO _{1,2,3,4}	
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4. Assessment

Assessment Tasks	Weighting (%)	CULO
Class/Tutorial Participation	10%	CULO _{1,2,3,4}
Term Paper	50%	CULO _{1,2,3,4}
Group Research Project	40%	CULO _{1,2,4}

5. Required Text(s)

Macionis, John J. (2012). *Sociology* (14th ed). Boston, Mass. ; Hong Kong: Pearson.

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://jmssc.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 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 video-clips on relevant issues.

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