THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title: Bachelor of Education (Honours) / Undergraduate Programmes
Programme QF Level: 5
Course Title: Self and Society
Course Code: SSC3134
Department: Social Sciences
Credit Points: 3
Contact Hours: 39
Pre-requisite(s): Nil
Medium of Instruction: English
Course Level: 3

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**

In this course, we have chosen youth – young people who are in the transition period between childhood and adulthood – as the primary focus to explore the complex relationships between self and society. It introduces students to sociological perspectives that are beyond the biological, individual and psychological understanding of youth. It discusses the effects of social and global changes on young people’s lives in the late modern society, and how these are manifested in important personal relationships and social contexts, such as family, school, peers, gender, intimacy and sexuality, work and employment, and media and consumption. It also examines how young people negotiate their identities, sense of belonging, and responsibility, as well as mediate diversity, conflict and inequalities amidst changes and continuity. The course aims to equip students with conceptual tools and empirical analyses to understand self/youth as social, multiple, changing and competing; to encourage students to critically reflect on their own personal experiences or those of young people as participants in local and global contexts; and to introduce skills and values that help promote better understanding, respect, equality, and participation.

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

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

- **CILO1** develop the conception of self as social, multiple, changing and competing and use it to reflect on one’s personal experiences;
- **CILO2** apply the theoretical perspectives and conceptual tools introduced to critically analyze the problems and issues faced by young people;
- **CILO3** evaluate the impact of social changes in one social context on young people in Hong Kong; and
- **CILO4** acquire values and practices that encourage reflexivity, participation, voice, respect, equality and inclusion.

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

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>a. Introduction: Self and Society;</td>
<td>CILO1</td>
<td>Lecture and class activity</td>
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<tr>
<td>b. Critical discussion of different approaches to understanding youth:</td>
<td>CILO1 and 2</td>
<td>Lecture, guided reading,</td>
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biological; psychological and sociological

c. Youth in late modernity: changing demands and expectations from job markets and education
   CILO\textsubscript{1, 2, 3, 4}
   Lecture, guided reading, student presentation, group discussion, video clip, class activity

d. Negotiating diversity, changes and tensions in some of the following relationships, sites and practices:
   \begin{itemize}
   \item Family
   \item Gender
   \item Sexuality
   \item School
   \end{itemize}
   CILO\textsubscript{1, 2, 3, 4}
   Lecture, student presentation, guided reading, video clip, guest speakers, class activity

e. Understanding Youth: A rethinking.
   CILO\textsubscript{1, 2, 3, 4}
   Lecture, group presentation, class discussion, group activity

4. Assessment

<table>
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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Class Participation &amp; Quiz</td>
<td>30%</td>
<td>CILO\textsubscript{1, 2, 3}</td>
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<tr>
<td>Students are required to participate actively in class discussion, read assigned readings, and contribute to the learning community. Each student will be assessed on a number of tasks, ranging from class exercise, group discussion to quiz.</td>
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<td>b. Analytical Reading &amp; Dialogue</td>
<td>30%</td>
<td>CILO\textsubscript{1, 2, 3, 4}</td>
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<td>Students are required to read and evaluate the assigned readings for each topic before coming to class to exchange views with their fellow classmates. They will also take turn to lead the class to discuss the readings.</td>
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c. **Critical Review Report**

Students are expected to write a critical review report on a topic related to young people in contemporary late modern society. The report has to demonstrate their conceptual and critical understanding of the sociological concepts and perspectives covered in the course.

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<tr>
<th></th>
<th>40 %</th>
<th>CILO1, 2, 3, 4</th>
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5. **Required Text(s)**

Nil

6. **Recommended Readings**

*Self & Society: Introduction*


*Approaches to Understanding Youth*


*Media Representations of Youth*


Publication.


**Youth and Changing Job and Education Markets**


**Youth and Changing Families**


**Youth and Changing Gender**


**Youth and Changing Sexualities**


**On Hong Kong Youth**

The Hong Kong Federation of Youth Groups (2011) *Youth trends in Hong Kong 2011*. Hong Kong: Hong Kong Federation of Youth Groups.

邵家臻（2003）：《後青年研究》，香港，進一步多媒體有限公司。

陳潔華、蔡寶瓊（編） (2012)：《性別顯微鏡》，香港：香港城市大學出版社。

黃結梅（主編）（2014）：《打開男性—陽剛氣概的變奏》，香港：圓桌精英。

7. **Related Web Resources**

Nil

8. **Related Journals**

*Youth and Society*. Sage Publications.

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**

Nil

*Updated: July 2019*