> **Course Outline**

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Sociology and Community Studies; All Undergraduate programmes
Programme QF Level	:	5
Course Title	:	Individual and Society
Course Code	:	SSC3307
Department	:	Social Sciences and Policy Studies
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 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**

   As one of the two core courses in this programme to develop students' sociological understanding, this course will introduce sociological perspectives and concepts and examine the two-way relationships between individual and society, history and present, continuity and change at the personal, interpersonal, institutional and community levels.

   Sociology is the discipline that helps us see the connections between the individual and the wider society, both today and in the past. In this course students are encouraged to suspend their taken-for-granted assumptions about social lives and to critically reflect how everyday experiences, including the ways we think and do, present ourselves, and interact with others affect and are affected by the larger society in which we live. Each week a polemic issue or question will be held up for critical scrutiny, which aims to reveal how personal experiences, desires, thoughts, actions, emotions, decisions, and interactions are closely linked to the interpersonal, historical, cultural, organizational, technological, and global environments that they inhabit. By the end of the course, students will acquire sociological perspectives and concepts and be able to understand how individuals acquire norms and values, develop and construct identities, build social relationships, define boundaries and social differences, and negotiate and reinforce inequalities and power in relation to institutional contexts, social structures and global changes. The substantive topics in this course include body, beauty and health; gender and sexualities; families and intimate relationships; social media and self-production; social class and inequalities; education and cultural capital, and so forth.

   The course encourages students to utilize the sociological lens to reexamine their personal experiences, and hence enhance their self- and social awareness. Students are required to write short reflective journals and document and archive their observations. They are also expected to apply their sociological understanding to examine a community of their choice – be it a family, a student hostel or association, a NGO, a neighbourhood and so on – in a group project in which they have to demonstrate the links between personal issues and public forces and/or to 'make the familiar strange'.

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

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

   CILO$_1$ Acquire the sociological perspectives to understand the relationships between individual and society;

   CILO$_2$ Apply the sociological perspectives and concepts to critically analyze the problems and issues occur in their personal milieux;

   CILO$_3$ Utilise the sociological knowledge to examine a community;

   CILO$_4$ Demonstrate social awareness, historical sensitivity, and cultural diversity.

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

Course Content	CILOs	Suggested Teaching &

		Learning Activities
Introduction: Individual and Society	$CILO_{1,2,4}$	• Lecture • Class activity
Key Sociological Perspectives & Concepts	$CILO_{1,2,3}$	• Lecture • Class activity
Critical scrutiny of some of the following topics: • Body, beauty and health; • Gender and sexualities; • Families and intimate relationships; • Social media and self-production; • Social class and inequalities; • Education, cultural capital and individualisation	$CILO_{1,2,3}$	• Lecture • Guided reading • Class discussion
	$CILO_{1,2,3}$	• Lecture • Guided reading • Presentation • Group discussion • Video clip • Class activity • Guest speakers
	$CILO_{1,2,3,4}$	• Lecture • Student presentation • Guided reading • Video clip • Guest speakers • Class activity
	$CILO_{1,2,3,4}$	• Lecture • Group presentation, class discussion • Group activity
Rethinking Individuals and Society	$CILO_{1,2,3,4}$	• Lecture • Class activity

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class Participation & Test Students are expected to participate actively in class activities and have to take a formal assessment at the end of the course	30%	$CILO_{1,\ 2,\ 3}$

(b) Critical Reflective Journals (Individual): Students are required to utilize sociological lens to write short reflective journals and document their observations of lived experiences	30%	*CILO$_{1, 2, 3}$*
(c) Group Project (Sociologists in Community): Students will form themselves in a small group to research a community	40%	*CILO$_{1, 2, 3, 4}$*

5. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐*Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Adelman, M. and Ruggi, L. (2016) The sociology of the body, *Current Sociology Review*, 64(6): 907-930.

Allen, L. (2005). *Sexual subjects: Young people, sexuality and education*. New York: Palgrave Macmillan.

Best, J. (2016). *Social problems*, (3rd ed.). New York: W.W. Norton & Company, Inc. chapters 1 and 5.

Best, J., & Bogle, K. (2014). *Kids Gone Wild: From Rainbow Parties to Sexting, Understanding the Hype Over Teen Sex*. NYU Press. Retrieved from http://www.jstor.org/stable/j.ctt9qfzs1, chapters 2, 4, and 6.

Bulbeck, C. (2009). *Sex, love and feminism in the Asia Pacific: a cross-cultural study of young people's attitudes.* London and New York: Routledge.

Connell, R. (2011). *Confronting equality-gender, knowledge and global change.* Cambridge: Polity Press (Ch. 3 and 4).

Connell, R. W. (2016). Masculinities in global perspective: Hegemony, contestation, and changing structures of power. *Theory and Society* 45: 303-318.

David, M. E. (2016) *Reclaiming feminism: Challenging everyday misogyny*. Bristol:

Policy Press.

Devine, F. (2004) *Class practices: How parents help their children get good jobs*. Cambridge: Cambridge University Press.

Green, L. (2017). *Understanding of life course: Sociological and psychological perspectives*, (2nd ed.). Cambridge: Polity Press. (Ch.4).

Grindstaff, L. and Valencia, G. T. (2021) The filtered self: Selfies and gendered media production, Information, Communication & Society, 24, https://doi.org/10.1080/1369118X.2021.1874480

Hamilton, L., & Armstrong, E. A. (2009). Gendered sexuality in young adulthood. *Gender & Society, 23*(5), 589-616.

Kehily, J. (2007). *Understanding youth: Perspectives, identities and practices*. UK: The Open University. (Ch.1-2).

Langlois G. (2014) Social Networking and the Production of the Self. In: *Meaning in the Age of Social Media*. Palgrave Macmillan, New York. https://doi.org/10.1057/9781137356611_5

Laurea, A. (2011) *Unequal childhoods: Class, race, and family life*. Berkeley: University of California Press.

Low, J. and Malacrida, C. (2016) *Sociology of the body*. Don Mills, Ontario: Oxford University Press.

McLeod, J., & Yates, L. (2006). Class in the new world and the new economy. *Making modern lives: subjectivity, schooling and social change*. Washington: State University of New York. pp. 159-187.

May, V., & Nordqvist, P. (2019) *Sociology of personal life*, (2nd ed.). London: Red Globe Press.

Mills, C.W. (1959) *Sociological imagination*. New York: Oxford University Press.

Murphy, D. (2012) Towards a sociology of social media: Theorizing Twitter, *Sociology*, 46(6), 1059-1073.

Newman, D. (2019). *Sociology: Exploring the architecture of everyday life*. Thousand Oaks, California, London, New Delhi: Pine Forge Press.

Reay, D. (2017) *Miseducation: Inequality, education and the working class*. Bristol: Policy Press.

Rubin, G. (1984) Thinking sex: Notes for a radical theory of the politics of sexuality. In C. Vence (ed.) *Pleasure and Danger*. London: Routledge

Silva, J. (2013) *Coming up short: Working-class adulthood in an age of uncertainty*. Oxford: Oxford University Press.

Stones, R. (ed.) (2017) *Key sociological thinkers*. London: Palgrave.

Tolman, D. (2016) 'Adolescent girls' sexuality: The more it changes, the more it stays the same', in N. L. Fischer and S. Seidman (eds.) *Introducing the new sexuality studies*. New York: Routledge, http://www.lib.ied.edu.hk/cgi-

bin/ebrary?11233817.

Weis, L. (2008) (ed.). *The way class works: Readings on school, family, and the economy*. New York & London: Routledge.

Yasmin, I. (2018) *Production of the 'self' in the digital age.* Cham: Springer International Publishing: Imprint: Palgrave Macmillan

8. Related Web Resources

- Everyday Sociology Blog
  https://www.everydaysociologyblog.com/2014/01/a-sociological-snapshot-of-selfies.html
- Sociology Lens
  https://www.sociologylens.net/about#:~:text=Sociology%20Lens%20is%20an%20active,reviews%20and%20sociology%20research%20resources.&text=Sociology%20and%20current%20events%2C%20including,contemporary%20issue%20in%20%20sociological%20context

9. Related Journals

Sociology
Teaching Sociology
Sociology Compass
Sociological Research Online

10. 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/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

11. Other

Nil

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