

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	:	Bachelor of Social Sciences (Honours) in Sociology and Community Studies and Bachelor of Education (Honours) (Geography); all undergraduate programmes
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	<b>Social Theory for Critical Thinking</b>
<b>Course Code</b>	:	SSC2253
<b>Department</b>	:	Social Sciences and Policy Studies
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	NIL
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	2

#### 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"):

- 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 enable students to use classical and contemporary social theoretical perspectives to engage in critical analyses of the contemporary social issues of capitalism, bureaucracy and rationalization, religion and ritual, authority and power, the nation-state, social identity, alienation, anomie, stigma, social interaction, deviance, civil society, gender, labor, self, democracy, and social movements. Students will be engaged in reading and discussion of short selections of primary material representative of social thinkers including Karl Marx, Emile Durkheim, Max Weber, Anthony Giddens, Michel Foucault, George Herbert Mead, Erving Goffman, Howard Becker, Manuel Castells, and others. The primary learning objective is for students to develop their capacity for critical and creative thinking on major social issues raised in writings by these social theorists. Whole class and small-group discussions will allow students to extend ideas from theory to students' knowledge and real-life experience and observations.

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

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

- CILO<sub>1</sub> read and discuss selections of primary source materials from classical and contemporary social theorists on issues of contemporary societal concern;
- CILO<sub>2</sub> analyze contemporary social issues in light of different social theoretical perspectives;
- CILO<sub>3</sub> challenge commonsense perceptions and understandings and their own thinking on contemporary social issues;
- CILO<sub>4</sub> apply knowledge of classical and contemporary social theories to ask and answer significant questions about contemporary social issues.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
<p><i>Selected Classical and Contemporary Social Theorists Writings on the following concepts:</i></p> <ul style="list-style-type: none"> <li>• Structure and Agency</li> <li>• Capitalism and labor</li> <li>• Bureaucracy and Rationalization</li> <li>• Religion and Ritual</li> <li>• Authority and Power</li> <li>• The Nation-State</li> <li>• Social Identity</li> <li>• Alienation -- Anomie -- Stigma</li> <li>• Social Interaction</li> <li>• Deviance</li> <li>• Self</li> <li>• Gender and feminism</li> <li>• Civil Society and Democracy</li> <li>• Social Movements</li> </ul>	<p><i>CILO<sub>1,2,3,4</sub></i></p>	<ul style="list-style-type: none"> <li>▪ Lecture, reading and analysis of teaching materials, and video analysis</li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) In-class presentation and discussion of a selected article of social issue and theory (~500 words)	25%	CILO <sub>1-4</sub>
(b) Group project (~1000 words): A group of 2-3 students reflect a selected social issue with classical or contemporary social thoughts	25%	CILO <sub>1-4</sub>
(c) Final Assignment (~1,500 words): Discuss and analyse a selected contemporary social issue with selected social theories	50%	CILO <sub>1-4</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Allan, Kenneth (2013) *Explorations in Classical Sociological Theory: Seeing the Social World*. California: Sage.

Appelrouth, Scott and Edles, Laura Desfor (2012) *Classical and Contemporary Social Theory*. California: Sage.

Baert, Patrick and da Silva, Filipe Carreira (2010) *Social Theory in the Twentieth Century and Beyond*. Cambridge: Polity.

Best, Shaun (2003) *A Beginner's Guide to Social Theory*. London: Sage.

Calhoun, Craig (et al.) (2012) *Classical Sociological Theory*. Chichester: John Wiley & Sons.

Calhoun, Craig (et al.) (2012) *Contemporary Sociological Theory*. Chichester: John Wiley & Sons.

Delanty, Gerard (2005) *Social Science: Philosophical and Methodological Foundations*. Maidenhead: Open University Press.

Elliott, Anthony (ed.) (2010) *The Routledge Companion to Social Theory*. London: Routledge.

Elliott, Anthony (2014) *Contemporary Social Theory: An Introduction*. London: Routledge.

Elliott, Anthony and Lemert, Charles (2014) *Introduction to Contemporary Social Theory*. London: Routledge.

Giddens, Anthony (1995) *Politics, Sociology and Social Theory: Encounters with Classical and Contemporary Social Thought*. Stanford: Stanford University Press.

Go, Julian (ed.) (2013) *Postcolonial Sociology*. Bingley: Emerald.

Inglis, David (2012) *An Invitation to Social Theory*. Cambridge: Polity Press.

Joas, Hans (2009) *Social Theory: Twenty Introductory Lectures*. Cambridge: Cambridge University Press.

Jones, Pip, Bradbury, Liz and LeBoutillier, Shaun (2011) *Introducing Social Theory*. Cambridge: Polity.

Miles, Steven (2001) *Social Theory in the Real World*. London: Sage.

Ransome, Paul (2010) *Social Theory for Beginners*. Bristol: Policy Press.

Taylor, Charles (1989) *Sources of the Self: The Making of the Modern Identity*. Harvard: Harvard University Press.

Ritzer, George (2010) *Contemporary Sociological Theory and Its Classical Roots*. New York: McGraw Hill Higher Education.

## **7. Related Web Resources**

Nil

## **8. Related Journals**

Nil

## **9. 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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil

*Aug 2024*