

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours)
Programme QF Level	: 5
Course Title	: The Study of Society: An Introduction
Course Code	: SSC3345
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"):

- 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 provide students a “theme-based, theoretical-informed” overview of various social issues in Asian and Western societies and to equip students the ability to analyse social issues with applicable sociological theories and concepts. Students will be able to understand the diversity of social and cultural values across different parts of the world, and to appreciate the connection between individuals, communities and nations in the context of global and national developments. By the end of the course, students will be able to develop informed accounts towards different social issues and trends with the use of relevant data and information and through the application of relevant sociological theories and concepts.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ analyse social changes and continuities with the use of applicable sociological theories and concepts.
- CILO₂ explain the ways in which individuals, communities and organisations interact with each other in the context of global and national development; and,
- CILO₃ Design materials that help different stakeholders and learners understand social issues.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Identify the fundamental components of a society, and analyse the interactions between individuals, communities and organisations in the light of the classical and contemporary sociological theories and concepts.	CILO _{1, 2, 3}	<ul style="list-style-type: none">Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key referencesTutorials: Students to present the chosen topics; comment on the presentations; discuss their views on chosen subject areasWeb and library searchReading lecture notes and key references
Compare and contrast the salient features of the societies in the Asian and Western context and discuss how different cultural values could co-exist.	CILO _{1, 2, 3}	
Identify how individuals and communities can develop responses to conventional and emerging crises and enhance community resilience and cohesion through positive and constructive initiatives.	CILO _{1, 2, 3}	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Individual Essay	35 %	CILO _{1, 2}
b. Examination	35 %	CILO _{1, 2}
c. Lesson Plan	30 %	CILO ₃

5. Required Text(s)

Ballard R., and Barnett, C (eds.), (2023), *The Routledge Handbook of Social Change*, Oxon: Routledge.

6. Recommended Readings/General References

Cargan, Leonard and Jeanne H. Ballantine (2010). *Sociological Footprints: Introductory Readings in Sociology* (11th ed). Belmont, Calif.: Wadsworth Cengage Learning.

Jackson, R., & Hogg, M. (2010). *Encyclopedia of Identity*. Thousand Oaks, Calif.: SAGE Publications.

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

Punch, S. (2013). *Sociology: Making sense of society* (Fifth ed.). Harlow, England: Pearson.

Schwartz, S., Luyckx, K., & Vignoles, V. (2011). *Handbook of Identity Theory and Research*. New York: Springer.

Turner, B. (2006). *The Cambridge Dictionary of Sociology*. Cambridge [England]; New York: Cambridge University Press.

7. Related Web Resources

Nil.

8. Related Journals

Chinese Sociological Review, Taylor and Francis.

Journal of Marriage and Family, Wiley.

Journal of Social Service Research, Taylor and Francis.

Political Power and Social Theory, Emerald.

Social Indicators Research, Springer.

Sociological Perspectives, Sage.

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.