

Course Outline

Part I

Programme Title	: Higher Diploma in Early Childhood Education Programme (Two-year Full-time) (A2H049)
Programme QF Level	: 4
Course Title	: Culture and Modern Society
Course Code	: SSC0337
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: Chinese; English
Course Level	: 0

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

As cultures and society structure the education of children in different ways, these practices and their effects are important subjects of inquiry in modern society. The course is an introduction to basic institutions, theories and principles of human cultures and societies from anthropological and sociological perspectives. The course is aimed to introduce students to the interrelationships between culture and society. Through the study of issues of marriage, kinship, cultural change, economic systems, religion, education and social stratification, the course will provide students with a conceptual framework of the interaction and relationships between individuals, groups and institutions in societies. In addition to local issues, this course will also explore broader issues such as the understanding of childhood, livelihood, living with differences and representation of cultures in comparative contexts. The course is also aimed to help students to understand people living in different cultures and societies, and to appreciate cultural diversity in modern society.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate an understanding of the fundamental terms, concepts and institution concerning culture and society;
- CILO₂ Appreciate and respect cultural diversity in appropriate socio-cultural contexts;
- CILO₃ Articulate and analyze the inter- relationship and meanings between different cultural practices in contemporary education and classroom contexts;
- CILO₄ Develop appropriate (qualitative) research skills for exploring dynamics of socio- cultural practices in modern society.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. The study of culture and modern society a) Basic theories b) Qualitative research method	CILO _{1, 2, 3, 4}	Lectures, discussions, case studies, short readings, documentary analysis,
2. Cultures in modern society: a) Marriage and kinship b) Education c) Social stratification d) Religion and supernatural powers e) Economic systems	CILO _{1, 2, 3, 4}	Lectures, group discussions, short readings, documentary,

<p>3. Issues concerned with culture and modern society (e.g.):</p> <p>a) Local and Chinese culture</p> <p>b) Childhood and socialization</p> <p>c) Multiculturalism</p> <p>d) Cultural change</p> <p>e) Representation of cultures</p>	<p><i>CILO</i>_{1, 2, 3, 4}</p>	<p>Lectures, group discussions, short readings, documentary,</p>
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a Class Test:</p> <p>On basic concepts and theories concerning the study of culture and modern society.</p>	<p>30%</p>	<p><i>CILO</i>_{1,3}</p>
<p>b Short Assignments and Online Assignments:</p> <p>Students are required to illustrate their observation and analysis of the role and features of culture in modern society.</p>	<p>35%</p>	<p><i>CILO</i>_{1, 2, 3, 4}</p>
<p>c One Group Reflection Report (about 1,800 Chinese characters or 1,200 English words):</p> <p>Students will form groups to conduct research on a selected case about culture and contemporary society.</p>	<p>35%</p>	<p><i>CILO</i>_{1, 2, 3, 4}</p>
<p style="text-align: right;"><i>Total:</i></p>	<p><i>100%</i></p>	

5. Required Texts

Nil

6. Recommended Readings

Anderson, E. N. (2014). *Everyone Eats*. NYU Press.

Anderson-Levitt, K. M., Baumel-Schwartz, J. T., Ofer, D., & Ouzan, F. S. (2011). *Anthropologies of Education*. New York: Berghahn Books.

Appadurai, A. (2013). *The Future as Cultural Fact: Essays on the Global Condition*. London: Verso.

Appadurai, A. (2013). *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press.

- Haviland, W. A., Prins, H. E. L., & McBride, B. (2017). *Cultural Anthropology: The Human Challenge*. Boston, MA: Cengage Learning.
- Hayes, J. (2012). *The Great Difference: Hong Kong's New Territories and Its People 1898-2004*. Hong Kong: Hong Kong University Press.
- Jeffrey A., Palmer A., Sunwoong P. & Ku A.S. (2019). *The Civil Sphere in East Asia*. Cambridge University Press.
- Kleinman, A., Jun, J., Yan, Y., & Zhang, E. (2011). *Deep China: The Moral Life of the Person*. Berkeley, CA: University of California Press.
- Kottak, J. (2015). *Cultural Anthropology: Appreciating Cultural Diversity*. New York, NY: McGraw-Hill Education.
- Lancy, D. F. (2015). *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. Cambridge: Cambridge University Press.
- Lee, L. (2016). *Six Facets of Chinese Cultural Tradition*. Chinese University Press.
- Levinson, B. A., & Pollock, M. (2011). *A Companion to the Anthropology of Education*. Chichester, West Sussex ; Malden, MA: Wiley-Blackwell.
- Liu, T.S. (2011). *Intangible Cultural Heritage and Local Communities in East Asia*. Hong Kong: South China Research Center, HKUST and Hong Kong Heritage Museum.
- Lui, T. L., Mathews, Gordon. (2001). *Consuming Hong Kong*. Hong Kong University Press.
- Mathews, G. (2000). *Global Culture/ Individual Identity: Searching for Home in the Cultural Supermarket*. London; New York: Routledge.
- Rosaldo, I. (2008). *The Anthropology of Globalization: A Reader*. Malden, MA: Blackwell Pub.
- Rudolph, J. M., and Szonyi, M. (2018). *The China Questions: Critical Insights into a Rising Power*. Cambridge, Massachusetts: Harvard University Press.
- Szonyi, M. (2017). *A Companion to Chinese History*. New York: John Wiley & Sons, Incorporated.
- Tagliacozzo, E., Siu H. F, & Perdue, P. C. (2015) *Asia Inside Out: Connected Places*. Cambridge, Massachusetts: Harvard University Press.
- Watson, J. L., & Caldwell, M. L. (2005). *The Cultural Politics of Food and Eating: A Reader*. Malden, Mass.: Blackwell Pub.
- Yan, Y. (1993). *The Flow of Gifts: Reciprocity and Social Networks in a Chinese Village*. Cambridge, Mass.: Harvard University.
- Yan, Y. (2009). *The Individualization of Chinese Society*. Oxford; New York.
- Yan, Y. (2021). *Chinese Families Upside Down: Intergenerational Dynamics and Neo-Familism in the Early 21st Century*. Leiden; Boston: Brill.

7. Related Web Resources and Government Documents

RTHK Video Archives 香港電台 (www.rthk.org.hk)

Government Records Service 政府檔案處

(<http://www.grs.gov.hk/ws/english/home.htm>)

8. Related Journals

Journal of the Hong Kong Branch of the Royal Asiatic Society

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

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