

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Self and Society
Course Code	: SSC3134
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

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

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Introduction: Self and Society;	CILO ₁	Lecture and class activity
b. Critical discussion of different approaches to understanding youth: biological; psychological and sociological	CILO _{1 and 2}	Lecture, guided reading, class discussion
c. Youth in late modernity: changing demands and expectations from job markets and education	CILO _{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: <ul style="list-style-type: none"> • Family • Gender • Sexuality • School 	<i>CILO</i> _{1, 2, 3, 4}	Lecture, student presentation, guided reading, video clip, guest speakers, class activity
e. Understanding Youth: A rethinking.	<i>CILO</i> _{1, 2, 3, 4}	Lecture, group presentation, class discussion, group activity

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Class Participation & Quiz</p> <p>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.</p>	30 %	<i>CILO</i> _{1, 2, 3}
<p>b. Critical Reading</p> <p>Students are required to read and comment 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.</p>	30%	<i>CILO</i> _{1, 2, 3, 4}
<p>c. Group Project</p> <p>Students are expected to investigate 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.</p>	40 %	<i>CILO</i> _{1, 2, 3, 4}

5. Required Text(s)

Nil

6. Recommended Readings

Self & Society: Introduction

Mills, C.W. (2000). *The sociological imagination*. Oxford: Oxford University Press, pp. 3-11.

Newman, D. (2015). *Sociology: Exploring the architecture of everyday life*. LA: Sage. (Ch. 1 and 2)

Approaches to Understanding Youth

Arnett, J. (1997). Young people's conception of the transition to adulthood, *Youth & Society*, 29(1): 3-23.

Fasick, F. (1994). On the 'invention' of adolescence. *Journal of Early Adolescence*, 14(1), 6-23.

Green, L. (2010). *Understanding of life course: Sociological and psychological perspectives*. Cambridge: Polity Press. (Ch.4).

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

Media Representations of Youth

Best, J. (2013). *Social problems*, (2nd ed.). New York: W.W. Norton & Company, Inc. chapters 1 and 5.

Cohen, S. (2011). *Folk devils and moral panics*, (3rd ed.). London: Routledge classics. pp. vi-xliv.

Griffin, C. (2004). Representations of the young. In J. Roche, S. Tucker, R. Thomson and R. Flynn (eds.) *Youth in society*. Thousand Oaks: Sage Publication.

Grossberg, L. (2005) *Caught in the crossfire: Kids, politics, and America's future*. London: Paradigm Publishers, p. 37-75.

Youth and Changing Job and Education Markets

Furlong, A. and F. Cartmel (2007). *Young people and social change: New perspectives*. Maidenhead: Open University Press. (Ch. 1 and 3)

Hsiao, H.H., A.L. Kalleberg and K. Hewison (2015) (eds.) Policy responses to precarious work in Asia. Taipei: Academia Sinica. (Ch. 1 and 2)

White, R. & Wyn, J. (2008) *Youth & society: Exploring social dynamics of youth experience*. South Melbourne, Vic: Oxford University Press, p. 173-191).

Youth and Changing Families

- Connell, R. (2011). *Confronting equality-gender, knowledge and global change*. Cambridge: Polity Press (Ch. 3 and 4)
- Devine, F. (2004) *Class practices: How parents help their children get good jobs*. Cambridge: Cambridge University Press.
- Laurea, A. (2011) *Unequal childhoods: Class, race, and family life*. Berkeley: University of California 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.
- Reay, D. (1998). *Class work: mother's involvement in children's primary schooling*. London: University College Press.
- Weis, L. (2008) (ed.). *The way class works: Readings on school, family, and the economy*. New York & London: Routledge.

Youth and Changing Gender

- 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. 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.
- Thomson, R. (2009) *Unfolding lives: Youth, gender and change*. Bristol: The Policy Press.

Youth and Changing Sexualities

- Allen, L. (2005) *Sexual subjects: Young people, sexuality and education*. New York: Palgrave Macmillan.
- 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.
- Hamilton, L., & Armstrong, E. A. (2009). Gendered sexuality in young adulthood. *Gender & Society*, 23(5), 589-616.

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>.

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) (2012), 《打開性/別》，香港：圓桌精英。

黃結梅 (主編) (2014), 《打開男性一陽剛氣概的變奏》，香港：圓桌精英。

7. Related Web Resources

Nil

8. Related Journals

Youth and Society. Sage Publications.

Journal of Youth Studies. Routledge.

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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