

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Education (Honours)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: The Study of Society: An Introduction
<b>Course Code</b>	: SSC2025
<b>Department</b>	: Social Sciences
<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

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### 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 Undergraduate, Taught Postgraduate 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 provides students with a conceptual framework of the connection and interaction between individuals, groups and institutions in society. Through critical analysis of empirical cases in contemporary society, students will be able to develop deep understanding on how individuals, groups and institutions interact with one another and the complex relationships developed among them in society.

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

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

- CILO<sub>1</sub> demonstrate an understanding of the connections between individuals, groups and institutions in society;
- CILO<sub>2</sub> explain the ways in which individuals, different social groups and social institutions interact with each other in a context of change; and
- CILO<sub>3</sub> analyse critically the social issues related to individuals, groups, community, and the larger society.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
The individual in a community: personal connections to place and social/cultural systems, ways in which influences such as family, gender, nationality, socioeconomic status, groups and culture contribute to the development of a sense of self;	CILO <sub>1, 2, 3</sub>	<ul style="list-style-type: none"><li>Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references</li></ul>
Family, groups and organizations: sociological perspectives on the family, groups, and organizations, development and diversity in family patterns, social networks, formal organizations, contemporary issues and problems relating to family, groups and organizations in a context of change;	CILO <sub>1, 2, 3</sub>	<ul style="list-style-type: none"><li>Tutorials: students to present the chosen topics; comment on the presentations; discuss their views on chosen subject areas</li></ul>

Community and society: development of various forms of social institutions, ways that institutions meet individual needs and promote the common good in contemporary settings and the related issues, religion as a force of social integration and as a factor to conflict and change; and	<i>CILO</i> <sub>1, 2, 3</sub>	<ul style="list-style-type: none"> <li>• Web and library search</li> <li>• Reading lecture notes and key references</li> </ul>
Selected case studies of the connection and interaction of individuals, groups and institutions in society: intergroup and interpersonal relationships and communications, issues of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions, issues relating to institutional responses to conflicts between forces of unity and forces of diversity.	<i>CILO</i> <sub>1, 2, 3</sub>	

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Individual Essay	50 %	<i>CILO</i> <sub>1, 2, 3</sub>
b. Examination	50 %	<i>CILO</i> <sub>1, 2, 3</sub>

#### 5. Required Text(s)

Topics	Texts
<b>Society</b>	Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Chapter 1 The Sociology Perspective. Chapter 4 Society)
<b>Socialization</b>	Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Chapter 5 Socialization)  Cargan, Leonard and Jeanne H. Ballantine (2010). <i>Sociological Footprints: Introductory Readings in Sociology</i> . 11th ed. Belmont, Calif.: Wadsworth Cengage Learning. Chapter 2 Socialization: A Life

	Long Learning Process (pp. 33-35).
<b>Social Change</b>	<p>Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Chapter 24 Social Change: Traditional, Modern, and Postmodern Societies)</p> <p>Cargan, Leonard and Jeanne H. Ballantine (2010). <i>Sociological Footprints: Introductory Readings in Sociology</i>. 11th ed. Belmont, Calif.: Wadsworth Cengage Learning. (21. Family in Transition)</p>
<b>Culture</b>	<p>Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Chapter 3 Culture)</p> <p>Spillman, Lyn. "Culture." <i>Blackwell Encyclopedia of Sociology</i>. In Ritzer, G. (2007). <i>Blackwell encyclopedia of sociology</i>. Malden, MA: Blackwell Pub.</p>
<b>Gender</b>	<p>Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Chapter 8 Sexuality and Society; Chapter 13 Gender Stratification)</p> <p>Cargan, Leonard and Jeanne H. Ballantine (2010). <i>Sociological Footprints: Introductory Readings in Sociology</i>. 11th ed. Belmont, Calif.: Wadsworth Cengage Learning. (7. Becoming "Boys," "Men," "Guys," and "Dudes")</p>
<b>Race and Ethnicity</b>	<p>Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Chapter 14 Race and Ethnicity)</p> <p>Cargan, Leonard and Jeanne H. Ballantine (2010). <i>Sociological Footprints: Introductory Readings in Sociology</i>. 11th ed. Belmont, Calif.: Wadsworth Cengage Learning. (44. The Problem of Racial/Ethnic Inequality)</p>
<b>Social Class</b>	<p>Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Chapter 10 Social Stratification; Chapter 11 Social Class in the United States)</p> <p>Cargan, Leonard and Jeanne H. Ballantine (2010). <i>Sociological Footprints: Introductory Readings in Sociology</i>. 11th ed. (37. Money and the World We Want; 40. No, Poverty Has Not Disappeared)</p>
<b>Media</b>	<p>Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Chapter 6 Social Interaction in Everyday Life)</p> <p>Gorman, Lyn. "Media." <i>Blackwell Encyclopedia of Sociology</i>. In Ritzer, G. (2007). <i>Blackwell encyclopedia of sociology</i>. Malden, MA: Blackwell Pub.</p>
<b>Education</b>	Macionis, John J. (2012). <i>Sociology</i> (14th ed). Boston, Mass. ; Hong Kong: Pearson. (Chapter 20 Education)

	<p>Strassmann Mueller, Anna and Chandra Muller. "Education." In Ritzer, G. (2007). <i>Blackwell encyclopedia of sociology</i>. Malden, MA: Blackwell Pub.</p>
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## 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 adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, **please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students*** (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## 10. Others

Nil

*Updated 22 July 2021*