

Course title: **Society and Social Change**  
Course code: SOC204  
No. of credit: 3 credits  
Mode of tuition: Lecture-Tutorial OR Academic Service-Learning  
Class contact hrs: 3 hours per week  
Category in Major Prog.: CSIP stream required  
Discipline: Sociology

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### Brief Course Description

This course is about one of the most important concerns of our time, social change. The course will deal with social change in the Hong Kong context. Some focus will also be given to Mainland China and the region in general. Given that social change is happening everywhere and at times dramatic feature of society, this course aims to highlight the complexities and concentrates on the most important, characteristics, processes and perspectives of change in Hong Kong society. The purpose is to try to “make sense” of change, and to appreciate what is changing, where, why and how. Hence, the primary aim of this course is to give undergraduate students a basis for an understanding of social change with special reference to Hong Kong society.

### Learning Outcomes

Students will have a clear, concise, and up-to-date understanding of the principal theoretical perspectives, sources, processes, patterns and consequences of social change. Students will be taught to consider factors that stimulate or hinder the acceptance of change in a cross-cultural context, and the unintended consequences and costs, such as environmental costs, of planned and unplanned social change. The course will highlight aspects of theory and research that have important practical implications for students of social change. Although the orientation of the course is sociological, students will also be exposed to theories and empirical work from social psychology, economics, political sciences and history.

## Measurement of Learning Outcomes

**Students will enroll in either *tutorials OR service-learning programs*.** In tutorials, the course requires students to present topics on social change. Students are expected to articulate causes, patterns and consequences of social change. Students are also expected to discuss the extent to which social change has impact their daily lives. Various ideas, concepts and processes of social changes are also addressed in the mid-term assessment. Students are also expected to integrate the various theoretical frameworks on social change with changes happening in Hong Kong in their final papers.

In service-learning, students are required to undertake a series of voluntary services for a semester offered by the Office of Service-Learning (OSL) or other non-governmental organizations (NGOs). Students are expected to apply the knowledge acquired from the course and weave their academic inquiry into practice through such social exposure, and ultimately, to integrate their knowledge on social change with their experiences of service learning in their reflective essays and presentations.

## Course Content

- I. Introduction
  - a. The nature of social change
  - b. Definitions of social change
  - c. Social change as distinct from cultural change
  - d. The inevitability of social change
  
- II. Theories of Social Change
  - a. Evolutionary theories
  - b. Conflict theories
  - c. Structural-functional theories
  - d. Systems theories
  - e. Social-psychological theories
  
- III. Directions of Change
  - a. From simple to complex societies
  - b. Linear theories of change
  - c. Cyclical theories of change
  - d. Centre-periphery models
  
- IV. Patterns of Change
  - a. Industrialization
  - b. Urbanization
  - c. Bureaucratization
  - d. Modernization
  
- V. Sources of Change

- a. Technology
- b. Ideology
- c. The economy
- d. Polity

VI. Spheres of Change

- a. The family
- b. Population
- c. Stratification
- d. Social Welfare

VII. Assessment of Change

- a. Assessment techniques
- b. Social indicators
- c. Policy implications

Course Assessment

Final Examination (the end of term): 40%

Continuous assessment: 60%

*Tutorial approach*

- ONE mid-term test 15%
- Presentation 15%
- Term paper\*\* 20%
- Discussion and participation 10%

*Service Learning approach:*

- ONE mid-term test 15%
- Attendance\* 5%
- Work attitude\* 5%
- Individual commitment\* 5%
- Proposal\*\* 5%
- Reflective essay\*\* 15%
- Presentation 10%

\* Will be assessed by OSL or NGOs

\*\* All written assignments and paperwork should be submitted to General Office, 3/F, Dorothy Y. L. Wong Building.

***Mid-Term Test***

All students must attend the in-class mid-term test. The test will be scheduled on **18<sup>th</sup> March, 2010 (Thu)**. It will last for an hour and will consist of 20 multiple-choice questions. Test questions will come predominately from materials presented in lecture and tutorial up to the week before the test. The remainder will come from readings.

***Final Examination***

The final examination will be scheduled in the examination period. The date of final exam will be announced by Registry later in April, 2010. Attendance at this exam is compulsory to all students, so be careful not to make commitments before the final announcement is made. The final exam will consist of short and long questions. All exam questions will involve all the materials presented in lecture, readings, topics discussed in tutorials and service-learning experience.

### ***Attendance***

Attendance to all scheduled sessions is mandatory. In case of absence due to illness, a medical certificate from a registered medical doctor is required. In such case, please inform the instructor via email or telephone call as early as possible. Absences must be discussed with instructor, prior to the absence, in order to make up the work. All make up assignments, if applicable, must be approved by the instructor. **Any absence may cost a 5 mark deduction of the final score.**

### ***Tutorial Option***

#### **Participation**

The tutorials build upon students' active preparation and participation, and give opportunities for in-depth discussion of selected topics. Students are expected to take the lead in in-class discussion, and stimulate the discussion with personal critical-analytical ideas and examples of key issues and concepts addressed in lectures and readings. Students should come prepared with questions to steer the discussion and try to answer other fellows' questions.

#### **Tutorial Presentation**

Students may present as a group (2 to 3 persons) or individually. In the case of group presentation, both will receive the same grade. It is expected that the presentation would not only answer the guided questions for the assigned topic, but also entail extended literature, theoretical underpinnings, facts, figures and real-life examples. For each tutorial class, 30 minutes will be given to the presentation, while the rest (around 20 minutes) will be for comments and discussions. Presenter(s) will be expected to prepare a presentation outline (1 to 2 pages), together with the bibliography/reference list for the fellows.

Presentations will start on the week of the **1<sup>st</sup> February, 2010.**

#### **Term Paper**

Students are to hand in a group or individual term paper based on the presentation. Please compromise with your group member in advance. The following describes the requirements for the term paper:

- Indicate course code, course title, your name, student ID and topic on the front page
- 12 to 15 pages (including bibliography/reference list)
- Font size 12
- Double line spacing
- Margin: 1 inch/2.54cm for each margin

- Quote at least four references in the paper, two of which must be from academic sources (e.g. journal articles, books, conference papers)
- Bibliography
- APA documentation format

The paper will be due *two weeks after the scheduled presentation*. Please be reminded that a penalty of 5 marks per day will be deducted from the late paper without valid reasons.

### ***Service-Learning Option***

There will be a tutorial section assigned for SL students. Students who are interested in SL programs should enroll in the following section during the add/drop period:  
Section 4 (CRN451) Fri 14:30-15:29pm SO103

### **General Requirement**

Students are required to (1) complete at least 30 hours of community services, (2) attend the training workshops offered and coordinated by Office of Service-Learning (OSL), and (3) attend two consultation meetings with OSL and the course instructor.

### **Service-Learning Workshops**

The first workshop, namely *Service-learning Leadership Training Workshop*, will be **tentatively** scheduled at 2:30-5:30pm on **30<sup>th</sup> January, 2010 (Sat)**. A briefing session of the Leadership Training Workshop will be given to you on **25<sup>th</sup> January, 2010 (Mon)** at 4:45-5:30pm. The second workshop, *Reflective Meeting*, in which course instructors will be invited to introduce the map of reflective process, will be *tentatively* arranged in the evening at 6:30-8:30pm on **24<sup>th</sup> March, 2010 (Wed)**.

### **Consultation Meetings and Group Proposal**

The first and the second *consultation meetings* are **tentatively** scheduled on the week of **1<sup>st</sup> March, 2010** and **7<sup>th</sup> April, 2010** respectively. Each S-L group should hand in a group proposal (2 to 4 pages) on or before **22<sup>nd</sup> February, 2010 (Mon)**. In the proposal, students should state their own expectations and objectives on their SL project with sensitivity on the learning outcomes of this course, explain how their expectations will be fulfilled, describe the service client(s), and an activity plan or work schedule to achieve the expectations/objectives. In the second meeting, students are expected to submit an outline of the individual reflective essay, in which students should cover the main points of their own essays and show how the course materials can be applied to explain their personal experiences and issues found in the SL projects.

### **Reflective Essay**

Students are also required to submit a reflective essay upon the completion of the service-learning project. The essay serves as an important intellectual exercise for students to (1) review in detail what they have learned, observed, felt and experienced in the project; (2) identify the underlying social issues they have encountered at the service site; (3) evaluate the achievement of the objectives, expectations and plan according to the proposal, and (4) analyze and draw conclusion on the significance of the experience regarding the academic

context. The essay will be due on **10<sup>th</sup> May, 2010 (Mon), by 5pm**. The format of the reflective essay will be subject to the same requirements as for the term paper.

### **Report-Back Seminar**

The Service-Learning Report-Back seminar will be scheduled on **10<sup>th</sup> May, 2010 (Mon)** at 9am-1pm. Students should give either an oral or a poster presentation (max 15 minutes). The presentation serves as a way for the students to share their service-learning experiences with peers, course instructors, and professionals from different fields, and report their work done, observations, findings, feelings and reflection. Acknowledgement must be included at the end of the presentation. Acknowledgement must be included at the end of the presentation.

Fieldwork performance (attendance, work attitude and individual commitment) will be graded by the NGOs or OSL.

### Academic Integrity

Students are advised to consult the University Calendar and the regulations, which are available at the Registry website, for information regarding academic offences. Note that the University imposes severe penalties for academic dishonesty, especially cheating and plagiarism. *Plagiarism as well as cheating will be heavily penalized, and may result in a zero mark and disciplinary action.*

According to Lingnan University and Social Sciences Programme policy, plagiarism is "the presentation of another person's work without proper acknowledgment of the source". Plagiarism, intentional or unintentional, is considered academic dishonesty. Examples of plagiarism can be found at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

With regard to your coursework in particular, you are reminded: *You must note the sources of quotations, data and general information in the coursework.* These sources/references should appear in alphabetical order in your list of references/bibliography.

### Readings

#### Essential (Required reading for the course)

Vago, S. (2004). *Social Change* (5th ed.). New York: Holt, Reinhart and Winston.

#### Supplementary (These are meant to give students more in-depth knowledge in specific topics/issues)

*The reading **suggested** below is for marco level of social changes and theories.*

Harper, C. L., & Leicht, K. T. (2002). *Exploring Social Change : America and the World*. Upper Saddle River: Prentice Hall.

Sanderson, S. K. (1999). *Social Transformations : A General Theory of Historical Development*. New York: Rowman & Littlefield, Incorporated.

*The readings suggested below explore social change in selected spheres in Hong Kong and China. They are by no means exhaustive. Students are encouraged to refer to other readings that examine other aspects of social change in Hong Kong, China and the Region.*

Basic Law Promotion Steering Committee (last updated April 25, 2005). Basic Law (esp Chapter IV). (URL: [http://www.info.gov.hk/basic\\_law/fulltext/index.htm](http://www.info.gov.hk/basic_law/fulltext/index.htm)).

Buckley, R. (1997). *Hong Kong : the road to 1997*. London: Cambridge University Press.

Chan, J., & Chan, E. (2006). Perceptions of universal suffrage and functional representation in Hong Kong. *Asian Survey*, 46(2), 257-274.

Chan, K. W. (1997). *Social Construction of Gender Inequality in the Housing System : Housing Experience of Women in Hong Kong*. Grand Rapids: Ashgate, Limited.

Chan, P. C. (2006). Hong Kong's political autonomy and its continuing struggle for universal suffrage. *Singapore Journal of Legal Studies*, 285-311.

Cheung, A. B., & Louie, K. (1991). *Social Conflicts in Hong Kong, 1975-1986 : Trends and Implications*. New York: Chinese University of Hong Kong - Hong Kong Institute of Asia-Pacific Studies, The.

Chow, N. (1992). Family care of the elderly in Hong Kong. In J. L. Kosberg (Ed.), *Family Care of the Elderly: Social and Cultural Changes* (pp. 123-137). London: SAGE.

Constitutional and Mainland Affairs Bureau. (2007, July). *The Green Paper on Constitutional Development*. Hong Kong: The Government of Hong Kong Special Administrative Region. (URL: <http://www.cmab-gpcd.gov.hk/doc/GPCD-e.pdf>).

Kwong, B. K. K. (2007). Patron-Client Politics in Hong Kong: a case study of the 2002 and 2005 Chief Executive Elections. *Journal of Contemporary China*, 16(52), 389-415.

Lau, S. K. (Ed.). (2000). *Social Development and Political Change in Hong Kong*. New York: Chinese University of Hong Kong, The.

Lee, C. K. (1998). *Gender and the South China Miracle : Two Worlds of Factory Women*. New York: University of California Press.

Lee, W. K. M., & Kwok, H. K. (2005). Older Women and Family Care in Hong Kong: Differences in Filial Expectations and Practices. *Journal of Women and Aging*, 17(1/2), 129-150.

Lee, W. K. M. (2004). Living Arrangements and Informal Support for the Elderly: Alteration to Intergenerational Relationships in Hong Kong. *Journal of Intergenerational Relationships*, 2(2), 27-50.

Lee, W. K. M. (2002). Poverty Policy in Hong Kong: Western Models and Cultural Divergence. *Social Development Issues*, 24(1), 45-55.

Lee, W. K. M. (2000). Journal of Contemporary Asia. *Women Employment in Hong Kong*, 30(2), 246-264.

Leung, B. K. (1996). *Perspectives on Hong Kong Society*. New York: Oxford UP, Incorporated.

Leung, S. (1997). *The Making of an Alienated Generation : The Political Socialization of Secondary School Students in Transitional Hong Kong*. Grand Rapids: Ashgate, Limited.

Liu, Z. (1988). *The ethos of the Hong Kong Chinese*. Hong Kong: Chinese University Press.

Ma, E. K. (1999). *Culture, Politics, and Television in Hong Kong*. New York: Routledge.

*The Other Hong Kong Report*. (n.d.). Hong Kong: The Chinese University Press. [Various years]

Pearson, V., & Leung, B. K. (Eds.). (1995). *Women in Hong Kong*. New York: Oxford UP, Incorporated.

So, A. Y. (1990). *Social Change and Development : Modernization, Dependency and World-Systems Theories*. Minneapolis: SAGE Publications, Incorporated.

*Survey report on the impact of unemployment on individual, family and society*. (1999). Hong Kong: The Hong Kong Council of Social Service.

Vervoorn, A. (2002). *Re-Orient: Change in Asian Societies*. New York: Oxford UP Australia.

Wan Jr, H. (1998). The Hong Kong Economy beyond 1997. *American Asian Review*, 16(2), 21-40.

Wong, L., & MacPherson, S. (Eds.). (1995). *Social Change and Social Policy in Contemporary China*. Grand Rapids: Ashgate, Limited.

## Lecture Schedule

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
Jan 14	<b>Introductory Meeting: Course Outline and Service-Learning Programme</b>	
Jan 21	Dimension and Sources of Social Change: A Preliminary Overview	Vago: pp. 4 to 34
Jan 28	Theories of Social Change: Evolutionary Theories and Conflict Theories	Vago: pp. 42 to 54
Feb 4	<b>Sports Day (Class suspended)</b>	
Feb 11	Theories of Social Change (continue): Structural-Functional Theories and Social- Psychological Theories	Vago: pp.55 to 69
	Pattern of Social Change: Evolution; Diffusion; Acculturation and Revolution	Vago: pp.74 to 91
Feb 18	<b>Chinese New Year Holidays</b>	
Feb 25	Pattern of Social Change (continue): Modernization; Industrialization; Urbanization and Bureaucratization	Vago: pp.92 to 108
Mar 4	Spheres of Social Change: The Family; Population; and Stratification	Vago: pp.115 to 132
Mar 11	Spheres of Social Change (continue): Power Relationships; Education; and The Economy	Vago: pp. 133 to 155
Mar 18	<b>MID-TERM TEST</b>	
Mar 25	Duration of Change: Transitory Social Change; Fads and Lifestyle	Vago: pp. 166 to 195
Apr 1	Reactions to Social Change: Social-Cultural-Economic Stimulants; Social- Cultural-Economic Barriers	Vago: pp. 203-236
Apr 8	Strategies of Social Change: Planned Social Change; Social Movement; and Law and Social Change	Vago: pp.247 to 256, 267 to 274
Apr 15	Impact of Social Change: Impact of technology; Response to Social Change; Unintended Consequences, and Coping with Social Change	Vago: pp.289 to 305
	Cost of Social Change: Economic, Social and Psychological costs	Vago: pp. 319 to 342
Apr 22	Assessment of Social Change: Social Indicators; Policy Implications	Vago: pp. 370 to 378
	<b>Review of course material and preparation for examination</b>	

## Tutorial Schedule

	Tutorial Section		
	Mon 10:30am SO223 Mon 2:30pm SO222	Tue 2:30pm SO105	Fri 12:30pm SO103 Fri 1:30pm SO223 Fri 4:00pm SO222
Organizing Session	Jan 18	Jan 19	Jan 22
Preparation Week	No tutorial		
Topic 1	Feb 1	Feb 2	Feb 5
Topic 2	Feb 8	Feb 9	Feb 12
Topic 3	Feb 22	Feb 23	Feb 26
Topic 4	Mar 1	Mar 2	Mar 5
Topic 5	Mar 8	Mar 9	Mar 12
Topic 6	Mar 15	Mar 16	Mar 19
Topic 7	Mar 22	Mar 23	Mar 26
Topic 8	Mar 29	Mar 30	Apr 9
Topic 9	Apr 12	Apr 13	Apr 16

### **Suggested topics/issues for presentation and term paper in Society and Social Change**

1. Compare and Contrast Marxian and Weberian perspectives on Social Change. Which perspective offers better to industrialization in Hong Kong?
2. Discuss how urbanization is an important source of social change. Use Hong Kong, an urban city, to illustrate your argument.
3. To what extent has the nature and structure of the Hong Kong family changed? Adopt a theoretical perspective that could be useful in explaining these changes.
4. Looking back ten years, discuss three major factors that has or will change the composition of the Hong Kong population. In each examine the social consequences and implication.
5. Examine the relationship between education and the role of women in society. You are expected to use Hong Kong examples to document your discussion.
6. Is Hong Kong an “open class system”? Discuss this issue in relation to the poor and poverty in Hong Kong.
7. Discuss a particular government policy (economic or social) that has brought about social change. In your discussion also spell out the “unintended” social consequences.
8. To what extent has the consultation of Constitutional Development (regarding the options for electing the Chief Executive and for forming the Legislative Council) brought about Social Change in Hong Kong? (Discuss the issue in relation to political development in Hong Kong).
9. Examining the social and economic consequences of an aging population in Hong Kong.

**The above are just some examples of topics/issues that are suitable for a presentation and paper. You may refine any of the above to suit your interest. However, if none of the above is to your taste, you may design your own essay topic but please discuss with your tutor first.**