

香港中文大學
UGED2933 日常生活的反思
2020/21 年上學期

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導言

此科目提供學生機會反思"自我"如何形成和我們如何受社會影響對情愛、婚姻、教育、工作和人生意義的看法。為了提供學生一個廣闊的視野去審視自我與社會的關係，本科會介紹來自社會學、心理學和文學的相關作品。本科期望學生最終懂得分析和批判教育、家庭、傳媒、工作等社會制度如何影響我們在一些人生領域（如擇偶）的思想與行為。本科秉承批判理論的傳統，相信這種反思是人們從「自我蒙騙」中解放出來、真實地活出自我的開端。

評核方法 (100%)

- | | |
|-------------|-----------------------|
| 1. 期中個人報告 | (20%；遞交限期：20201022) |
| 2. 電影欣賞與討論 | (20%；共兩次，各佔 10%) |
| 3. 期末個人反思報告 | (40%；遞交限期：2020) |
| 4. 測驗 | (20%；在 Blackboard 進行) |

課程大綱

- | | | |
|----|----------|-------------|
| 1 | 20200910 | 課程介紹 |
| 2 | 20200917 | 自我與社會 I |
| 3 | 20200924 | 自我與社會 II |
| 4 | 20201001 | 大眾傳媒與社交媒體 |
| 5 | 20201008 | 電影欣賞與討論 I |
| 6 | 20201015 | 浪漫愛情 |
| 7 | 20201022 | 消費主義與當代婚禮 |
| 8 | 20201029 | 構想童年 |
| 9 | 20201105 | 電影欣賞與討論 II |
| 10 | 20201112 | 教育 |
| 11 | 20201119 | 志業與職業 |
| 12 | 20201126 | 電影欣賞與討論 III |
| 13 | 20201203 | 測驗 |

Grade Descriptors

A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirement.

第一課 課程介紹

Highmore, Ben (2002). *The Everyday Life Reader*. London; New York, Routledge. Chapter 1.

第二及三課 自我與社會

Beck, Ulrich (1992). *Risk Society: Towards a New Modernity*. London; Newbury Park, Calif., Sage Publications. Chapter 1 & 5.

Goffman, Erving (1959). *The Presentation of Self in Everyday Life*. Garden City, N.Y., Doubleday.

呂大樂 (2006)。《自我》。香港：進一步多媒體有限公司

第四課 媒體與社交媒體

• 是聰明還是笨伯？是虛幻還是現實？

Brown, Mary Ellen (2004). Women and Soap Opera: Resistive Readings. *Critical Readings: Media and Gender*. C. Carter and L. Steiner. Maidenhead, Open University Press: 287-306.

Slater, Don (2002). “Social Relationships and Identity Online and Offline” in Leah A. Lievrouw, Sonia M. Livingstone (eds) *Handbook of New Media: Social Shaping and Consequences of ICTs*, Sage. pp.533-546.

* Hall, Stuart (2009). “Encoding/Decoding”, in Sue Thornham, Caroline Bassett & Paul Marris (eds) *Media Studies: a Reader*. Edinburgh: Edinburgh University Press.

Radway, Janice (2015) “Women Read the Romance: the Interaction of Text and Context” in Gail Dines and Jean M. Humez (eds) *Gender, Race, and Class in Media*. London: Sage. pp.58-68.

Ridell, Seija & Minna Saariketo (2015). *Negotiation the Architectural Power of Connective Media. Stuart Hall’s Encoding/Decoding Model and the Critical Study of Digitally Afforded Social Environments*. Conference: ISIS Summit Vienna 2015—The Information Society at the Crossroads.

Hongladarom, Soraj (2011). "Personal Identity and the Self in the Online and Offline World". *Minds & Machines* 21:533–548.

第五課 浪漫愛情

● 「所謂愛情」

* Cancian, Francesca M. (1987). *Love in America: Gender and Self-development*. Cambridge, Cambridge University Press, Chapter 3.

Lantz, Herman R. (1982). "Romantic Love in the Pre-Modern Period: A Sociological Commentary." *Journal of Social History* 15(3): 349-370.

Sternberg, Robert J. (1986). "A Triangular Theory of Love." *Psychological Review* 93: 119-135.

Swidler, Ann (2001). *Talk of Love: How Culture Matters*. Chicago, University of Chicago Press, Chapter 6.

第六課 電影欣賞與討論 I

第七課 消費主義與當代婚禮

● 「我們的婚禮」

Boden, Sharon (2001). ""Superbrides": Wedding Consumer Culture and the Construction of Bridal Identity." *Sociological Research Online* 6(1).

Currie, Dawn H. (1993). ""Here Comes the Bride": the Making of a "Modern Traditional" Wedding in Western Culture." *Journal of Comparative Family Studies* 24(3): 403-21.

* Tso, Ho Yee Vienne (2015). "It's Our Day: the Negotiation of Wedding Arrangements" in *Social Transformations in Chinese Societies*, Vol. 11, No. 2.

第八課 傳統與個人化家庭

● 聘禮和嫁妝

Tso, Ho Yee Vienne (2012). *Wedding Consumption in Hong Kong: Dynamics in Marital and Family Relations*, Department of Sociology, the Chinese University of Hong Kong, chapter 5.

Yu, Xie and Zhu Haiyan (2009). "Do Sons or Daughters Give More Money to Parents in Urban China?" *Journal of Marriage and Family* 71(1): 174-186.

第九課 構想童年

● 港孩是怎樣鍊成的？

Buckingham, David (2009). *New Media, New Childhoods? Children's Changing Cultural Environment to the Age of Digital Technology. An Introduction to Childhood Studies*. M. J. Kehily. Maidenhead, England; New York, Open University Press: 124-138.

* Stearns, Peter N. (2003). *Anxious Parents: a History of Modern Childrearing in America*. New York, New York University Press.

呂大樂 (2007)。《四代香港人》。香港：進一步多媒體有限公司。

呂大樂 (2013)。《家長焦慮症》。香港：天窗出版社有限公司。

第十課 教育

● 學習 VS 上學的意義

Bathmaker, Ann-Maire, Nicola Ingram and Richard Waller (2013). “Higher Education, Social Class and the Mobilization of Capitals: Recognizing and Playing the Game”, *British Journal of Sociology of Education*, 34:5-6, 723-743.

Reich, Robert. B. (2008). “The Way Class Works: Readings on School, Family, and the Economy” in Lois Weis (ed.) *Why the Rich Getting Richer and the Poor, Poorer*. New York, Routledge: 13-24.

第十一課 志業與職業

● 吃人的工作，消失的職業-純粹的志業還可行嗎？

Brown, Phillip, Hugh Lauder, et al. (2011). *The Global Auction: the Broken Promises of Education, Jobs and Incomes*. New York, Oxford University Press.

* Sennett, Richard (1998). *The Corrosion of Character: the Personal Consequences of Work in the New Capitalism*. New York, Norton.

* Hochschild, Arlie Russell (1983). *The Managed Heart: Commercialization of Human Feeling*. Berkeley, University of California Press.

Leidner, Robin (1993). *Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life*. Berkeley, University of California Press. Chapter 1 to 3.

* Kretsos, Lefteris (2010). “The Persistent Pandemic of Precariousness: Young People at Work”, A Young Generation Under Pressure?, Conference paper.

Spurk, Daniel & Caroline Straub (2020). “Flexible employment relationships and careers in times of the COVID-19 pandemic”, *Journal of Vocational Behavior*, 119: 103435.

第十二課 電影欣賞與討論 II

第十三課 測驗

遞交功課指引：

- 所有功課的電子版本必須先上載至「維誠」(VeriGuide)和 Blackboard 系統。
- 請以 MS Word 交功課。
- 任何形式的抄襲或剽竊(plagiarism)將會被處分。
- 同學若有需要延遲交功課，必須先以電郵方式，向導師申請許可。**未經導師批准**而遞交功課將會被扣分：每遲一天，該份功課將會被扣 10%分數；遲於 5 天遞交者，該份功課將不獲批改。遞交功課以上載至「維誠」(VeriGuide)系統的時間為準。