

**The Chinese University of Hong Kong
Department of Sociology**

**SOCI 1001B Introduction to Sociology
Term 2, 2025 – 2026**

Date: On Wednesday
Time: 14:30 – 16:15
Venue: Lecture Theatre 2, Sino Building (SB LT2)
Mode of teaching: Face-to-face

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Course Overview :

This course introduces basic concepts and principles in the field of sociology, helping students to make sense of their social life. Ideas such as ***social norms, social roles, social interactions, social institutions and social processes*** will be examined. This course also gives a brief introduction to ***major classical and contemporary sociological theories*** which explain ***how individuals and society are related to each other***, especially how personal experiences are rooted in a particular social setting. Through these discussions, students should be able to think more critically towards a wide range of social issues and taken-for-granted social practices.

Learning outcomes:

Upon the completion of the course, students are expected to be able to:

1. articulate an overview of sociology as a discipline;
2. identify and explain major sociological concepts, theories, and perspectives;
3. identify and explain basic sociological research methods;
4. analyze social phenomenon from a sociological perspective;
5. reflect on one's values and experiences in life

Reading materials

Textbook

Schaefer, R. T. (2024). *Sociology: A Brief Introduction: (15th ed., 2024 Release ISE)*. New York: McGraw-Hill. <https://bookshelf.vitalsource.com/books/9781264578085>.

Supplementary Reference:

Bauman, Z., & May, T. (2004). *Thinking sociologically (2nd ed.)*. Malden, Massachusetts: Blackwell Publishing Ltd.

Berger, P. (2013). *Invitation to sociology: A humanistic perspective*. Open Road Media. (Original work published 1963).

Giddens, A., & Sutton, P. W. (2021). *Essential concepts in sociology (3rd ed.)*. Cambridge: Polity.

Giddens, A., & Sutton, P. W. (2021). *Sociology (9th ed.)*. Cambridge: Polity Press.

Macionis, J. J. (2024). *Sociology (Global 18th ed.)*. Harlow: Pearson

Mills, C. W. (2000). *The sociological imagination (40th anniversary edition)*. Oxford: Oxford University Press. (Original work published 1959).

Tutorial Registration

In addition to lecture, this course comprises interactive tutorial, which are managed by the Teaching Assistants of the course. The purpose of the tutorial is to help and guide the students to engage with the readings and topics of discussion in a more interactive manner as well as to complete the related assessments. Please consult the teaching assistants to facilitate registration and arrangement of tutorial.

Assessment Plan

1. Tutorial group presentation and discussion (30%)

Students will be asked to form into smaller groups in your tutorial class for your group assessments. The number of students in each group will depend on the size of the tutorial class. Each group will select a topic of interest that discusses a social phenomenon from a sociological perspective in either local, national, regional, and/or global context(s). Each group will then give a presentation on the chosen topic and lead a discussion with fellow classmates, which aim to promote better understanding on the topic. Further instruction will be announced to all students in the first session of the tutorial class.

2. Short essay (30%)

Students will be asked to write a short essay about a topic concerning the relationship between individuals and societies. Students are expected to identify, explain and apply the relevant concepts, theories, and perspectives learned in the course in completing the essay. Further instructions for the short essay will be announced to all students toward the middle of the term.

Due date: **25th February 2026 (Veriguide SOCI-1001-B Assignment Number 1)**
Word limit: English 2,200 – 2,400 words (excluding end-of-text reference list)
中文 3,300 – 3,600 字 (不包括文末參考書目)
Format: Font size 12 and double-line spacing

Important notes for the submission of written assignments are as follows:

1. Please submit the soft copy of the assignment to **Veriguide** system on or before the due date.
2. Please rename the assignment file in the following format before you make your submission to the system: Surname + first name + assignment number (e.g. Chan_Ho_Man_1)
3. Late submission will be subject to penalty. The grade of the submission will be lowered by one subgrade for each day of late submission (e.g. late for one day, from B+ to B; submission late for less than a day will also be treated as a submission late for one day).
4. Please submit a) the soft copy of the **assignment** and b) the soft copy of the **signed Veriguide receipt** for the assignment **together** to the submission portal on Blackboard on or before the due date.
5. Please rename the Veriguide receipt file in the following format before you make your submission to the system: Surname + first name + assignment number + receipt (e.g. Chan_Ho_Man_1_receipt)

6. If students have used AI tools to assist to complete their assignments, they are required to **acknowledge** all functional uses (e.g. checking grammar and generating some ideas for the content) and **cite** it when they incorporate (e.g. by paraphrasing and direct-quoting) materials generated by the AI tool into their assignments. The **acknowledgement** should be submitted together with the assignment as an appendix; the **citation** should comply with the most updated version of citation adopted by American Sociological Association (ASA), or American Psychological Association (APA).
7. Your assignment must include proper **in-text citation** and **end-of-text reference list**. The accepted **citation styles** for this course are the most updated versions adopted by the **American Sociological Association (ASA)** or the **American Psychological Association (APA)**. Your attention is drawn to the following documents:
 - Honesty in Academic Work: A Guide for Students and Teachers:
[https://www.cuhk.edu.hk/policy/academichonesty/Eng_html_files_\(2013-14\)/p03.htm](https://www.cuhk.edu.hk/policy/academichonesty/Eng_html_files_(2013-14)/p03.htm)
 - Guideline for proper citation format by Department of Sociology, The Chinese University of Hong Kong:
<http://www.cuhk.edu.hk/soc/citation.pdf>
 - Guidelines and Best Practices for Using AI Tools
https://libguides.lib.cuhk.edu.hk/AI_Education_and_Research
8. Please make sure that your essay has a **cover page** with the following information: **course code, course name, your full name, student identification number, and a word count (excluding end-of-text reference list and cover page)**

3. In-class Quiz (40%)

There will be a closed-book in-class quiz in the course (please refer to the Schedule and Topics of Lectures for the tentative date). Students will be asked to demonstrate their critical understanding of the concepts, theories, and perspectives learned throughout the course. Alternative arrangement will only be considered on medical ground or special circumstances with relevant supporting document and approval. The detailed format of the quiz will be announced toward the end of the term.

Guide to Grading System

Detailed Grade Descriptors

- A Outstanding performance on all learning outcomes, including:
- Sufficiently clear, adequate, and organized in articulating sociological thinking
 - Sufficiently clear, appropriate, and organized in identifying and explaining sociological concepts, theories, perspectives, and methods
 - Sufficiently clear, sophisticated, and organized in analyzing social phenomenon sociologically
 - Sufficiently clear, critical, and organized in reflecting one's values and experiences in life
- A- Generally outstanding performance on all (or almost all) learning outcomes, including:
- Sufficiently clear, adequate, and organized in articulating sociological thinking
 - Sufficiently clear, appropriate, and organized in identifying and explaining sociological concepts, theories, perspectives, and methods
 - Sufficiently clear, sophisticated, and organized in analyzing social phenomenon sociologically
 - Sufficiently clear, critical, and organized in reflecting one's values and experiences in life
- 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, including:
- Substantially clear, adequate, and organized in articulating sociological thinking
 - Substantially clear, appropriate, and organized in identifying and explaining sociological concepts, theories, perspectives, and methods
 - Substantially clear, sophisticated, and organized in analyzing social phenomenon sociologically
 - Substantially clear, critical, and organized in reflecting one's values and experiences in life

- C Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses, including:
- Satisfactorily clear, adequate, and organized in articulating sociological thinking
 - Satisfactorily clear, appropriate, and organized in identifying and explaining sociological concepts, theories, perspectives, and methods
 - Satisfactorily clear, sophisticated, and organized in analyzing social phenomenon sociologically
 - Satisfactorily clear, critical, and organized in reflecting one's values and experiences in life
- D Barely satisfactory performance on a number of learning outcomes, including:
- Barely satisfactory in clarity, adequacy, and organization when articulating sociological thinking
 - Barely satisfactory in clarity, appropriateness, and organization when identifying and explaining sociological concepts, theories, perspectives, and methods
 - Barely satisfactory in clarity, sophistication, and organization when analyzing social phenomenon sociologically
 - Barely satisfactorily in clarity, critical engagement, and organization when reflecting one's values and experiences in life
- F Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements, including:
- Unsatisfactorily clear, adequate, and organized in articulating sociological thinking
 - Unsatisfactorily clear, appropriate, and organized in identifying and explaining sociological concepts, theories, perspectives, and methods
 - Unsatisfactorily clear, sophisticated, and organized in analyzing social phenomenon sociologically
 - Unsatisfactorily clear, critical, and organized in reflecting one's values and experiences in life

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Use of some AI tools is allowed (i.e. Approach 2)

Students may use some AI tools in some learning activities and/or assessments on the following conditions:

1. The AI tools to be used are restricted to the following tools:
 - Microsoft Copilot for the Web (see Section of “Use of AI for learning” from AI Hub@CUHK);
2. The specified AI tools will only be allowed for the following assessments:
 - Students are allowed to use the specified AI tools for all assessment except the closed-book in-class quiz;
3. Collaboration of AI tools is only allowed for the following purposes/tasks:
 - students are allowed to use AI tools for their **functional uses** (e.g. grammar checking, information searching, and/or generating idea for content) and for **incorporation of AI-generated materials in assessments** (e.g. to paraphrase, direct-quote, or in any way incorporate any AI-generated materials), provided that they make clear and **explicit acknowledgement** about those **functional uses** and make **proper citation** about those **incorporations** according to guidelines of our university and of professional association (e.g. APA).
4. The **input contributed by the AI tools** are properly **acknowledged and cited**; and
5. The **input together with the prompts** used to elicit the AI responses should be **highlighted or included as appendices** wherever appropriate.

In case of queries, students should seek advice from the course teacher.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of an AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An example of acknowledgement

‘I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>)) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of AI tools, some citation formats

may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool/language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.