

## 课程详述

### COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	<b>课程名称 Course Title</b>	大学的社会功用 <b>All you need to know about the university</b>
2.	<b>授课院系 Originating Department</b>	高等教育研究中心
3.	<b>课程编号 Course Code</b>	HEC029
4.	<b>课程学分 Credit Value</b>	2
5.	<b>课程类别 Course Type</b>	通识选修课程 General Education (GE) Elective Courses
6.	<b>授课学期 Semester</b>	春季 Spring
7.	<b>授课语言 Teaching Language</b>	中英双语 English & Chinese
8.	<b>授课教师、所属学系、联系方式 (如属团队授课, 请列明其他授课教师) Instructor(s), Affiliation &amp; Contact (For team teaching, please list all instructors)</b>	Lecturer: Yuan Gao (CHER, SUSTech), <a href="mailto:cygao@sustech.edu.cn">cygao@sustech.edu.cn</a> Invited Modular Speaker: 沈文钦, 北京大学教育学院 喻可欣, 牛津大学教育学院 李佳忆, 牛津大学教育学院
9.	<b>实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact</b>	
10.	<b>选课人数限额(可不填) Maximum Enrolment (Optional)</b>	30

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
	28	4	N/A		32
学时数 Credit Hours					
12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	无				
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	无				
14. 其它要求修读本课程的学系 Cross-listing Dept.	无				

### 教学大纲及教学日历 SYLLABUS

#### 15. 教学目标 Course Objectives

The overall objectives of the course include:

- To understand, from a historical lens, the multifaceted roles of universities and higher education institutions.
- To trace the evolution of universities' functions over time.
- To develop an appreciation of the impact of universities on individual and societal development.
- To integrate interdisciplinary perspectives on the functions of higher education, acknowledging their historical origins.

#### 16. 预达学习成果 Learning Outcomes

By the end of this course, students will be able to:

- Describe and analyse the various roles of universities in society.
- Better and more effectively plan their university life across the four years and manage their time on campus.
- Understand the complexities and interconnections between different functions of higher education.
- Critically evaluate the relevance and impact of each function in the contemporary world.
- Engage in meaningful discussions about the evolving nature of universities and develop their own views of different functions that contemporary universities should perform.

17. 课程内容及教学日历 (如授课语言以英文为主, 则课程内容介绍可以用英文; 如团队教学或模块教学, 教学日历须注明主讲人)  
Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)



Week 1:

### **Introduction: The Evolution of Universities**

- *Ancient centers of learning: From Plato's Academy to Nalanda*
- *The earliest 'university' in West Zhou Dynasty*
- *The rise of medieval and renaissance universities in Europe*

Week 2:

### **Knowledge Production: From Monastic Scripts to Modern Labs**

- *Historical overview of academic research*
- *The growth of scientific inquiry and the research university*
- *The Berlin Model of university in the 19th century Germany*

Week 3:

### **Knowledge Acquisition: Teaching & learning**

- *The classical curriculum and its transformation*
- *Universities provide opportunities for individuals to gain in-depth knowledge in specific fields of study through structured academic programs.*

Week 4:

### **Review and Reflection**

- *Group discussion on the selected key functions*
- *Students express their own thoughts on one of the functions*

Week 5:

### **Qualification and Career Development: A Socio-historical View**

- *Historical importance of degrees and titles*
- *The industrial revolution and the need for professional education*
- *Credentials as cultural capital*

Week 6:

### **Cultural Preservation and Mobilisation**

- *Universities as preservers of ancient texts and traditions*
- *The challenges and opportunities in the age of homogeneity*



Week 7:

**Social Engagement: Universities and Society Over Time**

- *The historical role of universities in societal reforms*
- *Modern-day community outreach and global engagement*
- *Universities often offer a wide range of extracurricular activities and clubs that allow individuals to explore and pursue their personal interests and hobbies.*
- *University settings provide opportunities for individuals to build social networks and interpersonal skills, which are crucial for personal and professional relationships.*

Week 8:

**Students' Socialisation: Campus Life Through the Ages**

- *Historical overview of student life, societies, and movements*
- *The town-gown relationship*
- *University as Ivory tower*

Week 9:

**Review and Reflection (2)**

- *Group discussion on the selected key functions*
- *Students express their own thoughts on one of the functions*

Week 10:

**Autonomy and Independence: Historical Challenges**

- *Universities under monarchies, churches, and states*
- *The struggle for academic freedom through time*
- *University experiences often challenge individuals and promote adaptability and resilience in the face of academic and life-related challenges.*

Week 11:

**Identity Development: A Journey Through Time**

- *The role of universities in shaping national and cultural identities*
- *Intersectionality and the history of inclusivity in higher education*

Week 12:

**Social Mobility: Education and Socio-economic Progress**

- *Ancient and medieval education: For the elite or for all?*



- *Higher education's role in societal transformations over time*

Week 13:

***Ethical and Moral Development***

- *Higher education can play a role in shaping individuals' ethical values and moral compass through exposure to philosophical and ethical discussions.*
- *The role of religion*
- *Contrast between religion and science*
- *University's role in forming a well-ordered society*

Week 14

***Review and Reflection (3)***

- *Group discussion on the selected key functions*
- *Students express their own thoughts on one of the functions*

Week 15:

***Universities and Global Challenges: A Historical Overview***

- *How universities historically addressed global crises*
- *A comparative view: Then and now*

Week 16:

***Course Wrap-up and Close***

18. 教材及其它参考资料 Textbook and Supplementary Readings

**Reference List:**

1. Altbach, P.G., Gumport, P.J. (Eds.). (2016). *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. Johns Hopkins University Press.
2. Collins, R. (1979). *The Credential Society: An Historical Sociology of Education and Stratification*. Academic Press.
3. de Ridder-Symoens, H. (Ed.). (1992). *A History of the University in Europe: Volume 1, Universities in the Middle Ages*. Cambridge University Press.
4. Delanty, G. (2001). *Challenging Knowledge: The University in the Knowledge Society*. Open University Press.
5. Rüegg, W. (Ed.). (2004). *A History of the University in Europe: Volume 3, Universities in the Nineteenth and Early Twentieth Centuries (1800-1945)*. Cambridge University Press.
6. Newman, J.H. (1852). *The Idea of a University*. Longmans, Green, and Co.
7. Pedersen, O. (1997). *The First Universities: Studium Generale and the Origins of*

*University Education in Europe*. Cambridge University Press.

8. Tierney, W.G., & Lechuga, V.M. (2005). *Cultural Analysis and "Thick Description" of the Impact of Campus Cultures on Identity Development*. Higher Education: Handbook of Theory and Research.

**课程评估 ASSESSMENT**

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance	Continuous	10		
课堂表现 Class Performance	N/A	N/A		
小测验 Quiz	N/A	N/A		
课程项目 Projects	Individual presentation	60		
平时作业 Assignments	N/A	N/A		
期中考试 Mid-Term Test	N/A	N/A		
期末考试 Final Exam				
期末报告 Final Presentation	Journal or essay	30		
其它（可根据需要 改写以上评估方式） Others (The above may be modified as necessary)	N/A	N/A		Southern University of Science and Technology

20. 记分方式 GRADING SYSTEM

- A. 十三级等级制 Letter Grading

**课程审批 REVIEW AND APPROVAL**

21. 本课程设置已经过以下责任人/委员会审议通过  
This Course has been approved by the following person or committee of authority