Part I

Course Title: Contemporary Sociological Theory

Course Code: AIS3013

Course Duration: One Semester

No. of Credit Units: 3

Level: B3

Prerequisites: (Course Code and Title) Nil

Precursors: (Course Code and Title) Nil

Equivalent Courses: (Course Code and Title) Nil

Exclusive Courses: (Course Code and Title) Nil

Part II

1. Course Aims:

This course aims to teach students some major contemporary sociological theories. Students will learn how sociologists identify a theoretically relevant research question, conceptualize key concepts, build causal links between variables, and conduct analysis. Students will be to develop a habit of thinking and writing sociologically.
2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify the key theoretical issues and problems in the works of contemporary sociological theorists;</td>
<td></td>
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<tr>
<td>2.</td>
<td>Apply theoretical arguments in empirical analysis and research;</td>
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<td>3.</td>
<td>Formulate research questions that are informed by the substantive knowledge;</td>
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<td>4.</td>
<td>Use different research methods and techniques in data collection and analysis;</td>
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<tr>
<td>5.</td>
<td>Present materials effectively in oral and written contexts; and</td>
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</table>

3. Teaching and learning Activities (TLAs)
(designed to facilitate students’ achievement of the CILOs)

<table>
<thead>
<tr>
<th>ILO No</th>
<th>TLAs</th>
<th>Hours/week (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO 1</td>
<td>Lectures/seminars, reading, quiz</td>
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<tr>
<td>CILO 2</td>
<td>Lectures/seminars, reading, quiz</td>
<td></td>
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<tr>
<td>CILO 3</td>
<td>group presentations</td>
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<td>CILO 4</td>
<td>Research project and individual report writing.</td>
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</table>

4. Assessment Tasks/Activities
(designed to assess how well the students achieve the CILOs)

<table>
<thead>
<tr>
<th>Type of Assessment Tasks/Activities</th>
<th>Weighting</th>
<th>ILOs to be addressed</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>12%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>18%</td>
<td>1 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>Quiz</td>
<td>20%</td>
<td>1 &amp; 5</td>
<td></td>
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<tr>
<td>Term paper</td>
<td>50%</td>
<td>2-5</td>
<td></td>
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</tbody>
</table>

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations
Standard (A+, A, A- … F)
Part III

Keyword Syllabus:

Towards sociological theorizing. Key theoretical issues and problems.
Contemporary sociological theory and its classical roots. Major contemporary

Recommended Reading:

1. Alejandro Portes, “The Hidden Abode: Sociology as Analysis of the
2. Michael Burawoy, “For Public Sociology.” American Sociological Review 70/1
(2005), Pp. 4-28.
in the Humanities and the Social Sciences?” American Sociological Review 69/2
(2004), Pp. 190-212.
5. Marina A Adler, “Child-Free and Unmarried: Changes in the Life Planning of
1170-9.
238-61.
8. Wendy Manning and Pamela Smock, “First Comes Cohabitation and then Comes
9. Sharon Sassler and Frances Goldsheider, “Revisiting Jane Austen’s Theory of
10. Eric Hanushek, “The Economics of Schooling.” Journal of Economic Literature
357-71.


