

**City University of Hong Kong  
Course Syllabus**

**offered Department of of Asian and International Studies  
with effect from Semester A 2017-18**

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**Part I Course Overview**

**Course Title:** Traditions of Inquiry in the Social Sciences

**Course Code:** AIS 2030

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B2

**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* AIS2020 Introduction to Sociology

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course explores major traditions of research in the social sciences and familiarizes students with the cross-disciplinary character of contemporary social scientific research on Asia. Through discovery-based interrogations of foundational ideas and questions in the disciplinary fields of sociology, comparative politics, institutional economics, and social anthropology, students will gain an appreciation of the ways social researchers across disciplines have sought to understand specific social phenomena. Students will work on a project which requires them to analyse selected social problems and propose innovative solutions to address institutional failures.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify and make distinctions among major traditions of inquiry in the social sciences;		√	√	
2.	Generate questions and analyze issues from different disciplinary perspectives.		√	√	
3.	Integrate sociological, political economic, and anthropological perspectives in the analysis of a major social issue.		√	√	√
4.	Analyze regional and international issues through the application of a substantive body of knowledge concerning social, political, economic, environmental, and cultural conditions in Asia and beyond		√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Lecture, readings, and exercises on differentiating social scientific inquiry from other modes of social commentary and analysis;	√						
2	Lecture, readings, and exercises on making legitimate social inquiry within sociology, political science, institutional economics, and anthropology	√	√					
3	Lecture, readings, and exercises involving integration of different traditions of social scientific inquiry and thinking in a cross-disciplinary manner; consultation and guidance on group presentation will address specific social phenomenon from different disciplinary perspectives.		√	√	√			
4	Lecture, readings, and exercises involving integration of different traditions of social scientific inquiry and thinking in a cross-disciplinary manner; the individual exam paper will foster students' understanding and application of different disciplinary perspectives.		√	√	√			

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
Short assignments	√	√	√			30%	To encourage active learning, students will submit short assignments to engage major themes covered in lectures
Group presentation		√	√	√		20%	Students will integrate ideas from different traditions of social inquiry and propose a research enquiry for a selected social phenomenon
Take home examination			√	√		50%	Students will be examined on their understanding and applications of different traditions of social inquiry
Examination: _____% (duration: _____, if applicable)							
* The weightings should add up to 100%.						100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Short assignments	Timely and quality submission of written assignments	<ul style="list-style-type: none"> <li>○ Demonstrates high level of conceptual thinking about traditions in of inquiry in the social sciences.</li> <li>○ Evidence of ability to fully comprehend and critique lecture and reading material concerning key concepts, ideas, and examples of research in the social sciences.</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates good ability to think conceptually reasonably about traditions in of inquiry in the social sciences.</li> <li>○ Evidence of good ability to comprehend and critique lecture and reading material concerning key concepts, ideas, and examples of research in the social sciences.</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates adequate ability to think conceptually reasonably about traditions in of inquiry in the social sciences.</li> <li>○ Evidence of adequate ability to comprehend and critique lecture and reading material concerning key concepts, ideas, and examples of research in the social sciences.</li> </ul>	<ul style="list-style-type: none"> <li>○ Indicates that the student has comprehended minimal or poor level of the material presented in lectures and readings concerning key concepts, ideas, and examples of research in the social sciences.</li> <li>○ Written work, if submitted, has been of a low standard.</li> </ul>	<ul style="list-style-type: none"> <li>○ Indicates that through poor learning or lack of effort, the student has failed to demonstrate even a minimal capacity to analyze concepts and theories concerning key concepts, ideas, and examples of research in the social sciences.</li> <li>○ The students has failed even to attend most tutorials and performed very poorly in</li> </ul>

						written work
2. Presentation	Good coordination of group presentation	<ul style="list-style-type: none"> <li>◦ Demonstrates high level of conceptual thinking about traditions in of inquiry in the social sciences.</li> <li>◦ Student is able to form sophisticated arguments and drawn insightful conclusions from a variety of disciplinary perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Demonstrates good ability to think conceptually reasonably about traditions in of inquiry in the social sciences</li> <li>◦ Student is able to form plausible arguments and reasonably convincing conclusions from a variety of disciplinary perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Demonstrates adequate ability to think conceptually reasonably about traditions in of inquiry in the social sciences.</li> <li>◦ Student is able to form reasonable arguments and conclusions from a variety of disciplinary perspectives</li> </ul>	<ul style="list-style-type: none"> <li>◦ Indicates that the student has comprehended minimal or poor level of the material presented in lectures and readings concerning key concepts, ideas, and examples of research in the social sciences.</li> <li>◦ Student is able to form marginally acceptable arguments and conclusions from a variety of disciplinary perspectives</li> </ul>	<ul style="list-style-type: none"> <li>◦ Indicates that through poor learning or lack of effort, the student has failed to demonstrate even a minimal capacity to analyze concepts and theories concerning key concepts, ideas, and examples of research in the social sciences.</li> </ul>
3. Take-home Exam paper	Timely and quality submission of	<ul style="list-style-type: none"> <li>◦ Demonstrates high level of conceptual</li> </ul>	<ul style="list-style-type: none"> <li>◦ Demonstrates good ability to</li> </ul>	<ul style="list-style-type: none"> <li>◦ Demonstrates adequate ability to think conceptually</li> </ul>	<ul style="list-style-type: none"> <li>◦ Indicates that the student has</li> </ul>	<ul style="list-style-type: none"> <li>◦ Indicates that through poor</li> </ul>

	examination essay	<p>thinking about traditions in of inquiry in the social sciences.</p> <ul style="list-style-type: none"> <li>◦ Student is able to form sophisticated arguments and drawn insightful conclusions from a variety of disciplinary perspectives.</li> <li>◦ Clear ability of independent thinking and critical analysis</li> <li>◦ Extensive range of references consulted, including good use of scholarly materials to support all key arguments made</li> <li>◦ Very well organized; coherent arguments presented with a high standard of expression</li> </ul>	<p>think conceptually reasonably about traditions in of inquiry in the social sciences</p> <ul style="list-style-type: none"> <li>◦ Student is able to form plausible arguments and reasonably convincing conclusions from a variety of disciplinary perspectives.</li> <li>◦ Evidence of some good ability of independent thinking and critical analysis</li> <li>◦ A reasonably wide range of references consulted, including good use of scholarly materials to support all key arguments made</li> <li>◦ Well organized;</li> </ul>	<p>reasonably about traditions in of inquiry in the social sciences.</p> <ul style="list-style-type: none"> <li>◦ Student is able to form reasonable arguments and conclusions from a variety of disciplinary perspectives</li> <li>◦ Evidence of some attempts at analytical thinking</li> <li>◦ Barely sufficient use of scholarly materials</li> <li>◦ Reasonable standard of expression; average quality in terms of organization and coherence</li> </ul>	<p>comprehended minimal or poor level of the material presented in lectures and readings concerning key concepts, ideas, and examples of research in the social sciences.</p> <ul style="list-style-type: none"> <li>◦ Student is able to form marginally acceptable arguments and conclusions from a variety of disciplinary perspectives</li> <li>◦ Little evidence of independent and critical analysis</li> <li>◦ Very limited use of scholarly</li> </ul>	<p>learning or lack of effort, the student has failed to demonstrate even a minimal capacity to analyze concepts and theories concerning key concepts, ideas, and examples of research in the social sciences.</p> <ul style="list-style-type: none"> <li>◦ No scholarly materials consulted</li> <li>◦ Poor quality structure and presentation</li> </ul>
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			coherent arguments presented with a high standard of expression		materials <ul style="list-style-type: none"><li>◦ Acceptable citation and organization of a mostly descriptive essay</li></ul>	
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Social sciences; Sociology; Political Science; Economic Sociology, Institutional Economics; Anthropology; Social Anthropology; Social Science Disciplines; Social order; Cross-Disciplinary Research

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Hamilton, P and K. Thompson. (2002). Understanding the Past and Predicting the Future: Sociologists as Prophets. In The Uses of Sociology. Cambridge: Polity Press
2.	Ritzer, G. <i>Sociological Theory</i> . Boston: McGraw-Hill
3.	Bratton, J. and D. Denham. (2019). Capitalism and <i>Classical Social Theory</i> . North York, Ontario, Canada: University of Toronto Press

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

	To be updated in course outline
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**Online Resources:**

*American Anthropological Association.*

Available at: [www.aaanet.org](http://www.aaanet.org)

*Association for Asian Studies.*

Available at: [www.asian-studies.org](http://www.asian-studies.org)

*American Political Science Association.*

Available at: [www.apsa.org](http://www.apsa.org)

*American Sociological Association.*

Available at: [www.asanet.org](http://www.asanet.org)

*International Sociological Association.*

Available at: [www.isa-sociology.org/](http://www.isa-sociology.org/)