

**City University of Hong Kong
Course Syllabus**

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

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 [#] | 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%.

[#] 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 major traditions of 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; consultation and guidance on individual term paper will address a specific social phenomenon from 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: ____% | | | | | | | | |
| Short assignments (4) | √ | √ | √ | | | | 20% | To encourage active learning, students will generate a written output engaging major themes covered in lectures |

| | | | | | | | | |
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| Group presentation | √ | √ | √ | | | | 30% | Students will integrate ideas from different traditions of social inquiry and propose a research plan for a selected 'social problem' |
| Term paper project | | | √ | | | | 50% | Students will integrate ideas from different traditions of social inquiry in the analysis of a selected 'social problem.' And, drawing on this analysis and other materials, students are to propose an innovative organizational fix that would address institutional failures alleged to have contributing to the said problem. |
| 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. Four short assignments | Timely submission of written assignments | <ul style="list-style-type: none"> ○ Demonstrates high level of conceptual thinking about traditions in of inquiry in the social sciences. ○ Evidence of ability to fully comprehend and critique lecture and reading material concerning key concepts, ideas, and examples of research in the social sciences. | <ul style="list-style-type: none"> ○ Demonstrates good ability to think conceptually reasonably about traditions in of inquiry in the social sciences. ○ Evidence of good ability to comprehend and critique lecture and reading material concerning key concepts, ideas, and examples of research in the social sciences. | <ul style="list-style-type: none"> ○ Demonstrates adequate ability to think conceptually reasonably about traditions in of inquiry in the social sciences. ○ Evidence of adequate ability to comprehend and critique lecture and reading material concerning key concepts, ideas, and examples of research in the social sciences. | <ul style="list-style-type: none"> ○ 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. ○ Written work, if submitted, has been of a low standard. | <ul style="list-style-type: none"> ○ 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. ○ The students has failed even to attend most tutorials and performed very poorly in |

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|-----------------------------|-----------------------|--|--|---|--|---|
| | | | | | | written work |
| 2. Presentation | Group presentation | <ul style="list-style-type: none"> ◦ Demonstrates high level of conceptual thinking about traditions in of inquiry in the social sciences. ◦ Student is able to form sophisticated arguments and drawn insightful conclusions from a variety of disciplinary perspectives. | <ul style="list-style-type: none"> ◦ Demonstrates good ability to think conceptually reasonably about traditions in of inquiry in the social sciences ◦ Student is able to form plausible arguments and reasonably convincing conclusions from a variety of disciplinary perspectives. | <ul style="list-style-type: none"> ◦ Demonstrates adequate ability to think conceptually reasonably about traditions in of inquiry in the social sciences. ◦ Student is able to form reasonable arguments and conclusions from a variety of disciplinary perspectives | <ul style="list-style-type: none"> ◦ 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. ◦ Student is able to form marginally acceptable arguments and conclusions from a variety of disciplinary perspectives | <ul style="list-style-type: none"> ◦ 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. |
| 3. Term paper (4,000 words) | Individual term paper | <ul style="list-style-type: none"> ◦ Demonstrates high level of conceptual | <ul style="list-style-type: none"> ◦ Demonstrates good ability to | <ul style="list-style-type: none"> ◦ Demonstrates adequate ability to think conceptually | <ul style="list-style-type: none"> ◦ Indicates that the student has | <ul style="list-style-type: none"> ◦ Indicates that through poor |

| | | | | | | |
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| | | <p>thinking about traditions in of inquiry in the social sciences.</p> <ul style="list-style-type: none"> ◦ Student is able to form sophisticated arguments and drawn insightful conclusions from a variety of disciplinary perspectives. ◦ Clear ability of independent thinking and critical analysis ◦ Extensive range of references consulted, including good use of scholarly materials to support all key arguments made ◦ Very well organized; coherent arguments presented with a high standard of expression | <p>think conceptually reasonably about traditions in of inquiry in the social sciences</p> <ul style="list-style-type: none"> ◦ Student is able to form plausible arguments and reasonably convincing conclusions from a variety of disciplinary perspectives. ◦ Evidence of some good ability of independent thinking and critical analysis ◦ A reasonably wide range of references consulted, including good use of scholarly materials to support all key arguments made ◦ Well organized; | <p>reasonably about traditions in of inquiry in the social sciences.</p> <ul style="list-style-type: none"> ◦ Student is able to form reasonable arguments and conclusions from a variety of disciplinary perspectives ◦ Evidence of some attempts at analytical thinking ◦ Barely sufficient use of scholarly materials ◦ Reasonable standard of expression; average quality in terms of organization and coherence | <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"> ◦ Student is able to form marginally acceptable arguments and conclusions from a variety of disciplinary perspectives ◦ Little evidence of independent and critical analysis ◦ Very limited use of scholarly | <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"> ◦ No scholarly materials consulted ◦ Poor quality structure and presentation |
|--|--|---|---|--|--|--|

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|--|--|--|---|--|--|--|
| | | | coherent arguments presented with a high standard of expression | | materials <ul style="list-style-type: none">◦ Acceptable citation and organization of a mostly descriptive essay | |
|--|--|--|---|--|--|--|

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.)

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| 1. | |
| 2. | |
| 3. | |
| ... | |

2.2 Additional Readings

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

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|----|---|
| 1. | Bigart, N. W., 2002. <i>Readings in Economic Sociology</i> . Malden, Ma: Blackwell. |
| 2. | Newton, K. & Van Deth, J. W., 2005. <i>Foundations of Comparative Politics</i> . Cambridge: Cambridge University Press. |
| 3. | Egan, H. M. & Horne, C., 2009. <i>Theories of Social Order: A Reader</i> . 2 ed. Palo Alto: Stanford University Press. |
| 4. | Hendry, J., 1999. <i>An Introduction to Social Anthropology: other People's Worlds</i> . Basingstoke, Hampshire: Macmillan. |
| 5. | Mills, C. W., 1959. <i>The Sociological Imagination</i> . New York: Oxford University Press. |

Online Resources:

American Anthropological Association.

Available at: www.aaanet.org

Association for Asian Studies.

Available at: www.asian-studies.org

American Political Science Association.

Available at: www.apsa.org

American Sociological Association.

Available at: www.asanet.org

International Sociological Association.

Available at: www.isa-sociology.org/