

**City University of Hong Kong
Course Syllabus**

**offered Department of of Asian and International Studies
with effect from Semester B 2017/18**

Part I Course Overview

Course Title: Political Sociology

Course Code: AIS 4045

Course Duration: One semester

Credit Units: 3

Level: B4

- Arts and Humanities
- Study of Societies, Social and Business Organisations
- Science and Technology

Proposed Area:
(for GE courses only)

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) AIS2014 Contemporary Political Sociology

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to understand the complexities of the contemporary global political order. In Part I, we examine the concept and the history of the state. What kinds of political structures are in place in societies without state bureaucracies? How did colonialism and industrial capitalism transform the power geometries of world politics? Do rituals and symbols still matter to modern nation-states? Is nationalism a social disorder or a source of social solidarity? In Part II, we turn to the topics of domination and resistance. Under what conditions do citizens engage in mass movements of civil disobedience? What may be the limits to the concept of civil society in catching the diverse forms of resistance? How do everyday practices challenge or reproduce existing power structure without actively engaging with or explicitly resisting to the state? In Part III, we investigate the seemingly apolitical practices and experiences that (re)produce power structures and provide political legitimacy. Why do Malagasy cows speak French? In what way is our perception of money shaped by power relationships and social structure? How are charity organizations complicit with capitalism in reproducing social inequality? Do artefacts have politics? What are the main characteristics of contemporary forms of technocratic government?

This course focuses less on formal political structures and movements and more on the diverse ways and forms in which power travels through different socio-cultural contexts. In doing so, students will be exposed to various theoretical frameworks and thinkers, including Marxism, STS, Weber, Foucault and others, with specific case studies.

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.	Grasp a vocabulary in social science literature;		√	√	
2.	Develop conceptual tools to think about politics and power relations beyond formal political structures;		√	√	
3.	Be exposed to various social theoretical approaches to power;		√	√	
4	Develop critical analysis on the politics of ethics, the role of technologies in governance, and the inherently political nature of everyday practices;		√	√	
5.	Apply the above-mentioned critical perspectives to specific case studies			√	√
* If weighting is assigned to CILOs, they should add up to 100%.		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	5		
Lectures	Introduce and explain concepts, theories, histories, and debates through use of diverse pedagogical strategies	√	√	√	√			
Tutorials	Provide students with opportunities to synthesize readings, raise questions and	√	√	√	√	√		

	debate in a critical yet respectful manner							
Readings	Expose students to various approaches to specific issues in political sociology	√	√	√	√			
Term paper	An exercise for students to summarize, analyse and evaluate arguments	√	√	√	√			
Mid-term exam	An exercise for students to synthesize and reflect upon ideas learned in the course	√	√	√	√			
Reflection Paper	An exercise for students to synthesize, reflect upon and apply ideas learned in the course	√	√	√	√	√		

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	5			
Continuous Assessment: ____%								
Class and tutorial participation	√	√	√	√	√		25%	
Term paper	√	√	√	√			25%	
Mid-term exam	√	√	√	√			25%	
Reflection paper	√	√	√	√	√		25%	
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. Class and tutorial participation	Demonstrate preparedness for class, articulate ideas and engage in discussion.	Good participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate.	Records of absence, good familiarity with readings, good capacity to articulate ideas and debate.	Records of absence, some familiarity with readings, adequate capacity to articulate ideas and debate	Records of substantial absence, limited familiarity with readings, limited capacity to articulate ideas and debate	Records of substantial absence, little or no familiarity with readings, little or no capacity to articulate ideas and debate
2. Term paper	Summarize, analyse and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments in assigned works	Good capacity to summarize, analyse and evaluate arguments in assigned works	Adequate capacity to summarize, analyse and evaluate arguments in assigned works	Limited capacity to summarize, analyse and evaluate arguments in assigned works	Fail to summarize, analyse and evaluate arguments in assigned works
3. Mid-term exam	Synthesize and reflect upon ideas learned in the course	Excellent capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Good capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Adequate capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Limited capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Fail to synthesize and reflect upon ideas discussed in readings and in class discussion.
4. Reflection Paper	Synthesize, reflect upon and apply ideas learned in the course	Excellent capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Good capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Adequate capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Limited capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Fail to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner

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.)

Society against the state, imagined communities, symbols, rituals, nation-state, nationalism, civil society, political society, ideology, hegemony, discourse, resistance and domination, language and performance, ethics and politics, money, market and intimate life, technology, technocracy and modernity, politics and poetics of infrastructure.

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.	Scott, James C. 2009. "Keeping the State at a Distance," in his <i>The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia</i> , pp. 127-177. New Haven: Yale University Press
2.	Abeles, Marc. 1988. "Modern Political Ritual: Ethnography of an Inauguration and a Pilgrimage by President Mitterrand." <i>Current Anthropology</i> 29(3): 391-404
3.	Chatterjee, Partha. 2001. "On Civil and Political Societies in Post-colonial Democracies," in <i>Civil Society: History and Possibilities</i> , pp. 165-178. edited by Sudipta Kaviraj and Sunil Khilnani. Cambridge, UK; New York: Cambridge University Press.
4.	Scott, James C. 1985. "Stretching the truth: Ideology at Work", in <i>Weapons of the Weak: Everyday Forms of Peasant Resistance</i> . New Haven: Yale University Press
5.	Abu-Lughod, Lila. 1990. "The Romance of Resistance: Tracing Transformations of Power Through Bedouin Women." <i>American Ethnologist</i> 17 (1): 41-55
6.	Jackson, Jennifer. 2013. "Stop Acting Like a Slave": The Ideological and Aesthetic Dimensions of Syntax and Register in Political <i>Kabary</i> and Political Cartooning," in her <i>Political oratory and cartooning: an ethnography of democratic processes in Madagascar</i> , pp. 157-192. Chichester, West Sussex: Wiley & Sons
7.	Kuan, Teresa. 2015. "The Defeat of Maternal Logic in Televisual Space," in her <i>Love's Uncertainty: The Politics and Ethics of Child Rearing in Contemporary China</i> . Oakland, California: University of California Press.
8.	Zelizer, Viviana A. R. 2005. "Caring Relations," in her <i>The Purchase of Intimacy</i> , pp. 158-208. Princeton, N.J.: Princeton University Press
9.	Greenhalgh, Susan. 2005. "Missile Science, Population Science: The Origins of China's One-Child Policy." <i>The China Quarterly</i> (182):253-276
10.	Ford, Heather, and Judy Wajcman. 2017. "'Anyone can edit', not everyone does: Wikipedia's infrastructure and the gender gap." <i>Social Studies of Science</i> 47 (4):511-527

2.2 Additional Readings

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

1.	Harris, Malvin. 1980. "Life without Chiefs." in <i>Conformity and Conflict: Readings in Cultural Anthropology</i> . Edited by Spradley, James P., and David W. McCurdy. Boston: Allyn and Bacon
2.	Clastres, Pierre. 1987. "Society against the State," in his <i>Society against the State: Essays in Political Anthropology</i> , pp. 189-218 New York; Cambridge, Mass.: Zone Books; Distributed

	by the MIT Press.
3.	Abrams, Philip. 1988. "Notes on the Difficulty of Studying the State (1977)." <i>Journal of Historical Sociology</i> 1 (1) (March): 58-89.
4.	Anderson, Benedict. 1991. "Census, Maps, Museums," in his <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> , pp. 163-184 London; New York: Verso.
5.	Mann, Michael. 2008. "The Autonomous Power of the State: Its Origins, Mechanisms and Results." In <i>State/Space</i> , edited by Neil Brenner, Bob Jessop, Martin Jones and Gordon MacLeod, 53-64. Blackwell Publishing.
6.	Kaviraj, Sudipta, and Sunil Khilnani (Eds.). 2001. <i>Civil Society: History and Possibilities</i> . Cambridge, UK; New York: Cambridge University Press, Introduction, pp. 1-9
7.	Huang, Philip C. C. 1993. "'Public Sphere'/'Civil Society' in China?: The Third Realm between State and Society." <i>Modern China</i> 19(2): 216-40.
8.	Williams, Raymond. 1977. <i>Marxism and Literature</i> . Oxford Eng.: Oxford University Press
9.	Gramsci, Antonio. 1972. "The intellectuals," <i>Selections from the prison notebooks of Antonio Gramsci</i> . New York: International Publishers, pp.5-23.
10.	Ortner, Sherry B. 1995. "Resistance and the Problem of Ethnographic Refusal." <i>Comparative Studies in Society and History</i> 37(1):173-93
11.	Willis, Paul E. 1981. <i>Learning to Labor: How Working Class Kids Get Working Class Jobs</i> . New York: Columbia University Press
12.	Bloch, Maurice. 1998. "Why do Malagasy cows speak French?" in his <i>How We Think They Think: Anthropological Approaches to Cognition, Memory, and Literacy</i> . Boulder, Colo.: Westview Press, pp. 193-195.
13.	Das, Veena. 2010. "Engaging the Life of the Other: Love and Everyday Life." In <i>Ordinary Ethics</i> , edited by Michael Lambek, 376-399. New York: Fordham University Press..
14.	Robbins, Joel. 2004. "Desire and its Discontents: Free Time and Christian Morality," in his <i>Becoming Sinners: Christianity and Moral Torment in a Papua New Guinea Society</i> , pp. 215-252. Berkeley, Calif.: University of California Press
15.	Hochschild, Arlie Russell. 2003. "Two ways to see love," and "From the Frying Pan into the Fire," in her <i>The Commercialization of Intimate Life: Notes from Home and Work.</i> , pp.?? 41-48 Berkeley: University of California Press
16.	Bourdieu, Pierre. 2005. "The State and the Construction of the Market," in his <i>The Social Structures of the Economy</i> , pp.89-126. Translated by Chris Turner. Cambridge, UK; Malden, MA: Polity
17.	Jones, Raya A. 2017. "What makes a robot 'social'?" <i>Social Studies of Science</i> 47 (4):556-579.
18.	Graeber, David, 2012. "Of Flying Cars and the Declining Rate of Profit," <i>The Baffler</i> (19).
19.	Langdon, Winner. 1980. "Do Artifacts Have Politics?" <i>Daedalus</i> 109 (1):121-136.
20.	Leuenberger, Christine, and Izhak Schnell. 2010. "The politics of maps: Constructing national territories in Israel." <i>Social Studies of Science</i> 40 (6):803-842

Online Resources:

Blackboard is used for the provision of readings (as pdf or html or Word files), for Discussions Forums, and to provide links to external web-based material.