

PIA4045: POLITICAL SOCIOLOGY

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Political Sociology

Subject Code

PIA - Public and International Affairs

Course Number

4045

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

AIS4045 Political Sociology

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Grasp a vocabulary in social science literature;	x	x	
2	Develop conceptual tools to think about politics and power relations beyond formal political structures;	x	x	
3	Be exposed to various social theoretical approaches to power;	x	x	
4	Develop critical analysis on the politics of ethics, the role of technologies in governance, and the inherently political nature of everyday practices;	x	x	
5	Apply the above-mentioned critical perspectives to specific case studies		x	x

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 real-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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Introduce and explain concepts, theories, histories, and debates through use of diverse pedagogical strategies	1, 2, 3, 4

2	Tutorials	Provide students with opportunities to synthesize readings, raise questions and debate in a critical yet respectful manner	1, 2, 3, 4, 5	
3	Readings	Expose students to various approaches to specific issues in political sociology	1, 2, 3, 4	
4	Term paper	An exercise for students to summarize, analyse and evaluate arguments	1, 2, 3, 4	
5	Mid-term exam	An exercise for students to synthesize and reflect upon ideas learned in the course	1, 2, 3, 4	
6	Reflection Paper	An exercise for students to synthesize, reflect upon and apply ideas learned in the course	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class and tutorial participation	1, 2, 3, 4, 5	25
2	Term paper	1, 2, 3, 4	25
3	Mid-term exam	1, 2, 3, 4	25
4	Reflection paper	1, 2, 3, 4, 5	25

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Class and tutorial participation

Criterion

Demonstrate preparedness for class, articulate ideas and engage in discussion.

Excellent (A+, A, A-)

Good participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate.

Good (B+, B, B-)

Records of absence, good familiarity with readings, good capacity to articulate ideas and debate.

Fair (C+, C, C-)

Records of absence, some familiarity with readings, adequate capacity to articulate ideas and debate

Marginal (D)

Records of substantial absence, limited familiarity with readings, limited capacity to articulate ideas and debate

Failure (F)

Records of substantial absence, little or no familiarity with readings, little or no capacity to articulate ideas and debate

Assessment Task

2. Term paper

Criterion

Summarize, analyse and evaluate arguments

Excellent (A+, A, A-)

Excellent capacity to summarize, analyse and evaluate arguments in assigned works

Good (B+, B, B-)

Good capacity to summarize, analyse and evaluate arguments in assigned works

Fair (C+, C, C-)

Adequate capacity to summarize, analyse and evaluate arguments in assigned works

Marginal (D)

Limited capacity to summarize, analyse and evaluate arguments in assigned works

Failure (F)

Fail to summarize, analyse and evaluate arguments in assigned works

Assessment Task

3. Mid-term exam

Criterion

Synthesize and reflect upon ideas learned in the course

Excellent (A+, A, A-)

Excellent capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.

Good (B+, B, B-)

Good capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.

Fair (C+, C, C-)

Adequate capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.

Marginal (D)

Limited capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.

Failure (F)

Fail to synthesize and reflect upon ideas discussed in readings and in class discussion.

Assessment Task

4. Reflection Paper

Criterion

Synthesize, reflect upon and apply ideas learned in the course

Excellent (A+, A, A-)

Excellent capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner

Good (B+, B, B-)

Good capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner

Fair (C+, C, C-)

Adequate capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner

Marginal (D)

Limited capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner

Failure (F)

Fail to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner

Part III Other Information**Keyword Syllabus**

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.

Reading List**Compulsory Readings**

	Title
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 Kabary 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

Additional Readings

	Title
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," Selections from the prison notebooks of Antonio Gramsci. 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
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