

**Government of the Russian Federation**  
**Federal State Autonomous Educational Institution for Higher Professional**  
**Education**  
**"National Research University — Higher School of Economics"**

Faculty of Sociology

**Syllabus**  
**Sociological theory**

An undergraduate course in the discipline #040100.62, «Sociology»

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Chair \_\_\_\_\_

Recommended by the section of the council for education and methodology in Sociology

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Approved by the Academic Council of the Faculty of Sociology «\_\_» \_\_\_\_\_ 2013 г.

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*This syllabus can not be used by other divisions of the university and other educational institutions without the permission of the developing department.*

## 1 Purpose and normative references

This syllabus establishes minimum requirements for a student's knowledge and skills and determines the content and types of educational activities and assessments.

The syllabus is designed for instructors, teaching assistants, and students of the course within the 040100.62 discipline, namely "sociological theory."

The syllabus is developed in compliance with:

- The original educational standard of the National Research Institute — Higher School of Economics for sociology.
- Educational curriculum of the discipline #040100.62, Sociology.
- Working curriculum of the NRI—HSE for the discipline #040100.62, Sociology, undergraduate training, ratified in 2011.

## 2 Objectives of the course

**The main objective** of the course is to introduce the fundamental principles, concepts, and theories of sociology and to help students learn the basic elements of professional culture and sociological reasoning skills used when analyzing various phenomena and events. The course acquaints students with works by reputed sociologists of the past and the present. Additionally, this course prepares students for a further, deeper study of special sociological disciplines and fields of sociological knowledge.

## 3 Student competences formed as a result of this course

As a result of having taken this course a student shall:

### **Know:**

- Basic principles and concepts of theoretical sociology;
- Major classical and contemporary sociological theories and schools;
- Theoretical premises of applied sociological disciplines;
- Basic patterns to be observed in complex social processes and the functional mechanisms of basic social units;
- Basic theoretical models and research methods that describe social action, social perception, communication and interaction at macro- and microlevels.

### **Be able to:**

- Use acquired skills to analyze facts and real-life events from the standpoint of sociology;
- Use acquired skills to conceptualize and solve social problems.

### **Have had experience of:**

- Working with scholarly literature in sociology, including that in foreign languages;
- Performing information search on sociological topics;
- Composing book reviews, essays, surveys, simple academic papers;
- Making oral presentations on a specific topic.

Having studied this discipline, a student acquires the following competences:

Competence	Code in the FSES / NRI	Descriptors – basic signs of having acquired a competence (indicators of meeting an objective)	Forms and methods of teaching helping to form and develop a competence
Ability to perceive, generalize, analyze	OK-1	Interprets and evaluates phenomena and events of social	Lectures, seminars, independent work with

information ( <i>partially satisfies</i> )		life from the standpoint of sociological knowledge	readings, and writing assignments (an essay, homework)
Ability to construct a logical, well-substantiated and clear speech, both orally and in written form ( <i>partially satisfies</i> )	OK-6	Uses acquired knowledge and skills to independently study sociological theories and interpret particular events and processes taking place in the society	Lectures, seminars, literature study, oral presentations, and writing assignments
Awareness of the social importance of one's future profession, high motivation for professional activities ( <i>partially satisfies</i> )	OK-8	Demonstrates love for future profession and adherence to its principles and ideals	Lectures, seminars, and independent work
Ability to analyze socially significant problems and processes ( <i>partially satisfies</i> )	OK-10	Is skilled in establishing, evaluating, analyzing, and interpreting socially significant phenomena	Preparation of oral presentations and participation in seminar discussions
Sufficient fluency in foreign language to communicate orally and to search for and analyze foreign sources of information ( <i>partially satisfies</i> )	OK-15	Is skilled in reading specialized foreign literature and oral comprehension	Lectures by foreign instructors and reading additional literature in foreign languages
Ability to use in professional activities both general and professionally specific knowledge and skills in the basics of sociological theory and methods of sociological research ( <i>partially satisfies</i> )	ПК-1	Utilizes sociological concepts and theories in academic research, applied, managerial and pedagogical activities	Lectures, seminars, independent work, and writing assignments (an essay, homework)
Ability and readiness to use one's knowledge of methods and theories of social sciences and the humanities in performing an appraisal, consultation, or analysis ( <i>partially satisfies</i> )	ПК-4	Is skilled in applying sociological theories and concepts to analyzing social reality, writing and presenting reports on sociological topics	Seminars and writing assignments
Ability to use basic	ПК-10	Demonstrates an ability to use	Participation in seminar

theoretical knowledge and practical skills to participate in academic and applied studies, analysis, and consulting ( <i>partially satisfies</i> )		acquired knowledge and skills in scientific, analytical, and applied activities	discussions and writing assignments
Ability to use acquired knowledge in teaching sociological disciplines (knowledge of the basics of socio-economic disciplines and the humanities) ( <i>partially satisfies</i> )	ПК-12	Has skills of teaching and communicating with an audience	Seminar discussions and oral presentations

#### 4 Place of the discipline in the educational curriculum structure

For “Sociology” majors, the present course is a mandatory element of their professional training cycle (the foundations). Prerequisites for the present course are:

- High School Social Sciences;
- High School History;
- High School Foreign Language;
- High School Computer Science.

In order to succeed in this course, students must have the following knowledge and competences:

- Ability to work with academic readings in the humanities and social sciences;
- Basic computer skills;
- Foreign language reading skills.

This course is a prerequisite for the later study of the following:

- Economic sociology
- Demography
- Social and economic anthropology
- Quantitative methods in sociological research
- Modern sociological theories
- Social structure and social stratification
- Sociology of consumption
- Classics of sociology: textual analysis
- Social theory of family and familial relations
- Sociology of politics: resource mobilization
- Sociology of religion
- Sociology of business behavior
- Sociology of fashion
- Principal sociological approaches to analyzing organizations
- Culture in modern European societies: institutional analysis
- Psychoanalysis in sociology
- Contemporary German theories on the society
- Social theories of tourism

- Public opinion sociology
- Sociology of emotions
- The Chicago school of sociology
- Sociology of entrepreneurship
- Sociology of education
- Sociology of culture
- Sociology of science and scientific knowledge
- Ethnosociology
- Sociology of professions
- Socio-political institutions and the establishment of democratic systems: introduction into analysis
- Sociological-psychological studies of urban life
- Globalization theories

## 5 Thematic plan of the course

	Name of section/ topic		Lecture Hours	Seminar Hours	Practicum Hours	Self-Study Hours
	Sociology as science		3	2		8
	Prehistory of sociology		3	2		8
	Culture and society		2	2		8
	Social institutions		6	4		8
	Socialization		2	2		8
	Social groups and organization		3	4		8
	Social parity and disparity		3	4		8
	Social processes, changes, and movements		2	2		8
	Mass behavior and mass communities		2	2		8
	Sociology and the Russian society		4	4		8
	History of sociology as a field of knowledge		1	1		3
	Prehistory of sociology: ideological premises of a		1	1		3

	science about society					
	Sociology of Auguste Comte		2	2		6
	Sociology of Herbert Spencer		-	-		5
	Sociology of Karl Marx		2	2		6
	Naturalism in sociology		1	-		4
	Psychobiological and psychological reductionism		1	-		4
	Sociology of Ferdinand Tönnies		2	2		5
	Sociology of Georg Simmel		2	2		6
	Sociology of Emile Durkheim		4	4		8
	Sociology of Vilfredo Pareto		1	-		6
	Antipositivism and antinaturalism in the social sciences' methodology in the 19th to the first half of the 20th century		1	-		2
	Sociology of Max Weber		4	4		8
	Empirical social studies of the 19th to the first half of the 20th century		1	-		2
	Research on local communities in the American sociology of the first half of the 20th century: R. and H. Lynd's <i>Middletown</i> , Warner's <i>Yankee City</i>		1	2		3
	Robert Park and the Chicago school of sociology		4	4		8

	The birth of symbolic interactionism: the “social behaviourism” of George Herbert Mead		2	2		6
	Functionalism and structuralism in the British social anthropology of the first half of the 20th century: Bronislaw Malinowski and Alfred Reginald. Radcliffe-Brown		2	-		4
	Sociology of Pitirim Sorokin		-	1		4
	Structural functionalism: Talcott Parsons		4	4		8
	Structural functionalism: Robert King Merton		2	2		4
	Sociology of Thomas Humphrey Marshall		2	2		4
	Sociology of Charles Wright Mills		2	2		4
	The Frankfurt school of neo-Marxism		2	2		6
	Neo-Freudism in sociology		2	2		4
	Chicago sociological tradition in the 30s–60s: Louis Wirth and Everett Cherrington Hughes		2	2		4
	Social exchange theories: George Caspar Homans, Peter Blau		3	2		5
	Social conflict theories: Lewis Coser, Ralf Dahrendorf		3	2		5
	Symbolic interactionism: Herbert Blumer		2	2		5
	Phenomenological		4	2		6

	sociology: Alfred Schutz					
	Phenomenological “sociology of knowledge”: Peter Berger and Thomas Luckmann		4	2		5
	Ethnomethodology: Harold Garfinkel		4	2		6
	Sociology of everyday life of Erwing Goffman		4	2		4
	<b>Total:</b>		<b>102</b>	<b>85</b>		<b>245</b>

## 6 Ways to control students’ knowledge

Type of control	Form of control	Year 1				Year 2				Parameters**
		1	2	3	4	1	2	3	4	
Regular (weekly)	Quiz		*		*					Written test, 15 (for 20 test questions) to 20 minutes (30 test questions) long.
	Essay		*		*	*				15–18,000 characters (5–7 pages)
	Homework	*		*						Written assignment, 6–8,000 characters long (2–3 pages)
Midterm	Pass/fail exam		*							Oral interview on the material of section I or a written test based on exam questions (60 minutes) or test assignments (30 minutes)
	Exam				*					Oral interview on the material of section II or a written test based on exam questions (60 minutes) or test assignments (30 minutes)
Final	Exam					*				Oral interview on the entire course material or a written test based on exam questions (60 minutes) or test assignments (40 minutes)

### 6.1 Knowledge and Skills: Marking criteria



For seminar participation, a student must demonstrate:

- Knowledge of (mandatory) primary sources and lecture contents;
- Correct use of sociological theory's conceptual apparatus;
- An ability to perceive, generalize, analyze information;
- An ability to construct a logical, well-substantiated and clearly structured oral presentation;
- A striving for self-development and advancement of knowledge;
- An ability to analyze socially significant problems and processes.

For homework, a student must show:

- An ability to perceive, generalize, and analyze information;
- An ability to interpret and evaluate social phenomena with sociological knowledge;
- An ability to construct a written presentation in a logical, well-substantiated, and clear way;
- A desire for personal development and advancement of knowledge;
- An ability to analyze socially significant problems and processes;
- Possession of skills enabling one to reveal and evaluate socially significant phenomena, as well as to analyze and interpret them;
- Foreign language fluency sufficient to search up sources and analyze information in foreign languages;
- An ability to use fundamental and professional knowledge and skills as applied to the basics of sociological theory.

For the essay, a student must demonstrate:

- An ability to correctly select sources;
- Thorough knowledge of sources;
- An ability to perceive, generalize, analyze information;
- An ability to interpret and evaluate phenomena and events of social life from the viewpoint of sociological knowledge;
- An ability to construct written speech in a logical, well-substantiated and clear way;
- A desire for personal development and advancement of knowledge;
- An ability to analyze socially significant problems and processes;
- Possession of skills enabling one to reveal and evaluate socially significant phenomena, as well as to analyze and interpret them;
- Foreign language fluency sufficient to search up sources and analyze information in foreign languages;
- An ability to use fundamental and professional knowledge and skills as applied to the basics of sociological theory;
- Keeping with the standard requirements for the formatting of written assignments (bibliography, citations, references, structure of the text, spelling, etc.)

For written tests, a student must show:

- Knowledge of the lecture material and of the mandatory readings;
- An understanding of the internal logic of the theories and their components studied so far.

All grades are assigned along a ten-point scale.

## **7 The content of the course**

### **Section I. General Sociology**

### **Unit 1. Sociology as science.**

What does sociology study? What are the basic features and criteria of sociological knowledge? What does sociology have in common with other sciences, including natural sciences? Specifics of sociology as part of the humanities which distinguish it from natural sciences. Sociology's distinction from non-scientific forms of knowledge about the society.

Paradigms and their role in sociology's development. Factors in the development of sociological knowledge. Four functions of sociology as science: description, explanation, prediction of social processes, social technology.

The structure of sociological knowledge. Macro-sociology and micro-sociology; theoretical and empirical, fundamental and applied sociology; general sociology and particular sociologies.

A sociologist's professional ethics. Why does contemporary society need sociology?

### **Unit 2. Ideas that gave birth to sociology: intellectual premises of sociology as science**

Formation of the idea of society. Establishment and development of various traditions in the understanding of social reality. Society as a natural formation and society as an artificial formation. Social nominalism and social realism. A notion of natural and civil states of man. Social contract theories. Correlation of concepts: society and the state. Evolution of notions about society in the European social thinking before the nineteenth century.

Formation of an idea of social law as a natural law applied to society. Laws ontological (what is) and deontological (what must be) as well as their relationship to the history of European thought. Impact of the idea of natural law on the understanding of society's structure and development.

Formation of the idea of progress. Four theories evaluating the direction and content of social development: theories of progress, regress, cyclical development (the whirlabout of history), and the pendulum-like development. Establishment and growth of the rationalist idea of progress. Its significance for the emergence of sociology and subsequent criticism.

Formation of an idea of method and its significance for the emergence of sociology. Mechanical philosophy of nature and its influence on the creation of sociological methodology. "Political arithmetics." Sociology as "social physics" and "social physiology".

When and where does sociology begin?

### **Unit 3. Culture and society.**

Human nature and culture. Biological and cultural heredity, genetically and culturally programmed behavior. Animal communities, human societies. Culture and the social system.

Elements of culture. Symbolic and emblematic elements. Language and signs. Cultural patterns. Culture and socially regulated behavior. Norms and values. The notion of anomie. Tradition and custom, Consuetudinary law. Religious, moral, and legal norms.

Culture and subculture. Subcultures of various social groups.

Traditional, egalitarian, and mass culture.

#### **Unit 4. Social institutions.**

The concept of social institutions. Institutions and social functions. Manifest and latent functions of institutions. Social actions and institutions. Processes of institutionalization. Institutions and divergent behavior. Types of social institutions.

Family as a social institution. Marriage. Matrimony, parenthood, childhood. Evolution of family. Types of families. Social functions of family. Marriage and divorce. Family in modern societies.

Religion as a social institution. Structure and social functions of religion. Religious communities, groups, and organizations, Religion in modern societies,

Economy as a social institution. Connection with other institutions. Manifest and latent functions of economic phenomena. Social aspects of production, distribution, exchange, and consumption of economic assets. Economy and social differentiation. Social significance of labour and labour satisfaction. Profession and its prestige. Professional groups.

Politics as a social institution. Politics and types of power. Theory of elites. Forms of governance. Structure and functions of politics. Political power, political movements, political parties.

Law as a social institution. Legal norms and sanctions. Social functions of law. Morals and law. Law and criminality.

Mass media and their role in modern society.

#### **Unit 5. Socialization.**

The essence of the socialization process. Stages of socialization. Establishment of the “self” and interiorization of social norms. Personality and social roles. Agents of socialization. Reference groups. Socialization and the formation and identity. The significance of socialization for the society and an individual.

#### **Unit 6. Social groups and organizations**

The nature of groups. Types of groups. Social significance of gender, age, race, and ethnic differences. The notion of minority. Ethnocentrism. Group stereotypes and biases.

The essence of social organization. Formal organization and its structure. Hierarchy, leadership, communication within organizations. Bureaucracy and its role in the social system.

The concept of community and types of communities. Territorial communities. Urbanization and ruralization.

## **Unit 7. Social parity and social disparity**

Equality as an ideal and reality. The nature of social inequality and its types. The notion of social differentiation and stratification.

Castes, estates, strata, classes. Criteria of class divisions. Class conflict and class cooperation. Non-class forms of disparity and social conflict.

Social mobility. Horizontal and vertical mobility.

Is parity possible? Is disparity inevitable?

## **Unit 8. Social processes, changes, and movements.**

Social processes. Exchange, cooperation, competition. Conflict and ways to solve conflicts. The essence and types of social changes. Sources and agents of changes. Traditions and innovations in the society. Traditional, industrial, and postindustrial societies.

The nature of social movements. Institutions and social movements. Types of social movements.

## **Unit 9. Mass behavior and mass communities.**

The nature of mass behavior and its forms. Rumours. Mass hysteria, paranoia and schizophrenia. Psychopathology and social pathology. Mass infatuations and fads. Fashion as a constant phenomenon.

Mass communities. Mob and its varieties. Public and its types. Public opinion and its role in modern communities.

Propaganda, its forms, significance, and efficiency.

## **10. Sociology and the contemporary Russian society.**

Can one describe and explain Russia's history of the twentieth century by means of sociology? Can sociological concepts, theories, models, methods contribute to the conceptualizing of the unique Russian reality? Can sociology help transform the Russian society for the benefit of its members?

Theories of industrialism, post-industrialism, and information society. Theories of modernization and post-modernization. Russia, globalization, the "world system". Traditionalist theories of social organization. The concept of transitional society. Problems of social disorganization. The concept of anomie and its role. Specific features of modern criminality.

Studies in the field of social movements, joblessness, conflicts, deviant behaviours, forced migration, social problems of the disabled, public opinion, political leadership, electoral behavior, marketing, advertizing. Formation of social reorganization programs.

The role of sociological theory. Real and putative efficiency of research. Significance of sociologists' professional and civic responsibility. Sociology as a worldview.

## **Section II. History of Sociology**

### **Unit 1. History of sociology as a field of knowledge**

What does sociology study? Criteria of sociological knowledge. What does sociology have in common with other sciences, including natural sciences? Sociology as one of the humanities: specifics which distinguish it from natural sciences. Sociology's differences from non-scientific forms of knowledge about the society.

Schools, trends, vectors of sociological thought. Paradigms in the history of sociology. Scientific revolutions. Innovations and traditions in the history of sociology. Sociological classics. The four functions of sociology as a science: description, explanation, prediction of social processes, and social technology. The factors influencing the development of sociological knowledge.

The history of science as its biography and collective memory. The significance for sociology of its own history.

### **Unit 2. Prehistory of sociology: ideological premises of a science about society**

Formation of the idea of the society. Establishment and development of various traditions in the understanding of social reality. Society as a natural formation and society as an artificial formation. Social nominalism and social realism. A notion of natural and civil states of man. Social contract theories. Correlation of concepts: society and the state. Evolution of notions about society in the European social thinking before the nineteenth century.

Formation of an idea of social law as a natural law applied to society. Laws ontological (what is) and deontological (what must be) as well as their relationship with the history of European thought. Impact of the idea of natural law on the understanding of the society's structure and development.

Formation of the idea of progress. Four theories evaluating the direction and content of social development: theories of progress, regress, cyclical development (the whirlabout of history), and the pendulum-like development. Establishment and growth of the rationalist idea of progress. Its significance for the emergence of sociology and subsequent criticism.

Formation of an idea of method and its significance for the emergence of sociology. Mechanical philosophy of nature and its influence on the creation of sociological methodology. "Political arithmetics." Sociology as "social physics" and "social physiology."

When and where does sociology begin?

### **Unit 3. Sociology of Auguste Comte**

Stages of life and work. Three periods in Comte's work. Ideological origins of his sociology. Positivism as the substantiation of science. Classification of sciences. The law of three stages.

Sociology as science and worldview. The subject matter of sociology. The method. "Objective" and "subjective" sociology. Social statistics and social dynamics. Problems of order and progress. The organicistic metaphor in Comte's sociology.

From the "objective" method to the "subjective," from science to social utopia and the founding of the Religion of Humanity. Sociology and "positive politics."

Comte's place in the history of sociology.

#### **Unit 4. Sociology of Herbert Spencer.**

Life, work, worldview. "Synthetic philosophy" and its principles. The method. An understanding of the social system: society as a super-organism. Similarities and differences between society and an individual biological organism. Three systems of organs in a social system and in an organism. Types of social institutions. Two types of societies.

Concepts of social evolution, development, progress. The essence of social evolution. Struggle for existence in Spencer's understanding.

Spencer's contribution into the development of sociology.

#### **Unit 5. Sociology of Karl Marx.**

Characteristic features of his personality and work. Multitude of interpretations of his doctrine. Marx as a sociologist and Marx as a social commentator and political figure. Ideological and theoretical roots of Marx's sociology.

Marx's philosophical anthropology. Interpretation of man and society. *Homo faber*. Materialistic understanding of history and its significance for sociology. Principal tenets: social being and social consciousness; mode of production; productive forces and industrial relations; basis and superstructure.

Methodology. Social systems theory: social formations. Social system's structure. Social development theory. Social revolution. Theory of classes and class struggle. Sociology of knowledge. Marx's empirical sociology.

Significance of Marx's sociology for the development of sociological knowledge.

#### **Unit 6. Naturalism in sociology.**

Geographic school. Predecessors of this school in the history of social thinking. Principal ideas. Geographic determinism and the interaction of society and the natural environment. H. Buckle and his analysis of geographic factors influencing civilization. C. Ritter: human's unity with the environment. . Ratzel's anthropogeography and ethnology. K. Haushofer and

the German geopolitical school. American environmentalism: E. Semple and E. Huntington. F. Le Play's school. French sociogeography: P. Vidal de la Blache and E. Reclus.

Bioorganic school. Principal tenets and the origins of organicism in sociology. Main representatives. P. Lilienfeld and his treatise on the social science of the future. Shäffle and his analysis of "social bodies." Organicism combined with psychologism: A. Fouillée and R. Worms. A. Espinas: from organicism towards studying animals' social life.

Social-Darwinist school. Basic principles and origins. Main representatives. W. Bagehot and the application of the principles of biological evolution theory to the human social life. L. Gumplowicz: struggle between social groups as the major factor of social life. G. Ratzenhofer and conflict of interests. A. Small: combination of social-Darwinism and psychologism. W. Sumner: exaggerated Spencerianism and the study of folkways.

The racial anthropological school. Socio-psychological, ideological and utopian origins and functions. Main principles. J.-A. de Gobineau as the founder of the racial anthropological school. Elitism, racial determinism and cultural relativism. H. Chamberlain's and M. Grant's philosophy of history. Anthroposociology: O. Ammon and G. Vacher de Lapouge. L. Woltmann: a combination of racism, social-Darwinism and socialism.

### **Unit 7. Psychobiological and psychological reductionism.**

Principles of psychological evolutionism in sociology and its origins. From biological to psychological reductionism. Biologism and psychologism as synthesized in the works of L. Ward and F. Giddings. Sociological theories of L. Ward. Genesis and telesis. F. Giddings. The concept of "the consciousness of kind" and a typology of social classes.

Instinctivism. Its origins. The concept of instinct in science in the late nineteenth to early twentieth centuries. W. McDougall: instinctivist interpretation of social life. The role of instinct in Freud's social theory. General evaluation of instinctivism in sociology.

Socio-psychology of races and group behaviours. Reasons for interest in group problems in the late nineteenth to early twentieth century. Chief categories of a mob, public, imitation, hypnosis, and mental contagion. Ideas of Italian criminalistic school. Sociological views of G. Le Bon. G. de Tarde: imitation as the basis of social life.

The birth of interactionism. The essence of interactionist orientation in sociology. Three elements of "self" (personality) according to W. James. Sociological theories of Cooley. The "looking-glass self" and its elements. Primary and secondary groups. Sociological studies of W. I. Thomas. The concept of the social situation. Typology of personality and the concept of four wishes. W. I. Thomas's contribution into the sociological theory and methodology. General evaluation of the role of psychological trend in sociology.

### **Unit 8. Sociology of Ferdinand Tönnies**

Ideological and theoretical origins and theoretical and methodological principles. Formal sociology. Ideal types.

Community (*Gemeinschaft*) and Society (*Gesellschaft*): essence, features, differences. Relations, unions, and corporations. Fraternity and authority.

Pure and applied sociology. Sociography. Classification of social norms. Empirical research.

Tönnies's contribution to the development of sociology.

### **Unit 9. Sociology of Georg Simmel**

Intellectual sources of Simmel's sociology. Multiplicity of his creative and research interests. Peculiarities of his worldview and way of thinking. Three stages of his ideological and theoretical evolution.

Sociology as a method of understanding. The subject matter of sociology and its divisions. Sociology as a study of social forms ("pure forms of sociation"). Research into individual social forms.

Theory of social differentiation, social groups and social circles. Sociology of religion and sociology of morals. Problems of culture.

Significance of Simmel's ideas for the development of sociological knowledge.

### **Unit 10. Sociology of Emile Durkheim**

Stages of life and work. The ideological sources of Durkheim's ideology.

Major works. Durkheim's program of building sociology up as a science. Anti-biologism and anti-psychologism. The subject matter of sociology. Main principles and rules of sociological method. The principle of sociologism: society as a particular reality. Social morphology.

Durkheim's theory of the labour division in society, mechanical and organic solidarity. "Collective consciousness" and "collective ideas."

Sociological analysis of suicide. Types of suicides and their causes. The notion of anomie. Significance of professional groups.

Sociology of religion. Religion as a system of social symbols. The role of collective rituals in creating and maintaining collective ideas. Social functions of religion. Social background of the categories of knowledge.

Durkheim's contribution to the development of sociology.

The Durkheimian school as a new type of research group. *Sociological yearbook* and its "team". Participation in the school of reputed representatives of various social sciences.



M. Mauss — head of the school after Durkheim. Continuity and changes in theoretical and methodological orientations. The most significant works of the school's members. The schools' place in the development of sociology.

### **Unit 11. Sociology of Vilfredo Pareto**

Characteristics of life and work. Sources of ideas. Evolution of his world outlook and scholarly interests. Main works.

Logico-experimental method.

Society as a system in a state of balance.

Logical and illogical actions. Residues and derivations.

Theory of the elites. Types of elites; circulation of elites.

Significance of Pareto's ideas for the development of sociology.

### **Unit 12. Anti-positivism and anti-naturalism in the social sciences' methodology in the nineteenth to the first half of the twentieth century.**

Basic features of the positivist-naturalist methodology in sociology. Revolution in physics and its influence on social sciences. Criticism of sociological naturalism from the viewpoint of philosophical irrationalism, spiritualism, and historicism. Substantiation of the specific character of social knowledge.

W. Dilthey counterposed natural sciences to the "sciences of the spirit". Understanding as a specific method of historical cognition.

The Baden school of neo-Kantianism on the methodology of social sciences. W. Windelband: "idiographic" and "nomothetic" methods of science. H. Rickert's "generalizing" and individualizing" methods.

The place of value system problems in neo-Kantian methodology.

Dilthey's and the Baden neo-Kantian school's influence on the subsequent development of social sciences' methodology.

### **Unit 13. Sociology of Max Weber**

Life and work. Ideological sources of sociology.

The subject matter of sociology. The concepts of "action" and "social action." Subjectively implied meaning. Types of actions.

Methodological principles of sociology. "Ideal types." Two kinds of understanding. Understanding and causal explication, their interconnection in sociology. "An understanding sociology."

Sociology of religion. Weber's work *The Protestant Ethic and the Spirit of Capitalism*. Theory of rationality. Religious "ethic" and the "world": types of their interrelations. Weber on politics. The concept of legitimacy. Concepts of power and authority. Types of legal authority. Legal authority and bureaucracy. Patrimonialism. Charisma and the charismatic type of authority. Routinization of charisma. The concept of feudalism, types of feudalism. "Ethic of conviction" and "ethic of responsibility."

Weber on science. "Science as a vocation and profession." Science and the problem of values.

Weber's influence on modern sociology.

#### **Unit 14. Empirical social studies of the nineteenth to the first half of the twentieth century**

Sociology as an empirical science. The place of empirical research in the structure of sociological knowledge. The gap between sociological theory and empirical social research at the early stages of sociology's development. The connection between empirical research and practical social needs and problems.

Empirical research in Britain. "Political arithmetics": W. Petty and J. Graunt. T. Malthus's studies. Activities of the Manchester Statistical Society; other statistical societies. Studies by Ch. Booth, S. Rowntree, S. and B. Webb.

Empirical social research in France. Problems of population and the first surveys. The main topics of surveys. Activities of L. Villermé, A. Parent-Duchatelet, A. Guerry. A. Quételet's works and their importance. Research by F. Le Play and his school. Moral statistics in France. Durkheim as an empirical sociologist.

Empirical social research in Germany. Statistical surveys. Quételet's and Le Play's influence. Works by E. Engel. Activities of the League for Social Policy. Empirical research by F. Tönnies, M. and A. Webers, G. Schmoller. Levenstein's study *The Labour Question*. Activities of the Institute of Social Research in Frankfurt. A study on the "authoritarian personality."

Empirical social research in the USA. Topics of the first research; empiricism prevailing in the methodology. W. I. Thomas's and Znaniecki's study *The Polish Peasant in Europe and America*. Chicago school's studies. Research in the field of industrial sociology. E. Mayo: the Hawthorne experiment. Anthropologically oriented research into communities. A study of a "Middletown" (R. and H. Lynd). Studies of communities and social classes by W. Lloyd Warner and his colleagues. *The American Soldier* by S. Stouffer. Other significant studies.

#### **Unit 15. Research on local communities in the American sociology of the first half of the twentieth century: R. and H. Lynd's *Middletown*, Warner's *Yankee City*.**

Growth of interest in monographic studies of local communities in sociology and social anthropology of the first half of the twentieth century. Major studies in this field. Lack of a

unified theoretical perspective. Multiplicity of interests and viewpoints in these studies, their incompatibility. The first attempts to study one's own society in terms of anthropology.

Robert and Helen Lynd's *Middletown* study. A combination of a synchronous and a diachronous approaches. An anthropological model applied as a general frame of reference. Topics and results of the study. A scheme of class division (the "business" and the "working" classes); empirical importance of the class stratification. "Middletown" as a micro-model of the modern society; social change tendencies therein. Research methods and procedures.

William Lloyd Warner: continuation of the British functionalist tradition in the USA. *Yankee City* as the largest monographic study on a local community in the history of social sciences. The general conceptual structure. "Community" as the principal object of research. Comparative sociological approach. Community's subsystems. "Social structure" and the concept of the "basic structure." Thematic scope of *Yankee City*. W.L. Warner's contribution into the development of class analysis. A six-member model of class division; objective and subjective aspects of classes. Methods of empirical study of class division including an "index of status characteristics" and "participation evaluation." Transformation of the role of local communities and the diminishing importance of local institutions in the contemporary world (the concept of the "emerging American society"). Warner and the Chicago sociological tradition.

## **Unit 16. Robert Park and the Chicago school of sociology**

Institutional, intellectual, and social contexts to form the Chicago school. A phenomenon of "schools of thought" in sociology: did the Chicago school ever exist or is it just a construed "myth?" The prehistory of the Chicago school and early American sociology (A. Small, William Isaac Thomas). The study *The Polish Peasant in Europe and America*. Quantitative methods in this study. The concepts of "situation," "settings." The principles of accounting for the "subjective viewpoint." The "Thomas theorem."

Robert Ezra Park as an intellectual leader of the Chicago school. The Chicago school's research programs. Empirical studies carried out by the Chicagoans; their subject matter; as well as their relationship with social issues, practical demands and social politics. The general "correlation scheme" of the Chicago studies ("socio-ecological approach"), Park's role in its development. Park's orientation at synthesizing various sociological traditions.

Sociology as a general and specialized science. Concepts of human nature, group behaviours and social order. Human ecology and social psychology as components of sociology as well as their combination in the socio-ecological approach. The "biotic" and the "cultural." The four levels of social organization: ecological, economic, political, and cultural.

Ecological order. "The web of relations." Concepts of community and natural environment. Principles of competition, succession, dominance as the principal organizing forces at the ecological level. The similarities and differences between human communities and plant or animal communities. Cultural (moral) order and its connection to communication. The assimilation cycle: "competition — conflict — accommodation — assimilation." "Competitive cooperation" and "consensus" ("accord").

Human as an “individual organism” and a “person.” A “person” is made up by the roles it plays. The concept of a “marginal man”: marginality’s link to cultural conflict.

Chicago’s “urban sociology.” A town or city as a “social laboratory.” Urban society as a “spatial configuration” and a “moral order.” A combination of quantitative and qualitative methods in urban research. The theory of urban “metabolism” and a concentric model of “urban (urban rings, or zones’) growth” by E. W. Burgess. “Intrusions” and “successions” in urban development. A model of social change.

Chicago studies of urban communities (“natural environments”) on the example of Harvey Warren Zorbaugh’s *Gold Coast and Slum*.

Chicago sociological tradition after Park.

### **Unit 17. The birth of symbolic interactionism: the “social behaviourism” of George Herbert Mead.**

Early interactionist concepts in American sociology and social psychology (Ch. H. Cooley and W. I. Thomas). George Herbert Mead as a founder of symbolic interactionism. Mead’s social behaviourism *versus* J. B. Watson’s classical behaviourism. Philosophy of pragmatism, its importance for the development of symbolic interactionism.

The concept of the “act.” A scheme of the act as an alternative to the “stimulation – reaction” model. Phases of the act (“impulse,” “perception,” “manipulation,” and “consummation”) and the connection between them. The social nature of the act. The act as an interaction of a “live form” with an environment.

Conceptual analysis of an interaction: a “gesture,” “a dialogue of gestures,” an “object,” “meaning,” “symbol,” and “interpretation.” The role of language in organizing interactions. Society as a process of interaction. Two level of interaction: non-symbolic and symbolic. Social nature of thinking: thinking as an “internal dialogue” and “an imagined rehearsal.”

The “self” and its connection with interaction. The “self” as a process. Two aspects of human “self”: “I” and “me.” Social (role-playing) nature of the “self.” The genesis of the “self”: acceptance of roles and expectations of the other (the others, the generalized other). The generalized other’s expectations as group’s expectations. Mead’s concept of the development of the “self” (socialization): imitation, spontaneous play, organized game.

Multiple “selves”. The understanding of sociality as the “multiplicity of perspectives.” The principle of relativity in Mead’s socio-psychological concept.

Mead’s ideas as they developed in sociology and social psychology: the Chicago (Blumer) and Iowa (M. Kuhn) versions of symbolic interactionism.

### **Unit 18. Functionalism and structuralism in the British social anthropology of the first half of the twentieth century: Bronislaw Malinowski and Alfred Reginald Radcliffe-Brown**

Durkheimian tradition in the British social anthropology. Social anthropology and sociology.

Bronislaw Malinowski's functionalism. Culture as an object of study. Holistic interpretation of culture, its significance for fieldwork. Functional analysis and the theory of needs. Biologically and culturally determined needs. Double determination of human behavior. Instrumental and integrative cultural "imperatives." The theory of institutions; institutional analysis as connected with functional; multifunctional and integrative character of institutions. The concept of a charter. Malinowski on the role of empirical research in the development of socio-scientific knowledge.

Alfred Radcliffe-Brown's naturalistic structuralism as one of the developments of Durkheimian sociology. Social anthropology as "comparative sociology." The relationships between theory, method, and fieldwork. Radcliffe-Brown on the role of concepts in building a theory. Social structure as a "network of social relations." "Dyadic relations," models of their analysis. The place of research into kinship systems in sociological knowledge. The "person" and his/her connection with the social structure. Analysis of "social relations" and "institutions" ("social customs"). "Social values." The concept of religion and ritual after the development of Durkheim's sociology of religion. The project of a "natural science about society" as the quintessence of Radcliffe-Brown's sociology. Structural reductionism.

British functionalism and structuralism and their influence on the later sociology and social anthropology.

### **Unit 19. Sociology of Pitirim Sorokin**

"Integral sociology" of Pitirim Sorokin. The Russian period in his work: a brief characteristic. Sorokin's role in the development of Russian sociology and organization of sociological education in Russia. Systemic approach to analyzing social phenomena. The concept of "interaction" as a core concept in the "system of sociology." Economic, statistical, and sociological analysis of social phenomena. Studies of war, disaster, and hunger.

Sorokin's work in America. Sorokin as a historian and a theorist of sociology. Sorokin's role in organizing a sociological centre in Harvard. The "analytical" theory and its synoptic tendencies and content. Sorokin's "system" as a synthesis of various approaches. Application of quantitative analysis to "measuring" social objects. Sorokin's measuring scales.

The integral model of society in Sorokin's sociology. Society as a system of systems and interrelated groups. Social, cultural, and personal systems. The theory of "cultural supersystems." Three types of cultural super-systems: ideational, sensate, and intermediate (idealistic). The theory of "social and cultural dynamics"; criticism of cyclical and evolutionary models; a fluctuating model of development. The idea of "the crisis of our age": an application of cultural super-systems' theory to the modern state of society. Theoretical premises of the later studies of "altruism."

The theory of "social stratification" and "social mobility." "Social space" and its principal dimensions. Main kinds of social stratification: economic, political, professional. Quantitative parameters of social stratification and mobility; patterns of their changes (the fluctuating model). "Social elevators" ("channels of vertical mobility"), their variability in different periods and different societies.

## **Unit 20. Structural functionalism: Talcott Parsons**

Structural functionalism as the dominant sociological “paradigm” of mid-twentieth century. The “grand theory” of Talcott Parson and its significance for this paradigm. Theory as a system of concepts and the nature of “analytical” concepts.

Parson’s “evolutionary” approach to theory’s development. Periodization of Parson’s scholarly work.

The early period. His work *The Structure of Social Action* (1937): elaboration of the general “theory of action.” The context of developing the “theory of action,” its main intents. The idea of “convergence” of sociological theories. Building a theory of action based on the critical analysis and reconstruction of Weber’s, Durkheim’s, V. Pareto’s, and A. Marshall’s ideas. Parsons’ epistemological position: “analytical realism.” Critique of the different versions of positivism: the problem of action and the problem of order (“The Hobbes problem”). Parsons’ solution for these problems. The scheme of the “singular act” (“elementary act”). A priority of the “normative orientation.” Development of the scheme of the singular act in light of motivation problem: the scheme of “the unit act” (1951). “Motivational” and “axiological” orientation; cathectic, cognitive, and axiological aspects of motivation.

Parson’s middle period. Transition from the “unit act” to “systems of action.” Main stages of this transition. The scheme of “pattern variables.” Development of a functionalist model for the analysis of systems of action: the concepts of “system,” “structure,” “process,” “subsystems,” “mutual exchanges,” “functions,” “functional imperatives,” etc. The scheme of AGIL (1953). Ways of converting the scheme of “pattern variables” into the scheme of AGIL.

Late period. Using the scheme of AGIL to analyze the general system of action, the social system and the system of human existing conditions. Correlation of these systemic levels. Mutual exchanges between subsystems and between the system and the environment. The theory of “generalized symbolic media.” Subsystems of the system of action (behavioral, personal, social, cultural) and their characteristics. Subsystems of the society (economic, political, societal community, fiduciary), their basic structural elements and respective “generalized media.” Subsystems of the system of human existing conditions. The model of “cybernetic continuum” (“a cybernetic hierarchy of conditions and controls”). The theory of social change, its conceptual apparatus. Evolution of social systems, its most important parameters. The “system of modern societies.”

The place of Parsons’ theoretical system in the history of sociological thought.

## **Unit 21. Structural functionalism: Robert King Merton**

Robert King Merton as a classic of structural functionalism. *Social theory and social structure*, the place of this work in the twentieth century sociology. Merton’s contribution to various fields of sociological knowledge.

The strategy of creating sociological theory and developing sociological knowledge. Criticism of “grand theory.” “Middle-range theories.” Social theory and empirical studies, their mutual relations.

Merton’s “paradigm of functional analysis,” its importance for theory and empirical research. Criticism of the earlier anthropological functionalism and its tenets (functional unity, universal functionality, functional necessity). Criticism of conceptual confusion in anthropological functionalism. Concepts of “function,” “dysfunction,” “functional alternatives;” distinguishing “manifest” and “latent” functions; and “the net balance of consequences.” “The basic theorem of functional analysis.” Structural contexts, importance of taking them into account when studying social phenomena; the place of structural explanations in Merton’s sociology.

Merton’s concepts of “anomie” and “deviance.” Deviance as a “normal” way of adapting to contradictions in social structure. Five modes of adaptation to a social structure with contradicting terminal and instrumental values: conformity, innovation, ritualism, retreatism, and rebellion. Socio-critical aspect of Merton’s analysis of anomie in the modern society.

Merton’s contribution into the sociology of knowledge and the sociology of science. The “ethos of science”: the values of universalism, communism, objectiveness, organized skepticism. Science and the social structure. Dysfunctions in the world of science. Researching the puritanism’s influence on the development of science and technology in England of the seventeenth century. The role of intellectuals in the modern world.

Analysis of bureaucratic structures and their influence on personality. The theory of reference groups. Columbia university as one of the centres of developing empirical research and quantitative methods. Paul Lazarsfeld, his contribution into the development of quantitative methods of analysis in sociology.

Merton’s place in sociology of the twentieth century.

## **Unit 22. Sociology of Thomas Humphrey Marshall.**

Thomas Humphrey Marshall as the leading British sociologist of mid-twentieth century. His chief academic interests. “Historical-institutional” approach in sociology. The background of Marshall’s sociological work in connecting British sociology, institutional history, and social politics. Marshall’s contribution into the institutionalization of sociology in Great Britain (London School of Economics, Cambridge).

Research into social stratification. Main types of stratification: caste, estate, class. The concept of “status”. Critique of the prevailing interpretations of “social status” and approaches to the study of contemporary stratification systems.

Marshall as the founder of sociological research into the institution of citizenship. The gist of his work *Citizenship and social class*. The connection between studies on citizenship and those on modern stratification systems. Citizenship as a “status.” The main components of citizen status (civil, political, and social rights) and respective institutions. Historical evolution of the status of citizen in Great Britain from the eighteenth to twentieth century. Evolution of citizenship and its influence on stratification through a transition from the

estates to the class system. The concept of “social class.” Interpretation of contemporary class conflict: main conflictogenic processes (comparison, frustration, oppression), resentment as a social emotion which maintains class conflicts. Later development of Marshall’s concept of social class and class conflict in Jack Barbalet’s “sociology of emotions.”

Interpretation of civil rights as “civic culture” and a type of “power.”

The concept of the “hyphenated society.” Definition of the modern type society as the “democratic welfare capitalism.” Incompatibility of principles of “welfare,” capitalism, and democracy as the defining feature of modern society and the leading force of its development.

Marshall’s impact on the sociology of the second half of the twentieth century.

### **Unit 23. Sociology of Charles Wright Mills.**

Sociological ideas of Charles Wright Mills. The concept of the “sociological imagination.” Ideological engagement of sociology, its acknowledgement and acceptance. Mills’ contribution into the sociology of sociology. Critique of the “grand theory,” “abstract empirism,” and bureaucratization of social research. History, social structure, and individual biography as three most important research perspectives in sociology, their inseparable connection. The principle of “every sociologist is his own methodologist and his own theorist.” The place of critically thinking intellectuals in the contemporary society; the importance of developing and popularizing “sociological imagination” as the new “style of thinking.” “Private troubles” and “social problems.”

A study of the American “power elite” (1956). The use of various research perspectives and sociological data in this study. The concept of the power elite. Governing institutions and “positions of power” in the modern society. The intermingling of economic, political, and military “elites” in societies of modern type. Historical analysis of development of American elites: from local elites to the centralized ruling elite. Structural premises of this development. The elite and the “mass society.” Chief characteristics of the “mass society.”

Socio-critical orientation of Mills’ sociology. Renewal of interest in Mills’ legacy in the 1960s. Is Mills still relevant today?

### **Unit 24. The Frankfurt school of neo-Marxism.**

The Frankfurt school of neo-Marxism, the social and institutional conditions of its appearance. The Frankfurt Institute of Social Research. *Studies in Philosophy and Social Sciences*. The main representatives of the school. Main periods in the work of the Frankfurt school: European, American, and West German.

The programmatic essay by Max Horkheimer: *Traditional and Critical Theory*. Critique of the “traditional theory.” Main tenets of the “critical theory.” The notions of the “total praxis” and “total subject.” Early studies of family and authority (M. Horkheimer, Fromm). Walter Benjamin’s essay *The Work of Art in the Age of Technical Reproduction*, its principal ideas and its significance for later critical studies of mass media.



Neo-Marxist vision of the history of Western civilization in Max Horkheimer's and Theodor Adorno's book *The Dialectic of Enlightenment*. The concept of "Enlightenment." Rationalization as the basis of Enlightenment. Enlightenment and mythology, their dialectical connection. The "subject" and the "object": critique of their separation. Revealing Western rationality structures as ideological reflections of power relations and the means of their legitimization. The all-pervading "reification" and "estrangement" as integral components of late capitalism. Enlightenment's transformation into mythology and fascism as the inevitable consequence of western bourgeois rationality. Criticism of mass culture in *The Dialectic of Enlightenment*.

*The Authoritarian Personality* (Adorno et al.), its gist and main conclusions. Key parameters of the "authoritarian personality." The use of scales (a "scale of fascism," a "scale of anti-Semitism") and deep psychoanalytical methods in this study. The Frankfurt "critical theorists's" sociology of art. Adorno's sociology of music.

The main ideas of H. Marcuse's postwar works (*Eros and Civilization*, *One-Dimensional Man*, *An Essay on Liberation*).

"The method debate." Theodor Adorno's dispute with Karl Popper in the 1960s.

The lessening of the Frankfurt school's influence and the end of its existence due to the role of student rebellions of the late 1960s.

## **Unit 25. Neo-Freudism in sociology.**

Sigmund Freud's classic concept of psychoanalysis, its major tenet Freud's concept of man: "consciousness" and "the unconscious"; "Id," "ego," "Super-ego"; and the theory of sexuality. Man and culture. The notion of "sublimation." Culture's being "repressive." The theory of personality development ("psychosexual development"): the oral, anal, genital stages; "Oedipal complex." The concept of "character." Freud's contribution in the development of group psychology.

Psychoanalysis and its influence on social sciences. Neo-Freudism: its representatives and their main ideas. Psychoanalysis and sociology.

The "culture-and-personality" trend in American cultural anthropology. Abraham Kardiner's concept of the "basic type of personality" (or "basic personality structure"). The basic type of personality as a result of human adaptation to the environment; the role of family and educational practices ("primary institutions") in a personality's formation. "Secondary institutions" (systems of ideas and their representations) as projections of the "basic type of personality." Indirect influences of natural and economic environments on personality structures. The concepts of "modal personality" (C. DuBois, M. Mead) and "status personality" (R. Linton) and so on.

Erich Fromm's humanistic neo-Freudism. The concept of "social character." Social character as the link between personality and socio-economic structure of society. Functions of social character (biological, psychological, social). "Unproductive" orientations (types) of social character: receptive, hoarding, exploitative, and marketing. "Productive" orientation.

“Authoritarian character,” its origin and main features. “Automatic conformism” and the “escape from freedom.” Analysis of the “destructivity” phenomenon in Fromm’s works.

Psychoanalytically oriented sociology and its links to neo-Marxism. Ideas of “repressive bourgeois culture,” “liberation,” and the “sexual revolution” in the works of the “Freudo-Marxists” (H. Marcuse and W. Reich).

## **Unit 26. Chicago sociological tradition in the 30s–60s: Louis Wirth and Everett Cherrington Hughes**

Chicago sociology after Park. “The second Chicago school.” Louis Wirth, Herbert Blumer, and Everett Cherrington Hughes were key figures. The “Chicagoan” attitude to theory: the “scheme of correlation,” the implicit theory, the “grounded theory” (Strauss), negative attitude towards abstract theorizing as a special kind of academic activities.

Wirth’s sociology. The connection between theory, empirical research, and social practice. Wirth’s theoretical and empirical contribution to urban sociology. The concept of “urbanism as a way of life.” Sociological definition of the city. Principal criteria to distinguish urban and rural settlements. Analysis of population count, density, and heterogeneity and their impact on social relations, major institutions, and personality of an urbanite. Urbanism as “the state of the spirit.” “City” and “urbanism”: the connection between the two. Erasing the difference between the “rural” and the “urban” in the present period. Wirth’s work *The Ghetto*. Sociological concept of the “ghetto.” The “ghetto” as an “ecological range” and “the state of the spirit.” Wirth’s contribution to the analysis of the “mass society” and its key problems.

Everett Hughes’s “interpretative institutional ecology.” An “institution” as the basic unit of sociological analysis. The “institute” and the “group behavior.” The multifaceted understanding of an institution. An ecological aspect of institutions. Institutions as “ongoing concerns.” “Bastard institutions.” Consideration of various phenomena and aspects of social life in the context of institutions. The concept of “career.” “Institutional position,” “status,” “person.” The notions of “license” and “mandate.” Analysis of the national-socialist atrocities from the viewpoint of the “sociology of work” and the sociology of professions in the essay *Good People and Dirty Work*. Re-definition of the concept of the “marginal man.” Studies of racial relations. Hughes’s contribution to the development of “urban ethnography” and the “ethnography of professions.”

An interest in the Chicago sociological tradition (prewar and postwar) in the late twentieth and early twenty-first centuries.

## **Unit 27. Social exchange theories: George Caspar Homans, Peter Blau**

“Exchange theories” as an alternative to the structural-functional macro-sociology. Behaviorist psychology (B.F. Skinner’s concept of the operant conditioning) as an example and the basis for the exchange theory in its original form.

George Caspar Homans’ exchange theory. His criticism of structural functionalism and the program of “bringing men back in.” The image of a human as a *homo economicus*. Interpretation of human interaction as an exchange. Study of human behavior in small

groups. An “inductive strategy” of creating a theory. Abstractions of the “primary” and “secondary” order. Peculiar features of the conceptual apparatus of Homans’ exchange theory. Propositional structure of Homans’ exchange theory. “Empirical patterns.” A “deductive strategy” of creating a theory. An interpretation of the scientific “explanation.” “Deductive systems of propositions” and the main tenets of Homans’ exchange theory. The problem of the connection between the micro- and macro-levels of social reality. Homans’ concept of institutionalization; the concepts of “institutional” and “sub-institutional.”

Peter Blau’s “integrative exchange theory” as an attempt to synthesize exchange theory, structural functionalism, symbolic interactionism, and the conflict theory. A re-definition of the main principles of exchange. Four stages of transition from a micro-level to a macro-level: interpersonal exchange; differentiation of status and power; legitimization and organization; as well as opposition and change. Unmediated exchanges (between individuals) and mediated exchanges (between an individual and a group or between groups). “Generalized exchange media” and “generalized resources.” The concept of “concessions.” Combining the problems of exchanges with the issues of “norms” and “values” at the macro-sociological level. Blau’s typology of values: universal and particular values, values legitimizing dominance, and oppositional values.

Further development of sociological exchange theory through R. Emerson’s concept of “exchange networks.”

#### **Unit 28. Social conflict theories: Lewis Coser and Ralf Dahrendorf**

The problem of conflict in classical sociology of the nineteenth and early twentieth centuries through L. Gumplowicz, W.G. Sumner, Marx, Simmel, Park, and others. In the first half of the twentieth century the problem of conflict somewhat lost its relevance. Conflict theories experienced a “boom” after World War II. Major theorists of conflict in the 1950s and 1960s include Max Gluckman, Lewis Coser, and Ralf Dahrendorf. Conflict theories as a reaction to the “stabilization” tendency in sociology and an alternative to Parsons’ theory.

Functional conflict theory by Coser: how it was built (critical reading of the classics) and its structure. Functions of social conflict. Sources of conflicts. Unequal distribution of hard-to-procure resources, “tension,” “hostility,” “legitimacy.” The general logic of conflict development. Conflicts within a group and between groups. “Realistic” and “unrealistic” conflicts; “resentment,” and “protective valves.” The violence and duration of the social conflict and their dependence on different variables. The problems of solving a conflict.

Ralf Dahrendorf’s dialectical conflict theory. His critique of Parsons’ theory as “utopian.” The source of conflict as an unequal distribution of power in the “imperatively coordinated associations.” Dynamics of polarizing hostile groups and of the conflict development. Latent and manifest interests; quasi-groups; groups of interests; and conflict groups. A dialectical cycle of a conflict’s development and solution. The role of conflicts in the social change.

Further development of the conflict theory (R. Collins and others).

#### **Unit 29. Symbolic interactionism: Herbert Blumer.**

Development of symbolic interactionism in the middle of the twentieth century. Re-interpretation of Mead's socio-psychological ideas from the sociological perspective and their systematization by Herbert Blumer. Symbolic interactionism as an alternative to structural functionalism and scientifically-oriented empirical sociology. Main assumptions and the conceptual apparatus of Blumer's symbolic interactionism.

The nature of human act. "Social act" and "expectations." Cognitive and affective aspects of "expectations." Symbolic and non-symbolic interaction, their interrelation. "Lines of behaviour" and their coordination.

Radical micro-sociological approaches that interpret society as a process of interaction in particular situations. Interaction, formation of objects and meanings, interpretation/reinterpretation. Situational nature of social order.

The problem of transitioning from micro- to macro-level of sociological analysis: the concepts of "collective action," "webs of action," "social coordination," "institutions." Blumer as a macro-theorist (his book *Industrialization as an Agents of Social Change*).

Blumer's theory of "collective behavior." Elementary forms of collective behavior, social movements, institutionalization, crystallization of social structures. The theory of collective behavior as an explanation of social change and the role of elementary forms of collective behavior in the changing of "structures" and "institutions."

Symbolic interactionism and qualitative research methods. Case study as a typical form of symbolic-interactional empirical research.

### **Unit 30. Phenomenological sociology: Alfred Schutz.**

Alfred Schutz as the founder of phenomenological sociology ("social phenomenology"). Austro-German and American periods in his work. *The Phenomenology of the Social World* — Schutz's principal sociological work. Influence on Schutz's way of thinking of E. Husserl's phenomenology (especially his later ideas) and of Weber's understanding sociology.

Phenomenology and sociology: the project of building socio-scientific knowledge based on phenomenology. The presupposition of subjective interpretation, its implications. Presuppositions of relevance, logical coordination (coherence), adequacy and compatibility. The role of typification in the everyday and socio-scientific cognition. The status of socio-scientific typifications ("secondary constructs").

Phenomenological redefinition of the nature of social world. The "lifeworld" and its features. Intersubjectivity. Intersubjective construction of the "lifeworld." The non-banal significance of the "common sense." The "general thesis of the alter ego." "Biographically determined situation" and the "thesis of perspectives' reciprocity." Idealization of the "I can do that again." "Recipes" as the components of the "available stock of knowledge." Idealization of the "*etcetera*": the openness of meaning, vagueness of language, and the problem of inclusion.

Phenomenological interpretation of action. An “action” and an “act.” Intentionality of action. The “project.” Interrelation of temporal perspectives in the organization of action. “Motives-in order-to” and “motives-because-of,” their intersubjective combination.

“The stock of knowledge available.” Social distribution of knowledge. An “expert,” a “well-informed citizen,” a “person-from-the-street.”

Multiplicity of realities; “finite fields of meanings”; “cognitive styles.” “Lifeworld” as the “highest reality.”

Time-space differentiation of the social world from the viewpoint of ego; partners (“the pure we-relationship”), contemporaries, predecessors, and successors. Gradations of familiarity/anonymity.

Further development of phenomenological sociology.

### **Unit 31. Phenomenological “sociology of knowledge”: Peter Berger and Thomas Luckmann.**

*The Social Construction of Reality* — the main sociological work of Peter Berger and Thomas Luckmann. Phenomenological “sociology of knowledge” as the general sociological theory aimed at the theoretical synthesis of different sociological approaches (Weber, Durkheim, Marx, Mead) based on social phenomenology.

The concepts of “knowledge” and “reality” as central notions of “sociology of knowledge.” Subjective and objective aspects of “society,” their dialectical connection: processes of “externalization,” “objectivization,” “internalization.” Face-to-face interaction; expressions as externalizations of subjectivity; interpretations; objectivizations of meaning. Signs and sign systems. Social significance of language as a sign system.

Analysis of society as objective reality. The concept of institutionalization: habitualization, institutionalization, legitimization. “Primary” and “secondary” social control. Different levels of legitimization. “Symbolic universes” as the highest level of institutional legitimization. “Reification” of social phenomena as the logical limit to objectivization of sense-bearing constructions.

Analysis of society as a subjective reality. Introduction into the “society” as an internalization of objectivized structures of meanings (concepts, interpretation schemes, “recipes”) through interaction with social environment. Primary and secondary socializations and their differences.

Other studies by Berger (sociology of religion) and Luckmann (sociology of language, sociology of morals).

### **Unit 32. Ethnomethodology: Harold Garfinkel.**

Harold Garfinkel’s ethnomethodology as a radical alternative to all earlier varieties of sociological analysis (“constructive analysis”). Erasing the distinction between the

“professional sociologist” and the “everyman.” Interpreting “professional sociology” as practice-conditioned and funded ethno-cognition.

Phenomenological roots of Garfinkel’s ethnomethodology. The concept of “ethno-methods” and related notions of “ethno-science” and “ethno-cognition.” The essence of “ethnomethodology” and its major approaches and topics. The concepts of “practice” and “practical.” Ethnomethodological approach to studying everyday life. The requirement of “ethnomethodological indifference.” Ethnomethodological experiments in destroying everyday routines (“breaching experiments”), their tasks and meanings.

The concepts of an “account” and “accountability.” The “accountability” of the world of daily life as a “practical accomplishment.” “Reflectivity” as the quality of organizing ordinary practical actions. “General understandings,” “background expectations,” “perceptibly normal environments.”

Ethnomethodological reinterpretation of the nature of social order.

“Natural language” and its vagueness. The notion of “membership.”

Formal structures of practical actions. Constitutive expectations.

The problem of “indexicality.” “Indexical” and “objective” expressions.

Empirical orientation of ethnomethodology. Ethnomethodology’s influence on studies in the field of sociology of science. Other studies by ethnomethodologists. Various versions of ethnomethodology. “Conversation analysis” (Sacks, E. Schegloff, and G. Jefferson). “Cognitive sociology” (A. Cicourel).

### **Unit 33. Sociology of everyday life of Erving Goffman.**

Erving Goffman was one of the most important sociologists of the second half of the twentieth century. Peculiarity of his sociological topics, style, conceptual apparatus, the estrangement procedure (“the inconsistency perspective”), and “sociological irony.” Multiplicity of interpretations from Goffman’s work. Influences of functionalism (Durkheim, Radcliffe-Brown, Warner), symbolic interactionism, and the Chicago sociological tradition.

The early, middle, and late periods in Goffman’s work.

“Face-to-face interaction” as the main subject matter of Goffman’s early and middle periods. The basic conceptual apparatus for the study of face-to-face interaction: an “encounter”; “gathering”; “social situation”; “social establishment”; “social occasion”. “Contact,” “focused” and “unfocused” gatherings (and interactions).

Dramatic perspective of analyzing everyday face-to-face interactions in his work *The Presentation of Self in Everyday Life*. The concept of “forming impressions.” The “on-stage area” and the “back-stage area.”

“Ritualistic” perspective in analyzing interactions: studies of “interaction rituals” with the help of various conceptual apparatuses. The “face” and the work of “face maintenance.”

“Self” as a “sacred object.” “Self’s territory.” “Informational control.” “Maintainance” and “remedial” exchanges. Analysis of “rituals of access.”

The concept of “strategic interaction.” The principal scheme of such kind of interaction. The nature of deceit and fraud.

Goffman’s solution to the problem of order. Interactionary order as a special level (type) of social order. The meaning of the “working consensus.”

The concept of “stigmatization.” “Norm” and “deviance” as relative concepts. “Spoiled identities” as an object of sociological analysis.

A study of “total institutions” in the book *Asylums*. The “total institution” as a borderline case of “social institution.” The distinction of total institutions from all other institutions. Internal organization of total institutions and its impact on the human “self.” “The world of the staff” and “the world of the inmates.” The concept of the “moral career.”

*Frame Analysis* — the most important work of Goffman’s late period.

## **8 Educational technologies**

The course uses a standard range of educational technologies that includes lectures, seminar discussions, and various forms of written assignments for controlling students’ knowledge. An instructor may wish to use role-playing games and oral presentations with subsequent discussions at seminars. If possible, the course may incorporate lectures by foreign experts in one or another topic of the lecture course. It is highly recommended that seminars be dedicated to discussing classical texts (sources), rather than lecture material or textbook chapters. This is especially important in the second half of the course.

## **9 Grading guidelines for regular control and attestation**

### **9.1 Suggested assignment topics for regular control**

As a means of regular control, this course uses homework assignments, essays, and quizzes.

#### **A. For section I, “The General sociology”:**

##### **1) Sample essay topics:**

1. What are social institutions?
2. Institutions and their organizations, their correlation.
3. Studying small groups in sociology.
4. What is bureaucracy?
5. Social norms and anomie.
6. Fashion as a social phenomenon.
7. Correlation of the concepts “upbringing” and “socialization.”
8. Types of stratification systems.
9. Social stratification in present-day Russia.
10. Studying mobs in sociology.
11. What is social organization?
12. Social mobility and social immobility.

Students do not necessarily have to choose an essay topic from this list. A choice of topics is offered by the instructor as work proceeds.

## **2) Homework**

Homework consists in the following: one has to choose and describe a real-life situation and give it a sociological interpretation. The text must comprise two parts. The first part should contain a description of the chosen situation. This can be a situation from one's own life experience or any other observed situation. The situation is to be described in such a way that its essence is clear to the unfamiliar readers. If the situation features specific people, there is absolutely no need to give their real names--one can use abbreviations (e.g., "K.") or give the protagonists some nicknames. The situation may be described either in the first-person singular or in the words of an observer; a first-person narrative does not automatically mean that the situation befell the narrator personally. The described situation does not necessarily have to be a specific event. It can be a repeated event, something occurring regularly, a fatal sequence of events, a problematic situation which can or cannot be solved: in other words, it can be anything as long as it concerns people, their actions, and the interrelation of these actions. The description of the situation does not in itself imply any interpretations: it is just a description of what there is. It should take about half a page.

The second half of the text presents the sociological interpretation of the described situation. To this end, one can use any sociological knowledge and skills: both the ones acquired through lectures, seminars, and literature discussions, and the ones gained by independent reading. The interpretation must include correctly used sociological terminology. Interpretation cannot be a chaotic combination of disparate considerations as it must be a more or less coherent text. In other words, this must be a description of a generalized situation: this description must reveal latent meanings implicitly present in the situation and hidden from the ordinary participant and observer; show what social forces work in this situation; answer the question why this situation developed this or that way. If one wishes, one can use academic literature to corroborate one's interpretation, but this is not mandatory. Should the secondary literature be used, the text must contain all necessary references. This part of the text is 1,5 to 2 pages long.

## **3) A quiz.**

A quiz is a test that includes 20 to 30 questions. The quiz tests knowledge of the lecture materials. The questions may cover both the material itself and student understanding. All questions come with a range of close-ended questions: there will only be one correct answer. The quiz lasts 15 to 20 minutes. It is forbidden to use any reference materials (textbooks, lecture notes, etc.) when answering the quiz. Content-wise, the questions represent a refinement of the self-testing questions (see part 9.2 of the syllabus).

## **B. For section II, "History of sociology":**

### **1) Suggested essay topics:**

1. Simmel's sociology of religion
2. Simmel on fashion
3. The concept of "adventure" in Simmel's sociology
4. The concept of "social circles" in Simmel's sociology
5. Weber's sociology of the city



6. Comparative analysis of conceptual dyads: F. Tönnies' "*Gemeinschaft/Gesellschaft*" and Durkheim's "mechanical/organic solidarity."
7. The problem of freedom from value judgments in social sciences: comparative analysis of Durkheim's and Weber's views on this problem.
8. Parsons' structural functionalism. The concepts of "function," "structure," "system."
9. Parsons' principle of AGIL.
10. Four functions of social system in Parsons' sociology.
11. How and what for did Merton criticize Parsons?
12. The concept of "anomie" in Durkheim's, Parsons's, and Merton's understanding.
13. Can structural analysis be an effective method of interpreting social reality? Give your own examples, analyze them, prove your opinion.
14. The essence of Parsons' work *The System of Modern Societies*.
15. Talcott Parsons on social stratification.
16. Give a detailed characteristic to the main concepts of Mead's sociology: the Self, we, the Other, the generalized other.
17. The notion of play in sociology.
18. What is "sociological imagination" in C. Wright Mills' understanding?
19. Mechanisms of retaining power by the dominant elite (based on C. Wright Mills' *The Power Elite*).
20. The role of comparative-historical method in sociological research (based on C. Wright Mills' *The Sociological Imagination*).
21. Explain the antipositivism of W. I. Thomas's and Znaniecki's sociological concept.
22. What does being a "phenomenologist" mean in philosophy and sociology?
23. The "lifeworld": its interpretations, meanings, and sociological significance.
24. Schutz and the problem of "intersubjectivity." Try to apply Schutz's method to explaining real-life communicative phenomena.
25. Can social reality be multiple? If yes, how is it to be understood? Examples, their interpretation.
26. Why did the Frankfurt school's dialectics have a negative character? In sociology, does "negative" always mean socially negative?
27. The concept of "social action" by Znaniecki and Weber: similarities and differences.
28. The concept of "situation" in W. I. Thomas' sociology and in Parsons' model of "singular act": similarities and differences.
29. W. I. Thomas's concept of the "definition the situation": its meaning and application possibilities.
30. H. Marcuse's concept of "one-dimensional man."
31. "Critique of sociological reason" in V. Horkheimer's and Adorno's work *The Dialectic of Enlightenment*.
32. Is there a real threat of the rebirth of fascist social character? (Fromm and Adorno)
33. The process of institutionalization as interpreted by Homans and Berger-Luckmann: comparative analysis.
34. What does Homans's expression "Let's bring men back in and pour some blood into them" mean? The theory of elementary behavior.
35. Blumer and Homans's theories of institutionalization: similarities and differences.
36. Blumer's theory of collective behavior.
37. Principles of symbolic interactionism in the theory of collective behavior by Herbert Blumer.
38. Human under the condition of multiple sense-bearing universes: the viewpoint of Berger and Luckmann.

39. The place of sociological ideas of Durkheim in the “sociology of knowledge” by Berger and Luckmann.
40. How does Berger and Luckmann’s sociology of knowledge reflect Durkheimian principle of sociologism?
41. How can sociology of knowledge by Berger and Luckmann be classified as belonging to the tradition of the “understanding sociology?”
42. Concepts of the “primary” and “secondary” socialization in Berger-Luckmann’s sociology of knowledge.
43. Interpretation of the social type of a stranger (marginal man) in the works of R. E. Park and Schutz: similarities and differences.
44. Fromm’s critique of the Western capitalist society.
45. Dynamics of the social conflict in the concepts of Coser and Dahrendorf. Comparative analysis.
46. Manifest and latent functions of social conflicts in Coser’s theory.
47. The role of conflicts in social changes (based on Dahrendorf).
48. The problem of “indexicality” and “indexical expressions” in ethnomethodology.
49. The concept of “perceptibly normal environments” in ethnomethodology.
50. The subject of “natural language” in the work of Garfinkel and Sacks *On Formal Structures of Practical Actions*.

Students do not necessarily have to choose an essay topic from this list. A choice of topics can be offered by the instructor as the course proceeds.

## **2) Homework**

The purpose of this assignment is to perform a comparative analysis of various sociological concepts, which is to be done as follows: one compares either different sociological theories, or sociological research on one topic by different scholars. The text must consist of three parts. The first and the second parts are dedicated to summarizing and analyzing the theories chosen, based either on their commonalities, or on a specific problem. The third part represents comparative analysis. This work must present a brief and thesis-like exposition of theories and just as short comparative analysis. Homework must not exceed four pages, must contain bibliography and, if necessary, references to sources. This assignment is designed to reveal student’s analytical abilities; simultaneously, one makes use of the acquired knowledge and the material studied. This assignment demonstrates theoretical skills and the skills of working with literature, which enable the would-be researcher to single out key moments of the theories studied. For help with interpretation, one may use the academic literature.

## **3) A quiz.**

A quiz is a test including 20 to 30 questions. The quiz tests the knowledge of the lecture materials. The questions may cover both the material itself as well as students’ comprehension. All questions come with a range of close-ended questions with only one correct answer. The quiz lasts 15 to 20 minutes (20 to 30 questions, respectively). It is forbidden to use any reference materials (textbooks, lecture notes, etc.) when answering the quiz. Content-wise, the questions represent a refinement of the self-testing questions (see part 9.2 of the syllabus).

## **9.2 Questions to assess the depth of knowledge of the discipline**

A suggested list of questions for an exam on the entire course or for every midterm and final control for students' self-assessment.

**A. For section I, "The General sociology":**

1. What and how does sociology study?
2. Structure of sociological thought.
3. Culture and society.
4. Culture and subcultures.
5. Social norms and values. The concept of anomie.
6. Social institutions. Types, structure, and functions of institutions.
7. Family as a social institution.
8. Religion as a social institution.
9. Socialization. Its forms, stages, and agents.
10. The nature and types of social groups.
11. Formal organization, its structure, functions, and dysfunctions. The concept of bureaucracy.
12. Social differentiation and social stratification.
13. Types of stratification systems. Castes, estates, strata, classes.
14. Criteria of class division. Class conflicts and class cooperation.
15. Social mobility and its varieties.
16. The essence of sociocultural changes. Modernization, traditions, and innovations.
17. Globalization and informatization.

**B. For section II, "History of sociology":**

1. What are sociological "classics?"
2. What positivist schools of sociology do you know? Give them a brief characterization.
3. What causes an anti-positivist orientation in sociology? What classical sociologists can be classified as anti-positivist?
4. Why are sociological concepts of Simmel and Tönnies categorized as "formal sociology?"
5. How did Freud's psychoanalysis influence sociological thought of the late nineteenth to early twentieth century?
6. Describe the main tenets of de Tarde's imitation theory.
7. How can one classify the socio-psychological concept of Le Bon?
8. Why can Marx, Weber, and Durkheim be called the founders of the classical sociology of the twentieth century?
9. Characterize the main tenets of Weber's theory of social action.
10. What is formal rationality according to Weber?
11. What is Weber's *The Protestant Ethic and the Spirit of Capitalism* about?
12. Compare the main tenets of Durkheim's and Weber's sociology of religion.
13. What is social solidarity according to Durkheim?
14. What was Durkheim's sociological method?
15. Give religion a definition according to Durkheim.
16. Describe the main sociological ideas of Marx.
17. Characterize the main statements of Marx's theory of capitalism.
18. What sociologists may be classified as belonging to the "early interactionism" and what was their contribution to the development of sociological theory?
19. Describe the best known sociological empirical studies of the early twentieth century.
20. What are the main dilemmas of the early-twentieth-century sociology?
21. How was sociology institutionalized in the late nineteenth – early twentieth century?
22. What role did the World War I play in the development of sociological thought?

23. How did European academic traditions influence American sociology?
24. How did Mead use the concept of the “looking-glass self” of Cooley?
25. Why did Mead call his theory “social behaviorism?”
26. Explain the concept of the “act” according to Mead.
27. What is “self?”
28. How is the expectation of the “generalized other” formed?
29. What is a principle of “multiple perspectives” according to Mead?
30. Define the “Thomas theorem.”
31. Describe the history of the Chicago school in sociology.
32. How did R. ark understand human nature, group behavior, and social order?
33. What are the four levels of social organization according to Park?
34. Describe the assimilation cycle.
35. Explain Park’s concept of the marginal man.
36. Why did sociologists of the Chicago school view modern city as a social laboratory? (Park, Burgess, Zorbaugh).
37. What traditions of Durkheimian sociology did the British social anthropology borrow?
38. How did Malinowski interpret culture? Explain the concept of function.
39. What are instrumental and integrative cultural imperatives?
40. Characterize the main features of Malinowski’s theory of social institutions.
41. What is the role of empirical fieldwork according to Malinowski?
42. Can Radcliffe-Brown’s theory be called “comparative sociology?”
43. What is social structure according to Radcliffe-Brown?
44. According to Radcliffe-Brown, how is a “person” related to social structure?
45. What is Radcliffe-Brown’s concept of religion?
46. What sociological studies of local communities in the USA can you name?
47. Describe main directions of Sorokin’s research during the Russian period in his career.
48. What was Sorokin approach to analyzing social phenomena?
49. What is an integrative model of society in Sorokin’s sociology during the American period of his career?
50. Articulate the main tenets of Sorokin’s theory of social stratification and the theory of social mobility.
51. According to Sorokin, what is the nature of the “crisis of our age?”
52. What is Sorokin’s model of sociocultural dynamics?
53. Characterize the main stages of Parsons’ scientific work.
54. Based on what ideas of classical sociologists did Parsons develop the general theory of action (as in his work *The Structure of Social Action*)?
55. Why did Parsons call his epistemological position an “analytical realism?”
56. How does Parsons solve the main issues of the theory of action?
57. Describe the scheme of the “singular act.”
58. What is the scheme of “pattern variables” according to Parsons?
59. What model did Parsons develop to analyze systems of action?
60. What are “generalized symbolic media?”
61. Characterize the major subsystems of the general system of action.
62. Describe in detail Parsons’s theory of society and society’s subsystems.
63. According to Parsons, how do social systems evolve?
64. What is the meaning of “middle-range theories” according to Merton?
65. What was Merton’s innovation in the sociology of science?
66. Name the main features of Merton’s paradigm of functional analysis.

67. Explain the concepts of function, dysfunction, manifest and latent function, functional alternatives and the concept of the “pure balance of social consequences.”
68. What is the “basic theorem of functional analysis?”
69. According to Merton, why is it necessary to study structural contexts of social phenomena?
70. Compare Merton’s and Durkheim’s concepts of anomie.
71. According to Merton, is deviant behavior a normal way of adapting to social structure and why?
72. According to Merton, what kinds of reference groups are there?
73. Define a bureaucratic structure according to Merton. What functions and dysfunctions are typical of a bureaucratic structure?
74. Characterize the general orientation of psychoanalytical concepts in sociology.
75. In what sense can neo-Freudians be called Freud’s successors? Name Freud’s main statements criticized by all neo-Freudians.
76. Why are many notions and concepts of neo-Freudians interesting for sociologists? Name some of them. Are they used in sociological theory nowadays?
77. What is social character according to Fromm? What are its main functions in the society?
78. Describe types of social character according to Fromm.
79. What does Fromm criticize modern capitalist society for?
80. According to Fromm, can perfect social conditions be achieved where human’s true nature would reveal itself? What are the ways of creating a new society? Does Fromm agree with Marx as far as the transformation of the capitalist society is concerned?
81. Why is Fromm’s theory often called “Freudo-Marxism?” Why did Fromm himself call his position “normative humanism?”
82. Explain Fromm’s concept of the authoritarian personality. Why does Fromm call this type of character sadomasochist?
83. Describe mechanisms of “escaping from freedom” as defined by Fromm?
84. What are the tasks of critical social theory?
85. What is “Enlightenment” in the understanding of the Frankfurt school theorists?
86. What is the main methodological principle of building a theory of society proposed by the members of the Frankfurt school?
87. What ideas of psychoanalysis were used in constructing a theoretical base of the “Authoritarian personality” research project?
88. How did the participants of the “Authoritarian personality” research project understand anti-Semitism?
89. How was the F-scale constructed?
90. What orientation of theoretical sociology does C. Wright Mills’ concept belong to and why?
91. What is “sociological imagination?”
92. What were major points of C. Wright Mills’ criticism of the “highbrow theory” and “abstract empirism?” What was the methodological position he proposed instead?
93. Discuss C. Wright Mills’ famous statement: “Every sociologist is his own methodologist and his own theorist.”
94. What, according to C. Wright Mills’, are the subject matter and the object of sociological work?
95. Why did Mills endow comparative-historical method in sociology with great importance?
96. How does Mills characterize contemporaneous western societies? List their main features.
97. According to Mills, what type of human character is typical of western societies?
98. What are the features of the power elite? What are the mechanisms of creating the power elite? What are the historical evolution of the power elite and its perspectives?
99. What classical theories did Mills use?

100. What was C. Wright Mills' contribution into the analysis of the elites?
101. Why can Marshall's sociological approach be called "historico-institutional?"
102. Explain Marshall's definition of social status, describe kinds of stratification.
103. What was Marshall's sociological understanding of the institution of citizenship?
104. What is the status of citizenship, what are its main components, what is the evolution of the citizenship status in Great Britain?
105. Compare Marshall's and Marx's concepts of "social class."
106. How did Marshall interpret modern class conflict?
107. What is the significance of Marshall's concepts of social class and class conflict?
108. Characterize the "second Chicago school." What are its main representatives?
109. What was Wirth's contribution to urban sociology?
110. Give a sociological definition of the city according to Wirth.
111. According to Wirth, what is urbanization?
112. According to Wirth, what is a "ghetto?"
113. Why can Hughes's sociological concept be called an "interpretative institutional ecology?"
114. What is the main unit of sociological analysis for Hughes?
115. According to Hughes, how do social institutions correlate with collective behavior?
116. What are "bastard institutions?"
117. Why did Hughes view institutions as "ongoing concerns?"
118. Characterize Hughes' sociology of professions.
119. Compare Hughes' and Park's concepts of the "marginal man."
120. How did Blumer interpret Mead's socio-psychological ideas?
121. Explain the main concepts of Blumer's symbolic interactionism.
122. What is a radically micro-sociological approach to the study of social phenomena?
123. What is the situational nature of the social order?
124. How does Blumer solve the problem of connection between the micro- and macro-levels of sociological analysis?
125. What constitutes the originality of Blumer's approach to analyzing collective behavior? Describe kinds of collective behavior.
126. How did Blumer explain social change with the help of the theory of collective behavior?
127. Why can case-study be called a typical form of symbolic-interactionist research?
128. What did Schutz borrow from Weber's understanding sociology?
129. Characterize Schutz's project of creating a phenomenological sociology. What are the main tenets of this sociology?
130. What is the role of typifications in the ordinary and socio-scientific knowledge?
131. What is Schutz's phenomenological definition of the nature of social world?
132. Describe characteristics of Schutz's "lifeworld".
133. Does "common sense" matter for the process of conceptualizing social world?
134. Formulate the "general thesis of alter ego," the "thesis of interchangeability of perspectives" and the thesis of "biographically determined situation" according to Schutz.
135. According to Schutz, what are the components of the "available stock of knowledge?"
136. Characterize Schutz's phenomenological interpretation of action. Describe the main models of motivations for an action.
137. According to Schutz, what is the "social distribution of knowledge?"

138. Characterize the prolegomena of sociology of knowledge as formulated by Berger and Luckmann. What intellectual sources are most important for the sociology of knowledge as construed by these scholars?
139. What are the main object and the subject matter of sociology of knowledge? Describe the main features of everyday reality.
140. Why can Berger's and Luckmann's sociology of knowledge be called a successor of Schutz's phenomenological sociology?
141. What are the main social processes described in Berger's and Luckmann's work *The Social Construction of Reality*?
142. What is the role of knowledge in society? What is the "available stock of knowledge?"
143. Describe the process of institutionalization from the viewpoint of sociology of knowledge.
144. What is sedimentation?
145. Describe the process of reification and its place in the process of institutionalization.
146. The theory of social role. Explain the correlation between the concepts of "social role" and "social institution" according to Berger and Luckmann.
147. What is the functional role of the process of legitimization in the social organism?
148. Name the differences between the primary and secondary socializations according to Berger and Luckmann. When does the secondary socialization begin?
149. What is a "successful socialization?" "Unsuccessful socialization?" What are the social mechanisms of a relatively successful socialization?
150. How is identity formed? Why is it always a dialectical process?
151. What are the specifics of forming an identity in the modern society?
152. Can one say that Dahrendorf's concept has become a real alternative to Parsons' structural functionalism?
153. Describe in detail Dahrendorf's typology of conflicts.
154. Why is Dahrendorf's theory of conflict called dialectical?
155. In Dahrendorf's theory, what are the sources of conflicts and the dynamics of conflicts?
156. What is the principal function of conflicts according to Dahrendorf?
157. Can one imagine a society with no system of authority? How would Dahrendorf answer this question?
158. What are the differences between Dahrendorf's theory of conflicts and that of Coser? What are the similarities?
159. What methodological methods did Coser borrow from Merton when analyzing social conflicts?
160. The violence of a conflict. What does it depend on according to Coser?
161. What is the typology of social conflicts according to Coser?
162. What are the main functions of social conflict? Can one distinguish the most important ones? Do conflicts have dysfunctions?
163. What internal group specifics influence the course of social conflicts according to Coser?
164. What basic tenets did Homans borrow from the concepts of psychological behaviourism?
165. What is an elementary social behavior that is the object of Homans's study?
166. Name the main goals and objectives of Homans's theoretical strategy.
167. What are the major categories of Homans's exchange theory?
168. Name five main statements of Homans explaining human behavior.

169. According to Homans, what causes institutional behavior?
170. Characterize the exchange model proposed by Blau. How does Blau connect the micro- and the macro-levels of exchange relations?
171. Describe the main categories of Blau's concept. What is the role of values in the exchange between macrosystems?
172. Name the tenets of Blau's exchange theory.
173. How does Blau use the statements of structural functionalism and symbolic interactionism in his exchange theory?
174. Why did Garfinkel consider ethnomethodology to be a radical alternative to all kinds of sociological analysis? How did the researcher interpret "professional sociology?"
175. Does Garfinkel's ethnomethodology have intellectual sources?
176. How does ethnomethodologist study the everyday?
177. What is the significance and the tasks of ethnomethodological experiments aimed at breaching daily routines?
178. Formulate the concepts of the "account" and "accountability" according to Garfinkel.
179. Name the principal quality of organization of ordinary practical actions.
180. What are "background expectations," "general understandings," "perceptibly normal environments?"
181. Why does Garfinkel consider vagueness of the "natural language?"
182. What is the problem of "indexicality" according to Garfinkel? What are indexical and objective expressions?
183. What other ethnomethodological studies do you know?
184. What is the peculiarity of Goffman's sociology, what periods can his scholarly output be divided into?
185. What are the intellectual sources of Goffman's sociology?
186. Discuss the basic conceptual apparatus Goffman used to study face-to-face interactions.
187. Why is the perspective of analyzing routine face-to-face interactions in Goffman's work *The Presentation of Self in Everyday Life* called dramatic?
188. Can the same dramatic perspective of analyzing routine face-to-face interactions be called "ritualistic?"
189. What is "face work?"
190. What is "strategic interaction?"
191. How does Goffman solve the problem of social order? Formulate the concept of "working consensus".
192. What is the significance of Goffman's concept of stigmatization?
193. What is a "spoiled identity?"
194. According to Goffman, what is the specifics of total institutions?
195. Define the major topics of Goffman's book *Asylums*.
196. What is a "moral career?"
197. Compare Goffman's "frame analysis" with other perspectives of sociological analysis of everyday interactions.