



National Research University-Higher School of Economics
“Economic Sociology. Part 2”
040100.62, Sociology Bachelor Program

Government of the Russian Federation

**Federal State Autonomous Educational Institution for Higher Professional
Education**

National Research University-Higher School of Sociology

Faculty of Sociology

**Discipline Program
Economic Sociology. Part 2**

040100.62, Sociology Bachelor Program

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Approved at the meeting of the Department of Economic Sociology on December 4th, 2012.

Department chairman _____ V. V. Radayev

Recommended by the Board of Education for Sociology _____ 2012.

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Approved by the Academic Board of the Department of Sociology _____ 2012.

Academic Secretary E.V. Nadezhdina _____

Moscow, 2013

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1. Scope and normative references

This educational discipline program establishes the minimal standards for attained student knowledge and skills, and determines the content and types of academic studies and reporting.

The program is intended for professors teaching this particular discipline, teaching assistants, and students in the 040100.62 Sociology course, that are studying within the Economic Sociology specialization, and are studying the Economic Sociology discipline.

The program was developed in accordance with:

- The educational standards set forth by Federal State Autonomous Educational Institution for Higher Professional Education «National Research University «Higher School of Economics», for the 040100.62 «Sociology» course, in preparation for a Bachelor's degree.
- Educational program 040100.62 «Sociology» in preparation for a Bachelor's degree.
- The University's working academic plan for the course 040100.62 «Sociology» in preparation for a Bachelor's degree, that was approved in 2011.

2. Goals and objectives of the discipline

The goals for studying this course are:

- acquiring an understanding of the core of the concept-based instruments of modern economic sociology
- acquiring knowledge of the main approaches of modern economic sociology and its key research issues
- acquiring basic skills of interpreting data obtained in the course of modern socio-economic empirical research

3. The competence of the student generated as a result of the development of the discipline

As a result of mastering discipline of “Economic Sociology”, the student will:

- Know the main approaches in modern economic sociology and its key research issues.
- Be able to utilize the core of the concept-based instruments of modern economic sociology when studying economic events
- Have the skills (acquire the necessary experience) for interpreting data obtained in the course of modern socio-economic empirical research.

As a result of learning the discipline, the student acquires the following expert skills:

Expert Skill	Code in FSES/SRU	Descriptors - the main signifiers of acquired knowledge	Forms and methods of training that contribute to the
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		(indicators of achievement results)	formation and development of skills
Ability to perceive, generalize and analyze data, set goals and choose ways of reaching them (partial development)	OK-1	Grasps lecture materials, reads required literature in preparation for seminar work and participates in seminar discussions, uses a number of various sources when writing essays	Lecture attendance, preparation for and active participation in seminars, written essays
Ability to express oral and written thought logically, clearly and in a well-argued manner (partial development)	OK-2	Reads required literature in preparation for seminars, participates in seminar discussions, uses various arguments to support opposing points of view in written essays	Preparation for and active participation in seminars, written essays
Ability to analyze socially important problems and processes (partial development)	OK-10	Reads required literature in preparation for seminar work and participates in seminar discussions, uses a number of various sources when writing essays	Preparation for and active participation in seminars, written essays
Ability to work with data/information in global computer networks (partial development)	OK-14	Reads required literature in preparation for seminars, participates in seminar discussions, uses various arguments to support opposing points of view in written essays	Written essays
aAbility to use basic and professional knowledge and skills on the fundamentals of sociology theory and methods of sociological research in professional work (partial development)	PK-1	the student is able to independently develop their knowledge of a particular method of analysis by examining the properties of	Preparation for and active participation in seminars, written essays
Ability to process and analyze data and prepare analytical solutions, expert conclusions and recommendations	PK-8	Reads required literature in preparation for seminars, participates in	Preparation for and active participation in seminars, written



(partial development)		seminar discussions, uses various arguments to support opposing points of view in written essays	essays
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4 . The discipline's place within the overall educational program structure

The “Economic Sociology” discipline is considered a basic course in the 040100.62 “Sociology” course of study in preparation for a Bachelor's degree. Its study begins in the second year (part 1) and continues in the third year (part 2).

The study of this discipline is based on the following prerequisite disciplines:

- Sociological Theory
- The History of Economic Studies
- Economic Theory (microeconomics)

The main points/theses of this discipline must be subsequently used in studying the following disciplines:

- Economic Sociology Practicum
- Economic Sociology-2
- Socio-economic behavior of households
- Sociology of entrepreneurship
- Informal economy

5. Thematic plan for the academic discipline

№	Title of the topic	Total hours on discipline	Lecture Hours	Sel f-reli ant wo rk	Se mi nar and Pra cti ce ses sions
1	A derivative of the measurement and latent signs	5	2	1	2
2	The scheme of the methods derived	5	2	1	2



	dimension (analysis of latent traits)				
3	Criticism of non-analytic methods derived dimension	6	2	2	2
4	Categorical principal component analysis (Categorical Principle Component Algorithm, CatPCA) and the rotation of its results in a factor analysis (Factor Analysis, FA)	16	4	2	10
5	Multiple correspondence analysis (Multiple Correspondence Analysis, MultiCorran) - development of the correspondence analysis (Correspondence Analysis, CorrAn)	16	4	2	10
6	Discrete factor analysis (Discrete Factor Analysis, DiFAn)	16	4	2	10
7	2-step cluster analysis (2-Step Cluster Analysis), compared with a hierarchical cluster analysis (Hierarchical Cluster Analysis, HiClAn) and clustered to-medium (K-Means Cluster Analysis)	16	4	2	10
8	Latent class analysis (Latent Class Analysis, LaClAn)	16	4	2	10
	Total	108	28	14	66

6. Final Grade Calculation

The final grade for the “Economic Sociology” course is composed of the following:

Final grade = $0.4 * (\text{grade for “Economic Sociology p. 1, 2nd year”) + 0.3 * (\text{grade for “Sociology of Consumption”) + 0.3 * (\text{grade for “Sociology of Financial Behavior”})$.

A failing grade for any of these parts of the discipline will prevent a passing grade for the overall discipline.

Criteria for grading of scholastic attainment and skills within part 2 of the discipline.

Scale of grading students' scholastic attainment – overall grade on a 10/5 point scale.

10 5 Skills and proficiencies



point point

- | | | |
|----|---|---|
| 1 | 2 | The student <i>does not know</i> definitions, theories, empirical research that are studied in the course. |
| 2 | | |
| 3 | | |
| 4 | 3 | The student <i>in general</i> knows basic definitions, theories, empirical research that are studied in the course, however, the obtained knowledge of basic theoretical and empirical research is <i>fragmented</i> . |
| 5 | | |
| 6 | 4 | The student <i>is well-versed in</i> all main definitions, theories, empirical facts; is aware of the programs and empirical research in this field; and has some skills in creating programs for conducting research on the financial behavior of the population. <i>In some cases</i> is able to interpret facts in light of studied theories. |
| 7 | | |
| 8 | 5 | The student <i>is well-versed in</i> basic definitions and theories, has taken tests for which (s)he had received good grades or higher, and has the skills for developing programs for conducting research of the financial behavior of the population. <i>In general</i> , the student is able to use acquired knowledge, to interpret empirical facts in light of studied theories. |
| 9 | 5 | The student <i>is very well-versed in</i> all basic definitions and theories, has written tests for which (s)he had received good grades or higher, and has the skills for developing programs for conducting research of the financial behavior of the population. The student is able to <i>freely</i> use acquired knowledge and interpret empirical facts in light of studied theories. |
| 10 | 5 | The student demonstrated exceptional abilities in studying the course, <i>has mastered</i> the theoretical models of financial behavior of the population that were developed in various social disciplines and were looked at in the course, can <i>freely</i> interpret data from micro and macro statistics on the population's earnings and savings, <i>is fully aware</i> of the programs and results of empirical research in this area, and <i>has well-developed skills</i> in developing programs for conducting research of the financial behavior of the population. |

7. Discipline Contents

Section 1.

“Sociology of Consumption”

Developed by Y.M. Roshchina

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Author: Candidate of Economic Sciences Roshchina Yana Mikhailovna

This section of the “Economic Sociology” discipline is meant to be studied over the course of 28 hours of lectures and 14 hours of seminars.

This section of the discipline is innovative, giving a wide introduction of the main sociological theories of consumption. This section reviews the place of sociology of consumption as a special field of economic sociology, comparing concept-based approaches to studying consumer behavior in economics, sociology and economic psychology, as well as relevant models and instruments. Real-life processes in consumption in Russia and abroad are analyzed, as well as the dynamics of consumption over the last few decades, major methodological approaches to consumption statistics, and some directions of social politics. Main methods of empirical analysis of consumer behavior are also reviewed, as well as the results of major works by western and Russian sociologists (both soviet and modern).

Approbation was conducted at SRI-HSE in 1999-2011, as the author read the “Sociology of Consumption” course at the Department of Sociology.

Goals for Section 1:

- Analyze the main sociological theories of consumption
- Compare the economical, sociological and marketing approaches to consumption
- Study the basics of use of the main accomplishments and approaches of sociological analysis of consumption in economic disciplines
- Review methods of empirical consumption research and main results in this field
- Study tendencies of the history of consumption in Russia and the world

Academic task for section 1:

The goal of this section is to introduce the students to the main sociological and economic approaches to studying consumption. The place of sociology of consumption as a special field in economic sociology is reviewed, concept-based approaches to studying consumer behavior in economics, sociology and economic psychology, as well as relevant models and instruments are compared. One of the goals of this section is also the study of the use of the main achievements and approaches of sociological analysis of consumption in economic disciplines (microeconomics, marketing) and the possibility of their applied usage.

As a result of studying this section of the discipline, a student will:

- know the models and theoretical concepts of consumption in social disciplines (economics, sociology, marketing, psychology);
- be able to develop and implement an empirical research program on this subject;



- be familiar with real-life socio-economic processes in the field of consumption in Russia and abroad.
- have skills in using statistics

Independent student work:

This section of the course calls for a significant independent work on behalf of the students. For each lecture and seminar topic required and additional reading are suggested.

The program calls for written essays on the topic of this section to be submitted, in which the students must show their skills and proficiency in independent work with statistics related to the field of consumption in Russia.

Topic plan of academic discipline.

№	Name of topic	Total hours	Lecture hrs	Seminar/practice hrs	Independent work
1	Course subject. The differences between economic and sociological approaches to studying consumption	4	2		2
2	The use of sociological concepts and pre-conditions in economic models of consumption	4	2		2
3	Psychological and philosophical bases of consumer behavior. Consumption as subject of sociological analysis	4	2		2
4	History of consumption in Europe and the world	4	2		2
5	Consumption tendencies in USSR and Russia during the time of reforms	4	2		2
6	Man and object	4	2		2
7	Consumption of signs. Main concepts in the formation of object value.	4	2		2
8	Concept of lifestyle in the theory of consumption	4	2		2
9	Consumption in the theories of social stratification	4	2		2
10	Consumption in a culturological and ethical context	4	2		2



11 Theories of new types of communities in sociology of consumption	4	2		2
12 Consumption and its institutes	4	2		2
13 Sociological theories of consumption classification	4	2		2
14 “Structures of everyday life” by F. Braudel	5		2	3
15 Consumption in the USSR	5		2	3
16 “System of objects” by J. Baudrillard	5		2	3
17 Shopping as a means of consumer behavior	5		2	3
18 Consumption in the nutrition and clothing fields	5		2	3
19 Consumption in the tourism and culture fields	5		2	3
20 Modern consumption traits	5	1	1	3
21 Consumption in sociology of the postmodern	5	1	1	3
Essays	10			10
Written test	6			6
Total	108	28	14	66

Means of student scholastic attainment control for section 1.

Type of control	Form of control	Module	Parameters	
		1	2	
In progress	Test	1	0	Written test, 1 hour 20 mins
	Essay	1	0	12000 characters (without spaces)
Final	Final Exam	1	0	Test in a computer lab (1 hour)

Grading for section 1 of the discipline.

The final grade on the examination for this section of the course is composed of the following:



Required to be completed in order to receive a final grade (a failing grade in any of the following will result in a failing grade overall for the section):

- 1) Written exam or test (max 10 points)
- 2) Essay (max 10 points)

Non-required components of final grade:

- 1) Test (10 points)
- 2) Reports (max 10 points for each)
- 3) Attendance (max 10 points)

The final grade is calculated as follows:

FINAL GRADE = 0.4 * (grade for final examination) + 0.6 (accumulated grade)

- 1) The final examination is graded out of 100%, which are then translated into the 10-point system. Scores of 1-3 are considered failing grades.
- 2) Accumulated grade = essay * 0.4 + report#1 * 0.2 + report#2 * 0.2 + written test * 0.15 + attendance * 0.05

Academic and reading materials for Section 1 of the discipline.

Roshchina Y.M. Sociology of Consumption, M. SU-HSE, 2007.

Contents of Section 1 of the discipline.

LECTURES.

Topic 1. The subject of sociology of consumption. The differences between economic and sociological approaches to studying consumption.

Course subject. The definition of consumption. Consumer behavior as an activity. Characteristics of the consumption process. Approaches to studying consumption and differences between models of consumer behavior in economics and sociology.

Topic 2. The use of sociological concepts and pre-conditions in economic models of consumption.

The evolution of attitudes towards consumption in major economic theories. Axioms and main definitions of microeconomic analysis of consumer behavior. G. Becker's theory of tastes. Bandwagon, Snob and Veblen Effects in the Theory of Consumer Demand (H. Liebestein).



Technologies of consumption (K. Lancaster). Information asymmetry and problems of opportunistic behavior in buyers and sellers (G. Akerlof). Consumption in risky conditions and insurance. Consumption of public and free goods. Consumption in non-constitutional theory (D. North). External effects of consumption. Model of consumption in conditions of deficit. (J. Kornai).

Topic 3. Psychological and philosophical bases of consumer behavior. Consumption as subject of sociological analysis.

Insufficiency of the economic approach to consumption modeling. Psychological and philosophical approaches to the analysis of consumer behavior (T. Scitovsky, A. Etzioni, E. Fromm, B.F. Skinner, G. Katona). Disappointment in consumption (A. Hirschman). Consumption as a sociological category.

Topic 4. History of consumption in Europe and the world.

Consumption in a historical context. Major traits of consumption in the Middle Ages in Europe (J. le Goff). Structures of everyday life and the history of material culture in the era of capitalism (F. Braudel). “Consumer revolutions” of the 16th-19th centuries (G. McCracken). The civilizing process (N. Elias).

Topic 5. Consumption tendencies in USSR and Russia during the time of reforms.

The main stages of consumption development in the USSR. Deficit, cards, hunger in the 1930s. Post-war reconstruction. New trains of consumption in the 1950s-1960s. Life standards in the 1970s-1980s. Changes in consumption in the 1990s.

Topic 6. Man and object.

Man in the world of objects. The system of objects. (J. Baudrillard). Functional, nonfunctional, meta and dysfunctional objects and their characteristics. Consumption of signs. Cultural biography of objects (I. Kopytoff). Types of people's relationships with objects. (V. Golofast).

Topic 7. Consumption of signs. Main concepts in the formation of object value.

Consumption as a process of manipulating signs. Objects, signs and codes, symbols. Space and signs (S. Lash, S. Urry). Sign and semiotics of consumption in Baudrillard's theory of consumption. Simulacrum.

K. Marx's working theory of value. Usefulness and value among marginals. Formation of value in the concepts of G. Simmel. Baudrillard's sign value and symbolic exchange.

Topic 8. Concept of lifestyle in the theory of consumption.



Consumption as the most important part of lifestyle. Various approaches to defining “lifestyle”. P. Bourdieu's concept of “lifestyle”: habitus, social space, tastes, practices, economic and cultural capital. Types of lifestyles.

Topic 9. Consumption in theories of social stratification.

Consumption and social inclusion. Role of lifestyle and consumption in major stratification theories (K. Marx, M. Veber, T. Parsons, K. Davis, W. Moore). Demonstrative consumption and theory of leisure class (T. Veblen). “Patina” as status demonstration strategy (G. McCracken).

Topic 10. Consumption in culturological and ethical contexts.

Culturological approach to consumption (M. Douglas, B. Isherwood). Functions of consumption. Consumption as ritual. Ethics of consumption: rationalism and romanticism (K. Campbell). Traditional and modern consumption. Hedonism.

History of consumer culture (D. Slater). Various views of consumer culture: production of consumption, methods of consumption, signs and images (M. Featherstone). Hierarchy of culture: “high art” and “folk culture”. Consumption of aesthetic goods and mass culture.

Topic 11. Theories of new types of communities in sociology of consumption.

Neomaxism and the Frankfurt school on mass consumption. Society of mass consumption (A. Touraine). Affluent society, consumption and control over production powers (J. Baudrillard). Theories of post-industrial societies as consumer societies (J. Galbraith, A. Toffler). Concept of consumer society.

Topic 12. Consumption and its institutes.

Institutes of consumption. Consumer communities: unification of clothing, department stores, shopping, advertising, trademarks (D. Bourstein). Fashion as institute of consumption. Advertising. History of advertising. Consumers as a community. Consumer movement.

Topic 13. Sociological theories of consumption classification.

Sociological theories of consumption classification: consumption production, methods of consumption, modes of consumption (P. DiMaggio, M. Featherstone, D. Miller). Approaches to creating one unified theory of consumption.

SEMINARS.

Topic 14. Seminar 1. “Structures of everyday life” by F. Braudel

Structures of everyday life and the history of material culture of the capitalist era (F. Braudel). Major civilization cultures. Luxury and everyday consumption. Tendencies in the consumption



of nourishment and drinks in the 15th -18th centuries. Luxury and the everyday in clothing and housing.

QUESTIONS FOR SEMINAR 1.

1. Which factors of consumption differentiation in various countries do you consider more important: natural (geographic) or social? Examples.
2. Is there such a thing as “luxury” in modern Russia? Which factors determine whether an object is “luxurious”? What are the differences from the patterns, discovered by Braudel, and what are the similarities?

Topic 15. Seminar 2. Consumption in the USSR.

Deficit in the USSR in the 1930s (Osokina). The card system and commerce. People's daily lives during Khrushchev's thaw. Major traits of a soviet line (Nikolaev).

QUESTIONS FOR SEMINAR 2.

1. Do you think that consumption was an indicator for social status in the USSR? If so, during which periods? Was there such a thing as “prestigious consumption”?
2. Could one say that during certain periods when changes occurred in economics and politics in the USSR, consumer practices also changed? Or were they more related to technical and global economic progress (inventions, borrowings from the West, etc)? Which consumption traits remained constant during the entire period 1920-1990?
3. Did such realities as “luxury” survive during the USSR era? If so, where the ways luxury appears as described by Braudel relevant during this time?
4. Was consumption an instrument of ruling the people in the USSR?

Topic 16. Seminar 3. “System of objects” by J. Baudillard.

System of objects (J. Baudillard). Functional, nonfunctional, meta and dysfunctional objects and their properties. The use of signs.

QUESTIONS FOR SEMINAR 3.

1. Do you think that objects should have been classified? If so, why and for what? (There is a passion for classification in other sciences: Linnaeus' system, Mendeleev's table, etc).
2. Can you suggest a different way of classifying objects?
3. Can Baudrillard's book “The system of objects” be called a sociological work? (It talks about objects, while sociology is a science of people and social groups).



4. To which subsystem would you say belong the new objects of consumption, such as laptops, mobile phones, planchet computers and so on, that appeared after Baudrillard wrote his work?
5. Why does Baudrillard call the first subsystem “object discourse” and the second “subject discourse”?

Topic 17. Seminar 4. Shopping as a means of consumer behavior.

The birth and main particularities of department stores. New commerce organization. Supermarket and department store – similarities and differences Principles of commerce organization in supermarkets. Shopping functions.

QUESTIONS FOR SEMINAR 4.

1. Do you think that internet shopping played a role similar to that, at one time, the appearance of department stores and supermarkets (new stage in commerce)? Why?
2. In sequential development of commerce from traditional-department stores-supermarkets-malls to internet shopping, can it be said that there's a “general line” whereby the same characteristics that constantly change?
3. What are the differences and similarities in the prerequisites for the appearance of new forms of commerce: i.e., traditional department stores, supermarkets, malls, internet shopping? (instructor's comments)
4. Do you think that shopping itself is a form of leisure? For whom? Or do leisure activities accompany shopping (cinema, cafes, etc)?

Topic 18. Seminar 5. Consumption in the nutrition and clothing fields.

Particularities of consumption in the nutrition and clothing fields. “Civilization of appetite” (S. Mennel. Reasons for limitations of nutritional intake. Reasons for refusal of certain types of foods. Structural research in the field of consumption. The function of clothing. Clothing as language (F. Davies). Stages of fashion distribution. Clothing and social status. Trickle down theory (G. Simmel). Anti-fashion.

QUESTIONS FOR SEMINAR 5.

1. What are some of the reasons for the appearance of taboos of certain types of foods: for example, kosher food, halal, etc (taboos of pork, beef, seafood, etc), considering that in religions these taboos also appeared for a specific reason?



2. Why do state and church need to control nutrition? Is there a difference between these two institutes in their limitations?
3. Can one see a growth of self-control in nutrition in history, in Mennel's text? And today in western society – how great is self-control?
4. Fashion according to Simmel – is it something mass (“all”) or innovative (“on the frontlines”). What about fashion in modern society? Is there even such a thing as “fashion” in western society today?
5. Do you agree that clothing is a form of language? Why?
6. In western society today, what contributes the most to the difference in clothing: status, character, or functionality (business, home, sport, etc clothing)? What about in other countries (e.g., those in Asia, Latin America)?

Topic 19. Seminar 6. Consumption in the tourism and culture fields.

Transaesthetics of art consumption (J. Baudrillard). High art and commerce (Whitely). Pop-art and kitsch. Commodization of modern theater (Kershaw). High art as social capital. History, prerequisites and stages of tourism development (Lash, Urri). Plans of tourism perception (McCannel). Tourism contemplation.

QUESTIONS FOR SEMINAR 6.

1. Do you agree that the modern stage of tourism development can be called “the death of tourism”? Or is it the death of a particular form of tourism?
2. Do you think that television shows about travel, visiting to travel internet sites (points of interest in various countries, etc) can be called “virtual tourism”? What process traits are necessary in order to be able to call it “tourism”?
3. Why do you think that in the second half of the 20th century there was advanced development of “non-material” goods consumption (including tourist contemplation), as opposed to material goods consumption?
4. What do you think people are consuming while traveling -
 - contemplating the landscapes
 - reality, authenticity
 - escape from the every day
 - something else?
5. Do the following still exist in modernity:
 - high art
 - folk art
 - mass art (mass culture)?
6. Is there such a thing as visual consumption? Is contemplation a form of consumption?
7. Do you think that today, consumption of “high art” is a distinguishing trait of the higher class? (In Russia, in Europe...). Does modern art retain an aspect of class distinction?
8. Can “culture capital” in Russia be transformed into economic capital? What about the other way around?



Topic 20. Seminar 7.1 Modern consumption traits.

Globalization of consumption and “mcdonaldization of society” (G. Ritzer). Modern tendencies in consumption the West. Development of credit. The “work-and-spend” principle, “new consumerism” and the “self-limitation” movement (J. Schor). Electronic marketing and internet commerce.

Topic 21. Seminar 7.2 Consumption in sociology of the postmodern.

The notion of culture of postmodernism (Z. Bauman). Notions of the postmodern and postmodernism. New concepts of consumption, aesthetization of daily consumption (M. Featherstone). Fragmentization of identity in consumption during the postmodern era. “Mosaicism” of life styles. Transformation of desires and necessities.

QUESTIONS FOR SEMINAR 7.

1. Do you think that modern Russian society can be called a postmodern society?
2. Does the “postmodern” lifestyle exist in Russia (e.g., fragmentization and mosaicism of styles)?
3. Do you think that in Russia “mcdonaldization” had more positive or negative consequences?
4. Give examples of “mcdonaldization” in Russia in fields other than food.

Grading criteria for in process control and student review for Section 1 of the discipline.

Requirements for written essays.

Essay length – 6-8 pages, font size 12, 1.5 line spacing.

In their essays, the students should show their skills and experience in independent work with statistical data related to consumption field development in Russia. Using acquired knowledge in theoretical concepts of sociology of consumption, as well as knowledge of economic and economic sociology, the students can choose to analyze either the dynamics of consumption in a select field (for example, durable goods, food products, housing, medicine, educational services, culture, etc), or differences in consumption between various social groups (based on income, type of family, etc). Literature for writing this essay should include the statistical reference guides published by Rosstat; with the main data source being “Social standing and the living standards of the Russian population,” M. Rosstat, the last published year for the year the course is read. The guide is available for student use online, on Rosstat's website.

Essay topics:

All essays are to be on the topic: of the particularities of consumption in modern Russia in various spheres (based on statistical data).



Requirements for reports:

A student should do a report on the topic of a seminar, based on literature suggested by the professor. All articles and book excerpts can be found in the “Anthology of Sociology of Consumption” and are available in electronic format. During each seminar, 5-6 reports on the seminar's topic are presented. The student giving the report should present, at the beginning of the seminar, the reports theses (1-2 pages), and then, clearly and shortly (10-12 minutes) disclose the materials of the article (book chapter), and answer questions posed by other students.

Midterm exam and *written final test* are to be taken in the middle and at the end of studying this section of the course. The midterm will require written answers to 6 or 8 questions. The questions are based on information that was covered both in lectures and in seminars. The midterm exam will be 1 hour and 20 minutes long.

The written final test will be conducted in a computer lab. The test is made up of 40 questions on the topics covered in this section. The test is passed if 40% of the questions are answered correctly.

Grading criteria for in process control and student review: questions for grading scholastic attainment.

Questions for the midterm exam:

1. Characteristics of the process of consumption. Differences of consumer behavioral models in economics and sociology.
2. The evolution of attitudes towards consumption in major economic theories.
3. Axioms and main definitions of microeconomic analysis of consumer behavior.
4. G. Becker's theory of tastes.
5. Bandwagon, Snob and Veblen Effects in the Theory of Consumer Demand (H. Liebestein).
6. Technologies of consumption (K. Lancaster).
7. Information asymmetry and problems of opportunistic behavior in buyers and sellers (G. Akerlof).
8. Consumption in risky conditions and insurance.
9. Consumption of public and free goods.
10. Consumption in non-constitutional theory (D. North).
11. External effects of consumption.
12. Model of consumption in conditions of deficit. (J. Kornai).

Questions for the final test:



1. Psychological and philosophical approaches to the analysis of consumer behavior (T. Scitovsky, A. Etzioni, E. Fromm, B.F. Skinner, G. Katona).
2. Major traits of consumption in the Middle Ages in Europe (J. le Goff).
3. Structures of everyday life and the history of material culture in the era of capitalism (F. Braudel) – main ideas of his work.
4. “Consumer revolutions” of the 16th -19th centuries (G. McCracken).
5. The civilizing process (N. Elias).
6. Functional, nonfunctional, meta and dysfunctional objects and their characteristics. Similarities and differences.
7. Differences between modern and traditional interiors (J. Baudrillard)
8. Gestuality. Models and series and the differences between them. (J. Baudrillard)
9. Advertising and credit as mechanisms of consumption acceleration (J. Baudrillard)
10. Consumption of signs. Consumption as a process of manipulating signs.
11. Sign and semiotics of consumption in Baudrillard's theory of consumption. Simulacrum.
12. K. Marx's working theory of value.
13. Formation of value in the concepts of G. Simmel.
14. Baudrillard's sign value and symbolic exchange.
15. Various approaches to defining “lifestyle”.
16. P. Bourdieu's concept of “lifestyle”: main ideas and concepts.
17. Role of lifestyle and consumption in major stratification theories
18. Demonstrative consumption and theory of leisure class (T. Veblen).
19. “Patina” as status demonstration strategy (G. McCracken).
20. Culturological approach to consumption (M. Douglas, B. Isherwood).
21. Ethics of consumption: rationalism and romanticism (K. Campbell).
22. Traditional and modern consumption and hedonism (K. Campbell).
23. History of consumer culture (D. Slater).
24. Affluent society, consumption and control over production powers (J. Baudrillard).
25. Theories of post-industrial societies as consumer societies (J. Galbraith, A. Toffler).
26. Concept of consumer society and its major traits.
27. “McDonaldization of society” (G. Ritzer). Advantages and disadvantages.
28. “Work and spend” principle, “new consumerism” and the “self-limitation” movement (J. Schor)
29. Electronic marketing and internet commerce (G. Ritzer)
30. Concepts of postmodern and postmodernism.
31. New concepts of consumption in the postmodern era, aesthetization of everyday consumption (M. Featherstone)
32. “Mosaicism” of lifestyles in the postmodern era.
33. Consumer communities: unification of clothing, department stores, shopping, advertising, trademarks (D. Bourstein)
34. Fashion as a consumption institute. Qualities and functions.
35. History of advertising.
36. Consumer movement. Fashion particularities according to G. Simmel.
37. Birth and major particulars of department stores.
38. New and traditional commerce organization.



39. Supermarket and department store – similarities and differences.
40. Principles of commerce organization in supermarkets.
41. Shopping functions.
42. “Civilization of appetite” (S. Mennel). Reasons for limitations of nutritional intake. Reasons for refusal of certain types of foods.
43. The function of clothing.
44. Clothing as language (F. Davies).
45. Stages of fashion distribution (F. Davies).
46. Trickle down theory (G. Simmel).
47. High art and commerce (Whitely). Similarities and differences.
48. Commodization of modern theater (Kershaw).
49. High art as social capital. (DiMaggio)
50. History, prerequisites and stages of tourism development (Lash, Urri).
51. Plans of tourism perception (McCannel).
52. Tourism contemplation.
53. Birth of department stores and the new role of women.
54. Gender differences in shopping (Campbell).
55. Main stages of consumption development in the USSR.
56. Consumption during Stalin's era: deficit and distribution (Osokina). Card system and commerce.
57. Everyday life during Khrushchev's thaw (Lebina, Chistikov).
58. Main traits of a soviet line (Nikolaev).
59. Life standards in 1970s-1980s.
60. Changes in consumption in the 1990s.
61. Main income and consumption markers (nominal and real income, price index, poverty level)
62. Consumer price index.
63. Classification of sociological theories of consumption (P. DiMaggio, M. Featherstone, D. Miller).

Section 2.

“Sociology of the population's financial behavior”

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This section of the discipline is logically constructed around comparing the economic, sociological, psychological and other approaches to studying the financial behavior of households. Lecture and practice sessions introduce the students to existing theoretical models and empirical research in this field.

Requirements for the level of scholastic attainment for the contents of this section



This section of the discipline is meant for students who have already had basic courses in economic and sociological theory, for the purposes of deepening their theoretical and practical knowledge in the field of research of financial behavior of households.

Goals for Section 2

As a result of studying this section of the discipline, the student will:

- know the theoretical models of saving and investment behavior of the population, that were developed in various social disciplines;
- be able to interpret data from macro- and micro- statistics of income and savings of the population;
- be familiar with programs and results of empirical research in the field of financial behavior of the population;
- have the skills to compose programs necessary for conducting quality and quantitative research of financial behavior of the population

This section of the discipline is read to 3rd year students at the Department of Sociology, in the 1st and 2nd modules.

Topic plan for section 2 of the academic discipline

Name of topics and sections

	Lecture hours	Seminar hours	Self-study hours
Topic 1. Basic definitions of financial behavior of the population	4	4	4
Topic 2. Keynes' absolute income hypothesis and neoclassical economic models of saving behavior of households	2	2	2
Topic 3. Modern economic models of saving and portfolio behavior of households	2		2
Topic 4. Economico-psychological approach to researching saving behavior of the population	2	2	2
Topic 5. Population's financial behavior in modern economic psychology	2	2	2
Topic 6. Distinctive particularities of the socio-economic approach to researching financial behavior	2	4	20



of the population

Topic 7. Methodological problems in researching financial behavior of the population	2		2
Topic 8. Russian and foreign databases of population polls in the field of financial behavior	2		2
Topic 9. Population's trust in financial institutes: conceptualization, operations, surveying	2	2	2
Topic 10. Financial strategies of households	2		2
Topic 11. Institutional contexts of population's financial strategies. Population's financial literacy.	2	2	2
Topic 12. Financial pyramids	2	2	2
Topic 13. Saving and credit behavior of the population	4	2	2
Topic 14. Electronic money	2		2
Topic 15. Insurance behavior of the population	2	2	2
TOTAL:	108	34	24
	(Total)		50

Means of student scholastic attainment control for section 1.

The student is required to complete the homework assignment and a written final exam.

Independent homework assignment:

The homework assignment is done by the student independently and includes the following stages:

- 1) Conduct an in-depth interview based on specific guidelines. The guidelines are the same for all students and are the basis of the interview. The students have to interview a couple (officially married or living together – it doesn't matter), that have been living together in the same space for a period no less than 6 months. Each spouse is interviewed separately. In order to ensure that the answers to the questions are not prepared beforehand, the first spouse should not be forewarned that the other spouse will also be subsequently interviewed. The quality of the interview will be considered when this assignment is graded.
- 2) Transcribe the interview
- 3) Write an analytical essay on the following topic: “Managing money in the family and making decisions in a household regarding money (case study)”, based on conducted interviews and using theoretical approaches that are studied in the course. (V. Zelizer, G. Pal, K. Vogler)



What has to be submitted to the instructor:

- 1) Transcripts of the conducted interviews. Transcripts are to be submitted in electronic format only (MSWord .doc files, each interview in a separate file)
- 2) The written analytical essay. The text must be well-structured. Analysis should use theoretical approaches that are studied in the course. The essay is to be submitted both in printed and electronic formats.

Approximate length should be 10-15 pages, Times New Roman size 12 font, 1.5 line spacing. Quotations from the interview(s) should take up no more than (!) 30-40% of total essay text. Criteria for grading: interview quality, reasonable and analytical approach to interpreting obtained data.

Final Exam

The written final examination is conducted at the lecture hall, with the instructor present, during finals week.

Each variation of the text is composed of 5-6 open-ended questions based on the course. The questions can be of different types and different levels of difficulty. Each question weighs a certain number of points, based on its difficulty, points for each questions are specified next to the question itself. The use of all texts and materials during the exam is prohibited.

Time for the exam: 60 mins (1 hour)

The student is admitted to the final exam even if (s)he was absent from the seminars and did not submit the written homework assignment, however, in order to pass Section 2 of the discipline in this case, he has to get 10 points on his final examination, since only then ($0 \cdot 0.25 + 0 \cdot 0.35 + 10 \cdot 0.4 = 4$) he would be able to get a passing grade for the overall section. All necessary study materials are available in the LMS system.

However, one should remember that passing Section 2 of the discipline without attending lectures and seminars, doing seminar work, or timely submission of the homework assignment is unlikely, as 60% of the grade is based on timely and quality work during the course, so students are highly advised to attend lectures and seminars.

Grading for Section 2 of the discipline.

The overall grade for section 2 of the discipline is calculated as the average weighted grade for the homework assignment and final exam, as well as for work done during the seminars. The grades are weighted as follows: 35% for the homework assignment, 40% for the final exam, 25% for work during the seminars.

Discipline contents.



Topic 1 (4 hours). Basic definitions of financial behavior of the population.

Definition of financial behavior of the population. Financial behavior of the population as research object in various social disciplines. History and logic of researching financial behavior of the population, differences of approaches in economic, psychological and sociological disciplines.

Subjects of financial behavior: individual, household, economic family.

Money supply and household income. Population's financial income and expenditure structure. Definition of personal savings of the population. Indicators of savings flow and supply. Measured time periods of savings flow. Negative and positive savings.

Micro and macro levels of savings amount assessment. Savings statistics in Russia and abroad. Inter-country comparisons of savings indexes and their dynamics.

Forms of savings. Problem of inclusion of long-term use objects. Savings and consumption as continuum. Saving and investment. Saving and borrowing.

Exam questions.

1. Define “financial behavior of the population”.
2. What is the relevance of studying financial behavior of the population?
3. What is “income”? How is income defined within Hicks' concepts? How is income defined in official statistics of financial income and expenditures of Russia's population? What is the difference in the notions of income in national accounts statistics and in statistics of the balance of financial incomes and expenditures of the population?
4. What is the population's income composed of? Does natural income figure into the overall calculations of income? Should increase in the market value of assets be considered part of household income?
5. What is the difference between “resources” and “assets”?
6. Who is the subject of the population's financial behavior: individual or household? What are the criteria for defining the subject of financial behavior when conducting population polls?
7. What is the difference between “reserves” and “flow” of savings? Give examples of savings reserves and flow. What is the relationship between savings flow and reserves?
8. Should purchasing long-term use objects be considered a form of savings?
9. What time periods are typically used in defining savings flow? How should a question regarding savings flow for a given year be phrased in a poll?
10. What are negative and positive savings? Give examples of negative flow and negative reserves of savings.
11. What indicators of savings flow and reserves exist in national statistics? How are they related?



12. Which databases, consisting of population polls, have questions about savings flow and reserves?
13. What is the relationship of assessments of the population's income and savings, acquired by means of macro- and microstatistics?
14. What is the difference between “savings” and “investments”?
15. Can purchasing insurance be considered a form of savings?
16. What are the differences in connotations of the terms “debt” and “credit”?

Topic 2 (2 hours). Keynes' absolute income hypothesis and neoclassical economic models of saving behavior of households.

Average and extreme propensity to save. The function of saving. Modeling theoretical allowances. Testing hypotheses.

Keynes' absolute income hypothesis. Neoclassical models of saving behavior: M. Friedman's permanent income model, F. Modigliani's life cycle hypothesis, I. Fischer's model of decision-making in conditions of intertemporal choice.

Exam questions.

1. What is the function of consumption (savings) and how can it be evaluated?
2. How can savings variable demand be measured within this function?
3. What is a propensity to save and how can it be measured?
4. What is Keynes' “main psychological law?” Why is called a “psychological” law?
5. Why is the extreme propensity to save higher than the average propensity to save in the model of absolute income?
6. What data can be used for Keynes' model?
7. Why couldn't the model of absolute income explain the consumer and savings behavior of household?
8. How are models of permanent income and life cycle alike? Why are they called the neoclassical economic models?
9. What does M. Friedman base his position on the lack of influence of socio-demographic variables on the savings behavior of individuals on?
10. What is the basis for the life cycle model hypothesis regarding forms of savings portfolios based on age?

Topic 3 (2 hours). Modern economic models of saving and portfolio behavior of households.

The development of the population's savings behavior economic modeling in the last quarter of the 20th century. Stylized facts.

Introduction of the supposition on the uncertainty of future income and the imperfect credit market into the model. Alternative economic savings models.



Exam questions.

1. What are the limitations of liquidity and how do they influence people's savings behavior?
2. How does uncertainty in future income influence people's saving behavior?
3. What is the point of “for a rainy day” savings model?
4. Why, in Shorrock's opinion, is it impossible to test the life cycle hypothesis using cross-sectional data?
5. What is the difference between the “cohort effect” and the “age effect” as it pertains to savings behavior of households?
6. What hypotheses can be suggested to explain the specifics of savings profiles based on age, based on Russian data?

Topic 4 (2 hours). Economico-psychological approach to researching saving behavior of the population.

On the correlation between the economic and economico-psychological approaches. Savings behavior as research subject in economic psychology. Place and role of psychological variables in modeling savings behavior. Empirical directionality of economic-psychological research.

Interrelationship of economics and psychology in G. Katona's savings behavior research. Accounting for the uncertainty factor in models of savings behavior. People's subjective views of the economy as variable, mediating influence of objective economic variables on people's financial behavior.

G. Katona's model of savings behavior. Contract, discretionary and residual savings. Using psychological variables at the macro-level: G. Katona's index of consumer and savings climate. Dynamics of the savings climate index in Russia.

Exam questions.

1. Why is G. Katona's book called “Psychological Economics”, and not “Economic Psychology?”
2. What is the main difference between G. Katona's model of savings behavior and the permanent income hypothesis?
3. What is the “desire” to save and how can it be measured at the macro-level?
4. How does the index of consumer mood work?
5. What are the characteristics of the relationship of customer mood index components and macroeconomic indicators?
6. Describe the dynamics of customer mood index in Russia during the last few years.

Topic 5 (2 hours). Population's financial behavior in modern economic psychology.



The problems of individuals' financial behavior in behaviorist economics. Limited rationality of economic agents in Caneman's and Tverski's theory of perspectives.

Psychological research of the validity of assumptions of economic models of financial behavior. Behavioralist economics of savings (Shefrin, Thaler, 1988).

Socio-psychological models of savings. Studying habits, attitudes and motives for savings. Typological analysis of savers' groups. Controlled laboratory experiments. Quality research of the savings process.

Exam questions.

1. What are heuristics and why do people use them?
2. Give an example of heuristics. How do researches find heuristics?
3. What is the framing effect?
4. Which variable is seen as the most important explanatory variable in Shefrin's and Thaler's model of behavioral life cycle and why?
5. What is the difference between life cycle models and the behavioral life cycle?

Topic 6 (2 hours). Distinctive particularities of the socio-economic approach to researching financial behavior of the population.

On the role of social factors in explaining people's economic behavior. Motivation of financial behavior. Wide and narrow understanding of the sociological approach, its place in the interdisciplinary research of the population's savings behavior.

Elements of socio-economic analysis of the population's financial behavior: Simmel's social function of money (1900), Goldshield's sociology of finance, Duesenberry's theory of relative income (1949), Fernheim's socio-psychological model.

Socio-economic research of the population's financial behavior: V. Zelizer's social plurality of money (pocket money, salary money, money as gift, money as donation, dishonest money), J. Pal's influence of power distribution within a family on financial decisions, V. Zelizer's social roots of households financial behavior – socio-cultural factors for the appearance of the insurance system in 18th century America.

Exam questions.

1. What is the main idea of V. Zelizer's theory of the social plurality of money?
2. Give examples when one dollar does not equal one dollar, from V. Zelizer's point of view.
3. How does the example of life insurance development in 19th century America illustrate the socio-economic thesis about the social roots of people's financial behavior?
4. What classification of types of family finances management did J. Pal suggest?
5. What is the choice of family finance management in a specific family based on?



6. What is the difference between the explanation of factors that influence a woman's access to family finance management given by the resource theory and gender sociology?

Topic 7. (2 hours). Methodological problems in researching financial behavior of the population.

Micro and macro data on the population's income. Data collection for official income statistics and their use in Russia and abroad. Calculation errors, possible corrections.

Problems of operationalization of the terms “income” and “savings” in reviewing households. Budget reviews. Differences between the economic and sociological approaches to measuring income.

Major problems in data collection on household income and savings and possible ways of overcoming them.

Exam questions.

1. What are some of the indicators of savings flow and reserves that exist in official Russian statistics? Are there differences in accounting systems in Western Europe and America?
2. What is the volume of savings flow and reserves in Russia? What is the volume of credit?
3. How can the high level of the population's personal savings, based on macro-statistical data from the 1990s, be explained?
4. How can savings flow and reserves be measured in a poll? How can savings flow in a given year be measured?
5. What problems and limitations exist in measuring the level of household income?
6. For what reasons do respondents lower their income and savings when answering population polls? Name at least three reasons.
7. Based on data on the level of current income, could one -
 1. classify families by type based on their material well-being?
 2. calculate the differentiation markers of the population's monetary income?

Topic 8 (2 hours). Russian and foreign databases of population polls in the field of financial behavior.

Databases of financial behavior in Russia. Formulating poll questions on income, material prosperity, consumption, savings, and their forms.

Exam questions.

1. Which databases have questions regarding savings flow of the Russian population, and which have information on savings resources?



2. What indicators of the population's financial behavior regularly change in Russian population polls, and in which databases can they be found?

Topic 9 (2 hours). Population's trust in financial institutes: conceptualization, operations, surveying .

Conceptualization of trusting financial institutes. Bank as an object of trust. Trust and profitability. Insurance companies as objects of trust. The role of government in forming trust in financial institutes. Operationalization of the term “trust” in a mass poll. Dynamics of the trust in financial institutes index.

Exam questions.

1. What is the difference between interpersonal, network and institutional trust?
2. What meaning to people imply in the term “trusting financial institutes”?
3. Is trust in financial institutes reconcilable with profitability?
4. Is using financial services an act of trust? Give reasons for your point of view.
5. What are the dynamics and structure of Russia's population trust in financial institutes in 2008-2010? What are some particular characteristics of the 2008 financial crisis from the point of view of the relationship between financial institutes and their clients?

Topic 10 (2 hours). Financial strategies of households

The terms “behavior”, “action” and “strategy”. Problems in definition and operationalization of the term “strategy”. Planning horizons. The notion of plural rationality and household financial strategy. Criteria for typifying financial strategies. Paradoxes of the saving behavior of russians. Dynamics of financial strategies of russians in 1995-2007.

Exam questions.

1. Can the terms “behavior”, “action” and “strategy” be considered synonymous?
2. What are the main difficulties in definition and operationalization of the term households' financial strategies?
3. What is the paradox of Russians' saving behavior, when considered from the point of view of economic theory?
4. Which sociological notions or theories could help explain these paradoxes?
5. How did the strategies of Russian households change in the 2000s, compared to the 1990s?

Topic 11 (2 hours). Institutional contexts of population's financial strategies. Population's financial literacy.

Institutional contexts of the population's financial strategies. The notion of financial exclusion. Reasons for and incidence of financial exclusion in European countries and in Russia. Social and economic politics measures aimed at lowering the population's financial exclusion.



Notion of the population's financial literacy. Methods of measuring the level of financial literacy. Debates on the ways to raise financial literacy. Research results on the evaluation of financial literacy among the population in Russia. Ways of raising financial literacy and evaluation of the effectiveness of various programs.

Exam questions

1. What is financial exclusion?
2. What is the scale of financial exclusion in Europe and in Russia?
3. What are the reasons behind financial exclusion?
4. What are some of the definitions of financial literacy and the differences between them?
5. How was the level of financial literacy measured in British and Russian research?
6. In what, specifically, is financial literacy at its lowest among Russians?

Topic 12 (2 hours). Financial pyramids.

Individual investment behavior in economic theory. Savings in the wide and narrow sense of the word. The relationship between savings and investments at the micro and macro levels. Keynes' paradox of thrift.

Economic history of financial pyramids. Explanation for financial companies' fraud from the point of view of economic theory: the notion of financial risk and uncertainty, asymmetry of information available to the deal's participants.

Psychological approach: predisposition for optimism in conditions of uncertainty, the influence of the “crowd”, the “anchor” effect, the novelty effect, “halo-effect”.

Role of trust in financial and credit institutes and collective assumptions on mass investment behavior. Socio-economic analysis of behavior of stock market players: role of traditions, norms, authority structures.

Sociological perspective: focus on the counter-agent's motives and actions in conditions of uncertainty. The financial pyramid experience in Russia in 1994-1995. Results of research on the mass investment behavior of the population during the 1994-1995 financial pyramid period in Russia, based on the multitude of included observations on the behavior of MMM investors. Stages of pyramid creation, typology of investors and game models. “The return of the crowd”: analysis of the investors' behavior using social psychology methods.

Exam questions.

1. Why do people invest in financial pyramids? How can this be explained from the point of view of economics and psychology?



2. What sociological theories and notions could explain people's participation in financial pyramids?
3. How can the flourishing of financial pyramids in Russia in 1994-1995 be explained?
4. Do financial pyramids exist in modern Russia?

Topic 13 (4 hours). Saving and credit behavior of the population.

Savings and income dynamics of the population in 2000-2010. Possible explanations from the points of view of different theories. Motives for population's savings. Preferences regarding safe and profitable forms. Dynamics of savings volume of the population. Reasons behind the rise of the population's interest in banking deposits in 2009. Dynamics of credit portfolios of private persons.

Population's attitude towards non-return of bank debt. Reasons and possible solutions.

Exam questions.

1. What happened with personal incomes and savings of Russia's population during the economic crisis? How can this be explained from the point of view of different theories?
2. What is the percentage of financial services users among Russians? What is the dynamic of this marker?
3. What are the people's preferences regarding relatively safe and profitable forms of savings? Why?
4. What were the reasons behind the rise of the population's interest in banking deposits in 2009? Did this interest remain constant in 2010-2011? Why?
5. Why don't high-income populace groups trust financial institutes? Which instruments are the most appealing to them? What is the attitude of Russia's population to the possibility of not returning bank debts? What are the reasons behind it?

Topics 14-15 (4 hours). Electronic money. Population's insurance behavior.

The notion of electronic money. Bank cards and their incidence in various countries. The population's preferences regarding using bank cards. Reasons behind not wanting to have a card. Trust in banks and owning/using a bank card – is there a relationship? Internet-banking, Internet payment systems, mobile payments – the population's preferences and behavior.

Using insurance services and trust in insurance companies. Attitudes regarding individual life insurance. Pension insurance. How do people plan on providing an adequate life for themselves once they retire?

Exam questions.

1. What is electronic money?
2. Why don't most Russians who have bank cards use them for cash-free payments for goods and services?



3. What is the role of institutional trust in operations with electronic money?
4. Why don't Russians as a rule use insurance services, and when they do, is it typically only out of necessity?
5. How do Russians plan on supporting themselves after retirement? How does this data fit in with predictions of the life cycle model?