

Government of the Russian Federation

**Federal State Autonomous Educational Institution
for Higher Professional Education
«National Research University
«Higher School of Economics»**

Sociology department

**Discipline program
Academic Research seminar of the Department of sociological data collection and analysis
methods**

For course 040100.62 «Sociology», preparation for a Bachelor's degree.

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1. Areas of use and reference codes.

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 040100.62 Sociology (in preparation for a Bachelor's degree), that are the studying the “Academic research seminar of the department of sociological data collection and analysis methods” 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 in Sociology, Bachelor's level (2010).
- Educational program of 040100.62 Sociology.
- The University's working academic plan for 040100.62 Sociology that was approved in 2011.

This discipline is closely tied in with the “Methodology and methods of sociological research” and the course’s final assignment, in which the students will work using their acquired skills.

2. Goals for studying the discipline.

The goal of studying the discipline highlights the formation of research culture, help in learning different solutions, and acquiring problem-solving skills needed for methodological issues that arise in the various stages of quantitative empirical research, through the use of examples from specific research projects. NIS works as a platform for academic communication between students of different courses as well as creates an environment conducive to mutual learning and conducting joint research projects.

The purpose of the NIS for 2nd year students is to develop basic competencies that provide skills for designing and implementing applied sociological research using quantitative methods of data collection as well as analysis in the process of preparing a term paper on the methods of sociological research. In regard to the term paper, NIS serves as academic and methodological support of an educational project at the stages of research design, data interpretation and presentation of results.

The seminar is a permanent and systemic element of the academic process, allowing for the inclusion of students in the academic research process through the preparation and discussion of an independent academic research project. The seminar is aimed at forming skills of working in a relatively large research team. The presentation of one's own project and participation in the discussion of other projects allows one to build skills of reviewing as well as forming an opinion of others' work, and improving the quality of preparation of one's own work.

The main goals of the research seminar:

1. Introduce students to applied research work and methodological design in certain subject areas, in accordance with the topical principle of an NIS organization; organize potential consultations regarding the most interesting and important research problems; set goals that could be realized as part of student research, allowing the students to select the direction and topic of the research project.
2. Apply the knowledge of methodology, sociological data collection, and analysis methods that are acquired in the “Methodology and sociological research methods” and “Data analysis-1” courses in independent student research--including conceptualizing tasks to designing a research program and instruction on gathering and processing data. A comprehensive discussion of materials obtained in the these courses uses specific research cases in the field. Additionally, the course considers alternative approaches to problem definition, data collection, and analysis.

3. Develop skills of scientific discussion and present research results by discussing student projects during their implementation (the problems in setting goals, choosing research design, preparation of the poll, the research selection, the analysis and interpretation of results).

4. Develop collective work skills as part of joint projects, as well as participate with colleagues' during the stages of project discussion and research presentation.

In accordance with the principle of topical organization of the seminar, there are six topic groups:

1. Family and lifestyle research
2. Ethno-sociological research
3. Sociology of science and education research
4. Political sociology, civic engagement research
5. Sociology of employment/occupation, social inequality research
6. Value positioning research

The general idea of topic groups: to give basic knowledge about existing and methodological approaches in specific subject areas of empirical sociology, introduce sources of empirical data (statistics and surveys), show simple techniques of available empirical data analysis.

One organizational meeting is to be held in the beginning of the year for topic groups selections (before the middle of September). At this meeting there is to be a mini-presentation which tells about the principles, goals, forms of NIS work, as well as major problematics of each topic group. At the beginning of the year, under the guidance of a moderator, each topic group will be given a detailed plan of seminars for the year, which includes the description of each seminar topic, a list of invited guests, main types of work. The main speakers and opponents are determined for each seminar. The seminar program also includes a list of topics of term papers that are planned for discussion.

During the week following the organizational meeting, 2nd year students must choose a topic group that they plan to attend (each one is to specify a first and second choice of group). It is important to enroll the students into topic groups evenly, so that each seminar would consist of 20-25 people. It is possible to organize an extra session within a topic group. The topic group seminars will begin work in the beginning of October. During the month of October, it is possible for students to switch between topic groups, with the moderator's agreement. It is also possible to visit other topic groups without necessary permission.

3. Scope of student knowledge that will be acquired as a result of mastering the discipline.

As a result of mastering discipline of “Economic Sociology”, the student will gain the following skills and experiences:

- acquire the basic skills of designing and carrying out sociological research by using the poll method;
- be able to apply both general and specific methods of collecting, processing, analyzing data from the acquired knowledge of methodological approaches of classic and contemporary research in the framework of the topic groups of NIS;
- acquire basic skills in preparing presentation materials for a project: report, present, and speak;
- master the format of reviewing research projects both in written form and in presentations through discussions.
- write, present, and defend a term paper.

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

Expert skill	Code in FSES/SRU	Descriptions – main signifiers of acquired knowledge (markers of reaching results)	Forms and methods of teaching that aid in formation and development of skills
Ability to perceive, generalize and analyze data, set goals and choose ways of reaching them (<i>partial development</i>)	OK-1	<ul style="list-style-type: none"> - has mastered the basic principles of academic research methodology -is able to apply the basic methods of sociological data collection -recognizes social problems, has the skills of isolating the research problem, justifies the choice of research goals 	Case analysis, familiarity with research examples (fragments) with discussion
Ability to express oral and written thought logically, clearly, and in a well-argued manner (<i>partial development</i>)	OK-2	<ul style="list-style-type: none"> -has mastered professional terminology -demonstrates oral report skills on course topics – has mastered the skills of academic written communication – demonstrates the readiness to lead discussions on professional topics 	Preparation of presentations of term paper fragments, acting as an opponent and reviewer for other students' presentations
Readiness to cooperate with colleagues and work in groups (<i>partial development</i>)	OK-3	<ul style="list-style-type: none"> - has mastered skills of organizing effective cooperation with colleagues (including over long distances), forming and maintaining a system of feedback - has mastered skills of communicating while using professional terminology 	Preparation of reports on cases and own term project – as a presentation and oral report
Ability to use both basic and professional knowledge and skills on the fundamentals of sociology theory and methods of sociological research in professional work (<i>partial development</i>)	PK-1	<ul style="list-style-type: none"> -has mastered the skills of preparing a sociological research program - recognizes the connections between sociological theory, methods of data collection and practical goals - justifies method choice, has mastered the skills of assessing the adequacy of methodological instrument set of a chosen theory 	Preparation of report on term project, reviews of fellow students' presentations
Ability to independently formulate goals, set specific tasks for academic research in various areas	PK-2	<ul style="list-style-type: none"> -has mastered the skills of reviewing/abstracting professional literature 	Preparation of report on own term project

of sociology, and accomplish them by using modern research methods and with the use of the newest Russian and foreign studies, modern technologies, information technology (*partial development*)

(including literature in foreign languages)
 -uses the skills of formulating the goals of academic research based on the analysis of professional literature, research descriptions
 -demonstrates the skills of using informational technologies for conducting research

Ability to use sociological research methods for studying important social problems, for identifying needs and interests of social groups (*partial development*)

PK-5

-has mastered the skills of in-depth analysis of social situations in a topic group

Case analysis, familiarity with examples of research (fragments) with discussion

4. The discipline's place within the overall educational program structure.

This discipline is part of the “Professional cycle” discipline cycle’s basic component.

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

- Sociological Theory
- Logic
- Applied computer software

In order to study this discipline, the students must possess the following skills and competencies:

- Knowledge of major classic and modern sociological theories and schools of thought
- Ability to use methods of logic analysis when solving research and applied problems, basing conclusions and evaluating general scientific data
- Basic skills of working with applied computer software

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

- Sociological data analysis -1
- Term paper
- Methodology and sociological research methods

5. Topic plan for the academic discipline

№	Topic Name	Total hours	Lecture Hours	Self-Study Hours
1	Presentation and case discussion	68	30	38

2	Stating the research problem in the term project	10	6	4
3	Interpretation and operationalization, poll plan in the term project	12	6	6
4	Presentation of poll in the term project	14	6	8
5	Discussion of data analysis scheme, moving from the poll to processing data	8	4	4
6	Discussion of sample, planning the pilot, entering the field	6	4	2
7	Report on pilot results, discussion of field stage	12	4	8
8	Presentation and defense of term paper	14	8	6
	Total in course	144	68	76

6. Forms of student attainment control

Research for preparing reports (cases) are formed within each topic group and reflect their problem fields.

Type of control	Form of control	Modules	Parameters
		1	2 3 4
In-progress	Case reports	X	X X X Presentation in MS Power Point (at least 2)
	Essay		X Written work (2-3 thousand words)
	Reports on own term project	X	X X X Presentation in MS Power Point (at least 3)
	Homework		X Written work (2-3 thousand words)
Midterm	Midterm exam		X 1 case report, 1 report on term project
Final	Final exam		X Final grade consists of grades for case reports (weight 0,4), own term project (0,4), active participation in seminar (0,2)

Criteria for assessing knowledge, skills.

Grades for all forms of in-progress control are on a 10-point scale, based on the following criteria

- reasonability of stated research problem
- correctness and justification of methodology
- familiarity with sources (broad spectrum of academic publications, in-depth study of sources used)

7. Discipline contents

NIS contents are specified within each topic groups and formed, on one hand, by cases, on the other – by topics of term papers offered within the topic group.

Topic group 1. “Research of families and lifestyle”

Cases:

1. "The Russian Family", 2003. Study of Public Opinion Foundation
2. "Demography: how to increase the birth rate?", 2006. Study of Public Opinion Foundation
3. "Childlessness and reluctance to have children", 2008. Study of Public Opinion Foundation
4. "The birth rate situation» 2011. Study of Public Opinion Foundation
5. "Student perceptions of marriage", 2002. Research by the sociology of the family and gender relations sector at ISRAN
6. "Foundations of marriage: emotion and rational considerations", 2008. Study of Public Opinion Foundation
7. "Regional problems: regional differences", 2003. Study of Public Opinion Foundation
8. "A little bit about glamor", 2007. Study of Public Opinion Foundation
9. "Adolescents' leisure: yesterday and today", 2002. Study of Public Opinion Foundation
10. "Russians on their free time", 2007. Study of Public Opinion Foundation
11. "Home and leisure", 2003. Study of Public Opinion Foundation
12. The method of "Role expectations of partners" (EPR)
13. Methods PARI – poll of parental attitudes

Topics of term papers

1. A comparison of the distribution of roles in the family in younger and older generations.
2. "Childfree" - voluntary childlessness as a phenomenon of modern society
3. Marital behavior of today's youth.
4. The image of the ideal wife: an analysis of gender stereotypes.
5. Young people's ideas about the functions of family and marriage.
6. Features of modern intergenerational family conflicts.
7. The phenomenon of night entertainment as part of lifestyle of metropolitan youth.
8. Lifestyle structure of Russian pensioners
9. Comparison of recreational practices of young people in large and small cities (cities suggested by the student).
10. Characteristics of modern youth subcultures (role-playing, emo, etc.).
11. Religiosity of today's youth.
12. Superstitious practices of modern students
13. Literary preferences of young people
14. Youth perception of modern films criteria
15. Analysis of the criteria for selecting popular books among Moscow students
16. Comparative analysis of perception stereotypes of Russian and foreign cinema
17. Factors determining students' musical preferences.

Topic Group № 2, "Ethno-sociological research"

Cases:

1. Echoes of the December 11, 2010 events on Manezh Square (FOM poll "FOMnibus", December 2010)
2. "Russian march" and interethnic relations in Russia. (FOM poll, November 2006)
3. Inter-ethnic relations in Russia (FOM Poll, October 2004)
4. Inter-ethnic conflicts in Russia (FOM poll, July 2007)
5. Muscovites. Ethno-social study. (Y. Harutyunyan).
6. The identification of citizens with their country: Russian data in the context of international comparisons. (Study of the International Program of annual social surveys - ISSP).

7. Chinese migrants in the eyes of Russians. (Research Institute of Demography HSE and polls with the support of scientific exchanges of Chiang Ching-kuo [Chiang Ching-kuo Foundation for Scholarly Exchange, Taipei]).
8. Why do we not like immigrants? (Research Institute of Demography at the Higher School of Economics, based on materials from VCIOM polls and the Levada Center polls).
9. Bogardus Social Distance Scale
10. Techniques for measuring social and inter-ethnic tensions

Topics for term papers

1. Attitudes to inter-ethnic marriages among different socio-demographic groups
2. Attitude towards migrant workers, the image of migrants, stereotypes of migrant workers
3. Stigmatization, the enemy image and stereotypes in international relations
4. Factors in adaptation of foreign students
5. Comparison of the values of different ethnic groups
6. National stereotypes in the views of different socio-demographic groups
7. Migration plans of students
8. The problems of social adaptation to life in the city for foreign students

Topic group 3, "Research in the Sociology of Science and Education"

Cases:

1. Views of sociology students on the field of professional skills of sociology departments students
2. Motivation of high school graduates for applying to the various departments at the HSE
3. Elective Courses
4. Involvement in the educational process
5. Student evaluation of the quality of teaching
6. The factors of student achievement
7. Using modern technology for academic information retrieval (online resources at HSE library) among university students: a comparative analysis. Educational practices, social networking, databases, etc.
8. The study of "teacher-student" communication. Opportunities for improvement, LMS
9. Approaches to the study of academic literacy
10. "Popular Science" as a cultural phenomenon
11. Attitude towards technology
12. Parascientific beliefs, misconceptions and superstitions (medical, household, food, cosmetics and other areas of expertise)
13. The public perception of science (attitudes, trust, attitude towards academic professions, the scientific language as register).

Topics of term papers.

1. Connection between student achievements and their attitudes toward studying or subjects
2. Students' perception of the quality of education. Attitudes to the system of rating teachers. Methods of polling students about the quality of teaching.
3. The problem of elective courses. Searching for factors and motives of choice. Attitude towards the system of elective courses. Search for an "ideal" choosing procedure for students.
4. Measuring the involvement of students in the learning process, learning style, educational practices.
5. Views of sociology students on the field of professional skills of sociology departments students
6. Motivation of high school graduates for applying to the various departments at the HSE

7. Using modern technology for academic information retrieval (online resources at HSE library) among university students: a comparative analysis. Educational practices, social networking, databases, etc.
8. The study of "teacher-student" communication. Opportunities for improvement, LMS
9. Approaches to the study of academic literacy
10. "Popular Science" as a cultural phenomenon
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12. Parascientific beliefs, misconceptions and superstitions (medical, household, food, cosmetics and other areas of expertise)
13. The public perception of science (attitudes, trust, attitude towards academic professions, the scientific language as register).

Topic group 4, "Research in the field of political sociology, civic engagement"

Cases:

1. The political activity of young people, Generation Next (FOM research)
2. The youth of new Russia: value priorities (the study of IP RAN-2007)
3. Youth extremism, motives, image of the enemy
4. Policy research of FOM polls, the Levada Center.
5. George Gallup, political polls
6. Classic designs: P. Lazarsfeld (The People's Choice), S. Lenart (interaction of mass media information and interpersonal communication during changes in the political attitudes of the audience), A. Campbell (the relationship between the outcome of a vote and the motives behind it).
7. CIRCON's experiment
8. Media monitoring (Medialogia, Integrum, Public)
9. Special methods:
 - Enriched public opinion
 - Exit polls
 - Forecasting election results.
10. The problem of sincerity

Topics of term papers.

1. The political activity of young people: forms, motives, factors.
2. Youth movements: awareness, involvement, motivation to participate, youth extremism
3. The younger generation of party activists: structure, motivations, forms of activity
4. Social security: the structure of phobias, ideas about causes, evaluation of the effectiveness of government, law enforcement and other agencies.
5. Attitude towards government institutions, politicians and parties (fame rating, credibility, job satisfaction, performance evaluation, etc.).
6. The image of civil society: the ideal notions and assessment of the current situation.
7. Forms of political participation of citizens in governance at the national, local community, and enterprise level.
8. Local government and civic participation: prevalence, relevance, motivation
9. Self-organization and political processes: online communities as a form of political participation.
10. Particularities of the political socialization of young people
11. Government social policy: perceptions, expectations, fears and perspectives.

Topic group 5, "Research in the Sociology of employment, social inequality"

Cases:

1. SSC Website: Living:
<http://www.gks.ru/wps/wcm/connect/rosstat/rosstatsite/main/population/level/>
2. Russian Statistical Yearbook, 2009 / State Statistics Committee of the Russian Federation. Moscow, 2010. (And other years)
3. RLMS (one of the available databases), FOM Georating
4. Exemplary course, Bachelor's, Master's works on stratification
5. A survey of students graduating from PN Kolotinsky's classes in 1920.
6. Case "revolution of aspirations" (V.S. Magun).
7. FOM's youth polls.
8. Child labor: a sociological case study (1997) / Russian Scientific Research Institute of the Ministry of Labour of the family.
9. DB "snowball poll" in Krasnodar in 2003 (sample 367 people).
10. DB "snowball poll" collected during the practical training course for 1st year students in 2011.

Topics of term papers.

1. The manifestation of social inequality in school / college.
2. Stratification at leisure locations.
3. Pocket money in adolescents: sources, purposes, meanings.
4. Income and expenses for students.
5. Ideas about the causes of aggression in school: personal or social factors.
6. Ideas about hierarchies and conflicts in youth subcultures.
7. Gadget consumption among youth: demonstrative and functional.
8. Parameters of a good / bad job / profession.
9. Prestigious occupations: evaluation factors.
10. The comparison of life (labor) values among Russian youth: 1970s and 2010s.
11. Summer teen employment: gender specifics of employment.
12. Summer teen employment: the relationship between the method of finding the position and characteristics of the workplace.
13. Summer teen employment: a "good" or "bad" job
14. Gender characteristics of employment of students.
15. Employment of students: the relationship between the method of finding the position and characteristics of the workplace.
16. Motives for student employment.
17. Young people's ideas about "good" and "bad" jobs.

Topic group 6 "Studies of value orientations"

Cases:

1. Values of Russians: age, gender and educational differences
2. "Male" and "female" values
3. The role of values in the modernization of Russian society
4. Values and political preferences of Russians
5. Working values of Russians
6. Values of Russian youth
7. The development of value research in world sciences
8. Ideas on the quality of life in cultures with different values
9. Russian labor values according to the terms of G. Hofstede
10. Dynamics of the values of Russians in R. Inglehart's measurements
11. Changing values as the driving force behind democratization
12. Stability of life values
13. Country-specific and universal structure of values

14. Are there special Chinese values?
15. Transmission of values from parents to children
16. Russian values according to the terms of S.Schwartz
17. The influence of values and social axioms on social behavior
18. National characteristics of answers to the "bar graph" questions
19. The possibilities and limitations of comparing values in different countries
20. The influence of social values on attitudes toward immigrants

Topics of term papers

1. The influence of achievement values on youth voting behavior
2. The relationship of values of universalism and environmental attitudes
3. Valuable determinants of xenophobia
4. The influence of parents' family values on the students' life values.
5. Does a value unity appear in the communication process? Poll 1st year students and graduates for examples.
6. The values of the rich and poor: what values lead to wealth?
7. The differences in understanding poll questions that measure values in different social groups
8. The structure of values of two generations of Russians: similarities and differences
9. Sources of values: the effect of early experience on the formation of value orientations
10. Values of straight-A students: do student values influence their academic performance?

8. Educational Technology

The following formats are using in seminars:

1. Interactive lectures (basic overview lecture in the subject area; on data processing technology, on the principles of preparing a report on research results, on oral and graphical presentations).
2. Reports on major research projects in the topic group in a case format (statement of research problem, tasks, specific methods of data collection, data analysis features, the main results and prospects of development). Cases are suggested by moderators from amongst classic and contemporary projects.
3. Discussion of cases. For each case, aside from the speakers (at least 3 people per case), opponents are also appointed (minimum 2 people), whose task was it to "clean up" the information and provide constructive criticism of the presented projects. The main debate participants – students who explore specific examples, in light of their possible use in their own research projects.
4. Project seminar. Reports in the form of presentations on different stages of the students' academic research project (for 2nd year students - at least 3 presentation for the academic year). The seminar is a discussion of each stage of the research project, i.e., several speakers, and a general discussion of problems and their solutions.
5. Master class (3-4 times a year) presentations by the invited specialists, recognized experts in one of the subject areas covered by topic groups (with the presentation of their projects, both finished and in progress).

9. Assessment tools for in-progress control and student assessment

Essay - a comparative analysis of at least two topic group cases, specific formulation of research problems, methods of data collection and analysis in the subject field.

Homework - a brief description of student's course project, from a problem statement to the main results obtained (stylize in the form of an article/conference presentation.)

As part of the seminar, all reports are prepared as a presentation (MS Power Point)

- Case reports - at least two presentations a year.
- Report/presentation of own research project - at least 3 presentations a year.
- Final presentation of own research project (as supporting materials for course paper defense).

The presentation will be posted on the NIS website at least 2 days prior to the seminar, for which the student is scheduled to speak.

Case reports include:

- Identified research problem
- Definition of basic concepts
- Description of the method of data collection, sampling, etc.
- The main results
- Critical notes of the presenter on the text
- Positive findings - what is useful from the case?

10. Grading for the discipline

All grades are given on a 10-point scale, for each component an average score is calculated then rounded. The midterm assessment is the sum of grades for one case report and one course project report (weight of 0.5). The final grade consists of the sum of grades for case reports (weight 0.4), course project (0.4), and active participation in the seminar (0.2).

12. Technical materials for the discipline

A projector is used at the seminars to demonstrate the presentation materials.