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National Research University-Higher School of Economics
040100.68, Sociology Master 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
Sociological analysis of ideology**

040100.68, Sociology Master Program

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1. Course Aims

This course is concerned with an epistemological explication of ideology in terms of social theory. Ideology has two interrelated perspectives: 1) ideology as an element of conceptual apparatus for sociological theories, 2) ideology as an object of sociological analysis to be used in empirical research methods.

The main objectives of the course are:

- To study theoretical evolution of the concept of ideology in modern social theory and a thorough analysis of key concepts of ideology;
- To explain methods of “analytical distillation” of political, literary, advertising messages, including products of modern mass-media in order to get an ideological "extract";
- To get students familiar with analytical tools of generating ideologically-saturated texts for understanding the mechanisms of generation of ideologies in a space of communication.

In the course, interpretations of ideology are reviewed. The course also offers mapping of the most important theoretical routes which helps not only to learn the key concepts of the sociology of ideology but also to acquire the skills of practical analytical work with ideological constructs.

2. The Main Competences that Students will Acquire

- Understanding the basic concepts of "ideology" and how to operationalize them; understanding the basic theoretical perspectives and trends in the study of ideology (Marxism, neo-Marxism, structuralism, post-structuralism, non-Marxist interpretation);
- Understanding the basic concepts of classification of ideology in the social sciences and methods of their study; learning the basic approaches in the sociology of ideology, key concepts and categories related to the main subject, such as "discourse", "episteme", "paradigm", "belief", "outlook", "knowledge", etc.



- Being able to independently and critically analyze contemporary ideological practices with the use of received methodological skills;
- Being able to produce, select, process and analyze data on social processes and social communities.
- Being able to apply various sociological theories of ideology for interpretation of empirical cases.
- Skills of using empirical methods for analyzing ideology (critical discourse analysis, etc.) to study of artifacts.
- Skills of scientific analysis of socio-political issues and processes in the context of the critique of ideology;
- Skills of interpretation of sociological data and materials;
- Skills of analytical reading of texts with the use of ideology research methods;
- Skills of formulation of goals and objectives, designing research strategy in studies of different phenomena of social reality with the use of concepts of the analysis of ideology.

3. Thematic Plan for the Academic Discipline

№	Title of the topic	Course Hours	Lecture Hours	Seminar and Practice sessions	Self-reliant work
1	"Pre-classical" phase of the history of ideology.	4	3	3	16
2	Ideology as "a false consciousness": the classic Marxist analysis of ideology.	6	3	3	16
3	Grounds of the neo-Marxist analysis of ideology: G. Lukacs and A. Gramsci	6	3	3	16
4	Ideology, utopia and the sociology of knowledge.	6	3	3	16
5	Critical storm on modern society as a project of the	5	2	3	16



	Enlightenment: the Frankfurt School				
6	Structural Marxism: totalization of ideological reality.	6	3	3	16
7	Functionalist and anthropological interpretation of ideology: the non-Marxist alternative.	6	3	3	16
8	Poststructuralist analysis of ideology: from theoretical pluralism to ideological indoctrination of postmodern intellectuals.	6	3	3	16
	Review of methods of ideological analysis.	6	3	3	16
	The ideological critique of contemporary capitalism: theoretical view	5	3	2	16

4. Graded Materials

- Essay: 1700-2400 words
- Written home assignment (an analysis of a case): 300-500 words
- In-class written assignment: 70 minutes
- Final examination

Participation in discussions on seminars and reports are also taken into account in a final mark.

5. Discipline Contents

Textbook

Ридер по курсу «Социологический анализ идеологии» (автор, Р.Н. Абрамов)



Theme 1. "Pre-classical" phase of the history of ideology.

The Enlightenment Project and the science of ideas (Destutt de Tracy and philosophers "ideologues"). Ideology as a religion of the modern era. Creation of a space of public discourse as a medium of emergence and spread of ideologies. Public opinion and civil society. Is Comte's sociology a form of ideology?

Required Reading

1. *Антисери Д. и Реале Дж.* Западная философия от истоков до наших дней. От Возрождения до Канта./В переводе и под редакцией С. А. Мальцевой. С-Петербург, "Пневма", 2002, Часть 8. Разум в культуре Просвещения.
2. *Фуко М.* Что такое просвещение.
3. *Introduction/Ideology.* Ed by J.Eagleaton. New York:1994 (в файлах)
4. *Schmidt J.* What Enlightenment Project?//Political Theory, Vol.28, No 6 (Dec.,2000), pp.734-757.

Recommended Reading

1. *Грей Дж.* Поминки по Просвещению. Политика и культура на закате современности. М.: Праксис, 2003.
2. *Хайек Ф.А.* Контрреволюция науки. Этюды о злоупотреблениях разумом. М.: ОГИ, 2003.
3. *Lemert Ch.* The End of Ideology, Really//Sociological Theory, Vol.9, No.2 (Autumn 1991), pp.164-172.

Theme 2. Ideology as "a false consciousness": the classic Marxist analysis of ideology.

"The German Ideology" and the reinterpretation of the concept by K. Marx: Hegelian roots of Marxist analysis of ideology. Ideology as an illusory form of class struggle. False consciousness and ideological domination. Ideology as a symbolic reflection of interests of the ruling class. "Manifesto of the Communist Party" as a product of ideological discourse and "The Eighteenth Brumaire of Louis Bonaparte" as an example of ideologically-oriented analysis of political situation. An understanding of Marx's critique of ideology.



Required Reading

1. *Маркс К.* Восемнадцатое брюмера Луи Филиппа
2. *Маркс К.* Немецкая идеология (любое издание)
3. *Маркс К., Энгельс Ф.* Манифест коммунистической партии. (любое издание)
4. *Doyle McCarthy E.* The Uncertain Future of Ideology: Rereading Marx//The Sociological Quarterly, Vol. 35, No. 3 (Aug., 1994), pp. 415-429.

Recommended Reading

1. *Райх В.* Идеология как материальная сила/ридер
2. *Abercrombie N., Turner B.* The Dominant Ideology Thesis// The British Journal of Sociology, Vol.29, No.2 (Jun. 1978), pp.149-170.
3. *Gouldner A.* The Dialectic of Ideology and Technology: The Origins, Grammar and Future of Ideology. New York: Seabury, 1976.

Theme 3. Grounds of neo-Marxist analysis of ideology: G. Lukacs and A. Gramsci

Revolutions of 1917-1921 in Europe and intensification of mass movements. Remakes of Marx's approach to ideology: class consciousness (G. Lukacs) and hegemony (A. Gramsci). Ideology and class consciousness. The party as a vehicle of the class ideology of the proletariat. Ideology as an instrument of class struggle (G. Lukacs). The symbolic hegemony and civil consent (A. Gramsci). The role of organic and traditional intellectuals in the production of ideology (A. Gramsci). The revolutionary ideology and practice as means of mobilizing classes.

Required Reading

1. *Грамши А.* Тюремные тетради. В 3 ч. Ч.1. Пер с ит. Политиздат, 1991.
2. *Дмитриев А.Н.* Марксизм без пролетариата: Георг Лукач и ранняя Франкфуртская школа (1920-1930е гг.) СПб: Европ. Ун-т. М.: Летний сад, 2004, с.145-222.
3. *Лукач Г.* История и классовое сознание. Исследования по марксистской диалектике М.: Логос-Альтера, 2003, с.145-303.(в файлах)



Recommended Reading

1. Лукач Д. К онтологии общественного бытия. Прологомены. М.: Прогресс, 1991, с.173-347 (в файлах)
2. Уолцер М. Компания критиков: Социальная критика и политические пристрастия XX века. М.: Идея пресс, ДИК, 1999, 125-151.
3. Eyerman R. False Consciousness and Ideology in Marxist Theory//Acta Sociologica, Vol. 24, No. 1/2, Work and Ideology (1981), pp. 43-56.

Theme 4. Ideology, utopia and the sociology of knowledge

Karl Mannheim: partial and total ideology. Historicist reinterpretation of the concept of ideology as a false consciousness. The sociology of knowledge as a return to the scientific analysis of ideology. Ideology, tradition, and Utopia (E. Shatsky). Typology of utopias: the classical and post-classical. Utopias and ideological thinking.

Required Reading

1. Манхейм К. Идеология и утопия//Манхейм К. Диагноз нашего времени. М.: Юрист, 1994, с.52-95.
2. Шацкий Е. Утопия и традиция. М.: Прогресс, 1990, с.15-194.
3. Кумар К. Марксизм и утопия. // Общественные науки и современность. 1992. № 3. с.125-135. <http://www.ecsocman.edu.ru/ons/msg/282457.html>

Recommended Reading

1. Дубин Б. Литература как фантастика: Письмо утопии. // Дубин Б. Слово-письмо-литература. Очерки по социологии современной культуры. М.,2001. с.20-41. <http://novruslit.ru/library/?p=19>
2. Абрамов Р.Н. Менеджериализм: экономическая идеология и управленческая практика//Экономическая социология, Том 8, № 2, 2007 с. 93-102
3. Иконников А.В. Утопическое мышление и архитектура М: Архитектура-С, 2004.



4. *Wallerstein I.* Marxisms as Utopias: Evolving Ideologies//American Journal of Sociology, Vol. 91, No. 6 (May, 1986), pp. 1295-130

Theme 5. Critical storm on modern society as a project of the Enlightenment: the Frankfurt School

The Frankfurt School: a critique of the Enlightenment project and consumer ideology of mature capitalism (M. Horkheimer, T. Adorno). Ideology as a reified consciousness - the instrumentalization of reason and the rule of technical rationality. Critical theory and ideological analysis of mass culture (W. Benjamin). The spiritual mind control of the masses in an age of mass culture. Critical thinking as a way of explicating ideology. Herbert Marcuse and the "new left." Engineering and science as ideology and neo-critical theory of Jürgen Habermas. The modernist character of ideology, the evolution of bourgeois thinking and symbolic justification of political action.

Required Reading

1. *Давыдов Ю. Н.* Неомарксизм Франкфуртской школы//История теоретической социологии. Т.2. М.: КАНОН, 1998, с. 512-528.
2. *Маркузе Г.* Одномерный человек. Киев, 1994.
3. *Хабермас Ю.* Отношения между системой и жизненным миром в условиях позднего капитализма//THESIS, Весна, 1993, с.123-137.
4. *Хабермас Ю.* Техника и наука как «идеология». М.: Праксис, 2007.
5. *Cook D.* Adorno, ideology and ideology critique//Philosophy & Social Criticism, 2001. Vol.27, no 1. pp.1-20.

Recommended Reading

1. *Адорно Т., Хоркхаймер М.* Диалектика просвещения.
2. *Абрамов Р.* Трансформация концепта массового общества в эпоху глобализации: российский контекст идеологии масскульта/Глобализация и социальные институты: социологический подход. М.: Наука, 2010, с.134-184.
3. *Адорно Т.* Жаргон подлинности. О немецкой идеологии. М.: Канон, Реабилитация, 2011.



4. Социальная философия Франкфуртской школы М.: Мысль, 1978, с.7-64, 168-181.
5. *Фромм Э.* Иметь или быть. М.: 1988.
1. *Disco C.* Critical Theory as Ideology of The New Class: Rereading Jurgen Habermas//Theory and Society, Vol.8., No.2 (Sep.1979), pp.159-214.
2. *Beiner R.* Walter Benjamin's Philosophy of History//Political Theory, Vol. 12, No. 3 (Aug., 1984), pp. 423-434.

Theme 6. Structural Marxism: totalization of ideological reality

Psychoanalytic and linguistic roots of the structural Marxism (J. Lacan and french structuralists). L. Althusser on the total character of ideology. An ideology as a structure of structures. A ratio of totality, practice and ideology. State ideological apparatuses as factories of ideology. A mechanism of interpellation and ideological structuring of subjectivity. Althusserian distinction of ideology and science. Relations of ideology's type to a certain mode of production (Paulantsas, etc.).

Required Reading

1. *Альтюссер Л.* Идеология и идеологические аппараты государства (заметки для исследования)//Неприкосновенный запас, «Неприкосновенный запас» 2011, №3(77), см. <http://magazines.russ.ru/nz/2011/3/al3.html>
2. *Assiter A.* Althusser and Structuralism//The British Journal of Sociology, Vol.35, No.2 (Jun., 1984), pp.272-296.
3. *Althusser L.* Essays on Ideology. N.Y. Verso, 1993.

Recommended Reading

1. *Poster M.* Althusser on History without Man//Political Theory, Vol.2, No 4. (Nov. 1974), p.393-409.

Theme 7. Functionalist and anthropological interpretation of ideology: the non-Marxist alternative.

Ideology as a cultural system according to an anthropological approaches to ideology (C. Geertz). Analysis of ideology as a system of belief. Ideology as system of belief, focused on the integration of



values of the group. Cognitive legitimation of standards of value orientation. Ideology as an instrument of rationalization of a choice of values. Ideas as variables in the systems of social action (T. Parsons). Microsociology of ideology. Representation of ideology in everyday life. Pragmatist interpretation of ideology. Ideology, images and moral order. The linguistic form of ideology. Dramaturgical analysis of ideology. The thesis of the end of ideology and theory de-ideologization (D. Bell and R. Aron).

Required Reading

1. *Гирц К.* Интерпретация культур. М.: РОССПЭН, 2004, с.225-268.
2. *Парсонс Т.* Социальная система (глава 8. Система убеждений и социальная система)//Парсонс Т. О социальных системах. М.: Академический проект, 2002, с. 477-521
3. *Fine G.A., Sandstrom K.* Ideology in Action: A Pragmatic Approach to a Contested Concept//Sociological Theory, Vol.11, No 1. (Mar., 1993), pp.21-38.

Theme 8. Poststructuralist analysis of ideology: from theoretical pluralism to ideological indoctrination of postmodern intellectuals

The collapse of the discourse of ideology. Ideology as a meta-language and mythology (R. Barthes). The ratio of episteme, discourse and ideology (M. Foucault). The death of a sign and consumption of media (J. Baudrillard). From ideology to simulacra. Schizoanalysis, production of desires and purification of the unconscious (J. Deleuze, F. Guattari). Feminism as a postmodern type of ideology. Sublime subject of ideology and floating signifiers (S. Zizek).

Required Reading

1. *Барт Р.* Избранные работы: семиотика, поэтика. М.: 1989.
2. *Бодрийяр Ж.* К критике политической экономии знака. М.: Библион-Русская книга, 2003.
3. *Жижек С.* Возвышенный объект идеологии. М.: Художественный журнал, 1999
4. *Purvis T., Hunt A.,* Discourse, Ideology, Discourse, Ideology, Discourse, Ideology...// The British Journal of Sociology, Vol.44, No.3 (Sep. 1993), pp.473-499.



Recommended Reading

1. *Лефорт К.* Очерк генезиса идеологии в современных обществах/ Лефорт К. Формы истории. Очерки политической антропологии. СПб: 2007, с.274-327.
2. *Парсонс Т.* Роль идей в социальном действии//Парсонс Т. О социальных системах. М.: Академический проект, 2002, с. 521-543.
3. *Фукуяма Ф.* Конец истории//Философия истории. М.:1995,С. 290–310.
4. *Lewins F.* Recasting the Concept of Ideology: A Content Approach//The British Journal of Sociology, Vol.40, No.4 (Dec. 1989), pp.678-693.
5. *Steinberg M.W.* Rethinking Ideology: A Dialogue with Fine and Sandstrom from Dialogic Perspective// Sociological Theory, Vol.11, No 3. (Nov., 1993), pp.314-320.
6. *Warren M.* Ideology and the Self//Theory and Society, Vol.19, No5.(Oct.1990), pp.590-634.

Theme 9. Review of methods of ideological analysis

Typologies and basic approaches to discourse and content analysis. Focus-groups (R. Merton, P. Lazarsfeld). Semiotic analysis of advertising materials (U. Eco and R. Barthes). Deconstruction of ideological discourse in the works of Vladimir Sorokin.

Required Reading

1. *Blommaert J., Bulcaen C.* Critical Discourse Analysis//Annual Review of Anthropology, Vol. 29 (2000), pp. 447-466.
2. *Ван Дейк Т.А.* Анализ новостей как дискурса
3. *Эко У.* Отсутствующая структура. Введение в семиологию. М.: Петрополис, 1998.
4. *Филлипс Л.Д., Йоргенсен М.В.* Дискурс-анализ. Теория и метод. Харьков: Гуманитарный Центр, 2004.
5. *Тичер С., Мейер Р., Водак Р., Веттер Е.* Методы анализа текста и дискурса. Харьков: 2009,с. 12-51.

Recommended Reading

1. *Делез Ж., Гваттари Ф.* Капитализм и шизофрения: Анти-Эдип. М.: 1990.



2. Деррида Ж. О грамматологии. М.: Ad Marginem, 2000.
3. Кондратьев Э.В., Абрамов Р.Н. Связи с общественностью. М.: Академический проект, 2004, с. 322-335.
4. Фуко М. Порядок дискурса. / Воля к истине. По ту сторону знания, власти и сексуальности. М.: 1996 «Магистериум, Касталь», с.47-97.
5. Sharpe M. The Aesthetics of Ideology, or 'The Critique of Ideological Judgment' in Eagleton and Žižek //Political Theory, Vol. 34, No. 1 (Feb., 2006), pp. 95-120.

Theme 10. The ideological critique of contemporary capitalism: theoretical view.

The ideological legitimation of late capitalism (J. Habermas). The ideology of market, the welfare state and the birth of biopolitics (M. Foucault). The new spirit of capitalism, managerialism and the typology of social critique of capitalism (L. Boltanski, E. Chiapello). "Communist" challenge to modern capitalism: the market as an ideology (S. Zizek).

Required Reading

1. Жижек С. Размышления в красном цвете. Коммунистический взгляд на кризис и сопутствующие предметы. М.: Европа, 2011, с.5-142.
2. Болтански Л., Кьяпелло Э. Новый дух капитализма. М.: НЛО, 2011, с.31-189.

Recommended Reading

1. Evans J. Political Ideology and Popular Beliefs about Class and Opportunity. Evidence from a Survey Experiment// The British Journal of Sociology, Vol.48, No.3 (Sep. 1997), pp.450-470.
2. Барт Р., S/Z, М., 1994
3. Титц С., Коэн Л., Массон Дж. Язык организаций. Интерпретация событий и создание значений. Х.: Гуманитарный Центр, 2008.
4. Вахтин Н.Б., Головкин Е.В. Социоллингвистика и социология языка: учебное пособие. СПб: Изд-во Европейского университета в СПб, 2004.
1. Хабермас Ю. Проблема легитимации позднего капитализма. М.: Практика, 2010.



2. Фуко М. Рождение биополитики. Курс лекций, прочитанных в Коллеж де Франс в 1978-1979 учебном году. М.: Наука, 2010, с.5-169.
3. Friedrich P. Language, Ideology, and Political Economy//American Anthropologist, New Series, Vol. 91, No. 2 (Jun., 1989), pp. 295-31.

Example topics for practical work and seminars:

1. Political ideologies: the reconstruction of political ideologies based on the analysis of political programs and leaflets of parties and movements.
2. The totalitarian ideology and cinema. Viewing and discussion of fragments of the films "Circus", "Chapaev", "Release of Berlin" (1949), "Kuban's Cossacks", "Lenin in October", "Shining path", etc.
3. Ideology and music. Listening to the songs and ideological analysis of "Soar fires" (взвейтесь кострами синие ночи), "Do not part with the Young Communist League, не расстанусь с комсомолом", "The armor is strong and our tanks are fast," etc.
4. Reflection of ideology in art. Discussion on visits of Tretyakov Art Gallery on the Crimean Val (Halls of Modern Art).
5. Commercial advertising and ideology: an analysis of advertising texts, posters and movies through discourse analysis and methods of visual anthropology.
6. Television news as ideologically-oriented product (comparison of RTR news stories, CNN, FOX-news, Al-Jazeera and the Euro-News).
7. Science and ideology. Discussion on the results of reading the transcripts of Agricultural Sciences Sessions 1948. Recommended - discussion of selected articles from the "Short Philosophical Dictionary", ed. By M. Rozental and P. Yudin (second and fourth editions, 1952-1954).
8. Corporate ideologies. Discussion on the results of the study of corporate documents (mission, philosophy, ethics codes, anthems, oaths, declarations, etc.).
9. Reflection of ideology in literary discourse. Ideological analysis of plays by B. Brecht, "The Threepenny Opera", etc.
10. Ideology, collective memory, nostalgia. "The Soviet renaissance" in contemporary Russia: a reflection in the media, blogs, political discourse and everyday narratives.



11. Ideology as embodied in stone. Stalin's "Great Style". Speer's ideas of reconstruction of Berlin during the Third Reich. Italian architectural fantasies of fascism and other forms of architectural ideology.

Readings for practical work and seminars

1. Аронсон О. Коммуникативный образ(Кино.Литература.Философия). М.: НЛЮ, 2007.
2. Гройс Б. О новом//Гройс Б. Утопия и обмен. М., 1993.
3. Гройс Б. Стиль Сталин// Гройс Б. Утопия и обмен. М., 1993.
4. Гройс Б. Эстетизация идеологического текста.// Гройс Б. Утопия и обмен. М., 1993.
5. Девятко И.Ф. Методы социологического исследования. Учебное пособие для вузов. Екатеринбург: Издательство Уральского университета, 1998.
6. Джарол Б. Мангейм, Ричард К. Рич Политология. Методы исследования. М.: Издательство «Весь мир», 1999.
7. Зерубавель Я. Динамика коллективной памяти/Империя и нация в зеркале исторической науки.М.: НЛЮ, 2011,с.7-29.
8. Киттлер Ф. Оптические медиа. М.: Логос, 2009.
9. Лакофф Дж., Джонсон М. Метафоры, которыми живем. М.: УРСС, 2008.
10. Могильнер М. Мифология «подпольного человека»: радикальный микрокосм в России начала XX века как предмет семиотического анализа. М.: НЛЮ, 1999.
11. Морозов А.И. Конец утопии. Из истории искусства в СССР 1930-х годов. М.: Галарт, 1995.
12. Паперный В. Культура Два. М.:НЛЮ, 1996.
13. Прохоров А. Унаследованный дискурс: парадигмы сталинской культуры в литературе и кинематографе «оттепели». СПб.: Академический проект, 2007.
14. Пенто Р., Гравитц М. Методы социальных наук. М.: Прогресс, 1972.
15. Страусс А., Корбин Дж. Основы качественного исследования: обоснованная теория, процедуры и техники. М.: Эдиториал УРСС, 2001.



16. Филлипс Л.Д., Йоргенсен М.В. Дискурс-анализ. Теория и метод. Харьков: Гуманитарный Центр, 2004.
17. Ядов В.А. Стратегия социологического исследования. Описание, объяснение, понимание социальной реальности. М.: Добросвет, Книжный дом «Университет», 1998.
18. Goldstone J.A. Ideology, Cultural Frameworks, and the Process of Revolution//Theory and Society, Vol.20, No.4 (Aug.,1991), p.405-453.
19. Wartofsky M.W. Art, Artworlds and Ideology//The Journal of Aesthetic and Art Criticism. Vol.38, No.3 (Spring, 1980), p.239-247.

6. Writing Assignment Example Topics

1. Ideology in art: totalitarian ideology and totalitarian art (with examples)
2. Ideology in nostalgia for the soviet times (with examples)
3. The Enlightenment project as an ideology and utopia
4. K. Mannheim's concept of ideology and the sociology of knowledge
5. Ideology and social structure
6. Contents of conservative and liberal ideology
7. Ideological analysis of mass literature
8. Commercial advertising as an ideological text: capabilities of sociological analysis
9. Ideological analysis of the theoretical core of the Frankfurt School critical theory
10. Dialectic of Enlightenment: neo-Marxist critique of bourgeois society
11. Ideology as an instrument of controlling of the masses
12. Ideology as a cultural system in C. Geertz interpretation
13. Libertarianism as an ideology
14. Theoretical foundations and content of liberal ideology
15. Ideology and production of utopian consciousness
16. Fetishism and ideology: semiological reduction (Jean Baudrillard)
17. The thesis of the end of ideology (D. Bell): really?
18. Ideology: interpretations of structural marxism (L. Althusser)



19. Comparative analysis of the concept of ideology in the early and late works of G. Lukach
20. The symbolic hegemony and civil consent (A. Gramsci)
21. The neo-capitalism ideological critique: the main points
22. Ideological state apparatuses (L. Althusser)
23. Sociological theory as a professional ideology
24. Ideology: false consciousness and illusory form of class struggle (K. Marx)
25. Production and dissemination of ideology: the role of media
26. Ideology and class consciousness (G. Lukacs)
27. Poststructuralist analysis of the ideology (S. Zizek)
28. Episteme, discourse and ideology: the theoretical maze of M. Foucault
29. The thesis of a dominant ideology (B. Turner)
30. Ideology and the social system of action (T. Parsons)
31. Globalism and the anti-globalization as competing ideologies
32. Ideology of corporations: a mission, an anthem, dress-code, etc.
33. Scientism as a form of ideology

Questions to assess the quality of the development of the discipline

- Methods of discourse analysis and tools of ideological analysis - are they the same?
- To what extent alternative interpretation of Marxist ideology were theoretically productive?
- Should we abandon the term "ideology" in the social sciences?
- What could be viewed as a progress in the theoretical conceptualization of ideology of the Frankfurt school?
- What is the role of ideology in the society of mass culture? Does the expansion of the mass media mean an "end of ideology"?
- Is the "end of utopia" finally coming nowadays?
- Why utopia was put in the service of ideology?
- How the metaphors of utopia and ideology relate to each other?
- Could Lukacs and Gramsci's do without Marxism in their theoretical developments?



- To what extent is the concept of "hegemony" alive today? What does this concept explain?
- Has the Marxism created a bad reputation for a concept "ideology" in the social sciences?
- What is the main achievement of Marxism in the ideological analysis?
- Why did the "science of ideas" appear exactly during the era of the Enlightenment?
- Is "ideology" today a "dead cow" of the social sciences?



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040100.68, Sociology Master 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
Anthropology of Regime Communities**

040100.68, Sociology Master Program

Author(s) of the syllabus:
Konstantin Bannikov

Moscow, 2013

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1. 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	Socio-anthropological approach to the study of regime communities	16	6	8	2
2	System of organized violence and the principles of social genesis	16	6	8	2
3	Semiotic anthropology approaches in studies of dominant hierarchical relationships	16	6	8	2
4	The dynamics of cultural genesis and the phenomenon of extreme groups	16	6	8	2
	Total	64	24	32	8

2. Grading

2.1 Discipline grading

- Participation in seminars 20%
- Final written examination 80%



3. Discipline Contents

Theme 1. The socio-anthropological approach to studies of regime communities

Specifies what constitutes social-anthropological research. Reviews the history of the discipline's origin. Specifies the anthropological view of man and society. Introduces the phenomenon of regime communities. Offers an historical and cultural overview of examples of regime communities in both Russia and throughout the world.

Required readings:

Гирц К. Интерпретация культур. М., 2004

Клейн, 1990 - Лев Самойлов (Клейн Л.С.) Этнография лагеря // Этнографическое обозрение, 1990, №1.

Кабо, 1990 - Кабо В.Р. Структура лагеря и архетипы сознания // Советская этнография. 1990, №1.

Банников К.Л. Антропология экстремальных групп. Доминантные отношения среди военнослужащих срочной службы Российской Армии. М.: Институт этнологии и антропологии РАН, 2002

Goffman E. Interaction Ritual Face-to-Face Behavior. Chicago: Aldine, 1967

Бочаров, 1996 - Бочаров В.В. Власть и время в культуре общества // Пространство и время в архаических и традиционных культурах. М., 1996

Recommended:



Достоевский Ф.М. Записки из Мертвого дома. Униженные и оскорбленные. СПб., 1994.

Асмолов А.Г. Культурно-историческая психология и конструирование миров. Москва - Воронеж, 1996

Бутовская М. Л. Этология человека: история возникновения и современные проблемы исследования // Этология человека на пороге XXI века. М. 1999

Арендт Х. Истоки тоталитаризма. М., 1996

Theme 2. The system of organized violence and the principles of social genesis

Defines both "mechanical" and "organic"--"dedovschina" and "ustavschina." Reviews the principles of social stratification and structure in regime communities, social dynamics and rites of passage, as well as desocialization and "cultural vacuum." This thematic unit also covers the social aspect of moral emotions, their blockade, and reboot in regime communities.

Required readings:

Козинцев А.Г. О перевернутом мире (историко-антропологический комментарий к книге Льва Самойлова) // Археолог: детектив и мыслитель. СПб., 2004

Концепция программы «Архаический синдром в бывшем Советском Союзе. Проблемы возрождения архаического сознания в экстремальных жизненных ситуациях и в закрытых культурных средах» // Пространство и время в архаических культурах (материалы коллоквиума)/Отв. ред. Следзевский И.В. М., 1992

Goffman E. Relations in Public Microstudies of the Public Order. London: Methuen, 1971

Recommended:



Янин С.В. Факторы социальной напряженности в армейской среде // Социальные исследования, 1993. № 12

Scheff T.J. Emotions, the social bond and human reality. Cambridge: Cambridge University Press, 1997

Theme 3. Semiotic approaches in the study of anthropology: dominant hierarchical relationships

Here we will review the symbolization of violence in a system of social adaptability; dominant hierarchical resource allocation; semiotic projection of images of formal and informal resources from a status-symbolic perspective; status-symbolic reinterpretation of physiology; as well as sociality and sexuality in ethological, sociological and semiotic terms.

Required readings:

Жиар Р. Насилие и священное. М., 2000.

Бутовская М. Л. Этология человека: история возникновения и современные проблемы исследования // Этология человека на пороге XXI века. М. 1999

Тендрякова М.В. Мужские и женские возрастные инициации // Этнографическое обозрение, 1992, №4.

Recommended:

Бутовская М. Гомосексуализм и эволюция. Фрязино: «Век2», 2005



Goffman and Social Organization Studies in a Social Legacy. Ed. by Greg Smith G. London: Routledge, 1999

Theme 4. The dynamics of cultural genesis and the phenomenon of extreme groups

This thematic unit will cover the dynamics of cultural processes as a factor of social “extremalization” processes. We will introduce and critique scholarship termed as "anchors of culture" in a cultural vacuum. We will also review the continuum of applied semiotics from social status to artistic image. Students will also gain an understanding of the social meaning of the aesthetics of regime communities. Lastly, this unit will include the intersection of regime communities and civil society.

Required readings:

Фуко М. Рождение тюрьмы. Москва, 1999

Урнов М.Ю. Синдром радикального авторитаризма в российском массовом сознании // [http: // club.fom.ru/](http://club.fom.ru/)

Левинсон А. Об эстетики насилия. Армия и общество в СССР/России за последние 10 лет // Неприкосновенный запас. М., 1999, №2 (4). См. также виртуальную версию публикации [www.russ.ru: 8080/antolog/vek/1990/11/voina.htm](http://www.russ.ru:8080/antolog/vek/1990/11/voina.htm)

Банников К.Л. Формат казармы. Метаморфозы культуры в режимном сообществе // Отечественные записки №5, 2005

Recommended:



Violence, Culture and Censure (Ed. by Sumner C.) London: Taylor & Francis, 1996

Violence and Its Alternatives. Ed. by Manfred B.S. and Nancy S.L. New Yourk: St. Martin's Press, 1999

Sociology of Deviant Behavior. Ed. by Marshall B. Clinard, 3-rd ed. N.Y.: Holt, Rinehart & Winston, 1967

4. Sample exam questions

1. What is a regime community? Provide a definition and review the principles of their formation.
2. Compare and contrast regime communities and extreme groups.
3. What is the social role of aggressive behavior in regime communities and extreme groups?
4. How do mechanisms of coping with aggression work?
5. Is there a relationship between mechanisms of coping with aggression and processes of social stratification? If so, then explain it?
6. Provide examples of symbolic representations of formal and informal hierarchy, as well as an example of their interaction and conflict.
7. Describe how the processes of symbolic transformation of life support systems in regime communities. Explain in terms of structural elements.
8. What are conditions for the implementation of social mobility in extreme groups?
9. What is a physiologism dominant relationship?
10. Explain the phrases "semiotic reduction of socio-semantic systems," "de-socialization/resocialization," and "semiotic progression."



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National Research University-Higher School of Sociology

Faculty of Sociology

**Discipline Program
Methods of sample studies**

040100.68, Sociology Master Program

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Moscow, 2013

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1. Course Aims

- Familiarity with the basic principles of sampling in sociological research;
- Development of sampling techniques for different types of research;
- Learning effects of sample design on the accuracy of the results;
- Obtaining practical skills of using standard methods of probability sampling.

We pay the greatest attention here to methods of constructing a sample and applying these methods in actual research. The only prerequisite for understanding the principles of sampling would be a very basic knowledge of statistical estimation. By the conclusion of the course, students will...

- ...know basic design methods for conducting a sociological research sample, knowing particularly well the use of these methods in practice, the relation between the cost of research and the accuracy of the results, and sample design;
- ...be able to calculate a) the statistical error of the sample mean for different types of samples, including random, stratified, and cluster samples; b) the minimum sample size to provide the required accuracy to place a sample between strata (e.g., proportionate, Neumann, optimal, and equal techniques); and c) the optimal size of a subsample in the cluster;
- ...possess skills and the experience of sampling by simple random and systematic selection methods; systematic selection of clusters with a probability proportional to size; the use of tables and random numbers; and the calculation of weights to compensate for differences in the probability of selection and for the post-stratification ("repair" of the sample).

2. Thematic Plan



№	Title of the topic	Total hours on discipline	Lecture Hours	Seminar and Practice sessions	Self-reliant work
1	Sample, basic concepts	16	2	2	12
2	Simple random sample	16	2	2	12
3	Stratified sample	16	2	2	12
4	Systematic selection	17	2	3	12
5	Cluster sample				
5a	Clusters of equal size	7	1	1	5
5b	Clusters of unequal size. Selection with probability proportional to the size of a cluster (PPS)	16	2	2	12
5c	Systematic selection with probability proportional to the size of a cluster. Too big and too small clusters.	20	2	3	15
5d	Optimal size of a subsample in cluster; designing a cluster sample	16	2	2	12
6	Designing the Russian nation-wide sample	17	3	2	12
7	Weighting of data	20	2	3	15
8	Non probability samples	16	2	2	12
9	Specifics of sample design for	16	2	2	12



	some types of research				
10	Sources of errors in sample surveys	16	2	2	12
11	Additional themes (brief review)	7	2	0	5
	Total	216	28	28	160

3. Course Requirements

- Individual writing assignment (150 minutes)
- Essay (8-12 pages)
- Examination (150 minutes)

4. Course Contents

Required Reading Materials

Textbook: Чуриков А.В. Основы формирования выборки: ридер. М.: ГУ–ВШЭ; ФОМ, 2005. (разделы ридера строго соответствуют разделам курса)

Other Literature

1. Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965.
2. Кокрен У. Методы выборочного исследования. М.: Статистика, 1976.

Recommended Reading Materials

Recommended

1. Kish L. Sampling Methods for Agricultural Surveys. Rome: FAO, 1989.



2. Сваффорд М.С., Косолапов М.С., Козырева П.М. Российский мониторинг экономического положения и здоровья населения (РМЭЗ): измерение благосостояния россиян в 90-е годы // Мир России. 1999. Том VIII. № 3. С. 153–172.
3. Мучник И.Б., Петренко Е.С., Синицын Е.Э., Ярошенко Т.М. Территориальная выборка в социологических исследованиях / отв. ред. Т.В. Рябушкин. М.: Наука, 1980.
4. Heeringa S.G., Connor J.H., Darrah D.C. 1980 SRC National Sample: Design and Development. Ann Arbor (MI): Institute for Social Research, 1986.
5. Hess I. Sampling for Social Research Surveys 1947–1980. Ann Arbor (MI): Institute for Social Research, 1985.
6. Quota versus Probability Sampling // Survey Methods Center Newsletter. London, 1994. Vol. 15. No. 1. P. 3–31.
7. Waksberg J. Sampling Methods for Random Digit Dialing // The Journal of the American Statistical Association. 1978. Vol.73. P. 40–46.
8. Шляпентох В.Э. Проблемы качества социологической информации: достоверность, репрезентативность, прогностический потенциал. М.: ЦСП, 2006.
9. Lepkowski J., Bowles J. Sampling Error Software for Personal Computers // The Survey Statistician. 1996. No. 35. P. 10–17.
10. Kish L. The Hundred Years' Wars of Survey Sampling // Statistics in Transition. 1995. Vol.2, No.5 (December). P. 813–830.
11. Kish L. Selected Papers / Ed. by Steven Heeringa and Graham Kalton. Hoboken, NJ: John Wiley and Sons, 2003.
12. Kalton G. Introduction to Survey Sampling. Newbury Park, Ca: Sage Publications, 1983.
13. Йейтс Ф. Выборочный метод в переписях и обследованиях. М.: Статистика, 1965.
14. Чуриков А.В. Случайные и неслучайные выборки в социологических исследованиях // Социальная реальность. 2007. № 4. С. 89–109.
15. Lumley Th. Analysis of complex samples in R // The Survey Statistician. 2008. No. 57. P. 20–25.

Theme 1. Sample: basic concepts



Sample studies. The concept of a population: a studied population and a sample population. Probability and nonprobability sampling. Sample estimates. Biased and unbiased samples, the confidence interval.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 330 (Chapter 1).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 15–31 (глава 1).

Recommended:

Kish L. Sampling Methods for Agricultural Surveys. Rome: FAO, 1989. P. 11–13 (Sec. 2.2).

Kish L. The Hundred Years' Wars of Survey Sampling // Statistics in Transition. 1995. Vol.2, No.5 (December). P. 813–830.

Theme 2. Simple random sample

A definition. Methods of creating a random sample. Sample estimates, correction of a final population. Estimation of shares. Determining a sample size required to achieve a given accuracy of the estimates. Confidence intervals, normal and binomial approximation.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 35–47, 49–53 (Sec. 2.0–2.4, 2.6).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 33–43, 64–69, 71–74, 86–90 (разделы 2.1–2.7, 3.1–3.4, 3.6, 4.1–4.4).

Recommended:

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 48–60, 91–95 (разделы 2.10–2.14, 4.5–4.6).

Theme 3. Stratified sample



Stratified sample: a definition. The mean and variance of stratified sample. Proportional allocation between sample stratas. Design effect, an effective sample size. Other ways of placing the sample: the equal placement, Neumann, the optimal placement. Post-stratification.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 75–97, 102–104 (Sec. 3.1–3.5, 3.6K).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 103–119, 153–155 (разделы 5.1–5.7, 5А.8).

Recommended:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 98–106, 123–144 (Sec. 3.6, 4.3–4.6).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 119–126, 131–167 (разделы 5.8–5.12, глава 5А).

Theme 4. Systematic selection

Systematic selection: a) when a sample size is a multiple of the size of a population, and b) when a sample size is not a multiple of the size of a population (using of a circular list, using of a fractional step selection). Possible biases in a systematic selection and ways to deal with them.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 113–123 (Sec. 4.1–4.2).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 225–226, 233–238 (разделы 8.1, 8.4–8.7).

Recommended:

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 238–247, 249–250 (разделы 8.8–8.11, 8.13).



Theme 5. Cluster sample

Theme 5a. Clusters of equal size

Random (with equal probability) selection of clusters. Final probability of selection of elements in a cluster sample. Intraclass correlation coefficient (ρ). Design effect of a cluster sample. A stratified cluster sample.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 148–166 (Sec. 5.1–5.5).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 253–254, 258–263, 291292, 299300, 307312 (разделы 9.1, 9.3–9.4, 10.1, 10.5, 10.8–10.9).

Recommended:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 166–178 (Sec. 5.6).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 254–258, 263265, 267269, 292–299 (разделы 9.2, 9.5, 9.7, 10.2–10.4).

Theme 5b. Clusters of unequal size. Selection with probability proportional to the size of a cluster (PPS)

Uncertainty of a sample size for selection of clusters with equal probability. Selection with probability proportional to the size of a cluster. Control over the size of a sample. Selection using approximate (estimated) sizes of clusters.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 182–187, 217223 (Sec. 6.1–6.2, 7.17.2).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 269–272, 314322, 247248 (разделы 9.8–9.9, 11.1–11.3, 11.20).



Recommended:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 187–212, 223233 (Sec. 6.3–6.6, 7.37.4).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 272–287, 322336, 242246 (разделы 9.10–9.16, 11.4–11.14, 11.17–11.19).

Theme 5c. Systematic selection with probability proportional to the size of a cluster. Too large and too small clusters.

A method of a systematic sampling with probability proportional to size. Too large clusters and methods for their selection. Clusters of insufficient size; inclusion of clusters in case of a systematic selection.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 230–231, 234237, 243246 (Sec. 7.4C, 7.5A, 7.5E).

Recommended:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 238–243, 246247 (Sec. 7.5B–7.5D, 7.5F).

Theme 5d. Optimal size of a subsample in cluster. Designing of a cluster sample

Taking the costs of a survey into account in determining the size of sub-samples in a cluster, the cost function. Calculation of the optimum size of sub-samples (for two-stage selection with equal probabilities). Designing a cluster sample on the basis of a similar study of dispersion and design effect. Determining the accuracy of sample estimates with fixed costs of a survey; evaluation of survey's costs for required accuracy.

Required literature:



Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 263–272, 4953, 161–164 (Sec. 8.3, 2.6, 5.4).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 301–307, 337342 (разделы 10.6–10.7, 11.15–11.16).

Recommended:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 254–263, 574582 (Sec. 8.1–8.2, 14.1).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 265–267, 310312 (разделы 9.6, 10.10).

Theme 6. Designing the Russian nationwide sample

Definition of a target population. Design of a sample. The concept of territorial sampling.

Theme 6a. The first stage – selection of administrative regions of Russian federation

- Selection of elements for the first stage: administrative regions of Russian Federation.
- Creating a full list of all elements and their sizes.
- Defining the number of stratas.
- Creating of stratas: selection of stratifying parameters (percent of urban population, sizes of towns, percent of different nationalities in a population, etc.). Defining a way of placement of a sample between stratas.
- Selection of elements on stratas.

Theme 6b. The second stage – selection of settlements or districts

- Choosing selection elements for the second stage: selecting of elements on the basis of voting districts, towns or villages, post offices, etc.
- Creating of full lists of all subdistricts for each district, selected on the first stage
- Creating stratas in those districts where it is necessary.



- Defining a required number of subdistricts in each district
- Selection of subdistricts.

Theme 6c. The third step – selection of households

Probabilistic sampling of households: the composition of the list for selection of households, splitting large clusters and a further selection of clusters.

Replacing probability sampling of households by “route selection method.” Selecting the initial point of a route and selection step, disadvantages of the route method.

Theme 6d. Selection of respondents in a household

The selection of the respondent is not required if: a) the object of study is the household, and b) all household members belonging to the target population are interviewed.

Methods for selection of the respondent in the household:

- Kish cards.
- By the nearest birthday (equal probability of selection is broken inside of household).

Dependence of the probability of selection of the respondent on the size of a household. Use of weights to compensate for unequal probabilities of selection.

Use of "filter" in the selection of respondents.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 301–304, 313322, 396404 (Sec. 9.1, 9.4, 11.3).

Recommended:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 304–313, 322358, 359483 (Sec. 9.2–9.3, 9.5–9.8, 10).



Сваффорд М.С., Косолапов М.С., Козырева П.М. Российский мониторинг экономического положения и здоровья населения (РМЭЗ): измерение благосостояния россиян в 90-е годы // Мир России. 1999. Том VIII. № 3. С. 153–163.

Мучник И.Б., Петренко Е.С., Сеницын Е.Э., Ярошенко Т.М. Территориальная выборка в социологических исследованиях / отв. ред. Т.В. Рябушкин. М.: Наука, 1980.

Heeringa S.G., Connor J.H., Darrah D.C. 1980 SRC National Sample: Design and Development. Ann Arbor (MI): Institute for Social Research, 1986.

Hess I. Sampling for Social Research Surveys 1947–1980. Ann Arbor (MI): Institute for Social Research, 1985.

Theme 7. Weighting of data

Cases of using weights: the disproportionate placement of sample between stratas, unequal probabilities of selection of respondents, the deviations from the planned sample size (due to inaccessibility, etc.), the need to adjust the sample (post-stratification). The influence of the weights on the sample estimates.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 424-427 (Sec. 11.7A).

Recommended:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 427–433 (Sec. 11.7B11.7C).

Kish L. Weighting for Unequal Pi (1992) // Kish L. Selected Papers / Ed. by Steven Heeringa and Graham Kalton. Hoboken, NJ: John Wiley and Sons, 2003. P. 179–197.

Theme 8. Non-probability samples

Theme 8a. Quota sampling



Design of a quota sample. The reasons for use of quota sampling: simplicity, lower cost, partial compensation for errors due to inaccessibility of respondents. Differences of a quota sample from probability sample.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 19, 562566 (Sec. 1.5, 13.7).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 155 (раздел 5А.9).

Recommended:

Quota versus Probability Sampling // Survey Methods Center Newsletter. London, 1994. Vol. 15. No. 1. P. 3–31.

Шляпентох В.Э. Проблемы качества социологической информации: достоверность, репрезентативность, прогностический потенциал. М.: ЦСП, 2006. С. 294–303.

Theme 8b. Other examples of non-probability sampling

Sample of volunteers, street sampling, the target (expert) sample, selection in places where persons from target population accumulate, "snowball" method.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 17–22 (Sec. 1.5).

Kish L. Sampling Methods for Agricultural Surveys. Rome: FAO, 1989. P. 13–16 (Sec. 2.3).

Recommended:

Шляпентох В.Э. Проблемы качества социологической информации: достоверность, репрезентативность, прогностический потенциал. М.: ЦСП, 2006. С. 271–275, 288–294.

Чуриков А.В. Случайные и неслучайные выборки в социологических исследованиях // Социальная реальность. 2007. № 4. С. 89–109.



Theme 9. Specifics of sampling for some types of studies

Samples for phone surveys. Samples for panel studies. Samples for online surveys.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 469–477 (Sec. 12.5).

Сваффорд М.С., Косолапов М.С., Козырева П.М. Российский мониторинг экономического положения и здоровья населения (РМЭЗ): измерение благосостояния россиян в 90-е годы // Мир России. 1999. Том VIII. № 3. С. 157–170.

Recommended:

Waksberg J. Sampling Methods for Random Digit Dialing // The Journal of the American Statistical Association. 1978. Vol.73. P. 40–46.

Theme 10. Sources of errors in sample studies

Sample errors

- 1) Statistical error - random fluctuations in sample estimates resulting from the survey is not a population, but only a part of it. It decreases with an increasing of a sample size.
- 2) Errors caused by improper use of sampling techniques: ignoring the unequal probabilities of selection of respondents, using approximations or biased estimates.

Measurement errors

Errors caused by the incorrect tools (questionnaire, interviewer instructions etc.), interviewer errors, errors in data entry and processing.

Errors of missing data

1) Noncoverage

Some households or groups of households (sometimes whole regions) are not included in selection.



2) Nonresponse

Nonresponse due to inaccessibility of the respondents or their failure to participate in the study. The lack of answers to individual questions (missing data).

Ways to reduce errors:

- Improving reachability (the timing of the interview, follow-up visits, getting a prior agreement to an interview, respondents' motivation to participate in the study, an exclusion of complex and unwanted questions);
- Special surveys of inaccessible respondents for making corrections in sample estimates;
- weighing.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 519–524, 527562 (Sec. 13.2B, 13.313.6).

Kish L. Sampling Methods for Agricultural Surveys. Rome: FAO, 1989. P. 220–229 (Sec. 15.2–15.4).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 379–387, 406408, 414415 (разделы 13.1–13.4, 13.13, 13.17).

Recommended:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 509–518, 524527 (Sec. 13.1, 13.2A, 13.2C).

Kish L. Sampling Methods for Agricultural Surveys. Rome: FAO, 1989. P. 217–220 (Sec. 15.1).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 387–406, 408414 (разделы 13.5–13.12, 13.14–13.16).

Theme 11. Additional themes (brief review)

Theme 11a. Methods for calculating the accuracy of sample estimates.



Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 282-293 (Sec. 8.6).

Lepkowski J., Bowles J. Sampling Error Software for Personal Computers // The Survey Statistician. 1996. No. 35. P. 10–17.

Lumley Th. Analysis of complex samples in R // The Survey Statistician. 2008. No. 57. P. 20–25.

Kish L., Frankel M. R. Inference from Complex Samples (1974) // Kish L. Selected Papers / Ed. by Steven Heeringa and Graham Kalton. Hoboken, NJ: John Wiley and Sons, 2003. P. 146–154.

Theme 11b. Technique of minimizing changes during the second selection.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 483-488 (Sec. 12.7).

Theme 11c. Technique of controlled selection.

Required literature:

Kish L. Survey Sampling. N. Y.: John Wiley and Sons, 1965. P. 488-495 (Sec. 12.8).

Кокрен У. Методы выборочного исследования. М.: Статистика, 1976. С. 247–249 (раздел 8.12).

Goodman R., Kish L. Controlled Selection – A Technique in Probability Sampling (1950) // Kish L. Selected Papers / Ed. by Steven Heeringa and Graham Kalton. Hoboken, NJ: John Wiley and Sons, 2003. P. 47–66.

5. Examples of Assessment Materials

Writing Assignment Examples

1. Using a random number table form a simple random sample of 20 elements from a given list of a population. For this sample please count the following estimates of variable “income per person”



- sample mean;
- variance of sample mean;
- standard error;
- 95% confidence interval.

2. Please count the size of simple random sample to satisfy the following condition: sample error \leq 3%.

3. Place a sample with size $n = 1000$ between to stratas, using Neumann placement or optimal placement.

a) Without performing the calculations indicate in which the sample a statistical error and the total cost of all interviews will be higher (put in each box one of the signs of inequality $>$, \geq , \leq , $<$).

- | | | | | |
|----------|-----------------|----------|---------|----------|
| • Error: | proportional | Neumann; | Neumann | optimal. |
| • Costs: | disproportional | Neumann; | Neumann | optimal. |

б) Calculate for your sample placement:

- Sizes of samples ■ and ■ in each town;
- Total costs of all intervies;
- Design-effect of the sample.

4. Create a stratified sample of 44 elements from a given list of a population by the method of systematic selection with a fractional step. According to an obtained sample, calculate the sample mean value of the specified variable.

5. Conduct a systematic selection with probability proportional to the size of six villages in a given administrative area. The minimum allowable size of a cluster is 10 households. Use agglomerative method in the selection process.

6. In the town, included in the sample, 10 households were selected with equal probability. In each household one respondent was selected with equal probability. The attached table for each of the selected 10 households are mentioned: size of the household, gender and personal income of the respondent. Compute for each respondent:



- Weights to compensate unequal probability of selection of elements;
- Weights at which the proportion of women in the sample is 55%;
- Final weights.

Calculate weighted average income for 10 respondents.

Essay theme: create a sample that provides the lowest possible error of sample estimate for a given parameter within the allocated funds for research. Background information for the design of the sample is given by the lecturer.

Control Questions

1. Define the random (probability) sampling. What are the main differences between a random sample and non-random?
2. Explain what is a distribution of sample estimates on the following example: students of the Faculty of Sociology, School of Economics were selected in a random sample of 100 people to estimate the proportion of smokers in the departments. What is biased and unbiased sampling design?
3. How do you select units to get a simple random sample? Mention all the ways that you know.
4. Calculate an error (95% confidence interval) of a simple random sampling, for a given sample size n and the size of the entire population of N . In which case, an error will be greater – if the sample estimate is 20% or 70%?
5. Stratified sample. What are requirements for stratas? What is the effect of stratification on a statistical error? What is a design effect of a sample and how it is measured? What are the ways of placement a sample between strata? For which problems are these methods best suited?
6. How do you conduct a systematic selection of units? Select 6 items from 100: a) with a step b) with a fractional step. Let the number of the first selected element be 9 (i.e., the starting point is 9), enter the serial numbers of the other selected elements for cases a) and b).



7. Cluster sample. How does clustering affect statistical error? What determines the design effect of cluster sampling and what are its limits? What are the requirements for clusters? How (with what probability) are clusters to be selected to ensure equal probability of selection of the final elements of a multistage sampling?
8. What is the sequence of steps in a systematic selection with probability proportional to the size of the clusters? What is "too large cluster", how the sub-sample size is defined in this case? What is "clusters of insufficient size"? What is the sequence of steps for connecting clusters in the selection process?
9. How to determine the optimal size of the sub-sample in a cluster? What parameters are needed in order to calculate it and where can these values can be obtained? What is the end result of using the optimal size of the subsample in the cluster: minimizing the cost of the study, its error, or to achieve a compromise between the cost and the error?
10. What type of sample do you recommend for Russian nationwide surveys of the population? What elements of the administrative-territorial division of the Russian Federation can be used as sampling units in the first and subsequent stages?
11. Which methods of selecting members of a household do you know? What are cards for Kish selection of the respondent in the household?
12. In what cases should data weighting be applied in a sample survey?
13. The proportion of women in a sample is 60%. Calculate the weights for women and for men, so that after weighing the proportion of women is 54% and the total size of the sample will not change.
14. What are the differences between quota sampling and stratified random sample, if the quota criteria and the stratification criteria are the same? What other types of nonrandom samples do you know and in what cases should they be applied in practice?
15. List the ways of getting a list telephone numbers for a telephone survey.
16. What are the features of a sample design for panel studies?



17. What are the main sources of error in survey samples? Which of them are amenable to quantitative estimates?
18. What methods or tools are used to calculate the statistical error of the study?
19. What is controlled selection?



National Research University-Higher School of Economics
040100.68, Sociology Master 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

**Contemporary sociological theory: models of explanation and logic of sociological
study**

040100.68, Sociology Master Program

Author(s) of the syllabus:
Professor Inna F. Deviatko

Moscow, 2013

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of the department or the author.*



1. Course Description

The course "Models of explanation and the logic of sociological research" covers two interrelated questions: what are the main types of theoretical explanation in sociology? What kind of empirical evidence is used by supporters of different explanations?

Methodology and the philosophy of science believe that the ongoing debate for decades about the logic and methods of the social sciences is related to differences of strategies and models of theoretical explanation. The course systematically examines the main model of sociological explanation - especially positivist, behavioral, interpretive, ethnomethodological, functionalist and structuralist explanations. It also analyzes the impact that the differences between the models described in the methods of research, the conceptualization of the empirical material, as well as the criteria for evaluation of different theories.

"Field material" for the analysis of the described differences are major debates about the methodology of the social sciences - from the classic controversy "explanation-understanding" to the relatively recent controversy about the extent of how applicable the principles of rationality and uncertainty are to the analysis of human action. The course uses numerous examples of actual research practice, illustrating the various research methods and models of explanation.

2. Course aims and competences

As a result of the development of the discipline the student should:

- Learn the basic classification of sociological theories and methods of study; learn the basic approaches in the field of philosophy of the social sciences, the key concepts and categories such as "explanation", "interpretation", "paradigm", "model", "relativism", etc.



- Be able to apply various sociological theories (programs) to interpret empirical case studies and construct programs of sociological research, including general questions of methodological choice, research language, and quality criteria of the proposed research.
- Have skills (to gain experience) of recognition and assessment of methods of sociological theorizing and "cognitive styles" representing various schools, trends and relationships to different historical stages of development of sociological thought.

3. Thematic plan for the academic discipline

№	Title of the topic	Total hours on discipline	Lecture Hours	Self-reliant work	Seminar and Practice sessions
1	Introduction: research programs, models of explanation and logic of sociological inquiry	56	4	48	4
2	Naturalist paradigm. Positivism and the deductive-nomological model of explanations of the social sciences. Naturalist model of rational action.	58	6	48	6
3	Functionalism	58	6	48	6
4	Interpretive paradigm	58	6	48	6
5	Structuralism	58	6	48	6
	Total	288	28	232	28

3. Discipline Contents

Textbook

И.Ф.Девятко. Модели объяснения и логика социологического исследования. М.: ИС РосАН-TEMPUS/TASIS, 1996 (разделы учебника строго соответствуют разделам курса).

Website



<http://sites.google.com/site/modelsofexplanation>

Theme 1. Introduction: research programs, models of explanation and logic of sociological inquiry.

The ratio of epistemology, methodology and methods of sociological research. Historical context: Methodenstreit ("The Debate on Method"). Intellectual context: "reconstructed logic" and "logic actually used".

The crisis of the positivist conception of science and the emergence of the doctrine of "scientific revolutions" (Kuhn). Post-positivism in the philosophy of the social sciences. Paradigms and research programs (I.Lakatos) and models of explanation. Leading sociological "paradigm" and the real logic of the study.

Are there any "rules of sociological method?" Explanation, semantic explanation and interpretation. Specificity of scientific explanations. The adequacy and justification of the explanations in non-experimental science. The problem of uncertainty of interpretation.

Required Reading

Т.Кун. Структура научных революций. М.:Прогресс, 1977. Гл.1,3,10

А.Каплан. Принцип методологической автономии исследования: от реконструированной логики к реально используемой логике // И.Ф.Девятко. Модели объяснения и логика социологического исследования: обзорный план курса и хрестоматия. М.: Программа Европейского сообщества TEMPUS-TASIS, 1996.

Дж. Александер. Общая теория в состоянии постпозитивизма: «эпистемологическая дилемма» и поиск присутствующего разума / Пер. И.Ф. Девятко и М.С. Добряковой // Социология: 4 М. №18 и 19, 2004.

У.Аутвейт. Законы и объяснения в социологии // Модели объяснения и логика социологического исследования.



А.Макинтайр. “Факт”, объяснение и компетенция //Модели объяснения и логика социологического исследования.

К. Поппер. Логика социальных наук. / Эволюционная эпистемология и логика социальных наук: Карл Поппер и его критики. - М.: Эдиториал УРСС, 2000. с. 298 – 313

Recommended Reading

Дильтей В. Отношение между объяснительной и описательной психологией. // Описательная психология. Гл. 5. СПб, 1996.

И.Лакатос. Фальсификация и методология научно-исследовательских программ. М.:Московский философский фонд, Медиум, 1995. Сс.8-11, 51-78, 154-158.

Theme 2. Naturalistic paradigm. Positivism and the deductive-nomological model of explanations of the social sciences. Naturalist model of rational action.

Sociological version of "positivism." The doctrine of logical positivism and deductive-nomological model of explanation. The model of rational action by C. Hempel ("R scheme") and its criticism. Intentional behavior and paradoxes of practical rationality. The use of naturalistic model of rational action to macrosociological agents: the dilemmas of collective action and public choice, instrumentalism in theories of economic behavior.

Behaviorism and an alternative program of naturalistic explanation of action. The methodological principles of radical behaviorism. B. Skinner and the criticism of the concept of "an autonomous rational actor". Behaviorist model of action and its opponents. From micro-social to macro-social: behaviorist exchange theory in sociology.

Required Reading

К.Гемпель. Мотивы и “охватывающие” законы в историческом объяснении // Философия и методология истории / Под ред.И.С.Кона. М.:Прогресс, 1977.



У.Дрей. Еще раз к вопросу об объяснении действий людей в исторической науке // *Философия и методология истории*. М.: Прогресс, 1977.

Э.Дюркгейм. Метод социологии // Э.Дюркгейм. Социология. Ее предмет, метод, предназначение / Пер. с фр., составление, прим. А.Б.Гофмана. М.: Канон, 1995. Сс.7-68.

Б.Скиннер. Оперантное поведение // *История зарубежной психологии (Тексты)*. М.: Изд-во МГУ, 1986. Сс.60-97.

Дж.Хоманс. Социальное поведение как обмен // *Современная зарубежная социальная психология (Тексты)*. М.: Изд-во МГУ, 1984. Сс.82-91.

Recommended Reading

Э.Нагель. Детерминизм в истории // *Философия и методология истории*. М.: Прогресс, 1977.

К.Поппер. Нищета историцизма. М.: Прогресс-VIA, 1993. Гл. II, IV.

И.Ф.Девятко. Диагностическая процедура в социологии: очерк истории и теории. М.: Наука, 1993. Гл.3,4.

Theme 3. Functionalism.

Motives, purposes and functions. Types of functional explanations. Classic functionalism and "illegal" teleology. An example: the functionalist theory of social stratification. Structural functionalism: the theory or methodology? Examples of functionalist explanations: analysis of functions of "political machine" (R. Merton) and "democratic leadership" in the men's military alliances (M. Douglas).

Logical functionalism: T. Parsons on the structure of social action. Can a "normative voluntarism" to solve the problem of interpretation of rational action?

Required Reading



Мертон Р.К. Социальная структура и аномия // Социологические исследования. 1992. №2. Сс.118-124; №3. Сс.91-96; №4. Сс.104-114.

Парсонс Т. Понятие общества: компоненты и их взаимоотношения // THESIS. 1993. №2. Сс.94-122.

Ковалев А.Д. Становление теории действия Т.Парсонса // Очерки по истории теоретической социологии XX столетия. М.: Наука, 1994. Сс.168-197.

Девятко И.Ф. Мертоновский корректив к парсоновской версии структурного функционализма // Очерки по истории теоретической социологии XX столетия. М.: Наука, 1994. Сс.197-204.

Recommended Reading

Мертон Р.К. Фрагменты из воспоминаний. Публ. и комм. Н.Е.Покровского // Социологические исследования. 1992. №10. Сс.128-133.

Тернер Дж. Структура социологической теории. М.:Прогресс, 1985. Сс.42-124.

Theme 4. Interpretive approach.

The core of the interpretive program in social sciences (anti-naturalism, "semantic" explanation of intelligible action, understanding).

P. Winch about the explanatory power of the "rules" in the social sciences. "The concept of 'social': public following of the rules in "language games." Winch on the impossibility of causal explanation of intelligible action. Criticism of Winch: the principle of uncertainty of rules and the problem of adequacy of an explanation.

"Hermeneutic circle," the uncertainty of interpretation and revision of the classical doctrine of hermeneutics. Formation of the radical "theory of interpretation" (Ch. Taylor, P. Ricoeur, H.-



G.Gadamer). The concept of cultural context and cultural studies' model of interpretation of a text as an interdisciplinary paradigm for the social sciences. Criticism of the theory of radical interpretation. Example: constructionist "ethnography of science." Model of "double hermeneutic" (A. Giddens) in cultural anthropology and sociology. Strategy of "multiple triangulation" (N. Denzin). "Thick" and "thin" descriptions in cultural anthropology (C. Geertz).

Ethnomethodological critique of the interpretive program.

Specifics of ethnomethodological model of explanation (reflexive use of the "body of knowledge", norms as "achievements", the problematic possibility of understanding situational character of the social order, the principle of "and so on"). Criticism of ethnomethodology: how possible is a "general theory of context?" Analysis of the research practice: to maintain of gender identity ("Agnes case," G. Garfinkel), procedures of conversational analysis (H. Saks).

Required Reading

Шутц А. Структура повседневного мышления // Социологические исследования. 1988. №2.

Ионин Л.Г. Понимающая социология: историко-критический анализ. М.: Наука, 1979. Гл.2, 3.

Гадамер Х.-Г. Истина и метод: основы философской герменевтики. М.: Прогресс, 1988. Ч.2, гл.І, ІІ.

Вебер М. Основные социологические понятия. Гл.1 ("Понятие социологии и "смысла" социального действия) // Избранные произведения / Под. ред. Ю.Н.Давыдова. М.: Прогресс, 1990.

П.Рикер. Герменевтика и метод социальных наук // П.Рикер. Герменевтика. Этика. Политика. М.: АО "КАМІ" - Изд.центр Academia. 1995. Сс.3-18.

К.Гирти. С точки зрения туземца: о природе понимания в культурной антропологии // *Модели объяснения и логика социологического исследования.*

Р.Порти. Метод, общественные науки и общественные надежды//*Модели объяснения и логика социологического исследования.*



Уинч П. Идея социальной науки и её отношение к философии. М.: Русское феноменологическое общество, 1996. Сс.18-46, 57-69.

Recommended Reading

Новые направления в социологической теории. М.: Наука, 1978.

Витгенштейн Л. Философские исследования (§§ 197-202, 243-309) // Л.Витгенштейн. Философские работы (Часть 1). М.: Гнозис, 1994.

Тернер Дж. Структура социологической теории. М.: Прогресс, 1985. Гл.11 ("Символический интеракционизм"), 16 ("Этнометодология").

Theme 5. Structuralism.

On the other side of an action: the structuralist model in social sciences. Structural determinants and macro-social context of action. Formation of the structuralist program: structuralism in linguistics and cultural anthropology. Features of the "strong" structuralist explanations (latency of universal structures, semiotic nature of structuralist explanations, equivalence and mutual transformation of communication systems).

C. Levi-Strauss and the analysis of the communicative sign systems in structural anthropology (myths, primitive classification systems, marriage rules, kinship systems). Binary oppositions as universal unconscious thinking. An example of structuralist explanations in cultural anthropology: the social organization of memory in Nuer (E. Evans-Pritchard).

The structuralist perspective of Marxism and psychoanalysis: "blind forces" of material and sexual reproduction.

Sociological version of structuralism. Example: three concepts of power (Marx, Parsons, Foucault). Structural theory of P. M. Blau: the emergence of social organization and inequality in exchange networks. Criticism of structuralist explanations.



Required Reading

- К.Леви-Строс.* Структурная антропология. М.: Наука, 1983. Гл. I, II, XI, XV.
- З.Фрейд.* Введение в психоанализ: Лекции. (Лекции 17-19, 26, 35). М.: Наука, 1989.
- В.У.Тернер.* Проблема цветовой классификации в примитивных культурах (на материале ндембу) // Семиотика и искусствометрия. М.: Мир, 1972.
- К.Маркс.* К критике политической экономии. Предисловие // Маркс К. и Энгельс Ф. Сочинения. Т.13.
- Фуко М.* Надзирать и наказывать: рождение тюрьмы. М.: Ad Marginem, 1999. Сс.7-102, 197-333.

Recommended Reading

- В.Я.Пропп.* Морфология сказки. М.:Наука, 1969 (2-е изд.).
- Ю.М.Лотман.* Структура художественного текста. М.: Наука, 1970.
- Ю.Д.Апресян.* Идеи и методы современной структурной лингвистики. М.: Просвещение, 1966. Гл.1-3.
- З.Фрейд.* Недовольство культурой // З.Фрейд. Психоанализ. Религия. Культура. М.: Ренессанс, 1992.
- Саморегуляция и прогнозирование социального поведения личности /* Под ред. В.А.Ядова. Л.: Наука, 1979. Гл.1.3 -1.4.
- В.Тэрнер.* Символ и ритуал. М.: Наука, 1983.

7. Example Questions

- **Essay Questions**
 - *Introduction*
 - Please comment on the statement: "Status of the social sciences depends on their ability to discover universal laws."



- Comment: "Scientific theories are not created, but discovered. The existence of justified and consistent theories do not depend on whether there is someone thinking about them."
- *Naturalism*
 - Can we say that the naturalistic explanation in sociology ignores "the point of view of an actor," his beliefs and desires?
 - What are the criteria for a good explanation in behaviorism? Give an example of a real (or hypothetical) behaviorist study, meeting these criteria.
 - Give an example of a sociological explanation which meets requirements of an deductive-nomological model.
- *Functionalism*
 - Please comment on the statement: any functionalist explanation can be reduced to the usual causal explanation.
 - Can we say that any functionalist explanation is teleological?
 - Give an example of a functionalist explanation (an example can be taken from everyday life or from a sociological theory).
- *Interpretive approach*
 - Why are supporters of the interpretive approach argue that the method of social science is understanding (not an explanation)?
 - Is it possible to understand the actions of people belonging to a completely foreign group relative to the researcher's own culture and language of science?
 - In which cases the "external" explanation given by a sociologist is the same as an "internal" explanation (i.e. an explanation from the point of view of a participant)?
- *Structuralism*
 - Can we assume that the Marxist theory of class struggle is a typical structuralist explanation? (Prove your point of view).
 - Is a structuralist explanation always a holist?
 - Give your own example of a structuralist explanation in sociology, cultural anthropology or psychology.



● **Exam Questions**

1. The ratio of epistemology, methodology and methods of sociological research.
2. Explanation, understanding and description. Specificity of "scientific explanation."
3. The crisis of the positivist conception of science and the emergence of the doctrine of "scientific revolutions" (Kuhn).
4. Post-positivism in the philosophy of the social sciences. Paradigms and research programs (I. Lakatos) and models of explanation.
5. Leading sociological "paradigms".
6. The doctrine of logical positivism and deductive-nomological model of explanation. The model of rational action C. Hempel ("R schema").
7. Behaviorism as a naturalistic explanation of action.
8. Methodological principles of radical behaviorism. B. Skinner and criticism of the concept of "autonomous rational actor".
9. Behaviorist theories of exchange in sociology.
10. Types of functional explanation in the social sciences. Classic functionalism and "illegal" teleology.
11. Structural functionalism. The model of "strong" functionalist explanations.
12. Logical functionalism: T. Parsons on the structure of social action.
13. The core of interpretive programs in the social sciences (anti-naturalism, "semantic" intelligible explanation of the action, understanding).
14. P. Winch about the explanatory power of the "rules" in the social sciences.
15. Specifics of radical "theory of interpretation" (Ch. Taylor, P. Ricoeur, H.-G. Gadamer). The cultural model of interpretation of the text as an interdisciplinary paradigm for the social sciences.
16. Model of "double hermeneutics" in cultural anthropology and sociology.
17. "Thick" and "thin" descriptions in the cultural anthropology (C. Geertz).
18. Specifics of ethnomethodological model of explanation
19. The structuralist model of human sciences.
20. Features of the "strong" structuralist explanation.
21. C. Levi-Strauss and the analysis of the communicative sign systems in structural anthropology.
22. The structuralist perspective of Marxism.
23. Structuralist explanation in psychoanalysis.
24. Sociological versions of structuralism. Theories of power (Marx, Parsons, Foucault).
25. Structural theory of P. M. Blau: the emergence of social inequality in the organization and exchange networks. Criticism of structuralist explanations.



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040100.68, Sociology Master Program

Government of the Russian Federation

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Faculty of Sociology

Discipline Program

Civil society, civility and the third sector

040100.68, Sociology Master Program

Author(s) of the syllabus:

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This current syllabus cannot be used elsewhere in the university or at other universities without the expressed permission of the department or the author.



1. Summary of Course

The objective of this course is to provide students with tools to undertake sociological research on topics related to the notions of civil society, civility, and the third sector. Such topics range from philanthropy to civilization; and from the public sphere to citizenship. The course will begin by reflecting upon the meaning of and relationship between these notions, and then go on to explore their history and sociological significance. In so doing, it will examine their relevance for issues such as social solidarity, social justice, democracy, and globalisation. Two sessions will be devoted to examining civil society, civility, and the third sector in the Russian context.

On a more applied level, the skills this course seeks to develop can be useful beyond academia, particularly in fields such as social enterprise, non-governmental organisations, foundations, and community organising.

The course presupposes some familiarity with classical and contemporary social theory.

Although the working language will be English, students are encouraged to draw on readings in other languages.

This is an MA course, but BA students are very welcome.

2. Learning Outcomes

I expect that, by the end of the course, students will be better equipped to:

- Undertake sociological research into civil society, civility, and the third sector.
- Critically engage with sociological theories of civil society, civility, and the third sector.
- Link theories of civil society, civility, and the third sector with wider debates about social solidarity, democracy, welfare, the public sphere, the common good, and individual and social flourishing.



- Be able to provide constructive criticism to fellow students.
- Constructively deal with criticisms to their own work, and incorporate such criticisms in revising their own work.

3. Course Instructor

Ruben Flores (PhD, University of Kent) is an assistant professor at the Faculty of Sociology, and research fellow at the Centre for Advanced Studies, Higher School of Economics.

4. Thematic Plan for the Academic Discipline

No	Theme	Total hours in theme	Seminars	Independent work
1	General Introduction: Why does it matter to think about civil society?	20	4	16
2	What do we mean by civil society and the third sector? On the history of the idea of ‘civil society’	20	4	16
3	Civility, incivility, and civilization	22	4	18
4	Explaining civil society: social origins theory	22	4	18
5	Philanthropy and humanitarianism: morality, suffering and compassion	22	4	18
6	Critical approaches to the study of civil society	22	4	18
7	Democracy and the public sphere	22	4	18
8	Civil society in Russian history	22	4	18
9	Global civil society?	22	4	18
10	Civil society and the search for a better world	22	4	18
	Total	216	40	176



5. Grading

Students' final marks will depend on two components: a) seminar participation; and b) a course paper. Each of these components is sub-divided as follows:

a) Seminar participation:

Attendance: 10%

Seminar participation: 20%

Weekly reports: 10%

b) Written assignments.

Book/paper review: 10%

b.2) Research design:

Part one: Description of topic and case study = 10%

Part two: Part one (revised) + Theory, research question, and sources of data = 10%

Part three: Part one (revised) + Part two (revised) + data analysis and discussion = 30%

Each of these parts should take into account the theoretical and methodological principles discussed during seminar time, as well as the feedback provided by the module convener. This latter point is particularly important for parts two and three.



Students are advised to discuss the topics of their papers *before* starting to work on them. If you would prefer to write an essay, please talk to me about this first.

Papers' length and format:

Papers should be between 2,500-4,000 words (roughly ten to fifteen pages), including footnotes and references.

Book/papers reviews should be around 1,000 words.

Times New Roman, font size 12, double spaced. Harvard-style referencing.

The **deadlines** for handing in your papers are the following:

- a) Part one: end of week three;
- b) Part two: end of week six;
- c) Part three: end of week ten.

Seminar participation

I will mark seminar participation using a four point scale: ¹

Unjustified absence: minus one point.

Justified absence: zero points.

¹ I thank Rafael Mrowczynski for this idea.



Attendance: one point.

Attendance and active participation: 2 points.

Attendance and active participation which demonstrates a critical engagement with the texts under discussion: 3 points.

Attendance

Attendance to the seminars is mandatory. Only three absences will be allowed during the course. Students with more than three unjustified absences will lose the right to receive a mark for the course. I will not count your attendance if you miss more than twenty minutes of a session.

Attendance will be marked using the Fibonacci Sequence: 0, 1, 1, 2, 3, 5, 8, 13, 21, 34. That is, you will get one point for attending twice, five points for attending the seminar six times, and twenty one points if you attend the seminars nine times.

Weekly reports

Each week students are to prepare a brief analysis of – or, rather, a reaction to – the texts to be discussed that week. This analysis, of between 100 and 200 words, is not meant to be a polished piece of work, but only a springboard for seminar discussion. The only requirement is that the student uses her/his own words to analyse and react to the texts under consideration. You are to write one report per week, regardless of the number of readings.

Nb Students are encouraged to use their weekly reports to reflect about their own research projects.

Presentations

Every week a student will be asked to present a paper. After each presentation, another student will be expected to react/comment to the previous presentation, and to start a discussion with the whole group.



Students will be expected to discuss their course papers on a regular basis during seminars.

How to do well on this course?

Read as widely as possible, and be ready to discuss the texts under review during seminar time. Do ask questions. Cultivate doubt, and an inquisitive attitude towards the social world. Start working early on your assignments!

How to do badly in this course?

One of the best ways to do badly in this course is through committing plagiarism – a plagiarised work will be marked zero and required to be resubmitted. Recurrent plagiarism will be reported to the dean and lead to a zero mark for the whole course. The module convener reserves the right to refuse to give a mark for the course to any student committing plagiarism. So, please make sure to familiarise yourself with what counts as plagiarism and make sure to avoid this practice. The following are some useful websites in this regard:

“Plagiarism: What It is and How to Recognize and Avoid It” (Indiana University)
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

“How to avoid plagiarism” (The writer's center @ The University of Wisconsin – Madison).
http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Failing to work on your assignments throughout the course is another way of receiving a low mark. Since there is no final exam – not even for the second (пересдача) and third (комиссия) evaluation rounds – your final mark will depend only on the collection of those assignments you completed during term-time. During the пересдача and/or комиссия, students will have the chance only to have their term-time work reassessed.

6. Seminars



At the beginning of each seminar, the module convener will introduce the nominated topic. After this, students will discuss a particular piece of scholarly work – normally one or more journal article(s) or book chapter(s). Towards the end of each session, there will be time to discuss theoretical and methodological questions related to the students' research papers.

Questions to help you start the discussion during seminar time include the following:

- What did the author set out to investigate?
- What were the paper's main findings or main argument?
- How do these findings or this argument relate to our understanding of civil society?
- What theoretical, epistemological, and normative presuppositions underlie the text's argument?
- What is the paper's methodology?
- What are the paper's data sources?
- How can this text be useful for your own and your colleagues' research?

7. Discipline Contents

Week 1: General Introduction: why does it matter to think about civil society?

This session is intended to provide students with a general introduction to the course contents.

Extra assignment: One of your tasks during this first week is to visit my office so that I can have a chance to hear about you, and your research interests, and you get a chance to know how office hours work. If you feel intimidated by this exercise, feel free to come in pairs or in groups. I would encourage you to use this exercise to think about (and hopefully choose) the topic of your course paper.

- Salamon, L. M. 1995. The Rise of the Voluntary Sector. *Foreign Affairs* 73(4): 109-122.



Week 2: What do we mean by civil society and the third sector?

During this session we shall begin discussing the nature and sociological relevance of civil society, and the third sector. That is, we shall review some of the ways in which these concepts have been defined in the literature, and reflect upon why these notions matter sociologically. Reflecting upon the multi-faceted nature of the social phenomena normally associated with the ideas of civil society and the third sector will be a principal focus of this session.

- Kocka, J. 2004. Civil society from a historical perspective. *European Review*, 12(01): 65-79. DOI: <http://dx.doi.org/10.1017/S1062798704000067>.
- Muukkonen, M. 2009. Framing the field: civil society. *Nonprofit and Voluntary Sector Quarterly* 38(4): 684 – 700.
- Kumar, K. 1993. Civil Society: An Inquiry into the Usefulness of an Historical Term. *The British Journal of Sociology* 44(3): 375-395. Article Stable URL: <http://www.jstor.org/stable/591808>

Further reading:

- Calhoun, C. 2001. Civil Society/Public Sphere: History of the Concept. In:
- Neil J. Smelser and Paul B. Baltes (Editors-in-Chief) *International Encyclopedia of the Social & Behavioral Sciences*, pp. 1897-1903.
- Himmelstein, J. 1993. The Place and Meaning of the Nonprofit Sector (Review Essay). *Qualitative Sociology* 16(3): 319-329.
- Hardt, M. 1995. The Withering of Civil Society. *Social Text*, 45: 27-44. Article Stable URL: <http://www.jstor.org/stable>
- Edwards, M. 2009. *Civil Society*. 2nd edition, Polity Press.
- Edwards, M. 2001. The rise and rise of civil society. DfID Developments Magazine, Summer. Available at: <http://www.futurepositive.org/Edwards.html#contents2>
- Alexander, J. C. 1993. Review: The Return to Civil Society. *Contemporary Sociology* 22(6): 797-803.
- Edwards, M. 2005. Civil society. *The encyclopedia of informal education*. Available at: www.infed.org/association/civil_society.htm.
- Flyvbjerg, B. 1998. Habermas and Foucault: thinkers for civil society? *British Journal of Sociology* 49(2): 210-233.



Nb: During seminar time we will discuss your research topic. By now you should be working on your first paper.

Week 3: Civility, incivility, and civilization

During this session will examine the relationship between civil society, the third sector, and the idea of civility. We will do so drawing on historical and theoretical debates about the place of civility within modern societies, and about the role of the third sector in building, or eroding, 'societies that are civil' (Edwards 2009: 58). In order to reflect on the origins of civility, we shall review Norbert Elias's writings on processes of civilisation and de-civilisation, and Steven Pinker's work on 'the decline of violence in history' (Pinker 2011).

- Baumgarten, B., Gosewinkel, D. and Rucht, D. 2011. Civility. Introductory Notes on the History and Systematic Analysis of a Concept. *European Review of History/Revue européenne d'histoire* 18(3): 289-312. Available at: <http://dx.doi.org/10.1080/13507486.2011.574680>
- Rucht, D. 2011. Civil society and civility in twentieth-century theorising. *European Review of History: Revue européenne d'histoire* 18(3): 387-407 Available at: <http://dx.doi.org/10.1080/13507486.2011.574680>
- Mennell, S. 1990. Decivilising Processes: Theoretical Significance and Some Lines of Research. *International Sociology*, 5(2): 205-223. DOI: 10.1177/026858090005002006
- Pinker, S. 2007. A history of violence. *The New Republic*, 19 March. Available at: <http://www.global-mindshift.com/discover/Memebase/A HISTORY OF VIOLENCE.pdf>

Further reading:

- Smith, P., T.L. Phillips and RD King. 2010. *Incivility: The Rude Stranger in Everyday Life*. Cambridge: Cambridge University Press.
- Alexander, J. 2006. *The Civil Sphere*. Oxford: Oxford University Press. Chapters 1, 2, 3, and conclusions.
- Alexander, J. C. 2011. Morality as a Cultural System: On Solidarity Civil and Uncivil. *Perspectives: Newsletter of the ASA Theory Section* 33(2): 1-2,9-10.
- Boyd, R. 2006. The Value of Civility? *Urban Studies* 43(5-6): 863-878. doi: 10.1080/00420980600676105



- White, M. 2006. An Ambivalent Civility. *The Canadian Journal of Sociology / Cahiers canadiens de sociologie* 31(4): 445-460. Article Stable URL: <http://www.jstor.org/stable/20058731>
- Pinker, S. 2011. The better angels of our nature. The decline of violence in history and its causes. London: Allen Lane.

Week 4: Explaining civil society: social origins theory

In this session we shall examine one of the most thorough theories that account for the existence of the third sector in different national contexts, viz. social origins theory.

- Salamon, L. and Anheier, H. 1998. Social Origins of Civil Society: Explaining the Nonprofit Sector Cross-Nationally. *Voluntas* 9(3): 213–248.
- Anheier, H. K. and L. M. Salamon. 1999. Volunteering in Cross-National Perspective: Initial Comparisons. *Law and Contemporary Problems* 62(4): 43-65.

Further reading:

- Hansmann, H. 1987. Economic theories of nonprofit organisation, in W.W. Powell (ed) *The Nonprofit Sector: A Research Handbook*, Yale University Press, pp. 27-42.

Week 5: Philanthropy and humanitarianism

- Bekkers, R. and P. Wiepking. 2011. A Literature Review of Empirical Studies of Philanthropy: Eight Mechanisms That Drive Charitable Giving. *Nonprofit and Voluntary Sector Quarterly* 40(5): 924–973.
- Sznaider, N. (1998) 'The Sociology of Compassion.' *Cultural Values*, 2(1): 117–139.

Further reading:



- Perry, J. L., J. L. Brudney, D. Coursey, and L. Littlepage. 2008. What Drives Morally Committed Citizens? A Study of the Antecedents of Public Service Motivation” *Public Administration Review*, May/June: 445-458
- Harrow, J. 2010. Philanthropy. In: R. Taylor, *Third Sector Research*, New York: Springer, pp. 121-137.
- Milgram, Stanley. 1965. "Some Conditions of Obedience and Disobedience to Authority." *Human Relations*, 18: pp. 57-76

Week 6: Critical approaches to the study of civil society

- Hann, Chris. 2003. Civil Society: the Sickness, Not the Cure? *Social Evolution & History* 2(2) 55-74. Available at: <http://www.socionauki.ru/journal/articles/128229/>
- Odendahl, T. 1989. The Culture of Elite Philanthropy in the Reagan Years. *Nonprofit and Voluntary Sector Quarterly* 18(3): 237-248. doi: 10.1177/089976408901800306
- Mastnak, T. 2005. The Reinvention of Civil Society: Through the Looking Glass of Democracy. *Archives Européennes de Sociologie* XLVI/2.
- Žižek, S. 2006. Nobody has to be vile. *London Review of Books* [Online] 28(7). Available from <http://www.lrb.co.uk/v28/n07/slavoj-zizek/nobody-has-to-be-vile> [Accessed 13 July 2011].

Further reading:

- Furedi, F. 2011. We don't need experts to teach us how to be civil. *Spiked*, 13 October. Available at: <http://www.spiked-online.com/index.php/site/article/11163/> Accessed: 17 October 2011.
- Foley, M. W. and B. Edwards (1998) Beyond Tocqueville: Civil Society and Social Capital in Comparative Perspective. *American Behavioral Scientist* 42(1): 5-20.
- Dekker, P. and A. van den Broek. 1998 Civil Society in Comparative Perspective: Involvement in Voluntary Associations in North America and Western Europe. *Voluntas* 9(1): 11-38. DOI: 10.1023/A:1021450828183.
- Glasius, M. Civil Society. *Fathom: the source of online learning*. Available at: <http://www.fathom.com/feature/122536/>
- Taylor, C. 1990. Modes of Civil Society. *Public Culture*, 3(1): 95-118; doi:10.1215/08992363-3-1-95

Week 7: Democracy and the public sphere



A vibrant civil society is often portrayed as an essential ingredient of a healthy democracy. In this session we shall examine some of the historical and sociological evidence that can be advanced to support or criticize this proposition.

- Berman, S. 1997. Civil Society and the Collapse of the Weimar Republic. *World Politics* 49(3): 401-429.
- Skocpol, Theda. The Tocqueville Problem: Civic Engagement in American Democracy. *Social Science History*. Vol. 21, No. 4 (Winter, 1997), pp. 455-479 Article Stable URL: <http://www.jstor.org/stable/1171662>
- Newton, K. 2001. Trust, Social Capital, Civil Society, and Democracy. *International Political Science Review* 22(2): 201-214.
- Ruzza, C. 2009. Populism and euroscepticism: Towards uncivil society? *Policy and Society* 28(1): 87-98.

Further reading:

- Regulska, J. 1998. Building Local Democracy: The Role of Western Assistance in Poland. *Voluntas* 9(1).
- Frevert, Ute. 2007. Vertrauen und Macht. Deutschland und Russland in der Moderne / "Власть и доверие. Германия и Россия на рубеже XX в.". Moskauer Thyssen-Vorlesung, Fritz Thyssen Stiftung. Moscow, Deutsches Historisches Institut / German Historical Institute . Russian version available. Available at: http://www.dhi-moskau.de/fileadmin/pdf/Veranstaltungen/2007/Vortragstext_2007-05-23_de.pdf
- Foley, M. W. and B. Edwards. 1996. The Paradox of Civil Society. *Journal of Democracy* 7(3): 38-52. Available at: <http://info.worldbank.org/etools/docs/library/108361/session7k.pdf>
- *Associations and Democracy*, by Joshua Cohen and Joel Rogers, with contributions by Paul Q. Hirst, Ellen Immergut, Ira Katznelson, Heinz Klug, Andrew Levine, Jane Mansbridge, Claus Offe, Philippe Schmitter, Wolfgang Streeck, Andrew Szasz and Iris Young. Edited and introduced by Erik Olin Wright (Volume I, *Real Utopias Project Series*, London: Verso, 1995)
- Acemoglu, Daron, and Robinson, James A. 2006. *Economic Origins of Democracy*. Cambridge: Cambridge University Press.



Week 8: Civil society in Russian history

Russia has long been inferred to be distinct from “the West” as far as civil society is concerned. Questions to be discussed during this thematic session include the following: What is the history, and what the current state, of civil society, civility, and the third sector in Russia?

- Lindenmeyr, A. 2011. Review Essay: ‘Primordial and Gelatinous’? Civil Society in Imperial Russia. *Kritika: Explorations in Russian and Eurasian History* 12(3): 705-20.
- White, A. 1993. Charity, Self-help and Politics in Russia 1985-91. *Europe-Asia Studies* 45(5): 787-810.
- Belokurova, E. 2010. Civil Society Discourses in Russia: The Influence of the European Union and the Role of EU–Russia Cooperation. *Journal of European Integration* 32(5): 457-474. Available at: <http://dx.doi.org/10.1080/07036337.2010.498630>

Further reading:

- Durkheim, E. 1902. État et société en Russie. *Année sociologique* 5: 358-359. Reprinted in: Émile Durkheim, Textes. 3. Fonctions sociales et institutions (pp. 237 à 239). Paris: Les Éditions de Minuit, 1975. Available at: http://classiques.uqac.ca/classiques/Durkheim_emile/textes_3/textes_3_6c/Etat_societe_Russie.pdf
- Thurston, G. J. 1976. Alexis De Tocqueville in Russia. *Journal of the History of Ideas* 37(2): 289-306. Article Stable URL: <http://www.jstor.org/stable/2708825>
- Bradley, J. 2009. Voluntary Associations in Tsarist Russia: Science, Patriotism, and Civil Society, Cambridge, Massachusetts / London, England: Harvard University Press.
- Shlapentokh, Vladimir. 1989. Public and Private Life of the Soviet People.
- O’Dowd, L. and B. Dimitrova. 2011. Promoting Civil Society Across the Borders of the EU Neighbourhood: Debates, Constraints and Opportunities. *Geopolitics* 16(1): 176-192. DOI: 10.1080/14650045.2010.493784 URL: <http://dx.doi.org/10.1080/14650045.2010.493784>
- Murphy, J. 2003. Civil Society and Social Capital in the Post-Socialist Russian North. *Polar Geography* 27(2): 174-196. Available at: <http://dx.doi.org/10.1080/789610234>

Further reading:



- Henry, L. A. 2006. Shaping Social Activism in Post-Soviet Russia: Leadership, Organizational Diversity, and Innovation. *Post-Soviet Affairs* 22(2): 99–124.
- Yakobson, L., I. Mersiyanova, O. Kononykhina et al. 2011. Civil Society in Modernising Russia: Analytical report prepared by the Centre for Studies of Civil Society and the Non-Profit Sector of the National Research University Higher School of Economics. Moscow: NRU HSE. ISBN 978-5-7598-0915-9.
- Evans, A. B., L. A. Henry, and L. McIntosh Sundstrom (editors) 2006. Russian Civil Society: A critical assessment. New York, M. E. Sharpe.
- Morje Howard, Marc. 2002. “The Weakness of Postcommunist Civil Society”. *Journal of Democracy*, 13(1): 157-169.
- Morje Howard, Marc. 2003. *The Weakness of Civil Society in Post-Communist Europe*, Cambridge: Cambridge University Press.
- Schrader, Heiko et al. *Russland auf dem Weg zur Zivilgesellschaft?*
- Lang, S., A. Haertel and M. Buersch. 2010. *Zivilgesellschaft und bürgerschaftliches Engagement in Russland*. Friedrich Ebert Stiftung. April. Available at: library.fes.de/pdf-files/id/07173.pdf
- James L. Gibson. 2001. Social Networks, Civil Society, and the Prospects for Consolidating Russia's Democratic Transition. *American Journal of Political Science*. 45(1): 51-68. Article Stable URL: <http://www.jstor.org/stable/2669359>
- Mackow, J. 2005. Russian Legal Culture, Civil Society and the Chances for Westernization. in Alexander J. Motyl, Blair A. Ruble, and Lilia Shevtsova (eds.), *Russia's Engagement with the West: Transformation and Integration in the Twenty – First Century*, London: M.E. Sharpe.

Week 9: Global civil society?

Group 1

- Kaldor, M. (2003) The idea of global civil society. *International Affairs*, 79: 583–593. doi: 10.1111/1468-2346.00324
- Tsutsui Kiyoteru, and Min Wotipka, Christine. 2004. “Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations.” *Social Forces* (2004) 83 (2): 587-620. doi: 10.1353/sof.2005.0022



Group 2

- Anheier, Helmut, Glasius, Marlies, and Kaldor, Mary. Introducing Global Civil Society, 22pp. Available at: <http://www2.lse.ac.uk/internationalDevelopment/research/CSHS/civilSociety/yearBook/chapterPdfs/2001/chapter01.pdf>
- Longhofer, Wesley and Schofer, Evan. 2010. National and Global Origins of Environmental Association. *American Sociological Review*, 75(4): 505-533 (available from HSE) <http://asr.sagepub.com/content/75/4/505.short>

Further reading:

- Castells, Manuel. 2008. The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance. *The ANNALS of the American Academy of Political and Social Science*. 616(1): 78-93. doi: 10.1177/0002716207311877

Week 10: Civil society and the search for a better world

- Burg, R. Good Money (one chapter).

Further reading:

- Jacobs, Jane. 1961. *The Death and Life of Great American Cities*. New York: Random House.
- Alinsky, Saul. 1971. *Rules for Radicals*. New York: Random House.

8. Additional Methodology Books

- Abbott, A. 2004. *Methods of Discovery: Heuristics for the Social Sciences*. New York: W. W. Norton & company.
- Charmaz, K. C. 2006. *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*, Thousand Oaks, Calif.: Sage
- Silverman, D. 2010. *Doing Qualitative Research. A Practical Handbook*, Thousand Oaks, California: Sage.
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9. Acknowledgements

Jeremy Kendall's syllabus on "The third sector: Non profit associations, charities, NGOs & social enterprise in modern society" (University of Kent 2010/2011) served as a starting point for this outline. In elaborating this programme I benefited from conversations with Claudia Rivera, Hector Vera, Benjamin Lind, Rafael Mrowczynski, Aleh Ivanou, Ryan and Imanni Burg, and Professor Leonid Kosals.



National Research University-Higher School of Economics
040100.68, Sociology Master Program

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**Federal State Autonomous Educational Institution for Higher Professional
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National Research University-Higher School of Sociology

Faculty of Sociology

**Discipline Program
History of Social Movements**

040100.68, Sociology Master Program

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1. Scope and normative references

Most generally, social movement research is the study of collective agency. It is of widespread appeal to sociologists for engaging in two timeless research questions: 1) Why do individuals and groups attempt social change? 2) What are the outcomes of collective action and how do they transpire? While these questions (somewhat) bookend the beginning and conclusion of the phenomena, many other worthwhile research questions address processes between a movement's naissance and expiration.

While definitions for social movements are both varied and debated, most scholars agree that movements are a type of collective action that are expressly formed to accomplish social change. Movement actors are typically extra-institutional, meaning they do not occupy official positions capable of accomplishing the desired social change in a direct manner. Also, social movements often encounter significant resistance in accomplishing their goals.

This course will provide a theoretical and methodological overview on social movement research from an historical sociological perspective. Emphasis will be placed on historical developments in social movement theory and upon the historical case study method. However, the course will not provide a comprehensive survey of social movements over the course of history.

Centrally, the historical method analyses social theory in light of a particular context, or “case.” On the one hand, a case study presents many characteristics particular to the presented the setting. On the other hand, the case must be generalizable and develop social theory that can be supported or refuted in different settings. It is the duty of the researcher to scrutinize the generality of theories or and cases.

English will be the only language used in the course.

2. Goals and objectives of the discipline

Students enrolled will acquire two sets of skills. The first of these skills will be gaining knowledge on the development of social movement theory. This includes an understanding of the field's theoretical history, an assessment of the strengths and weaknesses of prior research and theory, as well as a means to discover remaining theoretical questions. The second set of skills include



attaining knowledge on the conduct of historical methods. This will be accomplished both by reading materials as well as through a guided research project. The reading materials will include both methodological pieces as well as empirical examples in the social movement literature.

3. Instructor background

Benjamin Lind received his Ph.D. in sociology from the University of California, Irvine. His dissertation focused on the growth and spread of strikes and lockouts in the United States during the late nineteenth century. The research emphasized how microlevel economic conflicts transform into macrolevel upheaval. His current research continues to develop theories and findings from his dissertation for general audiences. His general interests are on labor, social conflict, and networks.

4. Thematic plan for the academic discipline

№	Title of the topic	Total hours on discipline	Lecture Hours	Self-reliant work	Seminar and Practice sessions
1	Introduction to Social Movements and Historical Sociology	40	0	8	32
2	Political Context, Resources, & Organizations	20	0	4	16
3	Culture, Media, & Framing	20	0	4	16
4	Participation, Infrastructure, & Collective Identity	20	0	4	16
5	Tactics, Dynamics, & Institutions	20	0	4	16
6	Political & Beneficiary Consequences	20	0	4	16
	Total	140		28	112



5. Grading

Grades for the course are assigned according to two sets of criteria: classroom activities and a paper.

1. Classroom activities account for 50 percent of the final grade. This portion is broken into five parts. The five parts include attendance, participation, responses to readings, reactions to responses, and research presentation attendance.

Attendance will be taken each time the course meets and will account for ten percent of the final grade. Attendance will be measured as a Fibonacci sequence, $F_n = F_{n-1} + F_{n-2}$, with $F_1 = 0$ and $F_2 = 1$. A student's attendance grade will equal $10 * (F_{a-1} + F_{a-2}) / F_7$, where a equals the number of classes attended and F_7 is the theoretical maximum attendance equal to 8. Students with perfect attendance will receive a 10 ($10 * 8 / 8$), students who miss one day will receive a 6.25 ($10 * 5 / 8$), students who are absent for two classes will receive an attendance grade of 3.75 ($10 * 3 / 8$), and so forth. Students who miss more than 30 minutes of class will not have their attendance recorded for the meeting. Attendance accounts for fifteen percent of the final grade.

Participation is a subjective assessment that includes responding to questions and asking insightful comments. High participation marks indicate that the student regularly engages with his or her peers in class. Low participation marks characterize students who “free ride” in seminar by avoiding contributions to the discussion at hand. Participation accounts for fifteen percent of the final grade.

Each of the course readings will require a student to give a brief *response* to it. Responses should include a synopsis (very brief), evaluation, and application for future research. Responses will be assigned at the end of the previous week's seminar. Should a student fail to offer a response after an assignment, due to either absence or negligence, the student will lose all credit awarded from his or her previous response. Responses account for ten percent of the final grade.

Students will be chosen at random to provide a *reaction* to the initial reading response. The purpose of this requirement is to build discussion in seminar. Students should prepare their reaction by arriving to class familiar with all of the readings and should listen attentively to their peers. Reactions account for ten percent of the final grade.

2. The course paper makes up 50 percent of the final grade. For the course paper, students are expected to create a research design with some preliminary findings. A proper research design should answer the following questions:

a) What do you want to know?



- b) Why, or so what?
 - c) What do you think the answer is?
 - d) How are you going to go about answering it and finding out it is wrong?
- (See Zeitlin [2005] in-class handout for elaboration on these questions.)

The paper will be graded across three assignments over the module. For the first assignment, worth ten percent of the final grade, students are to turn in a description of the historic case they wish to study. Beyond a descriptive overview, students must justify the merits of the case according to principles discussed in class. The second assignment, worth ten percent, should contain a research question, applicable theories that may answer the research question, and data sources. It should also reflect comments provided on the first assignment. Lastly, the final paper should improve upon the second paper by responding to the instructor's comments and it should include both preliminary data analyses and a discussion.

Papers turned in one to two days after the deadline will receive a ten to twenty percent penalty and papers turned in three days or more late will not be accepted. Plagiarism to any degree will result in a paper grade of zero and dean notification.

There will be no final exam for the course.

6. Discipline Contents

Below are the required and additional readings for each week. For each assigned reading, students are expected to understand and discuss the theoretical argument of each article and book chapter assigned on social movements. In addition to the theoretical argument, the students should know how each study collected and used the data available to support or refute social theory. These articles are to serve as theoretical pieces and/or examples of applying historical methodology. After reading the methodological pieces and historical studies, the students should be able to personally apply the knowledge gained for their own empirical work.

Theme 1. Introduction to Social Movements and Historical Sociology

This thematic unit introduces the class to the basic principles of historical sociology and social movement research. The unit outlines a set of parameters that describe movement phenomenon, introduces case study research, and overviews historical social research. Students should be equipped to discuss which forms of agency constitute social movements, which ones do not, as well as the



strengths and weaknesses of historical and case study research. Further, students should be expected to explain the suitability of such a research design when studying social movements.

Required Reading:

Bearman, Faris, and Moody (1999); Clemens (2007); Gerring (2007) Chapter 2, "What is a Case Study? The Problem of Definition;" Sewell (1967); Snow, Soule, and Kriesi (2004); Tilly (2004) Chapter 2, "Inventions of the Social Movement;"

Total pages (including bibliographies, tables, figures): 119

Additional:

Bonnell (1980); Della Porta and Diani (2006) Chapter 1, "The Study of Social Movements: Recurring Questions, (Partially) Changing Answers;" Gerring (2007) Chapter 3, "What is a Case Study? Case Study versus Large-N Cross-Case Analysis"; Walder (2009)

Theme 2. Political Context, Resources, & Organizations

This thematic unit presents political explanations regarding movement activity. This unit also includes additional readings on theory and logic relating to historical research, continuing the prior thematic unit, yet presented alongside empirical research. Given the nature of political contexts vary greatly across nations, discussion should address matters such as generalizability and case selection. Additionally, students should learn the suitability of using quantitative data to study historical processes, the logic of case comparisons, and the historical developments of political opportunity theory.

This thematic unit additionally tackles the concept of how social movements use resources to support their mobilization efforts. Further, it introduces the concept of Social Movement Organizations, a key component to mobilization. Discussion should include an evaluation as to the strengths and weaknesses of resource mobilization theory. Students should have a firm grasp on the implications of resource scarcity and competition on social movements. Further, students should understand the types of inferences from documents.



Required Reading:

Cress and Snow (1996); Dibble (1963); Maher (2010); McCarthy and Zald (1977); Meyer (2004); Skocpol and Somers (1980)

Total pages (including bibliographies, tables, figures): 138

Additional:

Clemens and Minkoff (2004); Jenkins and Klandermans (eds) 1995; Edwards and McCarthy (2004); Laslett (1980); McAdam (1982), Ch. 3 “The Political Process Model;” Meyer and Minkoff (2004); Meyer and Staggenborg (1996); McCammon, Campbell, Granberg, and Mowery (2001); Minkoff (1997); Robnett (1996); Skocpol (1984); Soule and King (2008); Staggenborg (1988)

Theme 3. Culture, Media, and Framing

Discursive forms and venues constitute the basis of this thematic unit. These include the media, memory, and framing techniques. Students should consider the ways social movements reach broader audiences. Additionally, this unit should include a discussion regarding the historical contingencies of such means.

Required Reading:

Amenta, Caren, Olasky, and Stobaugh (2009); Armstrong and Cragg (2006); Ghaziani and Baldassarri (2011); Mariampolski and Hughes (1978); Roscigno and Danaher (2001); Snow (2004)

Total pages (including bibliographies, tables, figures): 145

Additional:

Andrews and Caren (2010); Diehl and McFarland (2010); Gamson (2004); Oliver and Maney (2001); Rohlinger (2002); McCarthy, McPhail, and Smith (1996)

Theme 4. Participation, Infrastructure, & Collective Identity



This thematic unit provides some answers for why and how people join (and stay) in social movements. It also includes one (optional) reading on oral history, as the method is well-suited for the topic. Discussion should consider how varying political contexts, historical legacies, and structural considerations affect one's propensity to join a protest or social movement organization. Students should also consider how narratives and social-psychological considerations affect movement engagement.

This thematic unit also questions how social movement organizations interact with each other, local infrastructure, and neighborhoods. What is the nature of social movements' relationship with their respective communities? Discussion should highlight which types of relationships encourage and impede collective action.

Required Reading:

Andrews (2001); Biggs (2005); Caren, Ghoshal, and Ribasa (2011); Gould (1991); Lind and Stepan-Norris (2011); Snow (2001)

Total pages (including bibliographies, tables, figures): 151

Additional:

Andrews and Biggs (2006); Bernstein (1997); Blee (2002); Cunningham and Phillips (2007); Diani (2004); Diani and Pilati (2011); Ganz (2000); Gould (1993); Hedström, Sandell, and Stern (2000); Johnson, Agnone, and McCarthy (2010); Polletta (1998); Snow, Zurcher, and Ekland-Olson (1980); Thompson (2000) Chapter 4, "Evidence;" Yu and Zhao (2006); Zhao (1998)

Theme 5. Tactics, Dynamics, & Institutions

The topic for this thematic unit focuses upon social movement activities. Conceptualizing tactics requires understanding both their dynamic character as well as the movement's relationship to other movements and organizations. Discussion should center on the mechanisms by which movements change tactics as well as the means by which we study these changes.



Further, consider cases in which social movements do not demonstrate on the street. Movements must adapt as their circumstances change. This thematic unit considers the ways social movement organizations change form and activities. Discussion should consider the suitability of social movement theories under such circumstances as well as implications for other organizational forms.

Required Reading:

Chang (2008); Milligan (1979); Oliver and Myers (2002); Stovel (2001); Taylor (1989); Wang and Soule (2012)

Total pages (including bibliographies, tables, figures): 175

Additional:

Bearman and Everett (1993); Burstein, Bricher, and Einwohner (1995); Katzenstein (1990); Martin (2008); Martin, McCarthy, and McPhail (2009); McAdam (1983); Olzak and Ryo (2007); Piven and Cloward (1977); Sawyers and Meyer (1999); Rucht (2004); Taylor and Van Dyke (2004); Voss and Sherman (2000); Walker, Martin, and McCarthy (2008); Zald and Berger (1978)

Theme 6. Political & Beneficiary Consequences

This thematic unit addresses the pinnacle question of social movement impact on policy. Under what circumstances do movements have a role on policy? Discussion should consider what "success" means for a social movement and also the abilities and limitations of social movements to change the state.

Required Reading:

Amenta, Dunleavy, and Bernstein (1994); Amenta, Caren, Chiarello, and Su (2010); Dixon (2008); Fligstein and McAdam (2011)

Total pages (including bibliographies, tables, figures): 107

Additional:



Andrews (1997); Cress and Snow (2000); Johnson (2008); McCammon, Chaudhuri, Hewitt, Lee Smith, and Terrell (2008); Quadagno (1992)

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National Research University-Higher School of Economics
040100.68, Sociology Master 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

Social geography of post-soviet Russia: Cultural landscape

040100.68, Sociology Bachelor Program

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1. Goals and objectives of the discipline

The course covers two related questions:

- What are the main types of cultural landscapes in modern Russia?
- How can we relate specific geographical and social situations?

This course systematically examines the social geography of contemporary Russia in theoretical terms. Specific regional situations are used as a “field material” for this course. The course uses numerous examples of actual research practice from the instructor and his travels. At the conclusion of the course students should:

- Understand the basic concept of cultural landscape; know the main types of Russian landscapes.
- Be able to apply these concepts to the analysis and presentation of regionally-specific social situations.
- Possess analytic skills that include specific regional information and an assessment of relevant methods.

2. Thematic plan for the academic discipline

№	Title of the topic	Total hours on discipline	Lecture Hours	Self-reliant work	Seminar and Practice sessions
1	Introduction: The methodology of social geography	56	4	48	4
2	General outline of the phenomenon of cultural landscape	58	6	46	6
3	The national model of cultural landscape	58	6	46	6
4	The main types of cultural landscape	58	6	46	6
5	Methods of social geography	58	6	46	6
	Total	288	28	232	28

3. Grading

- Participating in discussions on seminars



- Reports (recommended)
- An essay
- A final examination

4. Discipline Contents

Introduction. Basic information about the course

The course is concerned with modern social geography of Russia, viewed as a set of regularities of the cultural landscape of the country and its transformation.

The basic idea of the course is that it is necessary to interpret the complex solid cohesive fabric of the cultural landscape for the country as a whole. It is unproductive to consider a simple collection of individual sites with inherent special social situations. This holistic interpretation should be conceptualized.

Russian space is considered as much as possible as a wholistic unit. The cultural landscape of the country is covered from its natural, historical and cultural foundations to the modern state, including the spatial practices of the country and social groups as well as special components of the landscape, such as its images, representations and myths. Russian space is both regular and specific, and modern processes are largely rooted in its structure.

The bases of the course are the national Russian school of theoretical geography by Semenov-Tyan-Shansky and Rodoman in the author's vision along with a substantial array of materials from the instructor's travels. The course combines conventional notions regarding the geography of Russia and recent developments, but the course does not duplicate or replace standard courses of the socio-economic geography of Russia and its population. The course is comprehensive and combines methodological, theoretical and descriptive components. All theoretical concepts are embodied in the material on specific places studied by the instructor.

The aim of the course is to illustrate the common conceptual interdisciplinary-oriented perspective of social geography of contemporary Russia as its cultural landscape, which involves the problematization of a number of standard judgments and overcoming many myths about Russian space.

Themes of the course: introductory presentation on the cultural landscape and its geographical approach; the concept of cultural landscape in Russia; conceptualized picture of space of the country; the logic of cultural landscape transformation; current status of the cultural landscape and the specific location as an expression of general forms, patterns and processes; potential of modern landscape; a strategy of government and society concerning space; and elements of geographic engineering.



Learning objectives of the course: enrichment of consciousness of a future sociologist with major scientific and geographical concepts of the modern cultural landscape for the Russian Federation. As a result of the course students should know the basic regularities of social geography for contemporary Russia, to understand some aspects of geographical approaches to supplement sociological knowledge, and, lastly, to understand geographical preconditions, limitations and heuristics of a sociological study.

Students will best understand course materials if they work actively with the literature, prepare for seminars and actively participate in them, and are aware of and express their spatial experiences--including ordinary and emerging professional experiences through communication.

Space. Cultural landscape. Mankind

We conceptualize cultural landscape as a phenomenon within geographical, scientific, and cultural categories. The integrity of a cultural landscape cannot be reduced to a combination of individual elements of nature and culture. Instead, we understand a cultural landscape to be a complex and continuous multi-layer polysemous environment of places. This phenomenon excludes natural and man-made landscapes. Cultural landscapes have a relationship of interdependence with man-made landscapes, though. Cultural landscape is a condition for full biological, social, cultural and state life. There are both natural and cultural components of cultural landscape. Natural and cultural landscapes can be interpretations of landscape. Landscape are a component and feature of society and culture, and also a position for them. There exists both methodological and cultural significance behind the discovery of cultural landscape.

The space of cultural landscape is polypositional, polysemous, polyfunctional, polymetric, polyscale, polytropic, and "qualitative" continuous realm of human activity on the Earth's surface. Physicality of space and landscape is such that "landscape space" cannot be reduced to physical-geometric or activity-psychological space. We're careful to note the distinction between landscape and space. Scope and scale levels in landscape, scale invariance, scale specificity, polyscale of landscape. Relationships of scales. Geographical knowledge as polyscale, polypositional and polycentric in principle (compare to social-humanitarian vision of space). Knowledge of landscape and landscape engineering. A geographic map as a map of the cultural landscape and a source of knowledge about it.

The main regularities of human action in a cultural landscape. Effects of a spatial position. Productive neighborhood and spectra of transition zones. Anthropogenic zoning. Concentration, negative and positive polarization of a landscape. The network nature of organization of cultural landscape. Habitable space as a complex composition of networks. Influence of human activity on landscape and its dependence on landscape: complex dialectic.



Overcoming the scheme "center - periphery" as the basis of the typology of landscapes. Conceptual diagram of the "center - province - peripherals - border" - an overcoming, compilation and deployment of a common scheme "center - periphery" based on the combination of landscape and status-position bases on the territory of the types of technology-based fan-shaped matrices. The scheme as a basis for a comprehensive typology of landscapes, regions and cities, the allocation of zones and areas of the cultural landscape. The main complex landscape-status zones and types of cultural landscape, characteristic zones. Area as a type of landscape (place), function, position, stereotype. Objective criteria for distinction and separation of zones. The matrix of theoretical and observed types of terrain, theoretical prediction of new types of cultural landscape. Description of the dynamics of cultural landscapes on the basis of the scheme: the scheme as a way of sharing views and distinguishing different types of spaces. Representations of modern cultural landscape of Russia by the language of scheme in comparison with other macro-regions.

GEOGRAPHICAL APPROACH TO RUSSIAN SPACE

The peripheral place of space in contemporary culture, and peripheral place of geography in science and society, especially Russian; lack of recognition by society and authorities of a geographic status of a number of events (the collapse of the USSR is a geographical event, Russia is a geographical concept). Methodological specifics of geography as a discipline. The specifics of Russian material and relative isolation of Russia's geography from the world as the source of her specifics. Geography as a specialized hermeneutics of landscape. Human geography as a kind of "reading" of society (culture) in a landscape, in the center of which are forms and meanings of cultural landscape, and the results of this interpretation are relatively independent from reflection and self-description of society (culture). Geography as an approach to the landscape among other approaches. The specificity of socio-humanitarian approach to landscape and space. How is the real space of the world's landscape given in socio-humanitarian disciplines? Geography as a special approach in social sciences and humanities, a supplement and an alternative to other disciplinary approaches, their space reflection. Geographical and sociological approaches to space; their complementary character and alternative for reasons and conclusions, especially the space of Russia. The possibility of theoretical geography in constructive criticism of sociology, especially the "sociology of space."

Geographical representation of territorial social space - continuous multi-layer hard-differentiated polianisotropic polyscale cultural landscape; all cultural phenomena are treated solely as inherent in certain places. Geography ideally caters for a coverage if not all, but most of sites (see the orientation of sociology at the majority of people). "Most of the places" and "most people" are two different worlds of Russia.

The main geographical representation of space is zoning, a system of districts. Reduction of differentiation of space for inter-district and intra-district disparities, all forms of places - to the



structure of regions and their networks. The main types of geographic areas in contemporary Russia. Individual districts and typological districts; districts, zones and zoning, homogeneous districts, connectional districts and configuration districts, and new types of less well-known areas – program districts, etc. Zoning and its logic; zoning cannot be reduced to a classification. Geographical position, positioning principle and positional reduction. The principle of cartographic visualization of professional and geographical knowledge. Field research and travel. Presentation of human and social groups in geography. Specificity of travel as a way of understanding and field research; technique of the instructor's travels.

MAIN FEATURES OF THE GEOGRAPHY OF RUSSIA

Ambiguous size and complex geographical position of the state territory of the Russian Federation. Russian cultural landscape as a complex interference of natural landscape and public space. Natural-state matrix of the cultural landscape of the country. Russian space as Poly-periphery.

Basic natural basis of the cultural landscape. Natural zoning and anthropogenic zoning; longitude of sector of the cultural landscape. Partial inheritance anthropogenic areas of natural areas. The main natural gradients of differentiation of the cultural landscape of the country, the main cultural gradients. The main figure of the cultural landscape of modern Russia. Exploration and development of the territory. Incompleteness of development of the country; incomplete formation of the country itself. Youthfulness of cultural landscape. Sharp contrasts of population density and development. Fragmentation of settling on the vast majority of the territory. The main strip of settlement.

Multilevel complex system of basic social and economic zones and areas of Russia; doubtfulness of well-established and recognized (including by social scientists) big socio-economic areas as universal. Focusing on a little-known baseline of socio-economic areas - "economic districts" (counties by E.E. Leyzerovich). What are the real areas that compose the territory of Russia?

THE MODEL OF NATIONAL CULTURAL LANDSCAPE

Advantages and limitations of the landscape approach to space of Russia. Natural, historical and cultural backgrounds of the cultural landscape of modern Russia and its transformation. In-depth geopolitical and geo-cultural bases of Russian landscape. Byzantine and imperial heritage in the cultural landscape in Russia. Empire, space and cultural landscape; landscape-geographical sense of an empire. Historical and geographical unity of the cultural landscape of Russia - a conceptual diagram of a "national model of cultural landscape." Further reproduction or a chance to overcome?

SOVIET SPACE AND ITS TRANSFORMATION

For a contemporary space of the Russian Federation and its cultural landscape the Soviet space is still the main explanatory construction; the cultural landscape of modern Russia is founded by



Soviet space; the Soviet space defines the main specificity of the cultural landscape of Russia. Soviet space is a holistic, very peculiar phenomenon; it could be learned conceptually, first of all; it is a unified construction; being observed mainly in the territory of the former USSR, the Soviet space is not synonymous with the Soviet Union. Soviet space is a special, extreme, degenerate state of cultural landscape and can be represented as such. Only a single universal space of a society=state; completeness of state space and a non-existence of private space in the Soviet space. Non-existence of space itself and cultural landscape (in a terminological sense) in the Soviet space. A project nature of the Soviet space; the Soviet space as the largest, planetary project.

Territorial and power-sociocultural structures as projections of a single structure, the resonance of territorial structures, and combined institutional and all other spatial structures. Universal spatial status as generating sites and areas. Monostructural, monoscale, mono-functionality, mono-hierarchy of Soviet space and its regional blocks. The extreme centralization and polarization, extreme monocentric space. The dominance of the periphery, extreme 'peripherized' space, the lack of a full-fledged province in the Soviet space. Abstraction of an absolute monocentric area by B.B. Rodoman. Multilevel stage socio-economic stratification of territories in accordance with status of territories; horizontal and vertical segregation of the Soviet space. The dependence of a level and type of life and access to social benefits from a status-level hierarchical position of a place in the system of administrative-territorial division. Social, cultural and environmental aspects of the Soviet space. What social organization corresponded to the Soviet space? Is it meaningful to speak about "the Soviet state" and "Soviet society"?

Total status-functional, nodal structural administrative regions - the universal blocks of the Soviet space. Soviet space - platy, discrete, fragmentary. Transport and functional isolation of regions. A region-quasistate as a structural-functional model and a smaller version of a state-macroregion. A region as a life-world, complex social and ecological area, the main spatial identifier. Specific functions of the center of a region. The main territorial differences in the Soviet space - the difference is not between regions, but between the center and periphery of a region. The economic sense of the Soviet region, a region as an arena for coordination of interests in the concept of administrative market. Multilevel hierarchy of administrative regions; mutual structural and functional similarity of levels and self-symmetry in the system. Specific areas beyond the administrative division - "closed cities". The logic of the administrative-territorial division. The uniqueness (for the modern world) of the Soviet administrative-territorial division as a generator of spatial organization of the entire territory of the state, and almost of life on the whole. Administrative-territorial division as the basis and framework of the cultural landscape, as a single frame to accommodate virtually all elements. The ecological role of the administrative-territorial division.

Features of the Soviet cultural landscape; it is derived from the framework of the administrative division, the general centralized polarization, a universal dominant of the main



characteristic and transport direction "center - periphery", fragmentation of the landscape physically and semantically, non-functional discretization, sharp borders, the insignificance of transition zones, unproductive conflicting neighborhood, loose and blocking of horizontal neighborhood ties, barrier borders of areas, deserted areas along the administrative borders. The system of institutional complex nodal monocentric areas - the core and the first approximation of the Soviet space. Mechanisms of integration and integrating structures of the Soviet space, braces of the system of regions. Communist Party of the Soviet Union and the military-industrial complex - the geographical aspect and meaning. A measure of manifestation of the Soviet space in different parts of the territory of the USSR and the Russian Federation. Soviet space as a common type of space.

The collapse of the Soviet Union - a powerful unfinished process, largely determines the state of the contemporary Russian space and quite long-term perspective of the Russian landscape, a complex process of transformation. The collapse of the Soviet Union could be scientifically explained on the basis of the logic of the Soviet space. The collapse of the USSR is not a breakdown of the country, but a completely different process. The collapse of the Soviet Union is a natural and logical stage and a result of an existence of the Soviet Union. Structural autodetermination of the collapse of the USSR. Regularities of the process and its general scheme. The explanation of the nature, the course of disintegration of the USSR, of the types of separated parts only by the construction "Soviet Space", there is no need of introducing external explanatory factors.

Sovereignty of the structural components of the USSR, the main types of component. Sovereignty of units, raise of a status, a dismantling of the top level of the hierarchy and regional redistribution of territory, authority and other resources between the remaining levels of the hierarchy of regions. The paradox of the collapse of the USSR: it was disintegrated of the blocks that have been designed and formed by the Center of the USSR to solve their problems. An absence of anti-systemic and non-systemic elements among operating forces in the Soviet Union's collapse. Strategy and regions of the Centre during the collapse of the USSR: the coalition operating forces. Relationships "Center - regions" is primarily logical rather than empirical construction based on relationships "consist of ..."; parallel functional impairment of the center and the regions during the collapse of the Soviet Union and the subsequent events. Activity of different types of regions after 1985, the emergence of new types of regions? Regionalization - interpreting the conceptual metaphor of "bourgeois revolution of regions". The logic of the formation of new regions. The privatization of space and the partial withdrawal of the state from the space. Regionalization as "privatization of space," a sharp rise in status of regions, a new meaning and role of the regions - the subjects of the Russian Federation. Regions as economic integrity, the regional "oligarchs", privatization and regionalization. Integrative and disintegrative role of privatization. Decentralization and federalization of the Russian Federation. Fundamental differences of Soviet-postsoviet regionalism and world regionalization, specifics of the post-Soviet regions and their notorious incompleteness and temporal character. The problem of formation of new regions in the former borders.



Changing position of different types of areas in the collapse of the Soviet Union. Geographical sense decentralization and privatization of the economy and life. The collapse of the Soviet Union as one of the most important events of the twentieth century, as the greatest "geographical experiment". Geographical and ecological significance and long-term consequences of existence and disintegration of the Soviet Union. The collapse of the Soviet Union - unfinished multi-stage multilevel process. Forms of the Soviet space existence after demise of the Soviet Union. Theoretical, methodological, ideological aspects of collapse of the Soviet Union. Lessons of the Soviet space and collapse of the Soviet Union. Collapse of the Soviet Union as a geopolitical resonator across Northern Eurasia.

CONTEMPORARY RUSSIAN SPACE

Contemporary Russian space: Russian neo-Soviet or post-Soviet already? The distinction between neo-Soviet and post-Soviet space. Is a structural inertia of the Soviet space overcome? The criteria for the formation of the post-Soviet space. The emergence of space (in the strict sense of terminology) and formation (recovery) of the cultural landscape in the collapse of the Soviet Union. Gradually ousting of the principle of positional status determination inherent to Soviet space by the positioning principle, dependent on the geographical location of places. Cultural rehabilitation of the cultural landscape and places. Spontaneous autodismantling of public space, reducing the size and scope of state regulation of space. The growth of significance of direct "horizontal" relations of places, appearing of partly-privatized denationalized polycentric tiered space, sharp decentralization of space of Russia as a whole and its regions. A theoretical possibility of overcoming the peripheral status and provincialisation of places. The relative decline in importance and massiveness of a vertically hierarchical relationships in space and their commercialization. An increase in functional and symbolic distancing of most of the country from Moscow (the Center). Reintegration and disintegration of the space at different levels. The slow erosion of transport and communication infrastructure of the Soviet space while maintaining its base. The opening of the state space, permeable outer borders.

Autodismantling of Soviet space and its total inversion. Modern Russian post-Soviet space as privatized inverted Soviet space in the former RSFSR. The main inversion: "Center - regions", "Center - border", "province - periphery", "first cities (regional centers) - second cities", "military-industrial complex - fuel and energy complex", "city - village". An inversion of private and public space. From resonance to dissonance of territorial structures, disidentification of institutional and other structures of space. A privatization of the economy and its huge role in the transformation of the space. The transformation of the space by business activity. Major new business structures and polarization of the new post-Soviet space. The new segregation of space, the formation of corporate cities and districts. New integrators of space?

Russian Federation: USSR today or Russia? The unity, similarities and differences between the historical (pre-revolutionary) Russia, the Soviet Union and the Russian Federation. Comparative



analysis. Comprehensive diagnosis - dependency on public and methodological position. Unprecedented new space of the new Russia - fundamentally different and new features of the space of the Russian Federation; sharp differences with historical "Russias" and the USSR.

Russia as a country. The need for a conceptual representation of the country as a whole. Country and State: problems of discrimination and lack of distinction in scientific knowledge and public awareness. Countries and territories of the state. Was the Soviet Union a country? Russia and the Russian Federation in the aspect of relations of a country and a state. The problem of specific countries as a special district. Significant parts of the country. The consensus of elites of significant territorial parts of the territory as an essential feature of the country, landscape-geographical unity and cohesion of the country. The complex morphology of the emerging Russian space, which is rich in possibilities. The integrity and unity of space and cultural landscape of the Russian Federation; possibilities of integration and disintegration of the Russian Federation. Appearing of a number of regions=states=national states within the territory of the Russian Federation. Conflicting interpretations of the modern Russian space as a whole. Russia as an ordinary country, as a country in its infancy, as an empire, as an emerging nation-state, as a more complex and heterogeneous construction. An open range of possibilities of forming a new Russia: Russian construction projects like a new country and state. Geographic engineering and geopolitics. Tasks of genuine elite in this field. Some forward-looking statements.

LANDSCAPE, SPACE, STATE. Public space and landscape. The modern Russian state in space; government and non-government space. Lack of distinction between the state and the territory of the state in the public mind, by elite and by the leaders of the country; long-term strategic implications of this lack of distinction. The spatial practices of the USSR. New landscape and spatial practices of the modern Russian state. The lack of an explicit representation of space as such and the Russian space by the Russian state. Spatial illiteracy of the population of the state and the Russian elite. The reconstructed image of the state space. The current "reform" of space and spatial development; controversy of "regional policy - the regional development." Federal districts. "The counter-revolution of regions". Recentralization and trying new nationalization of space. Appearing union of regions and its possible consequences, including catastrophic. The paradox of Russian nationalization of privatising Russian space. The need of reform of the administrative-territorial division.

TRANSFORMATION OF CULTURAL LANDSCAPE

The main processes in the modern cultural landscape - sophisticated polyscale, contradictory, paradoxical. Restoration, regeneration, revitalization of the cultural landscape, the restoration of the pre-Soviet elements of the cultural landscape, the manifestation of latent non-institutional areas, the beginning of the formation of private spaces and systems for private (non-state) spatial status, total



(more potential) provincialism of places and new secondary peripherisation of territory, a new polarization, sharp fragmentation and segregation of the landscape, the emergence and spread of internal barrier boundaries.

Postregionalization and fragmentating of space, its diversification. The sharp reduction in the size of the spatial structures regulating and organizing the social life. Overcoming and functional erosion of regional structure? Postregionalization and a new polarization. The formation of the post-Soviet space in the strict sense of the word, while maintaining the Soviet space legacy.

Some important new subtle territory-massive, background processes in the cultural landscape of the country. Suburban boom, the new "dacha" economy", the mass re-ruralization of "citizens"; deurbanization, the formation of a new complex cultural landscape and vital economic system and its long-term negative effects. Was the "Soviet urbanization" imaginary? Peripherisation and the decline of the "Soviet provinces" and turning them into the inner periphery.

The deterioration of transport and geographical position of the inner periphery. Acute crisis of the inner periphery and the loss of social control over vast majority of areas. The fate of military areas and possible greening of militarism. The sharp decline in care of the landscape; predatory use of natural landscapes. Spontaneous renaturalisation of landscape of vast areas, restoration of the natural landscape and the formation of new cultural formations of wild landscape. Sacralization of the cultural landscape and the boom of (landscape) paganism; clericalization of landscape. These and other processes cover a very large part of the country; they are unpredictable and potentially dangerous. But they could potentially identify the landscape of a big part of the country.

Polyscale and open character of processes. Landscape, landscape-geographical, landscape-environmental engineering, their opportunities and challenges during and after the collapse of the Soviet Union. Missed and being missed opportunities; the rapid reduction of the space of historical possibilities. Ecologically productive capabilities of the crisis of the Soviet space and the Soviet economy and the new global potential role of Russia and its regions. Ecological conversion of the Soviet space and huge opportunities of the construction of an econet of global significance.

Some of the results of field observations of contemporary landscape of the country in the course of travel across many regions of Russia. Difficult and contradictory processes: a significant similarity of new processes of transformation of the landscape in different places - but also the beginning of diversification of similar areas. Consumer and commercial-economic boom, including in the poor areas. The boom of cultural and symbolic self-determination of places. Boom of museums of local history and other museums. The impact of business on the landscape as a problem; the portrait business in the landscape. Elite and the cultural landscape. Masses and cultural landscape. Problematicization from a geographical perspective of some essential common myths of social sciences and humanities - the very existence of the Russian society as a whole and a single, high urbanization



of the population and the large number of cities, the cultural homogeneity of the Russian space, meaningfulness as the most obvious of a distinction between "city - village" for the modern Russian, solidarity as inherent in Russian "national character", reality of local communities and general availability of full-fledged places, a massive modernization of the country, the existence of "regional elites."

The main types of Russian territories. Specificity of processes in different areas of the cultural landscape of the country.

The center, centers, capitals. Geographically insignificant pole of modernization and westernization of the country. The transformation of urban centers, the growth of functional striping of their territories. Suburbanization in the Russian way. Suburbs of major cities. The position of inter-regional centers, "capitals" of large economic regions of the country. The concentration of people and activities in the suburbs; border of cities as axis of activities. The old Soviet and new post-Soviet centralization and polarization of the landscape. Shrinking or growing contrasts of the "center - periphery"?

The Moscow region. Historical and theoretical geography of the territory. What is the territory of the Russian Federation that implements the functions of the capital? Geographical status of the Moscow region. The specifics of Moscow and the Moscow region, uniqueness and typicality of the region in Russia and the world. The fate of the Moscow region. Paradoxes and the underside of the Moscow modernization. Moscow and St. Petersburg, the special role and mission of St. Petersburg in Russia.

Modern Russian province. Russian province and Soviet province. Was the Soviet Union a full province? What happened to the current Russian province in the USSR. The specificity and the contemporary crisis of the "Soviet province," dependent on the Centre. Transformation of the Soviet military-industrial province in crisis-depressed areas, the crisis of the Soviet military-industrial complex and fate of the province. Decentralization and federalization of the 1990s as the status and potential provincialism of landscape; have the local communities used a chance of provincialisation? Old and new province. Second cities of regions - a future new province? Phenomenon and boom of second cities - structural explanation. Third cities.

Modern Russian periphery. New peripherisation of the growing part of the territory, and new peripherals. The sharp reduction in the concentration of the settled territories, loss and abandonment of agricultural land at the country as a whole, its best parts and regions; has development gone backwards? New centralization. The far periphery. Invisible inner periphery. Social disaster of inner periphery. Areas of social hopelessness - the "black hole" by T.G. Nefedova, their precise geographic location. The transformation of agriculture and rural areas in a purely suburban phenomenon in most parts of Russia. Outflow and the flight of people from the periphery, change of direction of migration, population migration to the south-west. Emptying North-East of the country. Peripherisation landscape, savagery and renaturalisation of the cultural landscape, archaisation of social life. The new



emerging type of wild cultural landscape - "Russian savanna" by B.B.Rodoman and V.L. Kaganskiy. New environmental opportunities of periphery. The prospect of a non-trivial ecological specialization and the periphery of the Russian province - and the country as a whole.

The Border. Border areas. The old and the new border of Russia. Transformation of the former Soviet Union closed barrier border in the open contact border, the border as an axis of development. The boom of border areas. Closing of the new border of the Russian Federation, the formation of a new barrier border. Trophy regions.

RUSSIAN SPACE: THE IMAGES AND MYTHS. The problem of scientific study of Russian space and especially the cultural landscape, and social and cultural acceptability of the results of this study. Is professional knowledge about the space of the country demanded or not? Mythologized main subjects of the Russian space. Substitution of methodology by mythology. Mythology of geographical determinism. Geopolitics as an illusory substitution of geographical engineering. Eurasian mythology. The imperial mythology. Myth about a size of the country. The mythology of a great empire. Mythology of Russia as Russian space. The myth of the urbanized area.

Meaning, status, basis and contents of common views about the Russian space. The main images of Russia as a whole - the structural basis and the problem of adequacy. What is the basis of images of Russia? Self-determination and self-description of Russian regions and places; major types of images of Russian places. The boom of symbolic self-determination, "the second capital" of Russia.

Identification, analysis and criticism of assumptions underlying design of network samples of public opinion polls. What you need to know about the Russian space for its representation?

Theme 1. Introduction: The methodology of social geography

Main Reading

1. Каганский В.Л. Культурный ландшафт (серия статей) // Русский журнал. russ.ru.
2. Калущков В.Н. Основы этнокультурного ландшафтоведения: Учебное пособие. – М.: Изд-во Моск. Ун-та, 2000, Введение.
3. Родоман Б.Б. Территориальные ареалы и сети. Очерки теоретической географии. Смоленск: Ойкумена. 1999, главы 1, 2.

Further Reading

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Theme 2. General outline of the phenomenon of cultural landscape

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Theme 3. The national model of cultural landscape

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7. Каганский В.Л. Кривда и правда евразийства. Смысл и статус евразийской концепции пространства России. Статья первая. Евразийство как позиция // Общественные науки и современность, 2003, № 4.

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Theme 4. The main types of cultural landscape

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2. № 2.

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Theme 5. Methods of social geography

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8. Родоман Б.Б., Каганский В.Л. Русская саванна // География, 2004, № 5 (732).
9. Экологические последствия распада СССР. «Круглый стол» ученых // Общественные науки и современность, 2004, № 3.

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10. Иоффе Г.В., Нефедова Т.Г. Квази-тюненовский ландшафт в регионах России // Российские регионы и центр: взаимодействие в экономическом пространстве. М.: ИГ РАН, 2000.
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Theme 6.

Main Reading

1. Глазычев В.Л. Глубинная Россия. 2000-2002. М.: Новое издательство, 2005.
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4. Нефедова Т.Г. Сельская Россия на перепутье. М.: Новое издательство, 2003.
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6. Стрелецкий В.Н. Культурный ландшафт современной России //Изв. РАН. Сер. геогр. 2003. №2.
7. Яковенко И.Г. Российское государство: национальные интересы, границы, перспективы. Новосибирск: «Сибирский хронограф», 1999. Введение, Глава1.

6.1. Sample essay topics

1. Review money and cultural landscapes.
2. Use the concept of cultural landscape to enrich a conceptualization of social status.
3. Imaging of the landscape of Moscow (or St. Petersburg, etc) from the perspective of a sociologist.
4. Describe geography as a social phenomenon.
5. What is the "social geography" possible?
6. Briefly review travel and visual sociology.
7. Elaborate upon the use of a sociologist's travel as a technique for social inquiry.
8. What is meant by the landscape of sociology?

6.2. Sample exam questions

1. What is the most important in the aspect of cultural landscape?
2. What are the main features of Russian geography?
3. Where is Soviet space most pronounced in the Russian Federation?
4. Where is Soviet space least pronounced in the Russian Federation?



5. Which social group most strongly integrates in the space of the Russian Federation?
6. Which social group most strongly disintegrates space of the Russian Federation?
7. Which part of Russia meets the greatest notion of landscape?
8. Which part of Russia minimally meets the notion of landscape?
9. What are the grounds of the national model of cultural landscape?
10. What are the consequences of empire for the space of Russia?
11. Which possible consequences could result from transferring the capital to St. Petersburg?
12. Has the cultural landscape expanded or shrunk (in the narrow sense) after the collapse of the Soviet Union?
13. What are the other spaces that are similar to a space of cultural landscape?
14. Which features of Russian society are revealed by cultural landscape?
15. Which features of the state of the Russian Federation are revealed by the cultural landscape?
16. What can be said about the elite of the country by looking at the cultural landscape?
17. Soviet space: is it simple or complex?
18. What are the disadvantages of the instructor's understanding of the cultural landscape?
19. What does learning of a landscape give to a sociologist?
20. Relate the concepts of "cultural landscape" and "social space."

Applied multiple-choice task (in the format of Excel) to assess the quality of development of methods and test tasks for assessing the quality of the development literature.

7. Teaching methods and information to ensure discipline

Course textbook: Каганский В.Л. Культурный ландшафт и советское обитаемое пространство. М.: Новое литературное обозрение, 2001.



National Research University-Higher School of Economics
040100.68, Sociology Master 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
Cultural Sociology**

040100.68, Sociology Master Program

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Moscow, 2013

This current syllabus cannot be used elsewhere in the university or at other universities without the expressed permission of the department or the author.



1. Course Aims

The course is on the subject of cultural sociology--one of the most rapidly developing areas of contemporary sociology. The curriculum focuses on a holistic and systematic assimilation of the basic ideas of cultural sociology in the context of contemporary sociology, in different versions of their development and in dense connection with a wide variety of scholarship. To achieve these goals, the course has two basic guidelines.

First, the structure and form of presentation of the material is aimed at achieving a clear understanding of how theoretical concepts, results, and hypotheses are implemented in specific empirical studies.

Cultural sociology "grows" from a wide range of classical and contemporary theories, including the chronologically of the history of sociology, and, on the other hand, studies on cultural sociology cover many areas of social life including politics, history, war and violence, art, media, cultural memory, problems of inequality, race, gender, intellectual movements, technology, civil society and social consensus, among many others. This allows one to build a culturally-oriented vision of social life, drawing on a wide resource of explanations and illustrations.

Second, the course is intended as an invitation to research. Doing so implies becoming acquainted with the current research as well as involvement in international scientific communication.

2. Competences

As a result of the course students should

- Understand the historical and sociological bases of cultural sociology, the main theses and antitheses, categories and key concepts, current problems, methodological principles and the most influential ("paradigmatic") studies of the "strong program" of cultural sociology, as well as its position in the context of modern sociological theory.
- Be able to apply the theory and research methods of cultural sociology to explain different phenomena of social life and interpret empirical cases, as well as critically analyze scientific arguments in a field of sociology of culture.



- Have skills of empirical case study construction and interpretation, drawing on the theory and methodology of cultural sociology.

3. Thematic Plan

№	Title of the topic	Total hours on discipline	Lecture Hours	Seminar and Practice sessions	Self-reliant work
1	Theoretical and methodological basis of cultural sociology: basic provisions, oppositions, and their reflection in the "paradigmatic" studies	54	6	6	42
2	Fundamentals of the methodological arsenal of the "strong program" of cultural sociology	54	6	6	42
3	Current and future directions of research in cultural sociology	36	4	4	28
	Total	144	16	16	112

4. Graded Materials

- An essay (3,000-4,000 thousand words), 25%
- An at-home writing assignment (300-500 words), a "sociological etude", annotated bibliography or a report, 25%
- Oral examination (80 min), 25%
- Participation in discussions on seminars, 25%

5. Course Contents

Textbook



Smith, P., & Riley, A. T. (2009). Cultural theory: an introduction (Second edi.). Blackwell Publishing.

Theme 1: Theoretical and methodological basis of cultural sociology: basic provisions, oppositions, and their reflection in the "paradigmatic" studies

Introduction. Cultural sociology and the study of cultural meanings of social life. General outline of the project. The main texts, paradigmatic studies, key themes and personalities. Research centers, leading journals.

The autonomy of culture. Cultural sociology as an anti-reductionist project. "Cultural logic" and ways to study it. Cultural sociology as a research of "hidden meanings". The main confrontation lines in the context of contemporary social theory. Cultural sociology vs. sociology of culture, the "strong" and the "weak" programs. Cultural studies and the "Marxist trail" in contemporary sociology. Post-structuralist conception of M. Foucault and sociology of punishment. The autonomy of culture and the sociology of technology. Bourdieu's concept and analysis of art. The paradigm of production.

Hermeneutical reconstruction of social texts. Philosophical principles of hermeneutic and the Dilthey's project. Analysis of the "inner sense" of social structures. C. Geertz and his concept of analysis of culture. Hermeneutical project of P. Ricoeur. Culture as a social text. Analysis of narratives. Conceptual resources of semiotics and their implications for cultural sociology.

Required Reading

- Александер, Д. (2010b). Сильная программа в культурсоциологии: Элементы структурной герменевтики / пер. с англ. С. Джакуповой под ред. Д. Куракина. Социологическое Обозрение, 9(2), 11-30.
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- Смит, Ф. (2008). Рассуждения о гильотине: карательная техника как миф и символ / Пер. с англ. И. Тартаковской под ред. Д. Куракина. Социологическое Обозрение, 7(2), 3-23.



- Smith, P., & Riley, A. T. (2009). Cultural theory: an introduction (Second edi.). Blackwell Publishing.

Recommended Reading

- Александер, Д. (2010а). Об интеллектуальных истоках «сильной программы». Предваряя спецвыпуск журнала Центра фундаментальной социологии «Социологическое обозрение», посвященный культурсоциологии / Пер. с англ. Д. Куракина. Социологическое Обозрение, 9(2), 5-10.
- Гирц, К. (2004). Интерпретация культур. (А. Л. Елфимов & А. В. Матешук, Eds.). Москва: РОСПЭН.
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- Куракин, Д. (2005). Символические классификации и «Железная клетка»: две перспективы теоретической социологии. Социологическое Обозрение, 4(1), 63-81.
- Рикёр, П. (2008). Модель текста: осмысленное действие как текст / Пер. с англ. А. Борисенковой под ред. А. Филиппова. Социологическое Обозрение, 7(1).
- Фархатдинов, Н. (2010). Автономия живописи: от поля художественного производства к раме картины. Социологическое обозрение, 9(2), 55-74.
- Фуко, М. (1999). Надзирать и наказывать. Рождение тюрьмы / Пер. с фр. В. Наумова, под ред. И. Борисовой. Москва: Ad Marginem.
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- Alexander, J. C. (1988). Culture and Political Crisis: Watergate and Durkheimian Sociology. In J. C. Alexander (Ed.), Durkheimian Sociology: Cultural Studies (pp. 187-224). Cambridge University Press.
- Alexander, J. C. (1992). The Promise of a Cultural Sociology: Technological Discourse and the Sacred and Profane Information Machine. In R. Munch & N. J. Smelser (Eds.), Theory of Culture (pp. 293-323). Berkeley: University of California Press.
- Alexander, J. C. (2002). On the Social Construction of Moral Universals: The “Holocaust” from Mass Murder to Trauma Drama. European Journal of Social Theory, 5(1), 5-86.
- Alexander, J. C. (2004). From the Depths of Despair: Performance and Counter-Performance on September 11th. Sociological Theory, 22(1), 88-105.



- Garland, D. (1990). Frameworks of Inquiry in the Sociology of Punishment. *The British Journal of Sociology*, 41(1), 1–15.
- Hall, S., Critcher, C., Jefferson, T., Clarke, J., & Roberts, B. (1978). *Policing the Crisis: Mugging, the State and Law and Order*. London: Macmillan.
- Kane, A. (1998). Analytic and Concrete Forms of the Autonomy of Culture. In P. Smith (Ed.), *The New American Cultural Sociology* (pp. 73-87). Cambridge University Press.

Theme 2: The basic methodological arsenal of the "strong program" of cultural sociology

Symbolic classification as the basis of explanatory schemes in cultural sociology. Durkheimian foundations of cultural sociology. Collective consciousness and collective representation. Search for a "core of sociality" and the theory of the sacred. The hypothesis of the collective emotions. Sociological epistemology. Classification of rituals. Base models of symbolic processes. M. Moss, R. Hertz and other followers of E. Durkheim. The concept of M. Douglas. The theory of groups and marking. Durkheimian legacy in the work of T. Parsons and his followers. Disengagement of the "strong program" of cultural sociology with T. Parsons and the concept of study of values.

"Mimesis" and "contagious" as a basis for constructing of explanatory schemes in cultural sociology. Studies of sympathetic magic. R. Jakobson's hypothesis. Theories of metaphor and their contribution to the methodological potential of cultural sociology.

Ambivalence of the sacred. The problem of ambivalence of sacred in anthropological, philosophical, and sociological theories of sacred. The solution to the problem of ambivalence toward the sacred in Durkheim's theory and its methodological implications for Durkheim followers and cultural sociology. Alternative approaches to the problem of ambivalence toward the sacred. The College of Sociology and its contribution to Durkheimian heritage (R. Caillois, G. Bataille). The theory of M. Douglas. R. Girard and the theory of violence. V. Turner's concept of liminality and anti-structure.

The problems of memory and trauma theory. A problem of cultural memory. Studies of places of memory. Memory and oblivion: studies of mechanisms of transmission of cultural memory and problems of identity. The theory of trauma in cultural sociology.

Required Reading



- Александер, Д. (2007). Аналитические дебаты: Понимание относительной автономии культуры / пер. с англ. М. Шуровой под ред. Д. Куракина. Социологическое Обозрение, 6(1), 17-37.
- Годелье, М. (2007). Загадка дара / Пер. с франц. А.Б. Щербаковой. Москва: Издательская фирма “Восточная литература” РАН.
- Дюркгейм, Э. (1998). Элементарные формы религиозной жизни / Пер. с фр. А.Б. Гофмана. Мистика. Религия. Наука. Классики мирового религиоведения. Антология. / Сост. и общ. ред. А.Н. Красникова. Москва: Канон+.
- Дюркгейм, Э., & Мосс, М. (1996). О некоторых первобытных формах классификации. К исследованию коллективных представлений. Общества. Обмен. Личность. Труды по социальной антропологии (pp. 6-73). Москва: Восточная литература.
- Жирар, Р. (2000). Насилие и священное / Пер. с фр. Г. Данишевского. Москва: Новое литературное обозрение.
- Кайуа, Р. (2003). Миф и человек. Человек и сакральное / Пер. с фр. С.Н. Зенкина. Москва: ОГИ.
- Мосс, М. (1996а). Очерк о даре. Форма и основание обмена в архаических сообществах. Общества. Обмен. Личность. Труды по социальной антропологии (pp. 83-222). Москва: Восточная литература.
- Alexander, J. C. (2004). Toward a Theory of Cultural Trauma. Cultural Trauma and Collective Identity (pp. 1-30). Berkeley: University of California Press.
- Tambiah, S. J. (1968). The magical power of words. Man, 3(2), 175–208.

Recommended Reading

- Батай, Ж. (2006). Проклятая часть. Опыт общей экономики / Пер. с фр. А.В. Соловьева. Проклятая часть: сакральная социология / Сост., общ. ред. и вступит. статья С.Н. Зенкина (pp. 109-236). Москва: Ладомир.
- Блэк, М. (1990). Метафора. Теория метафоры. Москва.
- Гофман, А. Б. (1975). Религия в философско-социологической концепции Э. Дюркгейма. Социологические исследования, (4).
- Дуглас, М. (2000). Чистота и опасность / Пер. с англ. Р. Громовой под ред. С. Баньковской. Вступ. статья и коммент. С. Баньковской. Москва: «КАНОН-пресс-Ц», «Кучково поле».
- Дюркгейм, Э. (1995). Представления индивидуальные и представления коллективные / Пер. с фр., составление, послесловие и примечания А.Б. Гофмана. Эмиль Дюркгейм. Социология: ее предмет, метод, предназначение / Пер. с фр., составление, послесловие и примечания А.Б. Гофмана. Москва: Канон.



- Леви-Строс, К. (1985). Эффективность символов. Структурная антропология / Пер. с фр. Вяч. Вс. Иванова. Москва: Наука.
- Мосс, М. (1996b). Физическое воздействие на индивида коллективно внушенной мысли о смерти. Марсель Мосс. Общества. Обмен. Личность: Труды по социальной антропологии / Пер. с франц. (pp. 223-241). Москва: Восточная литература.
- Мосс, М. (1996с). Техники тела. Марсель Мосс. Общества. Обмен. Личность: Труды по социальной антропологии / Пер. с франц. (pp. 242-250). Москва: Восточная литература.
- Парсонс, Т. (1996). Современный взгляд на дюркгеймову теорию религии / Пер. с англ. Е.Д. Руткевич. Религия и общество. Хрестоматия по социологии религии / Сост. В.И. Гараджа, Е.Д. Руткевич (pp. 102-115). Москва.
- Рикёр, П. (1990). Метафорический процесс как познание, воображение и ощущение. In Н. Д. Арутюнова & М. А. Журина (Eds.), Теория метафоры. Москва: Прогресс.
- Смит, Ф. (2008). Рассуждения о гильотине: карательная техника как миф и символ / Пер. с англ. И. Тартаковской под ред. Д. Куракина. Социологическое Обозрение, 7(2), 3-23.
- Тэрнер, В. (1983). Символ и ритуал. Виктор Тэрнер. Символ и ритуал / Сост., вступ. статья и пер. с англ. В.А. Бейлиса. Москва: Главная редакция восточной литературы издательства «Наука».
- Хальбвакс, М. (2007). Социальные рамки памяти / Пер. с фр. С.Н. Зенкина. Москва: Новое издательство.
- Якобсон, Р. (1990). Два аспекта языка и два типа афатических нарушений. Теория метафоры. Москва. С. 110-132
- Alexander, J. C. (2002). On the Social Construction of Moral Universals: The “Holocaust” from Mass Murder to Trauma Drama. *European Journal of Social Theory*, 5(1), 5-86.
- Bellah, R. N. (1967). Civil religion in America. *Daedalus*, 96(1), 1–21. JSTOR.
- Douglas, M. (1996). *Natural symbols: Explorations in cosmology*. London: Routledge.
- Durkheim, E. (1995). *The Elementary Forms of Religious Life* / Transl. and with introd. by K.E. Fields. New York: The Free Press.
- Hertz, R. (2009). The pre-eminence of the right hand: a study in religious polarity. *Death and the right hand* / Tr. by Rodney and Claudia Needham (pp. 89-113). London and New York: Routledge.
- Pickering, W. S. F. (2001). The Eternality of the Sacred: Durkheim’s Error? In W. S. F. Pickering (Ed.), *Emile Durkheim. Critical Assessment of Leading Sociologists* (third series) (pp. 103-122). London: Routledge.
- Riley, A. T. (2010). *Impure Play: Sacredness, Transgression, and the Tragic in Popular Culture*. Lexington Books.
- Shils, E., & Young, M. D. (1956). The meaning of the coronation. *Victoria*, 63-82. Bobbs-Merrill, College Division.



- Turner, V. (1969). The ritual process: structure and anti-structure. Aldine Transaction. Ithaca, New York: Cornell University Press.

Theme 3: Current and future directions of research in cultural sociology

The pragmatic turn in cultural sociology. The pragmatic turn in the context of sociological theory and its traditional oppositions. Structure and action. Belief and ritual. Language and speech. The concept of "performance," its characteristics and components. The concept of "agency" and sociological descriptions which are based on it.

The iconic turn in cultural sociology. The concept of sociology of art by R. Witkin. R. Eyerman and sociology of art oriented on sense. "The new sociology of art." Basic oppositions in the context of contemporary social theory. The paradigm of production. Bourdieu's approach.

Studies of corporeality. Relevance to contemporary issues of corporeality for cultural sociology. The basic alternatives: the tradition of M. Foucault, phenomenology. The analysis of corporeality in cultural studies. A body in a post-structuralist perspective. Durkheimian approach in analysis of corporeality and prospects of research in cultural sociology concerned with a body.

Required Reading

- Куракин, Д. (2011). Модели тела в современном популярном и экспертном дискурсе: к культурсоциологической перспективе анализа. Социологическое Обозрение, 10(1-2), 56-74.
- Фуко, М. (1996). Воля к знанию. История сексуальности. Т. 1. / Пер. с фр. С. Табачниковой. Воля к истине: по ту сторону знания, власти и сексуальности (pp. 97–268). Москва: Касталь.
- Alexander, J. C. (2004). Cultural pragmatics: Social performance between ritual and strategy. Sociological Theory, 22(4), 527-573.
- Alexander, J. C. (2010). Iconic Consciousness: The Material Feeling of Meaning. Thesis Eleven, 103(1), 10-25.
- Eyerman, R. (2006). Toward a Meaningful Sociology of the Arts. In R. Eyerman & L. McCormick (Eds.), Myth, Meaning, and Performance: Toward a New Cultural Sociology of the Arts (pp. 13-34). Paradigm Publishers.
- Smith, P., & Riley, A. T. (2009). Cultural theory: an introduction (Second edi.). Blackwell Publishing.



Recommended Reading

- Бурдье, П. (2000). Поле литературы. Новое литературное обозрение, 45, 22-87.
- Подорога, В. (1995). Феноменология тела. Введение в философскую антропологию. Москва: Ad Marginem.
- Фархатдинов, Н. (2010). Автономия живописи: от поля художественного производства к раме картины. Социологическое обозрение, 9(2), 55-74.
- Alexander, J. C. (2003). Towards a New Macrosociological Theory of Performance. Theory.
- Alexander, J. C. (2009). On the Autonomy of the Aesthetic: Witkin I versus Witkin II. Music and Arts in Action, 2(1), 73–76.
- Alexander, J. C. (2008). Iconic Experience in Art and Life: Surface/Depth Beginning with Giacometti's Standing Woman. Theory, Culture & Society, 25(5), 1-19.
- Cossu, A. (2010). Durkheim's argument on ritual, commemoration and aesthetic life: A classical legacy for contemporary performance theory? Journal of Classical Sociology, 10(1), 33-49.
- DeNora, T. (2006). Music as agency in Beethoven's Vienna. In R. Eyerman & L. McCormick (Eds.), Myth, meaning and performance: toward a new cultural sociology of the arts (pp. 103-121). Boulder, CO: Paradigm Publishers.
- McCormick, L. (2006). Music as Social Performance. In R. Eyerman & L. McCormick (Eds.), Myth, Meaning, and Performance: Toward a New Cultural Sociology of the Arts (pp. 121-144). Boulder, CO: Paradigm Publishers.
- Witkin, R. (1990). The aesthetic imperative of a rational-technical machinery: A study in organizational control through the design of artifacts. Symbols and artifacts: Views of the corporate landscape, 2(1), 325–338.

6. Example Materials

Example essay themes:

1. How do the concepts of “cultural autonomy” and “free” relate to each other?
2. Is it possible to find a compromise between the cultural sensitivity of the hermeneutic method and causal explanation?
3. Identify the problems and prospects of cultural sociology's analysis of "conspiracy theories."
4. What are the problems and prospects analyzing symbolic classifications as a means of sociological knowledge?



5. What's the cultural sociological perspective on the sacred in the modern world?
6. Why is cultural memory a subject of sociological analysis?
7. What are the problems and prospects for the concept of trauma in cultural sociology?
8. Theories of metaphor in cultural sociology perspective.
9. "Performative turn" in cultural sociology in the context of modern sociological theory.
10. What are the main problems and prospects of the "new sociology of art" in the context of cultural sociology?

Example questions for examination

1. What is an autonomy of culture?
2. How does the "strong program" of cultural sociology relate to cultural studies?
3. How does the "strong program" of cultural sociology relate to post-structuralist concepts of M. Foucault, J. Baudrillard and P. Bourdieu?
4. In what sense is cultural sociology an anti-reductionist project?
5. Give examples of cultural sociology analysis of "hidden meanings" and comment theoretical and methodological foundations of such an analysis. What hermeneutical resources does cultural sociology assimilate, and how is this reflected in studies in cultural sociology (give concrete examples)?
6. Please describe and comment on the principle of "culture as a social text."
7. Please describe theoretical and methodological influence of semiotics on cultural sociology.
8. What are symbolic classifications, and how can their analysis contribute to sociological studies?
9. What role does Durkheim's social epistemology play in theoretical and methodological arsenal of the "strong program" of cultural sociology?
10. What is an efficiency of the concept of sacred in the secular world?
11. What is the ambivalence of the sacred?
12. What is the concept of anti-structure by V. Turner?
13. R. Girard's theory of violence.
14. What is the theory of trauma in cultural sociology?
15. Please comment on presence or absence of a connection between the theory of trauma in cultural sociology and theories of psychoanalysis.
16. What is a "pragmatic turn" in cultural sociology?



17. What is the concept of "agency" and how is it used in cultural sociology?
18. What is a "performance", what are its components, and how does it differ from a ritual?
19. What is an iconic turn in cultural sociology?
20. Comment on the perspectives of cultural sociology in studies of corporeality.

Examples of home written assignments:

- Preparation of an annotated bibliography on one of subject areas of studies in cultural sociology.
- A sociological "etude." Prepare a project to analyze and interpret a sociological problem of the student's own choosing.



National Research University-Higher School of Economics
040100.68, Sociology Master 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

Methodology and methods of sociological research

040100.68, Sociology Master Program

Author(s) of the syllabus:

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Moscow, 2013

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1. Course Description

The course is concerned with the main methodological and procedural problems that arise in planning and conducting a sociological survey at the masters level, including issues of methodological reflection. This course is designed for students who are familiar with the basic concepts of research methodology.

2. Course Aims

Students will acquire knowledge and skills concerning sociological research, not just from a participant viewpoint, but also as an initiator/and an organizer. Student will gain theoretical knowledge and practical skills required for stating a research problem (at an advanced level), as well as learn about how to conduct an empirical study, analyze and interpret data in accordance with up-to-date standards of empirical sociological study.

The course focuses on issues connected with mass polls. All course themes are explained in the single methodological approach of total survey error, representing a methodological task of minimizing different types of errors and a choice of survey research design, minimizing total error. Two schemes of representation are conceptualized: (1) a representation of the latent theoretical constructs based on responses, (2) the representation of the general population on the basis of the respondents who participated in the survey.

The course highlights random errors and systematic biases that could arise in conducting a sociological survey. Detailed analyses of coverage errors, sampling errors, nonresponse and measurement errors are made. We also describe the creation of the American Association of Public Opinion Researchers' standardization of survey procedures. Issues of designing a random sample as well as new types of non-probability sampling to assess population parameters and for providing data compatible to those of samples (for example, respondent-driven sampling) are considered.

In addition, the course considers problems associated with communication features of the collection of sociological information, including, for instance, problems of "question-answer communication."



Possibilities and practice of experiments in sociological research and new directions in research methodology (i.e., online-surveys) are analyzed alongside more traditional methods of mass surveys.

Lastly, consideration is given to the fundamental concepts of statistical analysis and their application to sociological data. Thus, during the course the overall frame of sociological research, assessment of data quality and possibilities of data analysis are constructed.

3. Thematic Plan

№	Title of the topic	Total hours on discipline	Lecture Hours	Seminar and Practice sessions	Self-reliant work
1	Basic methodological concepts. Mass surveys	19	4	3	12
2	History of mass surveys	5	1	1	3
3	Designing a sample for sociological research	19	4	3	12
4	Coverage errors	12	2	2	8
5	Non-response errors	16	3	3	10
6	Methods of data collection. Interview. Interviewer effect. Measurement error.	19	4	3	12
7	Respondents answers to researcher's questions: cognitive load and cognitive processes. Analysis and testing of a research instrument	29	6	5	15
8	Experiment in social sciences	19	4	3	12
9	New approaches in sample surveys of behavior and attitudes. Methods of online-surveys	19	4	3	12
10	Analysis of data	22	4	3	12
	Total	180	36	30	108



4. Grading

	Type of requirement
Intermediate	Essay, 3-3.5 thousand words, 55%
Weekly	Short writing assignments, participation in discussions and reports, 15%
Final	Exam, 80 minutes, 30%

5. Discipline Contents

Textbooks

1. Survey Methodology / Ed. by R.M. Groves, F. J. Fowler Jr., M.P. Couper, J.M. Lepkowski, E. Singer, R. Tourangeau. Hoboken, New Jersey: John Wiley and Sons, 2009.
2. Батыгин Г.С. Лекции по методологии социологических исследований. М.: РУДН, 2008.
3. Девятко И.Ф. Методы социологического исследования. Изд. 6-е испр. и доп. М.: Книжный дом «Университет», 2010.

Theme 1. Basic methodological conceptions. Mass surveys

Methods of sociological research: an overview. Quantitative and qualitative methods. Questionnaires, observation, experiment, biographical method. Research process: from research problem to research program. Stages of research: conceptualization, operationalization, setting up, validation and refinement of hypotheses.

Basic questions and the main task of sampling. Estimation of parameters of the population. The aim of methodology. The methodological approach of “total survey error”: goals, objectives, advantages and limitations of this approach. Assumptions of sample survey. Stages of construction of the object of a study. Measurement: from a construct to an object. Representativeness: from an ideal population to answers. Four-stage transition from a concept to measurement (P. Lazarsfeld). A survey in terms of



data quality. Validity of survey instruments. Types of validity. Measurement error. Processing error. Coverage error. Sampling error. Non-response error. Weighing error.

Required readings:

1. Батыгин Г.С. Лекции по методологии социологических исследований. М.: РУДН, 2008.
2. Девятко И.Ф. Методы социологического исследования. Изд. 6-е испр. и доп. М.: Книжный дом «Университет», 2010.
3. Groves R. M., Lyberg L. Total survey error: past, present, and future. // Public Opinion Quarterly. Vol. 74. No. 5. 2010. P. 849–879.
4. Survey Methodology / Ed. by R.M. Groves, F. J. Fowler Jr., M.P. Couper, J.M. Lepkowski, E. Singer, R. Tourangeau. Hoboken, New Jersey: John Wiley and Sons, 2009. Chapter II: Inference and error surveys.

Recommended:

1. Biemer P. Total survey error: Design, implementation, and evaluation // Public Opinion Quarterly. 2010. Vol. 74. No. 5. P. 817–848.
2. Carmines E.G., Zeller R. A. Reliability and validity assessment. Sage University Paper series on Quantitative Applications in the Social Sciences. Beverly Hills and London: Sage Publ., 1979.
3. Lazarsfeld P. Methodological problems in empirical social research // Social research and its language / Ed. and with Introd. by R. Boudon. Chicago: University of Chicago Press, 1993. P. 236-257.

Theme 2. The history of mass surveys.

History of sociological research methods since the institutionalization of such a field as methodology of social research. The history of polls. From a personal interview to online-surveys. Three stages of development of social sciences methodology. Robert Groves: the era of inventions (1930-1960 gg.), the era of expansion (1960-1990), the era of "organic" data (1990 - present). Don Dillman (1. Until the end of 1960, 2. 1970-1980, 3. 1990 - present). The differences between the stages of development of mass surveys: the type of communication, the credibility of the polls, respondent's control over the decision to participate in a survey, sample design, measurement, survey methods, effectiveness.

Required readings:



1. Dillman D. A., Smyth J.D., Christian L.M. Internet, mail, and mixed-mode surveys: The tailored design method. New York: John Wiley and Sons, 2009. (Chapter I: Turbulent times for survey methodology).
2. Groves R. Three eras of survey research // Public Opinion Quarterly. 2011. Vol. 75. No. 5. P. 861-871.
- 3.

Recommended:

1. Девятко И.Ф. Диагностическая процедура в социологии. Очерк истории и теории. М.: Наука, 1993. Глава I. Измерение установок в американской социологии и социальной психологии: зарождение социологической парадигмы.
2. Докторов Б.З. Реклама и опросы общественного мнения в США. История зарождения. Судьбы творцов. М.: Центр социального прогнозирования, 2008.
3. Converse J. M. Survey research in the United States: Roots and emergence 1890-1960. Berkeley: University of California Press, 1987.
4. Gallup G., Rae S. The Pulse of democracy. New York: Simon and Schuster, 1940.
5. Likert R. Democracy in agriculture—why and how? // Farmers in a changing world: The yearbook of agriculture Washington: U.S. Superintendent of Documents, 1940. P. 994–1002.
6. Likert R. A technique for the measurement of attitudes. Ph.D. dissertation. New York: Columbia University, 1929.
7. Neyman J. On the two different aspects of the representative method: The method of stratified sampling and the method of purposive selection // Journal of the Royal Statistical Society. 1934. Vol. 97, No. 4. P. 558-625.
8. Platt J. A history of sociological research methods in America 1920-1960. Cambridge: Cambridge University Press, 1998.
9. Waksberg J. Sampling methods for random digit dialing // Journal of the American Statistical Association. 1978. Vol. 73. P. 40–46.

Theme 3. Sample design

Sampling: definition and origins. The logic of probability sampling. Basic concepts of sampling. A unit of selection and levels of selection. Population, sample, distribution, sample estimate and sample error. Random and systematic errors. The sample size. Why the pre-election forecast of "Literary Digest" 1936 was wrong?

Random and non-random sampling. Types of probability sampling and procedures of their construction. Theoretical basis of random sampling. Variation of the sample average. The central limit theorem. Three-sigma rule. The construction of the confidence interval. Calculation of the sample size



with given parameters of accuracy, reliability of prediction and homogeneity of an array. Simple random sample. Calculation of a marginal error, construction of a confidence interval, calculation of required volume of sample. Normal approximation. Complexity of a simple random sample. Stratified sampling. Requirements to stratas. Sample allocation to stratas: (1) proportional and (2) disproportionate (Neumann allocation; equal; optimal allocation). Design effect. Cluster sampling. Clusters of identical or different size. Continuous survey and selection of elements in clusters. Design effect and an intraclass correlation coefficient. Systematic sampling. Methods of selecting respondents within a household. Examples of sample design.

Non-random sample: types, contexts of use, limitations. Convenience sample. Typical case sample. Critical case sample. Selection of typical cases. Quota sampling. Snowball sampling. Selection of remote groups. "Place-time" sampling. Respondent-driven sampling.

Required readings:

1. Батыгин Г.С. Лекции по методологии социологических исследований. М.: РУДН. 2008.
2. Девятко И.Ф. Методы социологического исследования. Изд. 6-е испр. и доп. М.: Книжный дом «Университет», 2010.
3. Рабочая книга социолога / Под общ.ред и с предисл. Г.В.Осипова. Изд. 3-е. М.: Едиториал УРСС. 2003. Глава VI. Выборочный Метод в Социологическом Исследовании.
4. Чуриков А.В. Случайные и неслучайные выборки в социологических исследованиях // Социальная реальность. 2007. № 4. С.89-109.
5. Яковлева А.А. Исследования в труднодоступных группах: опыт использования выборки, управляемой респондентом, и выборки «место-время» // Социология: методология, методы, математическое моделирование. 2011. № 33. С57-59.
6. Gaziano C. Comparative analysis of within-household respondent selection techniques // Public Opinion Quarterly. 2005. Vol. 69. No. 1 P. 124-157.
7. Heckathorn D. Respondent-driven sampling: A new approach to the study of hidden populations // Social Problems. 1997. Vol. 44. No. 2. P. 174-199.
8. Survey methodology / Ed. by R.M. Groves, F. J. Fowler Jr., M.P. Couper, J.M. Lepkowski, E. Singer, R. Tourangeau. Hoboken, New Jersey: John Wiley and Sons, 2009. Chapter IV: Sample design and sampling errors.

Recommended:

1. Кокрен У. Методы выборочного исследования. – М.: «Статистика», 1976.



2. Паниотто В.И., Максименко В.С. Количественные методы в социологических исследованиях, Киев: Наукова думка, 1982.
3. Рогозин Д.М. Конформная выборка в торговых центрах // Социологический Журнал. 2008. №1. С. 22-49.
4. Чурилов Н.Н. Проектирование выборочного социального исследования. Киев: Наукова думка, 1986.
5. Ядов В.А. Стратегия социологического исследования. Описание, объяснение, понимание социальной реальности. 3-е изд., испр. Москва: Омега-Л, 2007.
6. Brick M. J. The Future of survey sampling // Public Opinion Quarterly. 2011. Vol. 75. No. 5. P. 872–888.
7. Kish L. A procedure for objective respondent selection within the household // Journal of the American Statistical Association. 1949. Vol. 44. No. 247. P. 380-387.
8. Kish L. Survey Sampling. John Wiley and Sons, Inc., New York, 1965.

Theme 4. Coverage errors

A sampling frame. Elements of a population (units of observation) and elements of a sampling frame (sampling units). What determines a coverage error. Calculation of coverage errors. What a researcher should do if a sampling frame does not coincide with a total population. Full coverage. Coverage errors: (1) undercoverage, (2) overcoverage, ineligible units; (3) duplicates (4) clustering. Undercoverage in territorial sampling (neighborhoods, homes, households, individuals). Reasons for under-coverage on a level of household members. Undercoverage in telephone surveys. Possibilities of using mobile surveys to improve a coverage in a telephone interview. Possibilities of reducing coverage errors. Combining multiple sampling frames. Estimation of parameters of a population in combining multiple sampling frames. Questions for a researcher to be answered about a sample frame.

Required readings:

1. Kearney A. T., Tourangeau R., Shapiro G.M., Ernst L. R. Coverage improvement from experimental residence questions // Bureau of the census statistical research division research report series. 1994. [Online] URL: <<http://www.census.gov/srd/papers/pdf/rr93-9.pdf>>.
2. Kish L., Hess I. On noncoverage of sample dwellings // Journal of the American Statistical Association. 1958. Vol. 53. No. 282. P. 509- 524.
3. Survey Methodology / Ed. by R.M. Groves, F. J. Fowler Jr., M.P. Couper, J.M. Lepkowski, E. Singer, R. Tourangeau. Hoboken, New Jersey: John Wiley and Sons, 2009. Chapter III: Target populations, sampling frames, and coverage errors.

Recommended:



1. Busse B., Fuchs M. The components of landline telephone survey coverage bias. The relative importance of no-phone and mobile-only populations // *Quality & Quantity*. 2012. Vol.46. № 4. P. 1209-1225.
2. Dillman D. A., Smyth J.D., & Christian L.M. Internet, mail, and mixed-mode surveys: The tailored design method. New York: John Wiley and Sons, 2009. Chapter III: Coverage and sampling.
3. Lohr S. L. Coverage and sampling // *International handbook of survey methodology* / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 387-402.

Theme 5. Non-response errors

Response rate. Two types of nonresponse errors: 1. unit nonresponse, 2. item nonresponse. Reasons of unit nonresponse: refusal to participate in the survey, lack of contact. Calculation of a level of cooperation (coefficients AAPOR). Possibilities of calculating and reducing of non-response error.

Required readings:

1. Groves R. M. Nonresponse rates and nonresponse bias in household surveys // *Public Opinion Quarterly*. 2006. Vol. 70. No. 5. P. 646–675.
2. Lynn P. The problem of nonresponse // *International handbook of survey methodology* / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 35-56.
3. *Survey methodology* / Ed. by R.M. Groves, F. J. Fowler Jr., M.P. Couper, J.M. Lepkowski, E. Singer, R. Tourangeau. Hoboken, New Jersey: John Wiley and Sons, 2009. Chapter VI: Nonresponse in sample surveys.

Recommended:

1. Рогозин Д.М. Влияние пола респондента на результативность телефонного опроса // *Социология: методология, методы, математическое моделирование*. 2006. №22. С.77-90.
2. Стандартные определения: систематическое описание диспозиционных кодов и коэффициентов результативности для массовых опросов. 3-е изд. 2004 год / Американская ассоциация исследователей общественного мнения; Пер. с англ. Д.М. Рогозина, Е.М. Киселева // *Социологический журнал*. 2005. № 2. С. 78-119.
3. AAPOR standard definitions final dispositions of case codes and outcome rates for surveys: RDD telephone surveys, in-person household surveys, mail surveys of specifically named persons internet surveys of specifically named persons standard definitions report (7th edition, 2011). [online]



<http://www.aapor.org/AM/Template.cfm?Section=Standard_Definitions2&Template=/CM/ContentDisplay.cfm&ContentID=3156>

4. Millar M. M., Dillman D. A. Improving response to Web and mixed-mode surveys // Public Opinion Quarterly. 2011. Vol. 75. No. 2. P. 249–269.
5. Singer E. Introduction. nonresponse bias in household surveys // Public Opinion Quarterly. 2006. Vol. 70. No. 5. P. 637–645.

Theme 6. Methods of data collection. Interviews. Interviewer effect.

Questionnaires, face-to-face interview, telephone interview, online-interview in mass surveys: comparative analysis of advantages and disadvantages of various polling procedures (according to such criteria as data quality, possibilities of control of filling and returning of questionnaires, possibility of presenting visual materials to respondents, in terms of the requirements for the respondent's cognitive resources, financial and material costs, etc.).

Forms and features of a questionnaire survey (a survey with handouts, group survey, mail survey, a survey using electronic media and digital technologies). Main types of interviews (standardized and non-standardized, individual and group, standardized interview with a guide). Methodological issues of interviewing in mass surveys: influence of the interviewer and possible sources of systematic error in data, communication barriers in a process of interviewing. Positive impact of interviewers: keeping respondents involved and motivated to cooperate. Collection, analysis and re-evaluation of additional information during an interview. Training, practical training and supervision of interviewers.

Required readings:

1. Девятко И.Ф. Методы социологического исследования. Изд. 6-е испр. и доп. М.: Книжный дом «Университет», 2010.
2. De Leeuw E. D. Choosing the method of data collection // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 113-136.
3. Survey methodology / Ed. by R.M. Groves, F. J. Fowler Jr., M.P. Couper, J.M. Lepkowski, E. Singer, R. Tourangeau. Hoboken, New Jersey: John Wiley and Sons, 2009. Chapter V: Methods of Data Collection. Chapter IX: Survey Interviewing.

Recommended:

1. Lessler J. T., Eyerman J., Wang K. Interviewer training // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 442-461.



2. Olson K., Peytchev A. Effect of interviewer experience on interview pace and interviewer attitudes // *Public Opinion Quarterly*. 2007. Vol. 71. No. 2. P. 273–286.
3. Olson K., Ipek B. The role of interviewer experience on acquiescence // *Public Opinion Quarterly*. 2011. Vol. 75. No. 1. P. 99–114.
4. West B. T., Olson K. How much of interviewer variance is really nonresponse error variance? // *Public Opinion Quarterly*. 2010. Vol. 74. No. 5. P. 1004–1026.

Theme 7. Respondents answers on researchers' questions: cognitive load and cognitive processes. Analysis and testing of surveys instruments.

General rules for designing a questionnaire. Requirements for formulation of questions. Cognitive load on a respondent. Understanding of a question, evaluation and a response of a respondent. Problems of question-answer communication. Rules of creating and composing of a questionnaire. Testing of a research instrument tools. Sensitive questions.

Required readings:

1. Мягков А.Ю. Всегда ли респонденты говорят правду? Мета-анализ зарубежных источников // *Социологические исследования*. 2008. № 9. С. 20-30.
2. Мягков А.Ю. Искренность респондентов в сенситивных опросах: Методы диагностики и стимулирования. Иваново: ГОУВПО «Ивановский государственный энергетический университет им. Ленина», 2007.
3. Мягков А.Ю., Журавлева И.В. Эффект интервьюера: опыт количественной оценки в персональном интервью // *Социология: методология, методы, математические модели*. 2005. №21. С.78-108.
4. Рогозин Д.М. Когнитивный анализ опросного инструмента. М.: Фонд "Общественное мнение", 2002.
5. Садмэн С, Брэдберн Н. Как правильно задавать вопросы: Введение в проектирование массовых обследований / Пер. с англ. А.А. Винницкой. Под ред. Д.М. Рогозина. М.: Фонд "Общественное мнение", 2002.
6. Садмэн С, Брэдберн Н., Шварц Н. Как люди отвечают на вопросы. Применение когнитивного анализа в массовых обследованиях / Пер. с англ. Д.М. Рогозина, М.Рассохиной. Институт Фонда "Общественное мнение", 2003 г.
7. Campanelli P. Testing survey questions // *International handbook of survey methodology* / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 176-201.
8. Dillman D. A., Smyth J.D., & Christian L.M. Internet, mail, and mixed-mode surveys: The tailored design method. New York: John Wiley and Sons. 2009. Chapter IV-Chapter VI. P. 107-234.



9. Schaeffer N. C., Dykema J. Questions for surveys current trends and future directions // Public Opinion Quarterly. 2011. Vol. 75. No. 5. P. 909–961.
10. Survey methodology / Ed. by R.M. Groves, F. J. Fowler Jr., M.P. Couper, J.M. Lepkowski, E. Singer, R. Tourangeau. Hoboken, New Jersey: John Wiley and Sons, 2009. Chapter VII: Questions and answers in surveys. Chapter VIII. Evaluating survey questions.

Recommended:

1. Answering questions methodology for determining cognitive and communicative processes in survey research / Ed. by Norbert Schwarz and Seymour Sudman. San Francisco: Jossey-Bass Publishers, 1996.
2. Converse J. M., Presser S. Survey questions: Handcrafting the standardized questionnaire. SAGE University Papers Series. Quantitative applications in the social sciences. SAGE Publications: Newbury Park, 1986
3. Dillman D. A. The logic and psychology of constructing questionnaires // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P.136-161.
4. Fowler F.J., Cosenza C. Writing effective questions // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P.136-161.
5. Lensvelt-Mulders G. Surveying sensitive topics // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P.461-479.
6. Methods for testing and evaluating survey questionnaires / Ed. by S. Presser, J.M. Rothgeb, M. P. Couper, J.T. Lessler, E. Martin, J. Martin, E. Singer. NJ: Wiley Series in Survey Methodology, 2004.
7. Schwarz N., Knaeuper B., Oyserman D., Stich C. The psychology of asking questions // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P.18-35.
8. Tourangeau R., Rips L. J., Rasinski K. The Psychology of survey response. Cambridge University Press, 2000.

Theme 8. Experiments in social sciences.

A definition and types of experiments (true experiments, field experiments, quasi-experiments). Basic principles of experimentation in social sciences. Methodical experimentation and experiments in evaluation studies. Internal and external validity of an experiment, types of threats to validity for



laboratory, field, quasi-experiments, and online experiments. An experimental hypothesis and statistical hypothesis. Statistical models of experimental designs (t-test and comparison of groups, analysis of variance and F-test). Multidimensional and factorial experiments: approaches to planning and analysis.

Required readings:

1. Девятко И.Ф. Методы социологического исследования. Изд. 6-е испр. и доп. М.: Книжный дом «Университет», 2010.
2. Кэмпбелл Д. Модели экспериментов в социальной психологии и прикладных исследованиях / Пер. с англ. Сост. и общ.ред. М.И.Бобневой. М.: Прогресс, 1980.

Recommended:

1. Вознесенский В.А. Статистические метода планирования эксперимента в технико-экономических исследованиях. Изд. 2-е, перераб. и доп. М.: Финансы и статистика, 1981.
2. Дружинин Н.К. Выборочное наблюдение и эксперимент. М.: Статистика, 1977.
3. Fisher R.A. The design of experiment. London: Oliver and Boyd. 1942.

Theme 9. New approaches in sample social studies of behavior and attitudes. Methods of online-surveys

New "experimental" approach in sample surveys: automated planning of a survey, questionnaire design tools and computer interviewing. Innovations in quasi-experimental designs, used in computerized studies of attitudes and evaluation studies (vignette method, RD-plan in studies of effectiveness of programs and changes of attitudes). CATI system (Computer-assisted telephone interviewing). Computer interviews and online surveys: types, capabilities, limitations on representativeness, and prospects. Studies using the Internet: the concept, the story of the emergence and development. Online panels and online experiments in social sciences. Sampling in online polls and surveys: types, benefits, threats to external validity. Designing of an online-research tools.

Required readings:

1. Девятко И.Ф. Методы социологического исследования. Изд. 6-е испр. и доп. М.: Книжный дом «Университет», 2010.
2. Couper M. P. Web surveys: A review of issues and approaches // Public Opinion Quarterly. 2000. Vol. 64. No. 4. P. 464-494.



3. Couper M. P. The future of modes of data collection // Public Opinion Quarterly. 2011. Vol. 75. No. 5. P. 889–908.
4. De Leeuw E. D., Dillman D. A., Hox J. J. Mixed Mode surveys: When and why // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 299-317.
5. Lozar Manfreda K., Vehovar V. Internet surveys // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 264-285.

Recommended:

1. Докторов Б.З. Реклама и опросы общественного мнения в США: История зарождения. Судьбы творцов. М.: ЦСП, 2008. С.572-581.
2. Онлайн исследования в России 2.0 / Под. ред. А.В. Шашкина, И.Ф. Девятко, С.Г. Давыдова. М.: РИЦ "Северо-Восток", 2010.
3. Couper M. P., Miller P. V. Web survey methods: Introduction // Public Opinion Quarterly. 2008. Vol. 72. № 5. P. 831-835.
4. Couper M. P. Designing effective web surveys. Cambridge University Press, 2008.

Theme 10. Data analysis

Refinement method in an analysis of relationship between variables. Current approaches to analysis of categorical data. Validity of a statistical inference. Measurement model and a choice of a model of statistical analysis. A general model of a latent factor. Multiple regression. Use of factor analysis in social sciences: opportunities and limitations. The general linear model and exploratory approaches to an analysis of structure of empirical data. Secondary data analysis: features and basic approaches. Meta-analysis in the social sciences: general idea.

Required readings:

1. Толстова Ю.Н. Измерение в социологии. М.: Инфра-М, 1998.
2. Survey Methodology / Ed. by R.M. Groves, F. J. Fowler Jr., M.P. Couper, J.M. Lepkowski, E. Singer, R. Tourangeau. Hoboken, New Jersey: John Wiley and Sons, 2009. Chapter X: Postcollection processing of survey data.
3. Biemer P. P, Christ S. L. Weighting survey data // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 387-402.



4. Hox J. J. Accommodating measurement errors // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 387-402.
5. Raessler S., Rubin D. B., Schenker N. Incomplete data: Diagnosis, imputation, and estimation // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 370-387.
6. Stapleton L. M. Analysis of data from complex surveys // International handbook of survey methodology / Ed. by E. D. de Leeuw, J. J. Hox, D.A. Dillman. New York: Psychology Press, 2008. P. 342-370.

Recommended:

1. Татарова Г.Г. Типологический анализ в социологии. М.: Наука, 1993.
2. Толстова Ю.Н. Логика математического анализа социологических данных. М.: Наука, 1991.
3. Glass G.V, McGaw B., M.L. Smith. Meta-analysis in social research. Beverly Hills, CA: Sage, 1981.

6. Examples of Essay Topics

1. Nonresponse errors and measurement errors: analysis of their relationship using methodical experiments.
2. Mixed-mode surveys: benefits and limitations.
3. Ethical problems of participant observation in studies of vulnerable communities (based on specific research tasks in such fields as sociology of religion, evaluation studies in education, etc.).
4. Methodical experiments aimed at a comparative study of quality of data in the phone surveys, face-to-face and mail interviews: major results.
5. Meta-analysis in social sciences: main approaches, applications, examples.
6. Measurement error in sensitive surveys: differences between face-to-face, phone and online-surveys.
7. An influence of an order of questions on respondent's answers: possibilities of measurement and reducing a measurement error.
8. "Have difficulties answering"/ "Do not know": whether to include this option in the list of answers, in what questions and how to offer it a respondent? (by an example of different methods of survey).
9. An influence of questionnaire length on data quality in a survey.



10. The effect of a presence of third parties: whether the measurement error increases?
11. “Place-time” type of sample: benefits and limitations, approaches to implementing.
12. Strategies of reducing cognitive load on a respondent and improving data quality in a survey.
13. Types of online-surveys: possibilities, limitations and particularities in implementing.
14. Biographic narrative interviews: basic principles and approaches to an analysis of results.
15. The planning and implementation of a stratified territory sample: principles, stages, methods of solving problems, examples.
16. Missing data: basic approaches to solve this problem (by examples of empirical studies).
17. Threats to validity and ethical problems in planning and conducting an experiment and quasi-experiments in scientific and evaluation studies (by examples).
18. Categories of inaccessible respondents: classification and methods of selection.
19. Ways of reducing a nonresponse rates in mass surveys.
20. What determines the effectiveness of the interviewer?
21. Interviewer effect: possibilities of measurement and reducing an error.
22. Research instrument testing: basic approaches.
23. Approaches to solving ethical questions in a sociological study.
24. Combining multiple sample frames to reduce coverage error: strategies of combining and selection of respondents, and possibilities of estimating population parameters.



National Research University-Higher School of Economics
040100.68, Sociology Master 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
Biographical method in sociology**

040100.68, Sociology Master Program

Author(s) of the syllabus:
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Moscow, 2013

This current syllabus cannot be used elsewhere in the university or at other universities without the expressed permission of the department or the author.



1. Course Aims

The main aim of the course "Biographical method in sociology" is a familiarization with the qualitative paradigm of sociological studies which claims to investigate a person's life course, its internal dynamics, its "embeddedness" in society, subjective control, and acquired experience. The course explains features of narrative depth interviews and analysis of its strategy. Particular attention is paid to complementary research strategies: the course explains the principles of an intent-analysis (analysis of intentions, a scope of political discourse, consumer behavior), objective hermeneutics as an example of an analysis of latent structures of consciousness, discursive analysis (a sphere of collective representations, designed in a form of a discourse), and conversational analysis (analysis of a dialogue). The course explores the visual hermeneutics of personal documents, photos, and videos. A significant part of the course is dedicated to practical lessons in drawing a guide for interviews, conducting a field phase, and analyzing narratives.

As a result of the course students will learn:

1. The history and logic of the separation of two paradigms in sociology: qualitative and quantitative.
2. The basic concepts of narrative analysis.
3. The boundaries of the biographical method in relation with the sociology of life course, oral history, clinical sociology, and psychology.
4. Procedures of a narrative depth interview and a semi-structured interview.

As a result of the course students will be able to:

1. Formulate research questions that are relevant to a qualitative approach and biographical method.
2. Formulate questions for various phases of narrative interview.
3. Structure and code material from biographical interviews.
4. Conduct biographical interviews, work with a recorder in a situation of an interview, and transcribe text.
5. Analyze a narrative text using different methods.

2. Course Requirements



- A short home written assignment of five to eight pages that includes a plan for a biographical interview, a guide for it, as well as an actual interview conducted, transcribed, and analyzed.
- An essay

3. Course Schedule

№	Title of the topic	Total hours on discipline	Lecture Hours	Seminar and Practice sessions	Self-reliant work
1	The history of biographical method in psychology and sociology. Classic qualitative research	14	2	2	10
2	Oral history and biography. Frames of collective memory, cultural and social phenomena of memory. Features of autobiographical and social memory. Memory of family and clan, a gene-sociogram.	16	3	3	10
3	The methodology of qualitative approach as a general framework for biographical research.	16	3	3	10
4	Narratology, the basic concepts and concepts.	9	2	2	5
5	Biography as a social phenomenon. Life course and life stories. Events biography, biographical timing. Gender biographies.	18	4	4	10
6	Biographical interview: preparing of a field, guide, conducting an interview, recording, transcription.	18	4	4	10
7	Text analysis of biographical interviews: concepts F. Schutze,	18	4	4	10



	G. Rosenthal. Grounded theory (Glaser, Strauss and Corbin).				
8	Complementary analysis strategies: a qualitative content analysis, psychoanalytic interpretation of a text, objective hermeneutics (U. Oevermann), conversational analysis and content-analysis.	18	4	4	10
	Analysis of non-verbal communication, body language of gender-lect communication. Biographical analysis of visual documents.	9	2	2	5
	Total	216	28	28	160

4. Discipline Contents

Theme 1. The history of biographical methods in psychology and sociology. Classic qualitative biographical research

American and European schools of biographical research. Theoretical concepts in the field of biographical research. Three conceptual perspectives of biographical research: semantic (sociology of understanding and social action), functional (biographical as an expression and function of social processes) and structural (objective biography matrixes and rules of social reproduction in them). Substantial scope of the biographical approach.

Lessons from classical qualitative/biographical research:



"The Polish Peasant in Europe and America" (1918-1920) by Ц.І. Tomas F. Znaniecki. "Marienthal: the sociograph of unemployed community" (1933) by M. Jahoda, P.F. Lazarsfeld and H. Zeisel. Studies of "authoritarian personality" (1950) by T.W. Adorno, E. Frenkel-Brunswick, D. Levinson, N. Sanford. "Management and the Worker" (1939) by F. J. Roethlisberger, William J. Dickson. Studies of motivation (1961) by D. McClelland. "Balinese character" (1942) - a qualitative study as an ordered subjectivity. G. Bateson and M. Mead.

Required readings:

- Bertaux D. (Ed). Biography and society. The life story approach in the social sciences. Beverly Hills: Sage, 1981.
- Биографический метод: история, методология, практика / Под ред. Мещеркиной Е.Ю., Семенов В.В. М.:ИС РАН,1994.
- Голофаст В.Б. Многообразие биографических повествований.//Социологический журнал,N1,1995. С.71-89.
- Семенова В.В. Качественные методы: Введение в гуманистическую социологию. М.: Добросвет,1998.
- Знанецкий Ф. Мемуары как объект исследования // Социологические исследования. 1989. № 1. С.106-110.

Recommended readings:

- Plummer, K. Documents of Life. An Introduction to the Problems and Literature of a Humanistic Method.London: Allen & Unwin, 1983.
- Tomas, W.I. & Znaniecki, F. (1918-1920). The Polish Peasant in Europe and America. New York: A.Knopf, 1927.
- Jahoda, M., Hazarsfeld P.F. & Zeisel, H. Die Arbeitslosen von Marienthal. Frankfurt/Main: Suhrkamp, 1980.
- Adorno, T.W., Frenkel-Brunswick, E. Levinson, D.J. & Sanford, R.H. The authoritarian personality New York: Harper, 1950.
- Roethlisberger, F.J. & Dickson, W.J. Management and the worker. Cambridge: Harward University Press, 1939.
- McClelland, D.C. The Achieving Society. Princeton: Van Nostrand, 1961.
- Bateson, G. & Mead, M. "Balinese Character: A Photographic Analysis." New York: Academy of Sciences, 1942.

Theme 2. Oral history and biography. Frames of collective memory, cultural and social phenomena of memory. Features of autobiographical and social memory, gene-sociogram



Thematization of subjectivity in oral history: evidences, personal treatment of experienced, individual behavior and its explanation in history, personal responsibility in historical processes and their interpretation along with biographical structures and life paths. Memories, interviewing witnesses, biographies and autobiographies, personal photographs and other subjective items of memories.

A role of social history in reproduction of collective memory, destruction of grand narrative era as a result of multiplication of institutions of memory and emancipation of minorities and groups that did not have discursive voice. Fragmented picture of historical discourse around "places of memory" (P. Nora). M. Halbwachs on the main features of the phenomenon of collective memory - preserving the unity of a community and its reproduction.

Autobiographical memory holds such events which people consider as a "part of their own history". Its functions: social communication, psychodynamic function and directive function. Classification of memory: voluntary and involuntary, imaginative and verbal-logical; motor, auditory, visual, etc.; by duration: ultra-short-term, short-term, long-term memory. From the point of view of structure and functioning of storage of information: a distinction between procedural and declarative memory (L. Skvayer).

Clinical sociology (de Golzhak, Schutzenberger, Moreno) is concerned with *collective unconscious* of a kin, *social atoms* of kinship, *invisible loyalties* in searching for patterns of repeated actions. Memory as a "textbook of life", "revitalization" of experienced, as a reflection (A. Myuksel). Constructing a gene-sociogram.

Required readings:

- Брагина Н.Г. Память в языке и культуре. М.: Языки славянских культур, 2007.
- Нора П. Проблематика мест памяти. ... Франция-память / П. Нора, М. Озуф, Ж. де Пюимеж, М. Винок. - СПб.: Изд-во С.-Петерб. ун-та, 1999. С.17-50.
- Репина Л.П. Биографический подход в интеллектуальной истории // "Философский век". Вып. 32: Бенджамин Франклин и Россия. Т. II. СПб., 2006. С. 101-108.
- Рюзен Й. Кризис, травма и идентичность // «Цепь времен»: Проблемы исторического сознания / Ред. Л.П.Репина. М.: ИВИ РАН, 2005. С.38-62.



- Томпсон П. История жизни и анализ социальных изменений // Вопросы социологии, 1993, N ½. С.129-138.
- Устная история, биография и женский взгляд / Ред. и сост. Мещеркина Е.Ю. М.: Невский простор, 2004.
- Хальбвакс М. Социальные рамки памяти / Пер. с фр. и вступ. статья С.Н. Зенкина. М.: Новое издательство, 2007.

Recommended readings:

- Гольжак де В. История в наследство: Семейный роман и социальная траектория / Перев. с франц. И. К. Масалкова. М.: Изд – во Института Психотерапии, 2003.
- Нуркова В.В. Свершенное продолжается: психология автобиографической памяти личности. М.: Изд-во Университета РАО, 2000.
- Судьбы людей: Россия XX век. Биографии семей как объект социологического исследования. М.: Ин-т социологии РАН, 1996.
- Шутценбергер А.А. Синдром предков. Трансгенерационные связи, семейные тайны, синдром годовщины, передача травм и практическое использование геносоциогаммы / Пер. с франц. И.К. Масалкова. М.: Изд-во Института Психотерапии, 2001.
- Хрестоматия по устной истории / Пер, сост., ред. М.В. Лоскутовой. СПб.: Изд-во Европ. ун-та в СПб., 2003.
- Чуйкина С. Дворянская память: "бывшие" в советском городе (Ленинград, 1920-30-е годы). СПб.: Издательство Европейского Университета, 2006.

Theme 3. Methodology of qualitative approach as a general framework for biographical research

General maxims of qualitative approach: an introductory nature of qualitative research, bridging a distance between a researcher and a subject, a description as a step from a phenomenon to a structure. Three types of qualitative methodology (in terms of subjective-objective relations): 1) focused on a subject under study, and 2) on an object of a study, and 3) on their relationship in development.

Relationships of quantitative and qualitative methodology: from the typical to mechanisms of "social construction of reality" (Berger & Luckmann, 1969). Application, use and evaluation of qualitative data according to their own standards, different from norms of quantitative and experimental research; reliability and validity in qualitative research (Glaser & Strauss). Triangulation.



Stages of a qualitative study: 1) as a sequence of decisions, 2) theoretical background and a subject of a study, 3) a statement of a problem and a definition of its boundaries, and 4) approach to a field, 5) decision on how to collect data, 6) recording data, 7) their interpretation, 8) drawing conclusions, evaluation and design.

Required readings:

- Бергер П., Лукман Т. Социальное конструирование реальности. Трактат по социологии знания. М.: "Медиум", 1995.
- Готлиб А.С. Введение в социологическое исследование: качественный и количественный подходы. Методология. Исследовательские практики: Учебное пособие. М.: Изд-во Прогресс-Традиция, 2009.
- Девятко И.Ф. Методы социологического исследования: Учеб. пособие. (Гл 3 Биографический метод) 2-е изд. М.: Университет, 2002.
- Ковалев Е.М., Штейнберг И.Е. Качественные методы в полевых социологических исследованиях. М: Логос, 1998.
- Семенова В.В. Качественные методы: Введение в гуманистическую социологию. М.: Добросвет, 1998.

Recommended readings:

- Denzin N., Lincoln Y. (eds.) Handbook of Qualitative Research. Thousand Oaks, CA: Sage, 1994.
- Handbuch Qualitative Sozialforschung. Grundlagen, Konzepte, Methoden und Anwendungen (Hrsg. von U.Flick, E.v.Kardoft et al.) Belbz Verlag, Weinheim, 1995.
- Glaser, B.G. & Strauss, A.L. The Discovery of grounded theory. Strategies for qualitative research. Aldine, 1967.

Theme 4. Narratology, the main Concepts and concept

Narratology, narrative theory as a discipline that studies narrative texts, nature, forms and functions of a narrative; common features of different types of narratives; criteria for distinguishing between types of narratives; and the rules under which narratives are created and change. Analytical components of narratology - a plot, a voice, a point of view, a role. Temporality, sequence, event in the theories of Russian formalists V. Propp, B. Eichenbaum and V. Shklovsky, dialogic theory of narrative (M. Bakhtin).

A generative model of narrative by W. Schmid: events-history-narration-presentation of a narration. Narrative theory of "new criticism" (R.P. Blackmer), Chicago school, psychoanalytic theory (Z. Freud, J. Lacan, N. Abraham), hermeneutical and phenomenological theories (P. Ingarden, P. Ricoeur, J. Poole), structuralist, semiotic and tropological theories (C. Levi-Strauss, R. Barthes, C. Todorov, A.



Greimas, G. Genette, H. White), Marxist and sociological theories (F. Jameson), theories of reader's perception, post-structuralist and deconstructivist theories (J. Derrida, P. de Man). A turn from linguistic theories of narrative to meaning. Limitations of the use of narrative theories in analysis of everyday life. Triad by Leithauzer: theme-horizon-scheme. Hermeneutical terms of everyday language, immersed in everyday situations - reservations, polysemy, hints, conventional reticence, euphemisms as taboo.

Required readings:

- Зенкин С. Критика нарративного разума. Заметки о теории // «НЛО» 2003, №59 Эл.ресурс <http://magazines.russ.ru/nlo/2003/59/zen.html>
- Ильин И. Постмодернизм: От истоков до конца столетия. Эволюция научного мифа. М.: Интрада, 1998.
- Трубина Е.Г. Нарратология: основы, проблемы, перспективы: материалы к спецкурсу. - Екатеринбург: Изд-во Ур. ун-та, 2002.
- Шмид В. Нарратология. М.: Языки славянской культуры, 2003.

Recommended readings:

- Брокмейер Й., Харре Р. Нарратив: проблемы и обещания одной альтернативной парадигмы // Вопросы философии. 2000. №3. С. 29-42.
- Рикёр П. Время и рассказ.- Т.1: Интрига и исторический рассказ; Т.2: Конфигурации в вымышленном рассказе. М.: ЦГНИИ ИНИОН РАН, «Культурная инициатива»; СПб.: «Университетская книга», 2000.
- Тюпа В. “Очерк современной нарратологии” // Сб. Критика и семиотика. Вып. 5-й. Новосибирск: НГУ, 2002.С.5-31.
- Jameson F. The political unconscious: Narrative as a socially symbolic act. Ithaca. N.Y.: Cornell University Press., 1981.

Theme 5. Biography as a social phenomenon. Life course and life stories. Events of a biography, biographical timing. Gender biography.

Biography and a life course, continuity of sociological categories (M. Foner), and the legacy of the quantitative/qualitative conflict. Trends of de-institutionalization of a life course. Limitations of structural-functionalist approach to analysis of a fluctuating course of life, and erosion of age



stratification as the basis of understanding of a life cycle. Biographical timing in synchronic and diachronic version.

Biographical work, biography as a process and as a social construct in the concept of V. Fischer-Rosenthal. The controversy between Fischer-Rosenthal, Bourdieu and Boudet on what constitutes a biography as a real social phenomenon, a social artifact or a system of cultural symbols to be reconstructed and decoded.

The originality of research in a biographical study of logic: it's not about the frequency of cases, but instead about a typology of different options in measured cases, a formation of a repertoire of opportunities.

Between chronological ordering and search for a meaning: paradoxes of a biography. Factual, experienced and self-concept - three layers of biographical narrative, generating a variety of textuality. Space and time in a biography, their formal linguistic markers in the language of everyday life. From a fragment of biography to hypertext; features of a biographical form. The formal structure of a narrative, its differences from descriptive and argumentative language fragments. Typical signs of gender biographies, "I-in-relations" versus "Individualized I" conflict, strategies of resolving a conflict between Separate-sequentialize versus Connect-Synchronize-Put relations.

Required readings:

- Биографический метод в изучении постсоциалистических обществ / Под ред. В. Воронкова, Е. Здравомысловой. СПб.: ЦНСИ, 1997.
- Биографический метод: история, методология, практика / Под ред. Мещеркиной Е.Ю., Семенов В.В. М.: ИС РАН, 1994.
- Мещеркина Е.Ю. Социологические аспекты изучения автобиографий // Педагогическая антропология: феномен детства в воспоминаниях. М.: Изд-во УРАО, 2001. С. 46-54.
- Мещеркина Е.Ю. Качественные методы в гендерной методологии // Гендерный калейдоскоп. Под ред. Малышевой М. Москва: Изд-во ИСЭПН, 2001. С. 169-187.
- Мещеркина Е.Ю. Феминистский подход к интерпретации качественных данных: методы анализа текста, интеракции и изображения // Введение в гендерные исследования. Часть 1. Под ред. И. Жеребкиной. Харьков: ИГИ, С.-Петербург: «Алетейя», 2001. С. 197-237.



- Мещеркина Е.Ю. Жизненный путь и биография: преемственность социологических категорий // *Социс*, № 7, 2002.С.61-67.

Recommended readings:

- Альмодовар Ж.П. Рассказ о жизни и индивидуальная траектория: сопоставление масштабов анализа // *Вопросы социологии*,1992,Т.1, N 1.С.98-104.
- Берто Д.,Берто-Вьям И.Семейное владение и семья: трансмиссии и социальная мобильность,прослеженные на 5 поколениях // *Социологические исследования*, 1992,N 2. С.132-140.
- Бургос М. История жизни. Рассказывание и поиск себя // *Вопросы социологии*,1992, Т.1,N 2.С.123-130.
- Готлиб А.С. Введение в социологическое исследование: качественный и количественный подходы. Методология. Исследовательские практики: Учебное пособие. М.: Изд-во Прогресс-Традиция, 2009.

Theme 6. Biographical interview: preparing of a field, guide, conducting an interview, recording, and transcription

The product of a(n) (auto)niographical interview – a narrative identity, a form of self-justification that arises in the course of an interview. It is justified by an appeal to a reflexive self, narrative ordering of experience and relating of it with a listener / interviewer as a social authority of ratification. Three aspects of a narrative identity as an empirical construct are the following: 1) temporal (structuring and relationships of autobiographical experiences, meanings with time dimension), 2) social (activity of a subject in social positioning, using of cultural models), and 3) self-reflexive (justification of authors' own characteristics, perceptions about an integrity, connectivity of a biographical construct). Their justification is provided by an access to pragmatic opportunities, a structure of choice and interests of a respondent.

Interview preparation, selection of a site and setting up procedures for reminiscence (visual material, family tree, etc.). Normative behavior of an interviewer and his control over a situation of an interview.



Sampling of respondents - aimed at a particular social group, or 1) quotas by certain characteristics, 2) “snowball” sample, 3) the saturation method (every case is different from the previous ones). The goal – the most complete set of contrasting options, a saturation limit of contrasting choices.

Methods of measurement depending on the task:

- a leitmotiv interview that can better provide a comparative biographical material. The danger of "bureaucracy of a leitmotiv";

- a narrative interview in the version F. Schutze; the most developed in the direction of homology of a story to lived experience (focus on details, conclusion of an image and condensation of information);

- an open interview, close to conversational analysis;

- collecting biographical material through contests, announcements, opportunities of education institutions.

Transcription of collected material as a process of creating a textual reality. Accuracy of fixation varies from an interest in pure contents to analyzing a communicative behavior of a respondent during the interview, his nonverbal reactions (body language): 1) a written language, 2) literary writing, and 3) literary writing with non-verbal communication.

Questions of ethics, legal agreements to participate in an interview, a copyright for a transcript and text analysis.

Required readings:

- Биографический метод: История, методология, практика. Под ред. Мещеркиной Е.Ю., Семенов В.В. М.: Институт социологии РАН, 1994.
- Судьбы людей. Россия XX век. (биографии семей как объект социологического исследования). Под ред. Семенов В.В., Фотеевой К. М.: Институт социологии РАН, 1996.
- Белановский С.А.Свободное интервью как метод социологического исследования.// Социология 4 М. 1991. N 2. С.5-19.
- Журавлев В.Ф.Нарративное интервью в биографических исследованиях. // Социология 4 М,1993-1994, N 3-4. С. 34-43.



- Биографическое интервью .(Мещеркина Е.Ю. в соавт.с Е.Н.Астафьевой, О.Е.Кошелевой, В.В.Нурковой). М.: Изд-во УРАО, 2001.

Recommended readings:

- Bertaux, D. & Kohli, M. The life story approach: a continental view. Annual Review of Sociology, 10,1984. P. 215-237.
- Dausien B. Biographie und Geschlecht Zur biographischen Konstruktion der Geschlechterkonstruktion in der sozialen Praxis. Frankfurt am M: Duden, 1997.
- Kohli, M. & Roberts, G. (Hg.). Biographie und soziale Wirklichkeit. Stuttgart: Metzler, 1984.
- Schutze, F. Biographieforschung und narratives Interview. In: Neue Praxis, 3, 1983. S.283-293.
- Schutze, F. Kollektive Verlaufskurve oder kollektiver Wandlungsprozess.Dimensionen des Vergleichs von Kriegserfahrungen amerikanischer und deutscher Soldaten im zweiten Weltkrieg // BIOS 1989, H.1, S.31-109.

Theme 7. Text analysis of biographical interviews: F. Schutze concept, G. Rozenhal. Grounded Theory (Glaser, Strauss and Corbin).

Assessment of available biographical data is differentiated:

- 1) profile assessment as classification, identification of units of analysis in relation to a pre-determined system of categories (grounded theory by Glaser, Strauss, Corbin);
- 2) content analysis (Meiring)
- 3) analysis of process structure of life on the basis of narrative interviews (Schutze);
- 4) objective hermeneutics by Oevermann, reconstruction of biographical construction by H. Bude;
- 5) conversational analysis;
- 6) psychoanalytic approach to analysis of biographical texts (Lorentser).

In hermeneutic reconstruction of texts (German tradition – F.Shutze. G.Rozental, V. Fisher-Rosenthal, P. Allheit, etc.) there are two fundamental principles: the principle of *reconstruction analysis* and the principle of *selectivity*. Reconstructive analysis by the method of abduction (the term of Charles Peirce) - saturation by hypotheses that are tested on different that are analyzed sequentially. In terms of abductive reasoning sequential analysis means 1) generating possible hypotheses about empirical



data, 2) formulating consequences from hypotheses about possible future development (hypothesis-consequences), and 3) comparison or contrasting with an actually occurring event (an empirical test).

Grounded theory by A. Strauss. Three types of coding of qualitative data. Open coding - finding themes and attributing primary codes, the first attempt to condense a mass of obtained data into **categories**. In axial coding a set of primary codes or pre-conceptions is organized, and its aim is to review and verify primary codes as well as to formulate an axis (a leitmotif) of the key concepts in an analysis. Selective coding is used after an alignment of concepts and organization of the entire analysis around a few central ideas or generalizations.

Required readings:

- Мещеркина Е.Ю. Качественные методы в гендерной методологии // Гендерный калейдоскоп. Под ред. Малышевой М.: Изд-во ИСЭПН, 2001, С.169-187
- Мещеркина Е.Ю. Феминистский подход к интерпретации качественных данных: методы анализа текста, интеракции и изображения // Введение в гендерные исследования. Часть 1. Под ред. И.Жеребкиной. Харьков: ИГИ, С.-Петербург: «Алетейя», 2001. С.197-237.
- Ньюман Л. Анализ качественных данных 1998 - Эл.ресурс: <http://www.ecsocman.edu.ru/socis/msg/214021.html>
- Семенова В.В. Качественные методы: Введение в гуманистическую социологию. М.: Добросвет, 1998.
- Страусс А., Корбин Дж. Основы качественного исследования: обоснованная теория, процедуры и техники. М.: Эдиториал УРСС, 2001.
- Тернер Р. Сравнительный контент-анализ биографий // Вопросы социологии. 1992. Т. 1. № 1. С. 121-133.
- Ярская-Смирнова Е.Р. Нарративный анализ в социологии // Социологический журнал, 1997, N 3. С. 38-61.

Recommended readings:

- Здравомыслова Е., Темкина А. Анализ нарратива: возможности реконструкции сексуальной идентичности // В поисках сексуальности: Сборник статей. Под ред. Е. Здравомысловой и А.Темкиной. СПб.: Изд-во Д. Буланин, 2002. С. 549-558.
- Denzin N. Interpretative Biography. Newberry Park, CA: Sage, 1989.
- Трубина Е. Г. Рассказанное Я: отпечатки голоса. Екатеринбург: Изд-во Урал. ун-та, 2002.



Theme 8. The complementary strategy of analysis: a qualitative content analysis, psychoanalytic interpretation of a text, objective hermeneutics (U. Oevermann), conversational analysis and content-analysis.

Three variants of a generalized model of content analysis: generalizing, explaining and structuring. Generalizing content analysis is a reduction of material, which retains the basic content, which is paired with a creation of a brief overview of a text. Among the methodological rules of generalizing analysis are paraphrasing, generalization on an abstract level, the first reduction, the second reduction.

Psychoanalytic textual analysis is concerned with the theory of symbolization (Lorentser). Lorentser distinguishes between three levels of adult experiences (pre-symbolic, sensual-symbolic and linguistic-symbolic) that arise from interactive scenes in a variety of fields and structure a biography. Different layers of experiences form a dynamic alliance which is characterized by dialectic of rationalization and emotionalization, normative control and spontaneous expressiveness. Two types of repression and two types of unconscious are genetically differentiated - a stereotypical emotionalization, which "deprives the language" or rationalization, which emotionally drains a speech.

Objective structural hermeneutics by U. Oevermann pretends to reconstruct objective structures of values in a text. In the center of objective hermeneutics is the concept of structure that can reproduce itself, i.e. identical double, and transform, finding a new image. Structures (grammar, logic, morality, rationality) are reproduced as universal rules that open and limits for a person a space for action.

Conversational analysis as a set of formal principles of social organization of language and non-linguistic interaction (Bergmann, Garfinkel, Sachs, Schegloff, Jefferson). Ethnomethodological assumptions about social reality that are "embodied" in practical day-to-action: social order is perceived as a process of assigning values and meaning. Terms of this process which mediates production reality are in "competence" of participants.

Intent-analysis is aimed at a reconstruction of intentions in a dialogue. In the center of attention are moving functional characteristics of a speech related to communication, which it provides, and with a



partner of communication. Analysis of a dialogue is aimed at a reconstruction of a subtext. Methods of analyzing a structure of communication: 1) separation of dialogues, that take a form of a question-answer interview, and other dialogues, 2) specification of reply response of a partner of communication, 3) qualifications of questions that initiate a particular answer of a partner. Specific behaviors of participants is identified, and a quantification is possible: frequency of qualifying patterns of conversational activity.

Required readings:

- Лоренцер А. Археология психоанализа. М.: ПрогрессАкадемия, 1996.
- Уотсон Р. Этнометодологический анализ текстов и чтения // Социологический журнал. 2006. № 1-2. С.91-128.
- Ушакова Т. Н., Павлова Н. Д. Слово в действии. Интент-анализ политического дискурса. Издательство: Алетейя, 2000.

Recommended readings:

- Руткевич, А.М. Глубинная герменевтика А.Лоренцера // Лоренцер А. Археология психоанализа. М.: ПрогрессАкадемия, 1996. С. 265-294.
- Почепцов Г.Г. Методы анализа текстов политических лидеров. // Почепцов Г.Г. Информационные войны. Основы военно-коммуникативных исследований. Ровно, 1999.С. 250-278.
- Oevermann, U. Objektive Hermeneutik - Eine Methodologic soziologischer Strukturanalyse. , Frankfurt /Mein: Suhrkamp, 1989.

Theme 9. Analysis of non-verbal communication, body language of gender-lect communication.
Analysis of visual biographical documents

Research in this area (Zuckerman, Lipets, Hull & Rosenthal, Wallbott, etc.) - on ambiguity of interpretation of body language and the relationship between forms of expression and meaning. Eckman, Friesen describe different types of communicative behavior: interactively relevant behavior and informative behavior, non-verbal communication and non-verbal behavior. Scherer: if verbal behavior is always oriented to the outside, is discrete and invariant, than expressive behavior can be assumed as oriented inward, continuing and have only a possibility of coding. Especially important is an aspect of possible coding: there only exist a possibility of relating of the sign of changes, body language signals are mixed and their meaning depend on a context.



Gender dimensions of body language. Body language as a sum of two gender-lects (like dialects), male and female; participation of the concept of attractiveness of polarization of gender-lects (Birdwhistell) which are associated with autonomy, self-consciousness and power (masculinity), or submission and self-attention (femininity). Coding of male and female body by clothes, hairstyle, body discipline, facial expressions, gestures, voice, etc. Rituals of dominance and submission, topology of power in spatial dimension. A right to physical contact, depending on gender socialization practices. Ritualization and hierarchy of rights to touch, reflecting not only social stratification, but also sexual dimorphism.

Sociological understanding of an image is constructed the way it is to interpret by hermeneutic and semiotic means contents of social values and meanings in their visual symbolism (Mueller-Dohm S.). Method of understanding an image should be adequate to its object, which is characterized, on the one hand, by a display, and on the other hand, by an informative message. Displaying is a reproduction, but an arbitrary mechanism of representation may obscure ideological message that gives duality of an image. Symbolically materialized representation is studied in sociology as a part of representational system, an interpretive order of society. In the center of the analysis, in the words of T. Adorno are codes of social content.

Methods of image interpretation are based on the logic of an image and can be similar to sequential analysis in objective hermeneutics. In this case, a non-verbal part of an image stands as a part of intersubjectively related practice of understanding. Social practice of communication in respect to visualization is structured three times: in the message of an image as a triad of meaning, sense and sign; in the producers message; in recipients message. Applied to an analysis of individual cases, development of a leitmotif that structures all three phases of analysis – descriptions, reconstruction and interpretation – is recommend.

Required readings:

- Брекнер Р. Изображенное тело. Методика анализа фотографии // Интеракция. Интервью. Интерпретация. 2007. №4. С. 13-32.
- Визуальная антропология: новые взгляды на социальную реальность. Сб.науч.ст./ Под ред. Е.Р.Ярской –Смирновой, П.В.Романова, В.Л.Круткина. Саратов: Научная книга. 2007.
- Кириллина А.В. Освещение связи языка и пола в истории лингвистики // Теория и методология гендерных исследований. Курс лекций. /Под общей ред. О.А.Ворониной. М.: МЦГИ-МВШСЭН-МФФ, 2001. С.366-381.



- Крейдлин Г.Е. Невербальная семиотика. М.: "Новое литературное обозрение", 2002.
- Рождественская Е.Ю. Перспективы визуальной социологии // Социологический журнал, 2008, № 4, с.70-83

Recommended readings:

- Birdwhistell, R.L. Kinesics and context. Philadelphia: University of Pennsylvania Publications, 1970.
- Duncan, S.D. & Fiske, D.W. Face-to-face interaction. Erlbaum, Hillsdale, 1977.
- Soeffner H.-G. Visual Sociology on the Base of 'Visual Concentration' // Knoblauch H., Schnettler B., Raab J., Soeffner H.-G. Video-Analysis Methodology and Methods. Qualitative Audiovisual Data Analysis in Sociology. Frankfurt/Main: Peter Lang. 2006. P.156-172.

5. Course Examples

Seminar Control Questions

1. What are the differences between quantitative and qualitative approaches in sociology?
2. How do categories of life course and biography as a story are related to each other?
3. Can you tell the "space" and "time"?
4. What kind of mutual influence can exist between discourses of oral history and biographical research?
5. What is the task of a sociologist who studies biographical and qualitative materials?
6. How is the paradox of meaning creation and chronology of a biography resolved?
7. What are the limits on the use of the narrativist approach applied to texts about everyday life?
8. What is the status of everyday life as manifested in everyday language: substantial, being-already-there, or functional?
9. How to grow a narrative, the story about an event, methodically?
10. What are the criteria of narrative events?
11. What is the product of a narrative interview?
12. How can an intervention in an interview process be methodically controlled?
13. What kind of ethical problems arise in a process and as a result of a narrative interview? Who owns a copyright to the transcript and the interpretation?



14. What are the differences in methodological basis of different schools of qualitative research?
15. What levels of validity can be provide by triangulation in a biographical study?
16. What is the principle of sequentionality in the analysis of text and visual documents?
17. What kinds of elements of intermediate interpretations of a text may be formalized and quantified? What is the principle of computer processing in analysis of qualitative data?
18. What research solution would you suggest for the analysis of a performative part of an interview? Do what we see, watch, support by gesture have a research perspective and how to implement it the protocol of an interview?

Essay Themes

- Social functions of autobiographical memory
- Gene-sociogram in the context of family history and individual biography
- Changes of biographical timing in a life course and assessment of its socio-demographic perspectives
- The concept of practices against the concept of frames in the field of biographical research
- The epistemological problem of merging of an object and method in qualitative research
- Prospects and limitations of a narrativist approach for the analysis of everyday narrative
- The principle of homology between experienced and narrated in the concept of F. Schutze
- Interpretive analysis of any visual object (a photo, theater production, a film, a collage, a painting, a performance, etc.)
- Genderized disciplined body, practices of cultural conditioning, space of fashion and everyday life as various scenarios of physical identity
- Bodily communication of genders and two gender-lects on various social scenes



National Research University-Higher School of Economics
040100.68, Sociology Master 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

Cultural Practices of (Post)Modernity in the Context of the Theory of the Modern

040100.68, Sociology Master Program

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Moscow, 2013

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1. Goals and objectives of the discipline

The theoretical aim of this course is to provide a description of the basic problems and approaches of the sociology of culture by examining the problems of society, culture and civilization through the prism of the concept of modernization - the European project and experience of "modern," "modern" society, or a differentiated system of its autonomous institutions.

Special attention is given to forms of cultural identification, or the ways of symbolic inscription, fictional representations, dramatizing of social problems by various media--e.g., literature, photography, cinema, the Internet (with a focus on their specific features)--and possibly affect cultural meanings within everyday life.

A practical task of the course is to formulate ways to analyze modern cultural practices (from cinematographic and literary texts or Internet communications to practices of everyday life in urban space). This part focuses on cultural practices of modern Russia.

During the course students

- will learn the sociological meaning of the terms "modern" and "modernization," modernity and "post-modernity" culture, mass society, and mass culture, along with the means of mass communication via the national state, a subject, identity, everyday life, and public space.
- will learn how to use sociological tools to characterize mechanics of cultural institutions of the modern society, will be able to recognize and describe the main differences between traditional and value-normative ways of regulation of social relationships, to understand the conditions of production of symbolic meanings within different cultural institutions, to reconstruct anthropological parameters of Modernity (concepts of space and time, norms of social communication, etc.); and will be able to describe parameters of transformation of the main cultural institutions in different historical moments and changing structure of social interactions, and will learn the Russian specificity of these global processes.



- will acquire knowledge of the methodological basis of the contemporary interdisciplinary science, on the sociological version of which the course is based: of the sociology of culture and cultural sociology, the tradition of cultural studies and the Russian version of cultural studies, visual studies, media studies, urban studies, philological tools which are relevant for analyzing of cultural texts, etc.; and will be able to justify the methodological choice in creating students' own program for a interdisciplinary research project.
- will be able to apply interdisciplinary sociologically-founded theory of the Modern (modernity and post-modernity) for interpretation of cultural texts and practices and be able to create a program of the students' own research focused on Russian everyday life.

Classes are held in the form of interactive lectures and group discussions, with using of photos, movies and documentaries. Classes are held partly in space "in the field": in malls and supermarkets, cinemas, as well as the Museum Tsaritsyno. The final examination takes the form of a mini-conference.

2. Thematic plan for the academic discipline

№	Title of the topic	Total hours on discipline	Lecture Hours	Self-reliant work	Seminar and Practice sessions
1	Culture as an anthropological program and its institutionalization in modern societies		4		4
2	Sociological interpretations of popular culture. Literature as a social institution.		2		2
3	The main features of contemporary visual culture. Cinema as a social		8		8



	institution and cultural practice.				
4	Fantastic and utopian in culture: a sociological analysis.		2		2
5	Soviet and post-soviet culture (constructions of the past and the present)		2		2
6	Public space and the culture of consumption in contemporary urban environment: general characteristics, the Russian specifics.		3		3
	Total	216	21	174	21

3. Grading

3.1 Discipline grading

- A review of a certain scientific paper, ~2-3 pages
- A written home assignment (a sociological analysis of a literary text), ~2-3 pages
- Final examination (making a presentation at a mini-conference)
- Participation in discussions is also taken into account

4. Discipline Contents

Theme 1. Culture as an anthropological program and its institutionalization in modern societies.

This theme will cover the following subjects: introduce the class to the course; the methodological foundations of sociology of culture and affiliated scientific programs involved in the analysis of contemporary cultural practices; sociological concepts of "modern" and "modernization;" traditional and value-normative ways of regulation including roles and social institutions; concepts of culture and cultures; approaches to conceptualize modernity and post-modernity in culture; the anthropological



model of modernity in terms of its concepts of man in a society of the Modern; concepts of space and time along with their changes; the role of media in a modern transformation, and the nature of modern media in a changing culture; changing structures of social interactions; and the city as a "laboratory of modernity."

Required readings

- Вебер М. Основные социологические понятия // Вебер М. Избранные произведения. М.: Прогресс, 1990. С. 625-636.
- Хабермас Ю. Философский дискурс о модерне. М, 2003.
- Зиммель Г. Большие города и духовная жизнь//Логос. 2002. №3. С.23-35.
- Элиас Н. О процессе цивилизации. Социогенетические и психогенетические исследования. В 2-х т. М., 2001.
- Андерсон Б. Воображаемые сообщества. М., 2001.
- Беньямин В. Шарль Бодлер. Поэт в эпоху зрелого капитализма//Беньямин В. Маски времени. Эссе о культуре и литературе. СПб., 2004. С.79-122.
- Гирц К. Влияние концепции культуры на концепцию человека// Антология исследований культуры. СПб., 1997. С.115-138; Гирц К. Насыщенное описание: в поисках интерпретативной концепции культуры// Гирц К. Интерпретация культур. М., 2004.
- Бауман З. Текучая современность. СПб: Питер, 2008.

Recommended readings

- Филиппов А. Категория «современности» в зеркале социологической классики// История теоретической социологии. В 4 т. Т.4 /Отв. ред. и сост. Ю.Н. Давыдов. – СПб.: РХГИ, 2000. С.560-597
- Козлова Н.Н. Социально-историческая антропология. М.: Ключ-С, 1999.
- Вебер М. Протестантская этика и дух капитализма //Вебер М. Избранные произведения. М.: Прогресс, 1990. С. 61-207.
- Парсонс Т. Система современных обществ. М., 1997.
- Элиас Н. О процессе цивилизации. Социогенетические и психогенетические исследования. В 2-х т. М., 2001.
- Зиммель Г. Понятие и трагедия культуры. Конфликт современной культуры// Зиммель Г. Философия культуры. Т.1. М., 1996, С.445-474
- Геллнер Э. Пришествие национализма. Мифы нации и класса//Нации и национализм. М., 2002. С.146-160



- Бодрийяр Ж. Город и ненависть// Логос. 1997. № 9.С.107-117.
- Булгакова О. Фабрика жестов. М.: НЛЮ, 2005.

Theme 2. Sociological interpretations of popular culture. Literature as social institution.

This theme will cover the following subjects: the role of the literature and reading in the construction of modernity through historical and sociological aspects; civil society, bourgeois culture and the institution of literature; anthropology of reading, "a man who reads;" social significance of the "realism" circa nineteenth century; literature as a social institution featuring values, norms, and roles; historical processes as a specification of roles within the institution of literature and the current state of Russia; popular culture's definition and historical boundaries; high and mass literature: history, functions, basic characteristics, lines of distinction, and relationship; avant-garde programs and manifests as the tools of the dynamics of high literature; the phenomenon of national literatures; the concept and social function of literary classics; series, number of copies, and genre structure of popular literature; the phenomenon of the mass magazines; socio-cultural analysis of a publication; and the socio-cultural analysis of a literary texts in terms of their schemes and basic principles.

Required readings

- Гудков Л., Дубин Б., Страда В. Литература и общество: введение в социологию литературы. М.: РГГУ, 1998.
- Дубин Б. Слово - письмо - литература: Очерки по социологии современной культуры. М.: НЛЮ, 2001, особенно: Дубин Б. Испытание на состоятельность: к социологической поэтике русского романа-боевика.
- Венедиктова Т. Секрет срединного мира. Культурная функция реализма XIX века/ / Зарубежная литература второго тысячелетия: учебное пособие. М., 2001 С. 186 - 220.
- Кавелти Дж. Изучение литературных формул//Новое литературное обозрение.1996. №22. С.33-64.
- Самутина Н. В. Современные концепции синефилии и читатель/зритель в актуальной медиасреде// Иностранная литература. 2008. № 9.

Recommended readings

- Гудков Л., Дубин Б. Литература как социальный институт: Статьи по социологии литературы. М., 1994



- Маклюен М. Понимание медиа: внешние расширения человека. Москва-Жуковский: Канон-Пресс-Ц, Кучково поле, 2003.
- Бурдье П. Социальное пространство: поля и практики. М., 2005
- Аронсон О. Богема: опыт сообщества. Наброски к философии асоциальности. М.: Прагматика культуры, 2002.
- Дубин Б. Семантика, риторика и социальные функции «прошлого»: к социологии советского и постсоветского исторического романа. М.: ГУ ВШЭ, 2003.
- Массовая культура. М.: Прагматика культуры, 2005.
- Популярная литература: Опыт культурного мифотворчества в Америке и в России. М: МГУ, 2003.

Theme 3. The main features of contemporary visual culture. Cinema as a social institution and cultural practice.

This theme will cover the following subjects: the concept of visual culture; methodological aspects and central areas of visual research in visual sociology, cultural anthropology, cultural studies, cinema studies, etc; problematization of modernity in terms of audio-visual media from an historical and typological aspect; stages of development of visual environment and its basic characteristics; changes in the visual environment during the second half of the XIX century as well as the parameters of changes (e.g., private vs. public, art vs. documentary, requirements for competence of urban residents, etc.); photography as a first visual medium of our time and the formation photographic vision types; cinema as a cultural phenomenon of the twentieth century; cinema as a social institution in terms of its principles and main features; early movie as a socio-anthropological phenomenon and a milestone of modernity; sociological theories of early cinema as an example of a successful research program; audiovisual media and the problem of reality of the twentieth century; visual and ideology, genre and ideology and how to approach their analysis; sociological analysis of the thriller, war film, and comedy genres; sociology's response to the problem of cinema and history; digital images; theories of media convergence; and the intersection of movies and the internet as a new understanding of community.

Required Readings

- Беньямин В. Произведение искусства в эпоху его технической воспроизводимости //Беньямин В. Избранные эссе. М., 1996.
- Вирильо П. Машина зрения. Спб.: Наука, 2004



- Самутина Н.В. Трансформация объекта как вызов науке о кино // Новое литературное обозрение. 2011. №109.
- Cinema and the Invention of Modern Life/ Charney L., Schwartz V.R., eds. Berkeley: University of California Press, 1995.
- Doane M.A. The Emergence of Cinematic Time: Modernity, Contingency, the Archive. Cambridge (Mass.) and London: Harvard University Press, 2002
- Самутина Н. В. Теория, история, аттракцион: раннее кино и новые медиа. // "Гуманитарные исследования" (ИГИТИ ГУ-ВШЭ), 2009. Вып. 7 (44). 44 с.
- Jenkins H. Convergence culture. Where old and new media collide. New-York University press, 2006.

Recommended readings

- Самутина Н. В. "Cult camp classics": специфика нормативности и стратегии зрительского восприятия в кинематографе // "Гуманитарные исследования" (ИГИТИ ГУ-ВШЭ), 2008. Вып. 1 (31). 44 с.
- Самутина Н.В. Современное европейское кино и идея культуры ("прошлого"). М.: ГУ ВШЭ, 2003
- Гавришина О. Империя света. М., 2011.
- Ямпольский М. Видимый мир. М., 1993.
- Bordwell D., Staiger J., Thompson K. The Classical Hollywood Cinema: Film Style and Mode of Production to 1960.- L., 1985;
- Dyer R. Heavenly Bodies: Film Stars and Society. N-Y, 1986.
- The Cinema of Attractions Reloaded./ Ed. W. Strauven. Amsterdam University Press, 2006. Cinephilia: Movies, Love and Memory/ Ed. M. de Valck and M. Hagener. Amsterdam: Amsterdam University Press, 2005.
- Rosenstone R. Visions of the Past: the Challenge of Film to our Idea of History. Cambridge, 1995.
- Emmison, M., Smith, P. Researching the Visual. London: Sage, 2000.
- Chalfen, R. Snapshot Versions of Life. Bowling Green, OH: The Popular Press, 1987.
- Handbook of Visual Analysis/ Eds. van Leeuwen, T., Jewitt, C. London: Sage, 2001.

Theme 4. Fantastic and utopian in culture: a sociological analysis

This theme will cover the following subjects: fantastic as a socio-anthropological role and function in the culture of modernity; the emergence of fantastic as a modern fictional modus between the turn of



nineteenth and twentieth centuries; fantastic and elitist versus fantastic and mass; the phenomenon of Fantastic Realism; the phenomena of utopia and dystopia; the specifics of fantastic cinema in the cinematic genres; fantastic “others;” the problem of the rational/irrational dichotomy in the concept of personality; love as an ideological and social construction and its place in a fantastic story; the role of special effects in an implementation of ideology and a social meaning of fantastic cinema; specifying social themes in fantastic movies of the 1930s, 1950s, 1980s and the present; and the 1950s in the United States, a period demonstrating the causes of the golden age of the American sci-fi movie, realized anthropological constructions, iconography, and modern reception.

Required readings

- Фантастическое кино. Эпизод первый. М.: НЛЮ, 2006. Особенно тексты:
- Вивиан Собчак. Девственность астронавтов: секс и фантастическое кино.
- Фредерик Джеймисон. Прогресс versus утопия, или можем ли мы вообразить будущее.
- Александр Филиппов. Восстание картезианцев: к социологической характеристике фильма «Бегущий по лезвию».
- Скотт Бьюкатман. Искусственная бесконечность. О спецэффектах и возвышенном.

Recommended readings

- Тодоров Цветан. Введение в фантастическую литературу. М.: Дом интеллектуальной книги, 1997.
- Sobchack V. Screening Space. The American Science Fiction Film. Rutgers University Press, 1987.
- Telotte J.P. Science Fiction Film. Cambridge, Mass.: Cambridge U.P., 2001.
- Bukatman S. Matters of Gravity: Special Effects and Supermen in the 20th Century. Duke University Press, 2003.
- Bauman Z. Utopia with no topos // History of the Human Sciences Vol. 16 No. 1. L.: SAGE Publications, 2003. Pp. 11–25

Theme 5. Soviet and post-soviet culture (constructions of the past and of the present)

This theme will cover the following subjects: introduce students to contemporary studies of Soviet culture along with the key names and methodological approaches; the problems of social-cultural transformations, basic cultural differences, means of distinguishing and fixation; methods for the



reconceptualization of space and time, the post-soviet "others," "battles for history", restorations, and reconstructions in terms of ideological, social, and cultural differences; the phenomenon of post-soviet "nostalgia" along with approaches to analyze it; the cult of Soviet cinema as a social phenomenon; and the Soviet imagery in post-soviet visual space.

Required readings

- Самутина Н. Степанов Б. «А вас, Штирлиц, я снова попрошу остаться...» К проблеме современной рецепции советского кино// Неприкосновенный запас. 2009. №3 (65).
- Дозор как симптом. М.: Фаланстер, 2006.
- Советская власть и медиа. СПб: Академический проект, 2006.
- Самутина Н. Идеология ностальгии: проблема прошлого в современном европейском кино. М.: ГУ ВШЭ, 2007
- Дубин Б. Интеллектуальные группы и символические формы. Очерки социологии современной культуры. М.: Новое издательство, 2004.

Recommended readings

- Аронсон О. «Советское»: труд образа//Аронсон О. Коммуникативный образ. М.:НЛЮ, 2007. С.315-350.
- Кино: политика и люди (30-е годы). М.: Материк, 1995.
- Булгакова О. Фабрика жестов. М.: НЛЮ, 2005

Theme 6. Public spaces and culture of consumption in contemporary urban environment: general characteristics, the Russian specifics.

This theme will cover the following subjects: theories and approaches to the analysis of social space; visual sociology and the analysis of urban space (e.g., methods of organization of vision, signs, visible and invisible borders, etc.); space and social stratification; perception as a socio-cultural aspect; approaches to modern perception from Walter Benjamin (flaneurs, movement in the passages) to Anne Friedberg (mobilized virtual view); perception and consumption as concept boundaries; the main loci of consumption in the culture of modernity; a supermarket or a mall as a social phenomenon; visitors of a mall as an object of study; socio-cultural transformation, public spaces and spaces of consumption in Russia; and the transformation of socio-cultural space of the Museum-Reserve Tsaritsyno as possible illustrative case.



Required readings

- Беньямин В. Париж, столица девятнадцатого столетия//Беньямин В. Произведение искусства в эпоху его технической воспроизводимости. Избранные эссе. М.: "Медиум", 1996
- Бьюмонт М. Мир как универсальный магазин: утопия и политика потребления в конце XIX века//Новое литературное обозрение. №70.
- М. де Серто. Рассказанное пространством//Объять обыкновенное. Повседневность как текст по-американски и по-русски. М.: МГУ, 2004. С.75-95.
- Самутина Н. В., Комарова Н.Н. «Тонны воды летят по немислимым траекториям»: фонтан-аттракцион и новая образность парка Царицыно // Неприкосновенный запас. 2011. № 1 (75).
- Бурстин Дж. Сообщества потребления// THESIS. 1993. Вып.3.
- Сеннет Р. Падение публичного человека. М.: Логос, 2002.

Recommended reading

- Джейкобс Дж. Смерть и жизнь больших американских городов. М.: Новое издательство. 2011
- Трубина Е. Город в теории: опыты осмысления пространства. М.: НЛО, 2011.
- Ann Friedberg. Window Shopping: Cinema and the Postmodern. University of California Press, 1994.
- «Прагматика города». Спец. выпуск журнала «Логос»//Логос. 2002. №3/4.
- Бауман З. От паломника к туристу//Социологический журнал.1995. N 4.
- Филиппов А. Социология пространства. Санкт-Петербург: «Владимир Даль», 2008.

4. Assignments and Material to be Evaluated

4.1 Text for reviewing: Дубин Б. Испытание на состоятельность: к социологической поэтике русского романа-боевика// Дубин Б. Слово - письмо - литература: Очерки по социологии современной культуры. М.: НЛО, 2001

4.2 Other Assignments

For the home written assignment: the key points of a sociological analysis of a fiction book



Comment on the appearance of a book as an expression of the social nature of the text's existence. Compare a fiction book to a scientific book. A complete analysis of the image of a book can be achieved by

1) The nature of functioning of the literary institution and publishing systems (by which factors basically a book's appearance can be explained in terms of costs, printing capabilities, etc.)

2) The relations between innovators and recipients, a cycle of existence of a text in culture and the place of a publication in it.

The structure of the book

1. Representation of the structure of the institute of literature: authoritative instances (a stamp, etc.), representation of a role structure (presence of an editorial board and so on), features of a publishing house (mass, intellectual).

2. Explicit and implicit image of the reader:

a. The presence of appeals from a publisher to a reader, nature of recommendations on a cover

b. Structure of a publication and its addressing, orientation for the specialized or non-specialized reader, presence and the character of introduction, commentaries, a way of representing a text (features of paper, margin widths, presence of sheets for recording)

3. Cultural meaning of the publication

a. type of publication (a separate book, collected works) and the status of an author (s)

b. seriality as a way of social organization of cultural innovations, the principle of increasing of cultural time. Series as "a compromise between innovation groups and strata of authors who are programmed for himself in a series (its composition, shape, target audience) reserves of the future action, and a and social institution of publishing that preserves in principles of typisation (of a book's composition, design, number of copies) capabilities of its control over a situation" (Lev Gudkov, Boris Dubin. Literature as a social institution: Articles in sociology of literature. M., 1994. In Russian).

4. How to specify an evaluation system of a text:



a) references to "classic", "avant-garde", "mass", "genre" and others framework definitions; an image of an author (features of his/her portrait);

b) visual and physical features of a book and how to overcome the cultural barriers between a text and an audience – a message of an edition (pathos of its relevance, urgency), translation of esoteric contents to external appearance, a way of self-presentation (use of exposition capabilities of books, character of its sociability); the ratio of neutral printing and expressive design; meaning of covers and slip covers, their design, material, color (brightness as a sign of accessibility, use of symbols of high value and universal significance, black color as normativity, white color as naturalness).

5. The ratio of owning a book and familiarization with a text, focusing on a particular way of reading--a book in terms of a collector and a library--a format, quality of polygraphy (paper, printing).

Questions for the documentary film “The shock of the nude: Manet’s Olympia”

- 1) Which social processes and problems of the Modern period are relevant in understanding message of the Manet’s painting? Can the context of the painting’s perception, which the film presents, be considered as modern or postmodern?
- 2) How is the art field presented? Which interactions and with what institutes, groups and agents are relevant in understanding the strategy of the painter? Which conception of art is expressed in the project of arts critic reflexion which is presented in the film? What are the differences of this film from other more traditional films concerned with artworks?
- 3) Which media are involved in the creation of a full picture of the historical reception of Manet painting?
- 4) How are functions and forms of power presented in the film?
- 5) In what sense the painting is realistic? Which methods of reconstruction of the painting’s meaning and painting’s interpretation film’s participants propose? Which models of mimesis in the art correspond to each of these methods?
- 6) How is an idea of modernity expressed in the film? How is it developed in the construction of the film?

Questions for a socio-cultural analysis of a genre artwork (literature, cinema).



- 1) The general definition of a genre, allocation of mandatory elements of a formula and a field of unique images / values.
- 2) Determining a type of a hero. Who acts? From where a hero comes, which values does he claim and what ideology does he represent?
- 3) What is the structure of a central conflict? How is a conflict resolved? Which factors contribute to this? etc.
- 4) Relationship to others: who are the "significant others" in an artwork, their description, if interactions with them are reasonable, if a conflict is resolvable in principle.
- 5) What is a ratio of gender roles and which standards for sexual conduct are set? How are family and home, and in general "a hero's own space" and "insiders" represented? Is it marked as a private space or is a collective identity expressed spatially, etc?
- 6) How can constructions of subjectivity and identity be described - whether they are expressed in figures of self-reliance, individual responsibility, self-sacrifice for performance of a duty, self-searching, etc? Is the psychology of a story and its characters' intentions clear?
- 7) Does a possibility of developing is laid in anyone of characters?
- 8) What are the aesthetic features of an artwork and how do they interact with a socio-anthropological construction? Is the artwork an intricate point of view, improperly direct speech, text in a text, etc?
- 9) Is it clear to whom an artwork is addressed? Are there any "shifts" in types of addressing and possibilities of changing ways of readings?

Questions for an analysis of urban space of a mall

- 1) How does space of mall look like? How does it differ from the space of the other big stores? What is its structure? Which materials constitute its shape? What could be said about the architectural style of the building? How are seasonal changes and fashion trends reflected in its design? How is it written in surrounding urban space and interacts with it?
- 2) Is the space of a mall unified or are there different loci? Which spaces are open and closed from view or inaccessible by movement? How are preferred direction of gaze specially formed? What is not recommended to look at? How are the availability or unavailability of different parts of space marked? In what sense does an organization of space embody principles of egalitarianism and social stratification?
- 3) How are consumption situations set and signified? What are meanings and values connected with different types of products? Is there any policy of representation of prices?



- 4) What can we say about people who visit a mall, their age, and social status? Is there a space specially marked in terms of gender?
- 5) What types of movement can be noticed in space of a mall?
- 6) How can we identify and explain the Russian specificity of a mall (if any)?

Requirements for a case for presentation

- 1) It must be a single text or a relatively small set of texts, such as a movie or a few movies, exhibition or series of photographic works, an event or episode from the current cultural practice presented in one or more sources, etc.
- 2) A case must be of modern Russian cultural practices, including the Russian reception of some western phenomena. Exceptions are not desirable and possible only if they are clearly justified (relevance, lack of study, an opportunity to build a multidimensional comparative analysis, etc.)
- 3) A case is better to be associated with visual (from photography and films to urban environment and the Internet), but literature in general and poetry in particular are possible.
- 4) A case should be agreed with the lecturer in advance, using a small annotation: which material are taken, approximate plans of dealing with it, a list of literature on a case.



National Research University-Higher School of Economics
040100.68, Sociology Master 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
Theory and Practice of Online-Surveys**

040100.68, Sociology Master Program

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Moscow, 2013

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1. Course Aims

The main aim of the course is to introduce the basic concepts and tools of marketing online surveys to students. This course includes an analysis of online research preconditions, describes the process of creating and maintaining of online panels, and provides gives basic knowledge about the specifics of online-survey instruments. The course also analyzes the key trends in the research industry. A separate set of questions is dedicated to online data quality as well as ways to improve reliability. The course is practically oriented: it presents many examples and empirical studies conducted in Russia and other countries. An important objective of the course is to develop students' practical skills to conduct their own quantitative and qualitative online-surveys.

2. Thematic plan for the academic discipline

№	Title of the topic	Total hours on discipline	Lecture Hours	Self-reliant work	Seminar and Practice sessions
1	Concept, types and history of surveys using the Internet	24	4	16	4
2	Online panels	28	4	20	4
3	Instruments of online-surveys	28	4	20	4
4	Verification and quality of data in surveys using the Internet	22	2	16	4
5	Specifics of online-surveys in Russia	14	2	10	2
6	Key tendencies of development of sociological and marketing research	28	4	20	4
	Total	144	20	102	20

3. Course Requirements

This course will require a short writing assignment, a presentation, a final research paper, and a final oral exam.

- Essay, 3-5 thousand words.



- Conduct a mini online-survey. Present 500-1000 words on its results.
- Create an online-panel and write a mini-essay of 500-1000 words concerning the conception of the online-panel.
- Oral exam.

Class attendance, participation in discussions and reports are also counted in a final score.

4. Discipline Contents

Textbooks

Онлайн исследования в России: тенденции и перспективы / Под ред. Шашкина А.В. и Поздняковой М.Е. – М.: Изд-во Института социологии РАН, 2007

Онлайн исследования в России 2.0 / Под ред. Шашкина А.В. и Поздняковой М.Е. – М.: Online Market Intelligence, 2010

Электронные версии учебников доступны по адресу:

<http://www.omirussia.ru/ru/analytics/publications/>

Software

SPSS

Software for online-surveys «SurveyMonkey» (www.surveymonkey.com)

Theme 1

The concept and history of online-surveys

Concept and types of research using the Internet. Appointment of online research. Prerequisites for the online research. History of the rise of online research: from e-mail to an online survey panels. The specifics of communication between the researcher and the participant online customer research. Respondents in the online surveys. Quantitative and qualitative research on the Internet. Advantages and disadvantages of online research. Studies using mixed methods of data collection. Transient methods: Phone-to-Web, CAWI with street or pre-recruitment, online CATI, mobile and WAP-polls. Trends in the development of sociological methods on the Internet.

Required reading

Pete Comley. Online Market Research. In.: Market research handbook. – 5th ed./ Ed. by Mario van Hamersveld and Cees de Bont. – Chichester, UK: John Wiley & Sons Ltd. Pp. 401-404.

Robert W. Monster, Raymond C. Pettit. Market Research in the Internet Age: Leveraging the Internet for Market Measurement and Consumer Insight. – NY: John Wiley & Sons Inc., 2002. Cc. vii-xiv, xv-xxi, 1-60, 117-128, 141-218.



Шашкин А.В. Фокус группы онлайн: новые технологии маркетинговых исследований // МаркетингPRO, №1, 2006.

Theme 2

Online panels

The term online panel, types of online panels. Benefits and disadvantages of online panels. Ways of construction of online panels. Recruiting participants of online panels. Individual profiles of participants, specifics of sample design of target groups for different products and services. B2B, B2C and specialized panels: IT-specialists, children, young mothers, cars owners, etc. Specifics of stimulating of participants. How to verify personal data and check other information. Phenomenon of professional/hyperactive respondents. “Careers” of panel participants or an effect of participation in a panel (effect of continuous participation in surveys on respondents answers). Panel communities: pro and cons. Maintenance of panels. Key indicators of panels quality. Satisfaction of panel participants. The largest panel projects.

Required Reading

Seymour Sudman, Brian Wansink. Consumer panels. – 2nd ed. – Chicago: American Marketing Association, 2002. Сс. 1-18, 19-44, 69-97, 159-168, 169-191.

Онлайн исследования в России: тенденции и перспективы / Под ред. Шашкина А.В. и Поздняковой М.Е. – М.: Изд-во Института социологии РАН, 2006. (Раздел I). Сс. 69-76, 61-68.

Pete Comley. Online Market Research. In.: Market research handbook. – 5th ed./ Ed. by Mario van Hamersveld and Cees de Bont. – Chichester, UK: John Wiley & Sons Ltd. Pp. 404-416.

Robert W. Monster, Raymond C. Pettit. Market Research in the Internet Age: Leveraging the Internet for Market Measurement and Consumer Insight. – NY: John Wiley & Sons Inc., 2002. Сс. 129-139.

Theme 3

Instruments of online surveys

New approaches to research instruments: visualization, interactivity, game components. Harnessing the power of rich media in the toolbox for online surveys: the integration of images, sounds and videos. Technological drag-and-drop, sliders, visual scale for measuring emotions, puzzle questions, “conversation with the brand.” Tools for testing web sites and creativity. Testing logos, names and advertising (video, print, outdoor, internet). The study of attention to visual stimuli: a click-tests, compared with the eye-tracking methodology. Methods of testing promotional videos, trailers, and television shows. Testing of packaging design, 3D modeling products. Virtual shopping shelves and simulation of the process of choice of goods in the store. Development of



tools for online research (for example, guide / profile). Preparation of the questionnaire for self-filling (the structure, logic, the optimal number of questions). The influence online questionnaire design on the quality of responses received.

Required Reading

Шашкин А.В. Интернет как инструмент и платформа маркетинговых исследований // Интернет маркетинг, №4 (34), 2006. – С. 218-224.

Избранные примеры и презентации. Архив автора.

Theme 4

Verification of information and data quality in online surveys

International quality standards in the field of research using the Internet (ESOMAR and CASRO). The document "25 questions ESOMAR, which a customer of online research should ask." Tools for verification of personal data and validation of information: unique links to a survey, methods of software quality assurance, evaluation of responses to open-ended questions, especially filtering questionnaires of dubious authenticity. Influence of tools' design on the quality of responses. Control by re-survey: pros and cons. A comparison of online and offline data collection methods. Specifics of building online samples and ensuring their quality.

Required Reading

Кодекс ESOMAR в области проведения исследований с использованием Интернет. Архив автора.

Pete Comley. Online Market Research. In.: Market research handbook. – 5th ed./ Ed. by Mario van Hamersveld and Cees de Bont. – Chichester, UK: John Wiley & Sons Ltd. Pp. 416-417.

Seymour Sudman, Brian Wansink. Consumer panels. – 2nd ed. – Chicago: American Marketing Association, 2002. Сс. 45-68, 98-131.

Online Social Sciences. Ed. by Bernard Batinić, Ulf-Dietrich Reips and Michael Bosnjak. – Seattle: Hogrefe & Huber Publishers, 2002. Сс. 1-6, 7-26, 49-68, 93-113.

Theme 5

Особенности применения онлайн исследований в России

Исследования Интернет или исследования с помощью Интернет? Крупнейшие российские проекты в области онлайн исследований. Глобальные VS локальные панели. Проникновение Интернет в России и его влияние на онлайн исследования. Применение исследований с использованием Интернет в странах с невысоким проникновением. Примеры проводимых в России онлайн исследований. Репрезентативность онлайн данных.



Использование онлайн панелей для экспериментальных и модельных исследований. Особенности российских пользователей Интернет.

Required Reading

Онлайн исследования в России: тенденции и перспективы / Под ред. Шашкина А.В. и Поздняковой М.Е. – М.: Изд-во Института социологии РАН, 2006. (Раздел I). Сс. 9-12.

Избранные презентации с конференции «Онлайн исследования: конкурентная стратегия лидеров». Архив автора.

Theme 6

Key tendencies of sociological and marketing surveys

Globalization of research. Impact of the Internet on the development of the industry of marketing and sociological research in the field of data collection, analysis and presentation of data. Blurring the boundaries between qualitative and quantitative research. Interviews with the use of mobile phones, smart phones and other means of communication. The transition from text to visual stimuli: questions without words? The integration of research information with CRM data and business intelligence.

Required Reading

Онлайн исследования в России: тенденции и перспективы / Под ред. Шашкина А.В. и Поздняковой М.Е. – М.: Изд-во Института социологии РАН, 2006. (Раздел I). Сс. 9-20.

Pete Comley. Online Market Research. In.: Market research handbook. – 5th ed./ Ed. by Mario van Hamersveld and Cees de Bont. – Chichester, UK: John Wiley & Sons Ltd. Pp. 417-419.

Seymour Sudman, Brian Wansink. Consumer panels. – 2nd ed. – Chicago: American Marketing Association, 2002. Сс. 192-209.

Recommended Reading

Robert W. Monster, Raymond C. Pettit. Market Research in the Internet Age: Leveraging the Internet for Market Measurement and Consumer Insight. – NY: John Wiley & Sons Inc., 2002.

Online Social Sciences. Ed. by Bernard Batonic, Ulf-Dietrich Reips and Michael Bosnjak. – Seattle: Hogrefe & Huber Publishers, 2002.

Doing Internet Research: Critical Issues and Methods for Examining the Net. Ed. by Steve Jones. – Thousand Oaks: Sage Publications, 1999.

Society Online: The Internet in Context. Ed. By Philip N. Howard and Steve Jones. – Thousand Oaks: Sage Publications, 2004.

Seymour Sudman, Brian Wansink. Consumer panels. – 2nd ed. – Chicago: American Marketing Association, 2002.



Andrei Postoaca. The Anonymous Elect: Market Research through Online Access Panels. – Berlin: Springer, 2006.

Отчеты международной консалтинговой компании Cambiar о состоянии рынка онлайн исследований. – Архив автора курса.

Inside Research (журнал для руководителей компаний, занимающихся маркетинговыми исследованиями). Избранные номера доступны в архиве автора курса.

Research World (ежемесячный журнал ESOMAR). Ключевые статьи доступны на сайте: <http://www.esomar.org/index.php/featured-articles.html>

Quirks (журнал по маркетинговым исследованиям). Электронные версии статей доступны после регистрации на сайте: <https://www.quirks.com/>

Журнал «Индустрия рекламы», избранные статьи.

Статьи по методическим исследованиям, проводившимся различными исследовательскими компаниями, доступны в архиве автора курса

5. Topics for Weekly Assignments

1. Concept and types of research using the Internet.
2. Advantages and disadvantages of online research.
3. Online research: new opportunities for social science data
4. The methodology of online research: a new paradigm or a new means of obtaining the data?
5. Traditional and online research methods - integration solutions for practical marketing problems.
6. Ways of access to respondents online and offline. Reasons for popularity of panel studies.
7. The quality of online panels: the standards, methods and software features of its introduction.
8. Research instruments: main trends of development.
9. Effect of questionnaire design on the quality of responses in online surveys.
10. New approaches and methods for online testing of product concepts, creative materials, advertising, and websites.
11. Data quality in online research: accuracy of the personal data, methods of assessing the quality of filling in questionnaires.
12. Sampling techniques in online research.
13. The main mistakes online surveys as a threat to validity and reliability of data.
14. Influence of Internet access on the reliability of online research. Specifics of online surveys in countries with low Internet access.
15. Online research in Russia: key players, panel projects, the dynamics of development, the product categories that you can research online.
16. The possibility of obtaining representative data in online surveys.
17. Main trends of research industry.

6. Research Theme Examples



Участниками исследования могут быть друзья, знакомые, посетители определенных сайтов или форумов. Для выполнения задания студенты снабжаются необходимым программным и методическим инструментарием. Результаты исследования представляются в форме микро-эссе и устного сообщения на семинаре. Микро-эссе – письменная работа, объемом не менее 500 слов и не более 1000 слов. В микро-эссе рекомендуется сочетать теоретический материал курса с анализом проведенного исследования. Возможная структура микро-эссе

- Программа исследования (цели и задачи, выборка, инструментарий, описание этапов исследования);
- Основные результаты исследования (процесс проведения исследования и его основные результаты, методическая рефлексия, оценка перспектив применения подобных исследований);
- Заключение (ключевые выводы в краткой форме).

В ходе устного сообщения автор микро-эссе рассказывает о проведенном исследовании, отвечает на вопросы коллег и участвует в дискуссии по теме. Устное сообщение по микро-эссе не превышает 10-15 минут.

Theme 1. To conduct your own online survey. The research can be either qualitative (in the format of the chat or forum) or quantitative through an online questionnaire by sending invitations and analyzing results. Friends, acquaintances, and visitors to particular sites or forums can take part in the survey. For this task, students are provided with the necessary software and methodological tools. Results of the study are presented in the form of micro-essays and oral presentation at the seminar. The micro-essay are written work of no less than 500 words and no more than 1000 words. It is recommended that the micro-essay combine the theoretical course material with an analysis of the study. Possible structure of the micro-essay:

- Research Program (goals and objectives, sampling, tools, description of the stages of research);
- Key findings (the process of the study and its main results, methodological reflection, assessment of the prospects of application of such studies);
- Summary (key findings in a concise form).

An oral report should provide a story of the current study along with answers to the questions from colleagues and participation in the discussion on the topic. An oral report on a micro-essay should not exceed 10-15 minutes.

Recommended literature:

1. Robert W. Monster, Raymond C. Pettit. Market Research in the Internet Age: Leveraging the Internet for Market Measurement and Consumer Insight. – NY: John Wiley & Sons Inc., 2002.



2. Инструкции по использованию программного обеспечения и программированию онлайн анкет.

Theme 2. Creation of an online panel.

This task is to construct a consumer (B2C) or business (B2B) online panel.

The target audience of the panel is chosen according to the interests of the author. Students should develop the concept of the panel, profile questionnaire, an approximate structure of the portal, ways of recruitment of participants, the system of remuneration, promotion and involvement of panelists, as well as procedures of panel management (maintaining quality, communication with participants, etc.). Results of the work are presented in the form of micro-essays and oral presentation at the seminar. A micro-essay should be a written work of no less than 500 words and no more than 1000 words. In the micro-essay it is recommended to combine the course's theoretical material of with an analysis of the work. A possible structure of the micro-essay:

- The concept of the panel (research objectives, target audience, potential consumers of the information collected by the panel, a description of the stages of creating the panel);
- The main part (development of a questionnaire, portal, recruitment ways, reward systems, communications, procedures, management of a panel and assessment of its quality);
- Conclusions and recommendations.

An oral report should presenting the work, answering questions from colleagues, and participate in a discussion on the topic. An oral report on micro-essay should not not exceed 10-15 minutes.

Recommended literature:

1. Онлайн исследования в России: тенденции и перспективы / Под ред. Шашкина А.В. и Поздняковой М.Е. – М.: Изд-во Института социологии РАН, 2006. (Раздел I).
2. Seymour Sudman, Brian Wansink. Consumer panels. – 2nd ed. – Chicago: American Marketing Association, 2002.

Theme 3. The final essay should be a detailed scientific article that uses theoretical and/or empirical material. The essay's topic is proposed by the lecturer or self-selected and approved by the lecturer. The final essay should be of 3 to 5 thousand words.

Example Essay Topics

1. Concept and types of surveys using the Internet.
2. Advantages and disadvantages of online surveys.
3. Online surveys: new opportunities for obtaining social science data
4. Methodology of online surveys: a new paradigm or new means of obtaining data?



5. Traditional methods of research in social sciences and online-surveys methods - integration solutions for practical marketing tasks.
6. Online and offline ways of access to respondents. Reasons for popularity of panel studies.
7. Quality of online panels: standards, methods of quality maintenance and specifics of its introduction.
8. Research instruments: main trends of development.
9. Effect of questionnaire design on quality of responses in online surveys.
10. New approaches and methods for online testing of product concepts, creative materials, advertising, and websites.
11. Data quality in online surveys: accuracy of personal data, methods of assessing quality of filling in questionnaires.
12. Sampling methods in online surveys.
13. The main mistakes in online surveys as a threat to validity and reliability of data.
14. Influence of spreading Internet access on the reliability of online surveys. Specifics of online-surveys in countries with low level of Internet access.
15. Online research in Russia: key players, panel projects, dynamics of development, the product categories that you can research online.
16. The possibility of obtaining representative data in online surveys.
17. Main trends of research industry.



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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
Individualization and Intimacy**

040100.68, Sociology Master Program

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Moscow, 2013

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1. Scope, normative references, goals, and objectives of the discipline

This course is designed for master students of sociology in their first or second years. The goal of the course is to support students' sociological understanding of individualization theories, and of the themes of intimacy and face-to-face communication.

Of particular interest is individualization as a process driven by multiple aspects of modernization, such as technological development, industrialization and economic development, urbanization, and rationalization.

We also look at main individualization theorists referring to 'second modernity', to include Beck/Beck-Gernsheim, Giddens, and Zygmunt Bauman. These theories will be reviewed and contrasted with other relevant thinkers, such as Lynn Jamieson and Graham Crow. Yet 'latent' individualization theory relevance will be emphasized as well, by drawing on diverse thought on issues of solidarity (Durkheim, Tönnies, Putnam), ideology and alienation (Marx), and commodification and commercialization argumentation (Marx, Simmel, Habermas, Illouz, and Zelizer). The selection of texts is interdisciplinary and from diverse normative perspectives.

The focus of the course is equally theoretical and empirical, also focusing on the under-utilized application of individualization arguments within empirical research. The workload of the course involves mandatory participation in and preparation for in-class discussions (in English) and regular writing assignments of both shorter and longer original essays.

2. Thematic plan for the academic discipline

No	Title of the topic	Total hours on discipline	Lecture Hours	Seminar and Practice sessions	Self-reliant work
1	Introduction	4	2	2	0



2	'Origins' of Sociality	20	2	2	16
3	'First' Modernization: Urbanization, industrialization, and economic development	22	2	2	18
4	'First' Modernization: Technological Development and Rationalization	20	2	2	16
5	'Second' Modernization: Reflexivity and Risk	20	2	2	16
6	The Fate of Community	22	2	2	18
7	Intimacy and Power	20	2	2	16
8	Intimacy and Social Control	20	2	2	16
9	'Origins' of Sociality	20	2	2	16
	Total	148	18	18	116

3. Grading

- One critical review: 1500 words (25% total)
- Presentation (25%)
- Observation/Participant Observation Report: 1500 words (25%)
- Research proposal (exam): design individualization research project (25%)
- participation/attendance: If unexcused absences are greater than two, then final grade = (base grade) x (attended weeks / total weeks)



- Late assignments will be graded down.
- If you plagiarize, you will fail.

In-Class Participation and Attendance:

Participation is required and expected. Come prepared, having read the relevant texts, and prepared to discuss.

For students who miss more than two lessons (seminars or lectures) without a valid doctor's excuse:

$$\text{final grade} = (\text{base grade}) \times (\text{attended weeks} / \text{total weeks})$$

For example, if you missed 3 of 8 weeks with no excuse, and your base grade was an 8, your final grade will be $8 \times 0,7 = 5,6$. Your attendance penalty will also apply to your re-examination grade. Furthermore, only your “research proposal” can be re-examined. There is no possibility to make up your attendance or any late or missed assignments. If you have only missed 2 lessons unexcused, there will be no grading penalty.

Critical Review:

Students must write one critical review of at least 1,500 words. These may be written on any text marked with an asterisk (*). This review must be turned in the **day before** the seminar, for which the review is assigned. The review must not be a mere summary of the work, but rather the student's evaluation of the work in relation to other material in the class, outside the class, and according to his/her general social scientific knowledge. In other words, the student should demonstrate an ability



to manipulate the material, noting successful and problematic characteristics of the text in relation to a wider body of work. “Pure summaries” will not receive a good grade. This review will be graded and reviewed by the professor and turned back by the next class. By one week after the review is received back, the student should **adapt** the review, turning in an adapted version and responding to the professor's comments. The grade will consist of 50% of the original text and 50% the adapted text.

Presentations:

Presentations will be held for between 15 and 25 minutes each week. Each student will present at least once. The presenter will locate and material **beyond** required readings and will integrate this outside material to the readings for the week. Through the discussion and presentation, the presenter should demonstrate an understanding of all required texts, to include some that are not assigned, and the student should lead a discussion that integrates these into a wider theme. The presenter must use either a handout or a PowerPoint presentation as an aid for the others. These must be sent to the entire group on the day **before** the presentation.

Observation Report

Each student will think of two social “intimate” settings of which he/she has a deeper knowledge, and which would be valuable for others to observe, participate in. It could be any social event lending itself to analysis of its intimate dynamics (such as a particular activity, club, event, gathering). The students should *not* be the only participants of the said activity, as their goal is to observe an outside social setting involve others. These suggested activities will be written on slips of paper and evaluated by the instructor. Students will then be broken into teams, where they will observe an activity which is not their own. They will write reports that describe **and** analyze the said activity from a social scientific perspective, connecting the activity to the intimacy/individualization theme(s). These reports should be a minimum of 1500 words long.



Research Proposals:

The final work for the course will be in the writing of a research proposal related to the individualization theme to include a literature review, a theoretical section, and a methodological component dealing with a theme not directly covered in the readings. The most important aspects to be graded are the conceptual integration of appropriate literature to the individualization theme, the creativity of the research idea, and the operationalization, refinement of hypotheses, and coherency of the research design. Students are welcome to write on a similar topic to their observation reports, but this work must be written alone, independent of other student projects.

4. Discipline Contents

Lesson 1

Introduction.

18 January 2013, 18:10-21:00

Lesson 2. The ‘Origins’ of Sociality.

25 January 2013, 18:10-21:00

Required Readings:

*Dunbar. (2003). “The Social Brain: Mind, Language, and Society in Evolutionary PerspectiveAuthor(s)”: R. I. M. DunbarSource: Annual Review of Anthropology, Vol. 32, pp. 163-181



*Massey, Douglas S. (2005). "Introduction" of *Strangers in a Strange Land: Humans in an Urbanizing World*. New York: W. W. Norton. pp. 3-22.

*Massey, Douglas S. (2002). "A Brief History of Human Society: The Origin and Role of Emotion in Social Life." *American Sociological Review*, Vol. 67, No. 1. (Feb., 2002), pp. 1-29.

Miller, Glen (May, 2008). "Roots of Morality." *Science*, vol. **320**. P. 734-737.

Supplementary Readings:

Hobbes (1651). *Leviathan*.

Rousseau, Jean Jacques (1754). *A Dissertation On the Origin and Foundation of The Inequality of Mankind and is it Authorised by Natural Law?*

*Gudykunst et al. (1996). "The Influence of Cultural Individualism-Collectivism, Self Construals, and Individual Values on Communication Styles Across Cultures. *Human Communication Research*, Vol. 22 No. 4, June 1996 510-413.

Lesson 3. 'First' Modernization: Urbanization, industrialization, and economic development

1 February 2013, 18:10-21:00

Required Readings



*Wirth, L. (1938). Urbanism as a Way of Life. *The American Journal of Sociology*, 44, 1-24.

*Simmel, G (2005 [1908]). "Socialibility," "The Stranger," "Fashion," "The Metropolis and Mental Life" in *Sociological Theory in the Classical Era* by L. D. Edles and S. Appelrouth (eds.). Thousand Oaks: Pine Forge Press. P. 267-299.

*Polanyi, K. (1944/2001). *The Great Transformation* (pp.35-44, 71-81). Boston: Beacon Press.

Poggi, G. (1993). Remarks by G. Simmel about the Philosophy of Money. In G. Poggi, *Money and the Modern Mind: Georg Simmel's Philosophy of Money* (pp.62-68). Berkeley: University of California Press.

Supplementary Readings

Durkheim (1933). The Division of Labor in Society. p. 70-132

*Illouz, Eva (1997). Consuming the Romantic Utopia. Berkeley: University of California Press. pp. 1-47.

*Sayer, D. (1991). Power and the Subject. In (Ed.), *Capitalism and Modernity: An Excursus on Marx and Weber* (pp.56-91). London: Routledge.



Lesson 4. 'First' Modernization: Technological Development and Rationalization

8 February 2013, 18:10-21:00

Required Readings

*Gottschalk (2010). "The Presentation of Avatars in Second Life: Self and Interaction in Social Virtual Spaces." *Symbolic Interaction*, 33 (4): 501-525.

*Habermas, J. (1989). C: Tendencies Toward Juridification. In J. Habermas, *The Theory of Communicative Action, Volume 2: Lifeworld and System: A Critique of Functionalist Reason* (pp.356-73). Boston: Beacon Press.

*McLuhan, M. (1964). *Understanding the Media: The Extensions of Man* (pp.3-21). New York: McGraw-Hill.

Supplementary Readings

Castells, Manuel. "The Network Society: From Knowledge to Policy", in *The Network Society: From Knowledge to Policy* (eds. M. Castells and G. Cardoso). Washington, D.C.: Center for Transatlantic Relations. pp. 3-21.

*Horkheimer, Max, and Theodor W. Adorno (2002). *Dialectic of Enlightenment: Philosophical Fragments*. Translated by E. Jephcott. xi-34, 94-136.



*Bauman, Z. (2000). "The Uniqueness and Normality of the Holocaust". *Modernity and the holocaust*. Ithica, NY: Cornell University Press. pp.83-116.

Lesson 5. 'Second' Modernization: Reflexivity and Risk

15 February 2013, 18:10-21:00

Required Readings

*Beck, U. and E. B.-G. Beck (2002). Losing the Traditional: Individualization and 'Precarious Freedoms'. In (Ed.), *Individualization: Institutionalized Individualism and its Social and Political Consequences* (pp.1-21). London: Sage.

*Giddens, A. (1991). *Modernity and Self-Identity*. Cambridge: Polity Press. pp.181-208.

*Atkinson, Will (2007). „Beck, individualization and the death of class: a critique.“ *The British Journal of Sociology*, 58 (3): 349-366.

*Beck, U. (2005). „Risk Society Revisited“, in *The Risk Society and Beyond: Critical Issues for Social Theory* (ed. B. Adam). pp. 211-229.

Supplementary Readings

Beck, U. (1994). "The Reinvention of Politics: Towards a Theory of Reflexive Modernization" in *Reflexive Modernization* by Beck, Giddens, and Lash (eds.). Cambridge: Polity Press.



*Yan, Yunxiang (2010). "The Chinese path to individualization," *The British Journal of Sociology*, 61 (3): 489-512.

Lesson 6. The Fate of Community

1 March 2013, 18:10-21:00

Required Readings

*Bauman, Z. (2001). "An Overture, or Welcome to Elusive Community" and "The Agony of Tantalus." In Z. Bauman, *Community: Seeking Safety in an Insecure World* (pp. 7-20). Cambridge: Polity Press.

*Graham Crow (2002). *Social Solidarities*. Buckingham: Open University Press. 1-27

*Putnam, R. D. (2000). Informal Social Connections. In R. D. Putnam, *Bowling Alone: The Collapse and Revival of American Community* (pp.93-115). New York: Simon and Schuster.

Supplementary Readings

*Bauman, Zygmunt (2003). *Liquid Love: On the Frailty of Human Bonds*. Cambridge: Polity Press.

Gillies, V. (2003, June). Family and Intimate Relationships: A Review of the Sociological Research. Working Paper. Families & Social Capital ESRC Research Group, South Bank University. London.



*Roseneil, Sasha (2009). "Haunting in an Age of Individualization: Subjectivity, relationality and the traces of the lives of others." *European Societies*, 11(3): 411-430.

Poorman, A.-R., and A.C. Liefbroer (2010). "Singles' relational attitudes in a time of individualization." *Social Science Research*, 39: 938-949.

Lesson 7. Intimacy and Power

8 March 2013, 18:10-21:00

Required Readings

Jamieson, Lynn (2005). «Intimacy: Personal Relationships in Modern Societies.» pp. 1-42.

Weeks, Jeffrey (2009). "The Remaking of Erotic and Intimate Life." *Politica y Sociedad*, 46 (1,2): 13-25.

Daly, M. And K. Scheiwe (2010). „Indivualisation and Personal Obligations – Social Policy, Family Policy, and Law Reform in Germany and the UK,“ *International Journal of Law, Policy, and the Family*, 24(2): 177-197.

Supplementary Readings

Luhmann, Niklas (2010). *Love: A Sketch*. (Trans. Kathleen Cross). Cambridge: Polity Press.



Weymann, A. (2003). Future of the Life Course. In J. T. Mortimer and M. J. Shanahan (Ed.), *Handbook of the Life Course* (pp.703-14). New York: Kluwer Academic/Plenum Publishers.

Lesson 8. Intimacy and Social Control

15 March 2013, 18:10-21:00

Required Readings

N. Elias. 1979 [1939], extracts from *The Civilizing Process* (trans. by E. Jephcott.), i.e.: ‘Reasons given by people for distinguishing between “good” and “bad” behaviour’; ‘On blowing one’s nose’; ‘On spitting’; ‘On behaviour in the bedroom’; ‘On changes in aggressiveness’. Oxford: Basil Blackwell. pp. 97-99, 121-142, 161-172, 365-379, 414-421

Elchardus, Mark (2009). “Self-control as social control: The emergence of symbolic society.” *Poetics*, 37: 146-161.



National Research University-Higher School of Economics
040100.68, Sociology Master 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
(Post)modern city: theories and research tactics

040100.68, Sociology Master Program

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Moscow, 2013

This current syllabus cannot be used elsewhere in the university or at other universities without the expressed permission of the department or the author.



1. Course Aims

Given the increased attention within the social sciences to spatial forms of social organization, it's apparent that cities constitute one of the major mechanisms of producing social and spatial orders. The course, "(Post)modern city: theories and research tactics," is aimed at learning major methodological and theoretical approaches to understanding cities, research tactics, alongside the languages and styles of describing urban processes. The course develops spatially sensitive research topics and allows one to work with a city as a complex entity; with respect to spatiality, materiality, interaction, discourse; and contributes to enhancing skills of interdisciplinary analysis on social phenomena and processes.

The course offers two interrelated perspective on a (post) modern city:

- An analysis of the (post) modern city as a research construct formed by peculiar logic of conceptualization, research tactics, and styles of description.
- An analysis of the spatial, temporal, and event logic behind the of organization of the (post) modern city, demonstrating multi-layered social space, urban syntax and urban scale by placing urban processes into broader space-time coordinates.

As a result of the course students should:

- Know the basic methodological and theoretical approaches to understanding a city, respective research tactics, languages and styles of description.
- Be able to apply basic methodological principles for empirical studies of a city by articulating a research position, formulating the concept of "urban", constructing research instruments, selecting a style of research rhetoric.
- Have critical analysis skills capable of identifying the main ways to theorize on a city; choosing, studying, justifying and reflecting research tactics; and conducting of individual and collective empirical studies of a city.



2. Course Schedule

№	Title of the topic	Total hours on discipline	Lecture Hours	Seminar and Practice sessions	Self-reliant work
1	Starting points for urban studies	21	2	2	17
2	Modes of urban perception	21	2	2	17
3	Structuring of a city: space, time, materiality, an event	21	2	2	17
4	Mobility and a rhythm of a city	21	2	2	17
5	A city as a field of everyday practices: communication, management and everyday resistance	21	2	2	17
6	Experience of a bodily engagement in a city. Urban emotional landscapes	20	2	2	16
7	Performativity and categorizing of urban space	19	2	2	15
	Total	144	14	14	116

3. Grading

- Essay (3 thousand words) (40%)
- Seminar presentation on the essay (30%)
- Participation in discussions on seminars and making a 300-500 word report in seminar (30%)

4. Course Contents

Theme 1. Starting points for urban studies



Conceptualization of a city in urban studies: universalism vs uniqueness. Universalist approach: the paradigm of modernism and postmodernism (a city as a system, a mechanism vs. a city as a collage). A city as a starting point of theorizing. The uniqueness of the city. About a possibility of a spatial-sensitive knowledge. Research optics: from an "all-seeing eye" to a "flaneur", "a drifting man", or an "activist." Self-determination of a researcher of a city.

Lecture (2 hours)

- A city of modernity: features of the conceptualization, the postmodern alternative.
- Starting points and basic research focuses of urban studies (contemporary and postmodern projects)

Seminar (2 hours)

- Multiple optics of urban studies within modernist and post-modernist projects
- Specifics of interaction with a city: a flaneur and "a drifting man." Opportunities of instrumentalisation of roles, styles of writing, and outcomes of reflection.

Required readings:

Беньямин В. (2000) Париж, столица XIX столетия // Озарения. М.: Мартис.

Беньямин В. (2000) Центральный парк // Озарения. М.: Мартис.

Дебор Г. (1956) Теория Дрейфа. http://psychogeo.spb.ru/page_75.html#more-75

Дебор Г. (1955) Введение в критику городской географии. http://psychogeo.spb.ru/page_34.html

Зиммель Г. (2002) Духовная жизнь больших городов // Логос. №3-4.

Harvey D. (2003) Paris, the Capital of Modernity. Routledge. Part 1, Ch. 1; Part 2, Ch. 4

Frisby D. (2001) Cityscapes of Modernity. Polity Press. Ch. 1, 3, 4.

Wirth L. (1938) Urbanism as a way of life // American Journal of Sociology.

Pile S. (2005) Real Cities. Modernity, Space, and the Phantasmagorias of City Life. Sage Publications. Introduction, Ch. 3

Thrift, N., Amin, A. (2002) Cities. Reimagining the Urban. Polity Press. Ch. 1.



Recommended readings:

Ванейгем Р. (2005) Революция повседневной жизни. М.: Гилея. Глава 20.

Щеглов И. (1953) О новом урбанизме. http://psychogeo.spb.ru/page_44.html

Вайнштейн О. (2004) Зрительные игры XIX века: оптика английских денди // НЛЮ, №70.

Ямпольский М. (2000) Наблюдатель. Очерки истории видения. М: Ad Marginem. Введение.

Коллективное авторство. Предварительные проблемы в конструировании ситуации.

Кук Ф. (2002) Модерн, постмодерн и город // «Логос», №3-4.

Theme 2. Modes of urban perception.

Problematization of cultural schemas which defines perception of a city. A multidimensionality of a city, connectivity and interconnection of urban sensual experiences: auditory, visual, tactile and others. Media mediation of perception of a city.

Lectures (2 hours)

- Cultural schemes that organize urban perception. Regulation of sensory experiences.
- Features of theorizing multidimensional urban experience (phenomenology, situationism, more-than-representational geography).

Seminar (2 hours)

- Theorization and research opportunities of multidimensionality of urban experience: audio, visual, and tactile landscapes of cities.

Required readings:

Беньямин, В. (2000) Гашиш в Марселе // «Озарения». М.: Мартис.



Де Серто М. (2008) По городу пешком // Социологическое обозрение. Т. 7, №2.

Оже М. (2002) От города воображаемого к городу фикции // Художественный журнал. №24.

Bull M. (2000) Sounding Out the City: Personal Stereos and the Management of Everyday Life. Berg Publishers. Introduction, Ch.9.

Larsen J. (2005) Families Seen Sightseeing: Performativity of Tourist Photography //

Space and Culture. Vol. 8.

Thompson E. (2002) The Soundscape of Modernity. MIT Press.

Recommended readings:

Bijsterveld K. (2001) The Diabolical Symphony of the Mechanical Age: Technology and Symbolism of Sound in European and North American Noise Abatement Campaigns, 1900–40 // Social Studies of Science 31/1(February 2001)

DeNora T. (2004) Music in Everyday life. Cambridge University Press. Ch. 5, 6

Sterne J. (2003) The audible past: cultural origins of sound reproduction. Duke University Press.

Thrift N. (2007) Non-representational Theory. Space. Policy. Affect. Routledge.

Roberts B. (2008) Performative Social Science: A Consideration of Skills, Purpose and Context // Forum: Qualitative Social Research. Volume 9, No. 2, Art. 58.

Theme 3. Structuring of a city: space, time, materiality, event

Spatiality of a city. Deterritorialization and reterritorialization of urban space as a trend of urban life. Space and technology: production of augmented space. Digitalization of a city. Situations and events as a logic of organizing urban life. Event-related modes of urban life (a war, a holiday, an event). Biography of an event as a method of research.

Lecture (2 hours)



- Opportunities of structuring of multi-layered urban experience. Situations and events as ways of multidimensional structuring. Event-related modes of urban life. Virtualization and “thingnification” of urban experiences, formation of urban spaces with “additions” and ways of their conceptualization.

Seminar (2 hours)

- Event-related modes of urban life
- Virtualization and "additions" of urban spaces

Required readings:

Бауман З. (2008) Текучая современность. СПб: Питер. С.106-114.

Делез Ж. (2004) Post-scriptum к обществам контроля // Переговоры 1972-1990. СПб.: Наука.

Кастельс М. (2000) Информационная эпоха: экономика, общество и культура. М.: ГУ ВШЭ. Гл. 6.

Лаццарато М. (2007) Предприятие и неонадология // Логос. №4.

Нанси Ж.-Л. (2009) Непроизводимое сообщество. М.: Водолей.

Фуко М. (2006) Другие пространства // Интеллектуалы и власть (Часть 3). М.: Праксис.

Aurigi A., De Cindio F. (2008) (eds.) Augmented urban spaces: articulating the physical and electronic city. Ashgate Publishing. Introduction.

Graham S. (2004) (ed.) Cities, War, and Terrorism. Wiley-Blackwell.

Lash S., Lury C. (2007) Global Culture Industry. The Mediation of Things. Polity Press. Pp. 39-64.

Recommended readings:

Брайдотти Р. (2001) Путем номадизма // Введение в гендерные исследования. Часть II: Хрестоматия. ЦХГИ, СПб.: АЛЕТЕЙЯ.

Schlor J. (1999) Nights in Big City: Paris, Berlin, London 1840-1930. Reaktion Books.



Theme 4. Mobility and rhythm of a city

Turn to mobility in social sciences and the manifesto of mobile society. Urban travel and navigation: a body, movement, and technology. The rhythm of a city. Mapping mobility: subjects, moving, transportation and transit space (classification of spaces). Types of (post) modern mobility and their features. Corporeality of movements and reinterpretation of a city. Reflection of movements and problematization of the position of a researcher.

Lecture (2 hours)

- Urban mobility: subjectivity, technology, spaces

Seminar (2 hours)

- Non-places and "super modern": opportunities and critique of concepts

Required readings:

Де Серто М. (2008) По городу пешком // Социологическое обозрение. Т. 7, №2.

Auge M. (1995) Non-places – Introduction to an Anthropology of Supermodernity. Verso. Pp. 75-115.

Creswell T. (2006) On the Move. Mobility in Modern Western World. Routledge. Introduction.

Featherstone M., Thrift N., Urry J. (eds.) (2005) Automobilities. Sage Publications. Introduction.

Lefebvre H. (2008) Rhythmanalysis of Mediterranean Cities // Writings on Cities. Blackwell Publishing.

Urry J. (2007) Mobilities. Polity Press.

Recommended readings:

Bissel D. (2009) Travelling vulnerabilities: mobile timespaces of quiescence // Cultural Geographies. Vol. 16:

Harmut R., Scheuerman W., eds. (2009) High Speed Society. Social Acceleration, Power and Modernity.



Jacobs S. (2006) From flaneur to chauffeur: Driving through Cinematic Cities // *Imagining the City*. Vol. 1.

Sheller M., Urry J. (2006) The new mobilities paradigm // *Environment and Planning*. Volume 38.

Virilio P. *Speed and Politics*. Semiotext(e), 2006.

Айер П. (1998) Жизнь транзитного пассажира // *Русский журнал* (Дата публикации: 13.11.1998)

Theme 5. A city as a field of everyday practices: communication, management and everyday resistance

A city as a space of communication: practices of interaction of inhabitants, conceptualization of spaces of interaction. Mechanisms of regulation of everyday life, a role of government and economic institutions in organization of urban life, tactics of life and resistance of inhabitants. Strategies for management of the city: urban planning, architecture, barrier technologies and surveillance systems. Inhabitants' tactics of resistance: alternative routes, graffiti, renaming, squatting. Resistance and manifestos of academic and art communities.

Lecture (2 hours)

- A city as a space of interaction. Mechanisms of regulation of everyday life, a role of government and economic institutions in the organization of urban life, tactics of life and resistance to residents.

Seminar (2 hours)

- Mechanisms of regulation of everyday life, a role of government and economic institutions in the organization of urban life
- Self-organization of urban life. Tactics and resistance of citizens
- Activism

Required readings:

Джейкобс Дж. (2011) *Смерть и жизнь больших американских городов*. М.: Новое издательство. Введение. Часть 1.



Скотт Дж. (2005) Благими намерениями государства. Почему и как провалились проекты улучшения человеческой жизни. М.: Университетская книга. Гл. 4.

De Certeau, M. (1984) *The Practice Of Everyday Life*. University of California Press. Ch. III.

Lefebvre H. (2002) *The right to the City* // *The Blackwell City Reader* (ed. by Bridge G., Watson S.).

Whyte W. H. (2001) *Social Life of Small Urban Spaces*. Project for Public Spaces Inc. Introduction, Ch. 1.

Recommended readings:

Merrifield A. (2000) HENRI LEFEBVRE. A socialist in space // Crang M., Thrift N. (eds) *Thinking Space*. Routledge. London.

Волков В., Хархордин О. (2008) *Теория практик*. СПб: Издательство Европейского университета в Санкт-Петербурге. Гл. 11.

Theme 6. Experience of bodily engagement with a city. Urban emotional landscapes

Problematization of bodily engagement with a city: the phenomenological tradition, surrealism, situationism, more-than-representational geography. Corporeality and communication - boundaries of individuality / subjectivity, construction and demonstration of individual project / group identity (art of urban life). Corporeality and emotional engagement with a space - emotional cartography. New bodily practices in a city as a violation of functionalism and regulation of urban everyday life (parkour, contact improvisation).

Lecture (2 hours)

- The conceptualization of bodily engagement with a city (the phenomenological tradition, surrealism, situationism, more-than-representational geography). Psychogeography and emotional cartography. New bodily practices in a city.

Seminar (2 hours)



- Actualization of bodily experience in a city
- Bodily experiences and emotional urban cartography

Required readings:

Бодрийяр Ж. (1997) Город и ненависть.

Grosz E. (2002) Bodies-Cities // The Blackwell City Reader (ed. by Bridge G., Watson S.).

Sadler S. (1999) The Situationist City. The MIT Press.

Thrift N. (2008) Non-representational Theory. Space. Politics. Affect. Routledge. Part III, Ch. 8.

Recommended readings:

Бауман З. (2008) Город страхов, город надежд // Логос. №3.

Сеннет Р. (2008) Капитализм в большом городе: глобализация, гибкость и безразличие // Логос. №3.

Theme 7. Performativity and thematization of urban space

Thematization of urban spaces: symbolic economy and power control. Activities of inhabitants in production and learning of space (rather performed). Thematic spaces (theme parks, historical places, and sexualized places).

Lecture (2 hours)

- Thematization of space as a part of symbolic production. Everyday performances and thematization of space. Thematic spaces of a (post)modern city.

Seminar (2 hours)

- Performativity and thematization of consumption places. Consumption places in urban space: choreography of consumption, features of thematization and sociality.
- Alternative consumption places and practices: flea-markets and shoplifting



Required readings:

- Blum A. (2003) The Imaginitive Structure of the City. McGill-Queen's Press. Ch. "Scenes"
- Brown G. (2008) Ceramics, clothing and other bodies: affective geographies of homoerotic cruising encounters // Social & Cultural Geography, Vol. 9, No. 8.
- Urry J. (2002). The Tourist Gaze. London, Thousand Oaks, New Delhi: Sage Publications. Ch. 7.
- Zukin S. (1995) The Cultures of Cities. Blackwell Publishing. Ch. 2 "Learning from Disney World".
- Highmore B. (2005). Cityscapes: Cultural Readings in the Material Culture and Symbolic City. Palgrave: Macmillan. Ch. 5.

Recommended readings:

Неприкосновенный запас №1, 2011 – раздел «Царицыно – история одной модернизации»

<http://magazines.russ.ru/nz/2011/1/>

5. Questions for Self-Testing or Writing Assignments

Перформативность (Й. Ларсен, Н. Трифт, А. Блум) (пост)современного города. Пространства и практики.

Тематизация городского пространства и символическая экономика (Б. Хаймор, Ш. Зукин, Дж. Урри).

- A (post)modern city as a research construct: logics of conceptualization and research, and styles of description.
- Conceptualization of a modern city (Georg Simmel, Walter Benjamin)
- Conceptualization of a post-modern city (D. Harvey, M. Castells, S. Pile)
- Problematization of the position of a researcher of a city: from a "divine sight" to a flaneur, a drifting man, or an activist.
- Flaneuring (Walter Benjamin) and drifting (G. Debord) as tactics of exploring a city. A possibility of decontextualization of mentioned methods of reflection
- Modalities of urban perception. Audio, visual and tactile landscapes of a city.



- Media-mediated perception of a city. Photography and cinema as special urban optics and ways of discursive production of a city. Digitality of a city.
- Ways of structuring a multi-layered city space. A situation (situationism) and event (J.-L. Nancy, M. Lazzarato, S. Lash). Modes of urban event-ness (a war, a holiday, cultural and sports events).
- Mobility in a (post) modern city. Subjectivity, technology-mediated, spaces of movement ("non-places" - M. Augé).
- A city as a space of interaction. Urban spaces of communication: "public spaces" (R. Sennett, L. Lofland), "a third space" (R. Oldenburg), or "shared spaces" (H. Monderman).
- Roles of spaces and practices of everyday communication in urban life (S. Jacobs, W. White). Communication and urban activism.
- Power and resistance in a city: a dynamic configuration. Authoritative structuring of a space (A. Lefebvre). Concepts of tactics and strategies (M. de Certeau).
- Performativity (J. Larsen, N. Thrift, A. Bloom) of a (post)modern city. Space and practices.
- Thematization of urban space and symbolic economy (B. Highmore, S. Zukin, J. Urry).

Required readings:

Bridge, G., Watson, S. (eds.) (2002) *The Blackwell City Reader*. Blackwell Publishing.

De Certeau, M. (1984) *The Practice Of Everyday Life*. University of California Press

Frisby D. (2001) *Cityscapes of Modernity*. Polity Press.

Lefebvre H. (1991) *The Production of Space*. Blackwell Publishing.

Thrift, N., Amin, A. (2002) *Cities. Reimagining the Urban*. Polity Press.

Thrift N. (2008) *Non-representational Theory. Space. Politics. Affect*. Routledge.

Urry J. (2007) *Mobilities*. Polity Press.

Recommended readings:

Hutchinson, R. (ed.) (2009) *Encyclopedia of Urban Studies*. Sage Publication. ISBN: 1412914329



The social geographies of post-Socialist Societies

Dr John Round, Faculty of Sociology and Centre for Advanced Studies

This course explores the everyday outcomes of the collapse of the Soviet Union in Russia. It takes a political economy approach to examine the social and economic outcomes of the collapse of the Soviet Union and uses the work of Lefebvre and de Certeau to theoretically explore everyday life and the coping tactics employed by individuals, households and communities.

The key theoretical skills that students will learn from taking the course include the ability to understand complex social structures under transition, how households cope with uncertainty, their relationships with the state, the nature of protest in Russia, all placed within broader global debates on social change and responses to it.

Academic skills include the ability to draw upon a wide range of literatures and apply them to the post-socialist contexts, the ability to utilise media sources (including traditional print, video, twitter, blogs etc) in an academic manner and, as a significant section of the course it taught outside of the lecture room, the skills needs to undertake ethnographic work and develop visual media methods.

Students are fully engaged in the module and encouraged to discuss issues in a supportive environment, suggest materials and topics for exploration and critique the concepts presented. As a student who took the module last year said “I truly benefited from not just the richly useful information you provided, but also the manner in which it was taught. I loved going out into Moscow and seeing concrete examples of what we were discussing in class, and having the opportunity to put much of what I was seeing into a critical theory. Thank you for a wonderful experience”. The module is assessed by contributions to class and an essay, the title of which is chosen by the students within the contexts of the course.

For further details please contact me at jround@hse.ru



Some of the spaces we will explore while working in the field



New economic spaces of Moscow and sites of consumption: Moscow City



The social spaces of cities: Gorky Park



The portrayal of Soviet and post-Soviet societies through visual methods (and the creation of new cultural spaces in Moscow): includes trips to Red October Factory, Vinzavod, New Tretyakov Gallery for lectures to the given amongst art by the module leader