

**NATIONAL RESEARCH UNIVERSITY
HIGHER SCHOOL OF ECONOMICS**

FACULTY OF SOCIOLOGY
Department of General Sociology

SYLLABUS

PRINCIPLES OF SOCIOLOGY

for Bachelor degree in Sociology

(040100.62 “Sociology”)

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Moscow 2014

SYLLABUS FOR PRINCIPLES OF SOCIOLOGY

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Course description:

Principles of Sociology is a two years course for the 1st and 2nd year BA students. Throughout first semester, students deal with questions relating to the nature of sociology; the methods which sociologists use; the methodology and the major sociological perspectives. The key aspects in relation to individuals and society are examined through the concepts of role, socialisation and identity. Second semester material builds on and reinforces the knowledge received in the first semester. Two main topics will be covered in second semester are 'Power in society' and 'Globalisation and social change'. Third semester will pay attention to developing of the students competencies of considering some sociological topics through different theoretical perspectives, namely the key issues around urban lives in contemporary society will be studied. *Principles of Sociology* is a basic discipline forming the basis of further studies in disciplines such as: Analysis of Sociological Data, Economic Sociology, Sociology of Culture, etc. The course is taught in English.

Prerequisites

Students are supposed to be familiar with the basics of social science within the scope of this subject at secondary (high) school and have English skills enough to comprehend, read, write and take part in oral discussions.

Course objectives

This course helps students to be critical of the information they receive and encourages them to think logically and consistently. By the end of the unit students will have gained knowledge and learnt some important skills:

- to be **critical** of any data and theories that they read or hear about and, of course, to be critical of their own work
- to be **creative** and able to link ideas from this unit and the other disciplines they are studying to create new ways of thinking about social phenomena
- to be **challenged**. This is not an easy subject and it requires students to think deeply about the materials and be able to deal with more than one way of thinking about the social world.
- to be **co-operative** and share ideas and materials. It is a good idea to study with other students and friends, and to discuss ideas with them. This is an important skill for the world of work where people are often required to work in teams.

As a result of the course, students should obtain the following competencies:

Competencies	Codes according to Federal Standard/ National Research University	Descriptors	Forms and methods of teaching which help to form and develop the competencies
Can apply fundamental ideas and methods of liberal arts, social and economic sciences in order to solve professional tasks <i>(is partially formed)</i>	GC*–9	<ul style="list-style-type: none"> - demonstrates familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in sociology; - understands and applies basic research methods in sociology 	Lectures, seminars, essays
Can analyze socially important issues and processes <i>(is partially formed)</i>	GC-10	<ul style="list-style-type: none"> - applies sociological definitions and concepts to analyze social problems of contemporary society; - interprets the main issues of contemporary society from the sociological point of view 	Lectures, seminars, essays
Has a command of the foreign language sufficient to oral communication and to search and analysis of the foreign sources of information <i>(is partially formed)</i>	GC-15	<ul style="list-style-type: none"> - demonstrates ability to read sociological literature; - demonstrates ability to participate in sociological discussions 	Lectures, seminars, essays

* General cultural competence

Competencies	Codes according to Federal Standard/ National Research University	Descriptors	Forms and methods of teaching which help to form and develop the competencies
<p>Has ability and is ready to use the knowledge of methods and theories of social sciences and liberal arts in expert, consulting and analytical work <i>(is partially formed)</i></p>	PC-4	<ul style="list-style-type: none"> - applies sociological theories and concepts to analyze social reality, to produce presentations and report on sociological topics 	Lectures, seminars, essays
<p>Can apply sociological methods to study up-to-date social issues, to identify needs and interests of social groups <i>(is partially formed)</i></p>	PC** -5	<ul style="list-style-type: none"> - understands and applies basic research methods in sociology; - interprets the main issues of contemporary society from the sociological point of view 	Lectures, seminars, essays
<p>Has ability to participate (based on professional sociological knowledge) in working out suggestions and recommendations on managing social problems, and in developing mechanisms of adjusting interests of social groups and communities <i>(is partially formed)</i></p>	PC-6	<ul style="list-style-type: none"> - demonstrates ability to apply sociological theory and basic research methods to analyze social reality; - demonstrates ability to apply sociological theory and basic research methods in analytical and consulting practices 	Lectures, seminars, essays

** Professional competence

Competencies	Codes according to Federal Standard/ National Research University	Descriptors	Forms and methods of teaching which help to form and develop the competencies
Has ability to use basic knowledge of the theory as well as practical skills in order to participate in research, analytical and consulting work <i>(is partially formed)</i>	PC-10	- demonstrates ability to apply sociological theory and basic research methods in academic, analytical and consulting practices	Lectures, seminars, essays
Can use methods of gathering, processing and interpretation of the complex social data to solve managerial and organizational issues including those outside a direct sphere of activity <i>(is partially formed)</i>	PC-11	- demonstrates ability to apply sociological theory and basic research methods to analyze social reality	Lectures, seminars, essays
Can use skills and knowledge in teaching sociological disciplines <i>(is partially formed)</i>	PC-12	- demonstrates ability to teach and communicate with the audience	Lectures, seminars, essays

Following to the course, students must be able to read sociological papers and to discuss different sociological topics and approaches of classical and modern sociologists in a written form of **argumentative essays**. It is important to learn the basic material, presented in class.

During the **seminars**, it is expected that students come prepared to discuss a particular topic. Reading of the required material should be completed before the seminar. **Short written assignments** will be given on every seminar.

The main purpose of the seminars is to discuss the reading material, and then, in the final part of the course, to enhance this knowledge when discussing of applicable examples of the Russian contemporary society. **Self study** will be **the main method of work** in this course. **Students must conduct one and a half**

hours of self study per each hour of lecture on average. Required readings are indicated below.

Distribution of hours by topics and types of work

№	Topic	Total contact hours	Contact hours		Self study	Lecturer
			Lectures	Seminars		
Part 1 Sociological approach to studying human behavior		18	Nikita Pokrovsky / Viktoria Antonova, Elena Iarskaia-Smirnova			
1	Sociology as a Perspective	4	2	2	5	
2	Culture	4	2	2	5	
3	Social Structure	6	4	2	5	
4	Socialization	4	2	2	5	
Part II Sociological research methodology		14	Olga Kuzina			
5	Key principles of sociological research	2	1	1	2	
6	Research designs in sociology	4	2	2	8	
7	Research methods	4	2	2	5	
8	Three epistemological approaches in sociology	4	2	2	5	
Part III Sociological theories – 1		26	Olga Kuzina			
9	Ontological assumptions of sociological theories	4	2	2	5	
10	Materialist determinist approach to social process (Marx)	4	2	2	5	

11	'Sociologism' as a way of thinking (Durkheim)	4	2	2	5	
12	Understanding and ideal types (Weber)	4	2	2	5	
13	Structural functionalism (Parsons and Merton)	4	2	2	5	
14	Bringing individual back in	4	2	2	5	
15	Post-modernism and sociology	2	1	1	8	
Part IV Sociological theories – 2		30	John Round			
16	Defining Sociology as a Discipline	4	2	2	2	
17	The Chicago School of Sociology. Study of urban communities	6	4	2	5	
18	The Harvard School of Sociology and the Frankfurt School of Neo-Marxism	6	4	2	5	
19	Social Exchange Theory	4	2	2	5	
20	Social Conflict Theory	2	1	1	2	
21	Phenomenological Sociology	4	2	2	5	
22	Ethnomethodology	4	2	2	5	
Part V Power in Society		32	Olga Kuzina +Valery Ledyayev			
23	Introduction: power, modernity and sociology	4	2	2	5	
24	Marxist accounts of power	4	2	2	5	
25	Weber: power, stratification and domination	4	2	2	5	

26	Power of elites	4	2	2	5	
27	The pluralist model of power and its critics	4	2	2	5	
28	Power to and power over	4	2	2	5	
29	Foucault's theory of power	4	2	2	5	
30	Sociological theories of the State	4	2	2	5	
Part VI		25	Nikita Pokrovsky			
Globalisation and social change						
31	Anatomy of Globalization. (Part One) Anatomy of Globalization. (Part Two)	5	2	3	8	
32	Theory of Americanization.	4	2	2	5	
33	Americanization and the Labor Process	4	2	2	5	
34	New Means of Consumption. Perspectives on Contemporary Tourism	4	2	2	5	
35	Americanization of a University	4	2	2	5	
36	The Globalization/Americanization Scenario for Russia?	4	2	2	5	
	TOTAL 1st year	145			179	
2nd YEAR						
Urban Social Landscapes		32	John Round			
Globalisation and urban lives		4	2	2		
State/society relations in the urban context		4	2	2		

Urban work and living	4	2	2		
The informal city	4	2	2		
Migration and the urban everyday	4	2	2		
Creating new urban sociologies	4	2	2		
Principles in practices (field trip)	4	2	2		
New urban landscapes under austerity	4	2	2		
	TOTAL 2nd year	32			
	TOTAL	177			

Examinations

This syllabus is designed based on the belief that far from being divorced from each other, testing and teaching are closely interrelated. A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve as a basis for improvement.

During the course students will be tested 5 times:

Interim Exams:

1. Autumn Exam – 90 min
2. Winter Exam – 90 min
3. Spring Exam – 45 min

Final exams:

4. Summer Exam – 180 min
5. Autumn Exam – 90 min

Interim Exams - diagnostic tests used to identify students strengths and weaknesses.

Final Exams - an achievement/attainment test - designed to show mastery of the syllabus.

Final grade for course will be composed of four parts:

<i>Final (Summer) Exam</i>	<i>50%</i>
<i>First semester final (20%Essays+30%Autumn Exam+50%Winter Exam)</i>	<i>20%</i>
<i>Second semester final (20%Essays+80%Spring Exam)</i>	<i>20%</i>
<i>Final (Autumn)Exam</i>	<i>10%</i>

1. Reading list

1. Fulcher, J and J. Scott *Sociology*. (Oxford: Oxford University Press, 2003) second edition
2. Giddens, A. *Sociology*. (Cambridge: Polity Press, 2001) fourth edition
3. Macionis, J. and K. Plummer *Sociology: a Global Introduction*. (Harlow:Prentice Hall, 2005)
4. Cuff, E., W.W. Sharrock and D.W. Francis *Perspectives in Sociology*. (London: Routledge, 1998) fourth edition
5. Lee, D. and H. Newby *The Problem of Sociology*. (London: Routledge, 2000)
6. Waters, M. *Globalization*. (London: Routledge, 2001) second edition
7. Haugaard, M. (ed.) *Power: A Reader*. (Manchester: Manchester University Press, 2002)
8. Held, D. *Models of Democracy*. (Cambridge: Polity Press, 1987)
9. Dunleavy, P. and B. O'Leary *Theories of the State*. (Basingstoke: Macmillan Education,1987)
10. Lukes, S. *Power: A Radical View*. (Basingstoke: Macmillan, 1974)
11. Stones,R. (ed.) *Key Sociological Thinkers*, 2nd edition, 2008.
12. Scott J. *Social Theory. Central issues in sociology*. Sage publications, 2006.
13. Scott J. *Sociological Theory. Contemporary debates*. 2nd edition, 2012.
14. Ritzer, G. *Introduction to Sociology*, Sage, 2012.
15. Doob, Ch.B. *Sociology: An Introduction*. 2006.
16. Perry, J.A. et al. *The Social Web. An Introduction to Sociology*.
17. J. Ross Eshleman et al. *Sociology. An Introduction*.
18. Martell, L. *The Sociology of Globalization*. Polity Press. 2011.

All obligatory and additional readings in your syllabus are available in the LMS information system <http://lms.hse.ru/>

Course outline:

1st YEAR

Part 1. Sociological approach to studying human behavior

Lecture 0 – What this unit is about

What skills you will learn from studying this unit. The structure of the unit. Reading advice and other resources. Hours of study and use of the subject guide. The examination and examination advice.

Lecture 1. Sociology as a Perspective

What is Sociology? In what respect sociology is different from other social disciplines? Is sociology a science or a common sense? The basic insights. Sociological imagination (C.Wright Mills). Sociology as a Science. The social sciences. Professional ethic in sociology. First sociologists: Auguste Comte and Herbert Spenser.

What are sociological problems? How the order of social life is possible? How do societies change? How are our lives as individuals shaped by the societies in which we live?

Key concepts: society, social, sociology, institution, common sense, social science, natural science, social problems, sociological problems, sociological imagination, social construction of social problems, self-fulfilling prophecy

Fulcher & Scott Ch.1; Sociology: Issues and Debates, pp. 2-5; P.Berger Invitation to sociology Ch.2.

Control questions:

- If you were asked to define the discipline of sociology in no more than two sentences, what would you say and why?
- Look for the arguments for and against the following statements:
'Sociology is not interested in people'.

The idea of a 'science of society' is a contradiction in terms.

Macionis & Plummer (M&P) 2d edition (2002), pp.4-7 or 3d edition (2005) pp.4-7; Sociology: Issues and debates, pp. 2-5; Becker, H., 2003; M. Burawoy 2004. ASR, 2005

Using the stimulation material write an essay to answer any one of the following questions:

<i>Social problems are socially constructed.</i>	<i>Sociology is about studying social problems and perhaps helping to find 'solutions' to them. Discuss</i>
Write your essay following the structure:	Write your essay following the structure:

<ol style="list-style-type: none"> 1. Explain to the reader what social problems are and why the given topic may be interesting. 2. Explain the difference between treating social problems as objective and as socially constructed phenomena. 3. Give an example of a social problem and compare how objectivist and social constructivist approaches differ in explanation of causes of this problem and possible solutions of it. . 4. At the end summarize what you have said in a couple of sentences. 	<ol style="list-style-type: none"> 1. Explain to the reader why the given topic may be interesting. 2. Explain why people may think that sociology is about studying social problems and helping to find 'solutions' to them. 3. Argue why this is not always true by giving arguments and/or examples of sociological research which is not aimed at researching social problems. 4. At the end summarize what you have said in a couple of sentences.
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Lecture 2. Culture. The significance of culture. Human nature(s). Norms. Social control. Values. American and Russian values in review. Diversity of cultures. Multi-culturalism. Variations within cultures. Real culture and ideal culture. High culture and popular culture. Subcultures and countercultures. Language. The arts. Cultural change and cultural transitions in the Russian society today.

Key concepts: culture, norms, values, symbolic culture, language, multiculturalism, assimilation, Americanization.

George Ritzer, Ch.4., pp. 116-157.

Control questions:

- Consider the new terminology that has developed around the Internet. How does this language reflect changes in the world around us? In what ways does this new language shape the world around us?
- What is the difference between assimilation and multiculturalism?
- How does a counterculture differ from subculture? Is it reasonable to say that computer hackers are part of a counterculture? Can you think of other examples of counterculture?

Essay:...

Lecture 3. Social Structure. Social stratification. Statutes. Roles. Groups. Institutions. Merton's social theory and social structure approach. Types of historical societies. Hunting and gathering societies. Pastoral societies.

Horticultural societies. Agricultural societies. Industrial societies. Postindustrial societies. Postmodern societies. What is Russia today from the structural perspective?

Key concepts: slavery, caste, inequality, poverty, social class, social stratification, structural mobility.

George Ritzer, Ch.8., pp. 278-323.

Control questions:

- How does access to the Internet and new technologies relate to the system of stratification? How can the Internet be used to alter the system of stratification?
- What do we mean by the feminization of poverty? What factors help to explain the position of women in the system of social stratification?

Essay...

Lecture 4. Socialization. What is socialisation? Self and identity: personal and social identities, identities and roles. Nature and nurture problem. Effects of Childhood isolation. Feral children. The emergence of the self. Looking-glass self (Cooley). Role-taking (Parsons). Role-making (Mead). Learning to think. Learning to feel. Agents of socialization. The family. The school. The peer group. Primary and secondary socialization. The role of others. Labelling theory. The mass media. Other agents. The life course. Childhood. Adolescence. Mature adulthood. Old age. Death. Personal and social identity.

Key concepts: Socialisation, self, identity, personal identity, social identity, primary identity, secondary identity, social roles, generalized other, significant others, I and Me.

Fulcher&Scott, Ch. 4, pp.121-139; Macionis, J. and K. Plummer (2005), Sociology: a Global Introduction. Ch. 7, pp.156-187, Berger P. Invitation to sociology, Chapter 5.

Control questions:

Answer the following questions:

- Outline how any of the concepts above can help to understand the relationship between the individual and society?

- Explain and illustrate what it means being Russian as a source of identity.

Using the stimulation material write an essay to answer the following question:
Compare theories of socialization which suggest that individuals are puppets of society with theories viewing individuals as relatively independent actors

Write your essay following the structure:

- Explain to the reader why the given topic may be interesting. Identify your essay question.
- Explain the difference between role-taking and role-making approaches to socialization in sociology.
- Give examples
- At the end summarise the answer to your essay question in a couple of sentences.

Part II. Sociological research methodology

Lecture 5. Key principles of Sociological Research

Key stages of the research process. Objective and subjective knowledge. Moving from subjective understanding to objectivity.

Key concepts: research design, research methods, objective knowledge, subjective knowledge, detachment, validity (construct validity, internal validity, external validity, ecological validity/authenticity), repeatability, reliability, transparency, standardisation.

McNeill P. Research methods, pp.14-15; Bryman, A. Social Research Methods pp.28-33; Wallace, W. The Logic of science in sociology, pp. 11-25.

Control questions:

Explain the difference between:

- objective knowledge and subjective knowledge
- repeatability and reliability
- reliability and validity in social research
- construct and ecological validity
- external and internal validity
- research designs and research methods

Make clear that you understand what the threats to different types of validity are.

Using your reading material write an essay to answer the following question: *What is meant by research being objective? How can sociologists improve objectivity of their researches?*

Write your essay following the structure:

1. Introduction - objective research - what does it mean? What is your essay question and how you are going to approach it.
2. The main body - state and explain possible answers, illustrate the arguments with examples.
3. Conclusion - give a short answer for your essay question.

Lecture 6. Research designs in Sociology

What is a research design? Concepts and conceptual thinking. Operationalisation and indicators. Descriptive and explanatory research designs. Quantitative and Qualitative.

Key concepts: research design, concepts, indicators, operationalisation, descriptive and explanatory research designs, qualitative and quantitative research designs, triangulation, survey, ethnography, experiment, comparative research.

McNeill P. Research methods, pp.24-25; Fulcher&Scott, Ch.3., Bryman, A. Social Research Methods pp.34-58, H. Becker The Epistemology of Qualitative Research.

Control questions:

Explain the difference between:

- descriptive and explanatory research designs
- qualitative and quantitative research designs
- concepts and definitions
- concepts and indicators

Write an answer for the following question: *Why have some qualitative researchers sought to devise alternative criteria from reliability and validity when assessing the quality of research?*

Lecture 6.1. Major research designs I

Surveys: sampling, longitudinal approaches. Research example: Townsend on measuring poverty.

Experimental and evaluative research: causality, independent and dependent variables. Natural experiments in sociological research. Rosenthal and Jacobson's research .Experiments and ethics.

Fulcher&Scott, Ch.3, pp. 78-79; McNeill P. Research methods, pp.17-23; Bryman, A. Social Research Methods, pp.34-48.

Key concepts: general population, sample, probability versus non-probability samplings, convenience (snowball, quota) sampling, cross-sectional versus longitudinal (panel) samples, laboratory and field (quasi-) experiments, experimental and control groups, ethical issues in social research.

Control questions:

Explain the difference between:

- probability and non-probability samplings (stratified random sample and quota sample)
- laboratory and field (quasi-) experiments
- experimental and control groups

Write an answer for any of the following question:

Identify the key criteria by which survey research is evaluated

Identify the key criteria by which experimental research is evaluated

Lecture 6.2. Major research designs II

Comparative research. Research examples: Durkheim on suicide rates. Social meanings and suicide (Douglas). The social organisation of suicide (Atkinson).Ethnography. 'Verstehen': to understand the world from the insider's perspective. Research example: Taylor (1982) on suicidal behaviour.

Fulcher&Scott, Ch.3, pp. 88-90; Bryman, A. Social Research Methods, pp.53-55.

Key concepts: empathetic understanding, ethnography.

Control questions:

Is comparative research descriptive or explanatory?

Compare Durkheim's and Atkinson's approaches to research on suicide

Write an answer for the following question:

Identify the key criteria by which ethnographical research is evaluated

Lecture 7. Research Methods I

Primary and secondary data. Questionnaires. Interviews: structured and unstructured.

Key concepts: primary and secondary data questionnaire, structured interview, unstructured interview, focus-group discussion, wording, interview effect.

Marsh, I (ed.) Theory and Practice in Sociology, pp. 48-54; pp. 54-58.

Control questions:

Which benefits and limitations each research method has:

- Questionnaire (courier, mail or Internet)
- Structured interview (face-to-face, telephone)
- Unstructured interview

Write an answer for the following question: *The answers to survey questions tell us more about the researcher than they do about the respondent. Do you agree?*

Lecture 7.1. Research Methods II

Observations: structured and participant.

Key concepts: Chicago school, participant observation, covert and overt PO, ecological validity, over involvement, thick description, observation effect. Studies which used observation as a research method.

Marsh, I (ed.) Theory and Practice in Sociology, pp. 41-47; P.McNeill, Research methods, pp.64-93.

Indicate whether the statements below are TRUE or FALSE and briefly explain your answer:

- Participant Observation is an example of a quantitative research strategy
- Verstehen means measurement in sociology
- Ethnographic researchers generally use statistics to validate their theories.
- Ecological validity is concerned with whether the results of social research are applicable to the reality of people's everyday lives

- Ethnography and participant observation mean the same thing
- The observer effect can bias the reliability of observations
- Covert observational research increases the observer effect
- Observational methods do not so well in terms of the criterion of transparency

Lecture 7.3. Research Methods III

Social statistics. Documents. Selection of methods. Research designs and research methods.

P.McNeill, Research methods, pp.99-114.

You have been asked to undertake a research of employees of a large transnational organisation in respect of their attitudes and knowledge of globalisation?

You have been asked to undertake a study of factory workers to understand their attitudes towards their work.

Your government wants to understand why informal payments in hospitals exist?

Your government wants to conduct a research on the opinion of Muscovites about the introduction of the new traffic regulations.

Your government wants to conduct a research on youth subcultures in Moscow

You are undertaking a study of socialisation into student identities at your university.

You have been asked to do a study on the size of the middle class in Russia

You have been asked by your government to make research on the motivation of the citizens who participated in the opposition manifestations in Moscow

Select any two research questions and advise on the following

- Which research design and research method can be used to collect data for this research
- How to obtain a proper sampling
- Explain what are the possible limitations of the research

Lecture 8. Three epistemological approaches in sociology

What is methodology? Epistemology. Positivism. Interpretivism. Realism.

Fulcher&Scott, pp. 14–17, 24–25; Macionis and Plummer (2005) pp. 44–50.

Bryman, A. Social Research Methods. Part 1; Marsh, I. (ed.) Theory and Practice in Sociology. Chapter 1. pp 9-25.

Using reading materials outline (make a plan of) your answer on the following questions:

1. Is positivism dead? Discuss.
2. Explain the statement “You can’t have research without theory”
3. Although theories and research are often seen as separate activities, the opposite is true. Theory influences each stage of the research process. Why is this?

Part III. Sociological theories – 1

Lecture 9. Ontological assumptions of sociological theories

Origins of Sociology. The Enlightenment. What is a theory? Ontological assumptions.

Swingewood A., A short history of sociological thought, 2000, pp. 3-10; Cuff, Sharrock and Francis (1990), Perspectives in Sociology, pp.1-12.

Lecture 10. Materialist determinist approach to social process (Marx)

Marx’s influences: Georg Hegel, Ludwig Feuerbach. A Materialist Social Ontology. Historical Materialism. The Critique of Capitalism. Class as a Social Relation. The State and Politics.

Key concepts and names: Humanism, Alienation, Emancipation, Historical materialism, Structure (Base) and Superstructure, Social formation, Mode of production, Forces of production, Labour power, Exploitation, Surplus-value, False consciousness, Ideology, Class, Class struggle, Communism, Modernity, Rousseau, Proudhon, Hegel, Feuerbach.

Fulcher&Scott, pp. 28-32. Cuff, Sharrock and Francis, Chapter 2, pp. 9-35, Lee and Newby, Part 4, pp.111-165 .

Control questions:

Make sure that you can explain and illustrate ontological and epistemological assumptions of Marx’s theoretical approach.

Using reading materials write an argumentative essay answering the following question:

Does a Marxist analysis have relevance today?

When writing your essay make sure that your essay has a proper structure: introduction, main body and conclusion, in the main body use paragraphs to structure it, within the paragraphs try to start with the statement, then give the arguments why this statement seems to be valid and illustrate with relevant examples.

Lecture 11. 'Sociologism' as a way of thinking (Durkheim)

Biological analogy. Explanation of reality. Scientific methodology. The relationship between the Individual and Society. Functionalist method of explanation. Three Studies of Social Solidarity.

Key concepts: Sui generis, Anomie, Functionalism (Functional explanation), Social fact, Social solidarity, Social integration, Social regulation (Social control), Biological analogy, Homo duplex.

Fulcher&Scott, pp. 33–39; Giddens (2001) Chapter 1; Macionis and Plummer (2002: p.84) (2005: p. 92). Cuff, Sharrock and Francis (1998), Chapter 4

Control questions:

Make sure that you can explain and illustrate ontological and epistemological assumptions of Durkheim's theoretical approach.

Outline the answers to the following questions

1. *Outline the key ideas in the work of Durkheim and consider how his work could be applied to any aspect of contemporary life in your society.*
2. *Compare the theories of Marx and Durkheim and their contributions to the development of sociology*
3. *What does Durkheim mean by modernity? Outline the interpretation of modernity advanced by Durkheim.*

Lecture 12. Understanding and ideal types (Weber)

Action approach in sociology. Social action. Methodological individualism. Objectivity in social sciences. Ideal types. The relationship between religion and economy. The disenchantment of the world and the rationalisation of life.

Key concepts: Elective affinity, Social action, rationalization, Iron cage of rationality, Ideal type, Disenchantment, Capitalism, Political capitalism, Rational capitalism, holism, methodological individualism, 'verstehen'.

Fulcher&Scott, pp. 39-43; Macionis and Plummer (2002: p.80-83) (2005: p. 88-91). Cuff, Sharrock and Francis, Chapter 3.

Control questions:

Make sure that you can explain and illustrate ontological and epistemological assumptions of Weber's theoretical approach.

Outline the answers to the following questions:

1. *Outline the key ideas in the work of Weber and consider how his work could be applied to any aspect of contemporary life in your society.*
2. *Compare the theories of Marx and Weber and their contributions to the development of sociology*
3. *What does Weber mean by modernity? Outline the interpretation of modernity advanced by Weber*

Lecture 13. Structural functionalism (Parsons and Merton)

Functional approach in sociology. 'Functional prerequisites'. 'Soft' versus 'hard' (normative) versions of structural functionalism. Parsons' sociology. Merton's ideas.

Key concepts: analogy of biological organism, structural-functional explanations, functional prerequisites, motivated compliance, the unit act, systems and subsystems, AGIL, latent pattern maintenance, integration, culture, values, moving equilibrium, status roles, social institutions, pattern variables, Merton's concept of anomie, 'middle range theories', manifest and latent functions, intended and unintended outcomes, positive functions /dysfunctions / non-functions, structural alternatives

Fulcher&Scott, pp. 45-52; Cuff, Sharrock and Francis (1998), Perspectives in Sociology, pp. 87-114; Lee and Newby (2000), p.238-245. Lee and Newby (2000) Chapter16, p. 261-281, I. Craib Ch.3, p. 37-67. R.Holton, p.96-107

Control questions:

Make sure that you can explain and illustrate ontological and epistemological assumptions of structural functionalist theoretical approach.

Outline the answers to the following questions:

1. *Outline the key ideas in the work of Parsons and consider how his work could be applied to any aspect of contemporary life in your society.*
2. *Compare the theories of Marx and Parsons and their contributions to the development of sociology*

Lecture 14. Bringing the individual back in

Social interactionism, symbolic interactionism and ethnomethodology. Thomas Theorem. Taking the role of the other. The self is a process. Phenomenological approach. Labelling theory. A self-fulfilling prophecy. The Social Construction of Reality. 'Breaching experiments'. Structure or action? Structuration theories.

Key concepts and names: Social interactionism, symbolic interactionism, ethnomethodology, phenomenology, Thomas Theorem, Pragmatism, Taking the role of the other, "I" and "me", the self, dramaturgical approach, Labelling, impression management, A self-fulfilling prophecy, The Social Construction of Reality, bracketing, 'Breaching experiments', Typification, Structuration, Mead, Goffman, Garfinkel, Giddens.

Fulcher&Scott, pp. 52-57, 133–36. Cuff, Sharrock and Francis, pp. 115-147, 143–47. I. Craib, pp.85-123

Control questions:

Make sure that you can explain and illustrate ontological and epistemological assumptions of symbolic interactionist theoretical approach.

Answers the following questions:

1. Why do phenomenologists criticise statistical methods?
2. What is meant by 'gesture' in symbolic interactionism?
3. Why is phenomenology sometimes called 'a sociology of knowledge'?
4. What methods would phenomenologists use and why?
5. Explain the phrase 'the world we live in is created by our consciousness'.
6. What are the strengths and weaknesses of the symbolic interactionist approach to the study of deviance?

Outline the answers to the following questions:

1. *Outline the key ideas in the work of Symbolic interactionists and consider how their work could be applied to any aspect of contemporary life in your society.*
2. *Compare the theories of Symbolic interactionists and Parsons and their contributions to the development of sociology*

Lecture 15. Postmodernity and Sociology

Modernity versus postmodernity. Information Society. Knowledge class. Consumerism. Postmodern sociological theory. The Enlightenment as Modern Project. The reconstruction of the image of natural sciences in postmodern theory. 'Grand narratives'. Cultural analysis.

Key concepts and names: The Enlightenment, modernity, postmodernity, late modernity, postmodern sociology, "post-industrial society", information society, Consumerism, Paradigms of knowledge, 'grand narratives', 'postmodern condition', Commodification of Knowledge, 'anthropological illusion', Hyperreality, simulacrum, Kuhn, Lyotard, Baudrillard.

Fulcher&Scott, pp. 65–67 , 387–88; or Giddens (2001) pp. 674–75; or Macionis and Plummer (2002 edition) pp. 31–32 and 662–63; Macionis and Plummer (2005 edition) pp. 33–34, 686–88; Cuff, E., W. Sharrock and D. Francis Perspectives in Sociology. (1998) pp. 291–305. Marsh, I. Chapter 7.

Control questions:

- What are some of the differences between conventional sociology's and postmodernists' view of identity formation?
- Can you think of some criticisms of postmodern theory?
- Why is postmodern social theory a challenge to sociology?

Outline the answers to the following questions:

1. *Would you describe your society as 'modern' or 'postmodern'? Alternatively, do you feel there are some aspects of your society that are (or are becoming) postmodern?*
2. *Explain why you consider the contemporary Russia is or is not a postmodern society.*

Part III. Sociological theories – 1

Lecture 16. Re-Defining Sociology as a Discipline

Ferdinand Tönnies. Formal sociology. Ideal types. Contrasting “community” (Gemeinschaft) with “society” (Gesellschaft). Pure and applied sociology. Empirical studies.

Georg Simmel. Sociology as a method. The problem of sociology. The concept of social forms. Sociology as a study of social forms. A theory of social differentiation, of social groups.

Key concepts and names: community, society, social forms, problem of sociology, Ferdinand Tönnies, Georg Simmel

Georg Simmel. *Fundamental Questions of Sociology*. Ferdinand Tönnies. *Community and Society*. John Scott. *Social Theory. Central issues in sociology*. Sage publications, 2006

Lecture 17. Chicago School of Sociology.

Institutional, intellectual and social contexts of the formation of the Chicago School of Sociology. The study “[The Polish Peasant in Europe and America 1918-1920](#)”. Qualitative methods in this study. A synthesis of different sociological traditions. Urban sociology. Robert Park’s “The City as Social Laboratory”. Urban community as a “spatial configuration” and “moral order”. Combination of qualitative and quantitative methods in urban studies. Ernest Burgess’ theory of the city “metabolism” and concentric model of the “city growth”. Urban community study in Harvey Zorbaugh “The Gold Coast and the Slum”.

Sociology of L.Wirth. Connection between theory, empirical research and social practice. Theoretical and empirical contribution of L.Wirth into the urban sociology. A concept of “urbanism as a way of life”. Sociological definition of a city. Everett Hughes’ understanding of an “institute” and “collective behaviour”. E. Hughes’ “sociology of work” and “sociology of professions”. A concept of “career”. “Institutional position”, “status”. Concepts of “license” and “mandate”. Re-definition of the concept of “marginal man”.

Key concepts and names: urban community, city, career, profession, heterogeneity, size of population, density of population, Robert Park, Louis Wirth, Harvey Zorbaugh.

Robert Park. *The City as Social Laboratory*; Harvey Zorbaugh. *The Gold Coast and the Slum*;

Louis Wirth. *Urbanism as a Way of Life*.

Lecture 18. The Harvard School of Sociology (Pitirim Sorokin) and the Frankfurt School of Neo-Marxism (Max Horkheimer, Teodor Adorno).

The Integral Sociology of Pitirim Sorokin. Russian and American periods in Sorokin's work. System approach to social phenomena study. Economic, statistical and sociological analysis of social phenomena. The system of sociology. A theory of "cultural supersystems". Social stratification, social mobility.

The Frankfurt School of Neo-Marxism: social and institutional conditions of its formation. Frankfurt Institute of Social Research. A "Journal of Social Study". The main periods of Frankfurt School activity: European, American, Western-German. Max Horkheimer's "Traditional and Critical Theory". Teodor Adorno and Max Horkheimer "The Dialectic of Enlightenment".

Key concepts and names: social phenomenon, system of sociology, social stratification, social mobility, Max Horkheimer, Teodor Adorno

Pitirim Sorokin. *Social Mobility*. James Fulcher and John Scott. *Sociology*, 4th Edition: Oxford, 2011. Rob Stones (ed.) *Key Sociological Thinkers*, 2nd edition, 2008. Max Horkheimer. *Traditional and Critical Theory*

Teodor Adorno and Max Horkheimer. *The Dialectic of Enlightenment*

James Fulcher and John Scott. *Sociology*, 4th Edition: Oxford, 2011. Rob Stones (ed.) *Key Sociological Thinkers*, 2nd edition, 2008.

Lecture 19. Social Exchange Theory: George Homans, Peter Blau

Exchange theory of George Homans. Critics of structural functionalism: a programme of "bringing the individual back in". The image of a man as a *Homo economicus*. Study of human behaviour in small groups. "Integrative exchange theory" of Peter Blau. Re-definition of the main principles of exchange. Four steps of transition from micro- to macro level.

Key concepts and names: exchange theory, small group, human behaviour.

George Homans. *Social Behavior: Its Elementary Forms*

Peter Blau. *A Formal Theory of Differentiation in Organizations*

James Fulcher and John Scott. *Sociology*, 4th Edition: Oxford, 2011. Rob Stones (ed.) *Key Sociological Thinkers*, 2nd edition, 2008.

Lecture 20. Social Conflict Theory

Louis Coser's functional theory of conflict, method of its construction and its structure. Functions of social conflict. Sources of conflicts. Louis Coser's "Social Conflict and the Theory of Social Change".

Dialectic conflict theory of Ralf Dahrendorf. Unequal distribution of power as a source of conflicts. Latent and explicit interests; quasi-groups; groups of interests; conflict groups. Dialectic cycle of evolution and settlement of conflicts. The role of the conflict in social change.

Key concepts and names: social conflict, function of social conflict, source of conflict, explicit interest, latent interest, cycle of evolution, social change, Louis Coser, Ralf Dahrendorf.

James Fulcher and John Scott. *Sociology*, 4th Edition: Oxford, 2011. Rob Stones (ed.) *Key Sociological Thinkers*, 2nd edition, 2008. John Scott. *Social Theory. Central issues in sociology*. Sage publications, 2006.

Lecture 21. Phenomenological Sociology

Alfred Schütz as a founder of Phenomenological Sociology. Phenomenology and sociology. "Life world", its characteristics. Intersubjectivity. "The Social Construction of Reality" – the main sociological volume of Peter Berger and Thomas Luckmann. Phenomenological "Sociology of Knowledge" as a general sociological theory, aiming at synthesis of a diverse sociological approaches (Weber, Durkheim, Marx, Mead) at a basis of social phenomenology. Analysis of a society as objective and subjective reality.

Key concepts and names: phenomenology, sociology of knowledge, objective and subjective reality, Alfred Schütz, Peter Berger, Thomas Luckmann.

Alfred Schütz. *A Structure of Everyday Thinking*. Rob Stones (ed.) *Key Sociological Thinkers*, 2nd edition, 2008. John Scott. *Social Theory. Central issues in sociology*. Sage publications, 2006. Peter Berger and Thomas Luckmann. *The Social Construction of Reality*

Rob Stones (ed.) *Key Sociological Thinkers*, 2nd edition, 2008. John Scott. *Social Theory. Central issues in sociology*. Sage publications, 2006.

Lecture 22. Ethnomethodology

Bridging the gap between "professional sociologist" and "the average man".

Phenomenological basis of Harold Garfinkel's ethnomethodology. Concepts of "ethnomethods" and related concepts of "ethno-science", "ethno-knowledge". The essence of ethnomethodology, its main interests and themes. Empirical orientation of ethnomethodology.

Key concepts and names: ethnomethodology, phenomenological basis of ethnomethodology, Harold Garfinkel

Garfinkel and Sacks. *On Formal Structures of Practical Actions*

Rob Stones (ed.) *Key Sociological Thinkers*, 2nd edition, 2008. John Scott. *Social Theory. Central issues in sociology*. Sage publications, 2006.

Section B. Power in Society

Lecture 23. Introduction: power, modernity and sociology

Different understandings of this concept. Power as coercion, domination, and influence. The problem of 'power'.

Key concepts: power, coercion, authority, domination, State, politics, democracy, ideology, legitimacy, charisma, "zero-sum" and "constant-sum" model.

International Encyclopedia of Political Science. Thousand Oaks, CA, USA: SAGE Publications, Inc, 2011, pp. 2099-2108; Held D. *Democracy: From City-States to a Cosmopolitan Order*, pp. 13-15.

Lecture 24. Marxist approach to power

Humanist versus structuralist (or 'scientific') Marxism. Two models of the State. Theorising of transition theory (Lenin, radical democracy). Gramsci's theory of hegemony. The role of intellectuals. The distinction between ideologies and ideology (Althusser).

Lee and Newby, 2000, pp. 115–136; or Swingewood, *A Short History of Sociological Thought*, 2000, Chapter 2; Held, *Models of democracy*, 1996, pp.129-136, or Dunleavy and O'Leary, 1987 pp. 204–15, pp. 237–43; Lee and Newby, *The Problem of Sociology*, 2000, pp. 161–64.

Control questions

How to explain the difference between humanist and scientific Marxism (Marxist political economy and Marxist political sociology)

What does it mean to define power as economic power?

What is hegemony (Gramsci)?

What is the role of intellectuals (Gramsci)?

What are instrumentalist and structuralist models of state (Miliband/Poulantzas debate).

What does it mean by relative autonomy of politics in Marxist theories?

What does it mean by ideology as a structure (Althusser)?

Outline the answer to the following question:

'In modern societies, all power is ultimately economic power.' Discuss.

Lecture 25. Weber: power, stratification and domination

Power versus domination. Legitimacy. Three types of authority. Bureaucracy. Weber's definition of the State.

Key concepts and names: power, domination, legitimacy, authority, charismatic; traditional and rationally-legal authority; patriarchalism, patrimonialism, loyalty vs personal trust in the ruler, "iron cage of rationality", bureaucracy, Weber's definition of the State, sovereignty; classes, status groups and parties as 'phenomena of the distribution of power'.

Swingewood, A Short History of Sociological Thought, 2000, pp. 107–111; Lee, D. and H. Newby (2000) The Problem of Sociology, Part 7, pp. 178-182.

Control questions:

What is the difference between power and domination?

What is the difference between loyalty to the ruler and personal trust in the ruler?

Why did Weber describe the ideal type bureaucracy in positive terms?

What are Weber's multiple sources of power?

Outline the answer to the following question:

For Marx power is based purely on economic power. Did Weber agree or oppose that view? Explain and illustrate.

Lecture 26. The power of elites

The key ideas of classical elitist theories: Mosca, Pareto, Michels. Neo-elitist theory of C.Wright Mills.

Key concepts and names: elite, social forces, 'Classe politica', recruitment strategies, 'political formula', meritocratic regime, psychological predispositions ("residuals"), the sentiment of combination, the sentiment of persistence, expert leadership, iron law of oligarchy, Mosca, Pareto, Michels, C.W.Mills.

Subject guide, pp.298-331; Lee, D. and H. Newby (2000) The Problem of Sociology, pp. 198–200; Scott, J, (1996) Stratification and Power: Structures of Class, Status and Command, pp. 127–157.

Control questions:

What is the basis of the emergence of elites? Compare Pareto and Michels explanations in this respect.

If society always has been and always will be controlled by a small group called the elite can we have such a thing as a democracy?

What is the role of education in the process of reproduction of the upper class in America?

Outline the answer to the following question:

Compare and contrast the elitist and Marxist accounts of political power.

Lecture 27. The pluralist model of power and its critics

One, two and three dimensional view of power (Lukes). Power and competing epistemologies. The problem of 'real interests'.

Key concepts and names: one-two- three-dimensional views of power, pluralism, overt conflict, lobbying, pressure groups, covert conflict, agenda setting, non-decisions, latent conflict, ideology, real and ideologically reconstructed interests, positivism, conventionalism, critical realism, 'contrafactual', Dahl, Truman, Bachrach and Baratz, Lukes.

Bilton, T. et al. (2002) Introductory Sociology, pp. 201– 214; Scott, J. (2006) Pressure and polity formation in Power, p. 51-62. Held, D. (1987) Models of Democracy, pp. 189–206. Lukes, S. (1974) Power: A Radical View, pp.9-25

Control questions:

Is democracy possible in pluralist view of power?

What is the difference between pluralist and elitist models of power?

Which model do you believe is more accurate for Russia?

What are the types of pressure groups in society? Give examples which are relevant for Russia.

Are Bachrach, Baratz, Lukes pluralists?

What are the main arguments of pluralists in criticising the Marxist view on power? What are the arguments which Marxists can use in defending their approach?

Outline the answer to the following question:

Can we measure power?

Lecture 28. Power to and power over

Zero-sum conception of power versus variable sum conception of power.
Parsons's conception of power: as 'power to'.

Key concepts: Social Power, Power as a social resource, conflict and consensus approaches to power (power over versus power to, zero sum versus variable sum concept of power), legitimacy, coercion, power, collective goals, functional/dysfunctional power, 'institutionalisation of authority', short-term sectional interests.

Haugaard, M. (ed.) (2002) *Power: A Reader*, pp. 67–70. Giddens, A. (1968), "Power" in the Recent Writings of Talcott Parsons', *Sociology* 2: 257-272.

Control questions:

What is the basic difference between zero sum and variable sum concepts of power? Which model is more relevant for Russia, in your opinion?

Explain what it means that power is "generated" by a social system in much the same way as wealth is generated in the productive organization of an economy. Do you agree or disagree with this statement?

Explain what it means that "power is legitimised authority to further 'collective goals', there is no power when authoritative decisions do serve sectional interests".

Can power be dysfunctional? What are those "checks and balances" that prevent sectional interests seizing power? Do you think that those institutions work properly in contemporary societies? Give examples which can illustrate your answer.

Outline the answer to the following question:

There is no such thing as "illegitimate power". Discuss.

Lecture 29. Foucault view on power

Modernist vs. non-modernist perspectives on power. Foucault's concept of power. Disciplinary power vs. Sovereign power. The social constitution of actors . Foucault's concept of discourse. Knowledge as a form of power.

Key concepts: disciplinary power, sovereign power, Panopticon, discourse, 'subjectivisation'

Haugaard, M. (ed.) (2002) *Power: A Reader*, pp. 181-204; Scott J. Discipline and expertise in *Power: Key Concepts*, Polity Press 2006, p.92-109.

Outline the answer to the following question:

Is all modern power disciplinary power? Discuss.

Lecture 30. Sociological theories of the state

Clyde Barrow, *Critical Theories of the State*, Chapter Two; Bob Jessop, (1990) *State Theory: putting capitalist states in their place*, pp. 338–369

Part VI. Globalisation and social change

Lecture 31. Anatomy of Globalization. Main contemporary discussions on approaches to globalization. (Part One)

Globalization and modernization as sociological paradigms. Main concepts of globalization: a) global-local, b) cultural hybrids, c) the nation-state problem, d) primordial phenomena, e) civil society d) new type of rationality and rationalization.

Three modern perspectives on globalization (David Held, Anthony McGrew, David Goldblatt and Jonathan Perraton) - hyperglobalists, skeptics and transformationalists views.

Control questions:

Is globalization new and real?

What is economic globalization – new forms of exploitation or more fair distribution based on more effectively functioning global market?

Anatomy of Globalization. Diverse interpretations of globalization (Part Two)

Types of the globalization theories. a) globalization as a linear process (modernization), b) the "world-system" approach (E.Wallerstein), c) the world culture model (M. Archer, M. Featherstone, R.Robertson), d) the global community theory (A.Giddens), e) the global system model, f) the theory of "Knowledge Societies" (N.Stehr).

Diverse effects of globalization in terms of culture (Benjamin Barber, Leslie Sklair, Anthony D. Smith, Samuel Huntington, Amartya Sen, Stuart Hall).

Key concepts: social change, modernization, post-industrial society, globalization, rationality, transformationalists, global community, global culture, hybrid cultural identities

Control questions:

What are economic, technological, political or cultural drivers of globalization?

Has globalization led to cultural homogenization?

Does globalization lead to a clash of cultures?

Ritzer G. *Globalization: A Basic Text*. Malden, MA: Wiley-Blackwell, 2009. (Chapter 1). pp.1-32.

Robertson R. *Glocalization: Time-Space and Homogeneity-Heterogeneity/ Readings in globalization: key concepts and major debates / edited by George Ritzer and Zeynep Atalay*. Chichester, West Sussex, U.K.; Malden, MA: Wiley-Blackwell, 2010. pp. 334-343.

Wallerstein I. *The Modern World-System: Theoretical Reprise/ Readings in globalization: key concepts and major debates / edited by George Ritzer and Zeynep Atalay*. Chichester, West Sussex, U.K.; Malden, MA: Wiley-Blackwell, 2010. pp. 205-209.

Weiss L. *Globalization and the Myth of the Powerless State / Readings in globalization: key concepts and major debates / edited by George Ritzer and Zeynep Atalay*. Chichester, West Sussex, U.K.; Malden, MA: Wiley-Blackwell, 2010. pp.166-175.

Lecture 32. Theory of Americanization

Globalization, McDonalidation and Americanization. George Ritzer's model of McDonaldization. The origins of the McDonaldization metasociological analysis. "Ideal type" (M.Waber). "Rationalization" and "dehumanization" (K.Mannheim). Five basic principles of George Ritzer's theory and its applicability in Russia.

Mannheim K. *Ideology and Utopia (in Russian)*. Moscow, 1990. pp.52-93.

Ritzer G. *Globalization: A Basic Text*. Malden, MA: Wiley-Blackwell, 2009. (Chapter 3). pp. 63 – 84.

Ritzer G. *Globalization: A Basic Text*. Malden, MA: Wiley-Blackwell, 2009. (Chapter 9). pp.243 – 276.

Weber M. *The Methodology of the Social Sciences*. Illinois: Free Press, 1949. pp.164-187.

Lecture 33. Americanization and the Labor Process

The model of the new labor process. Jobs as a series of simple tasks. Simplification of tasks (emphasis on the quantity of time a task should take). Maximized predictability of the work. Workers as human robots. Irrationality of work and dehumanization of workers.

Key concepts: job, task, predictability, irrationality of work, dehumanization of workers.

Clark S. "The Crisis of Fordism or the Crisis of Social Democracy," *Telos*, 1990, 83; 71-98.

Connell R., Wood J. Globalization and scientific labour: patterns in a life-history study of intellectual workers in the periphery / *Journal of Sociology*, June 2002; vol. 38, 2: pp. 167-190.

Odi P. Gender, Work and Organization in the Time/Space Economy of 'Just-in-Time' Labour. *Time & Society*, September 2003; vol. 12, 2-3: pp. 293-314.

Tsobanoglou G. Controls at Work, Democracy and Communication: A view from Greece / *The Politics of Participation and Empowerment: Current Issues and Practices*, edited by Tsobanoglou G., Verlag fur Gesellschaftsarchitektur, Gmb H., Hildesheim, Germany, 2012. pp. 235-254.

Rader V. Solidarity on the Job: Resisting Dehumanization and Fighting for Democracy in the Diverse Workplace. *Humanity & Society*, November 2008; vol. 32, 4: pp. 387-407.

Lecture 34. New Means of Consumption. Perspectives on Contemporary Tourism

The 21st century society as a consumer society. The post-modern dimensions of consumerism and its Americanized facets (fast-food restaurants, credit cards, shopping malls, TV shopping networks, catalogues, casinos). Baudrillard's notion of the "consumption ecstasy" and "ecstasy system". Carnivalization and the concept of "fun". ***Tourism as an indication of a dramatic cultural change.*** The "variation control", or the cultural model of contemporary tourism: a) highly predictable variations, b) highly efficient variations, c) highly calculable variations, d) highly controlled variations. The concept of "post-tourism" (Feifer). The "Kodak Syndrome" (Pokrovsky) and the new means of cultural possessions. The Disney Land structures of cultural consumption. Tourism in the context of simulacra and hyper-reality.

Key concepts: consumerism, new economies of time and space, compression of time from space, cultural change, tourism, post-tourism, cultural consumption, Pokrovsky, Feifer.

Baudrillard J. *Symbolic Exchange and Death*. London, Sage, 1993. pp. 6-42.

Liotard J-F. *The Postmodern Explained*. Minneapolis, 1992; pp. 1-22.

Shepherd R. Commodification, culture and tourism. *Tourist Studies*, August 2002; vol. 2, 2: pp. 183-201.

Ritzer G. An introduction to McDonaldization / *Readings in globalization: key concepts and major debates* / edited by George Ritzer and Zeynep Atalay. Chichester, West Sussex, U.K.; Malden, MA: Wiley-Blackwell, 2010. pp. 383-388.

Lecture 35. Americanization of a University

University education in an Americanized society. New trends in the model of today's higher education: a) supplementary (not essential) character of the university education for students' life, b) simplification of the "consumption" of knowledge, c) the concept of "useful knowledge" (knowledge for what?), d) commercialization of the state and private schools, e) quality of education as a "value meal" (*Ritzer*). New facets of campus: distant education and virtualization of a class.

Key concepts and names: high education, university, knowledge, commercialization, Ritzer.

Castells M. *The Network Society: From Knowledge to Policy*. Washington, DC: Johns Hopkins Center for Transatlantic Relations, 2005. pp. 215-224.

Tiratsoo N. The "Americanization" of Management Education in Britain / *Journal of Management Inquiry*, June 2004; vol. 13, 2: pp. 118-126.

Ritzer G. *Globalization: A Basic Text*. Malden, MA: Wiley-Blackwell, 2009. (Chapter 4). pp. 85-107.

Lecture 36. The Globalization Scenario for Russia?

Globalization matrix in the Russian society today. Entering the world community: price and effect. Russia as a probing terrain for the post-modern culture. Hyper-consequences of Americanization in Russia: traditional cultural values in review. Social change in the traditional societies: inevitability without fatalism. Cultural losses, cultural conservatism, cultural optimism—revised.

Pokrovsky N.E. Granitsy virtualnosti I virtualnoi realnosti: est li oni? (in Russian) // *Chelovek kak subject i object mediapsihologii*. M. Izdatelstvo Moskovskogo Universiteta, 2011. pp.765-784

Pokrovsky N. E., Popov D., Andreev A. N., Ivanov P. V., Poludina V. P., Lazebnaya X. P. Virtualization of inter-university and academic communication: Methods, structure, communities / *Науч. ред.:* N. E. Pokrovsky, J. P. Round, A. E. Boklin. M.: Society of Professional Sociologists, 2011.

Sample examination questions for Section B and C

- Compare any two theories of power holding
- Outline any theory of power
- Compare Marxist account and Weber's theory of power
- Who hold power in society? Discuss

- Why are some social groups in society more powerful than others? Identify how different theories approach this question.
- How useful is the concept of 'elite' for understanding the distribution of power in modern societies?
- What do states do?
- Where power is located? Discuss
- Power comes from the barrel of a gun. Discuss this statement in relation to at least three different theories of power holding.
- In modern societies all power is ultimately economic. Explain and discuss.
- Is all modern power disciplinary power? Discuss.
- How useful are Weber's types of domination for understanding the basis of different kinds of nature of political systems?
- Why is power an important issue in modern society and modern sociology? Discuss
- Can we measure power?
- What is the difference of Power and Authority
- How can we understand the nature of power?
- There is no such thing as illegitimate power. Discuss
- Do people experience globalisation in broadly similar or very different ways? Illustrate your answer with the theories put forward to explain globalisation, and offer examples.
- Is globalisation irreversible? In your answer refer to the global economy and either the globalisation of culture or the role of the nation state.
- What implications does globalisation have for traditional sociological theories of social change?
- 'Globalisation is nothing new.' Critically evaluate the evidence in support of and against this statement
- To what extent do we live in a globalised world? You should refer to economic, political and cultural dimensions of globalisation in your answer.
- What are the causes of the rapid social changes which have been occurring in the last 30 years and which have been described as a process of globalisation? In your answer refer to at least two theories which you have studied.

Marking criteria for argumentative essays for 10 and more marks

Essay Content: Relevant ideas, concepts. **Clarity of arguments** – students should learn how to develop the arguments: statement, reasoning, example. Relevant application. Relevant examples.

Essay (text) Organization=Structure and cohesion: Clear introduction, main body, conclusion.

Paragraphs divided logically, the ideas are **clear to follow**, effective linking devices are used. Avoid too general statements which may mean anything. They will not bring you any marks. The main goal of the essay is not to test your memory! **Examiners are looking for your reasons and arguments which are based on theories or empirical evidence.**

To be able to reveal the ability which examiners are looking for you need to structure your essay properly.

The aim of the examination is to examine whether the students have understood the area of sociology as laid down in the syllabus and the readings given. Since it is an introductory course it *is not assumed* that the students will have an advanced understanding of sociology. In order to pass the exam on sociology the students should be aware of the *competing paradigms* in sociology and be able to apply these in the context of the question.

Major skills which students are supposed to demonstrate are **Application and Selectivity**

- Students should *know* and *understand* the material and be able to select the most relevant material to support your arguments
- Examiners do not need know all that you know! They only need to know that you know how to choose from all you know and which theories and approaches to use.
- They need to know that you can *apply* the right material in the right place!

The basic principles of essay writing

- Key words/phrases usually used in essay titles: *Discuss; Analyse; Describe; Do you agree?* You need to write your answer appropriately.
- Very few essay titles will ask you to *list* information or to *describe* a theory or a process – but unless the essay question asks you to do this – **DON'T**.
- You will be rewarded for creativity! Organise your essays to demonstrate that you can apply material from other areas of the syllabus; material from

studies that you have read and material from other areas of your degree studies

- **No lists are permitted in the essays – only full sentences and paragraphs!**

Students are expected to write NOT descriptive essays, but **argumentative**. To be able to do this you need to **develop writing skills**. You can do it if you will read, write, revise and again read, write, revise..... Check past examination papers and reports

Preparation strategies:

1. You may write *full answers* focusing on exam question (for example, while doing homework), but this strategy is time consuming
2. *Timed answers* (for those who have problems with time-management) - write like you are under strict conditions of exam (45 min per essay without books and other supplements).
3. *Outlined answers* – short, in notes, structured – faster to do and easier to plan, to organize, to upgrade and to cover more topics – THE BEST way for revision (for example, while doing homework)

Know the approach to essay marking

Marking scheme:

1 – 6 marks.

Unstructured essays (without any introduction, conclusion, paragraphs and the like) with no attempt to answer the question directly. Descriptions of some theories with no indication why it is necessary to mention these ideas for answering the given question. At the top end the accounts should be accurate but they will be unfocussed.

Those students who just describe theories with no attempt to explain or apply them or compare will always fail the question on power!

7 – 12 marks.

Clear structure (there are introduction, conclusion, paragraphs). Plain description without proper arguments, comparison, examples – signs of understanding. There is no selectivity in these essays – students tend to write everything they know about the question and around it. Lame attempts to answer the question directly.

13 – 18 marks.

Clear direct answers with properly written introduction. Good structure and selectivity, clear debates, examples.

19 – 25 marks.

Clear essays which direct answers to the question. These should indicate a clear understanding of the debates, both in terms of the evidence and the way in which sociologists have theorised about power. Indicators of readings beyond the obligatory literature or ability to apply theories to the contemporary power relations.

Key components of the essay

1. Introduction

Indicate to the examiners how you will tackle the question, how you are going to answer the question (“route map”).

Introductions to the essays should be used for three purposes:

- To **locate the debate**
- To introduce the **principle definition** (s)
- To tell the reader **how** the question is going to **be approached** (do not miss the opportunity to make your structure clear from the very beginning) – the **plan** of your essay

2. Main body

In the main body you develop several ideas **directly corresponding** to the topic. You should do this in the most logical way and follow your ‘route map’. Keep clear structure.

- Indicate key ideas, concepts/ terms and **explain** them
- Develop **arguments** and **counter-arguments** in a systematic and consistent way, point by point (one point (idea) per paragraph), illustrate by examples.

3. Conclusion

- Restate the premise/thesis (see intro) and summarise the main points.
- Add motivation to the conclusion (your own view or motive) if needed.

Try to avoid the following mistakes in your written answers during the exam in sociology:

1. The students **were not answering the question**. Rather they were providing allot of background information which was tangentially related to the question at hand. It is vital that students are able to **give succinct answers to questions and then develop them** future.
2. The students answered questions in a very **informal conversational style**. This meant that their answers came across as **a matter or opinion or assertion rather than a reasoned argument**.

3. Students would often provide **normative or at best descriptive answers**. This meant that they would often not engage **analytically** or **critically** with the questions.
4. Students would often be **too broad in their answers**. This meant that the terms and field of analysis was not properly defined, and they got weighed down in dealing with contextual issues rather than engaging with the specific issue at hand
5. In some cases the students did not appear to be using **the theory they already knew**.
6. Many of the answers the questions **lacked a degree of structure**. This made it **difficult for the examiner to identify what the central contribution are**.
7. At times students would make **undefended assertions** and **not fully develop their arguments**.

2nd YEAR

Urban Social Landscapes

The overall aim of this unit is to examine the different approaches to studying the key issues around urban lives in contemporary society. Using examples from across the global, as well as fieldwork in Moscow, the lectures will explore different themes each week around a key issue which, overall, provide a broad overview of urban sociology. As well as exploring sociological approaches the course will also consider how we can think of other approaches to governing the city, such as technocratic or welfare based, through sociological lenses. By the end of the unit students will have a deep understanding of both the key issues of urban life as the different ways of examining/governing them.

Lecture 1. Globalisation and urban lives

This lecture provides a broad overview of the sub discipline of urban sociology with special emphasis on the impact of globalisation on cities.

Through the work of people such as Sassen, Harvey, Massey etc the key concepts introduced are; justice and the city, exclusion, multiculturalism, critical globalisation, world cities theory, access to the city, gender and the city, aspatial globalisation, glocalisation, borders.

Key readings

Harvey, D. (2009) *Social Justice and the City*, University of Georgia Press (Chapter 1 – Social processes and social forms)

Sassen, S. (2003) *Globalization or denationalization?* *Review of international political economy*, 10, 1, 1-22.

Massey, D (2005) *For Space*, London: Sage (Chapter 4 – aspatial globalisation)

Control questions

To what extent do global cities exist? Who are global cities for? Does globalisation increase or decrease social justice?

Lecture 2. State/society relations in the urban context

This lecture explores how cities are governed through various scales and practices and how individuals/households/networks/locations develop resistance practices to try and negate the marginality that follows.

Through the work of de Certeau, Chomsky, Mouffe etc the main concepts introduced in this class are; governance, state/society relations, post-democracy, coping tactics, strategies, everyday life, justice, regimes, variegated capitalisms, resistance, protest, occupy.

Key readings

Mouffe, C. (2013) *Space, Hegemony and Radical Critique*. *Spatial Politics: Essays for Doreen Massey*. Featherstone, D. and Painter, J. (Eds). Wiley.

Lefebvre, H. (2003) *Space and the state*, in Brenner, N., Jessop, B., Jones, M. and MacLeod, G. (eds) *State/- Space: A Reader*. London: Blackwell, pp. 84–100.

de Certeau, M. (1984) *The Practice of Everyday Life*. Berkeley: University of California Press.

Control questions

Can urban power be resisted? Who controls the city? How do layers of governance help or hinder?

Lecture 3. Urban work and living

This class explores how the nature of work and everyday life is constantly evolving under conditions of late capitalism and post-democracy. As well looking at ideas of exclusion and division within the city the actual nature of work is

examined, such as the move from post-fordism to, for many, even more unsecure roles. Through this the nature of urban life is examined, such as leisure and the actual urban form itself and the question is posed whether theories of everyday life can be produced

Through the work of Lefebvre, Jacobs etc the following key concepts will be developed; theories of everyday life, work, post-work, late-capitalism, post-fordism, urban living, cities for citizens, production of space.

Key readings

Jacobs, J. (2012) Urban geographies I Still thinking cities relationally. *Progress in human geography*, 36, 3, 412-432.

Lefebvre, H. (2000) *Everyday Life in the Modern World*. London: Athlone.

Control questions

Can a theory of everyday life be developed? What are the main trends in urban work and living? How do different cities produce different work opportunities?

Lecture 4. The informal city

There is a dominant discourse that we live in a formal world where formal work and relations are the most important aspects of daily life. This lecture challenges such notions by thinking about the role of informal work and practices in the lives, not just of those engaged in marginal unregulated work, but also amongst those who appear to be 'formal' – i.e. those in secure formal employment. The role of informal non-work practices and networks are also considered.

Via the work of Gibson-Graham, Granovetter, Round the following key concepts are explored; informal economies, diverse/alternative economies, the economic iceberg, relationship between formal and informal work, non-economic practices, social networks, the role of place and space in the economic, gift-giving, sharing.

Key readings

JK Gibson-Graham, 1996, *The End of Capitalism (As We Knew It): A Feminist Critique of Political Economy*, Oxford UK and Cambridge USA: Blackwell Publishers.

Granovetter, M. (1983) 'The Strength of Weak Ties: A Network Theory Revisited', *Sociological Theory* 1(1): 201–33.

Round, J. (2009) *The boundaries between informal and formal work*. Beyond Current Horizons: Work and Employment. Report written for Futurelab and the Department for Children, Schools and Families. Available at <http://www.beyondcurrenthorizons.org.uk/the-boundaries-between-informal-and-formal-work/>

Control questions

To what extent do we live in an informal/formal world? What are the benefits/negatives of informality? What can be considered informal?

Lecture 5. Migration and the urban everyday

Within contexts of globalisation migration, in all its forms, is shaping urban life – from providing labour to the changing of landscapes through, for example, the building of mosques. However, often migrant use of the city is limited, and through the example of Central Asian migration into Moscow, the lecture will show that many migrants are ghettoised and do not have ‘access’ to the city – such as health care. The lecture then explores ideas of integration and multiculturalism asking whether the latter is a realistic goal or a socio-political construct. Also, however, there is also the migration of global elites who must be considered within the context of globalisations.

Through the work of Castles and Miller, Standing, Saxenian etc the key concepts for this lecture are; migration, integration, multiculturalism, access to welfare, ghetto, fear, divided cities, diaspora, contested building, notions of home, exploitation, human rights abuses, migration regimes, labour, migration of talent, entrepreneurial migration.

Key readings

Castles, S. and Miller, M. (2009) *The age of migration : international population movements in the modern world*, 4th Edition. (Chapter 1).

Saxenian, A-L (2007) *The New Argonauts: Regional Advantage in a Global Economy*. (Chapter 1).

Control questions

What are the key issues many labour migrants face? How do states change discourses on migration? How do migrant communities function? Why have fewer migrants returned home to Russia than in India and China?

Lecture 6. Creating new urban sociologies

Cities are obviously evolving places overlaying existing spaces. The challenge for governments and planners is how to make cities distinctive in post-fordist eras of globalisation. Furthermore, how do they make cities attractive places in order to retain and attract talent and wealth. While there are many different ways of doing this by far the most popular is to try and develop creative cities which also assists in the diversification of economies. This lecture concentrates on this approaches and examines the controversies that surround it. It also, using Moscow as a case study, looks at the tensions this can cause between different layers of governance, religious groups and 'classes' of people.

To address this, through the work of Florida, Peck, Jessop etc the following concepts will be developed; creative cities, creativity, bohemia, cool, circuits of capital, the 'gay' index, whose city is it?, new media, creative spaces.

Key readings

Florida, R. (2001) The Rise of the Creative Class: Why cities without gays and rock bands are losing the economic development race. Available at <http://www.washingtonmonthly.com/features/2001/0205.florida.html>

Peck, J., 2005. Struggling with the creative class. *International Journal of Urban and Regional Research* 29 (4), 740-770.

Control questions

Why is the creative city thesis so popular with planners? Why cannot everywhere be cool? What are the main tensions in Moscow's move towards creativity?

Lecture 7. Principles in practices (field trip)

This class is a field trip to various sites around Moscow where we will discuss in the field many of the aspects in the previous lectures. For example, we will visit numerous creative areas to see how they correspond with Florida's visions, to Ostozhenka to look at power within buildings and spaces, to Moscow city to flows of migrant labour and European Square to observe informal economies in action.

Lecture 8. New urban landscapes under austerity

The role of this lecture is to explore how the current economic crisis is (re)shaping urban social landscapes in relation to welfare, access to the city, social networks and the spatialities of protest. It will look at the geographies of

policy advice demonstrating that the policies implemented in Greece currently are ideologically identical to those dictated to South America and eastern Europe in the 1980s and the post-Soviet world in the 1990s. We are now presented, in an era of globalisation, an aspatial policy response to the banking induced crisis where austerity, cutbacks and marginalisation are deemed the only path to economic growth.

Through the work of Harvey, Jessop etc the following concepts will be explored; austerity, international development organisations (world bank, IMF etc), Washington consensus, post-Washington consensus, Berlin-Washington consensus, neo-liberalism welfare reform, policy advice, the geographies of policy, access to the city, protest, democracy, centre-right politics.

Key readings

Harvey, D. (2010) *The Enigma of Capital and the Crises of Capitalism*. Profile Books. (chapter one)

Jessop, B. (2013) Putting neoliberalism in its time and place: a response to the debate. *Social Anthropology*, 21, 1, 65-74.

Control questions

How far can the neo-liberalism agenda be pushed before mass social unrest erupts? What lessons can Western Europe learn from 1990s Russia? Why do institutions matter in times of economic crisis.