SUMMARY

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.

GRADING COMPONENTS:
- Critical review, two versions: 1500 words each (25% of total grade)
- 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.
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<td>Lesson 2. The 'Origins' of Sociality.</td>
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**Required Readings:**


**Supplementary Readings:**
Rousseau, Jean Jacques (1754). *A Dissertation On the Origin and Foundation of The Inequality of Mankind and is it Authorised by Natural Law?*


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**Lesson 3. 'First' Modernization: Urbanization, industrialization, and economic development**
**3 February 2014, 18:10-21:00**

**Required Readings**


**Supplementary Readings**

*Durkheim (1933).* The Division of Labor in Society. Section 4. p. 70-132.


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**Lesson 4. First' Modernization: Technological Development and Rationalization**
**10 February 2014, 18:10-21:00**

**Required Readings**


Supplementary Readings


Lesson 5. 'Second' Modernization: Reflexivity and Risk
17 February 2014, 18:10-21:00

Required Readings


Supplementary Readings


Lesson 6. The Fate of Community
1 March 2013, 18:10-21:00

Required Readings


Supplementary Readings


Lesson 7. Intimacy and Power
8 March 2013, 18:10-21:00

Required Readings


Supplementary Readings


Lesson 8. Intimacy and Social Control
15 March 2013, 18:10-21:00

Required Readings


ASSIGNMENTS (Components of Final Grade)
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 asterix (*). 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. Due date: March 2\(^{nd}\).

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.

Please send any questions and course-related exchanges to my email at cswader@hse.ru with “individualization and intimacy” in the subject line. Thank you!

Readings: https://docs.google.com/folder/d/0B0zzDq9OoQAzSTdnYj1OVNnR28/edit