

**Government of the Russian Federation**

**Federal State Autonomous Educational Institution of Higher  
Education**

**National Research University  
“Higher School of Economics”**

Faculty of social sciences

Department of Sociology

Course syllabus

**Sociological theory**

For the Bachelor’s Degree Program 39.03.01. “Sociology”

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Registered by the Academic Council

of the Faculty of social sciences «\_\_\_»\_\_\_\_\_ 20 г.

Academic secretary \_\_\_\_\_

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## SYLLABUS

**Title of a Course** Sociological theory

### **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 Type** – compulsory.

### **Abstract:**

*Principles of Sociology* is a one year course for the 1<sup>st</sup> year BA students of honors group. 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.

**Lecturers:** Nikita Pokrovski, Olga Kuzina, Victoria Antonova, Elena Iarskaia-Smirnova,

**Class teacher:** Olga Kuzina

### **Learning 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.

### Learning Outcomes

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
Способен учиться, приобретать новые знания, умения, в том числе в области, отличной от профессиональной	УК-1	<ul style="list-style-type: none"> <li>- demonstrates familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in sociology;</li> <li>- understands and applies basic research methods in sociology</li> <li>- understands the importance of sociological approach and research in future professional career</li> <li>- has an in-depth understanding of different facets of society that require information gathering and analysis</li> </ul>	Lectures, tutorials, essays
Способен вести исследовательскую деятельность, включая анализ проблем, постановку целей и задач, выделение объекта и предмета исследования, выбор способа и методов исследования, а также оценку его качества	УК-6	<ul style="list-style-type: none"> <li>- is able to apply sociological concepts and theories to analyze social problems of contemporary society;</li> <li>- interprets the main issues of contemporary society from the sociological point of view</li> </ul>	Lectures, tutorials, essays

Competencies	Codes according to Federal Standard/ National Research University	Descriptors	Forms and methods of teaching which help to form and develop the competencies
Способен грамотно строить коммуникацию, исходя из целей и ситуации общения	УК-8	<ul style="list-style-type: none"> <li>- demonstrates ability to read and understand sociological literature;</li> <li>- demonstrates ability to participate in sociological discussions</li> </ul>	Tutorials, essays
Способен критически оценивать и переосмыслять накопленный опыт (собственный и чужой), рефлексировать профессиональную и социальную деятельность	УК-9	<ul style="list-style-type: none"> <li>- demonstrates ability to critically apply sociological theory and basic research methods to analyze social reality;</li> </ul>	Lectures, tutorials, essays
Способен использовать основные положения и методы гуманитарных и социально-экономических наук при решении профессиональных задач	ПК-4	<ul style="list-style-type: none"> <li>- applies sociological definitions and concepts to analyze social problems of contemporary society;</li> <li>- interprets the main issues of contemporary society from the sociological point of view</li> </ul>	Lectures, tutorials, essays
Способен обрабатывать и анализировать данные для подготовки аналитических решений, экспертных заключений и рекомендаций	ПК-10	<ul style="list-style-type: none"> <li>- demonstrates ability to apply sociological theory and basic research methods in analytical and consulting practices</li> <li>- applies sociological theories and concepts to analyze social reality, to produce presentations and report on sociological topics</li> <li>- uses sociological training more broadly to inform his or her work and thinking</li> </ul>	Lectures, tutorials, essays

Competencies	Codes according to Federal Standard/ National Research University	Descriptors	Forms and methods of teaching which help to form and develop the competencies
Способен разрабатывать учебные программы для преподавания социологии и проводить учебные занятия	ПК-14	- demonstrates ability to teach and communicate with the audience	Lectures, tutorials, 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 **tutorials**, it is expected that students come prepared to discuss a particular topic. Reading of the required material should be completed before the tutorial. **Short written assignments** will be given on every tutorial.

The main purpose of the tutorials 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.

### Course plan

№	Topic	Total contact hours	Contact hours		Self study	Lecturer
			Lectures	Tutorials		
<b>Part 1 Sociological approach to studying human behavior</b>		<b>16</b>	<b>Nikita Pokrovsky / Viktoria Antonova, Elena Iarskaia-Smirnova</b>			
1	Sociology as a Perspective	4	2	2	4	N. Pokrovsky
2	Social Structure	4	2	2	2	N. Pokrovsky
3	Culture	4	2	2	2	E. Iarskaia-Smirnova

4	Socialization	4	2	2	2	V. Antonova
<b>Part II Sociological research methodology</b>		<b>30</b>	<b>Olga Kuzina</b>			
5	Key principles of sociological research	4	2	2	5	O.Kuzina
6	Research designs in sociology	12	6	6	8	O.Kuzina
7	Research methods	12	4	6	8	O.Kuzina
8	Three epistemological approaches in sociology	4	2	2	5	O.Kuzina
<b>Part III Sociological theories – 1</b>		<b>20</b>	<b>Olga Kuzina</b>			
9	Ontological assumptions of sociological theories	4	2	2	5	O.Kuzina
10	Materialist determinist approach to social process (Marx)	4	2	2	5	O.Kuzina
11	'Sociologism' as a way of thinking (Durkheim)	4	2	2	5	O.Kuzina
12	Understanding and ideal types (Weber)	4	2	2	5	O.Kuzina
13	Post-modernism and sociology	4	2	2	5	O.Kuzina
<b>Part IV Sociological theories – 2</b>		<b>52</b>	<b>Olga Kuzina</b>			
14	Sociology of F.Tönnies and G.Simmel	8	4	4	8	
15	The Chicago School of Sociology. Study of urban communities (R.Park, E.Burgess, E.Hughes, L.Wirth, etc.)	8	4	4	8	O.Kuzina
16	The Harvard School of Sociology (Pitirim Sorokin) and the Frankfurt School of Neo-Marxism (Horkheimer, Marcuse, Adorno)	8	4	4	8	O.Kuzina
17	Social Exchange Theory (G.Homans, P.Blau)	4	2	2	5	O.Kuzina
18	Social Conflict Theory (L.Coser, R.Dahrendorf)	4	2	2	5	O.Kuzina
19	Symbolic interactionism (H.Blumer)	4	2	2	5	

20	Sociology of everyday life (I.Goffman)	4	2	2	5	
21	Phenomenological Sociology (A.Schutz)	4	2	2	5	
22	The Social Construction of Reality (P.Berger, Th.Luckmann)	4	2	2	5	
23	Ethnomethodology (G.Garfinkel)	4	2	2	5	
<b>Part V Power in Society</b>		<b>32</b>	<b>Olga Kuzina</b>			
24	Introduction: power, modernity and sociology	4	2	2	5	O.Kuzina
25	Marxist accounts of power	4	2	2	5	O.Kuzina
26	Weber: power, stratification and domination	4	2	2	5	O.Kuzina
27	Power of elites	4	2	2	5	O.Kuzina
28	The pluralist model of power and its critics	4	2	2	5	O.Kuzina
29	Power to and power over	4	2	2	5	O.Kuzina
30	Foucault's theory of power	4	2	2	5	O.Kuzina
31	Sociological theories of the State	4	2	2	5	O.Kuzina
<b>Part VI Globalisation and social change</b>		<b>16</b>	<b>Nikita Pokrovsky</b>			
32	Anatomy of Globalization	4	2	2	4	N. Pokrovsky
33	Theory of Americanization	4	2	2	4	N. Pokrovsky
34	New Means of Consumption. Perspectives on Contemporary Tourism	4	2	2	4	N. Pokrovsky
35	The Globalization/Americanization Scenario for Russia?	4	2	2	4	N. Pokrovsky
<b>TOTAL</b>		<b>342</b>	<b>82</b>	<b>84</b>	<b>176</b>	

## **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:**

### **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"> <li>1. Explain to the reader what social problems are and why the given topic may be interesting.</li> <li>2. Explain the difference between treating social problems as objective and as socially constructed phenomena.</li> <li>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. .</li> <li>4. At the end summarize what you have said in a couple of sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain to the reader why the given topic may be interesting.</li> <li>2. Explain why people may think that sociology is about studying social problems and helping to find 'solutions' to them.</li> <li>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.</li> <li>4. At the end summarize what you have said in a couple of sentences.</li> </ol>
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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?

**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?

**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 6.1 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 6.2. 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 6.3. 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. 1. 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 7.2. 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. 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 14. Sociology of F.Tönnies and G.Simmel

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 15. 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 16. 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 17. 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 18. 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 19-20. Symbolic interactionism (H.Blumer) and sociology of everyday life (I.Goffman)

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 21. Phenomenological Sociology (A.Schutz)**

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 23. 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 24. 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 25. 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 26. 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; patriarchy, 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 27. 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 28. 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 29. 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 30. 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 31. 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

### **Section C. Globalisation and social change**

### **Lecture 32. 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 33. Theory of Americanization**

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

***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.

***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, job, task, predictability, irrationality of work, dehumanization of workers.

- 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.
- 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.
- Odih 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.
- 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 34. New Means of Consumption. Perspectives on Contemporary Tourism**

***The 21<sup>st</sup> 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.

Kew 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.

Lyotard 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. 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.

### **Grading system**

#### **Examinations**

During the course students will be tested 4 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*

*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>	50%
<i>First semester final (20%Essays+30%Autumn Exam+50%Winter Exam)</i>	25%
<i>Second semester final (20%Essays+80%Spring Exam)</i>	25%

### **Guidelines for Knowledge Assessment**

#### **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.

An example of a final exam paper

**Section A**

1. How would sociologists define 'sociological imagination'? Apply sociological imagination to any kind of human behaviour. **6 Marks**

2. Explain and illustrate in which way Sociology differs from any one of the following: **8 Marks**

- i. Journalism
- ii. Economics
- iii. Common sense

3. For her diploma thesis the student has decided to research how gender relates to career choices. Which research design and which research method would you advise her to use? Explain what are possible advantages and limitations of this research. **8 Marks**

4. Answer any one of the following questions: **7 Marks**

- i. What do sociologists mean by 'social construction of reality'? Explain and illustrate this concept by giving an example.
- ii. Although 'theory' and 'research' are often seen as separate activities, the opposite is true. Discuss.

5. Answer **any one** question from the following list **6 Marks**

- i. Explain and illustrate what structure/agency debates in sociology are about.
- ii. How is social change explained by idealist and materialist sociological theories?
- iii. How is social order explained by conflict and consensus theories?

6. Compare the contribution of at least two major sociological theorists that you have learned about on this course to a sociological understanding of any of the following: **12 Marks**

- i. Modernity
- ii. Rise of capitalism
- iii. Role of religion in society

7. Answer **any one** question from the following list **14 Marks**

- i. Critically discuss the statement 'The city is characterized by impersonality and anonymity'.
- ii. In which way *critical* theory differs from *traditional* theory?
- iii. Rational choice models in Sociology and in Economics: are they different?

**Section B**

Compare and contrast at least two major sociological theories of power. **25 Marks**

**Section C**

Using sociological theories critically discuss ANY ONE of the following quotes: **14 Marks**

- i. "Globalization, as defined by rich people like us, is a very nice thing... you are talking about the Internet, you are talking about cell phones, you are talking about computers. This doesn't affect two-thirds of the people of the world." (Jimmy Carter)
- ii. "It has been said that arguing against globalization is like arguing against the laws of gravity." (Kofi Annan)
- iii. '...globalization possibly weakens the effectiveness and cohesion of the nation-state as its traditional functions are hollowed out – transferred upwards to international organizations ...' (Larry Ray)

**Methods of Instruction**

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.

**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 unfocused.

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**.

At times students would make **undefended assertions** and **not fully develop their arguments**.