

**Санкт-Петербургский филиал федерального государственного  
автономного образовательного учреждения высшего образования  
"Национальный исследовательский университет  
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа социальных и гуманитарных наук  
Национального исследовательского университета «Высшая школа экономики»

Департамент социологии

**Рабочая программа дисциплины  
*Научно-исследовательский семинар «Гражданские и политические  
процессы» (преподается на английском языке)***

для образовательной программы «Социология»  
направления подготовки 39.03.01 «Социология»  
уровень бакалавр

3-4 курс

Разработчики программы:

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Согласована методистом ОСУП  
«30» августа 2017 г.

Т.Г. Ефимова \_\_\_\_\_

Утверждена Академическим советом образовательной программы

«30» августа 2017 г., № протокола   1  

Академический руководитель образовательной программы

Д.А. Александров \_\_\_\_\_

Санкт-Петербург, 2017

*Настоящая программа не может быть использована другими подразделениями  
университета и другими вузами без разрешения кафедры-разработчика программы.*

### Course Syllabus for the 3<sup>rd</sup> Year of Study

Title of the course	<b>Research Seminar “Civil and Political Processes” (offered in English)</b>				
Title of the Academic Programme	“Sociology”				
Type of the course	Elective				
Prerequisites	Argumentation Theory and Academic Writing				
ECTS workload	4				
Total indicative study hours	Directed Study	Self-directed study	Total		
	42	110	152		
Course Overview	<p>This seminar is intended for the students interested in modern societies, how they function and change, their values and institutions; how people choose common rules of living in societies, and how they act to amend them. This is a cross-disciplinary seminar drawing from research in sociology, political science, economy, and anthropology related to the topics of discussion. The seminar starts with an introduction of general perspectives in political and social analysis, then focusing on political processes, in the first part, and social ties underlying modern societies and nations, in the second part. In the final part, we will look into modernization as a general process and into various strategies of comparing countries.</p>				
Intended Learning Outcomes (ILO)	<p>As a result of participating in this seminar, students will be able to read and discuss the issues related to politics and civil society, such as social protests, voting, social capital, societal and individual well-being, nation-building and national identity, modern societies, migration, and others. Understanding these topics is necessary for taking advanced courses in politics and society or writing research on related topics. In addition, students will have trained their academic skills in reading, writing, and speaking.</p>				
Teaching and Learning Methods	<p>The seminar is based on discussing original research papers, reading which is the basic prerequisite for attending the seminar. We use journal articles and book chapters that reflect both classical perspectives and recent revisions of the subject. In the 3<sup>rd</sup> year of study, students are assessed for effective reading, writing an abstract of a paper and speaking up at the seminars.</p> <p>We enjoy free exchange of ideas after discussing the paper, and enjoy group work from time to time. Normally, there are at least two instructors present in the room guiding the discussion.</p>				
<b>Content and Structure of the Course</b>					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Perspectives on Political Processes	14		4	10
2	Reading an Academic Article	12		2	10
3	Why Do People Protest?	14		4	10
4	Economic Development and Political Regimes	14		4	10
5	How Do People Vote? Rise of populism	14		4	10
6	Social Capital	14		4	10
7	Individual and Societal Well-Being	14		4	10
8	Building Nations	14		4	10

9	Migration in Russia and Europe	14		4	10
10	Modernization Process	14		4	10
11	How To Compare Countries	14		4	10
<b>Total study hours</b>		152	0	42	110
Indicative Assessment Methods and Strategy	<p>Students of the 3<sup>rd</sup> year of study are expected to submit an abstract of a research paper (take-home task) for the mid-term assessment, to speak up regularly at the seminars, and to sit up a written exam at the end of the seminar, answering 2-3 questions related to the papers discussed during the year.</p> <p>The <i>final grade</i> for the course is 0.2*home work in module 1 (abstract)+ 0.3*participation in module 2 + 0.3*participation in module 3 + 0.2*exam (2-3 questions on papers read).</p>				
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Anderson, B. (2006). <i>Imagined communities: Reflections on the origin and spread of nationalism</i>. Verso Books. Chapter 7, Chapter 10.</p> <p>Geddes, A., &amp; Scholten, P. (2016). <i>The politics of migration and immigration in Europe</i>. Sage.</p> <p>Habyarimana, J. et al (2007), “Why Does Ethnic Diversity Undermine Public Goods Provision?”, <i>American Political Science Review</i>, Vol. 101, No. 4, p. 709-725.</p> <p>Landman, T. (2016). <i>Issues and Methods in Comparative Politics</i>. 4<sup>th</sup> ed. Routledge. Chapter 2, Chapter 6.</p> <p>Scott, J. C. (1998). <i>Seeing like a state: How certain schemes to improve the human condition have failed</i>. Yale University Press.</p> <p>Small, M. L. (2009). <i>Unanticipated gains: Origins of network inequality in everyday life</i>. Oxford University Press. Preface and Chapter 1.</p> <p>Welzel, C. and F. Deutsch (2012), “Emancipative Values and Non-Violent Protest: The Importance of ‘Ecological’ Effects”, <i>British Journal of Political Science</i>, Vol. 42, No. 2, p. 465-479.</p> <p><u>Optional</u></p> <p>Aschauer, W. (2014). Societal well-being in Europe. from theoretical perspectives to a multidimensional measurement. <i>L'Année sociologique</i>, 64(2), 295-330.</p> <p>Beissinger, M. (2007), “Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions”, <i>Perspectives on Politics</i>, Vol. 5, No. 2, p. 259-276.</p> <p>Greene, S.A. (2013), “Beyond Bolotnaia: Bridging Old and New in Russia's Election Protest Movement”, <i>Problems of Post-Communism</i>, Vol. 60, No. 2, p. 40-52.</p> <p>McAdam D., McCarthy J.D., Zald M.N. (Eds.) (1996). <i>Comparative perspectives on social movements: Political opportunities, mobilizing structures, and cultural framings</i>. Cambridge: Cambridge University Press, p. 1-20.</p> <p>Robertson, G. (2011). <i>The Politics of Protest in hybrid Regimes: Managing Dissent in Post-Communist Russia</i>. Cambridge: Cambridge University Press.</p> <p>Schroeder, R. (2016). Rethinking digital media and political change. <i>Convergence</i>, 1354856516660666.</p> <p>Seliverstova, O. (2017). “Consuming” national identity in Western Ukraine. <i>Nationalities Papers</i>, 45(1), 61-79.</p>				

	Suyarkulova, M. (2016). Fashioning the nation: gender and politics of dress in contemporary Kyrgyzstan. <i>Nationalities Papers</i> , 44(2), 247-265.		
Indicative Self- Study Strategies	<b>Type</b>	<b>+/-</b>	<b>Hours</b>
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	90
	Assignments for seminars / tutorials / labs	+	10
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	-	
	Other (please specify)	-	
	Preparation for the exam	+	10
Academic Support for the Course	Academic support for the course is provided via Dropbox and the seminar curriculum, where students can find: guidelines and recommendations for completing the course; guidelines and recommendations for self-study; and samples of assessment materials		
Facilities, Equipment and Software	The seminar usually requires a white board and Internet access with a projector.		
Course Instructor	Anna Shirokanova, PhD, associate professor <a href="mailto:ashirokanova@hse.ru">ashirokanova@hse.ru</a> Anna Nemirovskaya, PhD, associate professor <a href="mailto:annanemirov@hse.ru">annanemirov@hse.ru</a> Margarita Zavadskaya, PhD, senior research fellow <a href="mailto:margarita.zavadskaya@eui.eu">margarita.zavadskaya@eui.eu</a>		

### Course Syllabus for the 4<sup>th</sup> Year of Study

Title of the course	<b>Research Seminar “Civil and Political Processes” (offered in English)</b>		
Title of the Academic Programme	“Sociology”		
Type of the course	Elective		
Prerequisites	Argumentation Theory and Academic Writing		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	30	84	114
Course Overview	This seminar is intended for the students interested in modern societies, how they function and change, their values and institutions; how people choose common rules of living in societies, and how they act to amend them. This is a cross-disciplinary seminar drawing from research in sociology, political science, economy, and anthropology related to the topics of discussion. The seminar starts with an introduction of general perspectives in political and social analysis, then focusing on political processes, in the first part, and social ties underlying modern societies and nations, in the second part. In the final part, we will look into modernization as a general process and into various strategies of comparing countries.		
Intended Learning Outcomes (ILO)	As a result of participating in this seminar, students will be able to read and discuss the issues related to politics and civil society, such as social protests, voting, social capital, societal and individual well-being, nation-building and national identity, modern societies, migration, and others. Understanding these topics is necessary for taking advanced		

	courses in politics and society or writing research on related topics. In addition, students will have trained their academic skills in reading, writing, and speaking.				
Teaching and Learning Methods	The seminar is based on discussing original research papers, reading which is the basic prerequisite for attending the seminar. We use journal articles and book chapters that reflect both classical perspectives and recent revisions of the subject. In the 4 <sup>th</sup> year of study, students are assessed for effective reading, writing an abstract of a paper. speaking up at the seminars, organizing the group in teams and discussing texts in presentations or debates. We enjoy free exchange of ideas after discussing the paper, and enjoy group work from time to time. Normally, there are at least two instructors present in the room guiding the discussion.				
<b>Content and Structure of the Course</b>					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Paradigms of Political Analysis	16		4	12
2	Reading a Scientific Article	14		2	12
3	Why Do People Protest?	14		4	10
4	Economic Development and Political Regimes	14		4	10
5	How Do People Vote?	14		4	10
6	Social Capital	14		4	10
7	Individual and Societal Well-Being	14		4	10
8	Building Nations	14		4	10
<b>Total study hours</b>		114	0	30	84
Indicative Assessment Methods and Strategy	Students of the 4 <sup>th</sup> year are expected to submit an abstract of a research paper (take-home task) for the mid-term assessment, take leading roles in discussing home reading, and to sit up a final written exam on the papers covered in the seminar. The <i>final grade</i> for the course is 0.2*home work in module 1 (abstract)+ 0.3*participation in module 2 + 0.3*participation in module 3 + 0.2*exam(2-3 questions on seminar reading with your comments).				
Readings / Indicative Learning Resources	<u>Mandatory</u> Anderson, B. (2006). <i>Imagined communities: Reflections on the origin and spread of nationalism</i> . Verso Books. Chapter 7, Chapter 10. Geddes, A., & Scholten, P. (2016). <i>The politics of migration and immigration in Europe</i> . Sage. Habyarimana, J. et al (2007), “Why Does Ethnic Diversity Undermine Public Goods Provision?”, <i>American Political Science Review</i> , Vol. 101, No. 4, p. 709-725. Landman, T. (2016). <i>Issues and Methods in Comparative Politics</i> . 4 <sup>th</sup> ed. Routledge. Chapter 2, Chapter 6. Scott, J. C. (1998). <i>Seeing like a state: How certain schemes to improve the human condition have failed</i> . Yale University Press. Small, M. L. (2009). <i>Unanticipated gains: Origins of network inequality in everyday life</i> . Oxford University Press. Preface and Chapter 1. Welzel, C. and F. Deutsch (2012), “Emancipative Values and Non-Violent Protest: The Importance of ‘Ecological’ Effects”, <i>British Journal of Political Science</i> , Vol. 42, No. 2, p. 465-479.				

	<p><u>Optional</u>  Aschauer, W. (2014). Societal well-being in Europe. from theoretical perspectives to a multidimensional measurement. <i>L'Année sociologique</i>, 64(2), 295-330.  Beissinger, M. (2007), "Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions", <i>Perspectives on Politics</i>, Vol. 5, No. 2, p. 259-276.  Greene, S.A. (2013), "Beyond Bolotnaia: Bridging Old and New in Russia's Election Protest Movement", <i>Problems of Post-Communism</i>, Vol. 60, No. 2, p. 40-52.  McAdam D., McCarthy J.D., Zald M.N. (Eds.) (1996). <i>Comparative perspectives on social movements: Political opportunities, mobilizing structures, and cultural framings</i>. Cambridge: Cambridge University Press, p. 1-20.  Robertson, G. (2011). <i>The Politics of Protest in hybrid Regimes: Managing Dissent in Post-Communist Russia</i>. Cambridge: Cambridge University Press.  Schroeder, R. (2016). Rethinking digital media and political change. <i>Convergence</i>, 1354856516660666.  Seliverstova, O. (2017). "Consuming" national identity in Western Ukraine. <i>Nationalities Papers</i>, 45(1), 61-79.  Suyarkulova, M. (2016). Fashioning the nation: gender and politics of dress in contemporary Kyrgyzstan. <i>Nationalities Papers</i>, 44(2), 247-265.</p>																										
Indicative Self- Study Strategies	<table border="1"> <thead> <tr> <th data-bbox="529 1113 1168 1144">Type</th> <th data-bbox="1168 1113 1331 1144">+/-</th> <th data-bbox="1331 1113 1474 1144">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="529 1144 1168 1218">Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td data-bbox="1168 1144 1331 1218">+</td> <td data-bbox="1331 1144 1474 1218">64</td> </tr> <tr> <td data-bbox="529 1218 1168 1256">Assignments for seminars / tutorials / labs</td> <td data-bbox="1168 1218 1331 1256">+</td> <td data-bbox="1331 1218 1474 1256">10</td> </tr> <tr> <td data-bbox="529 1256 1168 1294">E-learning / distance learning (MOOC / LMS)</td> <td data-bbox="1168 1256 1331 1294">-</td> <td data-bbox="1331 1256 1474 1294"></td> </tr> <tr> <td data-bbox="529 1294 1168 1332">Fieldwork</td> <td data-bbox="1168 1294 1331 1332">-</td> <td data-bbox="1331 1294 1474 1332"></td> </tr> <tr> <td data-bbox="529 1332 1168 1370">Project work</td> <td data-bbox="1168 1332 1331 1370">-</td> <td data-bbox="1331 1332 1474 1370"></td> </tr> <tr> <td data-bbox="529 1370 1168 1408">Other (please specify)</td> <td data-bbox="1168 1370 1331 1408">-</td> <td data-bbox="1331 1370 1474 1408"></td> </tr> <tr> <td data-bbox="529 1408 1168 1447">Preparation for the exam</td> <td data-bbox="1168 1408 1331 1447">+</td> <td data-bbox="1331 1408 1474 1447">10</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	64	Assignments for seminars / tutorials / labs	+	10	E-learning / distance learning (MOOC / LMS)	-		Fieldwork	-		Project work	-		Other (please specify)	-		Preparation for the exam	+	10		
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