

**PROGRAMME HANDBOOK
INTERNATIONAL
BA PROGRAMME
IN SOCIOLOGY AND SOCIAL
INFORMATICS**



**NATIONAL RESEARCH
UNIVERSITY
SAINT PETERSBURG**



**HSE UNIVERSITY
SAINT PETERSBURG**

PROGRAMME HANDBOOK

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1. Background to the Programme

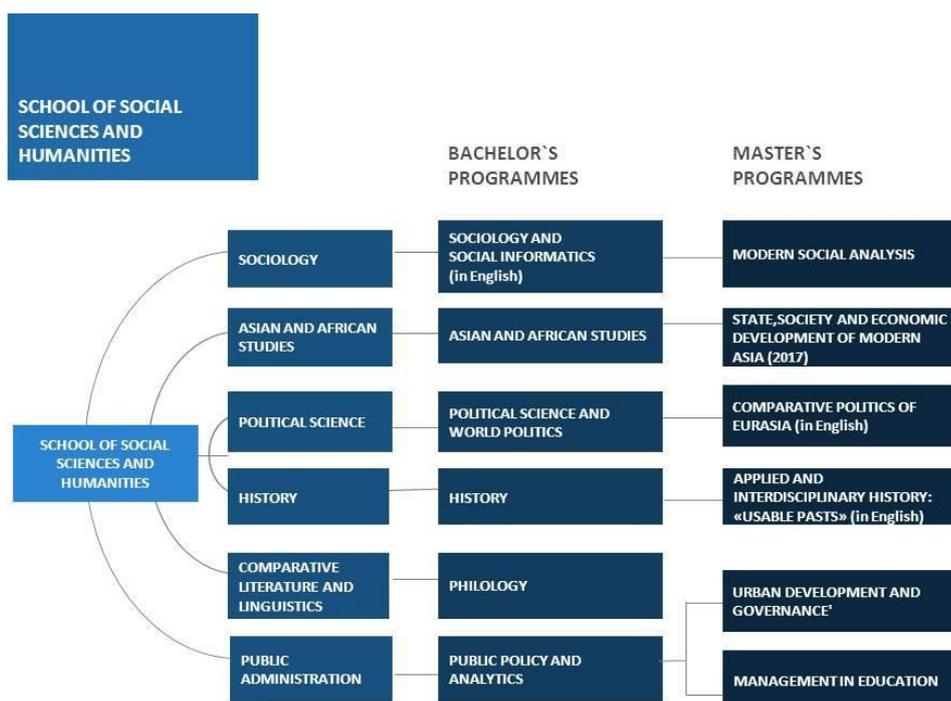
1.1. Institutional Context

National Research University Higher School of Economics (HSE), founded in 1992, is one of the top Russian research universities in the social sciences and management. The university comprises a unique, linked network of campuses spread across the country: Moscow, St.Petersburg, Nizhny Novgorod and Perm. The research and educational expertise of HSE professors has been widely recognized internationally as well as domestically. HSE is placed in the 411-420 position according to the 2016 QS World University Rankings. It is also in the top 200 in several QS Subject Rankings including those in Economics & Econometrics (101-150), Business & Management 151-200, and Accounting & Finance (151-200). In Economics and Business it has now also risen to 83 in the latest THE rankings.

The Higher School of Economics - St. Petersburg (HSE University St. Petersburg) was founded in 1997 and enrolled its first students in 1998. The internationalization of education and research is a strategic goal of the St. Petersburg campus and is reflected in its research and learning and teaching activities. Similarly, the campus has a strong commitment to promoting inter- and multidisciplinary approaches in both education and research.

The **HSE St. Petersburg School of Social Sciences and Humanities (SPbSSSH)** was established in 2014. The mission of the School is to prepare students for lifelong learning and provide a fundamental training, as well as quality research in the humanities and social sciences. The School maintains high international academic standards. Our approach combines acquiring in-depth theoretical knowledge of contemporary research methods with practically oriented courses and project activity to give graduates the best opportunity for professional success in both academic and applied fields.

The School offers the wide selection of undergraduate and master's programmes in 6 academic fields:



The School has 7 research centers and laboratories that create social research environment:

- Laboratory for Comparative Social Research (Led by Prof. Eduard Ponarin, HSE University St. Petersburg) ;
- Laboratory of Sociology in Education and Science (Led by Prof. Daniil A. Alexandrov, HSE University St. Petersburg);
- Internet Studies Lab (Led by Associate Professor Olessia Koltsova, HSE University St. Petersburg);
- Laboratory for Urban Studies (Led by Prof. Leonid E. Limonov, HSE University St. Petersburg);
- Center for Youth Studies (Led by Prof. Elena L. Omelchenko, HSE University St. Petersburg);
- Centre for Asian and African Studies (Led by Prof. Evgeny Zelenev, HSE University St. Petersburg) ;
- Centre for Historical Research (Led by Prof. Alexander Semyonov, HSE University St. Petersburg) _with Laboratory for Environmental and Technological History (Led by Prof. Julia Lajus HSE University St. Petersburg).

These centers and laboratories provide effective and encouraging support for students and early-career researchers and engage them in research activity to solve real social problems. It is a perfect occasion for students to be involved in internships, summer and winter schools and other research-related events.

1.2. Professional Context

1.3. Relevance of the programme to the Institutional Mission

2. Programme Overview

Awarding Institution	National Research University Higher School of Economics
Teaching Institution and location of delivery	National Research University Higher School of Economics, St. Petersburg campus (HSE University St. Petersburg)
Final Award	B.A. in Sociology
Programme Title	B.A. in Sociology
Programme Code	39.03.01
Programme Accreditation	Accredited by Russian Ministry of Education and Science on the 30 th of March, 2016 № 1820 90A01, Registration number 0001913
NFQ Level	
Credits (ECTS)	240
Programme Duration	4 years

Modes of attendance	Full-time
Language of instruction	English and Russian
Academic Director	Daniil Aleksandrov, PhD in History of Science and Technology
Last updated	February 2017
Programme Aims	
<p>The program aim is to prepare students for the work in a global digital society and the digital economy by combining the classical sociological and liberal arts education (production of creative and critical thinking) with the learning of best practices in statistics, Data Science and data visualization (R, Gephi, SPSS, Python), with the use of digital data and technologies in management and marketing.</p>	
Programme objectives	
<p>To develop competence in understanding social processes in the era of digital society; To assist students in developing analytical skills needed for academic and practice-oriented research in different fields (sociology, marketing, management, media-analysis) To develop skills and competences for conducting sociological research To improve critical thinking, reading, and writing</p>	
Programme distinctions	
<p>The first in Russia to train sociologists of the new digital generation, this programme prepares specialists with the skills they need for gathering and processing data using the most up-to-date technology and methodology. The programme includes not only general and specific sociological and humanities topics, but also mathematics and computer science, giving students the opportunity to become proficient in programming and information systems.</p>	
Programme Partnerships	
<p>There are joint projects/programs of the sociologists from HSE with many universities around the world, including the University of Michigan (USA), Georgia Institute of Technology (USA), University of Helsinki (Finland), University of Tampere (Finland), Linköping University (Sweden), Kings College (UK), Manchester University (UK), University of Warwick (UK), Glasgow University (UK), University of Groningen (NL), and others.</p>	
Target Audience	
<p>Young people interested in how society and Internet work, wanted to combine interests in mathematics with the humanities and the study of society, oriented to be working in digital business, marketing, management, academia</p>	
Admission	
<p>Bachelor’s Degree Admission Requirements for Russian Citizens:</p> <ul style="list-style-type: none"> ▪ Submission of High school certificate ▪ Submission of application before deadline ▪ Successful passing of programme-specific examinations or submission of the results of Unified State Examinations in the following subjects: Social Studies, Mathematics, Russia, English 	

- Successful participation in the HSE Olympiad
- See full Application and Admissions Guideline on the website: <https://spb.hse.ru/ba>

Bachelor's Degree Admission Requirements for International Applicants:

- High school certificate or equivalent recognized by the Russian Federation and duly legalized, if applicable (if an applicant does not yet have the high school certificate at the time of application, an official high school transcript of records for last 3 school years should be submitted)
- Submission of on-line application before the deadline
- On-line interview with programme's selection committee
- Successful passing of 2 programme-specific entrance examinations: Math, English
- Proper submission of enrollment package, incl. the High school certificate in original, notary translated and duly legalized if applicable, to the Admissions Office before August, 30 at the latest

See full Application and Admissions Guideline on the website:

<https://spb.hse.ru/international/undergrad>

Career Prospects

Our graduates often continue their studies on European Master's programs in the areas of their interests. Research Master's in Sociology, Political Science, or Statistics are a typical route for those interested in scientific career. Skills in Data Analysis and Programming strengthen applications of our students on this track. Another part of our students look for get accepted into more applied Masters, such as IT and Cognition, Interaction Design and Human-Computer Interaction, Digital Business, Information Networks and Business Analytics.

The graduates who want to start their career in business right away with BA degree at hand have skills and knowledge relevant to 'digital' roles in many areas, including marketing and HR research, organizational consultancy, advertisement and social media marketing, game design, online community management. Business in the 21st century is going through digital transition: moving to electronic markets, creating shearing economy platforms, relying on search engines and digital media for marketing and promotion. Our students are well prepared for this new digital economy.

Alignment to national educational and occupational standards and other regulatory documents

- The Law of the Russian Federation on Education (№ 273-FL, dd. 29.12.2012);
- Original Educational Standard of the National Research University Higher School of Economics for Higher Education 38.04.08 Master's Level, Finance and Credit (adopted 06.12.2013);
- Procedures for Managing Higher Education Degree Programmes (bachelor's, master's and specialist's degrees), approved by RF Ministry of Education and Research (Order №1367, dd. 19.12.2013);
- Guidelines for Institutions of Higher Education in Providing Conditions for Teaching and Learning of Physically Challenged Students and Students with Special Needs, approved by RF Ministry of Education and Research (Order № AK-44/05 dd. 08.04.2014);
- University Charter. ([Charter of the federal state autonomous educational institution for higher professional education National Research University Higher School of Economics](#), approved by Government of The Russian Federation (Resolution №56, dd. 01.02.2016);
- Internal regulations for students of the National Research University Higher School of Economics (HSE Directive № 6.18.1- 01/2207 -16, dd. 22.07.2016);

- Regulations for Interim and Ongoing Assessment of students of the National Research University Higher School of Economics (HSE Directive № 6.18.1-01/1908-02, dd. 19.08.2014).

Alignment to international standards and requirements

3. Intended Programme Learning Outcomes

Learning Outcome code	Intended learning outcomes ¹
LO ₁	Demonstrate critical understanding of professional information: theories, concepts and research methods in the field of sociology
LO ₂	Possess the ability to analyze social problems and processes according with academic standards
LO ₃	Knowledge of the methods of theoretical and empirical social research, including theory construction and model building, as well as the skills in data gathering, processing, analysis and visualization.
LO ₄	Demonstrate the ability to formulate goals of the research and to find the ways to complete them.
LO ₅	Demonstrate the ability to planning and implementation of project activities in the field of public opinion research, marketing, management, business
LO ₆	Demonstrate the ability to participate in the designing of professional scientific and technical documentation, preparation of scientific reports
LO ₇	Demonstrate the ability to participate in a research and consulting activities
LO ₈	Use the methods of collection, processing and interpretation of complex social information for making decisions on organizational and managerial tasks
LO ₉	Present the results of sociological research, taking into account characteristics of the target audience
LO ₁₀	Develop training programs and courses for the teaching of sociology

¹ The intended learning outcomes will have the wording prescribed by skill level descriptors.

4. Programme Curriculum

4.1 Proposed Programme Structure

The programme lasts for 4 years (full-time mode). It consists of courses, Research internship, term paper and a final project with a total of 240 credits. The teaching part consists of mandatory, optional and elective courses with value of 68 credits minimum. 51 credits are allocated to research and internship; 6 credits – to the final state exam and final research paper. Each quarter contains a number of mandatory and optional courses that are taught in sequence in different semesters.

The 240 credits of the programme are distributed as follows:

Item number	Item Title	ECTS	C/E (C – core, E – elective)
1	Personal and Social Safety	1	C
2	Physical Training	0	C
3	Philosophy	4	C
4	Social History (offered in English)	4	C
5	Economics	4	C
6	Psychology (offered in English)	4	C
7	Algebra and Analysis	6	C
8	Information Systems (offered in English)	12	C
9	Probability Theory and Mathematical Statistics	8	C
10	Data Analysis in Sociology (offered in English)	10	C
11	Economic Theory (offered in English)	6	C
12	Sociological Theory (offered in English)	18	C
13	Methodology and Methods for Sociological Research	8	C
14	Economic Sociology (offered in English)	4	C
15	Economic and Social Statistics (offered in English)	3	C
16	Social Structure and Social Stratification (offered in English)	4	C
17	Social and Economic Anthropology (offered in English)	3	C
18	English Language Test (1st year)	0	C
19	Independent English Language Test (2nd year)	0	C
20	Applied Software	4	C
21	Argumentation Theory and Academic Writing (offered in English)	4	C
22	Institutional analysis (offered in English)	4	C
23	Social research (offered in English)	4	C
24	Social Issues-1 (offered in English)	9	E
25	Social Issues-2 (offered in English)	9	E

26	Sociology of Public Opinion (offered in English)	6	E
28	Sociology of the Youth (offered in English)	6	E
29	Gender Studies (offered in English)	6	E
30	Law. Economy. Society (offered in English)	6	E
31	Social Psychology (offered in English)	6	E
32	Methods of Computer Processing of the Text (offered in English)	6	E
33	Macrosociology (offered in English)	6	E
34	Networks. Crowds. Markets (offered in English)	6	E
35	Network Analysis (offered in English)	6	E
42	Research Seminar	11	E
43	Term Paper	10	C
44	Projects	16	E
45	Internship	10	C
46	Final State Exam	3	C
47	Graduation Thesis	3	C
48	English	14	O

4.2. Proposed Programme Structure Diagram

1 st year						
		Course	ECTS			
1 st semester (Fall)		Personal and Social Safety	1	2 nd semester (Spring)	<i>Physical Training</i>	0
		Physical Training	0		Philosophy	4
		Social History (offered in English)	4		Economics	2
		Economics	2		Psychology (offered in English)	4
		Algebra and Analysis	6		Information Systems	2
		Information Systems	2		Probability Theory and Mathematical Statistics	6
		Sociological Theory (offered in English)	5		Sociological Theory (offered in English)	8
		Applied Software	3		Methodology and Methods for Sociological Research	3
		Argumentation Theory and Academic Writing (offered in English)	4		Research Seminar	2
		Research Seminar	2			

				English Language Test (1st year)	0
	Taught courses – 27 Research – 2 Total – 29			Taught courses – 29 Research – 2 Total - 31	
2 nd year					
1 st semester (Fall)	Course	ECTS	2 nd semester (Spring)	Course	ECTS
	Physical Training	0		Physical Training	0
	Information Systems (offered in English)	5		Data Analysis in Sociology (offered in English)	4
	Probability Theory and Mathematical Statistics	2		Economic Theory (offered in English)	2
	Methodology and Methods for Sociological Research	1		Methodology and Methods for Sociological Research	2
	Economic Theory (offered in English)	1		Social Structure and Social Stratification (offered in English)	4
	Sociological Theory (offered in English)	2		Social and Economic Anthropology (offered in English)	3
	Minor	5		Minor	5
	Elective Components. Compulsory Courses of the Educational Track:	6		Elective Components. Compulsory Courses of the Educational Track:	6
	Database			Theory Construction and Model Building	
Information Management and Organizational Analysis	Digital Anthropology				
Research Seminar	2	Independent English Language Test (2 nd year)	0		
Taught courses – 19 Research – 2 Total – 21		Taught courses – 37 Research – 2 Total – 39			
3 rd year					
1 st semester (Fall)	Course	ECTS	2 nd semester (Spring)	Course	ECTS
	Physical Training	0		Physical Training	0
	Information Systems (offered in English)	4		Methodology and Methods for Sociological Research	2
Data Analysis in Sociology (offered in English)	4	Economic Sociology (offered in English)	4		

	Economic Theory (offered in English)	3		Elective Components. Compulsory Courses of the Educational Track: Social Issues – 1 and Social Issues – 2	6
	Sociological Theory (offered in English)	3		Minor	5
	Economic and Social Statistics (offered in English)	3		Educational Internship	4
	Institutional analysis (offered in English)	4		Research Seminar	2
	Minor	5		Course Work	5
	Research Seminar	2		Projects	4
	Taught courses – 26 Research – 2 Total – 28			Taught courses – 30 Research – 2 Total – 32	
4 th year					
1 st semester (Fall)	Course	ECTS	2 nd semester (Spring)	Course	ECTS
	Physical Training	0		Physical Training	0
	Social research (offered in English)	4		Data Analysis in Sociology (offered in English)	2
	Research Seminar	2		Elective: Experimental Research (offered in English)	6
	Elective: Urban Studies (offered in English)	6		Elective: Online Research (offered in English)	6
	Elective: Social Studies of Health (offered in English)	6		Elective: Digital Economics (offered in English)	6
	Elective: Sociology of the Youth (offered in English)	6		Elective: Methods of Computer Analysis of the Text (offered in English)	6
	Elective: Gender Studies (offered in English)	6		Elective: Big Data Management (offered in English)	6
	Elective: Social Policy (offered in English)	6		Elective: Computer Game Worlds (offered in English)	6
	Elective: Social Psychology (offered in English)	6		Elective: Business Analytics (offered in English)	6

Elective: Migration and Ethnicity (offered in English)	6	Elective: Game Theory (offered in English)	6
Elective: Social Network Analysis (offered in English)	6	Research Seminar	1
		Course Work	9
		Work Internship	6
		Final State Exam	3
		Graduation Thesis	3
Taught courses – 22 Research – 2 Total – 24		Taught courses – 35 Research – 1 Total – 36	

5. Teaching Methods

Major approaches which lay the ground for the teaching and learning process are the following:

- *Student-focused approach* which emphasizes the learner's critical role in constructing meaning from new information and prior experience and focuses on skills and practices that enable lifelong learning and independent problem-solving.
- *Active Learning* which encourages to engage students in two aspects – doing things and thinking about the things they are doing. Active learning requires appropriate learning environment which promotes research based and interdisciplinary learning; encourages leadership skills of the students through self-development activities; stimulates collaborative learning for building knowledgeable learning communities; cultivates task based performance by giving student's a realistic practical sense of the subject matter learnt in the classroom.

In the BA Programme “Sociology and Social Informatics” teaching methods includes lectures, workshops and seminars, master classes, classroom discussions, tutorials, research projects. All these methods equip young people with solid knowledge in social sciences, including theory construction and model building, as well as the cutting-edge skills in data gathering, processing, analysis and visualization.

Students participate in different practically-oriented courses (research activities): Research Seminar (designed to help students to work on their term papers and theses); Sociological and Pedagogic Practices (giving the possibility to implement professional skills in practice); Research Projects (allowing to involve students in research activity).

6. Assessment

The Programme team is committed to providing assessment that is timely, fair and corresponds to the learning outcomes attached to the module/unit. The assessment is aligned with the Programme’s learning objectives and the LO of each course and provides the reflection of ILO consistency for all the courses.

The assessment in the programme is a complex procedure, including the assessment of the work during classes (class participation, home assignments) and the assessment of final examination. Each course has its own formula of the final grade, describing the value of each assignment (can be found in course’s syllabus).

HSE University uses the 10-points scale of assessment. The consistency of grades to the European Regulation Framework and Russian traditional grading systems is presented in the table below.

10-point scale	Russian grading framework	ECTS grading scheme	
10	Excellent	A+	Excellent
9	Excellent	A	Very good
8	Excellent	A–	Very good
7	Good	B+	Good
6	Good	B–	Good
5	Satisfactory	C+	Satisfactory
4	Satisfactory	C–	Satisfactory
3	Fail	F	Fail
2	Fail	F	Fail
1	Fail	F	Fail

Students' progression is subject to the University Regulations for Interim and Ongoing Assessment of students of the National Research University Higher School of Economics (HSE Directive № 6.18.1-01/1908-02, dd. 19.08.2014) which define the procedures of formative and summative assessment as well as reassessment opportunities with certain restrictions.

7. Academic Policy

7.1. Management of the Programme

Each programme at HSE is managed at two levels – academic and administrative. At the academic level the programme is coordinated by a Programme Director who is in charge of making all the major decisions concerning the programme and its content, as well as the study track of the students enrolled. The Programme Director is appointed by the rector for the period of 4 years.

In order to enhance the efficiency of academic management, functions and responsibilities of the Programme Director are supplemented by those of the Programme Board that is in charge of developing the content of the programme and academic requirements. The Board is appointed by the Academic Council for the period of 4 years, and its members are selected from teaching staff, external experts and alumni.

At the administrative level the programme is managed by the Study office led by a Programme coordinator. The Study office supports students in all issues related to their study process, answering all their queries.

The work of the Programme Directors and Study offices in the School of Social Sciences and Humanities is coordinated by the Dean who makes all the executive decisions.

For B.A., the Programme Director is Professor Daniil Aleksandrov, <https://www.hse.ru/en/org/persons/4132356>

The Programme coordinator is Ekaterina Ershova, <https://www.hse.ru/en/org/persons/128256782>

7.2. Plagiarism Policy

Plagiarism at HSE is defined as using the someone else`s ideas, words, concepts as if they were student`s own without any acknowledgement.

There are two types of plagiarism:

- 1) word-by-word coping someone else`s textual information;
- 2) paraphrasing - a restatement of someone else`s idea using other words.

Plagiarism is considered a serious academic offence and students who plagiarize are imposed to serious penalties.

The University makes routine plagiarism checks on all term papers and final theses.

The control of written home tasks, reports, essays, tests is organized on the instructor`s request. It means that a piece of work will be submitted to an electronic text matching software system – Turnitin (by a student, or by a member of Study Office staff).

Cases of plagiarism are first handled by the course instructor and Programme Director, and then by the Disciplinary Commission of HSE – Saint-Petersburg which considers the case and makes the decision about the kind of penalty to be imposed: from a written warning to the expulsion from the university.

More information may be found online: <https://istudents.hse.ru/copy>

7.3. Personal development of students

HSE University St. Petersburg considers the personal development of students as an integral part of studies. Students are encouraged to participate in a variety of activities and events, which foster personal and professional development. Personal development of students is supported through:

- Student counseling
- Students` projects
- Students` internship in HSE St.Petersburg research centres
- Training seminars
- Company site visits
- Guest lectures by industry practitioners.

8. Resources and Facilities

8.1. E-learning environment

The delivery of programmes at HSE-SPB is supported by the University e-learning environment. It is used to provide access to resources, both print and online, to submit assignments and provide electronic feedback, to develop discussion and debate through discussion posts, to engage in online assessment and practice.

The University e-learning environment is comprised by:

- The Learning Management System (LMS);
- Electronic Information Resources of the HSE library;
- eTimetable

The Learning Management System (LMS) is the HSE's educational space that connects lecturers with the students. Teaching staff uploads course materials, tests and tasks via the LMS for distribution to students. Students, in return, submit their home assignments or questions to lecturers. The LMS supports learning processes at course level and provides access to a wide range of tools for self-directed learning. An electronic grade book is available in the student's personal account in LMS.

Click here for more details: <http://lms.hse.ru>

eTimetable is a service for posting the schedule of classes online. It offers learners access to the schedule of classes and class time updates from any place via any Internet-connected device. A student can find he/her timetable using the following options: on the webpage of the programme, via LMS, via HSE mobile app.

8.2. Library and IT facilities

The Higher School of Economics Library supports the teaching, learning and research activities of the HSE community through the provision of high-quality, international information resources.

The library has a large-scale collection tailored to meet the needs of the programmes and courses delivered at HSE. The majority of the collection relates to the fields of economics, management, and social and political sciences.

Students have full access to all library resources and facilities, and it is possible to order a book to be delivered from another building.

The library is equipped with computers having high-speed Internet access. Students can use a variety of library services: remote access to the electronic resources, photocopying, scanning; a wireless Internet connection (Wi-Fi) is also available.

Electronic Resources

HSE library provides access to the following resources:

- International and Russian Periodical Databases (more than 18,000 full-text periodicals and serial publications);
- eBook Databases (more than 150,000 full-text titles);
- Economic Indicators & Financial Statistics (e.g. World Bank Resources, OECD Resources, IMF Resources);
- Market & country profiles (e.g. Global Market Information Database, MarketLine);
- Reference & Citation databases (Web of Knowledge, Scopus);
- ProQuest Dissertations & Theses (More than 1.2 million dissertations);
- Encyclopedias and Dictionaries (e.g. New Palgrave Dictionary of Economics, Oxford Reference Online Premium).
- Elsevier Books (ScienceDirect) (more than 420,000 peer-reviewed research articles published annually. Elsevier provides [information analytics solutions](#) and digital tools in the areas of [strategic research management](#), [R&D performance](#), [clinical decision support](#), and [professional education](#))
- Springer (more than 2,900 journals and 250,000 books)
- Oxford Scholarship Online; Oxford Handbooks Online; Oxford Reference Online; Oxford English Dictionary, Oxford Art Online (the largest university press in the world, publishing in 70 languages and 190 countries, which makes the highest-quality academic and professional content available around the globe)
- JSTOR (Arts & Sciences: I - XI, Life Sciences) (provides access to more than 10 million academic journal articles, books, and primary sources in 75 disciplines).
- Oxford Journals Full Collection (Oxford University Press).
- Journals Freedom Collection (ScienceDirect) (articles from over 3,800 journals and more than 37,000 book titles).
- EBSCO: Academic Search Premier, Business Source Premier, Master FILE Premier.

- Emerald (the leading multidisciplinary research database, it provides acclaimed full-text journals, magazines and other valuable resources).
- Taylor & Francis Journals (publishes quality peer-reviewed journals, journal is hosted on content platform, where student can browse by subject, drill down to journal level to find the aims, scope and editorial board for each individual title)
- ArtStor Collection (features a wide range of multidisciplinary content from some of the world's top museums, artists, libraries, scholars, and photo archives, including rare collections not accessible anywhere else).

Location of the HSE-SPb Library for BA students: 55 Sedova Ulitsa, Building 2.

Printing Services

Multifunctional printers that can be used for copying, printing and scanning are located in all of the campus buildings. You may fill your balance via on-line HSE Payment <https://pay.hse.ru/spb/> or in the Accounting Department located on Soyuz Pechatnikov 16, (office 216).

Email

All enrolled students receive a corporate e-mail address. The address consists of a unique name and domain address “@edu.hse.ru”.

All correspondence is automatically stored on the corporate mail server. However, all users may create personal email archives. To set personal archive folders, a user should contact technical support offices which are located in all of the campus buildings.

Mailbox size is limited. It is recommended to delete old emails periodically.

Sending video, music, and executable files (.mpg, .avi, .bat, .cmd, .exe, etc.) via email is prohibited.

Internet

All HSE's computers have Internet access. This service is intended for official purposes. It is not recommended to visit online resources which are not directly related to the performance of official duties.

Wi-Fi

Wireless access to the Internet is available in all the premises of HSE.

Presentation and Multimedia classroom

Many classrooms of the HSE are equipped with projectors, document-cameras, conference systems and other.

Computer labs

Computer labs are located in all of the campus buildings and available for administrative staff and students except when they occupied for training sessions.

8.3. Teaching facilities

HSE-St.Petersburg has 3 lecture rooms seating between 56 and 107 people, 8 seminar rooms, 4 computer labs, 5 language laboratories. Each lecture room is equipped with a marker board and a projector. Computer labs contain 68 machines, all equipped with Windows 10 Pro x64 Microsoft Office Professional Plus 2013, Kaspersky Endpoint Security 10 SPSS 22.

9. Student Support

9.1. Academic Support

Programme Director provides academic support that supplements the support provided by course instructors. Students are encouraged to visit faculty and the Programme Director during office hours, whether or not they are experiencing academic difficulty. The Programme director oversees

the education aspects of student life, including giving advice and direction on academic paths and how to meet graduation requirements. The academic director can help with the choice of elective courses and projects, term papers and dissertation themes, etc.

A research supervisor is appointed for every student. The student's research is guided by the supervisor from the initial definition of the area of research to the final drafting of the master's dissertation.

The Study Office provides the support to the students' educational process. It deals with all matters related to the programme dates, structure, courses, and exams. The Study Office also assists students with details about lectures, marks, internships, scholarships etc.

Possible student appeals can be formally submitted in two ways:

Online: <https://www.hse.ru/our/expresspolls/poll/162300245.html>

In the written statement delivered to the Study Office.

9.2. Study Abroad and International Mobility

Issues relating to the opportunities for study abroad and participation in international projects are coordinated by the International office where students can get all the necessary information and guidance.

HSE University St. Petersburg provides ample opportunities for degree students to study abroad in more than 50 partner universities. The call for study abroad applications takes place twice a year. The application for international mobility should be submitted at least a semester before the start of the mobility period. The students are eligible to apply for both university-wide call for applications and network campus-wide call for applications. HSE St. Petersburg Centre for International Cooperation gives advices to students wishing to go abroad and hosts international exchange students.

A number of Erasmus+ scholarships are available for the students.

More information on the international partners and international mobility may be found online:

<https://spb.hse.ru/international/partners>

<https://spb.hse.ru/international/faq/>

9.3. International Students Support

All international students (both degree and exchange ones) are supported with Russian study visa and further necessary immigration procedures upon arrival. More information on immigration process may be found here: <https://spb.hse.ru/international/visa>

Orientation week is an integral part of the academic year and it is organized twice a year, for all international students (degree and exchange ones) in the first week of September and for the exchange students in the second week of January. It's an important event where all relevant information about the university services is provided and where students may meet and get acquainted with each other. HSE local students are happy to become buddies for non-Russian speaking students to ensure a smoother immersion into a new environment.

HSE University - St. Petersburg provides students with lots of relevant facilities in each campus buildings such as [libraries](#) and printing services, cafes and canteens, recreation areas, etc. There are a lot of [extracurricular activities](#) as well. On the website there is always updated information concerning [living costs](#) and [life in Saint Petersburg](#).

9.4. Social support

Office of social work is in charge of housing in university dormitories, catering on university premises and medical services.

HSE – St.Petersburg provides all non-resident students with accommodation. All the questions and suggestions in terms of the housing quality or conflicts with other dormitory residents can be forwarded to the dormitory administration or the staff of the Department of social work.

All HSE locations have canteens offering a wide variety of foods at low prices, also students can have a cup of coffee with delicious cakes in the cafeteria. In every building there are water dispensers, as well as coffee and snacks vending machines.

Medical assistance to foreign students is provided within the voluntary insurance program. Students are expected to purchase the voluntary insurance upon enrollment into the HSE.

Foreign citizens may purchase the insurance plan of their choice in their home country or from any Russian insurance company upon arrival to the Russian Federation. Each foreign citizen should always have an up-to-date medical insurance during the period of stay in the territory of the Russian Federation, in case that authorized police officers can require it upon documents inspection. Should you have any further questions regarding the medical insurance, do not hesitate to contact the Department of social work.

10. Quality Assurance

University level. As one of Russia's elite National Research Universities HSE is not required to comply with Russian National Education Standards though continues to use them as external regulatory guidelines. Alongside HSE has its own Education Standards for all programmes. In addition to this the University has adopted individual quality assurance mechanisms and HSE in St. Petersburg shapes its own QA guidelines within University framework to reflect the specificities of the campus, while respecting the overarching principles. The process is governed by Education Commission. In particular:

1. All new programme proposals pass through a multi-layered, bottom-up process of programme approval, culminating in approval from HSE Academic Council.
2. All new courses (modules) pass through internal quality controls involving the Academic Programme Board.
3. All courses (modules) are subject to student evaluation. There are additional formal and informal opportunities for students feedback. Student evaluations are reviewed by the Study Office and Education Commission (if the courses are taught in English, also by the International Steering Group) and are used as a tool to maintain and attain best practices of learning and teaching delivery.
4. Student representation on University, School and Programme committees contributes to develop the quality of programmes taking in account student experience.
5. Exam scores and performances are monitored through the Programme Study Office and are reported to the Academic Programme Board and Academic Council periodically.
6. Oral defences are attended by external experts.
7. Programmes are supported in achieving accreditations from professional organisations.

At the **national level**, the University processes for quality are overseen by the external pannel of experts appointed by Russian Accreditation Agency every 6 years. The pannel undertakes mapping of University regulations and procedures to the Russian National Education Standards and makes the conclusion of how well all the resources help students progress and award qualification. The final decision on accreditation for another period or abolition of accreditation is made by the Federal Education and Science Supervision Agency.

11. Key Sources of Information about the Programme

HSE St.Petersburg web page: <https://spb.hse.ru/en/>

General Information about HSE Academic Policy: <https://www.hse.ru/en/studyspravka/>

Programme web page: <https://spb.hse.ru/en/ba/soc/>

12. Course Descriptors

Course descriptor template

1st year

Title of the course	Personal and Social Safety		
Title of the Academic Programme	Sociology and Social Informatics (Bachelor)		
Type of the course	Core		
Prerequisites	Fundamentals of Life Safety, Social Studies, History.		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	20	18	38
Course Overview	<p>The aim of the course is to assist new students to familiarize with the university life. It has a function of the orientation week and it is designed to provide students with different advices on a wide range of activities and opportunities, which there are in the university, with the introductions to the student facilities, the university and the facilities of the university campuses as well as the city. It is included of different forms of activities both formal such as lecturers, workshops and training and informal ones that are organized by the other students.</p>		
Intended Learning Outcomes (ILO) ²	<p>The course is designed:</p> <ul style="list-style-type: none"> - to help students master the basic concepts and methods of human security; - the promotion of successful social and psychological adaptation of students, - the formation of cohesion, trust and emotional support in the group, - to inform students about the opportunities and features of the university, - formation of educational motivation, readiness to take part in the various university activities, - development of confidence, awareness of the strengths and weaknesses. 		
Indicative Course Content	<p>The course consists of two parts. The first part covers theoretical information and lecture material, while the second part deals with active forms of learning, which develops different skills and competences.</p>		
Teaching and Learning Methods	<p>Seminars are held in the form of lectures, discussions, seminars, case studies and trainings. The various educational technologies will also be used such as searching for necessary materials, solving tasks, an individual and group work.</p>		

Indicative Assessment Methods and Strategy	<p>The final grade (G_F) is calculated as an average, based on the following equation:</p> $G_F = 0,6 \cdot G_{hw} + 0,4 \cdot G_{ex}, \text{ where}$ <p>G_{hw} – grade for homework projects G_{EX} – grade for the final examination</p>
Readings / Indicative Learning Resources ³	New Perspectives on Human Security/ edited by Adrian Hodges, Dr. Malcolm McIntosh, 2010.
Course Instructor	Senior lecturer Raisa Akifyeva, associate professor Vlada Baranova

Title of the course	Philosophy		
Title of the Academic Programme	Sociology and Social Informatics (Bachelor)		
Type of the course	Obligatory		
Prerequisites	Upper Intermediate English		
ECTS	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	92	152
Course Overview	<p>Philosophical questions are meaningful questions that do not have empirical or formal answers. The course seeks to grasp as well as answer a number of central questions in philosophy such as:</p> <ul style="list-style-type: none"> - What makes moral judgments true? - What rights and liberties should people have? - What is aesthetic experience? Is it possible to provide a correct definition of art? - How might a meaningful life be possible in a purely physical world? 		
Intended Learning Outcomes	<p>Students will be able to:</p> <p>Describe and distinguish key philosophical concepts in the main subfields of philosophy, including concepts such as free will, mind, knowledge, belief, reality, faith, reason, good, etc.</p> <p>Read and comprehend philosophical texts, both classical and contemporary. Discuss core philosophical problems, such as whether there is a god, what does it mean to be conscious, are we free to make choices, what is justice, etc.</p> <p>Explain and defend a position on basic philosophical problems.</p>		
Programme ILO to which Module ILO are mapped	SLK-1, SLK-2, SLK-6		
Indicative Course Content	<p>Ethics Political Philosophy Aesthetics Epistemology Philosophy of Mind</p>		

	Metaphysics Philosophy of Science The Meaning of Life
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, seminars, case studies, group work, home assignments (essays, individual and group projects). The written examination (40 minutes, close-booked).
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,5 \cdot G_{hw} + 0,5 \cdot G_{sa}, \text{ where}$ <p><i>G_{hw}</i> – grade for homework projects <i>G_{sa}</i> – grade for students’ activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,5 \cdot G_C + 0,5 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>
Indicative Learning Resources	<p>Pritchard, D. (2016). <i>What is this thing called philosophy?</i> London; New York: Routledge, Taylor & Francis Group.</p> <p>Internet resources</p> <p>The Internet Encyclopedia of Philosophy – iep.utm.edu The Stanford Encyclopedia of Philosophy – plato.stanford.edu The course lecturer/instructor may offer additional reading for students. All learning materials are available via HSE online library.</p>
Course Instructor	To be appointed

Title of the course	Psychology		
Title of the Academic Programme	Bachelor’s programme “Political Science and World Politics”		
Type of the course	Obligatory		
Prerequisites	-		
ECTS	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	92	152
Course Overview	<p>This course will offer students an introduction into psychology but it has strong focus on social psychology. It covers such topics as: learning and conditioning, perception and cross-cultural studies, problems of research intelligence, consciousness, developmental psychology, personality and individuality, social psychology of personality, interpersonal perception, prejudices, conformity, group influence, prosocial behavior and interpersonal attraction. We will explore the most interesting classical experiments and other studies, as well as get acquainted with the modern trends in psychology. Part of the tasks are aimed to teach participants to interpret the everyday situations in terms of psychological theories, to understand that may underlie human behavior, to predict how people are likely to behave in the future, how they explain their behavior by themselves.</p> <p>During the course, students design and conduct experimental research.</p>		

<p>Intended Learning Outcomes</p>	<p>Successfully perform written and oral assignments, aimed at assessing the skills database. Can competently formulate the purpose of the research and choose appropriate methods to achieve it.</p> <p>Demonstrates coherent, well-structured presentation of the material. Correctly uses scientific conceptual apparatus in the text, has a scientific argument. He speaks terminological apparatus and theoretical tools that allows you to understand the specifics of intercultural communication.</p> <p>Explain the problem and the processes occurring in society, using the scientific conceptual apparatus, is able to interpret events and forecast the consequences of relying on theoretical approaches.</p>
<p>Indicative Course Content</p>	<p>Introduction to Psychology. Methodological bases of psychology. The main stages of the development of psychology. Learning and conditioning. Perception and cross-cultural studies. Problems of research intelligence. Developmental Psychology. Personality and individuality.</p> <p>Social psychology of personality. Self-knowledge. Emotions. Social attitudes. Self-justification. Interpersonal perception and social cognition. Conformity. The person and the situation. Group influence. Social influence in small groups. Prosocial behavior. Interpersonal attraction. Prejudices and intergroup conflict.</p>
<p>Teaching and Learning Methods</p>	<p>The course consists of lectures (32 hours) and tutorials (28 hours). The tutorials involve student presentations (in small groups). Exam (group works in the form of protection presentation of the results of the pilot study and answer the questions - video presentations).</p>
<p>Indicative Assessment Methods and Strategy</p>	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,5 \cdot G_t + 0,2 \cdot G_{hw} + 0,3 \cdot G_{sa}, \text{ where}$ <p><i>G_t</i> – grade for test <i>G_{hw}</i> – grade for homework <i>G_{sa}</i> – grade for students’ activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,7 \cdot G_C + 0,3 \cdot G_{EX}, \text{ where}$ <p><i>G_c</i> – cumulative grade <i>G_{EX}</i> – grade for the final examination</p>
<p>Indicative Learning Resources</p>	<p><u>Mandatory</u></p> <p>Roger R. Hock. Forty Studies that Changed Psychology, Global Edition, 7 edition, Pearson, 2015.</p> <p>David G. Myers, C. Nathan DeWall. Psychology, 11th Edition, Worth Publishers, 2015.</p> <p>David G. Myers. Social Psychology, 11th Edition, McGraw-Hill Education, 2012.</p> <p><u>Optional</u></p> <p>McIntyre, Lisa J. (2013). The Practical Skeptic: Readings in Sociology. Boston, Mass: McGraw Hill.</p> <p><u>Optional</u></p> <p>Dessel, A. (2010). Prejudice in schools: Promotion of an inclusive culture and climate. Education and Urban Society.</p> <p>Giordano, P. C. (2003). Relationships in adolescence. Annual Review of Sociology.</p> <p>Haslam, S. A. & Reicher, S. D. (2007). Beyond the banality of evil: Three dynamics of an interactionist social psychology of tyranny. Personality and Social Psychology Bulletin.</p>

	<p>Lincoln, Q. (2006). New Approaches to Understanding Racial Prejudice and Discrimination. Annual Re-view of Sociology.</p> <p>Reicher, S. D., & Haslam, S. A. (2006). Rethinking the psychology of tyranny: The BBC Prison Study. British Journal of Social Psychology.</p> <p>Santos Rego, M., Moledo, M. (2005). Promoting interculturality in Spain: assessing the use of the Jigsaw classroom method. Intercultural Education.</p> <p>Social Influence: Compliance and Conformity. Annual Review of Psychology.</p> <p><u>Internet resource</u></p> <p>http://elibrary.ru/defaultx.asp</p> <p>https://scholar.google.com</p> <p>https://www.coursera.org/</p> <p>http://library.hse.ru/e-resources/e-resources.htm</p>
Course Instructor	Raisa Akifyeva, senior lecturer.

Title of the course	Social History		
Title of the Academic Programme	Bachelor's programme "Sociology and Social Informatics "		
Type of Course	Mandatory		
Prerequisites	No		
ECTS workload	13		
Total indicative study hours	Directed Study	Self-directed study	Total
	180	314	494
Course Overview	<p>This course focuses on the social history of Europe (including Russia) and the United States against the backdrop of major political and cultural events of modern times. At the end of the course, students should understand the importance of Renaissance phenomena, the Reformation, the Enlightenment, absolutism, colonialism, capitalism, revolution, industrialization and urbanization, the world wars, mass culture, totalitarianism and the Cold War, globalization, and other important events in the history not only of modern Europe in whole, but also for the fate of ordinary men and women of different cultural and economic conditions.</p>		
Intended Learning Outcomes (ILO)	<p>Students will:</p> <ul style="list-style-type: none"> Learn the historiography in the field of social history, study the most important works in the field; Be able to work with interdisciplinary texts in social history and historical sociology, work with the historical context in their own research; Gain and develop the skills of critical thinking and analysis of the historical research from different disciplinary positions. 		
Indicative Course Content	<p>Early Modern states and the "Old Regime".</p> <p>The birth of Capitalism.</p> <p>Great geographical discoveries and Colonial Empires.</p> <p>History of religion in Modern Europe: churches, schisms, heresies, Reformation and secularization.</p> <p>The age of revolutions in Europe (1789 – 1849).</p>		

	<p>Industrialization, urbanization and social changes in 19th century. Nationalism and national liberation movements in 19th century. Empires and national states.</p> <p>World Wars and the Modern system of International relations. Socialist and Fascist revolutions and regimes.</p> <p>Social groups, classes and social mobility in Modern History.</p> <p>Education, high and mass culture, recreation and leisure in Modern History.</p> <p>Gender History. Development of gender categories. Patriarchy and Feminism in History.</p> <p>Social History of Family and Childhood and Age in Europe, Russia and America.</p>
Teaching and Learning Methods	The course consists of lectures (32 hours) and seminars (28 hours). The tutorials involve student presentations and essays (in small groups), field work, topical discussion and case analysis. The final control is carried out in the form of a written examination. Students are given 90 minutes to complete a short essay on a given topic.
Indicative Assessment Methods and Strategy	<p>The cumulative grade accounts for the results of a student`s performance as follows:</p> $G_{cumulative} = 0,5 * G_{class\ work} + 0,3 * G_{essay} + 0,2 * G_{class\ assignment}$ <p>The final grade accounts for the results of a student`s performance as follows:</p> $G_{final} = 0,7 * G_{cumulative} + 0,3 * G_{exam}$
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Burke P. Social history of knowledge: From Gutenberg to Diderot. – John Wiley & Sons, 2013.</p> <p>Hobsbawm E. Age of revolution: 1789-1848. Hachette UK, 2012.</p> <p>Hobsbawm E. Age of Capital: 1848-1875. – Hachette UK, 2012.</p> <p>Hobsbawm E. The age of empire. London: Weidenfeld & Nicolson. 2013.</p> <p>Hobsbawm E. J. The age of extremes: A history of the world, 1914-1991. – Pantheon Books, 2014.</p> <p>Sutcliffe A. An economic and social history of Western Europe since 1945. – Routledge, 2014.</p> <p>Tomka B. A social history of twentieth-century Europe. – Routledge, 2013.</p> <p><u>Optional</u></p> <p>Encyclopedia a European Social History from 1350 to 2000 / ed. By P. Sterns. New York: Charles Scribner`s Sons 2001.</p>
Course Instructor	Vladimir Uspenskiy, Senior Lecturer, Department of History.

Title of the course	Theory of Argumentation and Academic Writing		
Title of the Academic Programme	Bachelor`s programme “Sociology and Social Informatics ”		
Type of the course	Obligatory		
Prerequisites	Upper Intermediate English		
ECTS	3		
	Directed Study	Self-directed study	Total

Total indicative study hours	24	128	152
Course Overview	This program sets the minimal requirements to the knowledge and skills of the students as well as de-fines the contents and types of training sessions and assessment procedures.		
Intended Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - reflect on experiences with diversity to demonstrate knowledge and sensitivity; - synthesize and apply the information within and across disciplines; - identify and apply, as appropriate, quantitative methods for defining and responding to problems; - use a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings; - critically apply liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts; 		
Programme ILO to which Module ILO are mapped	SLK-1, SLK-2, SLK-6		
Indicative Course Content	<ul style="list-style-type: none"> • Social history • Psychology • Methodology and methods of sociological research • The theory of argumentation and academic writing • Sociological theory 		
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, seminars, case studies, group work, home assignments. The written examination (120-minute test (exam consists of multiple-choice test (30 questions) and from the analysis of an argument).		
Indicative Assessment Methods and Strategy	<p>Your accumulated grade for the course is calculated as a weighted sum of grades for each type of monitoring control tasks in the following way: $G_{\text{accumulated}} = 0,5 * G_{\text{home assignment}} + 0,5 * G_{\text{class assignment}}$, whereby $G_{\text{class assignment}}$ is the grade for your class activities, including case writing, teamwork, presentations. $G_{\text{home assignment}}$ is the grade for four home assignments. Each task refers to one of the four parts of the course. Grades (from 1 to 10) are summed up and divided by four. Before every seminar student required to follow through the videos and quiz of Coursera's course "Think Again". Students have to send a screenshot of their personal progress on Coursera website. The task behind the deadline won't be counted. To have a class assignment mark higher than 3 student need collected 70% of screenshots. The final grade for this course is calculated in the following way: $G_{\text{final}} = 0,6 * G_{\text{accumulated}} + 0,4 * G_{\text{written examination}}$, whereby $G_{\text{accumulated}}$ is the accumulated grade for this course; $G_{\text{written examination}}$ is the 120-minute test. The exam grade is rounded according to the rules of algebra. The final grade is rounded in favor of the student.</p>		

Indicative Learning Resources	<p><u>Mandatory</u> Sinnott-Armstrong W., Fogelin R. Understanding Arguments: An Introduction to Informal Logic, 9th ed. Wadsworth, 2014. Hurley P.J. A Concise Introduction to Logic, 12th Edition, Published by Cengage Learning, 2015</p> <p><u>Optional</u> <u>Internet resource:</u> The website for Think Again on Coursera https://www.coursera.org/learn/understanding-arguments/ The stream by Mark Thorsby on YouTube https://www.youtube.com/playlist?list=PLQZNoR907FevZ2RBnuPI33vKl0CxRHKbB</p>
Course Instructor	Maxim Demin, Candidate of Sciences (PhD) in Philosophy

Title of the course	Economics		
Title of the Academic Programme	Bachelor's programme "Sociology and Social Informatics "		
Type of the course	Core		
Prerequisites			
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	92	152
Course Overview	The aim of Economics Stage 6 is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.		
Intended Learning Outcomes (ILO)	<p>Through the study, students will develop: knowledge and understanding about:</p> <ul style="list-style-type: none"> • the economic behaviour of individuals, firms, institutions and governments • the function and operation of markets • the operation and management of economies • contemporary economic problems and issues facing individuals, firms and governments <p>skills to:</p> <ul style="list-style-type: none"> • investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources • communicate economic information, ideas and issues in appropriate forms. 		
Indicative Course Content	Introduction to Economics. Consumers and Business Markets. Labour Markets. Financial Markets. Government in the Economy		
Teaching and Learning Methods	Group discussions. Cases analysis. Small groups work.		

Indicative Assessment Methods and Strategy	Work in class. Seminars. Final exam.
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Furubotn, E.G., Richter, R. Economics, Cognition, and Society: Institutions and Economic Theory: The Contribution of the New Institutional Economics (2nd Edition). University of Michigan Press, 2010.</p> <p><u>Optional</u> Bourdieu, P. Distinction. A social critique of the judgement of taste / P. Bourdieu . – London, New York: Routledge, 2010 . Chibnik M. Anthropology, Economics, and Choice. University of Texas Press, 2011.</p>
Course Instructor	To be appointed

Title of the course	Methodology and Methods of Social Research		
Title of the Academic Programme	Sociology and Social Informatics (Bachelor)		
Type of the course ¹	Core		
Prerequisites	Sociological Theory, Social History		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	72	114
Course Overview	The aim of this introductory course is to get students to learn about the methodology of social research and various methods of social research, and to make their first steps in conducting social research themselves		
Intended Learning Outcomes (ILO) ²	<p>As the result of the course the students will learn the following:</p> <ul style="list-style-type: none"> - how to identify the research problem; - know the differences between various methods of social research; - how to collect the data in qualitative and quantitative social research; - how to interpret and discuss the results of qualitative and quantitative social research; - how to organize empirical social research. 		
Indicative Course Content	The course consists of two parts. The first part deals with the logic of social research and qualitative methods of social research, while the second part covers the logic of sample research and interpretation of survey results.		
Teaching and Learning Methods	The course includes lectures (10h), seminars (16h), and labs (16h) where methods of social research are first explained, then discussed and practiced in small groups		

Indicative Assessment Methods and Strategy	Students' progress will be measured by students' activities in class (50% of the final grade), a test (20%), and exam based on group projects (30% of the final grade)
Readings / Indicative Learning Resources ³	<p>Mandatory:</p> <p>Leavy P. - ed. (2014). <i>The Oxford handbook of qualitative research</i>. Oxford University Press. *</p> <p>Little, T. D. - ed. (2013). <i>The Oxford handbook of quantitative methods, volume 1: Foundations</i>. Oxford University Press. Available via: https://library.hse.ru/en/e-resources_en</p> <p>Optional:</p> <p>Berger, P. (2011). <i>Invitation to sociology: A humanistic perspective</i>. Open Road Media.</p> <p>Mills, C. W. (2000). <i>The sociological imagination</i>. Oxford University Press.</p>
Course Instructor	Lecturer Nadezhda Nartova (qualitative methods), associate professor Anna Shirokanova (quantitative methods)

Title of the course	Information Systems (1st year)		
Title of the Academic Programme	BA 'Sociology and Social Informatics'		
Type of the course	Core		
Prerequisites	None		
ECTS workload	7		
Total indicative study hours	Directed Study	Self-directed study	Total
	92	174	266
Course Overview	<p>This course studies interconnections of technology, people, and business in organizations implemented as information systems. Starting from basics of Information Technology, we will discuss how organizations use contemporary IT toolkit to achieve their goals. The course will introduce students to the concepts of databases and data processing technologies, business processes, organizational analysis. We will study different types of information systems and major approaches to their design in alignment with organizational goals, including data processing, decision making and transaction costs aspects. We will uncover strong social nature of IS planning, design, and development processes and how social science theory and methods can enrich these processes. We will study different types of IS for different audiences, including business information systems and information systems in science and research. From a socio-technical point of view, we will discuss mobile technologies, cloud computing, Big Data, social media, and how they influence the present and the future of information systems. Then the course will move to collaborative systems</p>		

	of different levels – from small group document sharing to World Wide Web, and their design principles.
Intended Learning Outcomes (ILO)	As a result of this course, students <ul style="list-style-type: none"> • will know different types of information systems and main approaches to analyze organizations from an information perspective; • will be able to apply basic concepts from set theory and mathematical logic to solve different practical tasks in the area of information systems; • will be able to construct basic analytical reports using Power BI or Tableau and Structured Query Language (SQL); • will be able to describe organizational goals of different services and model possible interactions between service systems and clients; • will know basic principles of programming in the framework of working with Visual Novel Engine Ren'Py.
Indicative Course Content	The course covers 3 principal themes: <ol style="list-style-type: none"> 1. Sets. Logic. Databases. 2. Web Services and Programming Principles 3. Models of Information Systems. Extracting and Capturing Behavior
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, seminars, group work, home assignments.
Indicative Assessment Methods and Strategy	Two home assignments and two tests make 60% of final grade Final project (40% of final grade) which includes a game/simulation project and presentation on exam week
Readings / Indicative Learning Resources	<p>Core Readings and Internet Resources</p> <ol style="list-style-type: none"> 1. Wikibook on set theory:https://en.wikibooks.org/wiki/Set_Theory/Sets 2. Wikibook on logic:https://en.wikibooks.org/wiki/Discrete_Mathematics/Logic 3. RenPy documentation: https://www.renpy.org/doc/html/ 4. Quora portal on Information Systems: https://www.quora.com/topic/Information-Systems <p>Additional readings and resources on the topics, not covered in the main literature, will be provided for each class.</p> <ol style="list-style-type: none"> 1. Clare Churcher. 2012. Beginning Database Design: From Novice to Professional. 2 edition. New York, NY: Apress. 2. Information Systems Today: Managing in the Digital World. 2015. 7 edition. Boston: Prentice Hall. 3. Jeffrey D. Ullman, and Jennifer Widom. 2007. A First Course in Database Systems. 3 edition. Upper Saddle River, NJ: Pearson.
Course Instructor	Ilya Musabirov, MA MSc

Title of the course	Algebra and Analysis		
Title of the Academic Programme	Bachelor's programme 'Sociology and Social Informatics'		
Type of the course	Mandatory		
Prerequisites	None		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	70	158	228
Course Overview	The course is aimed to equip students with understanding of basic methods of matrix algebra, linear systems, vector analysis, and their applications. The second part of the course is Calculus, including such topics as limits, differentiation and integration. Both parts are targeted to allow student to navigate in applications requiring understanding of the mathematical apparatus behind modern data analysis methods.		
Intended Learning Outcomes (ILO)	<p>Know basics of linear algebra, linear equations solving and vector analysis.</p> <p>Know basics of calculus.</p> <p>Be able to find extreme values of function</p> <p>Be able to apply mathematical methods to real-world problems in domain area.</p>		
Indicative Course Content	The theory of determinants and matrices. Systems of linear equations. Elements of vector algebra. Elements of analytic geometry. Elementary functions and their properties. Limit of function. Fundamentals of the differential calculus and their applications.		
Teaching and Learning Methods	The course consists of lectures (36 hours) and tutorials (34 hours). The tutorials involve problems solving. Each part of the course is supported by the discussion of real world applications		
Indicative Assessment Methods and Strategy	Students' progress will be measured by students' activities in class (6% of the final grade), homework (6%), three tests (48%) and the final exam. The final exam will take the form of a 100-minutes written test that amounts to 40% of the final grade.		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Strang, Gilbert. 2009. <i>Introduction to Linear Algebra</i>. 4 edition. Wellesley, MA: Wellesley Cambridge Press.</p> <p>Sydsaeter, Knut, and Peter Hammond. 2012. <i>Essential Mathematics for Economic Analysis</i>. 4 edition. Harlow; Singapore: Prentice Hall.</p> <p>Балдин К.В. ред. Математика для гуманитариев. Учебник. – М.: Дашков и К, 2011. -512 с.</p> <p><u>Optional</u></p> <p>Бурмистрова Е.Б., Лобанов С.Г. Линейная алгебра. – М.: Изд-тво ВШЭ, 1998 г.</p> <p>Ильин В. А., Садовничий В. А., Сендов Б. Х. Математический анализ. –М.: Изд-во Моск. ун-та, 1985.</p>		

	Gilbert Strang. <i>18.06SC Linear Algebra</i> . Fall 2011. Massachusetts Institute of Technology: MIT OpenCourseWare, https://ocw.mit.edu . License: <u>Creative Commons BY-NC-SA</u> .
Course Instructor	To be appointed

Title of the course	Probability and Mathematical Statistics		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of Course	<u>Core</u>		
Prerequisites	Algebra and Analysis		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	80	148	228
Course Overview	During the course students study the basics of modern probability theory as well its applications in statistics and data analysis. It also provides students with preliminary knowledge for advanced courses on data analysis.		
Intended Learning Outcomes (ILO)	<p>Understand the principles of applied probability</p> <p>Know basic notions and concepts of probability theory</p> <p>Able to calculate probabilities with combinatorial methods</p> <p>Able to calculate probabilities with Bayesian methods</p> <p>Able to construct probability models and describe their work</p> <p>Know classical tools of parameter estimations</p> <p>Know modern methods of parameter estimations (bootstrap, jackknife)</p> <p>Understand principles of model fitting (cross-validation)</p> <p>Know classical methods of hypothesis testing</p> <p>Know modern methods of hypothesis testing (permutation tests)</p> <p>Able to work in R and know basic tools for hypothesis testing and parameter estimation in R</p>		
Indicative Course Content	Fundamentals of classical probability. Fundamentals of empirical probability. Combinatorics. Conditional probabilities. Bayes formula. Random variables and its characteristics. Elements of Game theory. Elements of financial mathematics. Models based on normal random variables. Methods of parameter estimation. Interval estimation. Hypothesis testing. Modern methods of hypothesis testing and parameter estimation. Basics of model fitting.		
Teaching and Learning Methods	The course consists of lectures (40 +16 hours) and tutorials (40+16 hours). The tutorials involve problems solving and computer statistical computations.		
Indicative Assessment Methods and Strategy	Students’ progress will be measured by students’ activities in class (15% of the final grade), midterm (60%) and a final exam.		

	The final exam will take the form of a 1-hour written test that amounts to 25% of the final grade.
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Sheldon M. Ross. A First Course in Probability, (2014). Pearson, 9rd ed. D.M Diez , Ch. D Barr, M. Çetinkaya-Rundel, (2014). Introductory Statistics with Randomization and Simulation First Edition. OpenIntro. А.Н. Бородин. Элементарный курс теории вероятностей и математической статистики. (1999). СПб Лань.</p> <p><u>Optional</u> Sheldon M. Ross. Introductory Statistics. 3d edition. Academic Press, 2010. Ю.Н. Толстова. Математико-статистические модели в социологии, 2-е издание, (2008). ГУ ВШЭ.</p>
Course Instructor	Associate professor E.Yu. Shmileva

Title of the course	Sociological Theory		
Title of the Academic Programme	Sociology and social informatics (Bachelor)		
Type of the course	Obligatory		
Prerequisites	Upper Intermediate English		
ECTS	13		
Total indicative study hours	Directed Study	Self-directed study	Total
	180	314	494
Course Overview	<p>The discipline aimed at development competence of students in the application of the methodological apparatus of sociology.</p> <p>The development of competence in the field of sociology of terminology.</p> <p>The development of competences in the field of work with the main data sources and interpretive schemes.</p>		
Intended Learning Outcomes	<p>Students will be able to:</p> <p>Use this knowledge to understanding and solving social problems.</p> <p>Apply their knowledge for the formulation of the research question;</p> <p>Apply sociological imagination to the explication of the theoretical analysis and latent social mechanisms of the genesis and development of modern social problems;</p> <p>Apply different sociological theories for the construction program sociological-cal research, including general questions of choice of methodology and conceptual research unit;</p>		
Programme ILO to which Module ILO are mapped	SLK-1, SLK-2, SLK-6		

Indicative Course Content	<ul style="list-style-type: none"> • Social structure and social stratification • Social and economic anthropology • Ethnicity and Nationalism • Analysis in social data
Teaching and Learning Methods	Teaching and learning methods include lectures, seminars, group work, home assignments (essays, individual and group projects). The written examination (30 minutes, close-booked).
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_c):</p> <p>$G_c = (O_{intermediary 1} + O_{intermediary 2}): 2$</p> <p>Intermediate and cumulative assessment of the discipline calculated as follows:</p> <p>$O_{intermediary1}$ – intermediate grade of first phase (1,2 module)</p> $O_{intermediary1} = 0,8 * O_{cumulative 1 phase} + 0,2 * O_{intermediate grade of first grade}$ <p>$O_{intermediary2}$ – intermediate grade of second phase (3,4 module)</p> $O_{intermediary2} = 0,8 * O_{cumulative 2 phase} + 0,2 * O_{intermediate grade of second grade}$ <p>$O_{cumulative 1 phase}$ and $O_{intermediary2}$ calculated as follows:</p> <p>$O_c = 0,5 * O_{current 1} + 0,5 (O_{current 2} + O_{current.3})$ where:</p> <p>$O_{current 1}$ – average grade for intermediate test</p> <p>$O_{current 2}$ – average grade for essay</p> <p>$O_{current 3}$ – average grade for tutorials</p>
Indicative Learning Resources	<p>JON ELSTER. The explanation of social behavior: once the basics of social sciences. M: (Series: Social theories), 2011.</p> <p>The course lecturer/instructor may offer additional reading for students. All learning materials are available via HSE online library.</p>
Course Instructor	Y. Rykov

Title of the course	Research seminar		
Title of the Academic Programme	Bachelor's programme "Sociology and Social Informatics "		
Type of the course	Core		
Prerequisites	Urban processes, urban space, urban social inequality		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	20	132	152
Course Overview	The course aims to develop the skills of empirical work and primary processing of the data collected while studying urban, ethnic, educational, consumption and other processes.		
Intended Learning Outcomes (ILO)	As the result of the course the students should:		

	<p>As the result of the course the students should:</p> <p>Have skills of empirical data collection; Know the basics of field work; Be able to apply certain tools to collect sociological information; Have skills of primary data processing;</p> <p>Get the experience of: Communication with people; Team work; Written and oral presentation of the results</p>
Indicative Course Content	Social inequality in the cities, gentrification, social segregation, social and physical order in urban space, communities and new territorial groups, ethnic processes in the city, educational trajectories, biographical methods, linguistic landscapes, consumption in a big city
Teaching and Learning Methods	Course consists of seminars and introductory classes (20 hours), as well as individual field work (132 hours)
Indicative Assessment Methods and Strategy	Students' progress will be measured by the grade for social mapping based on Yandex maps (30% of the final grade), and the grade for the main empirical research (70% of the final grade)
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Flanagan W.G. – ed. (2010). <i>Urban Sociology. Image and Structure</i>. Rowman & Littlefield Publishers, Plymouth</p> <p><u>Optional</u> Paddison R. – ed. (2001) <i>Handbook of Urban Studies</i>. Sage Publications, London</p> <p>Hackworth J. (2002) <i>Postrecession gentrification in New York City</i> // <i>Urban Affairs Review</i>. Vol. 37, No. 6. P. 815-843. http://uar.sagepub.com/content/37/6/815.short?rss=1&ssource=mfc</p> <p>Kingston B., Huizinga D., Elliott D. S. (2009) <i>A Test of Social Disorganization Theory in High-Risk Urban Neighborhoods</i> // <i>Youth & Society</i>. Vol. XX № X. P. 1-27. http://online.sagepub.com</p> <p>Ley D. (2003) <i>Artists, Aestheticisation and the Field of Gentrification</i> // <i>Urban Studies</i>, Vol. 40, No. 12. P. 2527–2544. usj.sagepub.com</p> <p>Palen J.J. (2002) <i>The Urban World</i>. 6th ed. Boston: McGraw-Hill Higher Education.</p> <p><u>Internet Resource:</u> JSTOR library – jstor.org SAGE library – online.sagepub.com City-Data – city-data.com</p>
Course Instructor	Lecture K.A. Tenisheva, Associate professor E.V. Tykanova

2nd year

Title of the course	Information Systems (2nd year)		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of the course	Core		
Prerequisites	Information Systems I, Theory of Argumentation and Academic Writing		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	74	114
Course Overview	<p>The goal of this course is to give students knowledge and practical experience in working with academic and analytical databases. We will cover different types of resources useful for analytical work and academia, including citation databases, news and facts databases, patents and main sources of survey data.</p> <p>We will discuss information behavior and information seeking strategies, and relevant contemporary research in this field.</p> <p>Special focus is put on the formulation of search queries for collecting citation data from Web of Science and Scopus and building citation networks in VosViewer and Scopus. Finally, students will be taught basic guidelines of using fact and citation data in their own work.</p>		
Intended Learning Outcomes (ILO)	<p>Upon completion, students should:</p> <ul style="list-style-type: none"> - Be able to work successfully with different types of databases useful in academia and business analytics, - Be able to search for relevant data and academic literature, - Be able to use network methods for analysis of citation data - Be able to use search results in their work 		
Indicative Course Content	<p>This course focuses on following topics:</p> <ul style="list-style-type: none"> • Electronic Databases • Information seeking and Search Queries • Applied Software for Working with Bibliographies • Writing and Structuring reports 		
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, workshops, practical work, home assignments.		
Indicative Assessment Methods and Strategy	<ul style="list-style-type: none"> • Homework assignment (30% of final grade) • Class assignment (30% of final grade) • Final Project and Presentation (40% of final grade) 		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <ol style="list-style-type: none"> 1. Fulton, Crystal. 2010. <i>Information Pathways: A Problem-Solving Approach to Information Literacy</i>. Scarecrow Press. <i>The Craft of Research</i>, Third Edition. 2008. Third Edition edition. Chicago: University Of Chicago Press. 2. Case, Donald O. 2016. <i>Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior: 4th Edition</i>. 		

	<p>Edited by Lisa M. Given. 4th New edition edition. Bingley, UK: Emerald Group Publishing Limited.</p> <p>3. Ingwersen, Peter, and Kalervo Järvelin. 2005. <i>The Turn: Integration of Information Seeking and Retrieval in Context</i>. 2005 edition. Dordrecht: Springer.</p> <p><u>Optional</u></p> <p>4. Hansen, Preben, Chirag Shah, and Claus-Peter Klas, eds. 2015. <i>Collaborative Information Seeking: Best Practices, New Domains and New Thoughts</i>. 1st ed. 2015 edition. Cham: Springer.</p> <p>5. The Literature Review: Six Steps to Success. 2012. Second Edition edition. Thousand Oaks, Calif: Corwin.</p> <p>6. “They Say / I Say”: The Moves That Matter in Academic Writing. 2014. Third Edition edition. New York: W. W. Norton & Company.</p>
Course Instructor	To be appointed

Title of the course	Sociological theory		
Title of the Academic Programme	Bachelor’s programme “Sociology and Social Informatics ”		
Type of the course	Core		
Prerequisites	Social history, philosophy, methodology and methods of sociological research		
ECTS workload	2		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	44	76
Course Overview	Course is aimed to introduce the opportunities of the application of sociological thinking to the description of social phenomena, which creates new perspectives for the study of contemporary society. The main questions to be covered during the course: (1) how is society possible? and (2) how is the knowledge about the social possible?		
Intended Learning Outcomes (ILO)	<p>As the result of the course the students should:</p> <p>Know:</p> <p>Basics of classic and contemporary sociological theories, as well as their interconnections;</p> <p>Main social issues in scope of contemporary sociology;</p> <p>Be able to:</p> <p>Interpret sociological data and other empirical information by means of social theory;</p> <p>Develop simple models of sociological explanation;</p> <p>Demonstrate skills of critical thinking.</p>		
Indicative Course Content	Sociological theory, social reality, interpretation, explanation, model thinking, causal mechanisms		

Teaching and Learning Methods	The course consists of lectures (16 hours) and seminars (16 hours), organized as group discussions of texts students read at home and of tasks given in the class
Indicative Assessment Methods and Strategy	Students' progress will be measured by students' activities in class (20% of the final grade), the average grade for the short tests (40%), and the grade for the exam (40%)
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Elster J. Explaining social behavior: More nuts and bolts for the social sciences. – Cambridge University Press, 2015.</p> <p><u>Optional</u> Smelser N. J. et al. (ed.). International encyclopedia of the social & behavioral sciences. – Amsterdam : Elsevier, 2001. – T. 11. Hedström P., Bearman P. The Oxford handbook of analytical sociology. – Oxford University Press, 2009. Kahneman D. Thinking, fast and slow. – Macmillan, 2011. Collins R. (ed.). Four sociological traditions: Selected readings. – New York : Oxford University Press, 1994. Hedstrom P. Dissecting the social: On the principles of analytical sociology. – Cambridge University Press, 2005.</p> <p><u>Internet Resource:</u> Collins R. (ed.). Four sociological traditions: Selected readings. – New York : Oxford University Press, 1994. http://socioline.ru/files/5/40/kollinz_r_chetyre_sociologicheskikh_tradicii_universitetskaya_biblioteka_aleksandra_pogorelskogo_2009.pdf</p>
Course Instructor	Professor D.A. Alexandrov, Lecture K.A. Tenisheva, Lecture Y.G. Rykov

Title of the course	Social Structure and Social Stratification		
Title of the Academic Programme	Sociology and social informatics		
Type of the course	Obligatory		
Prerequisites	Upper Intermediate English		
ECTS	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	76	114	190
Course Overview	<p>The aim of the course "Social structure and social stratification" is:</p> <ul style="list-style-type: none"> - Acquaintance students with the basic concepts of sociological research of Social inequality, the main theoretical trends and directions empirical research in Russian and world sociology; - Evolution of skills development of sociological thinking in the study social inequities of modern Russian society. 		

Intended Learning Outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - use this knowledge to understanding and solving social problems; - apply sociological imagination to the explication of the theoretical analysis and latent social movement of the genesis and development of social inequalities; - apply different stratification theory to build the program sociological research, including general questions of choice of methodology and conceptual research unit; - use theoretical constructs to interpret the results of empirical research, secondary analysis of existing socio-economic data; - formulate research problems in making decision fundamental and applied problems with the theoretical concepts and explanatory models stratified analysis.
Programme ILO to which Module ILO are mapped	SLK-1, SLK-2, SLK-6
Indicative Course Content	<ul style="list-style-type: none"> • Social history • Philosophy • Psychology • Economic • Methodology and methods of sociological research • The theory of argumentation and academic writing • Theory of Probability and Mathematical Statistics • Sociological theory
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, seminars, case studies, group work, home assignments. The written examination (40 questions).
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated by a weighted sum of estimates for certain forms of current control of knowledge: $G_C = 0,1 \cdot O_{hw1} + 0,1 \cdot O_{hw2} + 0,1 \cdot O_t + 0,7 \cdot O_{tu}$, where</p> <p>$O_{hw1}$ – grade for homework projects 1</p> <p>O_{hw2} – grade for homework projects 2</p> <p>O_t – grade for intermediate test</p> <p>O_{tu} – grade for tutorials</p> <p>The final grade (G_F) is calculated as follows: $G_F = 0,7 \cdot G_C + 0,3 \cdot G_{EX}$, where</p> <p>$G_C$ – cumulative grade</p> <p>G_{EX} – grade for the final examination</p>
Indicative Learning Resources	<p>JON ELSTER. The explanation of social behavior: once the basics of social sciences.</p> <p>Internet resources</p>

	<p>www.gks.ru–Федеральная служба государственной статистики</p> <p>postnauka.ru —Портал Постнаука</p> <p>The course lecturer/instructor may offer additional reading for students. All learning materials are available via HSE online library.</p>		
Indicative Self- Study Strategies		+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	42
	Assignments for seminars / tutorials / labs	+	22
	E-learning / distance learning (MOOC / LMS)	+	20
	Project work	-	
	Cases	+	16
	Preparation for the exam	+	14
Course Instructor	To be appointed		

Title of the course	Social and Economic Anthropology		
Title of the Academic Programme	Sociology and Social Informatics		
Type of the course	obligatory		
Prerequisites	Upper Intermediate English		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	72	114
Course Overview	The aim of this course is to familiarize students in sociology with anthropology as a specific research field and to provide them with anthropological resources that can be useful in both theoretical and methodological respect.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> - Familiarity with the main anthropological schools and the logic of development of anthropological theory and field research methodology - Ability to apply conceptual tools of anthropology for studying basic problems of contemporary economic life - Skills of reflexive assessment of the observer’s position in social studies and handling concepts for productive description of their own relationship vis-à-vis the object 		
Indicative Course Content	Methodology for studying the Otherness. Kinship systems. Anthropology of exchange. Religion and collective representations. The heyday and the decline of classic political anthropology. Anthropology of		

	anthropological viewpoint. Political beyond the institutions. Limits of commodification and limits of capitalism. Economic choice and the rearing of economic subject. Economy, economics, and materiality.
Teaching and Learning Methods	The course consists of lectures (20 hours) and seminars (22 hours). The seminars include student presentations (in small groups), problems solving, case analysis and the individual assignment (project).
Indicative Assessment Methods and Strategy	Cumulative grade is calculated from the grades for presentation and participation in discussion, paper project and final paper. The written examination (40 minutes, close-booked).
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Social and Cultural Anthropology: The Key Concepts / Ed. by N. Rapport & J. Overing. London; New York: Routledge, 2003. Eriksen, Thomas Hylland. <i>Small places, large issues: an introduction to social and cultural anthropology</i>. 2015.</p> <p><u>Optional</u> A. van Gennep. <i>The Rites of Passage</i>. London; Routledge, 2004. M. Mauss. <i>The Gift: The Form and Reason for Exchange in Archaic Societies</i>. New York; London: Norton, 1990. C. Levi-Strauss. <i>Structural Analysis in Linguistics and in Anthropology. Structural Anthropology</i>. 1963. Vol. 1. New York: Basic Books</p>
Course Instructor	Jeanne (Zhanna) Kormina

Title of the course	Human Resource Management (SSD-1)		
Title of the Academic Programme	'Sociology and social informatics'		
Type of the course	Core (mandatory)		
Prerequisites	Sociology, Management, Economic Theory, Law		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	108	148
Course Overview	Aim of this course is to give students an introduction to human resource management (HRM) and its role in the system of a corporate management. This management activity is taken by varied organizations to recruit, retain and motivate their employees. It also provides strong framework to put into practice HRM tools and methods.		
Intended Learning Outcomes (ILO)	Describe the main activities involved in HRM. Understand the relationship between HRM and organizational performance, business strategy as well as organizational behavior. Analyze the relationship between HR practices and their outcomes for the individual and the organization. Know HRM key definitions and terminology in English. Prepare CV and cover letter for potential employer.		

Indicative Course Content	This course focuses on key issues of HRM: workforce planning, recruitment and selection, motivation and compensation program, onboarding (induction) plans, learning and development, performance management, employee relations, and employer brand.
Teaching and Learning Methods	The course provides students' active participation in seminars (40 hours) where they are required to present on particular topics and discuss case studies. The case studies and assignments are used to illustrate key points of Human Resource Management activities. The key idea of seminars is to promote students' critical thinking and problem-solving skills.
Indicative Assessment Methods and Strategy	Coursework: Class performance (60%) + Written test at LMS (40%) Class performance includes the following activities: <ul style="list-style-type: none"> • Individual assignments on particular topics (35%) • A team work including group presentations (30%) • Class participation mark (10%) • Written work (CV and cover letter) (25%).
Readings / Indicative Learning Resources	<u>Mandatory</u> Armstrong's Handbook of Human Resource Management Practice, London: Kogan Page, 2014 (880 pages); HSE online library: http://proxylibrary.hse.ru:2099/toc.aspx?bookid=65150 <u>Optional</u> Arthur D. Fundamentals of Human Resources Management, Fifth Edition, American Management Association, 2015 (301 pages); HSE online library: http://proxylibrary.hse.ru:2099/toc.aspx?bookid=97679 Schein E. Organizational Culture and Leadership, Jossey-Bass, 2010 (464 pages); HSE online library: http://proxylibrary.hse.ru:2099/toc.aspx?bookid=36500 Beshara T. Unbeatable Résumés—America's Top Recruiter Reveals What Really Gets You Hired. AMACOM, 2011 (337 pages) HSE online library: http://proxylibrary.hse.ru:2099/toc.aspx?bookid=38074
Course Instructor	Associate professor Natalia V. Volkova

Title of the course	Economic Theory		
Title of the Academic Programme	Bachelor's programme "Sociology and Social Informatics "		
Type of the course	Core		
Prerequisites	Economy, Algebra and Analysis		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	72	114
Course Overview	The goals of the course are to train students in the field of economic theory; to develop the skills of implementing the methods of economic science while solving professional tasks; to form economic thinking and skills of urgent economic decisions making.		

Intended Learning Outcomes (ILO)	A student must know: <ul style="list-style-type: none"> - notions of the economic theory; - new directions in economic theory; - methodology of decision making.
Indicative Course Content	Macroeconomics. Microeconomics.
Teaching and Learning Methods	Group discussions. Cases analysis. Small groups work. Model programming, their visualization, graphic economic analysis.
Indicative Assessment Methods and Strategy	Seminars. Home work. Exam.
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Hammock M.R., Mixon J.W. Microeconomic Theory and Computation. Applying the Maxima Open Source Computer Algebra System. N.-Y.: Springer, 2013.</p> <p>Hoover K.D. Applied Intermediate Macroeconomics. Cambridge University Press, 2012.</p> <p><u>Optional</u></p> <p>Jechlitschka K. et al. Microeconomics Using Excel. Integrating Economic Theory, Policy Analysis and Spreadsheet Modelling. London and N.-Y.: Routledge, 2007.</p> <p>Montiel Peter J. Macroeconomics in Emerging Markets. Cambridge University Press, 2003.</p> <p>Perloff J.M. Microeconomics with Calculus. Third Edition. - Pearson, 2014.</p>
Course Instructor	S.V. Rasskazov

Title of the course	Data Analysis in Sociology		
Title of the Academic Programme	Bachelor's programme "Sociology and Social Informatics "		
Type of the course	Core		
Prerequisites	Sociological theory; Methodology and methods of sociological research; Theory of argumentation and academic writing; Algebra and analysis		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	92	152
Course Overview	<p>The discipline aims at laying the grounds of data analysis skills and analytics in R for the 2nd-year undergraduate students of Sociology. The major goal of the course is to train students in basic methods of data analysis as applied to the social sciences, which includes reading and interpreting published results, as well as reporting their own analyses. The course covers quantitative data analysis from variable types, hypotheses testing, descriptive statistics, central tendency measures, and standard normal distribution, to more advanced topics such as means comparison, one-way ANOVA, and linear regression with interactions.</p>		

Intended Learning Outcomes (ILO)	Students are expected to be familiar with the basics of mathematical statistics, algebra and analysis, and a tad of academic writing, so as to be able to understand the material and participate in the seminars.
Indicative Course Content	Descriptive statistics. Central tendency measures. Means as a model. Means comparison. Introduction to general linear model.
Teaching and Learning Methods	During the course students are expected to participate group projects and discussions as well as give presentations on their research projects.
Indicative Assessment Methods and Strategy	Group project (60% of the final grade) and final presentation (40% of the final grade)
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Crawley, M. (2014). Statistics: An Introduction Using R, Second Edition. John Wiley & Sons. Available from HSE library: http://proxylibrary.hse.ru:2099/toc.aspx?bookid=72929</p> <p>Crawley, M. (2013). The R Book, Second Edition. John Wiley & Sons. Available from HSE library: http://proxylibrary.hse.ru:2099/toc.aspx?bookid=51275</p> <p>Field, Andy, Miles, Jeremy and Zoë Field (2012). Discovering Statistics Using R. SAGE.</p> <p>Stowell, Sarah (2014). Using R for Statistics. Apress. Available from HSE library: http://proxylibrary.hse.ru:2099/toc.aspx?bookid=66684</p> <p><u>Optional</u></p> <p>Chambers, J. (2008). Software for data analysis: programming with R. Springer Science & Business Media. Available from HSE library: http://link.springer.com/book/10.1007/978-0-387-75936-4</p> <p>Diez, David M., Barr, Christopher D. and M. Çetinkaya-Rundel (2015). OpenIntro Statistics. Open-Intro, Inc.; 3rded.</p> <p>Miles, Jeremy and Mark Shevlin (2011). Applying Regression & Correlation. A Guide for Students and Researchers. SAGE.</p> <p>Tokunaga, Howard T. (2016). Fundamental Statistics for the Social and Behavioral Sciences. SAGE.</p>
Course Instructor	A.A. Shirokanova

Title of the course	Probability and Mathematical Statistics		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of Course	<u>Core</u>		
Prerequisites	Algebra and Analysis		
ECTS workload	2		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	44	76

Course Overview	During the course students study the basics of modern probability theory as well its applications in statistics and data analysis. It also provides students with preliminary knowledge for advanced courses on data analysis.
Intended Learning Outcomes (ILO)	Understand the principles of applied probability Know basic notions and concepts of probability theory Able to calculate probabilities with combinatorial methods Able to calculate probabilities with Bayesian methods Able to construct probability models and describe their work Know classical tools of parameter estimations Know modern methods of parameter estimations (bootstrap, jackknife) Understand principles of model fitting (cross-validation) Know classical methods of hypothesis testing Know modern methods of hypothesis testing (permutation tests) Able to work in R and know basic tools for hypothesis testing and parameter estimation in R
Indicative Course Content	Fundamentals of classical probability. Fundamentals of empirical probability. Combinatorics. Conditional probabilities. Bayes formula. Random variables and its characteristics. Elements of Game theory. Elements of financial mathematics. Models based on normal random variables. Methods of parameter estimation. Interval estimation. Hypothesis testing. Modern methods of hypothesis testing and parameter estimation. Basics of model fitting.
Teaching and Learning Methods	The course consists of lectures (40 +16 hours) and tutorials (40+16 hours). The tutorials involve problems solving and computer statistical computations.
Indicative Assessment Methods and Strategy	Students' progress will be measured by students' activities in class (14% of the final grade), midterm (56%) and a final exam. The final exam will take the form of a 1-hour written test that amounts to 30% of the final grade. The final grade will be 2/3 of the first year grade+ 1/3 of the second year grade.
Readings / Indicative Learning Resources	<u>Mandatory</u> Sheldon M. Ross. A First Course in Probability, (2014). Pearson, 9rd ed. <u>D.M Diez</u> , <u>Ch. D Barr</u> , <u>M. Çetinkaya-Rundel</u> , (2014). Introductory Statistics with Randomization and Simulation First Edition. OpenIntro. А.Н. Бородин. Элементарный курс теории вероятностей и математической статистики. (1999). СПб Лань. <u>Optional</u> Sheldon M. Ross. Introductory Statistics. 3d edition. Academic Press, 2010. Ю.Н. Толстова. Математико-статистические модели в социологии, 2-е издание, (2008). ГУ ВШЭ.
Course Instructor	Associate professor E.Yu. Shmileva

Title of the course	Databases		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of the course	Elective		
Prerequisites	Information Systems, Algebra and Analysis, Probability and Mathematical Statistics		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	70	158	228
Course Overview	This course introduces database design and querying in different DBMS. Emphasis is both on DB organization data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms and on applications of databases to analytical tasks.		
Intended Learning Outcomes (ILO)	Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms. Using analytical frontend software (e.g. PowerBI, Tableau) student can generate custom reports and dashboards based on DB data.		
Indicative Course Content	This course focuses on key issues of database design and implementing: design of tables and relationships, creating queries and views. In addition, DB applications in science, data analysis and business reporting are covered and practiced using analytical frontend software.		
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, project work, home assignments.		
Indicative Assessment Methods and Strategy	<ul style="list-style-type: none"> • Seminar participation (40% of the final grade) • Homework (20% of the final grade) • Project + Presentation (40% of the final grade) 		
Readings / Indicative Learning Resources	Mandatory Clare Churcher. 2012. <i>Beginning Database Design: From Novice to Professional</i> . 2 edition. New York, NY: Apress. Jeffrey D. Ullman, and Jennifer Widom. 2007. <i>A First Course in Database Systems</i> . 3 edition. Upper Saddle River, NJ: Pearson. Laursen, Gert H. N., and Jesper Thorlund. 2010. <i>Business Analytics for Managers: Taking Business Intelligence Beyond Reporting</i> . 1 edition. Hoboken, N.J: Wiley.		
Course Instructor	To be appointed		

Title of the course	Information Management and Organizational Analysis		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of the course	Elective		
Prerequisites	Information systems. First course in programming and/or data analysis is recommended		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	70	158	228
Course Overview	<p>For decades, organizations have been using internal structured and unstructured data for operations and processes control. Today, the emergence of big data generated by two main sources: transaction data and social media, changes considerably customer-employees relationship. Big data analytics provides deeper insights for decision making at almost all organizational levels; marketing and operations management being notable examples. Based on the analysis of these data, descriptive, predicative and prescriptive models can be formulated. The purpose of this course is to introduce students who are familiar with the basics of data analysis with the concepts of information management and business analytics in the context of organizational analysis.</p>		
Intended Learning Outcomes (ILO)	<p>Understand the current trends in organizational theory Understand the principles of big data analytics Be able to design and develop exploratory projects, based on relevant theory. Demonstrate analytical skills the ability to gain information from online sources. Demonstrate ability to communicate with different stakeholders on all stages of the project.</p>		
Indicative Course Content	<p>This course focuses on the case of Big Data application for optimization of organizational operations and processes, machine learning and natural language processing(NLP), customization of client-related approach, based on opinion and preference mining.</p>		
Teaching and Learning Methods	<p>Teaching and learning methods include lectures, tutorials, seminars, case studies, group work, home assignments. The written examination (120-minute test (exam consists of multiple-choice test (30 questions) and from the analysis of an argument).</p>		
Indicative Assessment Methods and Strategy	<p>Seminar Participation, including contributing to group course notes (40% of the final grade) Literature Review and Presentation (20% of the final grade) Empirical Study Essay and Presentation (40% of the final grade) Missed seminars are compensated by increased participation in the group course notes or make up essay on the topic of the seminar.</p>		

Readings / Indicative Learning Resources	<p><u>Mandatory</u> F. Provost T. Fawcett, Data Science for Business, O'Reilly Media, 2013</p> <p><u>Optional</u> B. Franks, The Analytics Revolution, Wiley, 2014 J. R. Galbraith, Designing Organizations: Strategy, Structure and Process, Jossey-Bass, 2014 M. Grigsby, Advanced Customer Analytics, KoganPage, 2016 MOOC Customer Analytics (https://www.coursera.org/learn/wharton-customer-analytics)</p>
Course Instructor	To be appointed

Title of the course	Theory Construction and Model Building		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of the course	Elective		
Prerequisites	Sociological Theory, Information Systems		
ECTS	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	70	158	228
Course Overview	<p>The course aimed at equipping students with tools to transform ideas into formal theories.</p> <p>Based on concepts from Sociological Theory and specifically of Analytical Sociology, students will get experience in working with theoretical constructs and relationships in order to generate, adapt and build on theoretical models. The main focus is on causal analysis and contemporary approach to explanation in social science. The course includes large practical part which covers working with path models, agent-based models, and other modern tools of Computational Social Science.</p> <p>The course is targeted to students considering research or analytical career.</p>		
Intended Learning Outcomes (ILO)	<p>Thoroughly understand the role of theory in sociological research</p> <p>Know the process of theory construction in sociology</p> <p>Be able to generate research ideas</p> <p>Be able to translate research ideas into formal theories</p> <p>Be able to design research based on contemporary approaches to model building, including path modelling and simulation</p>		
Indicative Course Content	<p>The main topics of the course are:</p> <p>Explanation. The Nature of Understanding</p> <p>Theories in Science</p> <p>The Process of Theory Construction</p> <p>Casual Models. Path modelling</p>		

	<p>Simulation as a Theory Development Method</p> <p>Introduction to Agent-Based Modeling and Computational Social Science</p> <p>Computer-based tutorials kick in in the second part of the course and cover path modelling and simulation/agent based models in NetLogo, and their analysis in R.</p>
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, seminars, group work, practical home assignments (Netlogo, Path modelling, R).
Indicative Assessment Methods and Strategy	<p>Seminar Participation (20% of the final grade)</p> <p>Essay paper I (theoretical) (20% of the final grade)</p> <p>Essay paper II (path modelling) (20% of the final grade)</p> <p>Homework Agent-Based modelling (20% of the final grade)</p> <p>Essay paper III (simulation) (20% of the final grade)</p> <p>Missed seminars are compensated by make up essay on the topic of the seminar.</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Cioffi-Revilla, Claudio. 2014. <i>Introduction to Computational Social Science: Principles and Applications</i>. 2014 edition. London ; New York: Springer.</p> <p>Elster, Jon. 2015. <i>Explaining Social Behavior: More Nuts and Bolts for the Social Sciences</i>. 2 edition. Cambridge, United Kingdom: Cambridge University Press.</p> <p>Jaccard, James, and Jacob Jacoby. 2009. <i>Theory Construction and Model-Building Skills: A Practical Guide for Social Scientists</i>. 1 edition. New York: The Guilford Press.</p> <p><u>Optional</u></p> <p>Hedström, Peter, and Peter Bearman, eds. 2011. <i>The Oxford Handbook of Analytical Sociology</i>. 1 edition. Oxford: Oxford University Press.</p> <p>Wilensky, Uri, and William Rand. 2015. <i>An Introduction to Agent-Based Modeling: Modeling Natural, Social, and Engineered Complex Systems with NetLogo</i>. MIT Press.</p> <p>Downey, Allen B. 2012. <i>Think Complexity: Complexity Science and Computational Modeling</i>. 1 edition. O'Reilly Media.</p> <p>Easley, David, and Jon Kleinberg. 2010. <i>Networks, Crowds, and Markets: Reasoning About a Highly Connected World</i>. 1 edition. New York: Cambridge University Press.</p>
Course Instructor	Professor Daniel Alexandrov, Lecturer Ksenia Tenisheva MA, Lecturer Ilya Musabirov MA MSc

Title of the course	Digital Anthropology		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of the course	Elective		
Prerequisites	Sociological Theory, Information Systems, Methodology and Methods, Theory of Argumentation and Academic Writing		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	24	128	152
Course Overview	<p>Digital anthropology is a discipline focusing on anthropological study of human (social) behavior at the digital era. The course focuses on exploration of how various social practices and settings are getting configured and implemented through and within various digital environments of today. We will focus on bigger clusters of social meanings like time and space, technologies, economics, everyday mythologies, Self, authenticity and identity, body, gender, etc.</p> <p>The course will answer need of 1) those students whose thesis is related to exploration of any practices and experiences that are mediated and enabled by technologies of today, and 2) for those who consider any of job tracks connected with online representation of people, goods or companies.</p>		
Intended Learning Outcomes (ILO)	<p>Understand modern theoretical approaches to online communities and social media</p> <p>Understand and be able to distinguish between digital and virtual methods</p> <p>Be able to plan, perform and report on digital ethnographic research in academic and professional setting</p>		
Indicative Course Content	This course features essential issues of social media, online culture management, and event marketing: understanding people’s behavior online, establishing and developing communications with various groups, developing online communities, holding online events, etc.		
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, seminars, case studies, group work, home assignments. The final presentation (written explication of a case study done and analyzed).		
Indicative Assessment Methods and Strategy	<p>Seminar Participation (40% of the final grade)</p> <p>Literature Review and Presentation (20% of the final grade)</p> <p>Empirical Case Study and Final Presentation (40% of the final grade)</p> <p>Missed seminars are compensated by writing essay on the topic of the seminar.</p>		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p><i>Digital Anthropology</i>. Ed. by Heather A. Horst, Daniel Miller. Bloomsbury, 2013.</p> <p>Dorish, Paul. <i>Reading and Interpreting Ethnography</i>.</p> <p>Hine, Christine. <i>Virtual Ethnography</i>. Sage, 2001.</p> <p>Pink, Sarah. Morgan, Jennie. <i>Short-term Ethnography: Intense Routes to Knowing</i>. In: Symbolic Interaction, Vol. 36, Issue 3, pp. 351–361.</p>		

	<p><u>Optional</u></p> <p>Carter, Denise. <i>Living in Virtual Communities: an Ethnography of Human Relationships in Cyberspace</i>. In: Information, Communication & Society Vol. 8, No. 2, June 2005, pp. 148–167.</p> <p>Hogan, B. <i>The Presentation of Self in the Age of Social Media: Distinguishing Performances and Exhibitions Online</i>. In: Bulletin of Science Technology & Society. Sage, 2010.</p> <p>Nardie, Bonnie. <i>An anthropological account of World of Warcraft. My Life as a Night Elf Priest</i>. The University of Michigan Press, 2013.</p> <p>More detailed Reading List is distributed at the seminar itself</p>
Course Instructor	Dr. Ekaterina Taratuta

Title of the course	Research Seminar “Analytical sociology and big data”		
Title of the Academic Programme	Bachelor’s programme “Sociology and Social Informatics”		
Type of the course	Core		
Prerequisites	Sociological theory; Methodology and methods of sociological research; Theory of argumentation and academic writing; Philosophy		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152
Course Overview	The purpose of the course is to provide students with skills necessary for conducting social research based on big data analysis. During the course will be covered different features of analytical approach towards big data as well as a variety of examples of reports and articles relevant for the field.		
Intended Learning Outcomes (ILO)	<p>As the result of the course the students should:</p> <p><u>Know:</u></p> <p>Modern features and issues of big data analysis; Major methods applicable for big data analysis; Basic methodological principals of big data analysis.</p> <p><u>Be able to:</u></p> <p>Apply methods of social statistics to analysis of big data; Use basic rules of statistical inference; Use major sociological concepts as an instruments of sociological research; Critically discuss articles from the field of big data analysis; Conduct empirical research using different sources of the data.</p>		
Indicative Course Content	Basic notion of big data, types and components of big data; Overview of the methods used for big data analysis; Methodological issues of big data analysis: causality in the research, ethical issues, reproducibility of the results. Examples of research topics typical for the field: analysis of cultural consumption and production, fashion; migration; game-industry;		

Teaching and Learning Methods	During the course students are expected to participate group projects and discussions as well as give presentations on their research projects and topics of their interest.
Indicative Assessment Methods and Strategy	The final grade will be based on participation in class discussions and progress reports on the course work (60% of the final grade) and final presentation of the course work (40% of the final grade)
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Jaccard, J., & Jacoby, J. (2010). Theory construction and model-building skills: A practical guide for social scientists. Guilford Press Ruane, J. M. (2011). Essentials of research methods.</p> <p><u>Optional</u> Kreuter, F., Berg, M., Biemer, P., Decker, P., Lampe, C., Lane, J., ... & Usher, A. (2015). <i>AAPOR Report on Big Data</i> http://www.aapor.org/getattachment/Education-Resources/Reports/BigDataTaskForceReport_FINAL_2_12_15_b.pdf.aspx Babbie, E. (2015). The practice of social research. Cengage Learning. Hedstrom, P., & Bearman, P. (Eds.). (2009). " The Oxford handbook of analytical sociology. Oxford University Press.</p> <p><u>Internet Resource:</u> http://www.vosviewer.com/ http://www.citnetexplorer.nl/ https://apps.webofknowledge.com/WOS_GeneralSearch_input.do?product=WOS&search_mode=GeneralSearch&SID=W2IJwCXh57vTsiY8ZvF&preferencesSaved=</p>
Course Instructor	D.A. Alexandrov, V.A. Ivanushina, O.V. Volchenko

Title of the course	Research Seminar “Culture and inequality”		
Title of the Academic Programme	Bachelor’s programme “Sociology and Social Informatics ”		
Type of the course ¹	Core		
Prerequisites	Fundamentals of Life Safety, Social Studies, History.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152
Course Overview	The aim of the discipline is the development of students' skills in conducting scientific and applied research, obtaining competencies in the field of writing academic texts, acquiring knowledge in sociology and social psychology of art, sociology of fashion, ethnicity and migration studies.		

Intended Learning Outcomes (ILO) ²	<p>The course is designed:</p> <ul style="list-style-type: none"> - to learn on stages of scientific research, forms for presenting the results of scientific research, methodological foundations of the sociology of culture. - to have skills to conduct own research project, to develop a program of sociological research, to prepare a literature review on the topic, to collect and analyze empirical data, to present your project and its results for public discussion, to work with literature, to have skills of academic writing, public presentation of the results of scientific research and group work.
Indicative Course Content	The course consists of two parts. The first part covers theoretical information and lecture material, while the second part deals with active forms of learning, which develops different skills and competences.
Teaching and Learning Methods	Seminars are held in the form of a discussion of homework results, group work, followed by the presentation of the results, reports, watch a short videos, which is discussed and commented on, presentations of studies carried out by students. Particular attention is paid to students' independent work, which involves not only a thoughtful reading of the texts and searching literature sources, but also performing research tasks - students need to conduct mini-research, to answer some questions sociologically that relate to the studied topics, to try to make prognostication. The various educational technologies will also be used such as searching for necessary materials, solving tasks, an individual and group work.
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,2 \cdot G_{hw} + 0,8 \cdot G_{sa}, \text{ where}$ <p><i>G_{hw}</i> – grade for homework projects <i>G_{sa}</i> – grade for students' activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,8 \cdot G_C + 0,2 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>
Readings / Indicative Learning Resources ³	<p><u>Mandatory</u></p> <p>Tanner, J. (Ed.). (2004). Sociology of Art: A Reader. Routledge. Catherine Dawson. Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project, 2009.</p> <p><u>Optional</u></p> <p>Becker H. S. Art worlds and social types // American Behavioral Scientist. – 1976. – T. 19. – №. 6. – C. 703-718. Bryson B. (1996) "Anything But Heavy Metal": Symbolic Exclusion and Musical Dislikes, in: American Sociological Review, 61(5), pp. 884-899</p>
Course Instructor	Senior lecturer Raisa Akifyeva, Lecturer Margarita Kuleva, associate professor Maria Safonova

Title of the course	Research Seminar “Urban studies”				
Title of the Academic Programme	Bachelor’s programme “Sociology and Social Informatics ”				
Type of the course	Core				
Prerequisites	Urban processes, urban space, urban social inequality				
ECTS workload	4				
Total indicative study hours	Directed Study	Self-directed study	Total		
	42	110	152		
Course Overview	Course is dedicated to the main topics in urban studies; we will consider the key theoretical approaches, features, organizational principles, path of development of the urban studies, as well as key tools of data collection and analysis for the urban issues research field				
Intended Learning Outcomes (ILO)	<p>As the result of the course the students should:</p> <p>Know:</p> <ul style="list-style-type: none"> - key concepts describing social processes in urban space; - areas of contemporary urban research ; - theoretical concepts explaining functioning of the cities; - classic and contemporary examples of empirical research in urban space <p>Be able to:</p> <ul style="list-style-type: none"> - analyze theoretical sources, compare diverse approaches to urban space analysis; - formulate the topic of empirical urban research on their own, prepare methodological tools for the study; - analyze qualitative and quantitative empirical data that was publicly available or gathered by the student; - conduct empirical research and present the results using appropriate visual support 				
Teaching and Learning Methods	Course consists of seminar classes (42 hours), it includes group discussions, student presentations (in small groups), case analysis				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction in urban studies	14	-	4	10
2	Gentrification	16	-	4	12
3	Social segregation in the city	16	-	4	12
4	Ethnic, religious, educational segregation	14	-	4	10
5	Urban crime: urban criminology	16	-	4	12
6	Issues of local communities development	16	-	4	12

7	Types of participatory problem-solving in urban space	16	-	6	10
8	Urban poverty	14	-	4	10
9	Urban public spaces	16	-	4	12
10	Urban social movements	14	-	4	10
Total study hours		152	-	42	110
Indicative Assessment Methods and Strategy	Students' progress will be measured by students' activities in class (40% of the final grade), and the average grade for the 4 home tasks (60% of the final grade)				
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Flanagan W.G. – ed. (2010). <i>Urban Sociology. Image and Structure</i>. Rowman & Littlefield Publishers, Plymouth</p> <p><u>Optional</u> Paddison R. – ed. (2001) <i>Handbook of Urban Studies</i>. Sage Publications, London</p> <p>Hackworth J. (2002) <i>Postrecession gentrification in New York City</i> // <i>Urban Affairs Review</i>. Vol. 37, No. 6. P. 815-843. http://uar.sagepub.com/content/37/6/815.short?rss=1&ssource=mfc</p> <p>Kingston B., Huizinga D., Elliott D. S. (2009) <i>A Test of Social Disorganization Theory in High-Risk Urban Neighborhoods</i> // <i>Youth & Society</i>. Vol. XX № X. P. 1-27. http://online.sagepub.com</p> <p>Ley D. (2003) <i>Artists, Aestheticisation and the Field of Gentrification</i> // <i>Urban Studies</i>, Vol. 40, No. 12. P. 2527–2544. usj.sagepub.com</p> <p>Palen J.J. (2002) <i>The Urban World</i>. 6th ed. Boston: McGraw-Hill Higher Education.</p> <p><u>Internet Resources:</u> JSTOR library – jstor.org SAGE library – online.sagepub.com City-Data – city-data.com</p>				
Indicative Self- Study Strategies	Type	+/-	Hours		
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	40		
	Assignments for seminars / tutorials / labs	+	50		
	E-learning / distance learning (MOOC / LMS)	-	0		
	Fieldwork	+	20		
	Project work	+	0		
	Other (please specify)	-	0		
	Preparation for the exam	-	0		
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials				
Facilities, Equipment and Software	Компьютер, проектор				

Course Instructor	Professor D.A. Alexandrov, Lecture K.A. Tenisheva, Associate professor E.V. Tykanova
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Title of the course	Research Seminar “Civic and Political Processes”		
Title of the Academic Programme	Bachelor’s programme “Sociology and Social Informatics ”		
Type of the course	Elective		
Prerequisites	None		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152
Course Overview	<p>This seminar focuses on civic studies and politics, with a strong point on comparative analysis and reproducible research. Students read, analyse, and discuss papers, practicing their critical thinking skills, academic reading and writing. The seminar follows in three logical parts. Starting from an overview of methodological perspectives, it proceeds to electoral behaviour and civic activism, offline and online alike, with an emphasis on Russia in comparative perspective. The second part spotlights collective action and community building as covered in sociological research on social capital and trust. In the third part, modernisation theories are discussed, especially the 'post-materialist turn' and 'liquid modernity' theories and the research on the everyday consequences of modernisation related to migration and national identities. The seminar wraps up with a glimpse over research methods.</p>		
Intended Learning Outcomes (ILO)	<p>Be aware of major theories and research related to contemporary civic studies and political sociology</p> <p>Acquire and improve critical academic reading skills</p> <p>Know how to cooperate in small teams</p> <p>Able to arrange ideas in a coherent way so as to present them in discussions</p>		
Indicative Course Content	<ul style="list-style-type: none"> • Introduction. Methodological perspectives • Electoral research. Politicians and their voters • Why and how do people vote? Electoral behaviour theories • Public spaces and public action offline and online. Civic activism • Collective action. Tragedy of the commons • Social capital in the post-Soviet countries • Authoritarian high modernism and practical knowledge • Social processes in liquid modernity • Modernisation theory revisited 		

	<ul style="list-style-type: none"> • Migration processes in Russia and Europe • Contemporary models of national identity
Teaching and Learning Methods	The course consists of tutorials involving small-group discussions and presentations, critical reading, home assignments, peer review, and debates.
Indicative Assessment Methods and Strategy	Individual contributions and group work are evaluated after each seminar (40% of the final grade). After the first two months, each participant writes an abstract of an academic paper according to a template, which is then peer-reviewed and assessed (20%). At the exam, each student has 80 minutes to write an abstract of a given research paper on one of the topics covered during the year (40%).
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Bauman, Zygmunt (2013). Liquid modernity. John Wiley & Sons, p. 168-200.</p> <p>Della Porta, D. and M. Keating (2008), How many approaches in the social sciences? An epistemological introduction, in: Della Porta, D. and M. Keating (eds.). Approaches and Methodologies in the Social Science. A Pluralist Perspective. Cambridge: Cambridge University Press, p. 19-39.</p> <p>Inglehart, Ronald and Christian Welzel (2005). Modernization, cultural change, and democracy: The human development sequence. CUP, p. 15-47.</p> <p><u>Optional</u></p> <p>Evertsson, N. (2015), A Nested Analysis of Electoral Donations, Journal of Mixed Methods Research. URL: http://journals.sagepub.com/doi/full/10.1177/1558689815585208</p> <p>Gandhi, J. and E. Lust-Okar (2009), Elections under Authoritarianism, Annual Review of Political Science, No. 12, p. 403-422.</p>
Course Instructors	Dr. Anna Nemirovskaya Dr. Anna Shirokanova Margarita Zavadskaya, EUI PhD Candidate

Title of the course	Digital Anthropology and Organizations Research Seminar		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of the course	Elective		
Prerequisites	Sociological Theory, Information Systems, Methodology and Methods, Theory of Argumentation and Academic Writing		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152

Course Overview	Strategic and operational decision making in organizations is the complicated process combining formalized and “naturally” developing constituents. Rational actor and rule following models are usually advanced to describe the different extent of responsibility in a decision making process. However, the ruling of interpersonal interactions between the stakeholders and/or organization members seems to be rather loosely defined and varies essentially depending on organization type, field of operation and its formation history. In the present research seminar students will explore patterns of how organizations and the related communities are represented online and in social media, as well as will be introduced with the theory and practice of people management and analytics in organizations. As a result of their research work, students will find/develop most working/constructive ways and methods of online community building and development.
Intended Learning Outcomes (ILO)	Understand modern organizational theory Use relevant sociological and socio-psychological models and theories in organizations, online communities and corporate social media Understand cultures of online representation and management of working teams / communities Be able to apply theoretical concepts in solving of real-life cases
Indicative Course Content	This course is dealing with application of anthropology and organizational analysis to management and online communities settings. It concerns the formation of informal relationships, communities and corporate networks, drawing on literature from digital and business anthropology, organizational theory, social computing and business studies.
Teaching and Learning Methods	The course consists involves small-group discussions and presentations, practical ethnographical research, essays, and debates.
Indicative Assessment Methods and Strategy	Seminar Participation (40% of the final grade) Literature Review and Presentation (20% of the final grade) Empirical Study Essay and Presentation (40% of the final grade)
Readings / Indicative Learning Resources	<u>Mandatory</u> <i>Digital Anthropology</i> . Ed. by Heather A. Horst, Daniel Miller. Bloomsbury, 2013. Powell, Walter W., and Paul J. DiMaggio, eds. 2012. <i>The New Institutionalism in Organizational Analysis</i> . 1 edition. University of Chicago Press. <u>Optional</u> Dorish, Paul. <i>Reading and Interpreting Ethnography</i> . Hine, Christine. <i>Virtual Ethnography</i> . Sage, 2001. Pink, Sarah. Morgan, Jennie. <i>Short-term Ethnography: Intense Routes to Knowing</i> . In: Symbolic Interaction, Vol. 36, Issue 3, pp. 351–361. Driskill, Gerald W., and Angela Laird Brenton. 2010. <i>Organizational Culture in Action: A Cultural Analysis Workbook</i> . 2 edition. SAGE Publications, Inc.

	Knights, David, and Hugh Willmott. 2010. <i>Organizational Analysis</i> . Andover: Cengage Learning.
Course Instructor	Dr Ilya Marinov, Dr Ekaterina Taratuta

3rd, 4th years

Title of the course	Data Analysis in Sociology (3rd year)		
Title of the Academic Programme	Bachelor's programme "Sociology and Social Informatics "		
Type of the course	Core		
Prerequisites	Sociological theory; Methodology and methods of sociological research; Theory of argumentation and academic writing; Algebra and analysis		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	92	152
Course Overview	<p>This course provides an intermediate level introduction to statistical analysis for quantitative research in sociology. The course will cover two main topics: factor analysis and statistical prediction, including linear regression and structural equation modeling. We will also discuss basic issues in statistical analysis: creating indices and identifying causality based on the results of the analysis. The course is designed for third-year undergraduate students in sociology. The course covers the basic building blocks of quantitative data analysis with the goal of training students to be informed consumers of quantitative research. This course is also the starting point for students interesting in pursuing more advanced methods training or who plan to use quantitative methods in their own research. This course is more applied and comprehensive than the basic statistics course that you might have taken earlier.</p>		
Intended Learning Outcomes (ILO)	<p>Students are expected to have taken some sort of basic/introductory statistics course for social science research or to have at least some experiences and knowledge about basic social statistics, such as probability, hypothesis testing, linear regression, while they will revisit those topics in a considerable proportion during the course.</p>		
Indicative Course Content	<p>Linear Regression: OLS. Diagnostics. Linear Regression: Interactions Effects. Exploratory Factor Analysis. Confirmatory Factor Analysis. Introduction in SEM. Path Analysis.</p>		
Teaching and Learning Methods	<p>A usual weekly procedure of this course will be a combination of a three hour lecture given by the instructor and a one hour group lab practice, during Modules 2 and 3. In Module 4, students will be required to work on group projects, in which students conduct their own quantitative research, using any methods they have learned during this course or courses taken earlier.</p>		
Indicative Assessment Methods and Strategy	<p>As a result of studying the discipline a student is supposed to be able to:</p> <ul style="list-style-type: none"> • Conduct simple statistical analysis in RStudio environment; 		

	<ul style="list-style-type: none"> • Deal with basic types of sampling bias; • Choose appropriate methods for certain types of variables and certain aims of the analysis; • Give meaningful interpretation of statistical results: regression coefficients, tables, plots and diagrams (produced in R); • Perform data transformations for normality correction and variables' standardization; • Graphically represent results of the analysis; • Create analytical reports describing all the stages of the analysis and interpreting its results.
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Kline R. B. Principles and practice of structural equation modeling. – Guilford publications, 2015. John Fox & Sanford Weisberg. 2011. An R Companion to Applied Regression, Second Edition, Sage Publications.</p> <p><u>Optional</u> Andrew Gelman & Jennifer Hill. 2007. Data Analysis Using Regression and Multilevel/Hierarchical Models, Cambridge University Press. Kurt Taylor Gaubatz , 2014. A Survivor's Guide to R: An Introduction for the Uninitiated and the Unnerved, 1st edition, Sage. Роберт И. Кабаков (2014). R в действии. Анализ и визуализация данных на языке R–ДМК Пресс. Lance C. E., Lance C. E., Vandenberg R. J. (ed.). Statistical and methodological myths and urban legends: Doctrine, verity and fable in organizational and social sciences. Routledge, 2010. Alan Agresti & Barbara Finlay. 2007. Statistical Methods for the Social Sciences, Fourth Edition, Pearson Prentice Hall.</p>
Course Instructor	K. Tenysheva

Title of the course	Data Analysis in Sociology (4th year)		
Title of the Academic Programme	Bachelor's programme "Sociology and Social Informatics "		
Type of the course	Core		
Prerequisites	Sociological theory; Methodology and methods of sociological research; Theory of argumentation and academic writing; Algebra and analysis		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	68	148	216
Course Overview	The discipline focuses on systematizing and deepening the knowledge and skills of data analysis in SPSS for the 4th-year undergraduate students of Sociology. The major goal of the course is to train students in more advanced methods of data analysis, discussing their advantages and limitations as applied to the social sciences, primarily sociology. The course covers quantitative data analysis from data screening prior to analysis itself, to testing the assumptions behind regression (including the		

	logistic regression), to the methods of dimension reduction (semantic differential, principal components analysis, factor analysis, multidimensional scaling) and classification (discriminant analysis, cluster analysis, and decision trees).
Intended Learning Outcomes (ILO)	Students are expected to be familiar with correlations, linear regressions and their implementation in SPSS, so as to be able to understand the material.
Indicative Course Content	Data Screening. Dimension Reduction. Classification.
Teaching and Learning Methods	<p>The goal of this course above and beyond teaching specific methods is to enable students to use the methods covered in the course on a stand-alone basis whenever they need this in the future.</p> <p>Therefore, every reasonable effort should be made to make the material understandable and comprehensible, depending on the level of the student. Encouraging those students who have already understood new material to share their understanding with the others has demonstrated rewarding results. Regular Q&A sessions are needed at the beginning of each session, at lectures and practical sessions alike. Drawing seemingly embarrassing data examples in the manner of Andy Field's entertaining textbook can be helpful on an occasional basis. The general recommendation is to put emphasis on training the skills to perform the same types of analysis autonomously; therefore, the more time students get to practice their data analysis skills on different data sets, the more long-standing the results of the course. Anonymous "boards" in the cloud services for Q&A could be helpful as well.</p>
Indicative Assessment Methods and Strategy	Home work. Class assignment (test). Portfolio.
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Field, Andy (2013). Discovering Statistics Using IBM SPSS Statistics. SAGE.</p> <p>Miles, Jeremy and Mark Shevlin (2011). Applying Regression & Correlation. A Guide for Students and Researchers. SAGE.</p> <p>Tabachnick, Barbara G. and Linda S. Fidell (2013). Using Multivariate Statistics: Pearson New International Edition. Pearson, 6th ed.</p> <p><u>Optional</u></p> <p>Baron, Reuben M. and David A. Kenny (1986), The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations, Journal of Personality and Social Psychology, Vol.51, No. 6, P. 1173-1182.</p> <p>Byrd, Erick T. and Larry Gustke (2007), Using Decision Trees to Identify Tourism Stakeholders: The Case of Two Eastern North Carolina Counties, Tourism and Hospitality Research, Vol. 7, P. 176-193.</p>
Course Instructor	A.A. Shirokanova

Title of the course	Economic Theory (3rd year)		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of Course	Core (mandatory)		
Prerequisites	Economic Theory; Sociological Theory, Algebra and Analysis, Social Stratification		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	72	114
Course Overview	<p>The course consists of two parts. First is focused on Macroeconomic behaviour, covering such topics as employment and unemployment, interest rates, inflation, economic policy.</p> <p>Second covers basics of game theory: an approach to describe, model and predict various economic, social and political phenomena, starting from very basic models that can be successfully used as research heuristics that simplify and schematize certain phenomena of interest to the researcher, and going to the more sophisticated models that involve advanced mathematics. In this course a basic introduction is covered, including games of complete information, both dynamic and static. It also introduces the students to games of incomplete information and repeated games.</p>		
Intended Learning Outcomes (ILO)	<p>The course gives students a good understanding of two major chapters on Economic Theory: Macroeconomics and Game Theory.</p> <p>Upon completion of the course students will understand problematics and major topics in macroeconomics, including employment and unemployment, interest rates, inflation, economic policy.</p> <p>Students will know basics of game theory: what it is good for and how it works, and some basic practical instruments used in game theory. After completing the course students can easily understand most game theoretic applications in social and political science and even solve some models of their own.</p>		
Indicative Course Content	<p>The first part consists of the following topics: Macroeconomic Variable, Money and Inflation, Economic Policy, Government and Institutes.</p> <p>The second part consists of five major blocks: first, dynamic and static games of complete information (with the existent solutions and the concept of Nash equilibrium explained); then the repeated games; and finally the games of incomplete information (both static and dynamic).</p>		
Teaching and Learning Methods	<p>The course consists of lectures and seminars (or discussion groups). In lectures the instructor shows students different types of problems and solutions to these problems. During seminars students solve various problems (sometimes somewhat more difficult than, though belonging to the same type as the problem discussed in the preceding lecture) themselves.</p>		
Indicative Assessment Methods and Strategy	<p>There is a home task for each seminar. The hometasks are graded by the instructor and then the average grade makes up for 35% of the accumulated mark. Class participation amounts to 20% of the accumulated</p>		

	<p>mark. Another 45% comes from the final test that covers the problems discussed in class throughout the semester.</p> <p>The final grade consists of 65% of the accumulated mark (as outlined above) and 35% of the oral exam grade. Students whose accumulated grade is 7 and above can be released from taking the exam.</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Dixit, Avinash, Skeath Susan, and David Reiley. 2015. <i>Games of Strategy</i>. 4th ed. W. W. Norton & Company.</p> <p>Mankiw, N. Gregory. 2010. <i>Macroeconomics</i>. 7 edition. New York, NY: Worth Publishers.</p> <p><u>Optional</u></p> <p>Cowen, Tyler, and Alex Tabarrok. 2009. <i>Modern Principles: Macroeconomics</i>. New York: Worth Publishers.</p> <p>Gehlbach, Scott. 2013. <i>Formal Models of Domestic Politics</i>. Cambridge University Press.</p> <p>Niou, Emerson, and Peter C. Ordeshook. 2015. <i>Strategy and Politics: An Introduction to Game Theory</i>. Routledge.</p> <p>Schelling, Thomas C. 2006. <i>Micromotives and Macrobehavior</i>. WW Norton & Company.</p>
Course Instructor	To be appointed

Title of the course	Research Seminar “Urban studies”		
Title of the Academic Programme	Bachelor’s programme “Sociology and Social Informatics ”		
Type of the course	Core		
Prerequisites	Urban processes, urban space, urban social inequality		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152
Course Overview	Course is dedicated to the main topics in urban studies; we will consider the key theoretical approaches, features, organizational principles, path of development of the urban studies, as well as key tools of data collection and analysis for the urban issues research field.		
Intended Learning Outcomes (ILO)	<p>As the result of the course the students should:</p> <p>Know:</p> <ul style="list-style-type: none"> - key concepts describing social processes in urban space; - areas of contemporary urban research ; - theoretical concepts explaining functioning of the cities; - classic and contemporary examples of empirical research in urban space. 		

Indicative Course Content	Social inequality in the cities, gentrification, social segregation, social and physical order in urban space, types of participatory problem-solving in urban space, local communities and new territorial groups
Teaching and Learning Methods	The course include seminars (42 hours), work in group, student presentations (in small groups), case analysis
Indicative Assessment Methods and Strategy	Students' progress will be measured by students' activities in class (40% of the final grade), and the average grade for the 4 hometasks (60% of the final grade)
Readings / Indicative Learning Resources	<u>Mandatory :</u> Flanagan W.G. – ed. (2010). <i>Urban Sociology. Image and Structure</i> . Rowman & Littlefield Publishers, Plymouth <u>Optional :</u> Paddison R. – ed. (2001) <i>Handbook of Urban Studies</i> . Sage Publications, London Hackworth J. (2002) <i>Postrecession gentrification in New York City</i> // <i>Urban Affairs Review</i> . Vol. 37, No. 6. P. 815-843. http://uar.sagepub.com/content/37/6/815.short?rss=1&ssource=mfc
Course Instructor	Professor D.A. Alexandrov, Lecture K.A. Tenisheva, Associate professor E.V. Tykanova

Title of the course	Research Seminar “Civic and Political Processes”		
Title of the Academic Programme	Bachelor’s programme “Sociology and Social Informatics ”		
Type of the course	Elective		
Prerequisites	None		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152
Course Overview	<p>This seminar focuses on civic studies and politics, with a strong point on comparative analysis and reproducible research. Students read, analyse, and discuss papers, practicing their critical thinking skills, academic reading and writing. The seminar follows in three logical parts. Starting from an overview of methodological perspectives, it proceeds to electoral behaviour and civic activism, offline and online alike, with an emphasis on Russia in comparative perspective. The second part spotlights collective action and community building as covered in sociological research on social capital and trust. In the third part, modernisation theories are discussed, especially the 'post-materialist turn' and 'liquid modernity' theories and the research on the everyday consequences of modernisation related to migration and national identities. The seminar wraps up with a glimpse over research methods.</p>		

Intended Learning Outcomes (ILO)	<p>Be aware of major theories and research related to contemporary civic studies and political sociology</p> <p>Acquire and improve critical academic reading skills</p> <p>Know how to cooperate in small teams</p> <p>Able to arrange ideas in a coherent way so as to present them in discussions</p>
Indicative Course Content	<ul style="list-style-type: none"> • Introduction. Methodological perspectives • Electoral research. Politicians and their voters • Why and how do people vote? Electoral behaviour theories • Public spaces and public action offline and online. Civic activism • Collective action. Tragedy of the commons • Social capital in the post-Soviet countries • Authoritarian high modernism and practical knowledge • Social processes in liquid modernity • Modernisation theory revisited • Migration processes in Russia and Europe • Contemporary models of national identity
Teaching and Learning Methods	<p>The course consists of tutorials involving small-group discussions and presentations, critical reading, home assignments, peer review, and debates.</p>
Indicative Assessment Methods and Strategy	<p>Individual contributions and group work are evaluated after each seminar (40% of the final grade). After the first two months, each participant writes an abstract of an academic paper according to a template, which is then peer-reviewed and assessed (20%). At the exam, each student has 80 minutes to write an abstract of a given research paper on one of the topics covered during the year (40%).</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Bauman, Zygmunt (2013). Liquid modernity. John Wiley & Sons, p. 168-200.</p> <p>Della Porta, D. and M. Keating (2008), How many approaches in the social sciences? An epistemological introduction, in: Della Porta, D. and M. Keating (eds.). Approaches and Methodologies in the Social Science. A Pluralist Perspective. Cambridge: Cambridge University Press, p. 19-39.</p> <p>Inglehart, Ronald and Christian Welzel (2005). Modernization, cultural change, and democracy: The human development sequence. CUP, p. 15-47.</p> <p>Morozov, Evgeny (2014). To save everything, click here: The folly of technological solutionism. PublicAffairs, p. 63-99.</p> <p>Oldenburg, Ray (1989). The great good place: Café, coffee shops, community centers, beauty parlors, general stores, bars, hangouts, and how they get you through the day. Paragon House Publishers, p. 183-196.</p> <p>Ostrom, Elinor (2015). Governing the commons. CUP,</p> <p>Scott, James C. (1998). Seeing like a state: How certain schemes to improve the human condition have failed. Yale University Press.</p> <p><u>Optional</u></p>

	<p>Evertsson, N. (2015), A Nested Analysis of Electoral Donations, Journal of Mixed Methods Research. URL: http://journals.sagepub.com/doi/full/10.1177/1558689815585208</p> <p>Gandhi, J. and E. Lust-Okar (2009), Elections under Authoritarianism, Annual Review of Political Science, No. 12, p. 403-422.</p> <p>Greene, S.A. (2013), Beyond Bolotnaia: Bridging Old and New in Russia's Election Protest Movement, Problems of Post-Communism, Vol. 60, No. 2, p. 40-52.</p> <p>Kuntz, P. and M.R. Thompson (2009), More than just the final straw: Stolen elections as revolutionary triggers, Comparative Politics, Vol. 41, No. 3, p. 253-272.</p> <p>Landman, Todd (2008). Issues and methods in comparative politics: an introduction. London: Routledge, p. 24-48.</p>
Course Instructors	<p>Dr. Anna Nemirovskaya Dr. Anna Shirokanova Margarita Zavadskaya, EUI PhD Candidate</p>

Title of the course	Analytical sociology and big data		
Title of the Academic Programme	Bachelor in Sociology		
Type of the course	Core		
Prerequisites	Sociological theory; Methodology and methods of sociological research; Theory of argumentation and academic writing; Philosophy		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152
Course Overview	The purpose of the course is to provide students with skills necessary for conducting social research based on big data analysis. During the course different features of analytical approach towards big data will be covered as well as a variety of examples of reports and articles relevant for the field.		
Intended Learning Outcomes (ILO)	<p>As the result of the course the students should:</p> <p>Know:</p> <p>Modern features and issues of big data analysis; Major methods applicable for big data analysis; Basic methodological principals of big data analysis.</p> <p>Be able to:</p> <p>Apply methods of social statistics to analysis of big data; Use basic rules of statistical inference; Use major sociological concepts as an instruments of sociological research; Critically discuss articles from the field of big data analysis; Conduct empirical research using different sources of the data.</p>		

Teaching and Learning Methods	During the course students are expected to participate in group projects and discussions as well as give presentations on their research projects and topics of their interest.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Basic ideas of analytical sociology	14	-	4	10
2	Sources of big data	10	-	2	8
3	Research question	10	-	2	8
4	Visual data analysis	8	-	2	6
5	Hypotheses in social research	10	-	2	8
6	Analysis of cultural production and consumption	10	-	2	8
7	Core of literature review using web of science data	14	-	6	8
8	Problem of research reproducibility	10	-	2	8
9	Causal model	12	-	4	10
10	Operationalization and measurement	12	-	4	8
11	Ethical issues of big data research	12	-	4	8
12	Data quality issues	12	-	4	8
13	Labor market analysis using big data	8	-	2	6
14	Education research using big data	8	-	2	6
Total study hours		152	-	42	110
Indicative Assessment Methods and Strategy	The final grade will be based on participation in class discussions and progress reports on the course work (60% of the final grade) and final presentation of the course work (40% of the final grade)				
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Jaccard, J., & Jacoby, J. (2010). Theory construction and model-building skills: A practical guide for social scientists. Guilford Press Ruane, J. M. (2011). Essentials of research methods.</p> <p><u>Optional</u> Kreuter, F., Berg, M., Biemer, P., Decker, P., Lampe, C., Lane, J., ... & Usher, A. (2015). <i>AAPOR Report on Big Data</i> http://www.aapor.org/getattachment/Education-Resources/Reports/BigDataTaskForceReport_FINAL_2_12_15_b.pdf.aspx x Babbie, E. (2015). The practice of social research. Cengage Learning. Hedstrom, P., & Bearman, P. (Eds.). (2009). " The Oxford handbook of analytical sociology. Oxford University Press.</p> <p><u>Internet Resources:</u> http://www.vosviewer.com/</p>				

	http://www.citnetexplorer.nl/ https://apps.webofknowledge.com/WOS_GeneralSearch_input.do?product=WOS&search_mode=GeneralSearch&SID=W2IJwCXh57vTsiY8ZvF&preferencesSaved=		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	40
	Assignments for seminars / tutorials / labs	+	40
	E-learning / distance learning (MOOC / LMS)	-	0
	Fieldwork	-	0
	Project work	+	30
	Other (please specify)	-	0
	Preparation for the exam	-	0
Academic Support for the Course	Academic support for the course is provided via LMS, emails and googlegroup		
Facilities, Equipment and Software	Computer and projector		
Course Instructor	D.A. Alexandrov, V.A. Ivanushina, O.V. Volchenko		

Title of the course	Research Seminar “Analytical sociology and big data”		
Title of the Academic Programme	Bachelor in Sociology		
Type of the course	Core		
Prerequisites	Sociological theory; Methodology and methods of sociological research; Theory of argumentation and academic writing; Philosophy		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	30	84	114
Course Overview	The purpose of the course is to provide students with skills necessary for conducting social research based on big data analysis. During the course different features of analytical approach towards big data will be covered as well as a variety of examples of reports and articles relevant for the field.		
Intended Learning Outcomes (ILO)	As the result of the course the students should: Know: Modern features and issues of big data analysis; Major methods applicable for big data analysis; Basic methodological principals of big data analysis. Be able to: Apply methods of social statistics to analysis of big data;		

	Use basic rules of statistical inference; Use major sociological concepts as an instruments of sociological research; Critically discuss articles from the field of big data analysis; Conduct empirical research using different sources of the data.				
Teaching and Learning Methods	During the course students are expected to participate in group projects and discussions as well as give presentations on their research projects and topics of their interest.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Basic ideas of analytical sociology	10	-	2	8
2	Sources of big data	8	-	2	6
3	Research question	8	-	2	6
4	Visual data analysis	8	-	2	6
5	Hypotheses in social research	8	-	2	6
6	Analysis of cultural production and consumption	8	-	2	6
7	Core of literature review using web of science data	8	-	2	6
8	Problem of research reproducibility	8	-	2	6
9	Causal model	8	-	2	6
10	Operationalization and measurement	8	-	2	6
11	Ethical issues of big data research	8	-	2	6
12	Data quality issues	8	-	4	4
13	Labor market analysis using big data	8	-	2	6
14	Education research using big data	8	-	2	6
Total study hours		114	-	30	84
Indicative Assessment Methods and Strategy	The final grade will be based on participation in class discussions and progress reports on the course work (60% of the final grade) and final presentation of the course work (40% of the final grade)				
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Jaccard, J., & Jacoby, J. (2010). Theory construction and model-building skills: A practical guide for social scientists. Guilford Press Ruane, J. M. (2011). Essentials of research methods.</p> <p><u>Optional</u> Kreuter, F., Berg, M., Biemer, P., Decker, P., Lampe, C., Lane, J., ... & Usher, A. (2015). <i>AAPOR Report on Big Data</i> http://www.aapor.org/getattachment/Education-Resources/Reports/BigDataTaskForceReport_FINAL_2_12_15_b.pdf.aspx</p> <p><u>X</u> Babbie, E. (2015). The practice of social research. Cengage Learning.</p>				

	Hedstrom, P., & Bearman, P. (Eds.). (2009). " The Oxford handbook of analytical sociology. Oxford University Press. <u>Internet Resources:</u> http://www.vosviewer.com/ http://www.citnetexplorer.nl/ https://apps.webofknowledge.com/WOS_GeneralSearch_input.do?product=WOS&search_mode=GeneralSearch&SID=W2IJwCXh57vTsiY8ZvF&preferencesSaved=		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	30
	Assignments for seminars / tutorials / labs	+	30
	E-learning / distance learning (MOOC / LMS)	-	0
	Fieldwork	-	0
	Project work	+	22
	Other (please specify)	-	0
	Preparation for the exam	-	0
Academic Support for the Course	Academic support for the course is provided via LMS, emails and googlegroup.		
Facilities, Equipment and Software	Computer and projector		
Course Instructor	D.A. Alexandrov, V.A. Ivanushina, O.V. Volchenko		

Title of the course	Research seminar "Culture and inequality"		
Title of the Academic Programme	Bachelor's programme "Sociology and Social Informatics "		
Type of the course	Core		
Prerequisites	-		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152
Course Overview	The aim of the discipline is the development of students' skills in conducting scientific and applied research, obtaining competencies in the field of writing academic texts, acquiring knowledge in sociology and social psychology of art, sociology of fashion, ethnicity and migration studies.		

Intended Learning Outcomes (ILO)	<p>The course is designed:</p> <ul style="list-style-type: none"> - to know stages of scientific research, forms for presenting the results of scientific research, methodological foundations of the sociology of culture. - to have skills to conduct own research project, to develop a program of sociological research, to prepare a literature review on the topic, to collect and analyze empirical data, to present your project and its results for public discussion, to work with literature, to have skills of academic writing, public presentation of the results of scientific research and group work.
Teaching and Learning Methods	<p>Seminars are held in the form of a discussion of homework results, group work, followed by the presentation of the results, reports, watch a short videos, which is discussed and commented on, presentations of studies carried out by students. Particular attention is paid to students' independent work, which involves not only a thoughtful reading of the texts and searching literature sources, but also performing research tasks - students need to conduct mini-research, to answer some questions sociologically that relate to the studied topics, to try to make prognostication. The various educational technologies will also be used such as searching for necessary materials, solving tasks, an individual and group work.</p>

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study			Self-directed Study
			Lectures	Seminars	Labs	
1	Cultural capital, cultural consumption and social inequality	14	-	4	-	10
2	Cultural consumption, political views and tolerance	16	-	4	-	12
3	Clothing consumption and ethnicity	16	-	4	-	12
4	Organizational analysis in sociology of art	14	-	-	4	10
5	Artistic taste and inequality	16	-	4	-	12

6	Social networks, artistic production and creativity	16	-	4	-	12
7	Cultural production as labour	16	-	6	-	10
8	Art-world and its structure: producers, consumers and prosumers	14	-	4	-	10
9	Class cultures and mechanisms of inequality reproduction	16	-	4	-	12
10	Migration, inequality, ethnic and cultural capital	13	-	4	-	10
Total study hours		152	-	38	4	110
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,2 \cdot G_{hw} + 0,8 \cdot G_{sa}, \text{ where}$ <p><i>G_{hw}</i> – grade for homework projects <i>G_{sa}</i> – grade for students' activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,8 \cdot G_C + 0,2 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>					
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Tanner, J. (Ed.). (2004). Sociology of Art: A Reader. Routledge. Catherine Dawson. Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project, 2009.</p> <p><u>Optional</u> Becker H. S. Art worlds and social types // American Behavioral Scientist. – 1976. – T. 19. – №. 6. – C. 703-718. Bryson B. (1996) "Anything But Heavy Metal": Symbolic Exclusion and Musical Dislikes, in: American Sociological Review, 61(5), pp. 884-899 Cattani G., Ferriani S (2008) A Core/Periphery Perspective on Individual Creative Performance: Social Networks and Cinematic Achievements in the Hollywood Film Industry, in: Journal of Management Studies, 2008, 39: 123–146.</p>					
	Type				+/-	Hours

Indicative Self-Study Strategies	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		-	40
	Assignments for seminars / tutorials / labs		+	50
	E-learning / distance learning (MOOC / LMS)		+	0
	Fieldwork		-	20
	Project work		+	0
	Other (please specify)		-	0
	Preparation for the exam		-	0
Academic Support for the Course	The course is supported via the LMS where students can find guidelines and recommendations for seminars and field work			
Facilities, Equipment and Software	Projector, computer, any text editor and tables software			
Course Instructor	Senior lecturer Raisa Akifyeva, Lecturer Margarita Kuleva, associate professor Maria Safonova			

Title of the course	Digital Anthropology and Organizations Research Seminar (3rd year)		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of the course	Elective		
Prerequisites	Sociological Theory, Information Systems, Methodology and Methods, Theory of Argumentation and Academic Writing		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152

Course Overview	Strategic and operational decision making in organizations is the complicated process combining formalized and “naturally” developing constituents. Rational actor and rule following models are usually advanced to describe the different extent of responsibility in a decision making process. However, the ruling of interpersonal interactions between the stakeholders and/or organization members seems to be rather loosely defined and varies essentially depending on organization type, field of operation and its formation history. In the present research seminar students will explore patterns of how organizations and the related communities are represented online and in social media, as well as will be introduced with the theory and practice of people management and analytics in organizations. As a result of their research work, students will find/develop most working/constructive ways and methods of online community building and development.
Intended Learning Outcomes (ILO)	Understand modern organizational theory Use relevant sociological and socio-psychological models and theories in organizations, online communities and corporate social media Understand cultures of online representation and management of working teams / communities Be able to apply theoretical concepts in solving of real-life cases
Indicative Course Content	This course is dealing with application of anthropology and organizational analysis to management and online communities settings. It concerns the formation of informal relationships, communities and corporate networks, drawing on literature from digital and business anthropology, organizational theory, social computing and business studies.
Teaching and Learning Methods	The course consists involves small-group discussions and presentations, practical ethnographical research, essays, and debates.
Indicative Assessment Methods and Strategy	Seminar Participation (40% of the final grade) Literature Review and Presentation (20% of the final grade) Empirical Study Essay and Presentation (40% of the final grade)
Readings / Indicative Learning Resources	<u>Mandatory</u> <i>Digital Anthropology</i> . Ed. by Heather A. Horst, Daniel Miller. Bloomsbury, 2013. Powell, Walter W., and Paul J. DiMaggio, eds. 2012. <i>The New Institutionalism in Organizational Analysis</i> . 1 edition. University of Chicago Press. <u>Optional</u> Dorish, Paul. <i>Reading and Interpreting Ethnography</i> . Hine, Christine. <i>Virtual Ethnography</i> . Sage, 2001. Pink, Sarah. Morgan, Jennie. <i>Short-term Ethnography: Intense Routes to Knowing</i> . In: Symbolic Interaction, Vol. 36, Issue 3, pp. 351–361. Driskill, Gerald W., and Angela Laird Brenton. 2010. <i>Organizational Culture in Action: A Cultural Analysis Workbook</i> . 2 edition. SAGE Publications, Inc.

	Knights, David, and Hugh Willmott. 2010. <i>Organizational Analysis</i> . Andover: Cengage Learning.
Course Instructor	Dr Ilya Marinov, Dr Ekaterina Taratuta

Title of the course	Digital Anthropology and Organizations Research Seminar (4th year)		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of the course	Elective		
Prerequisites	Sociological Theory, Information Systems, Methodology and Methods, Theory of Argumentation and Academic Writing		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	30	84	114
Course Overview	<p>Strategic and operational decision making in organizations is the complicated process combining formalized and “naturally” developing constituents. Rational actor and rule following models are usually advanced to describe the different extent of responsibility in a decision making process. However, the ruling of interpersonal interactions between the stakeholders and/or organization members seems to be rather loosely defined and varies essentially depending on organization type, field of operation and its formation history. In the present research seminar students will explore patterns of how organizations and the related communities are represented online and in social media, as well as will be introduced with the theory and practice of people management and analytics in organizations. As a result of their research work, students will find/develop most working/constructive ways and methods of online community building and development.</p>		
Intended Learning Outcomes (ILO)	<p>Understand modern organizational theory Use relevant sociological and socio-psychological models and theories in organizations, online communities and corporate social media Understand cultures of online representation and management of working teams / communities Be able to apply theoretical concepts in solving of real-life cases</p>		
Indicative Course Content	<p>This course is dealing with application of anthropology and organizational analysis to management and online communities settings. It concerns the formation of informal relationships, communities and corporate networks, drawing on literature from digital and business anthropology, organizational theory, social computing and business studies.</p>		

Teaching and Learning Methods	The course consists involves small-group discussions and presentations, practical ethnographical research, essays, and debates.
Indicative Assessment Methods and Strategy	Seminar Participation (40% of the final grade) Literature Review and Presentation (20% of the final grade) Empirical Study Essay and Presentation (40% of the final grade)
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p><i>Digital Anthropology</i>. Ed. by Heather A. Horst, Daniel Miller. Bloomsbury, 2013.</p> <p>Powell, Walter W., and Paul J. DiMaggio, eds. 2012. <i>The New Institutionalism in Organizational Analysis</i>. 1 edition. University of Chicago Press.</p> <p><u>Optional</u></p> <p>Dorish, Paul. <i>Reading and Interpreting Ethnography</i>.</p> <p>Hine, Christine. <i>Virtual Ethnography</i>. Sage, 2001.</p> <p>Pink, Sarah. Morgan, Jennie. <i>Short-term Ethnography: Intense Routes to Knowing</i>. In: <i>Symbolic Interaction</i>, Vol. 36, Issue 3, pp. 351–361.</p> <p>Driskill, Gerald W., and Angela Laird Brenton. 2010. <i>Organizational Culture in Action: A Cultural Analysis Workbook</i>. 2 edition. SAGE Publications, Inc.</p> <p>Knights, David, and Hugh Willmott. 2010. <i>Organizational Analysis</i>. Andover: Cengage Learning.</p>
Course Instructor	Dr Ilya Marinov, Dr Ekaterina Taratuta

Attachments

Attachment 1. Mapping of the Programme and Course (Module) Learning Outcomes

(D – direct contribution to LO; I – indirect contribution to LO)

1st year

	Mandatory courses														Research Activities
	Personal and Social Safety	Physical Training	Social History (offered in English)	Economics	Algebra and Analysis	Information Systems	Probability Theory and Mathematical Statistics	Methodology and Methods for Sociological Research	English Language Test	Sociological Theory	Applied Software	Argumentation Theory and Academic Writing	Philosophy	Psychology	Research Seminar
LO ₁	I	I	D	I	I	I	D	D	I	D	D	D	I	I	D
LO ₂	I	I	D	D	I	I	D	D	I	D	D	D	D	D	D
LO ₃	I	I	I	I	D	D	D	D	I	D	D	I	I	I	D
LO ₄	I	I	I	I	I	I	D	D	I	D	D	D	I	I	D
LO ₅	I	I	I	D	I	I	I	D	I	I	I	D	I	I	D
LO ₆	I	I	I	I	I	I	I	D	I	I	I	D	I	I	D
LO ₇	I	I	I	D	I	D	I	D	D	I	D	I	I	I	D
LO ₈	I	I	I	D	I	D	D	D	I	D	D	I	I	I	D
LO ₉	I	I	I	I	I	I	I	D	D	I	I	D	I	I	D
LO ₁₀	I	I	I	I	I	I	I	D	I	D	I	I	I	I	I

2nd year

	Mandatory courses										Electives					Research Activities	
	Physical Training	Information Systems	Probability Theory and Mathematical Statistics	Methodology and Methods for Sociological Research	Economic Theory	Sociological Theory	Independent English Language Test	Data Analysis in Sociology	Social Structure and Social Stratification	Social and Economic Anthropology	Minor	Database	Information Management and Organizational Analysis	Theory Construction and Model Building	Digital Anthropology	Research Seminar	Projects
LO ₁	I	I	D	D	D	D	I	D	D	D	I	D	D	D	D	D	D
LO ₂	I	I	D	D	I	D	I	D	D	D	I	D	D	D	D	D	D
LO ₃	I	I	D	D	I	D	I	D	D	I	I	D	D	D	D	D	D
LO ₄	I	I	D	D	I	D	I	D	D	I	I	D	D	D	D	D	D
LO ₅	I	I	D	D	D	I	I	D	I	I	D	I	I	I	I	D	D
LO ₆	I	D	I	D	I	I	I	D	I	I	D	I	I	I	I	D	D
LO ₇	I	D	D	D	I	I	I	D	D	I	D	I	I	I	I	I	D
LO ₈	I	I	I	D	I	I	I	D	I	I	D	I	I	I	I	I	D
LO ₉	I	D	I	D	I	I	D	I	I	I	D	D	D	D	D	D	D
LO ₁₀	I	I	I	D	I	D	I	D	D	D	I	D	D	D	D	D	I

3rd year

	Mandatory courses									Electives	Research Activities			
	Physical Training	Data Analysis in Sociology	Economic Theory	Sociological Theory	Economic and Social Statistics	Institutional analysis	Methodology and Methods for Sociological Research	Economic Sociology	Elective Components. Compulsory Courses of the Educational Track: Social Issues – 1 and Social Issues – 2	Minor	Research Seminar	Educational Internship	Course Work	Projects
LO ₁	I	D	D	D	D	D	D	D	D	I	D	I	D	D
LO ₂	I	D	I	D	D	D	D	D	D	I	D	I	D	D
LO ₃	I	D	I	D	D	D	D	D	D	I	D	I	D	D
LO ₄	I	D	I	D	D	I	D	I	D	I	D	I	D	D
LO ₅	I	D	D	I	D	D	D	D	I	D	D	I	D	D
LO ₆	I	D	I	I	D	I	D	I	I	D	D	I	D	D
LO ₇	I	D	I	I	D	D	D	D	I	D	I	I	I	D
LO ₈	I	D	I	I	D	D	D	D	I	D	I	I	I	D
LO ₉	I	I	I	I	D	I	D	I	D	D	D	I	I	D
LO ₁₀	I	D	I	D	D	I	D	I	D	I	D	D	I	I

4th year

	Optional courses								Mandatory courses					Research Activities		
	Sociology of Public Opinion	Social Psychology	Sociology of the Youth	Law. Economy . Society.	Networks , Crowds, Markets	Methods of Computer Processing of the Text	Network Analysis	Macrosociology	Physical Training	Social research	Data Analysis in Sociology	Final State Exam	Graduation Thesis	Research Seminar	Course Work	Work Internship
LO ₁	D	D	D	D	D	D	D	D	I	D	D	D	D	D	D	D
LO ₂	D	D	D	D	D	D	D	D	I	D	D	D	D	D	D	D
LO ₃	D	D	D	D	D	D	D	D	I	D	D	D	D	D	D	D
LO ₄	D	D	D	D	D	D	D	D	I	D	D	D	D	D	D	D
LO ₅	I	I	I	I	I	I	D	D	I	D	D	D	D	D	D	D
LO ₆	I	I	I	I	I	I	D	D	I	D	D	D	D	D	D	D
LO ₇	D	D	D	D	D	D	D	D	I	D	D	D	D	I	I	D
LO ₈	D	D	D	D	D	D	D	D	I	D	D	D	D	I	I	D
LO ₉	I	I	I	I	I	I	D	D	I	I	I	D	D	D	I	D
LO ₁₀	D	D	D	D	D	I	D	I	I	D	D	D	D	D	I	D