I. GOAL, RESULTS OF STUDY AND PRE-REQUISITES

The goals of the program are as follows:
- getting theoretical knowledge on social and societal specificity of modern Russian society;
- laying the foundations of systematic approach to society and social processes;
- practical skills for the analysis of social processes and phenomena in the Russian transitional society.

Pre-requisites: basic knowledge in Economic Sociology-1, as well as of the Economic theory («Microeconomics-2» and «Institutional economics»), «Comparative analysis of economic systems». Students should also obtain basic knowledge of the principles and methods of economic statistics.

Main statements and findings might be used in the following disciplines study:
- Small entrepreneurship;
- Sociology of Markets.

This program of an academic discipline sets minimum requirements for the knowledge and skills of students and determines the contents and forms of education and monitoring of results. This discipline is recommended as an additional option, developing specific competencies for all undergraduate programmes of the HSE.

To get adopted to participate at the discipline, students must possess the following knowledge and skills:
- Basic knowledge about the fundamentals of social development;
- Basic knowledge of working on a PC with software packages Excel and/or SPSS;
- English language at the level of "advanced user" (confirmed by corresponding certificate IELTS, TOEFL or excerpts from current forms of control of the English language with an assessment of not less than "4", or "good", on the 5-point system).

The program is designed for fellows conducting the discipline, including teaching assistants, as well as students of the minor in «Russian society and politics in comparative perspective» (Bachelor level) studying the discipline «Russian society».

Программа разработана в соответствии с:
ФГАОУ ВПО НИУ ВШЭ направлению подготовки 39.03.01 Социология
II. THE CONTENT OF THE COURSE

Section 1: Social Structure and Landscape of the Contemporary Russian Society

Theme 1. Social Structure of Post-Socialist Societies

Main questions:

1. Main theoretical approaches to social structure and social stratification.
2. Features of social structure in post-socialist societies and Russia in particular. Transformation of social structure of Russian society over the last decades.
3. Poverty and middle class in Russian society: challenges for future development of the country.

Theme 2: Civil Society in Russia

Main questions:

1. What are the main features of civil society in Russia in comparison with other countries?
2. How has civil society in Russia developed since the 1980s and how is this path different from civil societies in other countries, in particular those of the former Soviet Union?
3. What are the main challenges for civil society in Russia today?
4. What are innovations and trends in the field of civil society in Russia?

Theme 3: Exploring the Russian Cities: Challenging Issues of the Urban Development

Main questions:

2. Are the Russian cities inclusive? Looking at migrants, elderly people, children and people with disabilities in the Russian cities and abroad through the urban lens.
3. What are modern urban communities? Types, paths to formation and specific features of urban communities.
4. How life in the cities is perceived in Russia and in other countries?

Theme 4: Everyday Life in the City and Beyond (Nikita Pokrovsky)

Main questions:

1. The City, Community, World: Varieties of Settlement Organization. Moscow on the map of Russia
2. Perceiving, Remembering, and Going About the City.
3. City Plan: Concentric Circles, Grids, Complex Patterns. How is the city organized? The inner structure of Moscow
4. Orders of Public Interaction in Moscow. What does it mean to be ‘in the public’? How does one interact with others in public space?
5. Culture, Community, and Class in Moscow: Courtyard, Neighborhood, District
6. Mobility, and Splintering Urbanism in Moscow. What are the consequences of Internationalization for urban environment and urban living?
7. Fears in urban environment? What are the fears and panics specific to urban environment? How threat perception relates to objective measures of danger?
8. Urban Futures: Concentration or De-Urbanization. What is the future of urban living in Russian mega-cities? Are people going to continue to flock to highly urbanized and highly concentrated urban agglomerations? What are the ecological repercussions of concentration and de-urbanization. Does ‘downshifting’ have potential to become a mass social process?

Section 2: Economy and Society in Russia

Theme 5: Entrepreneurship in Emerging Market Economies: Similarities and Differences

Main questions:
1. Schumpeterian innovative entrepreneurship and its role in a market economy.
2. Productive, unproductive and destructive entrepreneurship (William Baumol). Context derived dominance of different types of entrepreneurship in different transitional economies
3. Entrepreneurial ecosystems in CEE and CIS countries: similarities and differences
4. Empirical data on entrepreneurship development in Russia and other transitional economies: GEM, BEEPS etc.

Theme 6: Employment and Labor Relations in Post-Socialist Economies (Anna Zudina)

Main questions:
1. Labour markets in post-socialist countries of Central and Eastern Europe: major characteristics of transformation.
2. The Russian model of the labour market during the transition: flexible working time and flexible wages.
3. New types of employee relations and the institutional environment during the transition.
4. Russian model of the labour market and economic crisis.

Theme 7: Social Responsibility and Ethics in Privatized Enterprises: Russia and CEE Experience Compared

Main questions:
1. Sustainable development, ethics and social responsibility of business.
2. Current state of social responsibility in Russia in comparison with western and CEE countries.
3. Main driving forces of corporate social responsibility in Russia in comparison with Post-Socialist Countries.

Theme 8: Consumption Patterns and Coping with Economic Shocks (Vadim Radaev)

Main questions:
1. Consumption and social resilience on markets
2. The main trends in consumption expenditures on food, non-food products and services in Russia since mid-1990s
3. The most important household coping strategies and consumption smoothing mechanisms in different income groups
4. Patterns of consumer response to divergent economic shocks

**Theme 9: Popular Finance in Transitional Societies**

Main questions:

1. Financial behaviour of households as a research subject in different social disciplines (economic theory, economic psychology, economic sociology).
2. Empirical puzzles (stylised facts) of household financial behavior in Russia.
3. Family finances: research on the control and allocation of money within households, systems of money management in the families. Financial decisions in the household.
4. Access to financial services, cross-country variation in household access to financial services.

**Theme 10: Informal Economy and Entrepreneurship: Approaches and Evidence**

1. ‘Informal economic activities’ and informal entrepreneurship: definitions in the mainstream literature.
2. Diversity of informal entrepreneurial activity in fragile economic environments and reasons of it.
3. Russian cases of informal entrepreneurship: ‘shuttles’, garage economy
4. Dilemma of the State policy: to combat or to accept the informal entrepreneurial activity?

**Theme 11: New Economic Actors – The Case of Freelancers**

Main questions:

1. Free or precarious?
2. The rise of the digital freelance economy
3. Post-Soviet context: freelancers as social innovators
4. Researching freelancers: methodological challenges
5. Many types of freelancers: social heterogeneity
6. Special topics: work values, entrepreneurial potential, informal economy, nonstandard schedules etc.
Section 3: Demography, Gender and Social Policy in Russian Society

**Theme 12: Gender in Post-Transitional Societies**

Main questions:
1. Place of gender order in socialist modernization
2. System of gender contracts before and after transit
3. Reconfiguration of gender order after transit towards non-traditionalism and non-patriarchate
4. Gender ideology as a combined object of criticism by conservative and neoliberal camps in post-transit societies
5. Gender discourse and actual agenda

**Theme 13: Demographic Trends in Post-Socialist Societies**

Main questions:
2. Demographic projections and prospective development of the Post-Soviet territories
3. Mortality in the Soviet and Post-Soviet period and Healthcare policy
4. Fertility in the Soviet and Post-Soviet period and the family policy

**Theme 14: Migration in Post-Soviet Space**

Main questions:
1. Migration within the Post-Soviet space: main flows and determinants
2. Migration within Russia, the main trends and gradients
3. Migration policy within the Post-Soviet space. The integration of migrants.

**Theme 15: Social Policy in Soviet and post-Soviet Russia**

Main questions:
1. What is social policy?
2. Social policy in Soviet times: the main features
3. The main stages, directions and actors of social reforms in 1990 – 2010s
4. Disability policy in Soviet and post-Soviet Russia
5. Family and child protection policy in post-Soviet Russia
Section 4: Social Institutions and Movements in Russia

Theme 16: Modern Theories of Political Power and Russia
Main questions:
1. Main theories of political power, their relevance to the study of power in Russia.
2. Marxist explanations of the distribution of power in modern societies. Class domination in the USSR and modern Russia.

Theme 17: Exploring the “Grey Zones”: Corruption and Anti-corruption Reforms in the Post-Soviet Space
Main questions:
1. Corruption in the post-Soviet space. Particularities of corruption patterns; the role of the Soviet legacy.
2. Specificities of anti-corruption reforms in the post-Soviet space. Zooming in on various cases of anti-corruption reforms: Georgia, Ukraine, Russia, Central Asia. What can we learn from Georgia’s anti-corruption “success story”?
3. What are the “blind spots” in mainstream anti-corruption research? What do critical approaches to anti-corruption tell us?

Theme 18: Crime and Punishment in Russia and Post-Socialist Countries
Main questions:
1. Crime and criminal justice system from the sociological standpoint: brief intro (main theories and definitions)
2. Crime and crime rate in Russia after the collapse of soviet system: comparative view
3. Puzzles of the Russian criminal justice system
4. On the future of the Russian criminal justice system: between stagnation and reform

Theme 19: Social Movements in Post-Socialist Societies
Main questions:
1. What role did and do social movements play in the transformation of societies after the end of the Soviet Union?
2. How have social movements developed in Russia since the 1980s and what role have they and do they play in Russian society?
3. What are post-Socialist conditions influencing social movement development in Eastern Europe?
4. What are differences and similarities in popular mobilizations in East and West?

Theme 20: Socio-Cultural Specifics of Russian Society
Main questions:
1. To what degree Soviet culture and cultural policy was unique and original.
2. Global importance of institutional innovations of Soviet Union in Culture.
3. Social structure and cultural policy in contemporary Russia.
4. The effects of marketization and post-soviet transformations of principal cultural institutions.

**Theme 21: Educational and Professional Mobility in Russia and other Post-Soviet Societies**

Main questions:
1. The educational and professional mobility: theoretical overview
2. The transformation of the school and higher education systems in post-Soviet period and their Soviet roots
3. The professional structure of the modern Russia: the heritage of the Soviet professionalism and the influence of the economic and social changes in the post-Soviet period
4. The educational and professional mobility in Russia: current situation

**Theme 22: State-religion relations in Contemporary Russia**

Main questions:
1. Understanding state-religion relations in Russia. The particularities of post-Soviet secularism; the phenomenon of “minimal religion” (Epstein 1999); the discourse about traditional values.
2. The case of the *domestication* of Islam in Russia. Different periods of state-Muslim relations; comparison with Central Asia, the Balkans, Western European countries.
3. The problem of defining a “national” or “local” form of Islam. What is traditional Islam?
4. The case of Islamic education; how do the state relate to Islamic theology
Section 5: Paradigms to Explain Specifics of Russian Society

Theme 23: Varieties of Capitalism in the Post-socialist States

Main questions:
1. The “classical” varieties of capitalism theory (Soskice & Hall)
2. Commonalities and varieties in post-socialist capitalisms
3. Varieties of capitalism in Eastern Europe
4. State, patrimonial, clan and other capitalisms in former soviet states
5. Whither capitalism in Russia?

Theme 24: Globalization Today: Principles and Realities

Main questions:
1. Globalization and modernization as sociological paradigms. A) Globalization as a linear process (modernization), b) the "world-system" approach, c) the world culture model, d) the global community theory, e) the global system model, f) the theory of "Knowledge Societies", g) McDonaldization theory.

Theme 25: Viewing Contemporary Russian Society Over Non-conventional Lenses

Main questions:
1. Two streams in the self-perception of the Russian society since the 19th century: the ‘Slavophiles’ and ‘Westernizers’
2. Marxism attempt to discover the specifics of the Russian society: the role of ‘obshina’ and the Asian mode of production (Karl Marx, Karl Wittvogel)
3. The systemic transition of the 1990es: toward to market or toward a estates-based society? Contemporary Russian scientists on semi-feudal features of the Russian society (O. Bessonova, S. Kirdina, S. Kordonski and others)
4. Why do some social developments and phenomena look different in Russia (middle class, corruption, civil society, etc.)?

Theme 26: The Four Russia’s

Main questions:
1. ‘Core-Periphery’ theory. The ‘Core-Periphery’ model for the Russia's space: structure and shifts.
2. The big Russian cities (Russia -1). Common features and differentiation in human capital, employment, incomes and lifestyle.
3. Medium size industrial cities and towns (Russia – 2). Transformation of Russian mono-towns (one-company towns).
4. Two different types of periphery – depopulating small towns and countryside of Russian regions with the elderly population dominance (Russia-3) and republics with the younger
population, the better demographic conditions and ongoing urbanization processes (Russia-4).
Adaptation/survival and spatial mobility patterns.

Section 6: Quantitative and Qualitative Research Methods in ‘Russian Social Studies’

Theme 27: Quantitative and Qualitative Research Methods in ‘Russian Social Studies’
Main questions:
1. Quantitative, qualitative and mixed methodologies: separate research strategies vs. successive steps in a research;
2. Questions answered with quantitative and qualitative methodologies;
3. Procedures of collecting, processing and interpreting qualitative / quantitative data;
4. Sampling in quantitative and qualitative designs.

III. Assessment and grading

III.1 Forms of control of students' knowledge

Interim control: students have to collect tests for at least 3 of 6 sections of the course. Tests examples are given under section 9 of this study plan.

Final control: students have to choose to deliver either individual or mini-group (up to 4 participants) research projects on the topics given under section 9 of this study plan.

III.2. Criteria for the evaluation of knowledge, skills

Evaluations in all forms of control are exposed on 10-grades scale:
1-3 scores - «unsatisfactory»
(1 – very disappointing, 2 – very bad, 3 – bad);
4-5 scores - «satisfactory»
(4 – satisfactory, 5 – very satisfactory);
6-7 scores - «good»
(6 – good, 7 – Very good);
8-10 scores - «excellent»
(8 – almost excellent, 9 – excellent, 10 – brilliantly).
In a statement put out by the evaluation, marks are given on a 5 and 10-mark scales.
The "excellent" score denotes a student’s comprehensive, systematic and in-depth knowledge of the course material, the ability to freely perform tasks set out in the programme.
The "good" score denotes that the student demonstrated a full knowledge of the course material and that in the final research project all key topic relevant questions were mentioned.
The "sufficient" score denotes that the student demonstrated knowledge of the main study material to the extent necessary for further study, completed the tests of the programme with a mark “sufficient” or higher, and solved in the final project a number of key issues related to the theme.
The "unsatisfactory" score exhibits a student who showed gaps in knowledge of key educational material of the course, made theoretical and methodical mistakes in carrying out the research project.
Score "0" is used if a student commenced to implement the respective form of control, as well as upon detection of breaches subject of disciplinary sanctions for violations of academic standards in written training works at the National research university Higher School of Economics, such as cheating, dual delivery of written works, plagiarism in written works, fraud when doing written work, fabricating data and results of the work.
In case of illness of the student or other force majeure circumstances, documented formally by a respective body, the completion date of testing and/or final project presentation might be postponed until such circumstances are stunned. Alternatively, the interim or final control tasks are to be rated with 0 points.

III.3. The procedure of forming of scores on the discipline

Intermediate knowledge control on discipline includes an evaluation of the work of the students at seminars, as well as evaluating the execution of the tests. Final control of knowledge has the form of an oral examination (colloquium).

The seminar activity of students is evaluating the following students’ achievements: activeness in discussions, quality of argumentation, quality of the oral presentations and its electronic performance. Marks for seminar activities are put in the teacher’s statement.

Current score \( O_{\text{текущ}} \) takes into account the results of the student by all forms of the current control and is calculated as its weighted sum:
\[
O_{\text{текущ}} = 0,6 \cdot O_{\text{с/аргумент}} + 0,4 \cdot O_{\text{с/активн}};
\]
Rounding method of current control score: arithmetic (up to the tenths).

Cumulated score \( O_{\text{накопленная}} \) take into account the test results of students on the course and results of the current control as follows:
\[
O_{\text{накопленная}} = 0,5 \cdot O_{\text{текущ}} + 0,5 \cdot O_{\text{тест}}
\]

The resulting score is exhibited by the following formula, where \( O_{\text{экзамен}} \) – score for the results of the oral examination:
\[
O_{\text{итоговый}} = 0,4 \cdot O_{\text{экзамен}} + 0,6 \cdot O_{\text{накопленная}}
\]

The resulting score is rounded to whole units, kind of rounding – arithmetic.
IV. Examples of control tools

IV.1. Interim testing tools

To Theme 1

1. Etocratic society – the term that is often used to describe specifics of Soviet, and later - Russia’s social structure - implies that position of individuals and groups in social structure is based primarily on:
   - their economic and financial resources
   - their social capital, social connections
   - their human capital - education and skills
   - their position in the power structure
   - their symbolic capital

2. Definition of «new» middle class as opposed to «old» middle class is based on their representatives’…
   - level of income
   - socio-professional status
   - self-identification
   - demographic characteristics: age and gender
   - social capital

3. In terms of social structure constructed on the basis of self-identification, the largest group among Russians today are those who identify themselves with:
   - lower strata
   - middle strata
   - higher strata

According to absolute approach to poverty, officially used in Russia, share of population living in poverty in Russia in 2016-2017 compared to the early 1900s (1992-1993):
   - has increased
   - has remained roughly the same
   - has significantly (over 2.5 times) decreased, but then slightly increased during the last crisis
   - has slightly (less than 2.5 times) decreased, but then significantly increased during the last crisis

To Theme 2
1. What are the main approaches of civil society organizations to their activities?
   a. Helping the disadvantaged and people in need.
   b. Earn money and running a business.
   c. Advocating for social improvements in society.
   d. Gaining power over political, economic, or social resources.

2. What are the main resources of civil society activism?
   a. People’s enthusiasm and their volunteering energy.
   b. State funding by grants and subsidies.
   c. Economic income.
   d. Corruptive and clientelistic activities.

3. What main distinctions are made when describing types of civil society organizations in Russia?
   a. socially-orientated vs. rights-protecting
   b. environmental vs. leisure-orientated
   c. horizontal organized vs. vertical organized
   d. nongovernmental vs. government-orientated nongovernmental

To Theme 3

1. Which of these is not the main characteristic of the generalization of gentrification:
   1) Penetration by global finance
   2) Geographical dispersal
   3) Weak role of the state
   4) Changing levels of political opposition

2. In terms of population, the so called “Fourth Russia”, in contrast to other regions, has:
   1) well-educated population
   2) growing number of young rural population
   3) decreasing rural population
   4) majority of population employed in public sector

3. The main factors for creating agglomerations in developed countries are:
   1) pendulum labor migration
   2) administratively approved association of large cities and neighboring smaller cities
   3) well-developed infrastructure
   4) close economic relationships

To Theme 4

1. Which of these is not the main characteristic of the generalization of gentrification:
   5) Penetration by global finance
6) Geographical dispersal  
7) Weak role of the state  
8) Changing levels of political opposition

2. In terms of population, the so called “Fourth Russia”, in contrast to other regions, has:  
   5) well-educated population  
   6) growing number of young rural population  
   7) decreasing rural population  
   8) majority of population employed in public sector

3. The main factors for creating agglomerations in developed countries are:  
   5) pendulum labor migration  
   6) administratively approved association of large cities and neighboring smaller cities  
   7) well developed infrastructure  
   8) close economic relationships

To Theme 5

1. Speaking on entrepreneurship types specific for Russia and similar transitional economies, some researchers often distinguish between:  
   - innovative and trading entrepreneurship;  
   - productive and unproductive entrepreneurship;  
   - political and institutional entrepreneurship.

2. Entrepreneurial ecosystems in Russia and other CIS countries are mainly characterized by:  
   – strong role of research universities;  
   - active role of business angels and venture capitalists;  
   - efficient legislative framework of entrepreneurship;  
   - huge impact of informal institutions;  
   - weak institutions of innovation and entrepreneurship support.

3. What are the most specific obstacles preventing the collection of relevant empirical data on entrepreneurship development in Russia and other transitional economies:  
   – lack of funding from the side of commercial and State donors;  
   - low demand on the side of entrepreneurs themselves;  
   - restricted access to methods and techniques of data collection;  
   - high level of distrust in empirical data collected by non-State authorities.
To Theme 6

1. The Russian model of the labour market during the transition was characterized by:
   - inflexible wages;
   - low claimant unemployment;
   - rigid working time;
   - mass layoffs;
   - low sensitivity of employment to macroeconomic fluctuations.

2. What labour market institutions determine the shape of the Russian model?
   - stringent employment protection legislation;
   - high minimum wage setting;
   - generous unemployment benefits;
   - two-tier structure of wages in both the private and public sectors;
   - weak enforcement of all major wage and employment regulations.

3. What are the negative sides of the Russian model?
   - the labour market has been performing unexpectedly bad if one judges on the basis of all major quantitative employment and unemployment indicators;
   - low productivity workers were ousted from the labour market;
   - high unemployment has negative fiscal externalities;
   - the Russian model does not facilitate enterprise restructuring;
   - high wage flexibility increases poverty.

To Theme 9

1. On the basis of theories you have studied during this course, critically discuss the statement: ‘Income is the only one variable that explains household’s consumption and savings’. In your answer contrast and compare arguments for and against this statement.

2. What was the main difference between Katona’s model of saving behavior and the permanent income hypothesis? Explain the statistics on the rise of bank deposits in Russia in 2008-2014 in terms of Katona’s theory of the role of expectations.

3. Are there cultural effects on household savings?

4. Which classification of money management of family finances was offered by Pahl and Vogler? What is the difference between the ‘resource theory’ and the ‘sociology of gender’ in the explanation of the systems of money management in the family?
5. What is the difference between the concept of ‘financial literacy’ and ‘financial capability’? What can you say about the level of financial literacy of Russians?

6. What is ‘financial exclusion’? What is the extent of financial exclusion in Europe and Russia? What are the causes of financial exclusion?

7. How much the Russians have borrowed according to current official macro statistics? Provide an estimation of the amount of household debts to banks. When giving an estimation better to link it to the time period or date. Which indicators of overindebtedness are used to estimate the level of overindebtedness in a country? In your answer refer at least to one macro and one micro indicators. Are Russians overindebted? Support your answer with empirical evidence.

8. How much the Russians have saved according to current official macro statistics? Provide an estimation of the amount of household savings in banks. When giving an estimation better to link it to the time period or date. Why was official macro statistics on household saving rates in Russia so high in the 1990s?

To Theme 10

1. Which kind of approaches to ‘informal economic activities’ are dominating in the mainstream literature:
   - all non-formalized kinds of economic activities are per definition informal;
   - one should differentiate between informal and illegal economic activities;
   - those who do not pay taxes when being economically active.

2. Typical kinds of informal entrepreneurial activity in Russia are:
   - freelance;
   - drug dealing;
   - subsistence economy;
   - reciprocal mutual support in families and among relatives and friends;
   - ‘shuttle trade’;
   - non-registered self-employment;
   - bribing of citizens by state agencies.

3. Which is the dilemma of the Russian State concerning informal economic activity:
   - to combat or to accept the informal entrepreneurial activity totally;
   - to downsize illegal economy while letting informal economic activity flourish;
   - to distinguish between different kinds of informal economic activity, combatting some of them while tolerating some others.

To Theme 12
1. What is the gender contract was supported by social policies in the Soviet period?
   a) the classic gender contract for the breadwinner-men and women-keeper of the family;
   b) man-breadwinner and woman worker & mother;
   c) man-breadwinner and woman-breadwinner.

4. How are gender citizenship and gender contracts related?
   a) through the responsibilities of women as mothers and workers and the right to social support of the state;
   b) through the responsibilities of women as mothers first of all and the right to social support.

To Theme 13

1. Current fertility in Russia (measured by TFR) is:
   a. On the same level as in Eastern Asia
   b. On the same level as in Southern Europe
   c. Higher than in Eastern Asia and Europe, but lower than in leaders like Scandinavia, France and USA
   d. In top-3 of the developed countries

2. Current mortality in Russia (measured by life expectancy) is:
   a. Highest among all Post-Soviet countries
   b. Lowest among all Post-Soviet countries
   c. A bit higher than in some Central Asian countries with the reliable statistics, but lower or equal to the other Post-Soviet
   d. At the same level as in Baltic (Northern Europe Post-Soviet) ones

3. What the share of ethnic Russians in the Russian population:
   a. Less than 50%
   b. About 80%
   c. More than 90%
   d. About 60%

To Theme 14

1. What are the main characteristics of the labour migration in Russia?
   a. Escape from big cities into the rural area
   b. Migration form rural area to urban space
c. Shutting between the permanent settlement and the urban spaces to get employed on temporary basis
d. Migration outside of Russia

2. What are the main characteristics of the permanent migration in Russia nowadays?
   a. Low skilled workers predominantly
   b. Migration toward former USSR republics
   c. Migration of high skilled workers to the West
d. Migration of certain ethnic groups’ representatives to the countries of initial origin (Jews, Germans etc.)

3. What is “Western drift” and does it still exist in Russia? (open question)

To Theme 16

1. Elite configuration under Yeltsin (Kryshtanovskaya): fill in the forms and insert “strategic centre”.

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2. Elite configuration under Putin (Kryshtanovskaya): fill in the forms and insert “strategic centre”.

<table>
<thead>
<tr>
<th>Top elite</th>
<th></th>
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3. Choose instrumentalist arguments
   1. So long as capitalism is intact as a social order, all actors in the system have an interest in capitalists making a profit.
   2. Resource advantage.
   3. Relative autonomy of the state.
4. Revenues of the state depend on a healthy private sector.
5. Colonization of state apparatus.
6. “Class bias” tends to filter out state actions which would be inimical to the interests of the dominant class.
7. State is a neutral tool for exercising political power; whichever class controls this tool can use it to advance its own interests.
8. Influence on decision-making.

4. Name the 3 sources of Putin’s elite (Kryshtanovskaya)
1) 
2) 
3) 

5. Choose structuralist arguments

1. So long as capitalism is intact as a social order, all actors in the system have an interest in capitalists making a profit.
   1. Resource advantage.
   2. Relative autonomy of the state.
   3. Revenues of the state depend on a healthy private sector.
   5. “Class bias” tends to filter out state actions which would be inimical to the interests of the dominant class.
   6. State is a neutral tool for exercising political power; whichever class controls this tool can use it to advance its own interests.
   7. Influence on decision-making.

6. Why the structural power of business in Russia is less effective than in US (3 or more arguments)

7. In accordance with the approach of T. Skocpol, power in Russia should belong to
   1) business class (corporate community)
   2) leaders of the state (political and administrative elite)
   3) “people in epaulets”
   4) representative institutions
   5) experts
8. What is the main difference between the bureaucratic domination in the USSR and Modern Russia

To Theme 17
1. What are common typologies of corruption?
   a) Political corruption vs. bureaucratic corruption
   b) Embedded corruption vs. natural corruption
   c) High-level vs. street-level corruption

2. How can we distinguish gift from bribe?
   a) In gift exchange, the relationship is primary while the exchange is secondary
   b) Bribery occurs at various hierarchical levels of relationships
   c) In gift exchange, exchanges are repeated
   d) Bribery damages the collective and is self-interested

3. What assumptions in mainstream anti-corruption research are questioned by critical approaches?
   a) Euro-centrism in the definition of corruption
   b) The assumption that corruption can be adequately measured
   c) The assumption that corruption can be fought if we have enough knowledge about the phenomenon
   d) Taking the cultural context into account when researching corruption

To Theme 19
1. What are main reasons people mobilize in social movements today?
   a. social, economic, or political inequalities
   b. financial or other benefits of participation
   c. the charisma of a leader
   d. individual or collective injustice

2. What are main limitations of movement success in Post-Soviet Russia?
   a. legal restrictions for public activities
   b. lack of institutional access-points into the political system
   c. lack of professionalism of participants
   d. ignorance of main population

3. What are main conditions of movement development in Post-Socialist Societies?
   a. political apathy
   b. low social trust
   c. low trust in social organization and collective mobilization
   d. lack of funding opportunities
4. In which country was established the first in the world Ministry of Culture?
   - France
   - USA
   - USSR
   - United Kingdom
5. The cultural policy of modern Russia can be characterised as
   - social-democratic
   - conservative
   - christian-democratic
   - liberal
6. The fundamental role of cultural policy consists in
   - ensuring homogeneity and unity of the country
   - meeting the growing demand for entertainment
   - the promotion of neoconservative ideology

To Theme 22
1. What are the main features of the Soviet legacy in the religious domain in post-Soviet countries?
   a) Political representation of religious confessions
   b) Scientific atheism
   c) Nationalization of religion
   d) Ambivalent attitude of post-Soviet governments towards the religious revival seen as supporting national identities or as threat to political regimes
2. What confessions are defined as “traditional religions” in Russia today?
   a) Islam
   b) Catholicism
   c) Judaism
   d) Buddhism
3. What are the main features of the Russian state’s engagement with Islam today?
   a) Development of Muslim infrastructure (culture, education) through financial assistance
   b) Banning Muslim religious services
   c) State institutionalization through the existence of Muslim representative bodies

To Theme 25
1. Which are the two most important streams in the Russian intellectual elite’s self-perception since the 19th century:
- the nobles and the merchants;
- the ‘Slavophiles’ and the ‘Westernizers’;
- the Bolsheviks and the Mensheviks;
- the patriots and the dissidents.

2. What are the contemporary approaches to the systemic transition of the Russian society since the 1990ies:
- it is a development toward market economy and democracy;
- it is the development toward an estates-based society from the Socialist system;
- it was initially a development toward market which then turned out to semi-feudal system;
- it was a recovery of the ‘nomenklatura’-led system under the umbrella of ‘market’ and ‘democracy’
- it is a fluctuation within the eternal institutional matrix of Russian society.

3. Why do some social developments and phenomena (middle class, corruption, civil society, etc.) look so different in Russia:
- they look different everywhere, no specifics;
- because Russia is still making first steps of the transition to market and democracy;
- because of the pathway dependence;
- because they are imported implants with uneven chances to get embedded in Russia.

To Theme 26
7. What is the essence of the core-periphery theory:
- the idea that if a country (city, region) starts to grow fast, it attracts neighbors to become semi-dependent actors
- the idea that periphery imports resources from the core and becomes wealthier The notion of peripheral actors to be exhausted
- the meaning of economic expansion as a process of establishing of power inequality between the core and the periphery

2. The Russia No 1 according to the ‘four Russias’ theory is:
- the most wealthy part of the country
- the isle of Westernized society
- the most backward part of Russia
- the center of economic and social innovative practices

5. The Russia No. 4 according to the ‘four Russias’ theory is:
- an example of sustainable economic development in the mountain area (similar to Switzerland)
- an enclave with a specific socio-economic and cultural model based on pre-modern economic relations similar to some parts of Italy or Mexico
- a cluster of green economy
- a typical case of social backwardness and disorder related to specific past

To Theme 27

1. While selecting sources of empirical research in social sciences, why do we need to distinguish quantitative and qualitative methodologies of research?
   - To find out of good or bad quality a research is;
   - To define correctly the theoretical orientation of the researcher(s);
   - To predict the nature of the issues explored and discussed in a source.

2. What are the possible tasks of a qualitative research?
   - To compare the frequencies of any qualitatively different actions, events, features;
   - To find out which opinion is correct in different situation;
   - To construct a theory from the primary data.

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IV.12. Final control tools

Colloquium to be held in a form of short mini-group and/or individual presentations of research project topics (examples of)

1. Inequality in Russia in comparative perspective. Describe the place of Russia in terms of inequality (monetary and non-monetary) and its perception by population in comparative international perspective, based on the open statistical / sociological data from international organizations and social surveys (World Bank, UNDP Inequality-adjusted HDI index, WWS and ISSP data etc.). What does it say in terms of social structure specifics in Russia?

2. Middle class and poverty in Russia. Shape teams of 2 or 3 colleagues to research typical perceptions on middle class in Russia OR poverty in Russia that are translated in mass media. Present the results in an essay, trying to reflect on their correlation with analysis of these phenomena in academic research.


4. The Quest for Archaica in the Modern City (people and groups, patterns of behavior, manners, rituals, and folf-ways). Present your photographs and videos.
5. Select a ‘Russian feature’ (a well-known stereotype or a behavioral pattern that surprises you), shape teams of 2 or 3 colleagues to make a short-time ethnographic research of ‘those Russian’ to represent the results in an essay.

Compulsory readings:

6. “Good neighborhood” in contemporary Russian cities: how it is possible?

7. How Moscow “work out” for the young migrants from the former Soviet Union: the role of ethnic diasporas

8. Developing Child Friendly Cities in Russia: main issues and best practices

9. Propose an analysis of the gender regime of any social institution in Russia and reconstruct a typical gender contracts for it

Compulsory readings:
Key Concepts in Gender Studies by Jane Pilcher, Imelda Whelehan. Sage, 2015

10. Select 2-3 post-socialist countries of Central and Eastern Europe and shape teams of 2 or 3 colleagues to make a research on the labour markets adjustments of these countries during the global crisis. Do the contemporary countries’ adjustment models differ from the mechanisms that occurred in these countries during the transition period?

Compulsory readings:

11. What are the main unemployment trends in post-socialist countries of Central and Eastern Europe and countries of Commonwealth of Independent States? Select 2-4 countries and analyze their unemployment level and its dynamics in teams of 2-3 colleagues. Are unemployment indicators the major dimensions of employment vulnerability in the post-transition countries nowadays?

Compulsory readings:

12. Compare the development of entrepreneurial activity of adults in Russia and some other country using the GEM data, and formulate your hypotheses concerning the man reasons of differences

Compulsory readings:
www.gemconsortium.org

13. Compare the entrepreneurial ecosystems in Russia and some of the CEE countries. What are the main similarities and the main differences?

Compulsory readings:
www.gemconsortium.org

14. Informal entrepreneurial activity under systemic transition: Russia and other former USSR republics revisited

Compulsory readings:

15. Find facts of household financial behavior in Russia. Interpret them in terms of economic, psychological and sociological approaches studies during the lecture.

16. Are Russians over-indebted? Find evidence for and against this statement.

17. “Good neighbourhood” in contemporary Russian cities: how is it possible?

18. How Moscow “work out” for the young migrants from the former Soviet Union: the role of ethnic diasporas

19. Developing Child Friendly Cities in Russia: main issues and best practices

20. Select a religious confession in a post-socialist country and study in an empirical research project its history; the way it is institutionalized; its relations with the state; its role in the development of national/ethnic/regional identities; its transnational connections (if it applies); its role in contemporary politics; the way it is presented in the media. Present your results in an essay.

21. Select a post-socialist country and study the phenomenon of corruption in this country by analyzing the nature of the corruption problem; the role of historical legacies; governmental and non-governmental activities against corruption and by discussing the causes of corruption (culture; history; domestic, world and/or regional politics; domestic and/or international business etc.). Present your results in an essay.

22. Disability policy in Russia: public and private issues

23. Family policy in Russia: issues of the new pronatalism

24. Child protection policy in Russia: agents and changes
25. Please, characterize the fertility trend of Russia. Explain the reasons for fluctuations in a form of an essay.

26. Please, characterize the life expectancy trend of Russia. Explain the reasons for fluctuations in a form of an essay.

27. Please, characterize the reasons for ageing population in Russia. Compare, whether there are differences between these processes in Russia and Eastern Asia, and provide your explanations in a form of an essay.


29. Migration to Russia: the problems and prospectives. What are the obstacles on the way of converting Russia into the XXI Century US (from the migration point of view)

30. Spatial distribution of the Russian population. What are the current processes if we need to reverse them and what should be done in this case?

31. Russian family policy. Success or overestimation of the results.

32. Civil society participation in Russia’s welfare provision: issues and challenges

33. Select an issue of civil society activity (e.g. children in need, disability, human rights, etc.) and study in an empirical research project the organizational field, the main activities, funding opportunities, state relations, as well as motivations of actors in a Post-Socialist country. Present your results in an essay.

34. Select a social movement from recent history and from a Post-socialist country and study its main features, including sources and development of mobilization, participant motivation, collective action frames and impact on society. Present your results in an essay.

35. Correlation between Russia's course on sovereignty and its cultural policy.

36. Lenin's doctrine of the "cultural revolution": managing society through culture.

37. The place of religion in the public education system of the Russian Federation.
38. John Higley’s typology of elites and the power elite in Russia.

39. Critical Marxism on the power structure in the USSR.

40. The Russian elite under Putin: Militocratic or bourgeois?

41. Top down policy-making: USA/Russia.

42. Bureaucracy and power in the USSR and modern Russia: a comparative analysis.

43. Ideological hegemony and pluralism in modern Russia.

44. Power in Russia: a multi-dimensional view.

V. Resources

V.1. Compulsory literature


V.2. Additional literature


5.3. **Software tools** Программное обеспечение

<table>
<thead>
<tr>
<th>№ п/п</th>
<th>Наименование</th>
<th>Условия доступа</th>
</tr>
</thead>
</table>
| 1. | Microsoft Windows 7 Professional RUS  
Microsoft Windows 10  
Microsoft Windows 8.1 Professional RUS | Из внутренней сети университета (договор) |
| 2. | Microsoft Office Professional Plus 2010 | Из внутренней сети университета (договор) |

5.5. **Professional data bases, information systmes, internet resources** (online educational resources)

<table>
<thead>
<tr>
<th>№ п/п</th>
<th>Title</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>RUSSIAN SOCIETY: Facts and Details</td>
<td><a href="http://factsanddetails.com/russia/People_and_Life/sub9_2e/entry-5014.html">http://factsanddetails.com/russia/People_and_Life/sub9_2e/entry-5014.html</a></td>
</tr>
</tbody>
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5.6. **Material and technical base**

Classrooms for lectures on discipline provide use and demonstration of thematic illustrations, appropriate discipline program consisting of:

- PC with Internet access (operational system, office software, anti-virus software);
- multimedia projector with remote control.

Classrooms on discipline are equipped with access to electronic information and educational HSE resources.
8 Educational technologies

Using of PowerPoint based presentations of each lecture, related available Internet data bases of empirical data on different social, economic and cultural features of Russian society, as well as active learning techniques (inverted class etc.)

10 Educational-methodical and informational support discipline

Compulsory readings


11 Material and technical support and equipment

On lectures, access to Power Point presentation tools and quick Internet access are needed. On seminars 1-4, a real access to a computer for every student with preinstalled operating system MS Windows, packages Microsoft Office, SPSS is needed.