Программа учебной дисциплины «Time in Social Sciences: Approaches and Measures»

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Number of credits	4
Contact hours	48
Self-study hours	104
Course	1
Educational format	Without use of online course

I. Aim, Results of Mastering the Discipline and Prerequisites

The aim of the course is to give the students the most important knowledge about time and methods of work with it in the Social Sciences.
As a results, students should:

Know:
- the difference between natural and social time; chronological and temporal time
- the three dimensions of time: age, period and cohort (and two more dimensions: stage of life and place) and master distinguishing them
- the theory of generations and its practical applications, not only in scientific research but also in business and public administration
- the life-course approach and its important multidisciplinary role
- different concepts of the transition to adulthood and approaches to extracting the markers of it

Be able to:
- distinguish the effects of age, period and generation)
- apply the generational approach to their practical needs
- use the core terms and methods of the life-course approach
- distinguish different approaches to the transition to adulthood and offer their own
- account for the basic types of data for a correct study of time
- critically discuss the limitations of the chosen methods of studying time processes
- calculate mean, median and modal ages; the cumulative shares of events by certain ages; the intervals between events; and the risks of events occurring, inter alia.
- correctly interpret the results of Sequence Analysis and Event History Analysis
- apply acquired knowledge about time to their own projects

Have:
- the skill of the analysis of biographical events in MS Excel and IBM SPSS
- the skill of choosing and applying methods of biographical events analysis
- the skill of conducting their own qualitative or quantitative research

Basic knowledge of concepts and theories of social sciences are required for this course.

The basics of this discipline should be used in the following courses and activities:
- Sociology
- Statistics
- Applied social research
- All other program related courses

The course is strongly related and complementary to other compulsory courses provided in the first year (e.g. Research Seminar) and sets a crucial prerequisite for later courses and research projects as well as for the master thesis. The course gives students an important foundation to develop and conduct their own research as well as to evaluate research of others.

II. Content of the Course

SESSION ONE: Approaches to time in the Social Sciences

The first session lays out the course plan and requirements from student participation and introduces the main concepts of time in the Social Sciences, such as: chronological and temporal time; dimensions of time; visualisation of temporal processes.

SESSION TWO: Theory of Generations

The session discusses and compares different approaches to the concept of generation and cohorts. We analyse the works of K. Mannheim, N. Ryder and others.

SESSION THREE: Age-Period-Cohort method

The session introduces the Lexis grid and Age-Period-Cohort method (APC). We discuss the importance of place and the stage of life in addition to APC. We practice using APC approach.

SESSION FOUR: Life span, life cycle and life course – differences among the approaches

We study and compare the difference between the concepts of life span, life cycle and life course approaches.

SESSION FIVE: Development and advantages of the life-course approach

We study the development of main ideas and concepts of the Life-Course Approach. We practice using these concepts to the analysis of the events in different spheres of life.

SESSION SIX: Qualitative and quantitative methods of analysis of biographical events

We study different approaches to the analysis of biographical events. We discuss the advantages and disadvantages of different qualitative and quantitative methods. We discuss the opportunity of mixing these methods.

SESSION SEVEN: Measures of biographical events

We study quantitative methods of analysis of biographical events by dividing them into four major groups: quantum, timing, tempo and sequencing.

SESSION EIGHT: Introduction in Sequence Analysis and Event History Analysis

We study the advanced methods of analysis of quantitative biographical data and learn how to apply them to real research questions of students.

SESSIONS NINE-ELEVEN: Practice in MS Excel, IBM SPSS and R.

We practice the usage of quantitative methods of analysis in MS Excel, IMB SPSS and R. Students learn how to prepare data; how to create dates, ages and intervals; how to calculate mean, median and modal ages; how to use statistical tests and crosstabs; how to apply Event History Analysis.

SESSION TWELVE: Conclusion

This session brings all approaches to time in the Social Sciences and is devoted to the discussion of the student's research projects.

III.   Grading

The course mark consists of 20% for activity during classes, 20% for assignments and 60% for research project. If the final grade is non-integer, it is rounded according to algebraic rules. If has a half (.5) at the end, we are rounding upward.

IV.   Grading Tools

There is no in-class exam, but there is a research project and several assignments.

Activity during the class will be evaluated according to the following rules. The maximum is 4 points. Considering your activity, you can get:

1 point – attendance, but no participation in discussion;

2 points – attendance and low participation in discussion;

3 points – attendance and low participation in discussion, but correct answers OR high participation in discussion, but not always correct answers;

4 points – attendance and high participation in discussion and correct answers.

During the course, students will have small in-class and home assignments.

A student can choose one of two options for a research project: either qualitative or quantitative one.

Qualitative research project
The research project will be devoted to a comparative analysis of a time-related phenomenon among generations or among different cultures/countries.
Examples of a phenomenon: transition to adulthood or to old age; perception of time/past/future; budgets of time, etc.

Quantitative research project

A comparative study of the biographies of different Russian generations with a preliminary data preparation.

The research project will be based on a study subsample derived from the Russian part of the Generations and Gender Survey (the data are not open access, so the subsample will not be representative).

V.   Sources

5.1   Main Literature

1. Green M.J., Popham F. Life course models: improving interpretation by consideration of total effects // International Journal of Epidemiology. – 2016. – Vol. 46 (3). – P. 1057-1062. –   URL: https://academic.oup.com/ije/article-lookup/doi/10.1093/ije/dyw329 – ЭБС Oxford Academic

2. Heinz W.R. Conceptual foundations of qualitative life course research // Sociologia: Revista da Faculdade de Letras da Universidade do Porto. Número Temático. Famílias e Curso de Vida. Potencialidades, limites e desafios metodológicos. – 2016. – Pp. 20–37. – URL: http://ojs.letras.up.pt/index.php/Sociologia/article/view/1692/1502 – ЭБС Sociologia: Revista da Faculdade de Letras da Universidade do Porto

3. Fulda B.E. The Transition to Adulthood in Individualistic and Collectivistic Cultures: Prevalence and Timing of Premarital Cohabitation and First Marriage in Germany and China. Emerald Publishing Limited, 2017. 145 p. – URL: http://proxylibrary.hse.ru:2157/doi/10.1108/S1530-353520170000011007 – ЭБС EBSCOhost

4. Sebille P. Changing Patterns of Transition to Adulthood // Régnier-Loilier A. The Contemporary Family in France. Cham: Springer International Publishing, 2015. Pp. 17–41. – URL: http://link.springer.com/10.1007/978-3-319-09528-8_2 – ЭБС Springer

Additional Literature

1. Mitrofanova E.S. The difference between soviet and post-soviet generations' transitions to adulthood in Russia // Working paper RU. Tallinn: Estonian Institute for Population Studies, Tallinn University, 2017a. – URL: https://www.popest.ee/file/B66.pdf – ЭБС Estonian Demographic Association

2. Mitrofanova E.S. Becoming an Adult in France, Estonia and Russia // Series Sociology. WP BRP 78/SOC/2017. Basic research program. National Research University Higher School of Economics. 2017b. – URL: https://wp.hse.ru/data/2017/11/28/1161803639/78SOC2017.pdf – ЭБС НИУ ВШЭ

3. Perelli-Harris B., Lyons-Amos M. Changes in partnership patterns across the life course: An examination of 14 countries in Europe and the United States // Demographic Research. – 2015 . – Vol. 33. – P. 145-178. – URL: http://www.demographic-research.org/volumes/vol33/6/ – ЭБС EBSCO Open Access Journals

4. Tucci I. Analyzing Second-Generation Trajectories from a Life Course Approach: What Mixed Methods Can Offer // Bolzman C., Bernardi L., Le Goff J.-M. Situating Children of Migrants across Borders and Origin. Dordrecht: Springer Netherlands, 2017. Pp. 99–113. – URL: http://link.springer.com/10.1007/978-94-024-1141-6_5 – ЭБС Springer

5.2   **Software**

№ п/п	Name	Access conditions
1.	MicrosoftWindows 7 Professional RUS MicrosoftWindows 10 MicrosoftWindows 8.1 Professional RUS	*From the university's internal network (contract)*
2.	Microsoft Office Professional Plus 2010	*From the university's internal network (contract)*
3.	IBM SPSS 20	*From the university's internal network (contract)*
4.	R, R Studio	*From the university's internal network (contract)*

5.3   **Material and technical support**

Classrooms for lectures on the discipline provide for the use and demonstration of thematic illustrations corresponding to the program of the discipline, consisting of:
- PC with Internet access (operating system, office software, antivirus software);
- multimedia projector with remote control.