

Санкт-Петербургский филиал федерального государственного автономного
образовательного учреждения высшего образования

Национальный исследовательский университет "Высшая школа экономики"

Факультет Санкт-Петербургская школа социальных наук и востоковедения

Департамент прикладной политологии

Рабочая программа дисциплины

Политическая социология / Political Sociology

Для образовательной программы «Политология» направления подготовки 41.03.04
«Политология и мировая политика» уровень бакалавриата

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Согласована

начальник ОСУП «_____» _____ 2018 г.
Набока А.В. _____

Утверждена Академическим советом образовательной программы «___» _____ 2018
г., № протокола _____

Академический руководитель образовательной программы

Декальчук А.А. _____

Санкт-Петербург, 2018

Course Syllabus

Title of the course	Political Sociology		
Title of the Academic Programme	Political Science & World Politics		
Type of the course	Mandatory		
Prerequisites	History of Political Ideas		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	130	190
Course Overview	The aim of the course is to acquaint the students with the main paradigms of political sociology. The course provides knowledge on social foundations of political institutions and processes, social movements and political culture, sociology of international relations.		
Intended Learning Outcomes (ILO)	<p>ULO – 1: Able to learn and demonstrate skills in the field, other than the major field</p> <p>ULO – 2: Able to identify scientific subject</p> <p>ULO – 9: Able to think critically and interpret the experience (personal and of other persons), relate to professional and social activities</p> <p>PLO – 8: Student is capable of executing applied analysis of the political phenomena and political processes</p>		
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, seminars, home assignments. Students will be required to write an essay of 2000 words.		

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1.	Political sociology: classical foundations	14	2	2	10
2.	Functionalism, neofunctionalism and the concept of civil sphere	14	2	2	10
3.	Neo-Marxist and neo-Weberian historical sociology	15	2	2	11
4.	Post-structuralism, constructivist structuralism and political sociology	15	2	2	11
5.	Globalization theories and political sociology	19	4	4	11
6.	Civilizational analysis and the multiple modernities perspective	19	4	4	11

7.	The Soviet model of modernity and its disintegration	15	2	2	11
8.	Transformation of Russian political institutions: a comparative perspective	15	2	2	11
9.	Social movements in post-Soviet Russia	15	2	2	11
10.	Political culture in contemporary Russia	15	2	2	11
11.	The conservative ideological turn in Russian politics	15	2	2	11
12.	Political sociology and international relations	19	4	4	11
Total study hours		190	30	30	130
Indicative Assessment Methods and Strategy		<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,6 \cdot G_{sa} + 0,4 \cdot G_{es}, \text{ where}$ <p><i>G_{sa}</i> – grade for students’ activities at class <i>G_{es}</i> – grade for the essay</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_{EX}</i> – grade for the final examination</p>			
Readings / Indicative Learning Resources		<p><u>Mandatory</u></p> <p>Amenta, Edwin, et al. The Wiley-Blackwell Companion to Political Sociology, John Wiley & Sons, Incorporated, 2012. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=865177.</p> <p><u>Optional</u></p> <p>Bourdieu, P. (1994) Rethinking the State: Genesis and Structure of the Bureaucratic Field, <i>Sociological Theory</i> 12(1): 1-18. Lipset, S. (1994) The Social Requisites of Democracy Revisited, <i>American Sociological Review</i> 59(1): 1-22. Spohn, W. (2010) Political Sociology: Between Civilizations and Modernities. A Multiple Modernities Perspective, <i>European Journal of Social Theory</i> 13(1): 49–66. Pfaff, S. (2002) Nationalism, Charisma and Plebiscitary Leadership: The Problem of Democratization in Max Weber’s Political Sociology, <i>Sociological Inquiry</i> 72(1): 81-107.</p>			
Indicative Self- Study Strategies		Type		+/-	Hours
		Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		+	50
		Assignments for seminars / tutorials / labs		+	50
		E-learning / distance learning (MOOC /			

	LMS)		
	Fieldwork		
	Project work		
	Other (please specify)		
	Preparation for the exam	+	30
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	Each lecture is supported by Powerpoint presentation. A laptop and a projector are required		
Course Instructor	Mikhail Maslovskiy, Prof., m.maslovsky@hse.ru		

Annex 1

Course Content

1. Political sociology: classical foundations (lecture and seminar)

Classical theories of political sociology. Alexis de Tocqueville's analysis of the French 'Old Regime'. The concept of democracy in Tocqueville's works. Karl Marx on the capitalist state. The relative autonomy of state institutions: an example of Bonapartism. Max Weber's political sociology: the types of legitimate domination. The ideal type of rational bureaucracy and the problem of bureaucratic power. The concept of plebiscitary democracy.

2. Functionalism, neofunctionalism and the concept of civil sphere (lecture and seminar)

Structural functionalism as a sociological paradigm. Talkott Parsons on politics as a subsystem of the social system. Parsons's theory of power. Seymour M. Lipset on social preconditions of a stable democratic system. Jeffrey Alexander's neofunctionalist sociology. The concept of civil sphere in Alexander's works. Niklas Luhmann: radicalization of functionalism. Luhmann's analysis of the political system.

3. Neo-Marxist and neo-Weberian historical sociology (lecture and seminar)

The rise of historical sociology since the 1960s. Barrington Moore's study of the social origins of dictatorship and democracy. Theda Skocpol's comparative analysis of revolutions. Randall Collins: neo-Weberian sociology and geopolitics. Collins's discussion of democratization processes. Michael Mann on the sources of social power. Mann's historical sociology of the nation-state.

4. Post-structuralism, constructivist structuralism and political sociology (lecture and seminar)

Post-structuralism as a theoretical current. Michel Foucault's theory of power. The rise of 'disciplinary power' in western societies. Pierre Bourdieu's analysis of the political field. Bourdieu on the social bases of power of bureaucratic apparatuses. Alain Touraine's sociology of social movements. Touraine on the relationship of new social movements and modern democracy.

5. Globalization theories and political sociology (lecture and seminar)

Anthony Giddens on the character of the modern epoch. Institutional dimensions of modernity. The nation-state in the global system of international relations. Ulrich Beck's theory of risk society. Globalization and the spread of new forms of risk. Beck's analysis of the role of politics in risk society. Manuel Castells on the rise of global information society.

6. Civilizational analysis and the multiple modernities perspective (lecture and seminar)

Civilizational analysis as a new paradigm of historical sociology. Shmuel Eisenstadt's approach to the study of the Axial Age civilizations. The concept of multiple modernities. Johann Arnason's analysis of intercivilizational encounters. Peter Wagner's sociology: modernity as experience and interpretation. Gerard Delanty's study of the formations of European modernity.

7. The Soviet model of modernity and its disintegration (lecture and seminar)

New approaches to Soviet history: 'modernism' and 'neo-traditionalism'. Michael David-Fox: historical studies and the sociological multiple modernities perspective. Johann Arnason on the rise and dynamics of the Soviet model of modernity. The Soviet model as a mode of globalization. Randall Collins's prediction of the disintegration of the 'Soviet empire'. Richard Sakwa's analysis of the main explanations of the Soviet collapse.

8. Transformation of Russian political institutions: a comparative perspective (lecture and seminar)

Political transformation in post-Soviet Russia: transitological approaches and new perspectives. Russian political institutions in a comparative-historical context. Stephen Hanson's study of 'post-imperial democracies'. Comparative analyses of political processes in Latin America and post-Soviet Russia. A multiple modernities perspective on Russia's political transformation.

9. Social movements in post-Soviet Russia (lecture and seminar)

Sociological approaches to the study of social movements. The role of social movements in the USSR during the perestroika period. Decline of social movements in the 1990s. Local movements and protests in the 2000s. The rise and failure of the pro-democratic movement in 2011-2012. New trends in the activities of social movements.

10. Political culture in contemporary Russia (lecture and seminar)

The concept of political culture. The peculiarities of political culture of the Soviet 'long 1970s'. The studies of post-Soviet political culture by scholars from Levada Centre. The 'Soviet person' as a social type. Lev Gudkov on the characteristics of the Soviet person as an obstacle to modernization. Historical memory and political culture in today's Russia.

11. The conservative ideological turn in Russian politics (lecture and seminar)

A conservative ideological trend in Russian politics since 2012: an emphasis on Russia's unique civilizational identity and return to 'traditional' national values. 'Civilizational' discourse is an integral part the conservative turn. Marlene Laruelle on Russia as a 'non-western European civilization'. The conservative turn from the multiple modernities perspective.

12. Political sociology and international relations (lecture and seminar)

The influence of classical sociological theories on the study of international relations. Contemporary sociological paradigms and the discipline of international relations. The impact of neo-Weberian historical sociology, Niklas Luhmann's systems theory and globalization theories. Civilizational analysis and international relations.

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				*
	Report/Presentation				
	Project				
	In-class Participation			*	*
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam				*

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Essay, Exam

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.