

Программа учебной дисциплины «Sociological theory»

Утверждена

Академическим советом ООП

Протокол №45 от 26 августа 2019

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Число кредитов	14
Контактная работа (час.)	
Самостоятельная работа (час.)	
Курс	1, 2
Формат изучения дисциплины	Без использования онлайн курса

SYLLABUS

Title of a Course Sociological theory

Prerequisites

Students are supposed to be familiar with the basics of social science within the scope of this subject at secondary (high) school and have English skills enough to comprehend, read, write and take part in oral discussions.

Course Type – compulsory.

Abstract:

Sociological theory is a one year course for the 1st year BA students of honors group. Throughout first semester, students deal with questions relating to the nature of sociology; the methodology and methods which sociologists use; and the major sociological perspectives. The classical foundations of sociological theory, beginning with the works of Marx, Weber, and Durkheim, are discussed and followed by those sociologists of the 20th century who had some effect on how we think about and do sociology. Two main topics will be covered in second semester are 'Power in society' and 'Globalisation and social change'. The course is taught in English.

Lecturers: Nikita Pokrovski, Olga Kuzina

Class teachers: Olga Kuzina, Ahmet Mert

Learning Objectives

This course helps students to be critical of the information they receive and encourages them to think logically and consistently. By the end of the unit students will have gained knowledge and learnt some important skills:

- to be **critical** of any data and theories that they read or hear about and, of course, to be critical of their own work
- to be **creative** and able to link ideas from this unit and the other disciplines they are studying to create new ways of thinking about social phenomena
- to be **challenged**. This is not an easy subject and it requires students to think deeply about the materials and be able to deal with more than one way of thinking about the social world.
- to be **co-operative** and share ideas and materials. It is a good idea to study with other students and friends, and to discuss ideas with them. This is an important skill for the world of work where people are often required to work in teams.

Learning Outcomes

Requirements There are three main requirements to this course:

- 1) You must keep up with the reading
- 2) You must attend class. You won't be able to make much of the readings otherwise
- 3) You must write short essays on a weekly basis

Learning Outcomes

As a result of the course, students should:

- demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in sociology;
- demonstrates ability to apply sociological concepts and theories to analyse social phenomena of contemporary society;

- demonstrates ability to interpret the main issues of contemporary society from the sociological point of view;
- demonstrates ability to read and understand sociological literature;
- demonstrates ability to participate in sociological discussions;
- demonstrate ability to write argumentative essays.

Following to the course, students must be able to read sociological texts and to discuss different sociological topics and approaches of classical and modern sociologists in a written form of **argumentative essays**.

During the **tutorials**, it is expected that students come prepared to discuss a particular topic. Reading of the required material should be completed before the tutorial. **Written assignments** will be given on every tutorial.

Course plan

Part I. Sociological approach to studying human behavior

Lecture 1. Sociology as a Perspective

What is Sociology? In what respect sociology is different from other social disciplines? Is sociology a science or a common sense? The basic insights. Sociological imagination (C.Wright Mills). Sociology as a Science. The social sciences. Professional ethic in sociology. First sociologists: Auguste Comte and Herbert Spenser.

What are sociological problems? How the order of social life is possible? How do societies change? How are our lives as individuals shaped by the societies in which we live?

Part II. Asking and answering sociological questions

Lecture 2. Key principles of Sociological Research

Key stages of the research process. Objective and subjective knowledge. Moving from subjective understanding to objectivity.

Lecture 3 Research designs in Sociology

What is a research design? Concepts and conceptual thinking. Operationalisation and indicators. Descriptive and explanatory research designs. Quantitative and Qualitative.

Surveys: sampling, longitudinal approaches. Research example: Townsend on measuring poverty.

Experimental and evaluative research: causality, independent and dependent variables. Natural experiments in sociological research. Rosenthal and Jacobson's research. Experiments and ethics.

Comparative research. Research examples: Durkheim on suicide rates. Social meanings and suicide (Douglas). The social organisation of suicide (Atkinson). Ethnography. 'Verstehen': to understand the world from the insider's perspective. Research example: Taylor (1982) on suicidal behaviour.

Lecture 4. Three epistemological approaches in sociology

What is methodology? Epistemology. Positivism. Interpretivism. Realism.

Lecture 5. Research Methods

Primary and secondary data. Questionnaires. Interviews: structured and unstructured.

Observations: structured and participant.

Social statistics. Documents. Selection of methods. Research designs and research methods.

Lecture 6. Ontological debates

Origins of Sociology. The Enlightenment. What is a theory? Ontological assumptions. Social problems, sociological problems, structure and action, conflict and consensus, materialism and idealism.

Part III. Sociological theories – 1

Seminar 7. T.Hobbes - Authority and Social Order

The problem of social order, state of nature, right of nature, law of nature liberty social contract, Leviathan.

Lecture 8. Materialist and conflict approach to social process (Marx)

Marx's influences: Georg Hegel, Ludwig Feuerbach. A Materialist Social Ontology. Historical Materialism. The Critique of Capitalism. Class as a Social Relation. The State and Politics, Alienation, Emancipation, Historical materialism, Structure (Base) and Superstructure, Social formation, Mode of production, Forces of production, Labour power, Exploitation, Surplus-value, False consciousness, Ideology.

Lecture 9. 'Sociologism' as a way of thinking (Durkheim)

Biological analogy. Explanation of reality. Scientific methodology. The relationship between the Individual and Society. Functionalist method of explanation. Three Studies of Social Solidarity. Sui generis, Anomie,

Functionalism (Functional explanation), Social fact, Social solidarity, Social integration, Social regulation (Social control), Biological analogy, Homo duplex.

Lecture 10. Social action and 'verstehen' approach in sociology (Weber)

Action approach in sociology. Social action. Methodological individualism. Objectivity in social sciences. Ideal types. The relationship between religion and economy. The disenchantment of the world and the rationalisation of life. Elective affinity, Social action, rationalization, Iron cage of rationality, Ideal type, Disenchantment, Capitalism, Political capitalism, Rational capitalism, holism, methodological individualism, 'verstehen'.

Lecture 11. Sociology of F.Tönnies - Gemeinschaft and Gesellschaft

Ferdinand Tönnies. Formal sociology. Ideal types. Contrasting "community" (Gemeinschaft) with "society" (Gesellschaft). Pure and applied sociology. Empirical studies.

Part IV. Sociological theories – 2

Lecture 12. Sociology of G.Simmel - content and forms of social interaction

Sociology as a method. The problem of sociology. Basic principles and the idea of forms. Dyads, triads, larger groups, society. Social differentiation, social groups, differentiation of the individual's personality. The stranger – between closeness and distance. Metropolis. Blasé attitude. Objective and subjective culture.

Lecture 13. Chicago School of Sociology. Study of urban communities (R.Park, E.Burgess, E.Hughes, L.Wirth)

Institutional, intellectual and social contexts of the formation of the Chicago School of Sociology. The study "The Polish Peasant in Europe and America 1918-1920". Qualitative methods in this study. A synthesis of different sociological traditions. Urban sociology. Robert Park's "The City as Social Laboratory". Urban community as a "spatial configuration" and "moral order". Combination of qualitative and quantitative methods in urban studies. Ernest Burgess' theory of the city "metabolism" and concentric model of the "city growth". Urban community study in Harvey Zorbaugh "The Gold Coast and the Slum".

Sociology of L.Wirth. Connection between theory, empirical research and social practice. Theoretical and empirical contribution of L.Wirth into the urban sociology. A concept of "urbanism as a way of life". Sociological definition of a city. Everett Hughes' understanding of an "institute" and "collective behaviour". E. Hughes' "sociology of work" and "sociology of professions". A concept of "career". "Institutional position", "status". Concepts of "license" and "mandate". Re-definition of the concept of "marginal man".

Lecture 14. 'Integral sociology' of P.Sorokin

Russian and American periods in Sorokin's work. System approach to social phenomena study. Economic, statistical and sociological analysis of social phenomena. The system of sociology. A theory of "cultural supersystems". Social stratification, social mobility.

Lecture 15. Functionalism and structuralism in British social anthropology (B. Malinowski, A.R. Radcliffe-Brown)

Durkheim's tradition in British social anthropology. Social anthropology and sociology. Malinowski's biological functionalism; theory of culture : needs - institutions - culture scheme. A. R. Radcliffe-Brown: Process of social life; concepts of social structure, structural form and social function. Critical review of the contributions of B. Malinowski, A.R. Radcliffe Brown, Evans-Pritchard. Linking theories with ethnographic fieldwork, holism and the idea of "non-western, non-capitalist, simple societies"

Lecture 16. M.Mauss – The Gift

A Theory of Gift Exchange. The notion of gift. Exchange of goods under contractual obligations. Obligation to reciprocate. *Kula, potlatch, gage (a pledge)*.

Lecture 17. Structural functionalism: T.Parsons

Social system, 'functional prerequisites', conformity, social norms, status roles, social institutions, social action and social system, motivated compliance, AGIL scheme, moving equilibrium, pattern variables.

Lecture 18. Structural functionalism: R.Merton

'Middle range theories', manifest and latent functions, intended and unintended outcomes, positively functional /dysfunctional / non-functional levels of society, strain theory, anomie theory.

Lecture 19. Social Exchange Theory: George Homans, Peter Blau

Exchange theory of George Homans. Critics of structural functionalism: a programme of "bringing the individual back in". The image of a man as a *Homo economicus*. Study of human behaviour in small groups. "Integrative exchange theory" of Peter Blau. Re-definition of the main principles of exchange. Four steps of transition from micro- to macro level.

Lecture 20. Symbolic interactionism (G.H.Mead, H.Blumer) and sociology of everyday life (I.Goffman)

Microsociology. Social interactionism, symbolic interactionism, phenomenology. Philosophy of pragmatism. Symbolic interaction. Thomas Theorem. A self-fulfilling prophecy. Taking the role of the other. 'Generalized other', 'significant others', "I and me". The self as a process. Plays and games. Meanings, symbols and signification. Language and gestures. 'Unit of existence', the principle of 'sociality'. Human agency. Theory of identity formation. Role-making. Social Order as Negotiated Order. Social institutions as emergent forms.

Lecture 21. Sociology of everyday life (I.Goffman)

The self, theory of identity, dramaturgical approach, social roles, role performance, performance pressure, definition of the situation, interaction rituals, impression management, labelling and stigma, total institutions, front stage, back stage, and off stage, framing and frame analysis, society as a ritualized social interaction.

Lecture 22. The Social Construction of Reality (P.Berger, Th.Luckmann)

Duality of 'objective' and 'subjective' reality, 'successive definitions of the situation', habituation, institutionalization, common sense knowledge as a central focus for the sociology of knowledge, typification, roles as typification of forms of action, objectivation, signification, legitimization, homo sapiens as homo socius, humanly produced objectivity, reification of social reality.

Lecture 23. Phenomenological Sociology (A.Schutz)

Alfred Schütz as a founder of Phenomenological Sociology. Phenomenology and sociology. 'Life world', its characteristics. Intersubjectivity. Phenomenological 'Sociology of Knowledge'. Objective and subjective reality.

Lecture 24. Ethnomethodology (G.Garfinkel)

Bridging the gap between "professional sociologist" and "the average man". Phenomenological basis of Harold Garfinkel's ethnomethodology. Concepts of "ethnomethods" and related concepts of "ethno-

science”, “ethno-knowledge”. The essence of ethnomethodology, its main interests and themes. Empirical orientation of ethnomethodology. Bracketing, ‘breaching experiments’, typification.

Lecture 25. Frankfurt School of Neo-Marxism (Horkheimer, Marcuse, Adorno)

Reification, instrumental reason, domination, false needs, critical versus traditional theory, praxis, 'dialectics of liberation', 'technocratic thinking' versus 'reason', 'negative thinking', 'one-dimensional man'.

Lecture 26. Postmodernity and Sociology

Modernity versus postmodernity. Information Society. Knowledge class. Consumerism. Postmodern sociological theory. The Enlightenment as Modern Project. The reconstruction of the image of natural sciences in postmodern theory. ‘Grand narratives’. Cultural analysis. Information society, consumerism, paradigms of knowledge, ‘grand narratives’, ‘postmodern condition’, commodification of knowledge, ‘anthropological illusion’, hyperreality, simulacrum.

Part V. Power in Society

Lecture 27. Introduction: power, modernity and sociology

Different understandings of this concept. Power as coercion, domination, and influence. The problem of ‘power’.

Lecture 28. Marxist approach to power

Humanist versus structuralist (or ‘scientific’) Marxism. Two models of the State. Theorising of transition theory (Lenin, radical democracy). Gramsci’s theory of hegemony. The role of intellectuals. The distinction between ideologies and ideology (Althusser).

Lecture 29. Weber: power, stratification and domination

Power versus domination. Legitimacy. Three types of authority. Bureaucracy. Weber’s definition of the State, sovereignty.

Lecture 30. The power of elites

The key ideas of classical elitist theories: Mosca, Pareto, Michels. Neo-elitist theory of C.Wright Mills. Elite, social forces, ‘Classe politica’, recruitment strategies, ‘political formula’, meritocratic regime, psychological predispositions (“residuals”), the sentiment of combination, the sentiment of persistence, expert leadership, iron law of oligarchy.

Lecture 31. The pluralist model of power and its critics

One, two and three dimensional view of power (Lukes). Power and competing epistemologies. Pluralism, overt conflict, lobbying, pressure groups, covert conflict, agenda setting, non-decisions, latent conflict, ideology, real and ideologically reconstructed interests, positivism, conventionalism, critical realism, ‘contrafactual’. The problem of ‘real interests’.

Lecture 32. Power to and power over

Parsons’s conception of power as ‘power to’. Social Power, Power as a social resource, conflict and consensus approaches to power (power over versus power to, zero sum versus variable sum concept of power), legitimacy, coercion, power, collective goals, functional/dysfunctional power, ‘institutionalisation of authority’, short-term sectional interests.

Lecture 33. Foucault view on power

Modernist vs. non-modernist perspectives on power. Foucault's concept of power. Disciplinary power vs. Sovereign power. Panopticon. The social constitution of actors. Foucault's concept of discourse. Knowledge as a form of power.

Part VI. Globalisation and social change

Lecture 34. Anatomy of Globalization. Main contemporary discussions on approaches to globalization.

Globalization and modernization as sociological paradigms. Main concepts of globalization: a) global-local, b) cultural hybrids, c) the nation-state problem, d) primordial phenomena, e) civil society d) new type of rationality and rationalization.

Three modern perspectives on globalization (David Held, Anthony McGrew, David Goldblatt and Jonathan Perraton) - hyperglobalists, skeptics and transformationalists views.

Anatomy of Globalization. Diverse interpretations of globalization

Types of the globalization theories. a) globalization as a linear process (modernization), b) the "world-system" approach (E.Wallerstein), c) the world culture model (M. Archer, M. Featherstone, R.Robertson), d) the global community theory (A.Giddens), e) the global system model, f) the theory of "Knowledge Societies" (N.Stehr).

Diverse effects of globalization in terms of culture (Benjamin Barber, Leslie Sklair, Anthony D. Smith, Samuel Huntington, Amartya Sen, Stuart Hall).

Lecture 35. Theory of Americanization

Globalization, McDonalidation and Americanization. George Ritzer's model of McDonalidation. The origins of the McDonalidation metasociological analysis. "Ideal type" (M.Waber). "Rationalization" and "dehumanization" (K.Mannheim). Five basic principles of George Ritzer's theory and its applicability in Russia.

The model of the new labor process. Jobs as a series of simple tasks. Simplification of tasks (emphasis on the quantity of time a task should take). Maximized predictability of the work. Workers as human robots. Irrationality of work and dehumanization of workers.

University education in an Americanized society. New trends in the model of today's higher education: a) supplementary (not essential) character of the university education for students' life, b) simplification of the "consumption" of knowledge, c) the concept of "useful knowledge" (knowledge for what?), d) commercialization of the state and private schools, e) quality of education as a "value meal" (Ritzer). New facets of campus: distant education and virtualization of a class.

Lecture 34. New Means of Consumption. Perspectives on Contemporary Tourism

The 21st century society as a consumer society. The post-modern dimensions of consumerism and its Americanized facets (fast-food restaurants, credit cards, shopping malls, TV shopping networks, catalogues, casinos). Baudrillard's notion of the "consumption ecstasy" and "ecstasy system". Carnivalization and the concept of "fun". **Tourism as an indication of a dramatic cultural change.** The "variation control", or the cultural model of contemporary tourism: a) highly predictable variations, b) highly efficient variations, c) highly calculable variations, d) highly controlled variations. The concept of "post-tourism" (Feifer). The "Kodak Syndrome" (Pokrovsky) and the new means of cultural possessions. The Disney Land structures of cultural consumption. Tourism in the context of simulacra and hyper-reality.

The Globalization Scenario for Russia?

Globalization matrix in the Russian society today. Entering the world community: price and effect. Russia as a probing terrain for the post-modern culture. Hyper-consequences of Americanization in Russia: traditional cultural values in review. Social change in the traditional societies: inevitability without fatalism. Cultural losses, cultural conservatism, cultural optimism—revised.

35. Class and social stratification

Social stratification, social strata, class, 'ascribed' and 'achieved' characteristics, social status, 'objective' and 'subjective' dimensions of class (Bourdieu), relational and descriptive forms of class divisions, Goldthorpe schema, the National Statistics Socio-economic classification (NS-SEC), the global dimensions of class in relation to production and consumption. Marx (class, mode of production, exploitation), Weber (class, status, party), Wright (authority and expertise, contradictory locations within class relations), Pakulski, & Waters (death of class and classless inequality), Savage.

36. Gender and sexuality

Sex and gender, gender essentialism and biological determinism, gender socialization theory versus gender as a wholly socially constructed phenomenon, gender roles, gender inequality and the history of feminisms, gender in a global context, sexuality, heterosexuality versus homosexuality, medicalised homosexuality, heteronormativity, theoretical perspectives in sociology towards sexuality (structural functionalism, critical theory, symbolic interactionism, queer theory), Foucault (discourse; bio-power), human trafficking, femininity and masculinity, 'hegemonic masculinity', gender order, gender regime, gender crisis, gender role strain.

37. Race and ethnicity

Sociological definitions of race and ethnicity, racial discrimination historically and in the contemporary global world, racialisation; racial profiling, racial inequality, racial segregation, racially charged, racial discrimination, racial justice, old (biological) racism and new (cultural) racism, multiple racisms and institutional racism, ethnocentrism, xenophobia, scapegoating, group closure; 'raceless society' versus 'post-racial society', 'critical race theory', differential racialization, migration, 'new ethnicities' and situational identity, ethnic inequality, globalisation of ethnicity, push factors' and some 'pull factors' models, ethnic conflict, assimilation and integration, ethnicity and health, global differences in health, 'mobilities research'.

37. Crime and deviance

Deviance, (juvenile) delinquency, crime, equilibrium of deviance, sanctions, positive (incentives) or negative (penalties), criminology, nonconformity, anomie, deviant subcultures, labelling theory, master primary (secondary) deviance, status, criminal careers, 'paradox of social control', deviancy amplification, organised crime, piracy, restorative justice, role of prisons.

39. Religion

Conceptual definitions of religion (inclusive, exclusive definitions and 'definitions in use'), profane and sacred, secularisation thesis, measurements of secularization, the 'time of the tribes', global landscape of religion, religious forms (churches, sects, denominations and cults, religious movements), world-affirming, world-rejecting and world-accommodating religious movements, fundamentalism, 'clash of civilisations', jihadism.

40. Health and medicine

Health and illness, biomedical model of health, the sick role (Parsons), 'badness' versus 'sickness', total institutions, 'clinical gaze', 'biomedical discourse', public health policy, medicalisation, bioengineering, 'biological underclass', iatrogenesis, impairment and disability, individual model of disability, stigma.

41. The life course

Social and biological aspects of the life course, life cycle versus life course (the life course as a social process), longitudinal approach intersectionality, birth cohorts versus generations, generational identity, Baby Boomers, Generation X, Generation (Millennials), stages of the life course: childhood, adulthood and older age, age roles, social construction of age phases, nature of childhood, teenage and youth culture, peer groups, social gerontology, social age, sociology of death and dying, ageing, 'strangers in time', the metaphor of three separate 'clocks', functionalist disengagement theory, age stratification theory and the life-course model, political economy theory, ageism, Demographic Transition Model (DTM).

42. Media

Media, different sorts of media, digital revolution, 'medium is the message', new media, digital inequality, big data analytics, cybercrime, sociological approaches to mass media – Functionalism, Critical theory, Interactionism, Post Modernism.

Reading list

Required

1. Dillon, M. Introduction to Sociological Theory: Theorists, Concepts, and Their Applicability to the Twenty-First Century. (Wiley-Blackwell, 2009) first edition.
<http://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1566387>
2. Lee, D. and H. Newby *The Problem of Sociology*. (London: Routledge, 2000)
<http://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=243333>
3. Segre, Sandro. Contemporary Sociological Thinkers and Theories, Routledge, 2014.
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1808762> .
4. Scott, John. Social Theory : Central Issues in Sociology, SAGE Publications, 2005.
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=354958>
5. Turner, Bryan S. Classical Sociology, SAGE Publications, 1999.
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=343954> .

Optional

1. Amenta, E., et al. The Wiley-Blackwell Companion to Political Sociology, John Wiley & Sons, Incorporated, 2012. <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=865177> .
2. Bauman, Z. and May, T. Thinking Sociologically, John Wiley & Sons, Incorporated, 2001.
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1811104> .
3. Cuff, E.C., et al. Perspectives in Sociology, Taylor & Francis Group, 2006.
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=273809> .
4. Ferguson, Harvie. Phenomenological Sociology : Experience and Insight in Modern Society, SAGE Publications, 2006. <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=334489> .
5. Johnson, D. P. (2008). Contemporary Sociological Theory: An Integrated Multi-Level Approach. New York: Springer-Verlag. <https://doi.org/10.1007/978-0-387-76522-8>
6. Schneider, M. A. The Theory Primer : A Sociological Guide, Rowman & Littlefield Publishers, 2006.
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1343714> .
7. The Urban Sociology Reader, edited by Jan Lin, et al., Routledge, 2012.
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1075388> .

Extra materials available on-line at

<http://bcs.wiley.com/he-bcs/Books?action=contents&itemId=0745696686&bcsId=10840>

Grading system

First year

During the first year course students will be tested 2 times:

Winter exam – 90 min

Final exam – 180 min

Guidelines for Knowledge Assessment

Winter exam – a diagnostic test used to identify students strengths and weaknesses.

Final Exam - an achievement/attainment test - designed to show mastery of the syllabus.

All exams will be made in a form of unseen written examination.

Final grade for course will be composed of two parts:

Final Exam (in June)	50%
First semester final (30%CP&HA + 30%Essay + 40%Winter Exam)	30%
Second semester final (30% CP&HA + 70% Essay)	20%

If you have failed the first semester (your **First semester final is below the passing grade**) you should **repair your grade by taking a retake of the Winter exam.**

$$O_{\text{first final}} = 0,3 * O_{\text{First semester final}} + 0,2 * O_{\text{First semester final}} * + 0,5 * O_{\text{Final exam}}$$

If you have failed the whole year (your Final grade is below the passing grade) you should repair your grade by taking a retake of the Final exam.

SP&HA (Class participation and home assignment) is graded in the following way: 50% of marks are given for class participation as a percent of classes attended minus one. For example, if there are 13 classes in a semester those who were present for 12 classes will get 50% out of 100%. The rest 50 marks are given to those who submitted their weekly essays and **received a passing mark for it.** If a student submitted 11 essays out of 13 essays s/he will get 50% out of 100%. So, 100% will be given to those students who participated in all classes scheduled for the semester (minus one class) and who submitted all weekly essays (minus two essays). Those who participated in all classes and submit all essays (for example, 13 out of 13) will also get 100 marks.

Class activity is not included into the grading formula; however it is marked in a form of bonuses. Bonuses are calculated taking into account the max sum of points received by the most active student during class activities. All points of that student will be equated to 100%, points of all other students will be calculated accordingly. Bonuses will be given to those students who got 75% or more.

Bonus will be taken into account in final grades calculations in the following way: if the final grade is calculated according to the grading formula falls on the borderline between the grades of the 10 point system the higher grade will be given to a student.

The weekly essay is considered submitted if it is sent electronically using LMS project tool before the deadline. **Please, write your NAME and the ESSAY TOPIC in order to avoid miscalculations of your grades for class participation and home assignments!**

This syllabus is designed based on the belief that far from being divorced from each other, testing and teaching are closely interrelated. A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve as a basis for improvement.

Second year

During the second year course, students will be tested 2 times:

- Essay
- Final Exam - 90 min

Essay is a diagnostic test used to identify students' strengths and weaknesses in argumentative essay writing, intended to ascertain what further teaching is necessary.

Final - an achievement/attainment test - designed to show mastery of the syllabus. It will be made in a form of unseen written examination.

The final examination consists of 2 essay questions It is vital that you prepare some topics in detail in order to answer the essay questions well. The best strategy tends to be to select those topics you feel most

interested in, passionate about or even perplexed by. Practise writing to get a good sense of how much time you need to explain a point so you really know how much (or little) you can write in order to provide a convincing and critical response to a question on the topic you have prepared. try to answer the question and avoid 'spilling' whatever you may know about the topic even it is irrelevant!

Seminar participation (O_{seminar}) takes into account the following:

- Attendance (50%)
- Preparation (weekly essay writing – 50%)

$$O_{\text{second final}} = 0,3 * O_{\text{essay}} + 0,2 * O_{\text{seminar}} + 0,5 * O_{\text{final exam}}$$

To get the grade for O_{essay} students need to submit one of the weekly essays for marking.

Class activity is not included into the grading formula; however it is marked in a form of bonuses. Bonuses are calculated taking into account the max sum of points received by the most active student during class activities. All points of that student will be equated to 100%, points of all other students will be calculated accordingly. Bonuses will be given to those students who got 75% or more.

Bonus will be taken into account in final grades calculations in the following way: if the final grade is calculated according to the grading formula falls on the borderline between the grades of the 10 point system the higher grade will be given to a student.

The weekly essay is considered submitted if it is sent electronically using LMS project tool before the deadline. **Please, write your NAME and the ESSAY TOPIC in order to avoid miscalculations of your grades for class participation and home assignments!**

This syllabus is designed based on the belief that far from being divorced from each other, testing and teaching are closely interrelated. A test is seen as a natural extension of classroom work, providing teacher and student with useful information that can serve as a basis for improvement.

All marks are given in 100 points system, First semester final, First final and Second final grades are converted into 10 points system according to the following rule:

0-11% - 1;

12-22% - 2;

23-33% - 3;

34-40% - 4;

41-47% - 5;

48-55% - 6;

56-64% - 7;

65-72% - 8;

73-80% - 9;

81-100% - 10.

The passing grades for the finals are announced after the exams. It could be bigger or smaller depending on the overall results of students' cohort. In any case, it cannot be less than 25 marks and more than 40 marks.

A sample of the Winter exam paper

Name _____

Sociological theory (Honors group)

90min

48 Marks in total

1. Answer **ANY ONE** question from the following list

12 Marks

- A. C. Wright Mills defined 'sociological imagination' as the awareness of the relationship between personal experience and the wider society. Explain what it means and illustrate it by giving an example from your personal experience.
- B. How do sociologists explain what makes people behave in the ways they do?
- C. In which way is sociology different from journalism?

2. Answer **ANY ONE** question from the following list

12 Marks

- A. Evaluate the claim that both qualitative and quantitative research methods used in sociology are 'scientific'.
- B. 'Facts can speak for themselves'. Discuss.
- C. Critically discuss the statement 'a value free Sociology is impossible'.

3. Define, explain and illustrate **ANY THREE** concepts (you have to choose one concept from each section (A,B,C))

12 Marks

- A. Historical materialism, alienation, false consciousness 4 Marks
- B. Anomie, social facts, solidarity 4 Marks
- C. Social action, ideal type, rationalisation 4 Marks

3. Compare and contrast explanations of **ANY TWO** sociological theorists (Marx, Durkheim, Weber, Tönnies) of **ANY ONE** of the following:

12 Marks

- A. Social change
- B. Religion
- C. Division of labour
- D. Social order

A sample of the first year final exam paper

Sociological theory

Name _____ Gr _____

180 min

Candidates should answer all 6 questions.

Candidates are strongly advised to divide their time accordingly.

1. How do sociologists explain what makes people behave in the ways they do? 10 Marks

2. Define and illustrate any FIVE of the following sociological concepts 20 Marks
4 Marks each (5 concepts in total 20 marks)

- | | | |
|--------------------------|---------------------------------|-----------------|
| A. Anomie | I. Ideational culture | O. Self |
| B. Collective conscience | J. Impression management | P. Social fact |
| C. Discourse | K. Instrumental reason | Q. Sociation |
| D. Distributive justice | L. Legitimacy | R. Solidarity |
| E. Frame | M. Methodological individualism | S. Stigma |
| F. Hermeneutics | N. Pattern variables | T. Typification |
| G. Hyper-reality | | |
| H. Ideal type | | |

3. Explain and illustrate any ONE of the following theoretical debates: 12 Marks

1. Objectivism/Constructivism
2. Conflict/consensus
3. Structure/action(agency)
4. Teleology/causality
5. Function/meaning

4. Compare and contrast theories of any TWO sociological explanations of the role of ANY ONE from the following list: 12 Marks

- | | |
|------------------|-----------------------|
| A. Modernity | E. Rise of capitalism |
| B. Religion | F. Deviance |
| C. Social change | G. Identity formation |
| D. Society | H. Social exchange |

5. Answer ANY TWO questions from the following options

30 Marks

15 Marks each

1. In which way *critical* theory differs from *traditional* theory?
2. What is social exchange? How is it different from economic exchange?
3. Examine any one case/phenomenon to illustrate ethnomethodology's treatment of social practices.
4. How is the concept of 'postmodern' society relevant theoretically and empirically?

6. Answer any ONE question from the following list. Explain and illustrate your answer with the reference to theories that you studied on this course:

16 Marks

1. Critically evaluate the statement that power is the ability to influence others so as to further our own interests.
2. There is no such thing as "illegitimate power". Discuss.
3. For Marx power is based purely on economic power. Did Weber agree or oppose that view? Explain and illustrate.
4. Compare and contrast the Elitist and Marxist accounts of political power.
5. Can we measure power?
6. Power comes from the barrel of a gun. Discuss this statement in relation to at least three different theories of power holding.
7. Which concept offers the best guide to the analysis of contemporary society – a "ruling class" or a "ruling elite"?
8. How consent to power is produced?

END OF PAPER

Page 2 of 2

A sample of the second year final exam paper

Answer **ANY TWO** of eight. (Total 50 marks)

Examiners will not reward descriptive passages of writing which have no clear relationship to the course materials or lack references. Present material in an organised way, in the introduction justify your essay question, define the main concept(s) and give a plan of how you are going to approach the question. Please do not create bullet point lists, or point form answers in the main body, use 'firstly, secondly, ... finally' instead, use paragraphs to structure your essay. In the conclusion give a short answer to your essay question.

1. Is class dead in modern society?
2. Critically discuss one major school of thought in the sociology of crime and deviance.
3. In what ways are gender differences related to gender inequalities?
4. Critically evaluate the statement that need for religion is not dying in contemporary society.
5. If 'race' is a discredited concept, how can we explain the persistence of racism in society? Refer to sociological theories in your answer.
6. Critically discuss biological and sociological approaches to health and illness.
7. 'Stages of life are socially constructed.' Critically discuss this claim.
8. Critically discuss the statement that dissemination of information is the major function of mass media.

Methods of Instruction

Marking criteria for argumentative essays for 10 and more marks

Essay Content: Relevant ideas, concepts. **Clarity of arguments** – students should learn how to develop the arguments: statement, reasoning, example. Relevant application. Relevant examples.

Essay (text) Organization=Structure and cohesion: Clear introduction, main body, conclusion.

Paragraphs divided logically, the ideas are **clear to follow**, effective linking devices are used. Avoid too general statements which may mean anything. They will not bring you any marks. The main goal of the essay is not to test your memory! **Examiners are looking for your reasons and arguments which are based on theories or empirical evidence.**

To be able to reveal the ability which examiners are looking for you need to structure your essay properly.

The aim of the examination is to examine whether the students have understood the area of sociology as laid down in the syllabus and the readings given. Since it is an introductory course it *is not assumed* that the students will have an advanced understanding of sociology. In order to pass the exam on sociology the students should be aware of the *competing paradigms* in sociology and be able to apply these in the context of the question.

Major skills which students are supposed to demonstrate are **Application and Selectivity**

- Students should *know* and *understand* the material and be able to select the most relevant material to support your arguments
- Examiners do not need know all that you know! They only need to know that you know how to choose from all you know and which theories and approaches to use.
- They need to know that you can *apply* the right material in the right place!

The basic principles of essay writing

- Key words/phrases usually used in essay titles: *Discuss; Analyse; Describe; Do you agree?* You need to write your answer appropriately.
- Very few essay titles will ask you to *list* information or to *describe* a theory or a process – but unless the essay question asks you to do this – **DON'T**.
- You will be rewarded for creativity! Organise your essays to demonstrate that you can apply material from other areas of the syllabus; material from studies that you have read and material from other areas of your degree studies
- **No lists are permitted in the essays – only full sentences and paragraphs!**

Students are expected to write NOT descriptive essays, but ***argumentative***. To be able to do this you need to **develop writing skills**. You can do it if you will read, write, revise and again read, write, revise..... Check past examination papers and reports

Preparation strategies:

1. You may write *full answers* focusing on exam question (for example, while doing homework), but this strategy is time consuming
2. *Timed answers* (for those who have problems with time-management) - write like you are under strict conditions of exam (45 min per essay without books and other supplements).
3. *Outlined answers* – short, in notes, structured – faster to do and easier to plan, to organize, to upgrade and to cover more topics – THE BEST way for revision (for example, while doing homework)

Know the approach to essay marking

Marking scheme:

Lower than 40%

Unstructured essays (without any introduction, conclusion, paragraphs and the like), with no attempt to answer the question directly. Descriptions of some theories with no indication why it is necessary to mention these ideas for answering the given question. At the top end the accounts should be accurate but they will be unfocussed.

Those students who just describe theories with no attempt to explain or apply them or compare will always fail the question on power!

40-60%

Clear structure (there are introduction, conclusion, paragraphs). Plain description without proper arguments, comparison, examples – signs of understanding. There is no selectivity in these essays – students tend to write everything they know about the question and around it. Some attempts to answer the question directly.

61-80%

Clear direct answers with properly written introduction. Good structure and selectivity, clear debates, examples.

81 – 100%

Clear essays which directly answer to the question. These should indicate a clear understanding of the debates, both in terms of the evidence and the way in which sociologists have theorised about power. Indicators of readings beyond the obligatory literature or ability to apply theories to the contemporary power relations.

Key components of the essay

1. Introduction

Indicate to the examiners how you will tackle the question, how you are going to answer the question (“route map”).

Introductions to the essays should be used for three purposes:

- To **locate the debate**
- To introduce the **principle definition** (s)
- To tell the reader **how** the question is going to **be approached** (do not miss the opportunity to make your structure clear from the very beginning) – the **plan** of your essay

2. Main body

In the main body you develop several ideas **directly corresponding** to the topic. You should do this in the most logical way and follow your ‘route map’. Keep clear structure.

- Indicate key ideas, concepts/ terms and **explain** them
- Develop **arguments** and **counter-arguments** in a systematic and consistent way, point by point (one point (idea) per paragraph), illustrate by examples.

3. Conclusion

- A short answer to the given question.
- A summary of the main body.

Try to avoid the following mistakes in your written answers during the exam in sociology:

1. The students **were not answering the question**. Rather they were providing allot of background information which was tangentially related to the question at hand. It is vital that students are able to **give succinct answers to questions and then develop them** future.
2. The students answered questions in a very **informal conversational style**. This meant that their answers came across as **a matter or opinion or assertion rather than a reasoned argument**.
3. Students would often provide **normative or at best descriptive answers**. This meant that they would often not engage **analytically** or **critically** with the questions.
4. Students would often be **too broad in their answers**. This meant that the terms and field of analysis was not properly defined, and they got weighed down in dealing with contextual issues rather than engaging with the specific issue at hand

5. In some cases the students did not appear to be using **the theory they already knew**.
6. Many of the answers the questions **lacked a degree of structure**. This made it **difficult for the examiner to identify what the central contribution are**.

At times students would make **undefended assertions** and **not fully develop their arguments**.