**Course Syllabus for the 2nd and 3rd Years of Study**

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| --- | --- | --- | --- | --- | --- |
| Title of the course | **Research seminar “Culture and Inequality” (offered in English)** | | | | |
| Title of the Academic Programme | Sociology and Social Informatics | | | | |
| Type of the course | Elective | | | | |
| Prerequisites | Argumentation Theory and Academic Writing, Sociological theory | | | | |
| ECTS workload | 4 | | | | |
| Total indicative study hours | Directed Study | Self-directed study | | Total | |
| 42 | 110 | | 152 | |
| Course Overview | This seminar is created for students interested in studies of cultural production, consumption and reproduction with special emphasis on art and fashion worlds, creative labor and networks, contemporary art institutions and status reproduction through parenting practices. We will discuss (1) classical works on social history of art, on art worlds and fields of fashion and of cultural production, (2) contemporary empirical papers on art institutions and art participation, (3) empirical papers with various types of research design (surveys, network analysis, historical sociology, participant observation, organizational analysis etc.). | | | | |
| Intended Learning Outcomes (ILO) | As a result of participating in this seminar, students will be able to (1) understand and discuss topics related to culture and inequality and (2) will improve their skills in developing research design in the framework of culture and inequality studies. In addition, students will be able to:  Explain culture preferences through social stratification perspective  Understand the link between cultural production cultural consumption  Generate research hypothesis  Develop academic skills in reading, writing, and presentation. | | | | |
| Teaching and Learning Methods | * Reading of original research papers * Classroom group discussion * Development of research design and research materials (questionnaire, interview guides, sampling etc.) | | | | |
| Content and Structure of the Course | | | | | |
| **№** | **Topic / Course Chapter** | **Total** | **Directed Study** | | **Self-directed Study** |
| **Lectures** | **Tutorials** |
| 1. | Culture and Inequality (Course introduction) | 14 |  | 4 | 10 |
| 2. | Taste cultures | 14 |  | 4 | 10 |
| 3. | Art as a profession | 12 |  | 2 | 10 |
| 4. | Cultural production and urban milieus | 12 |  | 2 | 10 |
| 5. | Сultural production as labour | 14 |  | 4 | 10 |
| 6. | Art-world structure: producers, consumers, prosumers | 14 |  | 4 | 10 |
| 7. | Networks and creativity | 14 |  | 4 | 10 |
| 8. | Class cultures and inequality reproduction | 16 |  | 6 | 10 |
| 9. | Artistic careers and prestige | 16 |  | 6 | 10 |
| 10. | Migration, ethnicity and cultural capital | 26 |  | 6 | 20 |
| **Total study hours** | | 152 |  | 42 | 110 |
| Indicative Assessment Methods and Strategy | Students are expected to fulfill homework assignments and participate in class discussion, and to present a research proposal as oral exam. The cumulative grade consists of 0,5\*class participation + 0,5\* homework assignments. The final grade for the course is 0.8\*class participation & homework assignments + 0.2 oral exam. | | | | |
| Readings / Indicative Learning Resources | Mandatory  Alexander, Victoria D. (2014) Art at the crossroads: The arts in society and the sociology of art, in: Poetics, April 2014, Vol. 43 Issue: Number 3, pp. 1-19  <https://proxylibrary.hse.ru:2054/science/article/pii/S0304422X14000175?via%3Dihub>  Optional  Tanner, Jeremy. (2003) Sociology of Art: A Reader. Taylor & Francis.  <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=182545> | | | | |
| Indicative Self- Study Strategies | **Type** | | | **+/–** | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | + | 70 |
| Assignments for seminars / tutorials / labs | | | + | 15 |
| E-learning / distance learning (MOOC / LMS) | | | - |  |
| Fieldwork | | | + | 15 |
| Project work | | | - |  |
| Other (please specify) | | | - |  |
| Preparation for the exam | | | + | 10 |
| Academic Support for the Course | Academic support for the course is provided via Googlegroup and the  seminar curriculum, where students can find: guidelines and recommendations for completing the course; guidelines and recommendations for self -study; and samples of assessment materials. | | | | |
| Facilities, Equipment and Software | The seminar requires a white board, laptop and projector. | | | | |
| Course Instructor | Kuleva M.I., [mkuleva@hse.ru](mailto:mkuleva@hse.ru)  Safonova M.A., PhD, associate professor, [msafonova@hse.ru](mailto:msafonova@hse.ru) | | | | |

**Course Syllabus for the 4th Year of Study**

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| --- | --- | --- | --- | --- | --- |
| Title of the course | **Research seminar “Culture and Inequality” (offered in English)** | | | | |
| Title of the Academic Programme | Sociology and Social Informatics | | | | |
| Type of the course | Elective | | | | |
| Prerequisites | Argumentation Theory and Academic Writing, Sociological theory | | | | |
| ECTS workload | 3 | | | | |
| Total indicative study hours | Directed Study | Self-directed study | | Total | |
| 30 | 84 | | 114 | |
| Course Overview | This seminar is created for students interested in studies of cultural production, consumption and reproduction with special emphasis on art and fashion worlds, creative labor and networks, contemporary art institutions and status reproduction through parenting practices. We will discuss (1) classical works on social history of art, on art worlds and fields of fashion and of cultural production, (2) contemporary empirical papers on art institutions and art participation, (3) empirical papers with various types of research design (surveys, network analysis, historical sociology, participant observation, organizational analysis etc.). | | | | |
| Intended Learning Outcomes (ILO) | As a result of participating in this seminar, students will be able to (1) understand and discuss topics related to culture and inequality and (2) will improve their skills in developing research design in the framework of culture and inequality studies. In addition, students will be able to:  Explain culture preferences through social stratification perspective  Understand the link between cultural production cultural consumption  Generate research hypothesis  Develop academic skills in reading, writing, and presentation. | | | | |
| Teaching and Learning Methods | * Reading of original research papers * Classroom group discussion * Development of research design and research materials (questionnaire, interview guides, sampling etc.) | | | | |
| Content and Structure of the Course | | | | | |
| **№** | **Topic / Course Chapter** | **Total** | **Directed Study** | | **Self-directed Study** |
| **Lectures** | **Tutorials** |
| 1. | Culture and Inequality (Course introduction) | 14 |  | 4 | 10 |
| 2. | Taste cultures | 14 |  | 4 | 10 |
| 3. | Art as a profession | 12 |  | 2 | 10 |
| 4. | Cultural production and urban milieus | 12 |  | 2 | 10 |
| 5. | Сultural production as labour | 14 |  | 4 | 10 |
| 6. | Art-world structure: producers, consumers, prosumers | 14 |  | 4 | 10 |
| 7. | Networks and creativity | 14 |  | 4 | 10 |
| 8. | Class cultures and inequality reproduction | 20 |  | 6 | 14 |
| **Total study hours** | | 114 |  | 30 | 184 |
| Indicative Assessment Methods and Strategy | Students are expected to fulfill homework assignments and participate in class discussion, and to present a research proposal as oral exam. The cumulative grade consists of 0,5\*class participation + 0,5\* homework assignments. The final grade for the course is 0.8\*class participation & homework assignments + 0.2 oral exam. | | | | |
| Readings / Indicative Learning Resources | Mandatory  Alexander, Victoria D. (2014) Art at the crossroads: The arts in society and the sociology of art, in: Poetics, April 2014, Vol. 43 Issue: Number 3, pp. 1-19  <https://proxylibrary.hse.ru:2054/science/article/pii/S0304422X14000175?via%3Dihub>  Optional  Tanner, Jeremy. (2003) Sociology of Art: A Reader. Taylor & Francis.  <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=182545> | | | | |
| Indicative Self- Study Strategies | **Type** | | | **+/–** | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | + | 30 |
| Assignments for seminars / tutorials / labs | | | + | 15 |
| E-learning / distance learning (MOOC / LMS) | | | - |  |
| Fieldwork | | | + | 15 |
| Project work | | | - |  |
| Other (please specify) | | | - |  |
| Preparation for the exam | | | + | 24 |
| Academic Support for the Course | Academic support for the course is provided via Googlegroup and the  seminar curriculum, where students can find: guidelines and recommendations for completing the course; guidelines and recommendations for self -study; and samples of assessment materials. | | | | |
| Facilities, Equipment and Software | The seminar requires a white board, laptop and projector. | | | | |
| Course Instructor | Kuleva M.I., [mkuleva@hse.ru](mailto:mkuleva@hse.ru)  Safonova M.A., PhD, associate professor, [msafonova@hse.ru](mailto:msafonova@hse.ru) | | | | |

**Аnnex 1**

**Course Content**

**1. Culture and Inequality (Introduction)**

Why does art and cultural consumption matters. Status symbols and status groups. Schools, labour market and marriage markets as spaces of exclusion.

**2. Taste cultures**

Art perception as decoding process (Bourdieu original thesis). Code and legitimate culture. Abstract and contemporary art as specific objects for decoding. Upper classes as main consumers of legitimate art. Disinterested vs. Interested involvement: decoding or decorative qualities of art objects.

**3. Art as a profession**

Development of artistic educational institutions & art museums. Art academies and challengers in art education. Dominating and competing groups: curators, trustees, managers. Conflict between curatorial and educational functions inside museums. Neoliberal turn and stimuli for marketization.

**4. Cultural production and urban milieus**

Distinction and reproduction of symbolic boundaries. Consumer “sets” or repertoires. Symbolic boundaries and negative choices (dislikes). Symbolic exclusion and musical taste. Contradiction between Bourdieu statements and contemporary political cultures. Preferences for democracy and tolerance. Race VS. status intolerance.

**5. Сultural production as labour**

Concept of creative labour. Creative careers. Cultural and creative industries. Inequality and precariat in creative industries.

**6. Art-world structure: producers, consumers, prosumers.**

H. Backer’s circular model of art world. Professionals vs. mavericks. Professionals, art institutions and definition of creativity. Conventions. Who creates genius? Prosumers as recent phenomenon.

**7. Networks and creativity**

Art-production as two-mode data. Core-periphery structure of cultural industries. Advantages and disadvantages of periphery positions. Weakness and strength of core positions. Team position and composition. Small-world phenomenon in creative industries. Legitimacy vs. innovation dilemma.

**8. Class cultures and inequality reproduction**

Class cultures and cultural capital. How to measure cultural capital. How cultural capital influence educational attainment and chances on marriage markets.

**9. Aristic careers and prestige**

Traditional bureaucracies and single-projects organizations. Pareto-distribution and Matthew effect. Creative, technical and managerial careers. What roles are good starting positions in creative industries? How to measure creative prestige?

**10. Migration, ethnicity and cultural capital**

Adaptation of migrant children and transmission of cultural patterns. Ethnic capital vs. taste for legitimate culture. Schools and transmission of cultural capital.

**Annex 2**

**Assessment Methods** **and Criteria**

**Assessment Methods**: 2nd and 3rd year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** | | | |
| **1** | **2** | **3** | **4** |
| Formative Assessment | Homework | \* | \* | \* | \* |
| In-class Participation | \* | \* | \* | \* |
| Summative Assessment | Exam |  |  |  | \* |

**Assessment Methods**: 4th year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** | | | |
| **1** | **2** | **3** | **4** |
| Formative Assessment | Homework | \* | \* | \* |  |
| In-class Participation | \* | \* | \* |  |
| 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. |

**Oral Assignments (Homework & Oral Exam, etc.)**

|  |  |
| --- | --- |
| **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. |

**Annex 3**

**Guidelines and Recommendations**

**How the Course Fits in with the Curriculum**

This course belongs to the main (professional) part of the disciplines of the University Curriculum. It is one of the obligatory courses within the Educational Standard for the field of undergraduate studies 39.03.01 “Sociology” and the University Curriculum for undergraduate students of Sociology and Social Informatics at the Higher School of Economics.

**Recommendations to Students for Doing the Course**

During the course students prepare homework projects in small working groups (4 working group in 1 seminar classroom). Seminar assignment should be done as (1) project paper and (2) ppt or pdf presented in the classroom in English.   
  
Please send your seminar paper (min 8.3 ths. printed characters, max 13.7 ths. printed characters in Russian or English, doc, docx, rtf or txt files) to a research assistant working with your group before the scheduled seminar starts. Seminar paper submitted after the deadline will receive grade “0”.

Seminar papers should demonstrate your abilities (1) to summarize results from several sources & (2) to judge the reliability of a source (unknown encyclopaedia or somebody’s synopsis (aka реферат) is considered unreliable). Seminar paper produced on the basis of 1-2 sources will receive ”0” grade.

A working group should prepare an oral presentation for 10-12 minutes (but no longer than 12 min) accompanied by ppt- or pdf-presentation. Please do not READ your presentation. Important numbers, statistical data, quotation etc. should be included in ppt (pdf) & cited if needed.

**Recommendations for Self-Study**

Try to summarize every text you read. Formulate in a couple of sentences the main idea and the conclusion. Think of an example for every phenomenon/ mechanism you read about.

**Inclusive teaching for the 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 students with visual impairment:* 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 students with hearing impairment: 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 students with physical impairment:* a printed text; an electronic document; audios; individual assignments and advising.