

Course Syllabus

Title of the course	Special Topics of Sociology (offered in English)		
Title of the Academic Programme	Sociology and Social Informatics		
Type of the course	Elective		
Prerequisites	Methods of Social Research Social Theory Social Stratification		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	28	200	228
Course Overview	<p>This course develops students' understanding of the diversity of social organization by taking the global perspective on social processes that are often learned within the national or European context. The course materials provide an outlook of societies across the world, making a focus on the topics of family, gender and social transformations. All classes are reading-based seminars where participants learn and report the facts and arguments presented in the literature and then develop them further, to fit into their own experience and obtaining discussion-based conclusions. Key readings are provided by leading sociologists from different parts of the globe.</p>		
Intended Learning Outcomes (ILO)	<p>The main objective of this course are to develop an overarching perspective of the variety of social processes going on across the world. This involves raising the awareness of students about cultural diversity of modernization across the world, learning about specific forms and shapes of family, gender and social transformations, and discussing the implications of this variety for building social knowledge and data analysis when dealing with cross-national data.</p> <p>As a result of taking this course, a student will be able to reason about social processes in a wider, cross-national perspective, be aware of some of the variety of social transformations in family life, gender, and social changes in recent times, and be more prepared to work in the international social research context.</p>		
Teaching and Learning Methods	<p>The course evolves entirely around seminars. Depending on the number of students in the room, discussion will be organized as a small-group</p>		

discussion, as a debate, or as a colloquium. Prior to each discussion, a short test is taken, so that each student present in the room can get a grade for each seminar. All the tests are individual. Home tasks consist mostly of critical reading and taking notes.

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Patriarchy: its exits and closures.	34		4	30
2	Marriage and mutations of the socio-sexual order.	24		4	20
3	Couples, babies and states.	34		4	30
4	Social change in the age of globalization.	24		4	20
5	Cultural diversities in global context.	34		4	30
6	Migration: Equality and globalization.	24		4	20
7	Globalization and national identity.	32		2	30
8	Europe and Asias: In the global political economy and in the world as a cultural system.	22		2	20
Total study hours		228		28	200

Indicative Assessment Methods and Strategy

Each seminar begins with a reading-based test preceding the discussion. There are six tests, one at each pair of seminars, starting from the 3rd seminar. Questions in the tests can be either open- or close-ended. Each test can earn up to 10 points. The resulting grade for the tests is the weighted sum of the higher grade in each pair of tests.

The rest of the grade is the student's engagement into discussion: one point is earned with any substantive contribution such as giving facts and figures in support of the argument, and one additional point (two in total) can be earned for summing up or developing the discussion. The student can earn up to two points per seminar for engagement; all the earned points are then summed up. The maximum sum total for engagement is limited by ten. Tests and seminars that the student misses are counted as zero. Tests cannot be re-taken.

Grade = $0.25 * \max(G_{T1}, G_{T2}) + 0.25 * \max(G_{T3}, G_{T4}) + 0.25 * \max(G_{T5}, G_{T6}) + 0.25 * \text{sum}(G_{E1}, G_{E2}, G_{E3}, G_{E4}, G_{E5}, G_{E6})$, where $G_{T\#}$ is the grade for test # and $G_{E\#}$ is the grade for engagement in seminar #. The G_T and G_E grades are rounded to two decimal places. If the sum of G_E grades exceeds ten points,

	the lowest value is dismissed.																								
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Social Change in the Age of Globalization, edited by Jing Tiankui, et al., Brill Academic Publishers, 2005. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3004096.</p> <p>Therborn, Göran. Between Sex and Power : Family in the World 1900-2000, Routledge, 2004. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=200216.</p> <p>Asia and Europe in Globalization : Continents, Regions and Nations, edited by G. Therborn, and Habibul Haque Khondker, Brill Academic Publishers, 2005. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3004172.</p> <p><u>Optional</u></p> <p>Decentering Social Theory, edited by Julian Go, Emerald Publishing Limited, 2013. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1341912.</p>																								
Indicative Self- Study Strategies	<table border="1"> <thead> <tr> <th>Type</th> <th>+/-</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td>+</td> <td>200</td> </tr> <tr> <td>Assignments for seminars / tutorials / labs</td> <td>-</td> <td></td> </tr> <tr> <td>E-learning / distance learning (MOOC / LMS)</td> <td>-</td> <td></td> </tr> <tr> <td>Fieldwork</td> <td>-</td> <td></td> </tr> <tr> <td>Project work</td> <td>-</td> <td></td> </tr> <tr> <td>Other (please specify)</td> <td>-</td> <td></td> </tr> <tr> <td>Preparation for the exam</td> <td>-</td> <td></td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	200	Assignments for seminars / tutorials / labs	-		E-learning / distance learning (MOOC / LMS)	-		Fieldwork	-		Project work	-		Other (please specify)	-		Preparation for the exam	-	
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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	A room with a projector is required.																								
Course Instructor	<p>Anna Shirokanova, PhD (ashirokanova@hse.ru, hse.ru/staff/shirokanova)</p> <p>Tatiana Tkacheva, PhD Candidate (ttkacheva@hse.ru, https://www.hse.ru/staff/tkacheva)</p>																								

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
UC-2 Ability to identify the scientific core of problems in one's professional area	Students read critically and can apply the suggested approach to the analysis of social context	Seminar discussion	Seminar discussion, in-class tests
UC-5 Ability to work with information: find, evaluate and use necessary information from different sources in order to solve scientific and professional problems (including through the system approach)	Students find relevant information from various sources to support their argument in professional discussion	Seminar discussion, small group tasks	Seminar discussion, in-class tests
PC-3 Ability to analyze socially significant problems and processes with impartiality and scientific objectivity	Students read critically and apply their knowledge to develop the argument and counter-argument on sensitive issues	Seminar discussion, small group tasks	Seminar discussion, in-class tests

Course Content

1. *Patriarchy: its exits and closures.*

Modernities and family systems: patriarchy around 1900. Three moments of socio-gender change. The patriarchal burden of the twenty-first century.

2. *Marriage and mutations of the socio-sexual order.*

Sex and marriage in 1900. Marital trends of the twentieth century. The return of cohabitation and the sexual revolution.

3. *Couples, babies and states.*

Fertility decline and political natalism. The politics and sociology of birth control.

4. *Social change in the age of globalization.*

Construction and deconstruction of the 'Others'. Radical changes in societies.

5. *Cultural diversities in global context.*

Cultural diversity and globalization in East Asia. Baseline equality.

6. *Migration: Equality and globalization.*

Dimensions and patterns of inequality in the world. New trends in social stratification.

7. *Globalization and national identity.*

Nation building and ethnicity. New cooperative mechanisms under globalization. Globalization and national identity in contemporary society.

8. *Europe and Asias: In the global political economy and in the world as a cultural system.*

The world as a cultural system. Cornerstones and patterning of the world cultural system. Civilizations, modernities and history. Positions of “Europe” and “Asias” in the current political economy.

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test	*			
	In-class Participation	*			

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
2	substantive contribution such as giving facts and figures, summing up or developing the argument
1	substantive contribution such as giving facts and figures
0	Presence at the seminar

Written Assignments (Test)

Grades	Assessment Criteria
«Excellent» (8-10)	The student 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. All the closed-ended questions are answered correctly and fully, one partly correct answer is allowed.
«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. Most closed-ended questions are answered correctly, but one or two are fully incorrect.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment); frequent errors. Less than half but more than one closed-ended question is answered correctly.
«Fail» (0-3)	The student fails to demonstrate any appropriate knowledge.

Samples of In-Class Test Questions

1. Describe the setup of the experiment about pairing the panda, monkey and banana. How does the author explain the results?

2. Complete the description of the third main meaning of the concept of 'class':

A) class as culture, style, and education (the 'U' vs. the 'non-U')

B) class as victimization (criticizing the privileged for unequal life chances)

C) _____

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Extending theoretical knowledge;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of seminars or tests.

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.