

## Course Syllabus

Title of the course	<b>Sociological Theory (offered in English)</b>		
Title of the Academic Programme	Sociology and Social Informatics		
Type of the course	Core		
Prerequisites	Argumentation Theory and Academic Writing		
ECTS workload	18 (13 for the 1 <sup>st</sup> year; 2 for the 2 <sup>nd</sup> year; 3 for the 3 <sup>rd</sup> year)		
Total indicative study hours	Directed Study	Self-directed study	Total
	248	436	684
Course Overview	<p>The course lasts for three years. The first year is introductory. It is organized as discussion of important social issues (inequality, poverty, migration, urban space, religion etc.) with theoretical lenses provided by social theory. The course is divided into four big blocks: (1) social inequality, (2) social institutions, (3) social processes and (2) theoretical perspectives.</p> <p>The second year introduces students to two main aspects of sociological theory: theory as a special way of thinking, and social theory as a tool for solving certain sociological problems. Classes focus on two fundamental issues:</p> <p>How is the society possible (what is the nature of social)? How is the knowledge about the social possible?</p> <p>The third year combines all the knowledge students got in the first two years of the course and aims to develop the skill of interpreting empirical data applying different sociological theories.</p> <p>The logic of the course and its structure are defined by the variety of answers for the questions about the conditions of formation, maintaining and reconfiguration/ destruction of the samples of social organization, and about the possible ways to analyze these processes suggested by sociology. We start from the very basic elements of explanation of social action and then proceed to understanding the nature of causal explanations in social science.</p>		
Intended Learning Outcomes (ILO)	<p>The main learning outcome of the course is ability to use sociological theory for development of sociological research design. They will also receive an overview of the most influential sociological theories and empirical studies. In addition, students will be able to:</p> <ul style="list-style-type: none"> <li>Differentiate social actions and social behavior</li> <li>Explain social actions through social mechanisms</li> <li>Understand the link between micro-actions and macro-outcomes</li> <li>Generate simple middle-range theories</li> <li>Develop academic skills in reading, writing, and presentation.</li> </ul>		
Teaching and Learning Methods	<p>The course is built as a discussion of textbook and original theoretical and research papers. For each topic students receive assignment in a form of a small seminar project which should be fulfilled in working groups.</p>		

Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1 <sup>st</sup> year					
1.	Social facts	12	2	4	6
2.	Poverty	10	2	2	6
3.	City & inequality	10	2	2	6
4.	Migration, ethnicity, inequality	10	2	2	6
5.	Education & inequality	10	2	2	6
6.	Social stratification	35	4	8	23
7.	Forms of capital	10	2	2	6
8.	Elites & social mobility	10	2	2	6
9.	Structural functionalism	30	4	6	20
10.	Symbolic interactionism	10	2	2	6
11.	Gender	28	2	6	20
12.	Medicine, health & illness	29	4	6	19
13.	Status	14	0	4	10
14.	Role	7	0	2	5
15.	Class & Status	14	0	4	10
16.	Social action	7	0	2	5
17.	Group	7	0	2	5
18.	Organization	23	0	6	17
19.	Norms	15	0	4	11
20.	Institution	7	0	2	5
21.	Social capital	8	0	2	6
22.	Family & marriage	20	4	4	12
23.	State	18	2	4	12
24.	Universities & students	12	2	4	6
25.	Art & cultural production	10	2	2	6
26.	Cultural industries	10	2	2	6
27.	Mass media & news	12	2	4	6
28.	Religion	16	2	2	12
29.	Socialization	10	2	2	6
30.	Civilizing processes	12	4	2	6
31.	Body	10	2	2	6
32.	Sexuality	10	2	2	6

33.	Migration	10	2	2	6
34.	Urbanization	10	2	2	6
35.	Ethnomethodology	10	2	2	6
36.	Network analysis	18	4	2	12
2 <sup>nd</sup> year					
46.	Nature of social explanation. Theories of the middle range	6	2	2	2
47.	Role of emotions in (rational) choice	6		2	4
48.	Nature and role of beliefs	8	2	2	4
49.	Preferences (desires)	6		2	4
50.	Opportunity structure	10		4	6
51.	Social norms	6		2	4
52.	Process of instantiation. Concepts and nomological networks	6		2	4
53.	Thought experiments in social science. the nature of relationships	8		4	4
54.	Causal relations. Defining causality	10		4	6
55.	Developing causal diagrams from scratch	10		4	6
3 <sup>rd</sup> year					
56.	Methodological issues on sociology, part I. Explanation and understanding	18	4	4	10
57.	Methodological issues on sociology, part II. "Micro"- "macro" dilemma	18	4	4	10
58.	Methodological issues on sociology, part III. Materialism vs idealism	13	2	2	9
59.	Special theories, part I. Rational choice theory and its application	13	2	2	9
60.	Special theories, part II. Structuralism and P.Bourdieu's theory	13	2	2	9
61.	Special theories, part III. Weberian approach	13	2	2	9
62.	Special theories, part IV. Institutionalism	13	2	2	9
63.	Special theories, part V. Functionalism and the systems theory	13	2	2	9
<b>Total study hours</b>		684	90	158	436

Indicative Assessment Methods and Strategy

1<sup>st</sup> year of study

The *final grade* (4th module) for the course is  $0,4 \cdot 1-2 \text{ module grade} + 0,4 \cdot 3-4 \text{ module grade} + 0,2 \cdot \text{final exam}$ .

The *1-2 module grade* is  $0,16 \cdot \text{project paper} + 0,16 \cdot \text{collective presentation} + 0,08 \cdot \text{classroom discussions} + 0,4 \cdot \text{test grade} + 0,2 \cdot \text{intermediary exam}$ .

The *3-4 module grade* is  $0,2 \cdot \text{project paper grade} + 0,2 \cdot \text{collective presentation} + 0,1 \cdot \text{classroom discussion} + 0,5 \cdot \text{tests grade}$ .

To successfully participate in seminars students are expected (1) to submit group project paper to a research assistant (*project paper grade*), (2) to present group project during a class (*collective presentation grade*), (3) to participate in classroom discussions (*classroom discussion grade*).

Individual knowledge is assessed through regular *tests* with open questions. Students are expected to sit up 3 tests in 1-2 modules & 3 tests in 3-4 modules. If a student has a sick leave for a test date, s/he has opportunity to write test after her/his recovery.

Students are expected to sit up an intermediary written exam (2<sup>nd</sup> module) and final exam (4<sup>th</sup> module) with open questions on the topics covered by the course.

2<sup>nd</sup> year of study

Students' progress will be measured by students' activities in class (20% of the final grade), hometasks (40% of the final grade), tests (40% of the final grade) and a final exam (30% of the final grade).

The final exam will take the form of a 2-hour written essay that amounts to 30% of the final grade. All grades are arithmetically rounded up on each step of the calculations.

*Activity* in the class during seminars: students are expected to ask meaningful questions and participate in group discussions. Regular active participation in the classes is graded as perfect (10), no participation is graded as 0.

*Tests* are given each week. The multiple choice questions are designed to test whether students did read and understand the text assigned for this class. The open-ended question is designed to assess whether students do understand the main concepts or models discussed in the previous class. Tests are graded from 0 ("extremely poor"="fail") to 5 ("perfect"="pass") each. The final grade is then calculated based on the sum of test scores for all the tests.

*Hometasks*. There are two types of hometasks: (1) every week students have to sum up the text they read, these summaries have to show that students did read the text and were able to find main points. It is allowed to copy some parts of the text, but not allowed to just copy the Summary sections of the chapters. (2) Large hometasks which require students to demonstrate their ability to apply the theoretical constructs and models we discussed to some real-life examples. Homeworks are graded from 0 ("extremely poor"="fail") to 10 ("perfect"="pass") each. Proficiency in

	<p>English language does not affect the grade.</p> <p><i>Final exam</i> is aimed to check the skills students should have gotten during the course. Its structure is close to the structure of large home assignments, though it covers all the topics studied. Criteria for the assessment of the exam are the same as for home works: correct understanding of theoretical model, correct application of the model to the explanation of the given case.</p> <p><u>3<sup>rd</sup> year of study</u></p> <p>Students' progress will be measured by students' activities in class (70% of the cumulative grade), presentation of a report (30% of the cumulative grade), and a final exam (30% of the final grade).</p> <p><i>Presentation</i> of the report. The grade is based on the quality of the analysis of a given case, and on the proficiency of presentation. Presentation is graded from 0 ("extremely poor"="fail") to 10 ("perfect"="pass").</p> <p><i>Students' activities in class.</i> Students are expected to participate in the discussions of the given texts, performance of the assigned group tasks, and short presentations. Regular active participation in the classes is graded as perfect (10), no participation is graded as 0.</p> <p><i>Final exam</i> is organized in a form of a written essay, in English language. It is aimed to check whether students developed the skills of critical thinking, applying theories to solution of practical cases, relating theoretical framework to empirical data. Exam is graded from 0 ("extremely poor"="fail") to 10 ("perfect"="pass") each. Proficiency in English language does not affect the grade.</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u></p> <p>Rousseau, Nathan. Society Explained : An Introduction to Sociology, Rowman &amp; Littlefield Publishers, 2014. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1660821">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1660821</a></p> <p>Segre, Sandro. Contemporary Sociological Thinkers and Theories, Routledge, 2014. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1808762">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1808762</a></p> <p>Abrutyn, Seth (2016) Handbook of Contemporary Sociological Theory. Springer. <a href="https://proxylibrary.hse.ru:2176/book/10.1007%2F978-3-319-32250-6">https://proxylibrary.hse.ru:2176/book/10.1007%2F978-3-319-32250-6</a></p> <p><u>Optional</u></p> <p>Hedström P., Bearman P. (ed.). The Oxford handbook of analytical sociology. – Oxford University Press, 2009. <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=800880">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=800880</a></p> <p>Smelser, Neil J., Baltes, Paul B. (eds.) (2001) International encyclopedia of the social &amp; behavioral sciences, Elsevier. <a href="https://www.sciencedirect.com/referencework/9780080430768/international-encyclopedia-of-the-social-and-behavioral-sciences">https://www.sciencedirect.com/referencework/9780080430768/international-encyclopedia-of-the-social-and-behavioral-sciences</a></p> <p>Dillon, Michele. Introduction to Sociological Theory : Theorists, Concepts, and Their Applicability to the Twenty-First Century, John Wiley &amp; Sons, Incorporated, 2013. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-">https://ebookcentral.proquest.com/lib/hselibrary-</a></p>

	<a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1566387">ebooks/detail.action?docID=1566387</a> Johnson, Doyle Paul. (2008) Contemporary Sociological Theory, Springer. Elster, Jon. Reason and Rationality, Princeton University Press, 2008. <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=646753">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=646753</a> Manzo G. (ed.). Analytical sociology: actions and networks. – John Wiley & Sons, 2014. <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1650830">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1650830</a> Hansen, Kevin, and Steven Sloman. Causal Models : How People Think about the World and Its Alternatives, Oxford University Press USA - OSO, 2005. ProQuest Ebook Central, <a href="https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3052075">https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3052075</a>		
Indicative Self- Study Strategies	<b>Type</b>	+/-	<b>Hours</b>
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	200
	Assignments for seminars / tutorials / labs	+	200
	E-learning / distance learning (MOOC / LMS)	–	
	Fieldwork	–	
	Project work	–	
	Other (please specify)	–	
	Preparation for the exam	+	36
Academic Support for the Course	Academic support for the course is provided via Googlegroup and 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	The seminar requires a white board, laptop and projector.		
Course Instructor	Daniel Alexandrov, PhD, Distinguished Professor, <a href="mailto:dalexandrov@hse.ru">dalexandrov@hse.ru</a> Maria Safonova, PhD, associate professor, <a href="mailto:msafonova@hse.ru">msafonova@hse.ru</a> Nadezhda Sokolova, lecturer, <a href="mailto:nadya.sokolova.1993@mail.ru">nadya.sokolova.1993@mail.ru</a> Ksenia Tenisheva, PhD, senior lecturer, <a href="mailto:ktenisheva@hse.ru">ktenisheva@hse.ru</a>		

## Annex 1

### Course Content

#### 1. Social Facts

Objects of the sociological study: individuals, groups, communities. Examples: marriage and family, health and illness, suicide. Social fact by Durkheim.

#### 2. Poverty

Classical British studies of poverty and Labor party contribution. Debates on minimal wages. Living wage. Absolute and relative poverty. Culture of poverty. Deprivation.

### **3. City and Inequality**

Ecological approach in the urban sociology. Natural selection, competition and symbiosis. Accommodation. Succession. Interstitial areas. Theory of city development by A. Burgess. Point maps.

### **4. Migration, ethnicity, inequality**

Debates on race. Taxonomy of race traits. Processes of migration and integration. Old and new migration directions: south-north, east-west, south-south. Assimilation. Migrant niches. Ethnic entrepreneurship. Segmented assimilation.

### **5. Education and Inequality**

Education as an institute reproducing social inequality. Parsons: schools as a system of allocation of the agents in the social space. Ascribed status and the level of autonomy as entry parameters. Prescribed statuses at school. Bernstein's language codes. Cultural reproduction and schooling. Hidden curriculum.

### **6. Social stratification.**

Concept of status by M. Weber. Class, status, power. Economical, social, and political dimensions of the inequality. Status group. Mechanisms of conversion of status, class, and political participation. Status and employment. Occupational prestige. Goldthorpe class schema.

### **7. Forms of capital.**

Concept of class by K. Marx. Class scheme by P. Bourdieu. Taste. Legitimate art. Cultural capital: embodied, institutionalized, objectified. Economic capital. Social capital.

### **8. Elites & social mobility.**

Classics on elites: circulation of elites by Pareto, ruling class by Mosca, iron law oligarchy Michels. The ruling elite by Mills: political, economic, military faction. Approaches to the definition of elites: positional and reputational. Vertical and horizontal integration of the elites.

### **9. Structural functionalism**

The concepts of the system and functions. Biological metaphor. The main ideas of T. Parsons and R. Merton. AGIL scheme. Integration, adaptation, goal achievement and latency. Functions of stratification, school, media, religion, rituals, etc.

### **10. Symbolic interactionism**

Face-to-face interactions as observation units. Microanalysis. Forms of concealment, lies, self-styling, mistification, manipulation of "facades". Sincere and cynical performance. Scene and backstage. Face work. Interaction rituals.

### **11. Gender**

Sex and gender. Biology and social constructivism. Historical transformations of gender. Patriarchate. Women's movements. Positions in social institutions. Chances on labor markets.

### **12. Medicine, health & illness**

Social causes and social consequences of the disease. Medical institutions and sociology of professions. Social behavior of health workers. Health policy.

### **13. Status**

The two basic meanings of the term "status." Status passages. Status group. Ascribed and achieved statuses. Theory of status expectations / characteristics. Status crystallization, status consistency and inconsistency. Characteristics of status passages (Glazer and Strauss). Agents controlling status passages: gatekeepers and guides.

### **14. Role**

The term "role" in structural-functionalist, interactionist and unifying (Turner) perspectives. Role and status. Role set. Role conflict. Role strain. "Role-making".

### **15. Class and Status**

Theoretical distinction between class and status. Weber and Marx. Class fractions and status groups, mobility.

### **16. Social action**

Interpretative theory of social action. Rational-purposeful, value-rational, traditional and affective action. Functionalist theory of social action. Utilitarian theory of social action. Cognitive theory of social action.

### **17. Group**

R. Merton's definition: interaction, identity, identification. Primary and secondary groups. Dynamic processes in the group: pressure, conformism, the allocation of roles. Group structure. Group functions.

### **18. Organization**

Bureaucracy. Features of ideal type bureaucracy and its advantages. Disadvantages, "pathology" and "deviations" of the bureaucracy from the ideal type. The functions of the rules in the organization. Rational and irrational conflict in organizations. Alternatives to bureaucracies.

### **19. Norms**

Definition by G. Homans: binding, conditionality, reference to behavior, agents. Separability of norms. Behavioral regularity. Sanctioning. Norms vs. laws. Measurement of norms.

### **20. Institution**

Definitions: an institution as a set of rules and as stable relationship patterns. Types of institutions. Formal and informal institutions. Economic, political and other institutions. The effects of institutions. Mechanisms of institutional change.

### **21. Social capital**

Definitions of Coleman, Bourdieu, Portes. Sources of social capital: limited solidarity and secured trust. The political consequences of a social capital deficit: Bowling Alone.

### **22. Family and marriage**

Variations of the forms of marriage and family. Family structure. Functions of family and marriage. Reproductive and emotive functions. Family and community. Conflicts in the family. Family and life chances.

### **23. State**

The concept of the state. State models and debates about the uniqueness of empirical cases. The concept of power. Formal types of dominance. State and economy.

### **24. Universities and students**

Historical development of organizational forms of universities. British, French, German and American systems. Players in the field of higher education. Stakeholders at the university. Interest groups and the strength of the voices of individual groups. Economics of higher education. Academic and student cultures.

### **25. Art and cultural production**

Historical sociology of art. Functions of objects of art as symbols of class status and an ideological tool. Institutes of art production: guilds and workshops, academies and salons, public museums. State support of art and cultural entrepreneurship.

### **26. Cultural industries**

Dichotomy high (elite) art vs. mass art. Hollywood as an industry for the production of mass cultural product. Classification systems of art and class ideology. Art as tools of exclusion and exploitation. Culture industry techniques: plot simplification, sequels, production chains, stars, etc. Fashion cycle.

### **27. Mass Media and News**

Sociology of news production. Political economy of the news industry. The social organization of news production: the sociology of organizations and the study of profession. The norms of the journalistic profession. News typologies: routine news vs. scandal. Creators and promoters of news.

### **28. Religion**

Classic sociology of religion: M. Weber and E. Durkheim. Economic ethics of world religions. Religious ideas and daily practice. Otherworldly and worldly religions. Religious ritual as a means of integration. Modern trends in the study of religions.

### **29. Socialization**

The concepts of socialization and re-socialization. Institutions of socialization: family, school, organizations, professional associations, peer groups, subcultures. Functionalist (learning roles), interactionist (I, Me, generalize other) and critical (the role of power and inequality) perspectives.

### **30. Civilizing processes**

Civilization process. Person of the early middle ages. Regulation of affects. Higher classes, the situation of rivalry and regulation of behavior. Etiquette manuals as a research material. Court society. Monopoly on violence, increasing chains of interdependence between people, and their consequences. Reorganization of relationships and personality structure.

### **31. Body**

Constructionist, phenomenological and unifying perspectives on body. Marcel Mauss and techniques of the body. Andrea Dworkin, power and socially constructed practices.

### **32. Sexuality**

Essentialist and constructivist approaches to the study of sexuality. Historical sociology of sexuality. Sexuality and religion. Sexuality and legislation. Methods for the study of sexuality. Sexuality, femininity and masculinity. Homosexuality.

### **33. Migration**

Migration patterns. Opportunities and limitations for migrants. Negative and positive consequences of migration for the receiving society. Push-pull theory. Theory of migration

systems. Theory of the migration network. Cumulative effects of migration. Institutes of migration.

### 34. Urbanization

Wirth: Urbanism as a way of life. Heterogeneity. Density. Fragmentation. Differentiation and specialization. Tolerance. Neo-Marxists: conflicts and transformations in the city. Stages of urbanization. Metropolisation. Conurbations Suburbanization. Gentrification.

### 35. Ethnomethodology

Social order as a central issue. How to make everyday scenes noticeable: ethnomethodological experiment. The study of the moral law "outside of us" as a technical problem. Background expectations. Properties of ordinary discourse. Daily management. Striving to normalize inconsistencies. Daily achievement of desired social status. Agnes case and status passage. Forced nature of social categories.

### 36. Social networks

History of network analysis. Linkages between agents as a unit of analysis. Multilevel network analysis. Small world phenomenon. Centrality and centralization. Multiplex. Homophily. Political, sexual, artistic and other networks.

## Annex 2

### Assessment Methods and Criteria

#### Assessment Methods

Types of Assessment	Forms of Assessment	Years and Modules														
		1				2				3						
		1	2	3	4	1	2	3	4	1	2	3	4			
Formative Assessment	Test	*	*		*	*										
	Homework\ presentation		*		*		*									*
	In-class Participation	*	*	*	*	*	*									*
Interim Assessment	Exam		*		*		*									
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.

**Written Assignments (Homework, Test, Written 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.

## **Guidelines and Recommendations**

### **Recommendations to Course Instructors**

Instructors should encourage students into active discussions of the texts. It is crucially important to create the conditions that motivate and allow every student to speak up. Discussions of the examples in the small groups of ca.4 people are recommended as a good approach.

It is very important to make students think on the correct level of abstraction: their examples should not be “about my neighbour Vasya”, neither should they be too abstract like the motivation of crusaders back in the Middle Ages. Topics which are interesting and actual for university students are the best option.

Regular tests on very basic understanding of the previous topics and the home assignments allow the instructors to follow the group progress, and guarantee that students read the texts quite attentively.

### **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.