

Course Syllabus for the 3rd Year of Study

Title of the course	Research Seminar “Civic and Political Processes”		
Title of the Academic Programme	BA “Sociology and Social Informatics”		
Type of the course	Elective		
Prerequisites	<ul style="list-style-type: none"> • Argumentation Theory and Academic Writing • Methods of Social Research • Sociological Theory 		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	42	110	152
Course Overview	<p>This seminar offers a cross-disciplinary perspective on political power, institutions, civic movements, and their socio-cultural context. It draws mainly from sociology, political science, and cultural studies and will be most useful to students interested in how modern societies are organized and negotiated through politics, and how this can be studied. Key to this seminar is reading and discussing original research papers. As a result, the students will expand their knowledge of the subject and their skills of critical reading, participating in discussions, and writing abstracts of academic papers. The seminar starts with a discussion of modern nationalism, proceeding to the analysis of institutions during social change, and then an introductory discussion of comparative politics.</p>		
Intended Learning Outcomes (ILO)	<p>As a result of participating in this seminar, students will be able to read texts and discuss several issues related to politics and civil society, such as voting, social capital, nation building and national identity, modern societies, social institutions, and media in politics.</p> <p>Understanding these topics is necessary for taking advanced courses in politics and society or doing research on related topics. In addition, the students will have trained their academic skills in reading, writing, and speaking. Practical skills trained at this seminar can help students in doing literature review for their diploma projects and writing an abstract to it.</p>		
Teaching and Learning Methods	<p>The seminar is based on discussing original research papers, reading which is the basic prerequisite for attending the seminar. We use journal articles and book chapters that reflect both classical perspectives and recent revisions of the subject. In the 3rd year of study, students are assessed for effective reading, writing an abstract of a paper and speaking up at the seminars.</p> <p>We enjoy free exchange of ideas after discussing the paper, and enjoy group work from time to time.</p>		
Content and Structure of the Course			

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Nationalism and its strategies in a globalized world.	28		6	22
2	Critical reading. Writing an abstract to a paper.	24		4	20
3	Institutions and everyday life during capitalist reforms in post-communist countries.	30		10	20
4	Perspectives on comparative politics.	32		10	22
5	Analyzing politics as text	38		12	26
Total study hours		152		42	110
Indicative Assessment Methods and Strategy	<p>Students of the 3rd year of study are expected to submit an abstract of a research paper (take-home task) for the mid-term assessment, to speak up regularly at the seminars, and to sit a written exam at the end of the seminar, answering 2-3 questions related to the papers discussed during the year.</p> <p>The grade for the course is:</p> <p>0.2*participation in module 1+ 0.2*home work in module 1 (abstract) + 0.2*participation in module 2 + 0.2*participation in module 3 + 0.2*exam (2-3 questions on papers discussed during the year).</p>				
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Anderson, B. (2006). Imagined communities: Reflections on the origin and spread of nationalism. Verso books. P.1-36. URL: http://art.yale.edu/file_columns/0000/8647/anderson.pdf</p> <p>Hamenstädt U. (2019) Movies and Social Science. In: Hamenstädt U. (eds) The Interplay Between Political Theory and Movies. Springer, Cham. URL: https://ecpr.eu/Filestore/PaperProposal/26c562f9-9c13-4bee-a742-5ba4f6969f67.pdf</p> <p>Social Media and European Politics: Rethinking Power and Legitimacy in the Digital Era (2017) https://link.springer.com/book/10.1057%2F978-1-137-59890-5 URL: https://proxylibrary.hse.ru:2084/book/10.1057/978-1-137-59890-5</p> <p><u>Optional</u></p> <p>Braun, D., & Maggetti, M. (Eds.). (2015). Comparative Politics. Cheltenham, UK: Edward Elgar Publishing. doi: https://doi.org/10.4337/9781783472079 URL: https://proxylibrary.hse.ru:2397/view/edcoll/9781783472062/9781783472062.xml</p> <p>King, G., Pan, J., & Roberts, M. (2013). How Censorship in China Allows Government Criticism but Silences Collective Expression. American Political Science Review, 107(2), 326-343. doi:10.1017/S0003055413000014 URL:</p>				

	https://gking.harvard.edu/publications/how-censorship-china-allows-government-criticism-silences-collective-expression		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	80
	Assignments for seminars / tutorials / labs	+	20
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	-	
	Other (please specify)	-	
	Preparation for the exam	+	10
Academic Support for the Course	Academic support for the course is provided via a shared Dropbox folder with discussion materials and the LMS where students can find the guidelines and recommendations for seminar participation, guidelines and recommendations for self-study, and samples of assessment materials.		
Facilities, Equipment and Software	The seminar requires a white board and Internet access with a projector.		
Course Instructor	Anna Shirokanova, PhD (a.shirokanova@hse.ru , https://www.hse.ru/en/staff/shirokanova) Maria Matskevich, PhD (mmatskevich@yandex.ru) Tatiana Tkacheva, PhD Candidate (tkacheva@hse.ru , https://www.hse.ru/en/staff/tkacheva)		

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 essence of problems in one's professional area.	Critical reading of the papers, writing an abstract of a paper, and taking lead in classroom discussions and small-group work.	In-class Participation, writing an abstract, exam
UC-7	Ability to work as part of a team	Critical reading of the papers, writing an abstract of a paper, and taking lead in classroom discussions and small-group work.	In-class Participation, writing an abstract, exam
UC-8	Ability to communicate efficiently based on communication goals and situations	Critical reading of the papers, writing an abstract of a paper, and taking lead in classroom discussions and small-group work.	In-class Participation, writing an abstract, exam

UC-9	Ability to critically evaluate and reassess accumulated experiences (personal and others'), reflect on professional and social activities	Critical reading of the papers, writing an abstract of a paper, and taking lead in classroom discussions and small-group work.	In-class Participation, writing an abstract, exam
PC-1	Ability to solve standard professional tasks on the basis of information and bibliographic culture while using information and communication technology and taking into account the basic requirements for information security	Critical reading of the papers, writing an abstract of a paper, and taking lead in classroom discussions and small-group work.	In-class Participation, writing an abstract, exam
PC-2	Ability to critically perceive, summarize, and analyze professional information	Critical reading of the papers, writing an abstract of a paper, and taking lead in classroom discussions and small-group work.	In-class Participation, writing an abstract, exam

Course Content (3rd year of study)

1. Nationalism and its strategies in a globalized world.

Nationalism from interpretivist and post-positivist political perspectives: view on social reality, epistemology, subject-object relationships, nature of knowledge. Types of nationalism. Nations as imagined communities (Anderson). Post-Soviet nation-building strategies (empirical research).

2. Critical reading. Writing an abstract to a paper.

Reading strategies. Critical reading techniques. Types of articles. Types of articles and their structure. Extracting information from the article. Reading and writing an abstract to an empirical research paper.

3. Institutions and inequality in popular movies.

Social science research perspectives on studying popular movies. Movie as a textual body. Functions and use of movie references in political discourse. Social issues in critical movie watching: inequality, poverty, and institutional reforms in post-communist societies.

4. Perspectives on comparative politics.

What is comparative politics? Comparative method as a type of research designs (Lijphart). The history and variety of methodological approaches in comparative politics. The core concepts in comparative politics. Political regimes. Political parties and party systems. Institutional designs. Electoral systems. Voting behavior. Political culture and values.

5. Analyzing politics as text.

Text data analysis in social science. Idea of structural topic modeling. Naming and summing up the results of topic modeling: the case of UN speeches.

Assessment Methods and Criteria (3rd year of study)

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation				
	Project				
	In-class Participation	*	*	*	
	Writing an abstract	*			
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam				*

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis, demonstrating original thinking and showing strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Good» (6-7)	Evidence of some preparatory research and broad background knowledge.

«Satisfactory» (4-5)	A fair knowledge of the topic, hesitation in answering follow-up questions and/or incomplete or partly irrelevant answers.
«Fail» (0-2)	Very limited evidence of relevant knowledge. Unable to offer relevant information or opinion in answer to follow-up questions.

Writing an Abstract

Grades	Assessment Criteria
«Excellent» (8-10)	The abstract has clear structure (introduction, research question, data and method, results and discussion), is coherent (addresses keywords and main ideas), demonstrates correct language use, and reads as a stand-alone summary.
«Good» (6-7)	The abstract lacks coherence or one structural part.
«Satisfactory» (4-5)	The abstract lacks more than one structural part, allows incorrect use of terms, and cannot be understood without reading the paper.
«Fail» (0-2)	The abstract is incomplete or highly incoherent, contains irrelevant information.

Exam

A written exam paper should include a clear statement of the research problem, explanation of known research perspectives on the problem by using concepts and analytical tools from home reading, and the examples, comments and remarks of the student.

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 judgment include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Samples of Exam Questions

1. *What are the key elements of nation-building, according to B. Anderson? Demonstrate the use of museums, maps, and census in the building of any nation that is familiar to you.*
2. *What are the classic types of political culture? Demonstrate on a recent political campaign how political values are leveraged with regard to political culture of the electorate.*
3. *What are the main forces leading to higher social inequalities in post-communist societies? What strategies did the states employ to alleviate increasing social inequality during social reforms?*

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;

- Development of cognitive and soft skills;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study is not included into classroom activities. It aims at extending students' knowledge of the subject by students' own initiative. Use the library to explore additional sources or ask the instructors to recommend relevant literature for self-study. Make use of study groups and work in pairs to develop oral presentation skills.

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:

4. *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.
5. *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.
6. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.