

Course Syllabus for the 2nd Year of Study

Title of the course	Research Seminar “Civic and Political Processes”		
Title of the Academic Programme	Sociology and Social Informatics		
Type of the course	Elective		
Prerequisites	Theory of Argumentation and Academic Writing		
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. 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 is the basic prerequisite for succeeding in this seminar. We use journal articles and book chapters that reflect both classical perspectives and recent revisions of the subject. Each module focuses on 1-2 topics which are covered from different perspectives. In the 2nd year of study, students are assessed for critical reading, writing an abstract of a paper, and performance in group work.</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 2nd year are assessed according to the following criteria: a clear abstract of a research paper (take-home task) for the mid-term assessment; participating in discussions on home readings, and writing an abstract in the final written exam.</p> <p>The grade for the course is:</p> <p>0.2*home work in module 1 (abstract) + 0.2*participation in module 2 + 0.2*participation in module 3 + 0.2*participation in module 4 + 0.2*exam (1 hour to write own abstract on a paper from the reading list).</p>			
Readings / Indicative Learning Resources		<p><u>Mandatory</u></p> <p>Social Media and European Politics: Rethinking Power and Legitimacy in the Digital Era (2017) https://proxylibrary.hse.ru:2084/book/10.1057/978-1-137-59890-5</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><u>Optional</u></p> <p>The New Politics of Protest: Indigenous Mobilization in Latin America's Neoliberal Era (2012) https://ebookcentral.proquest.com/lib/hselibraryebooks/detail.action?docID=3411845</p> <p>Small, M. L. (2009). Unanticipated gains: Origins of network inequality in everyday life. Oxford University Press. Preface and Chapter 1. http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195384352.001.0001/acprof-9780195384352</p>			
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 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	Anna Shirokanova, PhD (a.shirokanova@hse.ru , https://www.hse.ru/en/staff/shirokanova) Maria Matskevich, PhD (mmatskevich@yandex.ru) Tatiana Tkacheva, PhD Candidate (ttkacheva@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	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

	professional and social activities		
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 (2nd 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 (2nd 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)	Failure to demonstrate any appropriate knowledge. The abstract is incomplete or highly incoherent, contains irrelevant information.

Exam

A written exam paper should include an abstract of a paper the student discussed during the year. All the criteria regarding the assignment of writing an academic abstract apply.

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)	Failure to demonstrate any appropriate knowledge. The abstract is incomplete or highly incoherent, contains irrelevant information.

Sample of Exam Question

“You have one hour to compose an academic abstract to the paper ‘Movies and Social Science’ by U. Hamenstädt. 2019. Use the text of the article to compose an informative abstract of 250-300 words. Do not use the abstract provided by the author, even if available.”

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:

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.