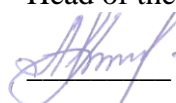


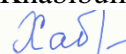
MINISTRY OF EDUCATION AND SCIENCE OF RUSSIA
FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION
"BASHKIR STATE UNIVERSITY"
FACULTY OF PHILOSOPHY AND SOCIOLOGY

Approved:
at a meeting of the Department of Sociology and
Youth Work
Protocol No. 10 dated June 2, 2022
Head of the Department

 A.Yu. Gaifullin

Agreed:
Chairman of the UMK (Educational and
Methodological Commission) of the Faculty of
Philosophy and Sociology

Khabibullina Z.N.



WORKING PROGRAM OF THE DISCIPLINE (MODULE)

B1.O.09 SOCIOLOGY

Mandatory part

undergraduate program

Direction of training

01.03.02 Applied mathematics and informatics

Direction (profile) of training

Applied Programming and Data Analysis (in English)

Qualification
Bachelor

Developer (compiler)
Candidate of Sociology, Senior lecturer



_____/Turakayev M.S.

For admission: 2022

Ufa 2022

Compiled by: Candidate of Sociology, Senior Lecturer, Department of Sociology and Youth Work
Turakayev M.S.

The working program of the discipline was approved at the meeting of the Department of Sociology
and Youth Work. Protocol No. 10 dated June 2, 2022.

Head of the Department



A.Yu. Gaifullin

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1. The list of planned learning outcomes in the discipline, correlated with the planned results of mastering the educational program

Based on the results of mastering the discipline, the student must achieve the following learning outcomes:

Category (group) of competencies (if there is an OPK)	Competence being formed (with code)	Code and name of the indicator of achievement of competence	Learning outcomes by discipline
Intercultural interaction	UK-5 Able to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts	IUK 5.1. Knows: the main categories of philosophy, the foundations of intercultural communication, the patterns of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic contexts; perceives the Russian Federation as a state with a historically diverse ethnic and religious composition of the population and regional specifics	Knows the patterns of the historical development of Russia in the world historical and cultural contexts; perceives the Russian Federation as a state with a historically diverse ethnic and religious composition of the population and regional specifics
		IUK-5.2. Able to: analyze socio-cultural differences between social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, the socio-cultural traditions of the world, the main philosophical, religious and ethical teachings	Able to analyze sociocultural differences between social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world
		IUK-5.3. Has: the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and social integration. Has the skills of conscious choice of value orientations and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature. Demonstrates respect for the historical heritage and socio-cultural traditions of their homeland	Has the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and social integration. Has the skills of conscious choice of value orientations and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature. Demonstrates respect for the historical heritage and socio-cultural traditions of their homeland

2. The purpose and place of discipline in the structure of the educational program

The discipline "Sociology" refers to the mandatory part of the educational program.

The discipline is studied in the 2nd year in the 4th semester.

The goals of studying the discipline:

- mastering the fundamental theories of sociology by students, familiarizing students with the main sociological concepts; analysis of the development of the main spheres of public life, its structural elements;

- formation of a system of knowledge among students about the main patterns and forms of regulation of social behavior, about social communities and groups, types and results of social processes, facts of personality formation in the process of its socialization;

- development of the ability to theoretically analyze the most significant social problems that determine the nature of the development of modern society;

- the formation of the ability to identify the social problems of modern society, analyze them, discuss, and also compare ways to solve the main problems that determine the strategic perspective of social development.

3. The content of the working program (volume of discipline, types and kinds of training sessions, educational and methodological support for independent work of students)

The content of the working program is presented in Appendix No. 1.

4. Fund of evaluation tools by discipline

4.1. The list of competencies indicating the stages of their formation in the process of mastering the educational program. Description of indicators and criteria for assessing competencies at various stages of their formation, description of assessment scales

UK-5: Able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts

Code and name of the indicator of achievement of competence	Learning outcomes by discipline	Criteria for evaluating learning outcomes	
		Not credited	Credited
IUK 5.1. Knows: the main categories of philosophy, the foundations of intercultural communication, the patterns of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic context; perceives the Russian Federation as a state with a historically diverse ethnic and religious composition of the population and regional specifics	Knows the patterns of the historical development of Russia in the world historical and cultural contexts; perceives the Russian Federation as a state with a historically diverse ethnic and religious composition of the population and regional specifics	Does not know the patterns of the historical development of Russia in the world historical and cultural contexts; does not perceive the Russian Federation as a state with a historically diverse ethnic and religious composition of the population and regional specifics	Knows the patterns of the historical development of Russia in the world historical and cultural contexts; perceives the Russian Federation as a state with a historically diverse ethnic and religious composition of the population and regional specifics
IUK-5.2. Able to: analyze socio-cultural differences between social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, the socio-cultural traditions of the world, the main philosophical, religious and ethical teachings	Able to analyze sociocultural differences between social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world	Unable to analyze sociocultural differences between social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world	Able to analyze sociocultural differences between social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world
IUK-5.3. Has: the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and social integration; conscious choice of value orientations and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature; demonstrates respect for the historical heritage and socio-cultural traditions of their homeland	Has the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and social integration. Has the skills of conscious choice of value orientations and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature. Demonstrates respect for the historical heritage and socio-cultural traditions of their homeland	Has the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and social integration. Has the skills of conscious choice of value orientations and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature. Demonstrates respect for the historical heritage and socio-cultural traditions of their homeland	Doesn't have the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and social integration. Doesn't have the skills of conscious choice of value orientations and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature. Doesn't demonstrate respect for the historical heritage and socio-cultural traditions of their homeland

4.2. Standard control tasks or other materials necessary for evaluating the learning outcomes in the discipline, correlated with the indicators of achievement of competencies established in the educational program. Methodological materials that determine the procedures for evaluating learning outcomes in the discipline

Code and name of the indicator of achievement of competence	Learning outcomes by discipline	Evaluation tools
IUK 5.1. Knows: the main categories of philosophy, the foundations of intercultural communication, the patterns of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic context; perceives the Russian Federation as a state with a historically diverse ethnic and religious composition of the population and regional specifics	Knows the patterns of the historical development of Russia in the world historical and cultural contexts; perceives the Russian Federation as a state with a historically diverse ethnic and religious composition of the population and regional specifics	oral survey, practical tasks, essay
IUK-5.2. Able to: analyze socio-cultural differences between social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, the socio-cultural traditions of the world, the main philosophical, religious and ethical teachings	Able to analyze sociocultural differences between social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world	oral survey, control work, essay
IUK-5.3. Has: the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and social integration; conscious choice of value orientations and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature; demonstrates respect for the historical heritage and socio-cultural traditions of their homeland	Doesn't have the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and social integration. Doesn't have the skills of conscious choice of value orientations and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature. Doesn't demonstrate respect for the historical heritage and socio-cultural traditions of their homeland	oral survey, control work, testing, essay

The evaluation criteria for the *module-rating system* are the points that are set by the teacher for the types of activities (assessment tools) based on the results of studying the modules (sections of the discipline) listed in the rating plan for the discipline, the form of final control of which is a credit:

In full-time education, as a result of assessment, points are given for activities (assessment tools) based on the results of studying the modules (sections of the discipline) listed in the rating-plan of the discipline. The final rating of student progress is the sum of the points scored by the student for all work during the semester (including the final control).

Grading scales for full-time education (credit):

credited - from 60 to 110 rating points (including 10 incentive points);

not credited - from 0 to 59 rating points.

In part-time education, as a result of assessment, an assessment is made for the types of activities (assessment tools) based on the results of studying the modules (sections of the discipline) listed in the content of the working program.

Grading scale for distance learning (credit):

"credited";

"not credited".

4.3. Rating-plan of the discipline Sociology

Direction of training 01.03.02 Applied Mathematics and Computer Science

Direction (profile) of training Applied programming and data analysis (in English)

2nd year
semester 4

Types of educational activities of students	Point for a specific task	Number of tasks per semester	Points	
			Minimum	Maximum
Module 1. Sociology as a science				
current control				25
1. Oral questioning	5	2	0	ten
2. Implementation of practical tasks	3	5	0	fifteen
Frontier control				25
1. Written control work	25	one	0	25
Module 2. Society, culture, personality. Social processes and changes				
current control				
1. Oral questioning	5	2	0	ten
2. Implementation of practical tasks	3	5	0	fifteen
Frontier control				25
Testing	25	one		25
Reward points				
1. Participation in student competitions, etc.			0	2
2. Report at student scientific conferences			0	3
3. Publication of scientific articles			0	5
Attendance (points are deducted from the total points scored)				
1. Attending lectures			0	-6
2. Attending practical (seminar, laboratory) classes			0	-ten
Final control				
credit				
TOTAL			0	110

Questions for seminars (oral survey)

Lesson No. 1. Object, subject and method of sociology. Targets and goals

1. Object, subject, structure of sociology.
2. Methods and functions of sociology (O. Comte).
3. The place of sociology in the structure of the social sciences.
4. Sociology as an interdisciplinary science.
5. Actual problems of modern sociology.

Lesson No. 2. Stages of development and main directions of sociological thought

1. Social Darwinism in sociology.
2. Racial-anthropological direction in sociology.
3. Sociology of K. Marx.
4. Sociology of M. Weber.
5. Sociology of H. Spencer
6. Group psychology of G. Le Bon.

7. Theory of imitation of G. Tarde.
8. Modern Western sociological thought.
9. Modern Russian sociological thought.

Lesson No. 3. Society as a system

1. Society as a system.
2. Typology of society.
3. Models of society as a system.
2. The relationship of social, economic, political and spiritual spheres of public life.

Lesson No. 4. Social structure and stratification. Social communities and social groups

1. Concepts of social stratification by K. Marx.
2. Concepts of social stratification by M. Weber.
3. Concepts of social stratification by P. Sorokin.
4. Stratification models of countries with different levels of economic development.
5. Basic systems of stratification.
6. Social structure.
7. Social differentiation.
8. Social mobility.
9. Ethnic stratification.
10. Ethnic stereotypes and ethnic discrimination.
11. Social class structure of industrial society and its evolution.
12. Socio-professional structure of industrial society and its evolution.
13. Sex and age structure: social functions of generations, men, women.
14. Social communities and their classification.
15. Real and nominal groups.

Lesson No. 5. Social culture as a system of values and norms

1. Essence and structure of social culture.
2. Functions of social culture in the system of social relations.
3. Subculture and counterculture.
4. Social cultural norms and values.
5. Influence of social cultural norms and values on economic processes.

Lesson No. 6. Sociology of personality. Problems of socialization of the human

1. Human, personality, individual. The specificity of the sociological study of personality.
2. Socialization of personality: essence, stages.
3. Social regulation and control of the behavior and activities of the individual.

Lesson No. 7. Social institution and social organization.

1. The concept of a social institution and social organization, their functions.
2. The concept and essence of social norms.
3. Types and typology of deviation.
4. Institutions of social control.

Lesson No. 8. Social conflicts and their prevention.

1. Social conflict: types, essence and causes of its occurrence.
2. The main types and levels of deployment of social conflict.
3. The essence and causes of the formation of social movements.
4. The main types of social movements.

Lesson No. 9. Globalization. Russia's place in the world community

1. The process of globalization. Basic concepts.
2. Russia's place in the world community. East and West.

3. The concept of multiculturalism. It's types.
4. Migration processes. Types and forms.
5. Social global problems of the modern world.

Evaluation criteria (in points)

- 0 points are given to the student if the student refuses to answer, does not know the material;
- 1 point is given to the student if the student's answer is incomplete, demonstrating superficial knowledge and understanding of the material;
- 2-3 points are given to the student if the student's answer is complete, detailed with some minor errors;
- 4-5 points are given to the student if the student's answer is complete, detailed, the totality of deep, meaningful systemic knowledge of the object and subject of study is shown.

Tasks for testing

Test Description:

A test is a standardized task, based on the results of which an assessment of the level of knowledge, skills and abilities of the subject is given. This test consists of four tasks: you must choose the only correct option from the options offered. The total number of questions is 25.

Example of test:

1. Indicate who believes that the modern stage of periodization of sociology begins after the Second World War

1. V.P. Kulygin
2. V. Pareto
3. P. Sorokin
4. I. Kant

2. Which of these scientists identified five stages of periodization of the history of sociology (1st stage - until 1917, 2nd stage - 1918 - 1945, 3rd stage - 1945 - 1968, 4th stage - 1969 - early 1990s, 5th stage - from the early 90s)

1. K. Marx and F. Engels
2. Sh.- A. Kuen and F. Gresl
3. W. Thomas and F. Znaniecki
4. G. Tarde and G. Le Bon

3. Which of the following R. Aron considers among the founders of sociology

1. Augustine of Hippo
2. F. Bacon
3. C. L. Montesquieu
4. T. Aquinas

4. Who is the author of the book "Essay on the Science of Man" (1813)

1. E. Durkheim
2. I. Kant
3. G. Spencer
4. H. Saint-Simon

5. Which of the thinkers noted the connection between sociological positivism and the French Revolution

1. O. Comte
2. C. L. Montesquieu
3. M. Weber
4. L. Gumplowicz

**Description of the assessment methodology:
Evaluation criteria (in points)**

- 0 points are given to the student if the student has solved correctly less than 5% of the tasks;
- 5 points are given to the student if the student correctly solved from 6 to 15% of the tasks;
- 10 points are given to the student if the student correctly solved from 15 to 40% of the tasks;
- 15 points are given to the student if the student correctly solved from 41 to 60% of the tasks;
- 20 points are given to the student if the student correctly solved from 61 to 90% of the tasks;
- 25 points are given to the student if the student correctly solved from 91 to 100% of the tasks.

Topics for control works in the discipline "Sociology"

1. Object, subject, goals and objectives of sociology.
2. The positivism of O. Comte.
3. G. Spencer's evolutionary approach.
4. Naturalism in sociology.
5. Social realism of E. Durkheim.
6. The theory of social action of M. Weber.
7. Historical materialism of K. Marx.
8. Structural functionalism. T. Parsons, R. Merton.
9. Phenomenological sociology. A. Schutz.
10. Dramaturgical approach in sociology. E. Goffman.
11. Symbolic interactionism. J. H. Mead.
12. Psychological approach in sociology.
13. Material culture and spiritual culture. Basic concepts and approaches.
14. Social institutions. Types and functions of social institutions.
15. The social structure of society. The main models of the social class structure of modern society.
16. Social stratification. P. Sorokin.
17. Social change. Basic concepts and approaches.
18. Social group as a form of social community. Types of social groups and group dynamics.
19. The concept of social conflict, the main forms and sociological approaches.
20. Personality in sociology. Socialization of the individual.
21. Deviant behavior. Basic concepts and approaches.
22. Everyday life as an object of sociology.
23. Gender and sexual research in sociology.
24. Health and medicine in sociology.
25. Sociology of the family.
26. Organizational Sociology.
27. Sociology of labor and economic sociology.
28. Political sociology and socio-political processes.
29. Sociology of communications. Basic concepts and approaches.
30. Sociology of religion.
31. Urban Sociology.
32. Demographic processes in sociology.
33. Basic methods of data collection in Sociology.

Evaluation criteria:

-25 points is given to a student if he shows the ability to independently construct his knowledge in the process of solving practical tasks and problems, navigate in the information space, has well-formed analytical, research skills, is able to integrate knowledge of various areas of pedagogical research, argue his own point of view, is able to generalize and analyze of alternative points of view.

- 20 points are given to a student if he finds it difficult to independently construct his knowledge in the process of solving practical tasks and problems, but can navigate in the information space, which makes it possible to identify the level of formation of analytical, research skills, skills of

practical and creative thinking, is able to argue his own point of view, shows insufficient ability to generalize and analyze alternative points of view.

- 15 points are given if a student demonstrates sufficient, but somewhat superficial knowledge within the stated topics, the answer is logically correct, but it contains some flaws and inaccuracies that are easily corrected by the student himself; owns the necessary scientific terminology; analyzes the facts, making a number of minor errors; with leading questions, it sufficiently reveals the essence of the questions; knows how to stylistically correctly present the material, but does not always substantiate and argue his answer.

-10 points are given to a student who demonstrates extremely fragmentary knowledge within the proposed questions and tasks; does not realize the connection of a given concept, theory, phenomenon with other objects of discipline; does not own the minimum necessary terminology; makes big logical errors when answering teacher questions that he cannot correct on his own.

- 0 points are given to the student who did not complete the test.

Practical tasks

Task 1

1. Draw a "tree of sociology", the branches of which represent the main directions (branches) of Western European and Russian sociology of the 19th century (indicating the names of sociological schools and their representatives).

2. Draw a "tree of sociology" whose branches represent the main currents of Western European, Russian and American sociology in the first half of the 20th century.

Task 2

1. Why, in a traditional society, the concept of "society" denoted a certain circle of people who were familiar with each other (community, secular society, artel, etc.), while today we usually denote the whole country with this concept?

2. Is the expression correct: "ME" + "WE" + "THEY" = Society?

3. Find in specialized and popular magazines and newspapers statistical data on the stratification of Russian society, the population of your region and city on such grounds as income, ownership of the means of production, etc. Show the data in a visual form (diagrams, charts, etc.).

Task 3

1. Show with specific examples what economic, political and spiritual norms you have been dealing with in the past few days. Give at least 5 examples for each type of situation. Then, in the same way, give 5 specific examples of economic, political and spiritual values; economic, political and spiritual institutions.

2. Analyze whether the listed norms, values and institutions are equally significant for different communities and strata of people (townspeople and villagers, generations, men and women, professional and class groups, etc.). If you find any differences, try to give them a sociological explanation.

3. Let us designate the concepts of "economic culture", "political culture", "spiritual culture" and "social culture" with the help of logical circles. Show how, by connecting these four circles, you can show their relationship and the structure of the culture of society as a whole.

Task 4

1. At a scientific conference, the issue of differences between nations is discussed. Representatives of various sciences speak - historians, ethnologists, culturologists, religious scholars, demographers, psychologists, economists and others. Each of them, from the point of view of the subject of it's science, reveals this question. Compose the abstracts of the sociologist's speech on this issue. On what differences between nations will he, unlike representatives of other sciences, focus the attention of listeners?

2. In the same way, write the abstract of the speech on the definition of social differences between generations.

Depict intergenerational mobility graphically using your family tree as an example. Support the schedule with concrete facts.

Task 5

1. Draw a graph of social mobility using your biography as an example. Back up with concrete facts.
2. Write your social autobiography on 2-3 pages. Social autobiography differs from ordinary autobiography in that it considers one's own life in the context of social changes in society. You can compose such an autobiography if you try to imagine how your life would have been if social changes had not taken place in society, or if they had taken place in other ways.

Task 6

1. In mathematics, there is a rule "The order or position of numbers does not change the result obtained in addition." Does this rule apply to social movements? In other words, only the social places of people change, while society remains unchanged?
2. Find in the periodical press (in magazines and newspapers on socio-economic topics) statistical data on the population's income in dynamics (for example, over the past ten years) and the nature of the distribution of these incomes. If possible, depict this data in a visual form (chart, graph, table, etc.).
3. Describe schematically the process of transformation of the pyramidal stratification of society into a diamond-shaped one, and vice versa, a diamond-shaped one into a pyramidal one. To do this, draw a pyramid on the left side of the sheet, and a rhombus on the right side, and several intermediate frames between them. Below, in the same way, depict the process of transforming a diamond-shaped stratification into a pyramidal one. Check whether the transformation of social stratification is correctly depicted. To do this, use arrows to indicate the direction of social mobility under various options for the transformation of social stratification.

Task 7

1. In the 17th century, the social status of women was much lower than in the 19th century. However, the women's movement emerged only in the 19th century. Why didn't the women's movement start earlier?
2. Since the 18th century, Great Britain has been the largest colonial empire. Sooner or later, national liberation movements arose in its colonies: in the North American colonies - in the last quarter of the 18th century, and in India - in the middle of the 20th century. What explains such a large gap in time in the emergence of national liberation movements?
3. How can one explain the fact that peasant movements were, as a rule, of a local (local) character, while workers' movements were capable of covering the territory of the entire country?

Task 8

1. Make a table showing how social movements take the form of economic, political, ideological or religious movements, as can be seen from the goals, demands and slogans of various social movements. In this case, you can use your knowledge of the history and current situation of various countries, including Russia. Write your examples in the appropriate boxes. Social movements
The nature of demands and slogans Economic Political Ideological Religious Peasant Workers
Bourgeois Youth Women National etc.
2. Can the quarrel between Ivan Ivanovich and Ivan Nikiforovich (according to the famous novel by N.V. Gogol) be considered as an example of a social conflict?
3. Can the dispute be considered as a conflict?
4. Do you agree with the saying "The Truth is Born in Argument"?

Task 9

1. What is the relationship between the concepts of "social type of personality" and "concrete, real personality"? Show with logical circles.
2. What images (from domestic or world fiction), in your opinion, most fully illustrate certain social types of personality of a particular era (social types of an aristocrat, landowner, officer,

merchant, peasant, official, intellectual, etc.). Do artistic images always give a complete picture of social personality types? Analyze at least ten "socially typical" and "socially atypical" artistic images.

Task 10

1. Give examples from fiction (including the works of A. Pushkin, M. Lermontov, N. Gogol, I. Turgenev, L. Tolstoy, A. Chekhov) illustrating the following types of social behavior:

Artistic images

Conformism

Innovation

Ritualism

Retreatism

Rebellion

2. Describe using the example of your own biography to show the process of socialization, inculturation and individualization of the individual. List those social groups, institutions and cultures that have had the greatest impact on your personal development.

Evaluation criteria:

- 3 points are given to the student if he correctly completed the task, owns the content of the practical work. The student showed excellent skills in applying the acquired knowledge and skills in solving professional problems within the framework of the learned educational material;

- 2 points are given to the student if he owns the content of the practical work, completed the task with minor inaccuracies. The student showed good skills in applying the acquired knowledge and skills in solving professional problems within the framework of the learned educational material;

- 1 point is given to the student if he partially owns the content of the practical work; performed the task with significant inaccuracies. The student showed a satisfactory mastery of the skills of applying the acquired knowledge and skills in solving professional problems within the framework of the learned educational material;

- 0 points are given to the student if he did not complete the task.

Preparation and defense of essay

During the course, the implementation and defense of the abstract is planned. This type of activity involves the passage of the following stages of the formation of competencies:

1 - *introductory* (recognition of previously studied objects, properties): choice of topic, selection of sources and literature, logical analysis of the basic concepts of the problem under study;

2 - *reproductive* (performing activities according to a model, instructions or under guidance): determining the purpose and objectives of the work, drawing up a work plan, forming its content.

Approximate topics of essays

1. Migration in industrial society and its social consequences.

2. Ethnic identification in the system of personal identification in the context of globalization and social transformation.

3. Migrants in a new community: adaptation and/or integration.

4. Family as a small group and a social institution of society: historical forms and transformation in modern society.

5. Assimilation and multicultural practices of regulation of a multi-ethnic society: a sociological analysis.

6. The essence, classification and ways of regulating social conflicts: a comparative analysis in classical and modern sociology (paradigms of Marxism, structural functionalism, social conflict).

7. Socio-professional structure of modern Russian society: features of differentiation and mobility (the experience of sociological analysis).

8. Sociological analysis of the problems of social inequality and social stratification (classical and modern sociology).

9. The labor market in modern Russian society: tendencies of formation and dynamics, features of segmentation (can be specified in the Republic of Belarus).

10. Public opinion as a social institution and a form of mass communication (the experience of sociological analysis).
11. The development of the concepts of labor motivation in the sociology of the XX century: the experience of comparative sociological analysis.
12. Formation of political sociology in the works of sociologists of the classical period (comparative analysis of the ideas of K. Marx, M. Weber, V. Pareto, G. Tarde , G. Le Bon).
13. Labor conflict: approaches to understanding, classification, resolution mechanisms (sociological analysis).
14. Value orientations of young people in the context of the social transformation of Russian society.
15. Deviant behavior as a social problem.
16. Poverty as a problem of social development of society.
17. The problem of personality socialization in sociology.
18. Sociological analysis of the problems of social development of modern mankind (analysis of the concepts of modern sociology, the concepts of globalization).
19. Problems of the formation of women's entrepreneurship in modern Russia.
20. Management of public opinion: the experience of sociological analysis.
21. Labor values and career aspirations of modern Russian students.
22. Social responsibility of business as a social problem.
23. Social problems of youth policy management in the Russian Federation.
24. Deviant behavior of adolescents as a social problem of modern society.
25. Gender and age characteristics of women's employment in modern Russia.
26. The specificity of the formation of attitudes towards work in the market.
27. Social problems of employment of youth or university graduates.
28. Problems of the effectiveness of social advertising in Russia: a sociological analysis.
29. Socio-economic factors of demographic processes in modern Russian society.
30. The influence of religious ethics on the socio-economic life of society in the work of M. Weber and W. Sombart.
31. Trends in the development of small business in the conditions of modern Russian society (you can use the example of the Republic of Belarus).
32. Features of the socialization of a child (or adolescent) in an incomplete family.
33. Socio-economic problems of the formation of the middle class.
34. Social problems of strengthening a young family.
35. Foster family: state, trends and ways of development.
36. Interethnic marriages (or ethnically mixed families) in a multiethnic region (on the example of the Republic of Bashkortostan): a sociological analysis.
37. Gender and gender identity as an object of sociological analysis.

Essay is an independent educational work of students to study the discipline. Essay aims to expand, systematize and consolidate the knowledge of students obtained during the course, to identify their readiness for independent theoretical and methodological analysis.

The purpose of essay on the discipline "Sociology" is to consolidate and summarize the knowledge gained in the learning process, to conduct an independent analysis of secondary sociological data. When preparing an essay, one should use materials that are given in various domestic and foreign publications, the results of all-Russian and regional sociological studies.

Essay should reflect: a) the depth of knowledge and understanding of sociological theories and concepts; b) degree of familiarity with the relevant literature; c) the student's ability to do to identify cause-and-effect relationships of social phenomena and processes, to draw intermediate and final conclusions, generalizations.

In the process of writing an essay, it is recommended: a) to make a list of literature necessary for writing a work, carefully study it, make the necessary extracts; b) collect facts, information, figures that are planned to be used in an essay, and process them accordingly.

Essay structure

Essay should have the following components in its structure: title page; table of contents (content); introduction; the main part (chapters and paragraphs); conclusion; list of literature; applications (if necessary).

Table of contents (content) and questions of optimal text design

The content (table of contents) is placed on the second page. In the content, the titles of chapters and paragraphs of essay are sequentially stated.

Chapters and paragraphs should have a title - briefly and clearly formulated the essence of the problem being solved in it.

It is necessary to observe the identity of the titles in the content and in the text, and also to ensure that the titles of individual chapters and paragraphs do not coincide with the general title of the work, i.e. with a theme.

The structure of essay should be clear and justified, so that the goal is solved logically and consistently.

Essay may contain tables and figures (diagrams, graphs, charts, etc.), each of them must have a serial number. The paper should include citations and references to publications. They should be given a numbered footnote.

The volume of work is 18-25 pages.

Essay in order to teach students the skills of publicly defending their opinions, a more objective assessment of scientific research is subject to *protection*. In the process of defense, the work is opposed by the teacher. Based on the results of the defense, a differentiated assessment is given.

Criteria for evaluation:

The **“credited” score** is given for a self-written text on a topic; the ability to present the material consistently and competently, to make the necessary generalizations and conclusions, relying on the results of empirical research (secondary analysis of sociological, statistical data); the ability to reasonably defend the results of their research during a conversation with a teacher. Also, the **“credited” score** is given if the work has one of the shortcomings: there are small gaps in the presentation that do not distort the content of the work; one or two shortcomings were made in covering the main content of the topic, corrected according to the remark of the teacher. The argument may not be fully developed in the work. The work contains minor flaws in the design.

The score **“not credited”** is given if the main content of the work is not disclosed; ignorance or misunderstanding of most or the most important part of the educational material is found; errors were made in the definition of concepts, when using terminology, which were not corrected after several comments by the teacher; the logic in the presentation of the material is broken, there are no necessary generalizations and conclusions; insufficiently formed skills of written speech and oral argumentation; skills and competencies are not developed.

5. Educational, methodological and information support of the discipline

5.1. The list of basic and additional educational literature necessary for mastering the discipline

Main literature:

1. Frolov S. S. General sociology: textbook / S. S. Frolov. – M.: Prospekt, 2010. 384 p. In Russian
2. Sociology: theory, history, methodology: textbook / ed. D. V. Ivanova. - St. Petersburg: Publishing House of St. Petersburg Ubniversity, 2019. 480 p. In Russian

Additional literature:

3. Zborovsky G. E. History of sociology: Textbook. – M.: Gardariki, 2004. 608 p. In Russian
4. Giddens E. Sociology / With the participation of K. Birdsall: Translated from English, 2nd Edition. - M.: Editorial URSS, 2005. 632 p. In Russian

5.2. The list of resources of the information and telecommunications network "Internet" and software required for mastering the discipline

1. Electronic library system "EL BashGU " - <https://elib.bashedu.ru/>
2. Electronic library system of the publishing house "Lan" - <https://e.lanbook.com/>
3. Electronic library system "University Library Online" - <https://biblioclub.ru/>
4. Scientific electronic library - elibrary.ru (access to electronic scientific journals) - https://elibrary.ru/projects/subscription/rus_titles_open.asp
5. Electronic library of dissertations of the RSL - <http://diss.rsl.ru/>
6. Database of International Scientific Citation Indices SCOPUS - <http://www.gpntb.ru>.
7. Database of International Science Citation Indices Web of Science - <http://www.gpntb.ru>

Software:

1. Rights to computer programs updating the operating system for a Windows personal computer Professional 8 English Upgrade NL Academy edition. Agreement No. 104 dated June 17, 2013 Perpetual licenses.
2. Microsoft Office Standard 2013 Russian. OLP NL Academic Edition. Agreement No. 114 dated November 12, 2014. Perpetual licenses.

6. Material and technical base necessary for the implementation of the educational process in the discipline

<i>Name of the specialized classrooms, laboratories</i>	<i>Type of occupation</i>	<i>Name of the equipment, software</i>
<i>one</i>	<i>2</i>	<i>3</i>
Auditorium No. 315 (non-residential premises, Karla Marksa St., 3, building 4)	Lectures	Educational furniture, board
Auditorium No. 315 (non-residential premises, Karla Marksa St., 3, building 4)	Seminar (practical) classes	Educational furniture, board
Auditorium No. 315 (non-residential premises, Karla Marksa St., 3, building 4)	Group and individual consultations	Educational furniture, board
Auditorium No. 315 (room, Karla Marksa St., 3, building 4)	Current control and intermediate certification	Educational furniture, board
Reading Room No. 5 (Humanitarian building, Karl Marx str., 3, building 4)	Independent work of students	Educational furniture, teaching and visual aids, Kyocera M130 printer - 1 pc., Epson V33 scanner - 1 pc., Compaq monoblock Intel Atom, 20.0", 2 GB, monoblock IRu 502, 21.5", Intel Pentium, 4 GB, fire extinguisher – 1 pc., autosensor stand for scanner – 1 pc.

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER
EDUCATION "BASHKIR STATE UNIVERSITY"
FACULTY OF PHILOSOPHY AND SOCIOLOGY

WORKING PROGRAM CONTENT

discipline Sociology for the 4th semester

full-time education

Type of work	Scope of discipline
The total laboriousness of the discipline (ZET / hours)	2 Z / 72 hours
Teaching hours for contact work with a teacher:	32.2
lectures	16
practical lessons / seminars	16
laboratory works	0
others (group, individual consultation and other types of educational activities involving the work of students with a teacher) (Optional work)	0.72
Teaching hours for independent work of students (Independent Work)	39.8
Study hours to prepare for the exam / test / differentiated test (Control)	0

Form of control:
4th semester credit

No. p/p	Theme and content	Form of studying materials: lectures, practical classes, seminars, laboratory work, independent work and laboriousness (in hours)				Basic and additional literature recommended for students (numbers from the list)	Tasks for independent work of students	Form of current progress control (colloquia, control works, computer tests, etc.)
		LK	PR/SEM	LR	IWS			
1	2	3	4	5	6	7	8	9
1.	Introductory lecture. Object, subject, structure and methods of sociology as a science	2	2		4	1, 2, 3, 4	1. Studying the content of the topic; 2. Taking notes of the main and additional literature as directed by the teacher; 3. Elaboration of lecture notes, textbooks, teaching aids, educational and methodical literature, including information educational resources (electronic textbooks, electronic libraries, etc.) and the use of Internet resources.	1) survey 2) completing practical tasks
2.	Stages of development and main directions of sociological thought	2	2		4	1, 2, 3, 4	1. Studying the content of the topic; 2. Taking notes of the main and additional literature as directed by the teacher; 3. Elaboration of lecture notes, textbooks, teaching aids, educational and methodical literature, including information educational resources (electronic textbooks, electronic libraries, etc.) and the use of Internet resources.	1) survey 2) completing practical tasks
3.	Society as a system. Classification and typology of societies	2	2		4	1, 2, 3, 4	1. Studying the content of the topic; 2. Taking notes of the main and additional literature as directed by the teacher; 3. Elaboration of lecture notes, textbooks, teaching aids, educational and methodical literature, including information educational resources (electronic textbooks, electronic libraries, etc.) and the use of Internet resources.	1) completing practical tasks
four.	Social structure and stratification. Social communities and social groups	2	2		4	2, 4	1. Studying the content of the topic; 2. Taking notes of the main and additional literature as directed by the teacher; 3. Elaboration of lecture notes, textbooks, teaching aids, educational and methodical	1) completing practical tasks

							literature, including information educational resources (electronic textbooks, electronic libraries, etc.) and the use of Internet resources.	
5.	Social culture as a system of values and norms	2	2		4	1, 2, 4	1. Studying the content of the topic; 2. Taking notes of the main and additional literature as directed by the teacher; 3. Elaboration of lecture notes, textbooks, teaching aids, educational and methodical literature, including information educational resources (electronic textbooks, electronic libraries, etc.) and the use of Internet resources.	1) completing practical tasks 2) written control work
6.	Sociology of personality. Problems of socialization of the individual	2	2		4	1, 2, 4	1. Studying the content of the topic; 2. Taking notes of the main and additional literature as directed by the teacher; 3. Elaboration of lecture notes, textbooks, teaching aids, educational and methodical literature, including information educational resources (electronic textbooks, electronic libraries, etc.) and the use of Internet resources.	1) survey 2) completing practical tasks
7.	Social institution and social organization	2	-		5, 3	1, 2, 4	1. Studying the content of the topic; 2. Taking notes of the main and additional literature as directed by the teacher; 3. Elaboration of lecture notes, textbooks, teaching aids, educational and methodical literature, including information educational resources (electronic textbooks, electronic libraries, etc.) and the use of Internet resources.	1) completing practical tasks
eighth.	Social conflicts and their prevention	2	2		6	1, 2, 4	1. Studying the content of the topic; 2. Taking notes of the main and additional literature as directed by the teacher; 3. Elaboration of lecture notes, textbooks, teaching aids, educational and methodical literature, including information educational resources (electronic textbooks, electronic libraries, etc.) and the use of Internet resources.	1) survey 2) completing practical tasks

9.	Sociological analysis of the problems of globalization. The place of the Russian Federation in the world community	-	2		4, 5	1, 2, 4	1. Studying the content of the topic; 2. Taking notes of the main and additional literature as directed by the teacher; 3. Elaboration of lecture notes, textbooks, teaching aids, educational and methodical literature, including information educational resources (electronic textbooks, electronic libraries, etc.) and the use of Internet resources.	1) completing practical tasks 2) testing
10	<i>Essay</i>						<i>Essay is independent educational work of students to study the discipline. The preparation and defense of essay aims to expand, systematize and consolidate the knowledge of students obtained during the course, to identify their preparedness for independent analysis and solving practical issues.</i>	
Total hours		16	16	0	39.8			