Comparative Sociology
SOCI 3001

UG, Third Year
Semester 1
2018-19

Convener:
Dr Silke Roth
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Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

https://www.southampton.ac.uk/studentservices/academic-life/faculty-handbooks.page
1. ESSENTIAL INFORMATION

Contacts
Lecturer: Dr Silke Roth,
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Office Hours: Mon, 3 – 4 pm, Wed 9:30 – 10:30

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Tutors: Dr S Roth & Dr C Walker

Administrator: Alice Gatherer and Sarah Penn-Barwell
SSPC.StudentOffice@soton.ac.uk

Times and Dates
Lectures: Monday, 2 pm – 3 pm,
Wednesday, 12 pm to 1 pm,

Tutorials: You will be allocated to a seminar group, attendance at which is compulsory.

Revision & Feedback: In addition to the weekly office hours there will be
- two revision lectures
- an additional session for discussing assignment feedback and the second assessment (exam) Date to be announced

Assessed Coursework Submission:
Thursday, 13 December 2018
Assignments and Assessments

2000 Word Assessed Essay (40%)

Unseen Exam (2 Questions, 2 Hours) (60%)

Referral: Exam (100%)

Review the following pages for full details of the assignments and assessments required on this course.

2. COURSE CONTENT

A. Aims & outcomes, general readings

Course Aims

This module highlights the importance of comparison in sociology. It considers how sociologists have used historical and spatial comparisons to develop our understanding of how different types of social order are maintained and how different patterns of social change unfold.

This module is concerned with the development of modern societies and the nature of 'modernity'. It draws on the writings of contemporary sociologists in order to consider what the most important processes of social change taking place are and how these have come about.

The module combines theoretical analyses of the patterns of social structure and the nature of power within western capitalist, post-communist and less 'developed' countries with historical and international comparisons. It examines the meanings of concepts such as 'colonialism', development', 'industrialisation', 'democratisation' and 'globalisation'. In addition, the practical role of sociologists in applying sociological theory by predicting and contributing to processes of social change will be discussed.

Learning Outcomes

- Identifying the distinctive contribution made by the comparative perspective to sociological analysis.
- Describing and assessing key concepts and theoretical perspectives used in the analysis of the development of
- Modern societies and the nature of modernity.
- Evaluating competing models and explanations of the development of different types of modern society.
- Synthesise and summarise information from a variety of sources.
- Reflecting critically on the role of sociologists in predicting and contributing to processes of social change.
- Draw on different types of evidence in the development of an argument.
- Employ the comparative method in the analysis of social phenomena.

General Course Readings

There is no text book for the course, but parts of the following books are useful for this course:


The reading list begins with one or two key items in bold, then lists supplementary material. Library class marks are given; the * mark indicates that the book is held in short loan. Most other books on the list have been placed on one-week loan.

In addition to the readings listed in the course outline, you are encouraged to search for sources yourself. This is particularly important with respect to writing the essay and preparing for the exam. You will find articles on comparative sociology in journals such as the International Journal of Comparative Sociology, Comparative
Studies in Society and History, Sociology, American Sociological Review, American Journal of Sociology, British Journal of Political Science, Social Politics, Social Movement Studies, Commonwealth and Comparative Politics, Comparative European Politics, and Europe-Asia Studie. The majority of journal articles can be found in E-journals which can be found through Delphis.

B. Summary of lecture topics

There are five broad and over-lapping themes to the course, with at least one examination question relating broadly to each section. The five sections are:

I. (Lectures 1-3): Theoretical & Methodological Approaches
II. (Lectures 4,5,15,16,20): Colonialism & Development
III. (Lectures 6, 19): Role of Revolutionary and Reform Movements
IV. (Lectures 7,13 -18): Varieties of (Welfare) Capitalism
V. (Lectures 9-12): Socialism and Post-Socialism

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<thead>
<tr>
<th>WEEK</th>
<th>WEEK COMMENCING</th>
<th>LECTURES</th>
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| 1    | 01/10          | (1) Introduction  
|      |                | (2) Modernisation & Globalisation |          |
| 2    | 08/10          | (3) Comparative-Historical Methods & Social Theory  
|      |                | (4) Colonialism & Imperialism | Seminar 1  
|      |                |                      | Theoretical Approaches |
| 3    | 15/10          | (5) Colonialism & Development  
|      |                | (6) Social & Political Revolutions | Seminar 2  
|      |                |                      | Revolutions & Social change |
| 4    | 22/10          | (7) Varieties of Capitalism (I)  
|      |                | (8) Essay Workshop |          |
| 5    | 29/10          | (9) & (10) Contemporary Capitalism (2 Lectures) |          |
| 6    | 05/11          | (11) & (12) State Socialism  
|      |                | (2 Lectures) | Seminar 3  
|      |                |                      | Contemporary Capitalism |
| 7    | 12/11          | (13) & (14) Post-socialism (2 Lectures) |          |
| 8    | 19/11          | (15) & (16) Modernization & Development in China (2 Lectures) | Seminar 4  
|      |                |                      | Socialism/Post-Socialism |
| 9    | 26/11          | (17) Welfare Regimes  
|      |                | (18) Varieties of Capitalism (II) |          |
| 10   | 03/12          | (19) Social Movements  
|      |                | (20) Critique of Development | Seminar 5  
|      |                |                      | Modemisation, Development, Globalisations |
| 11   | 10/12          | (21) Conclusion & Revision (10 December) |          |
| 12   | 07/01          | (22) Revision Lecture (9 January) |          |
C. Lecture guide and reading lists

LECTURE 1 Introduction and Overview (Silke Roth)

This lecture provides an introduction to the course and surveys various strategies to conduct comparative social research. What is comparative sociology, how are comparisons done, and what is the purpose of comparison?

Required Readings
Lange, Matthew (2013) Comparative-Historical Methods. (ch. 1)

Recommended Readings


Crow G (1997) Comparative Sociology and Social Theory Intro.+ch.1

The papers for a conference on ‘Small and Large-N Comparative Solutions’ provide a useful introduction to the methodological challenges of comparison. They are available at: https://www.ncm.ac.uk/research/MIP/2005/www.sussex.ac.uk/soccu/l/1-3-2-6-1.html The paper by C Ragin ‘The challenge of small-N research’ is particularly useful for its discussion of how systematic comparison does not require large numbers of cases. The material contained in the UN Human Development Reports at http://hdr.undp.org/en/site/ provides a very useful statistical angle on the dimensions and scale of global inequalities. See, in particular, http://hdr.undp.org/en/media/HDR_20072008_Tables.pdf
LECTURE 2: Globalization, World Society and Comparative Sociology (Silke Roth)

This lecture focuses on globalisation and raises the question whether comparative methods are still needed in the world society. The lecture further considers to what extent social theory in general and globalization theory in particular has so far been developed from a 'Northern' perspective.

Required Readings

Recommended Readings

LECTURE 3 Comparative Historical-Methods and Social Theory (Silke Roth)

This lecture discusses the role of comparative-historical methods in sociological theory and the understanding of modernity.

Required Readings
Lange, Matthew (2013) Comparative-Historical Methods. (ch. 2)
Recommended Readings

Abrams, P (1982) *Historical Sociology* ch.1


Sociological Theory and Historical Sociology


Mahoney & Rueschemeyer (eds.) (2003) *Comparative Historical Analysis in the Social Sciences* (introduction, conclusion) *H 61 MAH*


Crow, G. (1997), *Comparative sociology and social theory: beyond the three worlds*, Basingstoke: Macmillan *HM51 CRO*

Economic History


LECTURE 4 Colonialism and Imperialism (Silke Roth)

The transfer of gold, spices, slaves and the conquest of existing trade routes during the time of the mercantile phase of European expansion (ca. 1500 to 1800) not only helped pay for the industrial revolution, the loss of economic surplus also hindered the development in the colonies. This lecture looks at colonialism in comparative perspective.

**Required Readings**

Young, Robert J.C. (2001) *Postcolonialism*. (pp. 15 – 24) e-copy & *JV 51 YOU*


**Recommended Readings**


Go, J (2011) *Patterns of Empire: the British and American empires, 1688 to the present*. New York: Cambridge UP  


Post/colonialism and Social Theory


Fanon, F. (1965). The Wretched of the Earth. London. JF 51 FAN


Gender and Colonialism


Missionaries & Philanthropy


Empire


LECTURE 5  Colonialism and Development (Silke Roth)

Building up on the earlier lecture on colonialism, this surveys various theories on modernization and development and considers the impact of colonialism on development.

Required Readings

Recommended Readings

Settler Colonialism

Development Theories
Colonial Experiences

LECTURE 6 Social and political revolutions (Silke Roth)

This lecture addresses the contribution of revolutions to modernization processes. Barrington Moore identified three main historical routes from the pre-industrial to the modern world: capitalist democracy, fascism and communism. This lecture critically assesses Barrington Moore’s three routes to the modern world, his emphasis on rural society and the consequences of late development.

Required Readings
Recommended Readings


Crow, G (1997) Comparative Sociology and Social Theory pp.31-4 *HM51CRO


Structural Approaches


LECTURE 7  Varieties of Capitalism I (Silke Roth)

Different types of capitalism can be distinguished. Countries vary with respect to the timing of the shift from ‘liberal’ to ‘organized’ capitalism. While German capitalism was organized early, American, Swedish, French and British capitalism organized later. The consequences of early or late organization will be addressed.

Required Readings (see following page)

Recommended Readings
Crow, G (1997) Comparative Sociology and Social Theory pp.51-61


On the varieties of capitalism thesis see:


On the New Spirit of Capitalism see

LECTURE 8 Essay Workshop (Silke Roth)

In this lecture, we will have a look at the essay questions and discuss strategies of preparing the essay. This lecture will also serve as an opportunity to address questions that emerged from earlier lectures and seminars.

LECTURE 9 The end of organised capitalism and beyond (Charlie Walker)

This lecture considers the changes which have underpinned a putative shift from a simple, Fordist type of capitalism to a progressively disorganised, post-Fordist form, in which many of the key features of capitalism have been transformed. It also addresses the ‘varieties of capitalism’ approach, which attempts to understand and compare the institutional basis of different production systems in the advanced economies and the way these offer different types of competitive advantage.

Required Readings
G Crow Comparative Sociology and Social Theory pp.51-61 M51CRO
S Lash & J Urry The End of Organized Capitalism chs.1, 4-9 *HB501LAS

Recommended Readings
S Lash & J Urry Economies of Signs and Space esp. ch.1 HB501LAS
C Offe Disorganized Capitalism esp. Intro. + ch. 5 *HD5706.04
J Ury in S Hall & M Jacques eds New Times pp.92-104 JN94HAL
J Allen ‘Fordism and modern industry’ in J Allen et al eds Political and Economic Forms of Modernity HM101ALL
A Amin ed. Post-Fordism HC79.T4AMI
J Gibson-Graham The End of Capitalism (as we knew it) ch.7 HB501GB JN94HAL
D Harvey The Condition of Postmodernity Pt II K Kumar From Post-industrial to Post-modern Society ch.3 HM101KUM
L McDowell ‘Gender divisions in a post-Fordist era’ in L McDowell
LECTURE 10 The changing meanings of work, class and consumption in modern capitalism (Charlie Walker)

In recent decades significant changes have taken place in the nature of work and consumption in capitalist societies, both of which have impacted upon social class divisions and identities. In this lecture we explore the main contours of these changes and the ways in which they have been interpreted by key social theorists.

Required Readings
H Bradley Fractured Identities chs 1-3
S Lash & J Urry The End of Organized Capitalism ch.6
Z Bauman Work, Consumerism and the New Poor, chs 1 and 2
G Crow Comparative Sociology and Social Theory pp.61-72

Recommended Readings
C Crow and S Heath (eds) Social Conceptions of Time
W Atkinson ‘Beck, individualization and the death of class’ British Journal of Sociology 58(3)
U. Beck, ‘The individualisation of social inequality’, Risk Society

S Edgell et al eds Consumption Matters
G Esping-Andersen ed. Changing Classes ch.1
J Gershuny ‘Service regimes and the political economy of time’ in G Crow & S Heath Social Conceptions of Time
G Marshall et al Social Class in Modern Britain esp. chs.1, 6, 8
LECTURE 11 Socialism as an alternative form of modernization (C. Walker)

Socialism presented the principal challenge to capitalism as a form of state modernisation and organisation for much of the 20th Century. In this lecture we consider the key features of state socialism as it was developed in the Soviet Union and extended to Eastern Europe. We also begin to explore some of its internal contradictions, in particular those resulting from the lack of division between political and economic imperatives and structures.

**Required Readings**
D Lane *The Rise and Fall of State Socialism* esp chs 1, 2, 3
G Crow *Comparative Sociology and Social Theory* pp.94-102
A J Nove *Stalinism and After* 3rd edn esp. ch.5

**Recommended Readings**
N Charles *Gender Divisions and Social Change* chs 4+5
S Cohen *Rethinking the Soviet Experience* esp. chs 2+4
A Giddens *The Nation State and Violence* pp.295ff on totalitarianism
J Hall *Powers and Liberties* ch.7
J Keane *Civil Society and the State* Pt 3 esp. Rupnik’s ch.
P Kennedy *The Rise and Fall of the Great Powers* pp.631-64


C Lane *The Rites of Rulers* esp. ch.9


B Moore *Political Power and Social Theory* ch.2 discusses totalitarianism and terror in historical perspective


LECTURE 12 Reform, dissolution and divergence in state socialism (C. Walker)

This lecture explores further the contradictions which developed within state socialist systems, and which ultimately led Soviet socialism to fall apart. We also explore the respective roles of pressure from below and from above in bringing about the 1989 revolutions.

**Required Readings**

R Sakwa *Postcommunism* esp.chs 2 + 3

D Lane *The Rise and Fall of State Socialism* chs 5, 6, 8+9

G Crow *Comparative Sociology and Social Theory* pp.102-14

**Recommended Readings**

R. de Nevers *Comrades no more: the seeds of change in Eastern Europe*, ch1

M Castells *End of Millenium* ch.1

G Crow *Social Solidarities* ch.5 (on Poland’s Solidarity movement)

M Glenny *The Rebirth of History* Intro. + ch.8

L Holmes *Post-communism* esp. chs 1, 2, 6+10

K Kumar *1989: Revolutionary Ideas and Ideals* esp. ch.9

W Outhwaite and L Ray *Social Theory and Postcommunism* esp.Intro.

The diversity of transitions from communism is explored in:

B Misztal and B Jenkins ‘...Postcommunist transitions in Poland and Hungary’ in J Jenkins ed. *The Politics of Social Protest*

C Offe *Varieties of Transition* esp. ch.3

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LECTURE 13 Capitalism and post-socialism: ‘transition’ and ‘transitology’ (Charlie Walker)

This lecture addresses the macro-level processes of transformation in Eastern Europe which followed the collapse of the socialist bloc. It focuses on the aims and implementation of a series of reforms intended to bring about ‘transition’ to neo-liberal capitalism, and explores the consequences of those reforms for the social class structure and for the relationship between state and society in the countries concerned.

Required Readings
D. Lane, Varieties of Capitalism in Post-Communist Countries, esp ch 1 HC 244

Michael Bradshaw and Alison Stenning, East Central Europe and the Former Soviet Union, Pearson Education 2004, chapter 1 ‘Intro’ and 10 ‘Conclusions’. HN 380.7.A8 BRA


Recommended Readings
R. Sakwa, Postcommunism, esp. Ch 4 HX44SAK
A. Amsden The Market Meets its Match HC 244AMS


Kibivilskaya, M. ‘Once we were kings: Male experiences of loss of status at work in post-communist Russia’, in S. Ashwin (ed.) Gender,
LECTURE 14 After ‘transition’: post-socialist modernities (Charlie Walker)

This lecture takes a closer look at the social consequences of capitalist transformation in Eastern Europe and the former Soviet Union by moving from the macro to the micro level. It addresses transformations taking place in spheres such as work and employment, and explores the changing nature of class and gender identities. What do these capitalist societies have in common with those of the Western world, and what does this tell us about the nature of ‘capitalism’?

Required Readings (see following page)

Recommended Readings

A. Stenning, Post-Socialism and the Changing Geographies of the Everyday in Poland, available to download: http://www.nowahuta.info/papers/papers.shtml


Stark D 1992 The great transformation? Social change in eastern Europe, Contemporary Sociology 21 3 299-304

Stenning, A. Where is the Post-socialist Working Class? Working-Class Lives in the Spaces of (Post-)Socialism, Sociology, 39(5): 983-999


D. Lane (ed) (2007) The transformation of state socialism: system change, capitalism or something else? Introduction HC 244 LAN


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Lecture 15 Modernization and development in China I (Charlie Walker)

Drawing on the themes addressed in previous sessions, this lecture will take a closer look at both the history and political economy of China from 1949 to 1979, while turning a critical eye on the discourses and practices of modernization and development in China.

Required Readings

Recommended Readings
Lecture 16 Modernization and development in China II (Charlie Walker)

Since its ‘open door’ reform in 1979, China has been undergoing astonishing social and economic changes. However, the transformation is also complex and nuanced, creating intricate economic, social and environmental challenges. In this lecture, we will look at some of the issues that China faces in its pursuit of modernity.

Required Readings

Recommended Readings
LECTURE 17 Welfare Regimes (Silke Roth)

Different types of welfare states or regime-types (liberal, conservative, socialist) can be distinguished which originate in different historical circumstances and follow different trajectories. The lecture will consider gender dimensions of citizenship and social policy.

Required Readings

Recommended Readings

Gender and Welfare States
Crow, G (1997) Comparative Sociology and Social Theory pp.73-84 *HM51CRO

Welfare States in Latin America, East Asia and Eastern Europe

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The Great Recession, Austerity and the Welfare State
Taylor-Gooby, P, Leruth, B. and H Chung (eds)(2017)

LECTURE 18 Varieties of Capitalism - A Gender Perspective (Silke Roth)

The ‘Varieties of Capitalism’ (VoC) (Hall & Soskice) (introduced in lecture 5) compares the institutional basis of different production systems in advanced economies which give rise to different employment and training strategies as well as welfare state protection. This lecture critically evaluates the VoC approach from a gender perspective.

Required Readings

Recommended Readings


Gender, Race and the Economic Crisis


Bassel, and A. Emejulu (2017) Minority women and austerity. Survival and resistance in France and Britain HQ 1236 BAS


LECTURE 19 Social Movements, Gender and Intersectionality (Silke Roth)

Contentious politics comprises revolutionary as well as reform movements. Social movements bring about and react to social change, including influencing legislation. This lecture gives an overview over the development of social movement theory and how it reflects social differences. We draw on contemporary social movements with a focus on women’s movements.

Required Readings

Recommended Readings
Social Movement Theory and History

Comparative Perspectives on Women’s Movements


Global Feminism

Feminist Movements in Eastern Europe


Global Feminism


LGBT-Movements in Europe


Contemporary Feminism and the Future of Feminism


Minority and Migrant Women

Populism and Far-Right Politics

LECTURE 20 Critical Perspectives on Development Aid (Silke Roth)

This lecture gives an overview over changes and debates in development aid and cooperation and addresses the contested meaning of ‘development’, ways of measuring ‘development’ as well as modernization theory and rival theories of development. It also addresses aid relationships and volunteer tourism.

Required Readings

Recommended Readings

Crow, G (1997) Comparative Sociology and Social Theory, pp.115-30


The UN Human Development Reports at http://hdr.undp.org/en/site/ provide a very useful statistical angle on ‘development’


Simon, D. and A. Naerman (eds.) (1999) Development as Theory and Practice, Edinburgh: Addison Wesley (chps 1,2,37,12) *HD75 SIM*


Post-Development

Rahnema (1997) (Ed.) The Post-Development Reader. *GN 495.6 RAH*


**Aid Relationships**


**Gender and Development**


**Representations of Development**


Aid Workers and (Gap Year) Volunteer Tourism

Risk and Security

LECTURES 21-22: Revision (Silke Roth)

No readings assigned, please review lecture hand-outs and class notes.

Please note that there will be one revision lecture before Christmas (10 December) and one in January (09 January).
D. Tutorial Guide

SEMINAR PROGRAMME

Each seminar has a list of questions around which discussion can be focused. Seminars can also be used to discuss other questions arising from lectures and reading of materials on the list above, or any other materials relevant to the course. (Students are encouraged to browse through the library, the internet (e.g. www.bbc.co.uk/news and www.Channel4.com/news, and websites relating to development issues such as the United Nations Development Programme www.undp.org and the World Bank www.worldbank.org), newspapers, journals such as New Internationlist and, and other sources for additional material.)

Seminar 1 Theoretical Approaches to Comparative-Historical Sociology

In the first summary we engage with the notion of path dependence or that “history matters” and “the past influences the future”. This serves as an introduction to comparative-historical sociology.

Required reading:

Recommended reading

Please consider the following questions:

- What is path dependence?
- What types of path dependent analyses can be distinguished?
- Are path dependent analyses deterministic?
- What role does contingency play in path dependent analyses?
- Try to apply the concept of path dependence to different types of colonialism.
Seminar 2 Revolutions and Social Change

Scholars such as Barrington Moore have argued that revolutions are inevitable to achieve modernity, but that there are different paths to modernity. Revolutions have been crucial in the transition to capitalism and socialism and to independence from colonial rule.

Required Reading

Recommended Reading

Please consider the following questions

• According to Skocpol, what factors explain successful social revolutions?
• According to Skocpol, what made the regimes in France, Russia and China vulnerable to social-revolutionary transformations?
• Which routes to modernization does Barrington Moore distinguish?
• According to Moore, what are the pre-conditions for democracy?
• What other explanations need to be considered to understand continuity and change?
Seminar 3 Contemporary Capitalism

How significant is the shift from ‘organized’ to ‘disorganized’ capitalism? How are the meanings attached to work and to class changing? What is the relationship between capitalism and citizenship? What is women’s position in the welfare state? How has the rationale underlying state involvement in economic and social life changed in recent decades?

Required Reading
S Lash & J Urry The End of Organized Capitalism ch.6

Recommended Reading
Z Bauman, Work, Consumerism and the New Poor, chs 1 and 2

Please consider the following questions

• What do Lash & Urry mean by ‘organization at the top’ and ‘organisation at the bottom’?
• Why do Lash & Urry consider Germany the ‘ideal type’ of organized capitalism?
• According to Lash & Urry, what is the paradox of the British case?
• According to Hall & Soskice, which institutions address coordination problems in capitalist societies and why and how do institutional complementarities matter?
• According to Hall & Soskice what distinguishes liberal market economies (LMEs) from coordinated market economies (CMEs) and what are their comparative institutional advantages?
• Are the processes of individualization attached to contemporary forms of capitalism the same everywhere?
Seminar 4  Socialism/Post-Socialism

What were the main contradictions of the socialist system? How important were pressures from below compared to pressures from above in bringing these societies brought to an end? What impact on gender relations and class identities has the transition to post-communism had? In what ways are post-socialist societies ‘hybrid’ societies?

**Required Reading**
D Lane *The Rise and Fall of State Socialism* ch.3
D. Lane, *Varieties of Capitalism in Post-Communist Countries*, esp ch 1
HC 244 (available on webcat as ‘Post-State Socialism: a diversity of capitalisms’; see also on webcat ‘Introduction: outcomes of transformation’)

**Recommended Reading**
R. Sakwa, *Postcommunism*, Ch 4

Please consider the following questions:
• How did the Russian revolution transform society and economy?
• How did the development of the Soviet Union compare to other modern societies (including other socialist states)?
• What were the main contradictions of the socialist system and what factors led to the end of socialism?
• Would you characterize China as a capitalist or socialist society?
• What is neoliberalisation, and how has it been experienced in post-socialist societies?
Seminar 5 Modernisation, Development and Globalisation

In the last seminar, we will reflect on the course content and consider how development or modernisation in various regions are and have always been inextricably interlinked.

Required Reading:

Recommended Reading:

Please consider the following questions:

- What does Julian Go mean by ‘analytic bifurcation’ and how can it be overcome?
- What role do colonial and post-colonial revolutions play in classical and contemporary sociology?
- How does the cotton textile production and industrialization in Britain illustrate ‘connected histories’?
- What role did the slave revolt in Haiti (1791) play for the French Revolution (1789)?
- What contribution can post-colonial theory make to (historical) sociology? What is the promise of post-colonial sociology?
E. Assignments & Assessments

1) 2000 Word Assessed Essay (40%)

Pick one of the following questions for the essay:

1. What is progress? How can it be measured? How does it affect different social groups?
2. What factors contribute to revolutionary movements and how do revolutions affect social change?
3. What are the legacies of colonialism for contemporary societies? Critically discuss.
4. Could the collapse of State Socialism in Eastern Europe have been prevented? If so, how?
5. What -- if anything -- have post-socialist societies in common with Western capitalist societies? How do they differ?
6. Which groups benefited from organized capitalism? Is the disorganisation of capitalism beneficial for the same groups?

The essay is due on Thursday, 13 December, 4 pm and has to be submitted via Turnitin. It will be electronically marked. Please see further instructions regarding the preparation of the essay below.

2) Unseen Exam (2 Questions, 2 Hours) (60%)

The exam will take place in the exam period of semester 1 in January 2018. The date of the exam will be announced in the revision lectures and on blackboard.

Past exam papers can be found at the end of this course outline and at

http://www.adminservices.soton.ac.uk/adminweb/jsp/pastPapers/index.jsp

3) Referral

Exam (100%) Depending on the circumstances of the resit (for example, special considerations) the re-sit exam will either comprise 2 questions (2 hours) or 3 questions (3 hours). You will be informed by your tutor which rules apply.
Overlength work

- **there is no 10% leeway** (less or more)
- all text above the limit will not be considered by markers
- included in the word count: footnotes
- excluded from the word count: reference list, reasonable use of graphs and tables
- **Please provide a total word count for your assignment on the front sheet**

Penalties for late submission of coursework

Work submitted after the deadline without an agreed extension will be marked as usual. You will also receive feedback as you normally would for that module. However, a penalty is imposed, as described below:

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<tr>
<th>University working days</th>
<th>Penalty mark</th>
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<tr>
<td>More than 5 working days</td>
<td>Zero awarded</td>
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The penalty system deducts points from the mark you would have received if the assignment had been submitted on time. For example, if your mark would have been 60, but the assignment is submitted one working day late, your assignment will be reduced by 10% of the final mark i.e. 6 marks, resulting in a mark of 54.

Working days are Monday to Friday throughout the calendar year, including student vacation periods (but excluding University staff closure dates at Easter and Christmas).

Work submitted after the published deadline may be accompanied by a completed Special Considerations application form should a valid reason exist for the late submission, but submitting the form does not guarantee that a penalty will be taken off.

These penalties do not apply when within the period of a formally granted extension to the original submission deadline.

Extensions

If you require an extension to an assignment, you must complete the Deadline Extension Request form, which you can download
from the Form Store on the FSHMS Hub Blackboard site or via this link (http://www.southampton.ac.uk/quality/assessment/special_considerations.page? ) and submit this to the Student Office (email in ‘essential information’ above). This will be considered by the appropriate Extensions Officer and you will receive a response via email. Extensions can only be granted up to the date of submission, so we recommend that you submit the form as soon as you are aware of any concerns.

**General Guidelines for Writing Assignments**

- Please put your student identity number, the title of your assignment and the module code on the front page of your assignment. **Please do not put your name on your coursework.**
- Please type/word process your assignment, use double line spacing and use a size of font (ideally 12 point) that is easy to read, format left-aligned (not justified!)
- Number the pages of your work and make sure they are in the correct order before you submit your work.
- Always include a bibliography, listing all the sources you have used in your work. Remember to include references to these sources throughout the assignment. All Social Sciences subjects at Southampton use the Harvard system – for guidance, see: [http://library.soton.ac.uk/citing-and-referencing/harvard](http://library.soton.ac.uk/citing-and-referencing/harvard)
- Do not simply restate your lecture notes. By all means use those notes to introduce you to pertinent literature but read and reflect on that literature for yourself. Ground your assignments in module readings. Use only a limited number of well-chosen quotes. Lecture notes are NOT a suitable citable source for your essays or exams, they are to guide you to the sources, concepts and theories which will inform your essay.
- Always read your work through before submission – is it clearly written? Have you followed any instructions that have been given with the assignment titles? Have you referenced your sources?
- Please make sure that you keep a copy of your submitted work and that you can produce that copy if asked to do so.
Categorical Marking Scheme

Students studying modules within the Department of Sociology, Social Policy and Criminology will be marked according to the following categorical marking scheme in order to avoid any ambiguity in the standard achieved.

<table>
<thead>
<tr>
<th>The Categorical Marking Scheme</th>
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</thead>
<tbody>
<tr>
<td><strong>First (1st)</strong></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Numerical Grade</td>
</tr>
<tr>
<td>Outstanding 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>100</td>
</tr>
<tr>
<td>Excellent 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>90</td>
</tr>
<tr>
<td>Very good 1st</td>
<td>85</td>
</tr>
<tr>
<td>Good 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>78</td>
</tr>
<tr>
<td>Low 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>72</td>
</tr>
<tr>
<td><strong>Upper Second (2:1)</strong></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Numerical Grade</td>
</tr>
<tr>
<td>High 2:1</td>
<td>68</td>
</tr>
<tr>
<td>Mid 2:1</td>
<td>65</td>
</tr>
<tr>
<td>Low 2:1</td>
<td>62</td>
</tr>
<tr>
<td><strong>Lower Second (2:2)</strong></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Numerical Grade</td>
</tr>
<tr>
<td>High 2:2</td>
<td>58</td>
</tr>
<tr>
<td>Mid 2:2</td>
<td>55</td>
</tr>
<tr>
<td>Low 2:2</td>
<td>52</td>
</tr>
<tr>
<td><strong>Third (3)</strong></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Numerical Grade</td>
</tr>
<tr>
<td>High 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>48</td>
</tr>
<tr>
<td>Mid 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>45</td>
</tr>
<tr>
<td>Low 3rd</td>
<td>42</td>
</tr>
<tr>
<td><strong>Fail (F)</strong></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Numerical Grade</td>
</tr>
<tr>
<td>Bare Qualifying Fail</td>
<td>38</td>
</tr>
<tr>
<td>Low qualifying Fail</td>
<td>30</td>
</tr>
<tr>
<td>Unqualifying Fail</td>
<td>18</td>
</tr>
<tr>
<td><strong>Zero</strong></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Numerical Grade</td>
</tr>
<tr>
<td>Special Circumstances</td>
<td>0</td>
</tr>
</tbody>
</table>
Fails and Zero Marks
A mark of zero is applied to circumstances such as:
• No work is submitted (in the case of coursework)
• The piece of work is submitted more than 5 university working days after deadline and without having been granted an extension (in the case of coursework).

Past exam papers
The university has a repository of past exam papers for students to consult, which can be accessed here: https://www.adminservices.soton.ac.uk/adminweb/jsp/pastPapers/pastPapers.jsp?

F. Skills for the Future
This module contributes to a portfolio of skills you are developing over the course of your degree. These are skills employers will be looking for from their graduate candidates and you will be expected to demonstrate these at interviews and in application forms. You can do this by drawing on examples from this module. The skills we cover include:
• Using software such as Word
• Time management: Planning, working to deadlines, prioritising
• Written communication skills: presenting evidence and argument, and critically evaluating
• Critical reflection: talking and writing about what you have learnt and what skills you have gained, improved self-awareness, performance, initiative.
• Oral communication skills; giving individual and group presentations, questioning, discussing and debating in seminars and tutorials
• Sensitivity to cross-cultural and multi-faith needs

For further information about employability please contact your departmental Employability Officer. You can also drop in to the Careers Centre in Building 37 or visit the Careers & Employability website:
http://www.southampton.ac.uk/socsci/undergraduate/careers.page

3. CONTINUING ACADEMIC SUPPORT
If you find yourself experiencing any study skills difficulties with your work please consult the following resources and then contact your personal academic tutor to discuss any issues:
For face to face help you should contact the Academic Skills Hub, level 2 in the Hartley Library, just past the IT Help desk: Monday - Friday: 10am - 12 noon, 2pm - 4pm, Lunchtime drop-in and signup sessions as advertised.

http://www.studyskills.soton.ac.uk/getstart.htm

http://www.southampton.ac.uk/edusupport/study_support/index.page

If you experience any more specific difficulties with the content of the module, please contact your module convenor or seminar tutor.

4. FEEDBACK

All Sociology, Social Policy and Criminology modules include both formative feedback – which lets you know how you’re getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. Formative and summative feedback are provided in the following ways:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You’ll need to contribute regularly to group discussions to make the best use of this.)
- Informal written and verbal feedback are often provided by email or during office hours when we respond to queries about assessments, for example.
- Written formative and summative feedback will be given on your assessed coursework, available via Blackboard. As per Faculty policy our aim is to get coursework back to students within 4 weeks of submission.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.
- Feedback works two ways – we want to hear from you about any
concerns you have and suggestions about how to improve modules. We do this through informal mid semester feedback, which can sometimes be used to make immediate improvements in module delivery, and through a formal questionnaire at the end of the module, which will benefit students taking it in subsequent years. In addition to these, informal feedback from you on how we are doing and what we could do better is welcome anytime.

- For further information about how your work is marked and moderated, university quality assurance processes etc, please visit the marking and feedback section in the University’s quality handbook: https://www.southampton.ac.uk/quality/assessment/framework/marking_and_feedback.page

In addition to the weekly office hours there will be two revision lectures (one before Christmas on 10/12, one in January on 9/1) and an additional two-hour session for discussing assignment feedback and the second assessment (exam) **THE DATE FOR THE ADDITIONAL FEEDBACK SESSION WILL BE ANNOUNCED ON BLACKBOARD**

5. YOUR COMMITMENT

**Study Schedule**
This module is classified as 15 CATS credit points (7.5 ECTS). In addition to the 20 hours of lectures and 5 hours of seminars you are expected to study independently for at least 130 hours over the entire module, split between wider reading (65 hours) and the completion of your assessment tasks (65 hours). While much of the latter will cluster around assessment periods, the former requires you to be reading key and additional texts from the reading list for approximately 5-6 hours per week.

**Tutorial Preparation**
Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hard copies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.
Attendance
You are expected to attend all lectures, tutorials, and workshops that are part of your programme. Absences are recorded on your University record, and inappropriate amounts of absence without extenuating circumstances will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences
If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (see contact details in ‘essential information’ above). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence. All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.
If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard
Your commitment is also to check your University email and Blackboard at least every other day in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

6. MARKING CRITERIA AND GRADE DESCRIPTORS
Most written work by students - essays, reviews, dissertations, exams - is assessed into different class categories by using the following marking criteria:
• **RELEVANCE** - the ability to focus your work on the question at hand, gathering literature and data that relate clearly to the subject

• **STRUCTURE** - the ability to achieve a coherent structure in your work so that it flows logically and fluently, using good paragraphing and signposting, with a clear introduction and conclusion.

• **ACCURACY** - describing empirical phenomena and key ideas and theories accurately and clearly.

• **EVIDENCE** - using relevant, appropriate, authoritative sources to back up your claims and arguments, indicating strong knowledge of the literature

• **ANALYSIS** - the ability to move beyond a descriptive approach to key ideas and information towards harnessing these in the construction of an insightful response to the question

• **CRITICAL JUDGEMENT** - the ability to engage critically with the sources you use, reflecting on their strengths and limitations and using such reflections to develop your own argument.

• **COMMUNICATION** - writing carefully with good grammar, spelling and word choice, to communicate your arguments and analysis effectively.

• **REFERENCING** - correctly citing and attributing the sources you use in written work through an identified referencing system. All Social Sciences subjects at Southampton use the Harvard system: [http://library.soton.ac.uk/citing-and-referencing/harvard](http://library.soton.ac.uk/citing-and-referencing/harvard)

These criteria provide a detailed description of the characteristics expected of honours degree written work at all stages from level 1 to level 3. However, as you progress through your degree programme, emphasis will be placed on different criteria. At **level 1** a particular emphasis is placed on students’ ability to develop their study skills and an accurate understanding of assessment tasks, to demonstrate their grasp of basic concepts, and to demonstrate their capacity for reading widely around the subject. At **levels 2 and 3**, greater emphasis is placed on the development of independent research skills, alongside a continuing emphasis on the ability to critically evaluate supporting evidence in appropriate depth, alongside theoretical material where appropriate.

In all cases marking criteria are intended to provide guidance to markers and students, rather than to provide a rigid checklist. Examination answers and assessed essays may display these characteristics in varying degrees, and these variations may not correlate precisely with one another. Assessment therefore necessarily involves a judgment on the part of markers of the extent to which relative strengths and weaknesses balance against one another, but
always includes a baseline assessment of the student's ability to answer the question that has been set.

**Grade Descriptors mapped to Categorical Marking Scheme**

<table>
<thead>
<tr>
<th>First class</th>
<th>Description</th>
<th>Grade Descriptors mapped to Categorical Marking Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>First class qualities include relevance (a high degree of focus on the question), accuracy of interpretation, originality and insightfulness of analysis, critical reflection, wide reading, coherence of structure, and clarity of expression. These factors will be present to varying degrees in a first class answer.</td>
<td>100</td>
<td>Outstanding 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>An assessment that could not be bettered within the time available.</td>
<td>90</td>
<td>Excellent 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Distinguished by substantial scholarship and, in some cases, originality.</td>
<td>85</td>
<td>Very good 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>An answer that includes almost all the first class qualities.</td>
<td>78</td>
<td>Good 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>An answer showing a great deal of insight into the question, and one which indicates wide reading beyond the reference lists provided in course handouts.</td>
<td>72</td>
<td>Low 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>An answer showing substantial evidence of most of the first class qualities, demonstrating a comprehensive coverage of the subject matter and relevant literature, a very strong analysis, and no major inaccuracies of interpretation.</td>
<td>68</td>
<td>High 2:1 - Very good</td>
</tr>
<tr>
<td>Displays all upper second qualities, but narrowly misses first class, most commonly in areas of insight or breadth of additional reading.</td>
<td>65</td>
<td>Mid 2:1 - Good</td>
</tr>
<tr>
<td>An answer that displays most of the upper second class qualities. There will be clear evidence of reading of relevant literature and key issues will be interpreted accurately, although the answer may not be entirely comprehensive, or may be let down by one or two weaker components such as coherency of structure.</td>
<td>62</td>
<td>Low 2:1 - Capable</td>
</tr>
<tr>
<td>An answer which displays some of the upper second class qualities. There will be evidence of reading of relevant literature and key issues will be interpreted mostly accurately, although the answer may be let down by one or two weaker components such as coherency of structure, coverage of key issues and readings.</td>
<td>Lower second class</td>
<td>Lower second class qualities include a good degree of relevance, coverage of the topic and accuracy of interpretation. There is evidence of reading, but it is limited in extent. Coherence of structure, clarity of analysis and degree of insight and critical reflection are also limited.</td>
</tr>
<tr>
<td>Score</td>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>58</td>
<td>High 2:2 - Competent</td>
<td>Displays all of the lower second class qualities, but fails to demonstrate much reading. Structure is present, but may not be the most suitable. Typically, such an answer may cover the course material and be correct, but display a lower level of clarity in comprehension and analysis than a low 2:1.</td>
</tr>
<tr>
<td>55</td>
<td>Mid 2:2 - Satisfactory</td>
<td>An answer that displays most of the lower second class qualities, largely relevant and accurate and covering the topic, but with limited coverage of the literature and limited insight.</td>
</tr>
<tr>
<td>52</td>
<td>Low 2:2 - Adequate</td>
<td>Some of the required qualities are significantly lacking. The structure may be weak, or there may be little evidence of reading. An answer at this level may be let down by significant sections which are not relevant to the question, or by some inaccuracy of interpretation.</td>
</tr>
<tr>
<td>Third class</td>
<td></td>
<td>Work with severe shortcomings in presentation, relevance, analysis and structure. Though there may be some evidence of basic knowledge of the literature, it is likely to be superficial and/or inaccurate.</td>
</tr>
<tr>
<td>48</td>
<td>High 3rd - Rudimentary</td>
<td>An answer that is relevant to the question and demonstrates some of the key points, but with little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.</td>
</tr>
<tr>
<td>45</td>
<td>Mid 3rd - Weak</td>
<td>An answer that is only partly relevant to the question and covers only some of the key issues, with little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.</td>
</tr>
<tr>
<td>42</td>
<td>Low 3rd - Very weak</td>
<td>An answer that demonstrates only a rudimentary understanding of the key issues, with little focus on the question, little or no evidence of reading, and possibly large segments of inappropriate material. The answer demonstrates little or no insight and is weakly structured.</td>
</tr>
<tr>
<td>Fail</td>
<td>Poor answers with serious omissions or errors. A distinction is made between answers at the higher end of this range, which typically demonstrate a serious weakness in argument and/or a lack of knowledge and understanding, and answers at the lower end, which are simply deemed inadequate.</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Bare qualifying fail - Poor</td>
<td>Answers with serious omissions or errors, but with some material relevant to the question. There is evidence that the question has been understood in part, but that there is only a fragmented and shallow acquaintance with the subject. Work at this level will demonstrate serious weakness in argument, and/or a serious lack of knowledge and understanding.</td>
</tr>
<tr>
<td>30</td>
<td>Low qualifying fail - Inadequate</td>
<td>Little substance or understanding, but with a vague knowledge of the correct answer.</td>
</tr>
</tbody>
</table>
| 18    | Unqualifying fail - Unsatisfactory | Some relevant facts but an inadequate structure and approach leading to a jumble of disorganised material. This grade is also appropriate for an answer which is wholly tangential to the question, or to a very short
7. REFERENCING AND ACADEMIC INTEGRITY

Referencing

The lack of appropriate referencing in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which, as outlined below, is a serious offence. All essays must employ the scholarly apparatus of references and a bibliography, or references list. There are different acceptable referencing styles. In all Social Sciences subjects we use the Harvard system of referencing, which is described in detail here: http://library.soton.ac.uk/citing-and-referencing/harvard

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List, which lists your sources in alphabetical order by author’s surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above.

Academic integrity

Fundamentally, Academic Integrity (AI) is about following academic standards and honesty in your work. According to the University regulations, the main breaches of AI include: plagiarism (using someone else’s words or ideas without proper acknowledgement), cheating (getting unfair advantage in assessment, for example during exams), falsification (fabricating or distorting data or results), recycling (submitting the same piece of work for another piece of assessment without explicit permission), breaching ethical standards, or other types of misconduct in research.

Of those breaches, the most common type is plagiarism, which in many cases is a result of poor academic practice. To learn how to
avoid it, there are several excellent resources available to you, including the very comprehensive Academic Skills library guide, available at http://library.soton.ac.uk/sash/ai. It provides links to many interactive teaching materials, such as those prepared at the University of Leeds, where you can learn how to maintain AI in your work, recognize plagiarism, or judge various real-life situations according to AI principles. Worth trying!

The Academic Skills guide and other AI resources are also listed on the Faculty Blackboard resource site FSHMS-Hub, on which you should be automatically enrolled (click on Programme Related > Academic Integrity).

Unfortunately, AI breaches sometimes occur. For those of you who are new to the University, the regulations distinguish between two types of breaches of academic integrity: minor (first-time offences, "committed through inexperience or lack of understanding and ... limited in scope or their effect"), and major. The minor breaches are dealt with by individual markers, through the regular feedback process. However, everything that is not a minor breach, including all repeated cases, is a major one.

The major breaches are dealt with either by the Academic Integrity Officer – currently Professor Jakub Bijak for Social Sciences – or by an AI panel, depending on the severity of the alleged breach. The process is definitely unpleasant and can lead to severe consequences. The maximum penalty that can be given by an AI panel is the termination of the programme – so please treat AI really seriously.

For those of you embarking on or continuing to write your theses or dissertations, please additionally bear in mind the requirements of the University Ethics Policy. Unless your study is exempt from this requirement, please do not attempt an analysis without having secured clearance from the Ethics Committee via the ERGO system, as this would be a breach of academic integrity. You will receive further guidance on that from your dissertation coordinators and/or supervisors.

The full text of the academic integrity regulations is available in the University Calendar. Please spare a few moments to have a look. More detailed information and additional guidance are in the Quality Handbook.

If you have any questions, please do not hesitate to ask your Personal Academic Tutors, module coordinators, programme teams, or Faculty AI Officer Jakub Bijak.
8. PAST EXAM PAPERS

Recent examination papers:
(Candidates are required to answer any two questions in two hours.)

2017/2018

1. Critically discuss the concept of path dependence, distinguishing between self-reinforcing and reactive sequences. Please use examples to illustrate your discussion.

2. Does economic growth guarantee well-being? In answering this question, critically evaluate three definitions of ‘development’ and how ‘development is measured in each.

3. Compare and contrast the three routes to modernity identified by Barrington Moore Jr, was he right?

4. Critically discuss whether ‘settlement colonialism’ had a more positive effect on the development of former colonies than other forms of colonialism.

5. Does socialism result in more equal societies? Critically discuss.

6. Critically discuss the impact of the end of socialism on gender relations.

7. Evaluate different types of capitalism from a gender perspective.

8. Critically discuss what distinguishes ‘connected sociology’ from classical sociology.

2016/17

1. Does Weber’s ‘Protestant Ethic’ convincingly explain the emergence of Capitalism?

2. What role did colonialism play in modernisation processes?

3. Does industrialisation necessarily lead to democracy?

4. Does economic growth contribute to greater equality?

5. How has social change affected gender relations?

6. Is China better described as a socialist or a capitalist society?
7. What is development and how can it be measured?

8. What impact has post-colonial thinking had on social thought?

**2015/16**
1. Critically evaluate the concept of path dependence and illustrate the concept with respect to one of the following a) colonialism, b) capitalism or c) revolutions.

2. Distinguish different paths to modernity.

3. Are revolutions a necessary precondition for social progress?

4. Does progress imply a greater degree of stratification?

5. Have contemporary capitalist societies become indistinguishable?

6. What factors explain the end of state socialism in Eastern Europe? Could its demise have been avoided?

7. Critically evaluate what is development aid and what it has achieved.

8. Critically evaluate efforts to achieve social equality either in capitalist or socialist societies.

**2014/15**
1. Critically evaluate strategies that are employed to compare societies.

2. To what extent are classical and contemporary social theory Eurocentric?

3. What are the preconditions for contentious action?

4. What impact do modernization processes have on social equality?

5. Is it correct to say that contemporary capitalist societies are converging?

6. Could the end of socialism have been predicted?
7. What explains social and economic change in developing countries?

8. Critically evaluate efforts to achieve gender equality in a comparative perspective.

**2013/14**
1. Critically evaluate the use of typologies in comparative sociology.

2. What is distinctive about post-colonial sociology?

3. Under what circumstances do revolutions and other social movements emerge?

4. What explains different degrees of inequality in societies?

5. Compare and contrast at least two types of contemporary capitalism.

6. Was the end of socialism in Eastern Europe inevitable?

7. What forces have shaped social and economic development in the Global South?

8. What role does path dependency play for gender relations in contemporary societies?

**2012/13**
1. Identify three reasons for conducting comparative analyses, using examples from this course.

2. In what ways, if any, are former colonies influenced by the legacy of colonialism?

3. What factors drive social change? What role do revolutions play? Use material from this course in your discussion.

4. What are the main features of contemporary capitalism? Is it more appropriate to speak of contemporary capitalisms?

5. Compare the promise of socialism as a political ideology with its achievements in the Soviet era.

6. Define the concept of the welfare state. What impact do welfare states have in contemporary capitalism?
7. What are the main features of post-socialist societies? Has transition been successful?

8. How useful has development assistance been in the 20th and 21st century?

2011/2
1. What criteria guide the selection of cases in comparative sociological research?

2. How are the legacies of colonialism best characterized?

3. What role do revolutions play for social change?

4. What distinguishes contemporary capitalism?

5. What is the promise of socialism and to what extent has it been fulfilled?

6. What impact does the welfare state have on gender relations?

7. What are the consequences of the end of state socialism?

8. What is development and how can it be achieved?

2010/11
1. Does globalization make comparative sociology superfluous?

2. Discuss the impact of colonialism on former colonies.

3. Does modernization imply democratization?

4. Compare and contrast different types of capitalism.

5. To what extent did socialism in Eastern Europe achieve its goals?

6. Has development assistance in the 20th and 21st century been successful?

7. To what extent do welfare states contribute to social equality?

8. Are post-socialist societies best described as modern, post-modern or anti-modern?