

SUMMARY

The Nature of «Putinism» (by Lev Gudkov). L. Gudkov analyzes here those important but left out of systematic analysis aspects of the regime that was established during V. Putin's Presidency. It is not totalitarianism and customary, well described forms of authoritarianism. Attention is paid primarily to the formed systems of legitimizing authority and technologies of power exercising including mass management. Double character of power is shown: outward one assuming a look of public, legal, elective and real one, closed, illegal or informal but sufficiently, or even the only one, effective exercised by personnel of political police through corresponding methods of special operations and the like. Under the conditions of practically complete control over economical and political spheres the power of those who come from special services runs counter to their own corporative norms that is testified by the processes of latent decentralization of management, emergence of hidden interest groups competing with each other, tough struggle between various clans and groups.

Corruption as Perceived and Experienced: Russia as a Test Case (by Richard Rose and William Mishler). This paper marshals evidence from a nationwide survey of Russians to show that doing so is not justifiable: there is a big gap between the 86 percent who perceive most public officials as corrupt and the 23 percent who say their household has paid a bribe in the past two years. A multiple regression test of hypotheses offering explanations for this gap finds contact with public officials is the most important influence on payment of bribes, followed by the belief that bribery is acceptable and hearing that it is widespread. Perception of corruption has no significant influence on the payment of bribes, nor does high or low socio-economic status. These findings are endorsed by further analysis, which finds that neither the payment of bribes nor the number of contacts with public officials has a significant effect on the perception of corruption. Perceptions are principally influenced by the

circulation of information locally and through the media and by the perceived fairness of public officials. The conclusion reports evidence that the gap between the perception of corruption as estimated by Transparency International and the public's experience of corruption occurs on every continent, albeit the size of the gap is not consistent in high or in low income countries.

Studying Society through Internet (by Leonid Ashkinazy, Maria Gainer and Alla Kuznetsova). The possibility of secondary analysis of Internet evidence is demonstrated in the paper, in particular, for getting substantial and sociologically relevant information on Internet community available for quantitative measuring. Among other things the authors show some peculiarities of the language of Russian Internet users, closeness of ties between users of Russian- and English-language nets (references to each other, shared sites, etc.), as well as stereotypes of their beliefs about different peoples of the world, the levels of trust to various currencies, standards of self-characteristics on dating sites.

Russian Education System in Population Evaluations (by Boris Dubin and Natalya Zorkaya). The authors analyze the data of the representative survey of the Russian citizens carried out by Levada Center in April–May, 2009 (N=2000) and compare them with the findings of the Center previous researches. The Russians nowadays mention money as the main value, deficiency and hypothetical factor for solving all the problems including education and employment (the authors speak about this super value of money as of the poor society mythology). The paper shows extremely little concern of urban population and urban youth for quality education per se and lack of real efforts aimed at increasing this quality. It refers mainly to high school but to a considerable degree to higher educational institutions. The leading motive for acquiring higher education is getting a good (that is, well-paid) job. The core problem of higher school

for the majority of population and its younger part is excessively high payment for training and its discrepancy with the quality of education received by students, and correspondingly new inequality that has appeared in recent years in access to higher education, infringement of the rights of less well-to-do or provincial applicants.

Universal National Exam (UNE) as a Mirror for the Russian Education Problems (by Lyubov Borusyak). The author analyzes the consequences for the present system of secondary and higher education in Russia that are and will be brought about in future by the transition to a new technique of «Universal National Exam» in certifying secondary schools leavers and their entering higher educational institutions. The analysis is based on the information reviewed by the author from printed and audio-visual mass media, Internet forums and Internet diaries, as well as on interviews with Moscow school teachers carried out by the author.

Time and History in the Russians' Consciousness (Part I) (by Lev Gudkov). Taking as a basis some theoretical considerations of Yury Levada the author examines the meaning of the category and various types and measures of time for sociology. For a sociologist an important characteristic is social forces which determine time and shape the order of its representation in the form of «history». Accordingly L.Gudkov distinguishes the history of various autonomous institutions of society, its groups, social movements; academic history; family history. The paper scrutinizes working out the beliefs about

the history of the State («Power») in the USSR at its different stages, their institutionalization at school and in mass media, the influences on collective ideas of contemporary Russians of the their country history, its major events.

Shaping History and Attitude to it: School Textbooks on Modern Russian History (by Ekaterina Levintova and John Butterfield). The authors trace the process of establishing officially admitted interpretation of the 1990-s analyzing school textbooks on history approved and recommended by the RF Ministry of education and published in Putin's period. These initiatives of the State develop in a wider context of centralized standardization of historical education in the country on the one hand, and, on the other hand, of shaping unified, non-contradictory picture of the country's past which is also ordered by the supreme power (V.Putin, D.Medvedev) in the 2000-s. Using the technique of content-analysis the authors examined 47 history textbooks for 9-th and 11-th forms of high schools published in 1998–2008. The authors stress significant closeness of general approaches to the Russian history, of beliefs on the role of the country in the world and its relations with Western countries, of extremely negative interpretation of the 1990-s («Yeltsin's epoch») and highly positive representation of Putin's period to the evidence of interviews carried out by the authors in 2008 with representatives of politically active young people participating in pro-Kremlin movements «Nashy» («Ours»), «Molodaya Gvardiya» («Young Guard») and «Rossiya Molodaya» («Russia the Young»).

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