Syllabus for Contemporary Sociological Theory Spring of 2023
Responsible teacher: Stina Bergman Blix (SBB)
Teachers: Sebastian Abrahamsson (SA) Göran Ahrne (GA), Hannah Bradby (HB), Mats Franzen (MF), and Maria Törnqvist (MA).

1. General information
7.5 credits
Education cycle: First cycle 2023, half-speed
Grading system: Fail (U), Pass (G)
Entry requirements: 180 credits including 90 credits in sociology, social psychology, or social work.
Responsible department: Department of Sociology
Language: The class will be taught in English.

2. Learning outcomes
After the course the student should:

• have gained knowledge about available tools for theorizing, and enhanced their capacity to develop theoretical concepts from empirical material.
• have acquired in-depth knowledge of selected contemporary sociological theories
• have insight into the use of different sociological theories and the connection between present sociology and classical sociological theories
• have the capacity for critical reflection on different levels of sociological analysis [micro-macro] and their interrelations.
• have enhanced their ability to discuss and analyze sociological theoretical thinking in written and verbal form.

3. Course content
The course focuses major sociological theoretical themes in two ways; first, the focus is on level of analysis embracing culture, institutions, organizations, relations, interactions and identity. The intention is to clarify and critically discuss how these levels of analysis can elucidate social phenomena and how a specific phenomenon can be studied and analyzed through different levels of analysis. The second set of themes engages central sociological problems/perspectives: power, governmentality, feminism, post-colonialism, emotions, and civilization. These theoretical themes do by no means represent a complete set of sociological theories or perspectives, but represent a selection in relation to which most contemporary theories can be understood. These second set of themes represent modern perspectives for analyzing today's society, both building on and expanding/contrasting classical sociological theorizing.

For their final course paper, the literature chosen by the students should ideally be relevant to their interests and must engage with contemporary theoretical debates in sociology.

In addition to lectures and seminars, the students are expected to develop their theoretical competence and their ability to read and critically analyze contemporary theoretical literature in group- and individual assignments.

4. Instructions
The course consists of lectures, seminars, and group and individual assignments (date of hand-in is marked). Active participation in seminars is compulsory. A student who misses more than five lectures/seminars cannot be graded. Absence from compulsory elements must be compensated by assignments. To complete the course, each student need to hold one film seminar (group assignment Aa, Ab), submit one written assignment of their own choice (Wa, or Wb), hold one group lecture/construct questions (Ac, Ad), prepare seminar assignments for active participation during lectures and seminars, and submit one final papers.

5. Assessment
Assessment is based on assignments and individual contributions at the lectures/seminars. If something is missing in a submitted assignment, it must be supplemented and resubmitted within 14 days of the result becoming available to the student.

6. Schedule and literature
All lectures and seminars will be in the Segerstedt room

Date	Time	Room	L/S	By	Topic	Hand-in
Tues 17/1	10:15-12	TS-room	L	SBB	Introduction – Theory and Practice	W
Thur 19/1	11:15-12	TS-room	L	SBB	From Theory to Theorizing	
Thur 19/1	13:15-15	TS-room	S	SBB	From Theory to Theorizing	A
Tues 24/1	10:15-12	TS-room	L	MT	Cultural Sociology	
Thur 26/1	10:15-12	TS-room	L	SA	Social Relations	
Tues 31/1	10:15-12	TS-room	L	GA	Institution- and Organization Theory	
Thur 2/2	09:15-12	TS-room	FS	SBB	Culture/Social Relations/Organization	Aa
Tues 7/2	10:15-12	TS-room	L	SBB	Social Interaction	
Thur 9/2	10:15-12	TS-room	L	SA	Identity and Reflexivity	
Tues 14/2	09:15-12	TS-room	FS	SBB	Interaction/Identity/micro-macro	Ab
Thur16/2	10:15-12	TS-room	L	SBB	Sociology of Emotions	
Tues 21/2	10:15-12	TS-room	L	MF	Civilization Theory	
Thur 23/2	10:15-12	TS-room	S	SBB	Emotion/Civilization	Wa/A
Tues 28/2	10:15-12	TS-room	L	HB	Difference, data and the problem of a global sociology	
Thur 2/3	10:15-12	TS-room	S	HB	Difference, data and the problem of a global sociology	Wb/A
Tues 7/3	10:15-12	TS-room	L	SBB	Power - presentations and discussion	Ac
Thur 9/3	10:15-12	TS-room	L	SBB	Governmentality - presentations and discussion	Ad
Thur 23/3	13:15-16	TS-room	S	SBB	Course review and Final Seminar	W/A

L=lecture, S=Seminar, FS=film seminar, A=assignment, W=written assignment

Detailed outline of literature and assignments

Introduction: Social Theory and Sociological Practice
This lecture will introduce the course by considering how the various social theories which it will cover can be related to each other in sociological practice. It will also serve as a basic introduction on how to approach different levels of analysis, which will be the first theme covered in the course.

Required readings
Coleman, James S. (1986). Social theory, social research, and a theory of action. *American journal of Sociology*, *91*(6), 1309-1335. Retrieved from:
http://www.jstor.org/stable/pdf/2779798.pdf
Collins, Randall (1981). On the microfoundations of macrosociology. *American journal of sociology*, *86*(5), 984-1014. Retrieved from: http://www.jstor.org/stable/pdf/2778745.pdf

Recommended readings

Tilly, Charles (1984). *Big structures, large processes, huge comparisons*. Russell Sage Foundation. Chapter 1.

Written Assignment
To this lecture, each student must write one page addressing the following: There are different levels of analysis corresponding to theories with different claims, what level of analysis correspond to your scientific orientation to the extent that you would like to explore it further in e.g. your doctoral thesis, and why?

Theorizing and concept development
This lecture will introduce some perspectives on the *practice* of theorizing and theory building itself, in particular the development of concepts. Drawing on work by Richard Swedberg (2014), and others working at the frontier of contemporary theory, we will make a distinction between theory, an intellectual tradition taught by lecturers and professors to students, and theorizing, an imaginative, intellectual and creative process, undertaken by the students themselves, and put the craft of theorizing in a social context.

Required readings

Swedberg, Richard (2016). "Before Theory Comes Theorizing or How to Make Social Science More Interesting," *British Journal of Sociology* 67, 1:5-22.
Becker, Howard. (1998) *Tricks of the Trade: How to Think about Your Research While You are Doing It*, Chicago: University of Chicago Press, chapter 4: concepts.

Recommended readings

Cetina, K. K. (2014) Intuitionist theorizing. In R. Swedberg (Ed.) *Theorizing in Social Science: The Context of Discovery*. Stanford, Stanford University Press, Pp. 29-60.

Parker, J. N., & Hackett, E. J. (2012). Hot spots and hot moments in scientific collaborations and social movements. *American Sociological Review*, *77*(1), 21-44. Retrieved from: https://search.proquest.com/docview/924698858/fulltextPDF/209F859D12074B15PQ/1?accountid=14715

Reed, I. (2008). Justifying Sociological Knowledge: From Realism to Interpretation. *Sociological Theory*, 26(2), 101-129. Retrieved from: https://search.proquest.com/docview/213323936/fulltextPDF/B99F2184CCE640B3PQ/1?accountid=14715

Swedberg, Richard (2016). "Can You Visualize Theory? On the Use of Visual Thinking in Theory Pictures, Theorizing Diagrams and Visual Sketches," *Sociological Theory* 24, 3:250-75. Retrieved from: http://journals.sagepub.com/doi/pdf/10.1177/0735275116664380

Swedberg, Richard, 2014 *The Art of Social Theory*. Princeton: Princeton University Press.

Swedberg, Richard, 2014 (Ed) *Theorizing in Social Science: The Context of Discovery*. Stanford, Stanford University Press.

Vaughan, D. (2014) Analogy, Cases, and Comparative Social Organization. In R. Swedberg (Ed.) *Theorizing in social science: The Context of Discovery*. Stanford University Press, Pp. 61-84.

Assignment
Will be circulated separately – on concept development, building on Becker etc.

Cultural Sociology

The lecture explores the concept of "culture" in sociological theory and beyond. In social science as well as popular culture, culture may encompass cultural production and artistic practices (e.g., fine and popular art). It may also mean an entire way of life (e.g., worldviews including knowledge, traditions, norms, beliefs, languages, material objects etc.) and the ways in which it organises practices of a given society. The relationship between culture and society is often taken for granted, but approaches to the nature of this relationship varies. Taking these different meanings of culture into account, the lecture introduces the field of cultural sociology. Cultural sociology has a trajectory from the early classics of Durkheim and Simmel, through Bourdieu, Douglas and Foucault. The field is by its focus on culture interdisciplinary and engages with theoretical development within structuralism, constructivism, cultural studies, post-structuralism, post-colonialism, post-humanism and other "posts". Examples from ongoing research is used to illustrate the centrality, potential and challenges of cultural sociology for understanding stability and change in social worlds.

Required readings

Alexander, J.C. (2004) "Cultural Pragmatics: Social Performance Between Ritual and Strategy". *Sociological Theory* 22(4): 527–573. Retrieved from: https://search.proquest.com/docview/213321854/fulltextPDF/E99690F9A79A4FF8PQ/1?accountid=14715

Bourdieu, P. (1989) "Social Space and Symbolic Power", *Sociological Theory* 7(1): 14-25.

Swidler, A. (1986) "Culture in action", *Am Soc. Review* 51(2): 273-286. Retrieved from: http://www.jstor.org/stable/pdf/2095521.pdf

Recommended readings
Butler J. (1999) "Performativity's Social Magic." *Bourdieu: a Critical Reader*, Oxford: Blackwell Publishers. Pp. 113-128. Retrieved from: https://belfioreword.files.wordpress.com/2014/02/14493-performativitys_social_magic.pdf
Collins, R (2020) "Social distancing as a critical test of the micro-sociology of solidarity", *American Journal of Cultural Sociology,* 8(3):477–497.
Gartman, D (2007) "The strength of weak programs in cultural sociology: A critique of Alexander's critique of Bourdieu", *Theory & Society*, 36(5): 381–413.
Hennion, A., (2007) "Those Things That Hold Us Together: Taste and Sociology", *Cultural Sociology,* 1(1): 97-114. Retrieved from: http://journals.sagepub.com/doi/pdf/10.1177/1749975507073923
Holmberg, T (2019) *'Walking, Eating, Sleeping: Rhythm Analysis of Human/Dog Intimacy', Emotion, Space and Society*, 31: 26-31. Retrieved from: https://www.sciencedirect.com/science/article/pii/S1755458618301695?via%3Dihub
Hutnyk, J. (2006) "Culture", *Theory, Culture & Society*, 23 (2-3): 351-358. Retrieved from: http://journals.sagepub.com/doi/pdf/10.1177/0263276406062700
Spillman, Lyn (2020) *What is Cultural Sociology?* Cambridge: Polity Press.

Social Relations

The aim of this lecture is to familiarize the students with some of the debates marking the domain of relational sociology. While relational threads and accents are a major part of most sociological writings, the focus here will be on texts where the relational logic is central and widely acknowledged. Firstly, an overview of relational sociology and its strengths will be discussed (Emirbayer). Secondly, the emphasis will fall on how relationality has been taken up in and adapted by the sociological subfield "science and technology studies" (Law). Thirdly, we will focus on some of the differences and similarities between relational sociology and the theoretical and methodological field of actor-network theory (Mützel).

Required readings

Emirbayer, Mustafa. 1997. Manifesto for a Relational Sociology. *The American Journal of Sociology*, Vol. 103, No. 2, pp. 281-317. Retrieved from: http://www.jstor.org/stable/pdf/10.1086/231209.pdf
Law, John (2008) On Sociology and STS. *The Sociological Review*, Vol. 56, No 4, pp. 623-649. Retrieved from: https://journals.sagepub.com/doi/full/10.1111/j.1467-954X.2008.00808.x
Mützel Sophie (2009) Networks as Culturally Constituted Processes: A Comparison of Relational Sociology and Actor-network Theory. Current Sociology. Vol. 57, No. 6, pp. 871-887. Retrieved from: https://journals.sagepub.com/doi/pdf/10.1177/0011392109342223

Recommended readings

Bottero, Wendy, Crossley, Nick. (2011). Worlds, Fields and Networks: Becker, Bourdieu and the Structures of Social Relations. *Cultural Sociology,* 5 (1), pp. 99-119. Retrieved from: http://journals.sagepub.com/doi/pdf/10.1177/1749975510389726

Bourdieu, Pierre. (1993). The Field of Cultural Production, in *The Field of Cultural Production*. Columbia University Press, pp. 29-112.

Fuhse, Ian. (2015). Theorizing social networks: the relational sociology of and around Harrison White. *International Review of Sociology*, 25 (1), pp. 15-44. Retrieved from: http://www.tandfonline.com/doi/abs/10.1080/03906701.2014.997968

Granovetter, Mark. (1973). The Strength of Weak Ties. *American Journal of Sociology*, 78 (6), pp. 1360-1380. Retrieved from: http://www.jstor.org/stable/pdf/2776392.pdf

Levine, Donald, Ellwood B. Carter, Eleanor Miller Gorman. (1976). Simmel's Influence on American Sociology. *American Journal of Sociology*, 81 (4), pp. 813-845. Retrieved from: http://www.jstor.org/stable/pdf/2777598.pdf

Low, Jacqueline. (2008). Structure, Agency, and Social Reality in Blumerian Symbolic Interactionism: The Influence of Georg Simmel. *Symbolic Interaction*, 31 (3), pp. 325- 343. Retrieved from: http://www.jstor.org/stable/pdf/10.1525/si.2008.31.3.325.pdf

White, Harrison. 2008. Networks and Stories, in *Identity and Control. How Social Formations Emerge* (2nd edition). Princeton University Press, pp. 20-59.

Institution- and Organization Theory

The first aim of the theme *institutions and organizations* is to clarify the difference and the interrelation between the two concepts of institution and organization. The second aim is to show how these two concepts can be understood in relation to other theoretical concepts such as stratification, gender, system and globalization, as well as to the sociological theoretical discussion about micro and macro.

Required readings

Ahrne, Göran (2017) "The Organization of Action" in Leiulfsrud, Håkon and Peter Sohlberg (eds.) *Concepts in Action. Conceptual Constructionism*. Leiden: Brill.

Meyer, John and Brian Rowan (1977) "Institutionalized organizations: formal structure as myth and ceremony", *American Journal of Sociology* 83(2):340-363. Retrieved from: http://www.jstor.org/stable/pdf/2778293.pdf

Perrow, Charles (2002) "Appendix" in *Organizing America. Wealth, Power and the Origins of Corporate Capitalism.* Princeton: Princeton University Press. (pp. 229-235)

Recommended readings

Acker, Joan (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & society*, *4*(2), 139-158. Retrieved from: http://journals.sagepub.com/doi/pdf/10.1177/089124390004002002

Ahrne, Göran, Castillo, Daniel and Roumbanis, Lambros (2019) Queues: tensions between institution and organization, in Göran Ahrne and Nils Brunsson (eds.) *Organization outside organizations. The abundance of partial organization in social Life.* Cambridge University Press 2019.

Ahrne, Göran (1994) *Social Organizations. Interaction, inside, outside and between organizations*. London: Sage.
Brunsson, Nils (2007) *The Consequences of Decision-Making*. Oxford: Oxford University Press.
March, James och Herbert Simon (1993) *Organizations*. Andra upplagan. Oxford: Blackwell Business.
Scott, Richard (1995) *Institutions and Organizations*. Thousand Oaks: Sage.

Film seminar Culture/Social Relations/Organization
The groups that has chosen the topics of the seminar (Aa) have prepared a presentation and discussion topics where they will use the selected theoretical perspective to analyze the film "The Giant" or a sequence in the film. The analysis serves as an illustration for understanding and putting the theory to work and as a starting point for discussions about how the theory can contribute to a further understanding of the film as well as critical scrutiny of advantages and weaknesses of the particular theoretical perspective. The respective groups have 45 minutes at their disposal for presentation and discussion.

Social Interaction
This lecture will primarily focus on the interaction order as developed by Erving Goffman and subsequent interpretations and developments of his theoretical perspective. We will explore Goffman's development of (Durkheim's) concept of ritual, some of its related concepts such as 'role distance', and the fundamental role of 'embarrassment' for structuring interactions. We will also look at his move from 'backstage/front stage' to 'frames' allowing for a multidimensional understanding of how structures organize experience.

Required readings

Goffman, Erving (1961). *Encounters: Two studies in the sociology of interaction.* pp. 75-134 (Role Distance)
Rawls, Anne. W. (1987). 'The interaction order sui generis: Goffman's contribution to social theory'. *Sociological theory*, 136-149. Retrieved from: http://www.jstor.org/stable/pdf/201935.pdf
Tavory, I. (2018). Between situations: Anticipation, rhythms, and the theory of interaction. Sociological Theory, 36(2), 117-133. Retrieved from: https://doi.org/10.1177/0735275118777007

Recommended readings

Collins, Randall (1988). 'Theoretical continuities in Goffman's work', in Paul Drew and Anthony Wootton (eds.). *Erving Goffman: Exploring the interaction order*. Cambridge: Polity Press.
Goffman, E. (1974). *Frame analysis: An essay on the organization of experience*. Harvard University Press.
Goffman, Erving. (1983). 'Presidential Address: The Interaction Order.' *American Sociological Review* 48 (1): 1–17. Retrieved from: http://www.jstor.org/stable/pdf/2095141.pdf
Scheff, Thomas. J. (2003). 'Shame in Self and Society'. *Symbolic Interaction*, 26(2): 239–262.

Tavory, I. (2022). A theory of intersubjectivity: experience, interaction and the anchoring of meaning. Theory and Society, 1-20. Retrieved from: https://link.springer.com/article/10.1007/s11186-022-09507-y

Identity and Reflexivity

Writings on reflexivity and its implicit links with identity have been very numerous in the social theory of the last 30 years. In the early 90's, Bourdieu, Archer, Giddens and Beck all focused on this topic with the same agenda in mind: setting a new foundation for the relation between structure and agency. Thus, this lecture proposes a look back at these theories in order to examine: agentic views on reflexivity in relation to habitus, the connections between reflexivity and identity making in the context of modernity and reflexivity through the lens of risk. Furthermore, more recent arguments seeking to achieve a finer balance between reflection and habitualized action and to bring emotions to the table, will be discussed.

Required readings

Archer, Margaret. 2010. Routine, Reflexivity, and Realism. *Sociological Theory*, 28 (3), pp. 272-303. Retrieved from: https://search.proquest.com/docview/1907090090?pq-origsite=summon
Giddens, Anthony. 1991. The Self: Ontological Security and Existential Anxiety. *Modernity and Self Identity*. Polity Press, pp. 35-70.

Recommended readings

Adams, Matthew. (2006). Hybridizing Habitus and Reflexivity: Towards an Understanding of Contemporary Identity? *Sociology*, 40 (3), pp. 511-528.
Beck, Ulrich. (1994). The Reinvention of Politics: Towards a Theory of Reflective Modernization. Ulrich Beck, Anthony Giddens and Scott Lash (eds), *Reflexive Modernization - Politics, Tradition and Aesthetics in the Modern Social Orde*r. Cambridge: Polity Press, pp. 1-55.
Elder-Vass, David. (2007). 'Reconciling Archer and Bourdieu in an Emergentist Theory of Action', *Sociological Theory* 25(4): 325–346.
Farrugia, David, Woodman, Dan. (2015). Ultimate concerns in late modernity: Archer, Bourdieu and reflexivity. *The British Journal of Sociology*, 66 (4), pp. 626-644.
Holmes, Mary. (2010). The Emotionalization of Reflexivity. *Sociology*, 44 (1), pp. 139-154- highlights the vastly relevant and often overlooked relation between reflexivity and emotions.
Laurier Decoteau, Claire. (2016). The Reflexive Habitus. Critical realist and Bourdieusian social action. *The European Journal of Social Theory*, 19 (3), pp. 303-321.

Film seminar Interaction/Identity/micro-macro

This seminar follows the same structure as the first film seminar. After the two theoretical perspectives (Ab) have been presented and discussed, we will summarize the first five perspectives with a focus on how they relate to each other and to micro and macro levels of analyses.

Sociology of Emotions

Commencing with a short background of the history of sociological research on emotions, and defining the concept of emotion in an interdisciplinary context, this lecture will critically explore the often used

dichotomy between emotion and reason. In recent decades, there has been a re-evaluation of the role of emotions in social life and social science, to the extent that scholars often talk of an 'emotional turn'. Our main focus will be on theorizing the link between rationality and emotion, but we will also look at structural theories of emotion.

Required readings

Barbalet, Jack (2001) *Emotion, Social Theory, and Social Structure: A Macrosociological Approach.* Cambridge: Cambridge University Press, chapter 2: 29-61.
Bandelj, N. (2009). Emotions in economic action and interaction. *Theory and Society*, *38*(4): 347-366. Retrieved from: https://link.springer.com/article/10.1007/s11186-009-9088-2

Recommended readings

Berezin, M. (2002). Secure states: towards a political sociology of emotion. *The Sociological Review*, *50*(2_suppl), 33-52. Retrieved from: https://doi.org/10.1111/j.1467-954X.2002.tb035
Bergman Blix, S. (2022). Making Independent Decisions Together: Rational Emotions in Legal Adjudication. Symbolic Interaction, 45(1), 50-71. Retrieved from: https://doi.org/10.1002/symb.549
Hochschild, Arlie R. (1979). Emotion Work, Feeling Rules, and Social Structure. *American Journal of Sociology*, 85(3): 551–575. Retrieved from: http://www.jstor.org/stable/pdf/2778583.pdf
Scheer, Monique (2012) 'Are emotions a kind of practice (and is that what makes them have a history)? A Bourdieuian approach to understanding emotion', *History & Theory,* 51(2): 192-220. Retrieved from: http://www.jstor.org/stable/pdf/23277639.pdf
Summers-Effler, E. (2002). The micro potential for social change: Emotion, consciousness, and social movement formation. *Sociological Theory*, *20*(1), 41-60. Retrieved from: https://doi.org/10.1111/1467-9558.00150
Wingfield, A. H. (2021). The (Un) Managed Heart: Racial Contours of Emotion Work in Gendered Occupations. *Annual Review of Sociology*, 47, 197-212. Retrieved from: https://doi.org/10.1146/annurev-soc-081320-114850

Civilization as informalization
The last half century has seen more relaxed manners becoming more common and particularly so in the middle class. Yet, this has not implied any social disintegration, contrary to the expectations of many watchers of the social order, since then lamenting everything from pre-marital sex, marijuana smoking and casual dress, to skate boarding in the city centre and personally designed obituary ads. Rather, these new relaxed manners have been key to personal recognition, professionally as well as privately.

   This phenomenon was recognised quite early by the Dutch sociologist Cas Wouters, developing what can be called a theory of informalization out of a note in Norbert Elias's *Über der Prozeß der Zivilisation* (1939). In a series of studies, he has explored and theorized these changes, from the relations between the sexes to the democratization of everyday life and the rituals of dying. Wouters contribution to a figurational sociology is also part of developing emotions as a new field of sociological study.

Required readings

Cas Wouters: Informalization (London: Sage 2008), alternatively: *Informalisierung*
      (Opladen/Wiesbaden 1999)

Or the following articles (all by Wouters):

'Formalization and informalization: Changing tension balances in civilizing processes.' *Theory,*
      Culture & Society Vol. 3 (2), 1-19 (1986). Retrieved from:
      http://journals.sagepub.com/doi/pdf/10.1177/0263276486003002002

'On status competition and emotion management: the duty of emotions as a new field.' *Theory,*
      Culture & Society. Vol. 9 (1), 229-252 (1992). Retrieved from:
      http://www.jstor.org/stable/pdf/3788853.pdf?refreqid=excelsior:892ef9bd669129ea308cd
      04b5b421c2e

'How strange to ourselves are our feelings of superiority and inferiority?' *Theory, Culture &*
      Society Vol. 15 (1), 131-150 (1998). Retrieved from:
      http://journals.sagepub.com/doi/pdf/10.1177/026327698015001011

'The quest for new rituals in dying and mourning: Changes in the we-I-balance.' *Body & Society*
      Vol. 8 (1), 1-27 (2002). Retrieved from:
      http://journals.sagepub.com/doi/pdf/10.1177/1357034X02008001001

Recommended readings

Michael Dunning: 'Terrorism and civilizations: the case for a relational approach.' *Belvedere*
      Meridionale Vol. 28 (1), 5-26

Ryan Powell: 'Spaces of imformalisation: Playscapes, power and the governance of behavior.'
      Space and Polity Vol. 14 (2), 189-206 (2010)

S. Mestrovic: *The postemotional bully*. London: Sage 2015 (selected parts)

Amanda Rohloff: 'Moral panics as decivilizing processes: Towards an Elisian approach.' *New*
      Zealand Sociology Vol. 23 (1), 66-76 (2008)

P.N. Stearns: *American cool*. New York: NYU Press 1994 (selected parts)

Cas Wouters: 'Functional democratization and disintegration as side-effects of differentiation
      and integration processes.' *Historical Processes* Vol. 5 (2)

Assignment on Emotion/Civilization:

Written assignment

Write a short essay (800-1200 words, excluding references) on how you could, hypothetically, integrate an emotion or 'civilizing' perspective in your own research or the phenomena you wish to study? What would be the advantages and limitations of this kind of theorizing? Make references to each of the required readings plus one of the recommended readings, with page numbers – at least one reference for each text.

Seminar assignment

Will be circulated separately.

Difference, data and the problem of a global sociology

The discovery of class, gender and racialised differences in mortality rates at national level is considered as an example of how method and theory work together. In sketching this story we go from Marx and Engels' documenting 19th century industrial slums alongside early socialists and philanthropists, to the global public health agenda of the 21st century. The lecture will consider how method and theory intersect in defining what constitutes central sociological theory. What are the historical processes through which particular categories become core to defining the discipline, legitimizing certain substantive topics and theoretical approaches, while rendering others peripheral?

Required readings

Burawoy, M. (2016). The Promise of Sociology: Global Challenges for National Disciplines. *Sociology*, *50*(5), 949–959. Retrieved from http://soc.sagepub.com/content/50/5/949.short

Bhambra, G. K. (2016). Postcolonial reflections on sociology. *Sociology*, *50*(5), 960–966. Retrieved from http://journals.sagepub.com/doi/abs/10.1177/0038038516647683

Recommended readings

Bhambra, G. (2014). *Connected Sociologies*. London: Bloomsbury Open Access. Retrieved from https://www.bloomsburycollections.com/book/connected-sociologies/ especially chapter 1

Bhambra, G. K., & Santos, B. de S. (2017). *Introduction: Global challenges for sociology*. Sage Publications Sage UK: London, England

Assignment on Difference, data and the problem of a global sociology

Written assignment

With reference to the session's two required readings, describe (in 800-1200 words, excluding references) the risks that your doctoral project runs of promoting a false sociological universalism.

Seminar assignment

Participants will prepare by marshaling arguments for and against the persistence of social theory as a relevant force for progressive global social change:

- Is sociology's approach to the study of modernity not only euro-centric, but of limited use to the study of society elsewhere in the world?
- How should a social theorist think about the relationship between sociology and its sister disciplines: anthropology, development studies, gender, critical race and queer studies?
- Can sociology be saved as a discipline that is relevant to a globalized world?

<u>Power</u>

A group of students will lead this lecture on power and the next lecture on governmentality. Each group will be assigned specific readings. The assigned group will select some aspects or themes that they will talk about and prepare a presentation during the first hour. You can use ppt, but it is not required. Each student in the group should talk approximately the same amount of time and no one should read from their papers - talk to your fellow students!

For the second hour, another group of students will provide 3-4 questions for discussion. The questions need to be sent to the course instructor the day before the class (15:00 the latest).

The literature critically explores the concept of power in social scientific research.

Required readings

Emerson, R.M. (1962) Power-Dependence Relations. American Sociological Review 27(1): 31-41. Retrieved from:
https://www.jstor.org/stable/pdf/2089716.pdf?casa_token=OYjl7q5DFeEAAAAA:g0nWijoDWattD8MFrJ93YBW6OGMVTCeGWpRha-4ZyXt_f16Hnxp7AAZZ_uO93epsURzP3Hh1sfCX50dPhL8bEmDc6gWtKj9i9wo_AusEEHxwqVlVYLpI

Hayward Clarissa and Steven Lukes (2008) 'Nobody to Shoot? Power Structure and Agency: A Dialogue.' *Journal of Power*, vol 1,1 pp. 5-20. Retrieved from:
http://www.tandfonline.com/doi/abs/10.1080/17540290801943364

Lukes, S. (2007) Power. Context 6: 59-61. Retrieved from:
https://www.jstor.org/stable/41801062?pq-origsite=summon&seq=1#metadata_info_tab_contents

Recommended readings

Barbalet, Jack & Xiaoying Qi (2013) 'The paradox of power: conceptions of power and the relations of reason and emotion in European and Chinese culture', *Journal of Political Power*, 6:3, 405-418. Retrieved from:
http://www.tandfonline.com/doi/abs/10.1080/2158379X.2013.846554

Haugaard, Mark (2012) 'Rethinking the Four Dimensions of Power', *Journal of Political Power* 5(1): 35-54. Retrieved from:
http://www.tandfonline.com/doi/abs/10.1080/2158379X.2012.660810

Heaney, J. G. (2011). Emotions and power: reconciling conceptual twins. Journal of Political Power, 4(2), 259-277. Retrieved from:
https://www.tandfonline.com/doi/pdf/10.1080/2158379X.2011.591171?casa_token=QmGDZooIN14AAAAA:rkcP88t7LJKWGrBWzuB6RhZTMaVd0hksuRBvsZYc7FYS91Qsaozl7_lNzJhBnXpueV4kEqDJXcSy0w

Lukes, Steven (2005), 2nd ed, *Power: A Radical View.* London: Palgrave Macmillan.

Mills C Wright (1956 - and more recent editions) *The Power Elite*, Oxford University Press, Oxford.

Reed, Isaac Ariail (2013) 'Power: Relational, Discursive & Performative Dimensions', *Sociological Theory*, 31(3) 193–218. Retrieved from:

Governmentality and self-control

A new group of students will do this lecture. The assigned group will select some aspects or themes that they will talk about and prepare a presentation during the first hour. You can use ppt, but it is not required. Each student in the group should talk approximately the same amount of time and no one should read from their papers - talk to your fellow students!

For the second hour, another group of students will provide 3-4 questions for discussion. The questions need to be sent to the course instructor the day before the class (15:00 the latest).

This literature will concentrate on the work of Michel Foucault (1926-1984), with focus on his later work. The readings include Foucault's macro-sociologically notions of power and political rule (governmentality, biopolitics), and micro-sociological notions related to normativity and self-control (discipline, the technologies and aesthetics of the self), and connect the two.

Required readings

Foucault, Michel (1982) "The Subject and Power." *Critical Inquiry* 8(4), 777-795. Retrieved
from: http://www.jstor.org/stable/pdf/1343197.pdf
Foucault, Michel (1988). 'Technologies of the Self," pp. 16-49 in Martin L.H., Gutman, H. and
Hutton, P.H. (eds.), *Technologies of the self: A Seminar with Michel Foucault*. Amherst:
The University of Massachusetts Press.
Foucault, Michel (2003) "Lecture Eleven, 17 March 1976 (on Biopower)," pp 239-264 in
Society Must Be Defended (trans. D Macey). London: Penguin Books.

Recommended readings

Allen, Amy, 2008 *The politics of ourselves: power, autonomy and gender in critical theory*. New
York: Columbia University Press
Arendt, Hannah (1970) *On Violence*. Orlando: Houghton Mifflin Harcourt, part 2, pp. 35-56.
Foucault, Michel (2008) "Lecture Nine, 14 March 1979 (on neo-liberalism)," in The Birth of
Biopolitics, Lecture at the Collège de France, 1978-79. New York: Palgrave Macmillan.
Foucault, Michel (1991) "Governmentality," pp 87-104 in Graham Burchell, Colin Gordon and
Peter Miller (eds) *The Foucault Effect, Studies in Governmentality*, The University of
Chicago Press.
Rabinow, Paul and Rose, Nikolas (2006) "Biopower Today," *Biosocieties* 1(2): 195–217.

Final seminar

To the final class each student brings the final paper. Each student presents the theory of own choosing, relevant for their ongoing dissertation project. Prepare an oral presentation, which should not exceed 10 minutes.

The final paper should be between 3000-4000 words. It should present a theory of own choice, and how the theory could contribute to a further understanding of your phenomena and identify possible theory development. The theory should be critically examined, by identifying and discussing its strengths and limitations in relation to your subject of choice.