**Syllabus**

**Key Texts in** **Sociology, Social Anthropology and Education**

**PhD Course**

**7,5 higher education credits**

The course was adopted and the syllabus approved by the Board of the Department of Sociology, Lund University, xx.xx.xxxx. This syllabus is valid from the fall 2015.

*General information*

The course is offered by the Department of Sociology at Lund University as an introductory course, but it can basically fit into any stage. The instruction language is English or Swedish (if all participants speak Swedish).

*General course description*

Which texts can best stimulate PhD Students in sociology, social anthropology and education? In which works do we find the essence or the fundamental thought styles of the respective disciplines?

This course aims at presenting, discussing and problematizing the foundations for the scientific approaches that characterize the department’s three disciplines. The participants read a selection of key texts that can be said to represent excellent ways of “doing” social science. By engaging in comparisons with texts belonging to the two other disciplines, the participants are encouraged to define both common grounds and specific identities.

The course will be based on mandatory readings (a short list) as well as on readings chosen by the participants according to their interests (taken from a long list). The lists have been compiled by suggestions from researchers at the department.

*Course goals*

On completion of the course, the PhD student shall be able to:

– present a selection of key texts in sociology, social anthropology and education,

– identify, assess and compare a selection of theoretical perspectives, methodologies and typical fields across the three disciplines at issue,

– extract one or more recurrent forms of analysis from the text presented, and apply them to a research topic,

– engage in informed and advanced debates on what a “key text” is or should be.

*Course implementation*

The course combines lectures, interview seminars with professors and participants’ presentations. Each participant writes an academic essay revolving around the mandatory texts and other freely chosen texts from the long list. The mandatory texts vary for each semester, depending on the teachers.

*Assessment*

Participants are expected to attend all lectures and seminars and to contribute to these. Participants must write and submit an essay (4000–5000 words), as well as present and discuss the (tentative) topic of their essay during the course.

*Grades*

The grades used are Pass or Fail. To be awarded a Pass the PhD candidate must fulfil the requirements specified for the course.

*Admission requirements*

Applicants must be PhD Students. Applicants who belong to the PhD program at the Department of Sociology at Lund University have priority.

*Readings*

See separate reading lists.

*Schedule (an example)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Time | Room | Topic | Texts | **Teacher** |
| En dag | 9.15-10 |  | Introduction |  | Course teacher |
|  | 10.15-12 |  | Though styles in social science, part 1 |  | Course teacher |
|  | 13.15-15 |  | Though styles in social science, part 2 |  | Course teacher |
| En annan dag | 10.15-12 |  | Though styles in social science, part 3 |  | Course teacher |
| En dag | 2 hours |  | Sociology talk, part 1 | Tilly, Swedberg, Merton | Interview with a department professor |
| En annan dag | 2 hours |  | Sociology talk, part 2 | Becker, Goffman, Granovetter, Simmel, Smith, Hochschild | Interview with a department professor |
| En dag | 2 hours |  | Anthropology talk, part 1 | Bourdieu, Mauss | Interview with a department professor |
| En annan dag | 2 hours |  | Anthropology talk, part 2 | Douglas, Gluckman, Geertz | Interview with a department professor |
| En dag | 2 hours |  | Education talk | Levinson et al., | Interview with a department professor |
| En annan dag | 9.15-12 |  | Presentation of essay ideas | Participants present | Course teacher |
| En dag |  |  | Deadline for submission of essays |  |  |
|  |  |  |  |  |  |

**Short list (mandatory reading, around 1200 pages in total)**

*Sociology*

Becker, Howard. S. (1953). “Becoming a Marihuana User”. *The American Journal of Sociology* 59: 3: 235-242. (7 pages)

Goffman, Erving (1952) “On Cooling the Mark Out: Some Aspects of Adaptation to Failure.” *Journal for the Study of Interpersonal Processes* 4: 451-463. (12 pages)

Granovetter, Mark S. 1973. "The strength of weak ties." *American Journal of Sociology*, vol 78, no 6, pp 1360-1380. (20 pages)

Hochschild, Arlie R. (2013) *So How's the Family: and Other Essays*. Berkeley, CA: UCP. (chapter 1, 2, 3, 8 and 9, around 69 pages)

Merton, Robert K . “Manifest and Latent Functions. Toward the Codification of Functional Analysis in Sociology”. *Social Theory and Social Structure*, pp 73-138. (65 pages)

Simmel, Georg “The Stranger”. *George Simmel. On Individuality and Social Forms*. Ed Donald Levine, pp. 143-150. (7 pages)

Smith, Dorothy (1987). T*he Everyday World as Problematic. A Feminist Sociology*. Boston:  NUP. (143 pages)

Swedberg, Rikard (2012). Theorizing in sociology and social science. *Theoretical Sociology*, 41: 1-40. (40 pages)

Tilly, Charles (1998). *Durable Inequality*. Berkeley: Berkeley University Press. (chapter 1, 2, 3, 7 and 8, around 169 pages)

*Sociology and Social Anthropology*

Bourdieu, Pierre (1977). *Outline of a Theory of Practice*. Cambridge, London, New York, Melbourne: Cambridge University Press. (chapter 1 and 4, around 109 pages)

*Sociology and Education*

Certina, Karin Knorr (1999). *Epistemic Cultures: How the Sciences Make Knowledge*. Cambridge, Mass.: Harvard University Press. (chapter 1, 2 and 10, around 66 pages)

*Social Anthropology*

Douglas, Mary (1966). *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge. (chapter 1, 2, 6, 9, 10, around 120 pages)

Geertz, Clifford (1973). “Deep Play: Notes on the Balinese Cockfight”. *The Interpretation of Cultures*. New York: Basic Books, pp. 412-453. (41 pages)

Mauss, Marcel (1923/1990). *The gift. The form and reason for exchange in archaic societies*. London: Routledge. (164 pages)

Gluckman, Max (1963). “Gossip and Scandal”. *Current Anthropology* 4:3: 307-16. (9 pages)

*Education*

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays*. Austin: University of Texas Press (select one essay, around 100 pages).

Levinson, Bradley A., Douglas E. Foley, and Dorothy Holland (eds.) (1996). *The cultural production of the educated person: critical ethnographies of schooling and local practice*, *Power, social identity, and education*. New Work: SUNY Press. (the introduction, 56 pages)

**Long list**

*Books, Sociology*

Asplund, Johan (1987). *Det sociala livets elementära former*. Göteborg: Korpen.

Asplund, Johan (2002). *Genom huvudet. Problemlösningens socialpsykologi*. Göteborg: Korpen.

Balibar, Étienne (2014). *Equaliberty: political essays*. North Carolina: Duke University Press.

Berger, Peter L. & Luckmann, Thomas (1967/1991). *The Social Construction of Reality. A Treatise in the Sociology of Knowledge*. London: Penguin.

Bourdieu, Pierre (1987). *Distinction: A Social Critique of the Judgement of Taste*. Cambridge: Harvard University Press

Bourdieu, Pierre (1993). *Kultursociologiska texter* (i urval av Donald Broady och Mikael Palme). Stockholm: B. Östlings bokförlag Symposion.

Collins, Randall (2004). *Interaction Ritual Chains*. Princeton: Princeton University Press.

Douglas, Mary (1966/2004) *Renhet och fara. En analys av begreppen orenande och tabu*. Falun: Nya Doxa.

Durkheim, Émile (1982). *The Rules of Sociological Method and Selected texts on Sociology and its Method*. MacMillan.

Elias, Nordbert (1991/2001). *The society of individuals*. Edited by Michael Schröter, translated by Edmund Jephcott. New York : Continuum.

Elias, Norbert och John L. Scotson (2008) *Etablerade och outsiders*. Lund: Arkiv. Moderna klassiker.

Foucault, Michel (1986) *Vansinnets historia under den klassiska epoken*. Lund: Arkiv.

Goffman, Erving (1971). *Relations in public. Microstudies of the public order*. New York;: Basic Books.

Hill Collins, Patricia (1990) *Black Feminist Thought: Knowledge, Consiousness, and the Politics of Empowerment*. Boston: Unwin Hyman.

Hochschild, Arlie R. (2013) *So How's the Family: and Other Essays*. Berkeley, CA: UCP.

Mead, George Herbert (1934/2009). *Mind, self, and society: From the standpoint of a social behaviorist*. University of Chicago press.

Merton, Robert K. (1968). *Social Theory and Social Structure*. New York: The Free Press

Mills, C . Wright (1997). *Den sociologiska visionen*. Lund: Arkiv. Moderna klassiker.

Park, Robert Ezra, *Human Communities. The City and Human Ecology.* Glencoe: The Free Press, 1952

Rubin, Gayle (1975) "The Traffic in Women: Notes on the 'Political Economy' of Sex", in Rayna Reiter, ed.,*Toward an Anthropology of Women*, New York: Monthly Review Press.

Sayer, Andrew (2015). *Why we can't afford the rich*. Bristol: Policy Press.

Smith, Dorothy (1987) T*he Everyday World as Problematic. A Feminist Sociology*. Boston:  NUP.

Tilly, Charles (1998). *Durable Inequality*. Berkeley: Berkeley University Press.

Tönnies, Ferdinand, *Community and Society.* London: Dover, 1988. [*Gemeinschaft und Gesellschaft. Grundbegriffe der reinen Soziologie.* Darmstadt: Wissenschaftliche Buchgesellschaft, 1991 [1887]]

Weber, Max (1978). Den protestantiska etiken och kapitalismens anda. Lund: Argos.

*Articles and chapters, Sociology*

Acker, Joan (2006) "Inequality Regimes: Gender, Class and Race in Organizations", *Gender & Society*, 20, 4: 441-464.

Becker, Howard S. (1960). *Notes on the Concept of Commitment. The American Journal of Sociology*. 66: 1: 32-40.

Becker, Howard. S. (1953). “Becoming a Marihuana User”. *The American Journal of Sociology* 59: 3: 235-242.

Bertaux, Daniel and Isabelle Bertaux-Wiame (1981) ‘Life Stories in the Bakers ’ Trade’. I Bertaux, Daniel, red. *Biography and Society. The Life History Approach in the Social Sciences*. Beverly Hills: SAGE. Sage Studies in International Sociology 23., pp. 169-189.

Brante, Thomas. (2001). Consequences of Realism for Sociological Theory-Building. *Journal for the Theory of Social Behaviour*, 31(2), 167-195.

Goffman, Erving (1952) “On Cooling the Mark Out: Some Aspects of Adaptation to Failure.” *Journal for the Study of Interpersonal Processes* 4: 451-463.

Granovetter, Mark S. 1973. "The strength of weak ties." American journal of sociology, vol 78, no 6, pp 1360-1380.

Hughes, Everett C. (1984). “Bastard Institutions”. Hughes, Everett C. *The Sociological Eye*. New Brunswick, New Jersey: Transaction.

Merton, Robert K . “Manifest and Latent Functions. Toward the Codification of Functional Analysis in Sociology”. *Social Theory and Social Structure*.

Mills, C. Wright (1940) Situated Actions and Vocabularies of Motive. *American Sociological Review*, Vol. 5, No. 6.

Rosenberg, Karen Esther & Judith A. Howard (2006) "Finding Feminist Sociology: A Review Essay, *Signs: Journal of Women in Culture & Society*,  33, 31: 676-693

Sacks, Harvey, Emanuel A. Schegloff, and Gail Jefferson. "A simplest systematics for the organization of turn-taking for conversation." *Language* (1974): 696-735.

Simmel, Georg “The Stranger”. *George Simmel. On Individuality and Social Forms*. Ed Donald Levine. s 143-150

Simmel, Georg, ”The Concept and Tragedy of Culture”,  *Simmel on Culture*, eds. David Frisby & Mike Featherstone. London: SAGE, 1997, 55–74. [”Der Begriff und die Tragödie der Kultur”, Georg Simmel, *Philosophische Kultur. Gesammelte Essais.* Suhrkamp, Frankfurt am Main, 1996 [1919], 385–416 (*Gesamtausgabe*, Bd. 14), 385–416]

Simmel, Georg, ”The Number of Members as Determining the Sociological Form of the Group”, *American Journal of Sociology*, 8 (1902): 1–46. [”Die quantitative Bestimmtheit der Gruppe”, Georg Simmel, *Soziologie. Untersuchungen über die Formen der Gesellschaftung.* Frankfurt am Main; Suhrkamp, 1992 [1908]. (*Gesamtausgabe*, Bd. 11), 63–159]

Skeggs, Beverly (2008) "The Dirty History of Feminism and Sociology: or the War of Conceptual Attrition", *The Sociological Review*, 56, 4: 670-690

Swedberg, Rikard (2012). Theorizing in sociology and social science. *Theoretical Sociology*, 41(1).

Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies," American Sociological Review, vol 51, no 2, pp 273-286.

West, Candace and Zimmerman, Don H. (1987). “Doing gender”. Gender & Society 1:125–51.

*Books, Social anthropology*

Barth, Fredrik (1998). *Ethnic groups and boundaries. The social organization of culture difference*. Prospect Heights, Ill.: Waveland Press.

Bourdieu, Pierre (1977). *Outline of a Theory of Practice*. Cambridge, London, New York, Melbourne: Cambridge University Press. 248 pages.

Douglas, Mary (1966). *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge.

Graeber, David (2011). *Debt. The first 5,000 years*. New York : Melville House, 2011.

Mauss, Marcel (1923/1990). *The gift. The form and reason for exchange in archaic societies*. London: Routledge.

Mead, Margaret (1943). *Coming of age in Samoa. A study of adolescence and sex in primitive societies*. Harmondsworth: Penguin.

Mead, Margaret (2002). *Sex and temperament in three primitive societies*. New York: Harper Collins World.

Rubin, Gayle (1975) "The Traffic in Women: Notes on the 'Political Economy' of Sex", in Rayna Reiter (ed.) *Toward an Anthropology of Women*, New York: Monthly Review Press.

*Social anthropology, articles and chapters*

Geertz, Clifford (1973). “Deep Play: Notes on the Balinese Cockfight”. *The Interpretation of Cultures*. New York: Basic Books.

Gluckman, Max (1963). “Gossip and Scandal”. *Current Anthropology* 4:3: 307-16.

*Education, books*

Abbott, Andrew. *Chaos of disciplines*. University of Chicago Press, 2001.

Archer, Margaret S. (1979). *Social Origins of Educational Systems*. Beverly Hills: Sage.

Badiou, Alain (2005). *Being and Event*. London: Continuum.

Becker, H., Geer, B., & Hughes, E. (1995). *Making the grade: The academic side of college life.* New Brunswick, NJ: Transaction.

Bernstein, Basil. (2000). *Pedagogy, symbolic control and identity: Theory, research, critique* (Rev. utg.). Lanham, MD: Rowman & Littlefield.

Biesta, G.J.J. (Ed.) *Making sense of education: Fifteen contemporary educational theorists in their own words*. Dordrecht/Heidelberg/New York: Springer, 2012.

Carlgren, Ingrid, & Marton, Ference (2000). *Lärare av i morgon*. Stockholm: Lärarförbundets förlag.

Certina, Karin Knorr (1999). *Epistemic Cultures: How the Sciences Make Knowledge*. Cambridge, Mass.: Harvard University Press

Comenius, Johan Amos (1989). *Didactia Magna: Stora undervisningsläran*. Göteborg: Daidalos.

Deleuze, Gilles (2004). *Difference and Repetition*. London: Continuum.

Derrida, Jacques (1986). “Différance.” In *Margins of Philosophy*. Chicago: University of Chicago Press.

Dewey, John (1999). *Demokrati och utbildning*. Göteborg: Daidalos.

Engeström, Yrjö. (1987). *Learning by expanding: An activity-theoretical approach to developmental research*. Helsinki, Finnland: Orienta-Konsultit.

Fullan, Michael. (2007). *The new meaning of educational change* (4 utg.). New York: Teachers College Press; Routledge.

Harber, Clive (2014). *Education and international development: theory, practices and issues*.

Kant, Immanuel (2008). *Om pedagogik*. Göteborg: Daidalos.

Key, Ellen (1996). *Barnets århundrade*. Stockholm: Informationsförlaget.

Kristeva, J. *Strangers to Ourselves*. New York: Columbia University Press, 1993.

Lacan, J. *Écrits.*New York: W.W. Norton, 1977.

Lacan, Jacques (2007). *Min undervisning*. Forlaget Drift.

Lave, Jean, & Wenger, Etienne. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, United Kingdom: Cambridge University Press.

Leontiev, Aleksej Nikolajevitj. (1977/1986). *Verksamhet, medvetande, personlighet* (Irene Goodridge, Trans.). Moskva: Progress.

Levinas, E. (1969). *Totality and Infinity.*Pittsburgh: Dusquesne University Press.

Levinson, Bradley A., Douglas E. Foley, and Dorothy Holland, eds. (1996). *The cultural production of the educated person: critical ethnographies of schooling and local practice*, *Power, social identity, and education*. New Work: SUNY Press.

Montessori, Maria (1994). *From Childhood to Adolescence*. Oxford: Clio.

Oxford: Symposium Books.

[Peters](https://webmail.lu.se/owa/redir.aspx?SURL=tOknAPiRdTNXFHk7SyJkHrstPxtyj3bYb1-lRFZSuyWFkdKks1bSCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBhAG0AYQB6AG8AbgAuAGMAbwBtAC8ATQBpAGMAaABhAGUAbAAtAEEALgAtAFAAZQB0AGUAcgBzAC8AZQAvAEIAMAAwADEASgBQADQASQBKAE8ALwByAGUAZgA9AGQAcABfAGIAeQBsAGkAbgBlAF8AYwBvAG4AdABfAGIAbwBvAGsAXwAxAA..&URL=http%3a%2f%2fwww.amazon.com%2fMichael-A.-Peters%2fe%2fB001JP4IJO%2fref%3ddp_byline_cont_book_1), Michael A. and [Biesta](https://webmail.lu.se/owa/redir.aspx?SURL=E5FRTbyW6xkzzzDy5EJqSY6EwA8r6RumFQ1GHFplCHSFkdKks1bSCGgAdAB0AHAAOgAvAC8AdwB3AHcALgBhAG0AYQB6AG8AbgAuAGMAbwBtAC8ARwBlAHIAdAAtAEIAaQBlAHMAdABhAC8AZQAvAEIAMAAwADMAWQAyAFAAMAA4ADgALwByAGUAZgA9AGQAcABfAGIAeQBsAGkAbgBlAF8AYwBvAG4AdABfAGIAbwBvAGsAXwAyAA..&URL=http%3a%2f%2fwww.amazon.com%2fGert-Biesta%2fe%2fB003Y2P088%2fref%3ddp_byline_cont_book_2), Gert (2009). *Derrida, Deconstruction, and the Politics of Pedagogy*. New York: Peter Lang.

Piaget, J. (1973). *The child’s conception of the world*. London: Paladin. (Original work published 1929)

Rose, N. S. (1999). *Governing the soul: The shaping of the private self* (2nd ed.). London: Free Association Books.

Rousseau, Jean-Jacques (1977). *Emile eller Om uppfostran*. Göteborg: Stegelands förlag.

Stockholm: Lärarförbundet.

Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. London: Harvester Wheatsheaf.

Wertsch, J. V. (1998). *Mind as action*. New York; Oxford: Oxford University Press.

Vygotskij Lev, S. (1999). *Tänkande och språk*. (Vygotskij, Lev Semenovič, 1896-1934. - Tänkande och språk / Lev S. Vygotskij ; översättning från ryska: Kajsa Öberg Lindsten ; förord: Gunilla Lindquist. - 2001. - ISBN: 91-7173-143-1)

*Education, articles*

Selected by teacher later on.