

Syllabus for Contemporary Sociological Theory Spring of 2021

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 2021, 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 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 zoom (we will discuss the possibility of also having a few meetings at the University at the first lecture)

Date	Time	Room	L/ S	By	Topic	Hand-in
Tues 19/1	10:15-12	TS-room	L	SBB	Introduction – Theory and Practice	W
Thur 21/1	11:15-12	TS-room	L	SBB	From Theory to Theorizing	
Thur 21/1	13:15-15	TS-room	S	SBB	From Theory to Theorizing	A
Tues 26/1	10:15-12	TS-room	L	MT	Cultural Sociology	
Thur 28/1	10:15-12	TS-room	L	SA	Social Relations	
Tues 2/2	10:15-12	TS-room	L	GA	Institution- and Organization Theory	
Thur 4/2	09:15-12	TS-room	FS	SBB	Culture/Social Relations/Organization	Aa
Tues 9/2	10:15-12	TS-room	L	SBB	Social Interaction	
Thur 11/2	10:15-12	TS-room	L	SA	Identity and Reflexivity	
Tues 16/2	09:15-12	TS-room	FS	SBB	Interaction/Identity/micro-macro	Ab
Thur 18/2	10:15-12	TS-room	L	SBB	Sociology of Emotions	
Tues 23/2	10:15-12	TS-room	L	MF	Civilization Theory	
Thur 23/2	10:15-12	TS-room	S	SBB	Emotion/Civilization	Wa/A
Thur 25/2	13:15-15	TS-room	L	SBB	Power - presentations and discussion	Ac
Tues 2/3	10:15-12	TS-room	L	SBB	Governmentality - presentations and discussion	Ad
Thur 4/3	10:15-12	TS-room	L	HB	Difference, data and the problem of a global sociology	
Tues 9/3	10:15-12	TS-room	S	HB	Difference, data and the problem of a global sociology	Wb/A
Tues 23/3	09:15-12	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

Tuesday 19/1, 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?

Thursday 21/1, 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 recent 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.

Tuesday 26/1, 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. (1994/2001) “Social Space and Symbolic Space”, *Practical Reason*. Cambridge: Polity Press.

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

Collins, R. (2020) "Social distancing as a critical test of the micro-sociology of solidarity",
American Journal of Cultural Sociology (2020) 8:477–497.

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>

Illouz, E. (2012) *Why Love Hurts. A Sociological Explanation*. Cambridge: Polity Press.

Young, I. M. (1980) "Throwing Like a Girl: A Phenomenology of Feminine Body Comportment
Motility and Spatiality", *Human Studies*, 3(1): 137-156.

Thursday 28/1, 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.

Tuesday 2/2, 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 Leiulfstrud, 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 (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.

Thursday 4/2, 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.

Tuesday 9/2, 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*.

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>

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. (1956). ‘The nature of deference and demeanor’. *American Anthropologist*, 58(3), 473-502. Retrieved from: <http://www.jstor.org/stable/pdf/665279.pdf>

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.

Thursday 11/2 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 Order*. 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.

Tuesday 16/2 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.

Thursday 18/2 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.

Illouz, Eva, & Finkelman, S. (2009). An odd and inseparable couple: Emotion and rationality in partner selection. *Theory and Society*, 38(4), 401-422. Retrieved from: <http://www.jstor.org/stable/pdf/40345661.pdf>

Recommended readings

Barbalet, Jack (Ed) (2002) *Emotions and Sociology*. Oxford: Blackwell.

Bendelow, Gillian and Williams, Simon J. (eds) (1998) *Emotions in Social Life: Critical Themes and Contemporary Issues*. London: Routledge.

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

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>

Kemper, Theodore D. (1981) 'Social Constructionist and Positivist Approaches to the Sociology of Emotions' *American Journal of Sociology* 87(2): 336-362. Retrieved from: <http://www.jstor.org/stable/pdf/2778461.pdf>

Kemper, Theodore D. (Ed.) (1990) *Research agendas in the sociology of emotions*, New York: State University of New York Press

Scheer, Monique (2012) 'Are emotions a kind of practice (and is that what makes them have a history)? A Bourdieuan approach to understanding emotion', *History & Theory*, Volume 51, Issue 2, pp.192-220. Retrieved from: <http://www.jstor.org/stable/pdf/23277639.pdf>

Tuesday 30/2 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:892ef9bd669129ea308cd04b5b421c2e>

‘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 informalisation: 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.

Thursday 25/2 Power

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:g0nWijjoDWattD8MFrJ93YBW6OGMVTcCeGWpRha-4ZyXt_f16HnXP7AAZZ_uO93epsURzP3Hh1sfCX50dPhL8bEmDc6gWtKj9i9wo_AusEEHxwqVIVYLpI
- 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

- Arendt, Hannah (1970) *On Violence*. Orlando: Houghton Mifflin Harcourt, part 2, pp. 35-56.
- 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_InzJhBnXpueV4kEqDJXcSy0w
- 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.
- Allen, Amy, 2008 *The politics of ourselves: power, autonomy and gender in critical theory*. New York: Columbia University Press
- Reed, Isaac Ariail (2013) 'Power: Relational, Discursive & Performative Dimensions', *Sociological Theory*, 31(3) 193–218. Retrieved from:
<http://www.jstor.org/stable/pdf/43186647.pdf?refreqid=excelsior%3A5e628fc3bda2755faa333981b3d66166>

Tuesday 2/3 Governmentality and self-control

This lecture a new group of students will present. 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

- Barad, Karen (2003) "Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter." *Signs: Journal of Women in Culture and Society* 28(3): 801-831.
- Butler, Judith (1999) "Revisiting Bodies and Pleasure." *Theory Culture and Society* 16(2): 11-20.
- Fleming, Peter (2014) "When 'Life Itself' Goes to Work: Reviewing Shifts in Organizational Life through the Lens of Biopower." *Human Relations* 67(7): 875-901.
- Foucault, Michel (1988b) "An Aesthetics of Existence," pp. 47-53 in *Michel Foucault: Politics, Philosophy, Culture*. New York: Routledge.
- 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.
- Skoglund, Annika & Redmalm, David (2017) "'Doggy-biopolitics': Governing via the First Dog." *Organization* 24(2): 240-266.

Thursday 4/3 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

Tuesday 9/3

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?

Wednesday 23/3 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.