



LUND
UNIVERSITY

Department of Sociology

A. Reading course “Sociology of knowledge” (PhD level)

A third level (PhD) “reading course” does not involve any teaching and typically only has one or a few participants taking part in the course. A reading course for 7,5 credits should cover an ambitious and demanding reading material, which exact page number can vary depending on the nature of texts (i.e., heavy dominance of research articles). The Department of Sociology offer reading courses to its PhD students on areas that cover either a specific topic of high relevance for the PhD thesis, or a specific area of research expertise in the Department. This course belongs to the former category and is counted as a course in modern sociological theory.

This course has been reviewed by the Director of graduate studies on 2023-12-13.

B. Course Details, Assessment, Grades

This course introduces students to different themes in the sociology of knowledge. We will examine the social origins of knowledge, the social embeddedness of knowledge production and legitimacy as well as the question of how we know knowledge to be true. We will furthermore discuss the political underpinning of knowledge, the marginalization of certain types of knowledge as well as questions of democracy in knowledge production. The readings entail examples of all these topics in different empirical fields.

This course is offered by Lea Fünfschilling upon demand as a reading course on the readings listed under D, below. There is no teaching. The course is examined on the basis of a written paper in English of 10-15 pages.

The grades for the course are awarded as Pass or Fail. To receive a Pass, the student must fulfil the learning outcomes specified for the course and demonstrate an independent, reflective, well-informed and critical relationship to the issues presented in the course.

C. Learning Outcomes

By the end of the course the student should be able to:

- 1) Summarize the main outlines of the research fields covered in the reading material
- 2) Critically examine contributions to the relevant research fields
- 3) Apply some of the ideas in the literature to their own research problem

D. Admission Requirements

Applicants must be admitted to the Ph.D. program at the Department of Sociology, Lund University, or be accepted as a visiting student to that program.

H. Course Literature

--(please choose ca. 1500 pages from the articles/books below)—

- Alfred Schütz. 1953. Common-Sense and Scientific Interpretation of Human Action. *Philosophy and phenomenological research* 14(1):1-38
- Pierre Bourdieu. 1989. Social Space and Symbolic Power. *Sociological Theory* 7(1): 14-25.
- Peter Berger and Thomas Luckmann. 1966. *The Social Construction of Reality*. Anchor Books. (240 pages)
- Clifford Geertz. 1975. Common Sense as Cultural System. *The Antioch Review* 33(1): 5-26.
- Alfred Schütz. 1945. On Multiple Realities. *Philosophy and phenomenological research* 5(4):533-576.
- Wolff, Kurt. 2011. From Karl Mannheim. Chapter 3 (The problem of a sociology of knowledge). 57 pages.
- Stehr, N., & Meja, V. (Eds.). (2011). *Society and knowledge: contemporary perspectives in the sociology of knowledge and science*. (esp. Part I, p.31-110). Routledge.
- Michel Foucault. 2002. *The Archaeology of Knowledge*. Routledge. 256 pages.
- Hubert Dreyfus and Stuart E. Dreyfus. 2005. Peripheral Vision: Expertise in Real World Contexts. *Organization Studies* 26(5) 779-792.
- Robert K. Merton. 1973. The Normative Structure of Science. Chapter 13 in *The Sociology of Science*. University of Chicago Press. 267-280.
- Harry Collins and Robert Evans. 2002. The Third Wave of Science Studies: Studies of Expertise and Experience. *Social Studies of Science* 32(2): 235-296.
- Drucker, P. F. (1993). The rise of the knowledge society. *The Wilson Quarterly*, 17(2), 52-72.
- Bruno Latour. 1983. Give Me a Laboratory and I Will Raise the World. Pp141-169 in Karin Knorr-Cetina and Michael Mulkey (ed.) *Science Observed*. Sage.
- Pierre Bourdieu. 1975. The Specificity of the Scientific Field and the Social Conditions of the Progress of Reason. *Social Science Information* 14:19-47.
- John Law (ed.) 1986. *Power, Action and Belief: A New Sociology of Knowledge?* London, Routledge. E.g. Chapter by Mary Douglas, p. 68-87.
- Bruno Latour. 2003. *Science in Action. How to Follow Scientists and Engineers Through Society*. Harvard University Press. (288 pages)
- Steven Epstein. 1995. The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials. *Science, Technology, & Human Values*. 20(4): 408-437.

- Chantelle Marlor. 2010. Bureaucracy, Democracy and Exclusion: Why Indigenous Knowledge Holders Have a Hard Time Being Taken Seriously. *Qualitative Sociology* 33(4): 513-531.
- Gabrielle Hecht. 2010. The Power of Nuclear Things. *Technology and Culture* 51(1): 1-30.
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