

Syllabus for Contemporary Sociological Theory Spring of 2025

The schedule and structure of classes and assignments in this version of the syllabus are settled, but there may still be some changes to the literature. The final literature list will be available on Studium.

Responsible teacher: Stina Bergman Blix (SBB)

Teachers: Sebastian Abrahamsson (SA), Hannah Bradby (HB), Fredrik Movitz (FM), and Maria Törnqvist (MA).

1. General information

7.5 credits

Education cycle: Second and third cycle 2025, half-speed

Grading system: Fail (U), Pass (G)

Entry requirements: 180 credits including 90 credits in sociology, social psychology, social work or equivalent competence from relevant courses.

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, 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, feminism, post-colonialism, emotions, and rationality. 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 three 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 two written assignments (Wa, Wb), hold one group lecture/construct questions (Ac, Ad), prepare seminar assignments for active participation during lectures and seminars, and submit one final papers (Wc).

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 room 2-1025.

Date	Time	Room	L/ S	By	Topic	Hand-in
Tues 4/3	10:15-12	2-1025	L	SBB	Introduction – Theory and Practice	Wa
Thur 6/3	11:15-12	2-1025	L	SBB	From Theory to Theorizing	
Thur 6/3	13:15-15	2-1025	S	SBB	From Theory to Theorizing	A
Tues 11/3	10:15-12	2-1025	L	MT	Cultural Sociology	
Thur 13/3	10:15-12	2-1025	L	FM	Institution- and Organization Theory	
Tues 18/3	10:15-12	2-1025	FS	SBB	Culture/Organization	Aa
Thur 20/3	10:15-12	2-1025	L	SBB	Social Interaction	
Tues 25/3	10:15-12	2-1025	L	SA	Identity and Reflexivity	
Thur 27/4	09:15-12	2-1025	FS	SBB	Interaction/Identity/micro-macro	Ab
Tues 1/4	10:15-12	2-1025	L	HB	Difference, data and the problem of a global sociology	
Thur 3/4	10:15-12	2-1025	S	HB	Difference, data and the problem of a global sociology	Wb/A
Thur 10/4	09:15-12	2-1025	L	SBB	Emotion and rationality	Ac
Tues 15/4	09:15-12	2-1025	L	SBB	Power	Ad
Tues 29/4	09:15-12	2-1025	S	SBB	Course review and Final Seminar	Wc/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: It is common to think about analysis in terms of their reach at micro, meso and macro level. Linking to the literature above, how can the problem you want to explore in your doctoral thesis be analyzed from different analytical levels? Which level(s) would you like to explore further 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.

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 Leifurssrud, 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/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 Capernaum (<https://www.youtube.com/watch?v=V2iUIgSdWOk>) 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 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.

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.

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?

Emotion and rationality

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’. The selected texts theorize the link between rationality and emotion, criticizing the often used dichotomy between emotion and reason, but also focus on structural theories of emotion.

This lecture will be dialogic, in that the students drive the topics that will be developed based on their readings and own questions from the literature. Beforehand, each student reads the required literature and one of the recommended readings of their interest so that we together can dissect and problematize emotion and rationality from different perspectives and in different empirical fields.

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

- Politics*: 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>
- Law*: 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>
- Structure*: 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>
- Practice theory*: 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*, 51(2): 192-220. Retrieved from: <http://www.jstor.org/stable/pdf/23277639.pdf>
- Social movements*: 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>
- Racism/work*: 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>

Power

One or two groups of students will lead this lecture(s) on power. 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, or write on the whiteboard. 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!

One or two other groups 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:g0nWijjoDWattD8MFrJ93YBW6OGMVTCEGWpRha-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

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.

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>

Foucault, Michel (1982) "The Subject and Power." *Critical Inquiry* 8(4), 777-795. Retrieved from: <http://www.jstor.org/stable/pdf/1343197.pdf>

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_IzJhBnXpueV4kEqDJXcSy0w

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:
<http://www.jstor.org/stable/pdf/43186647.pdf?refreqid=excelsior%3A5e628fc3bda2755faa333981b3d66166>

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.