



**LUND**  
UNIVERSITY

Department of Sociology

### **A. Reading course in Reconstructive analysis: Critical Social Theory and Qualitative Material (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 latter category.

This course has been reviewed by the Director of graduate studies on 2019-11-06.

### **B. Course Details, Assessment, Grades**

This course is offered by Fredrik Sandberg 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 or Swedish) of 10-15 pages and/or an oral examination.

The core focus of the course is on reconstructive analysis drawing specifically on thoughts emanating from critical social theory (Habermas and Honneth). The course also includes papers on critical hermeneutics and critical ethnography to create breadth.

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 reconstructive analysis covered in the reading material
- 2) Critically examine contributions to the relevant research field
- 3) Apply some ideas in reconstructive analysis to analyse qualitative data

### **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**

#### *Mandatory reading*

Forester, J. (2003). On fieldwork in a Habermasian way: Critical ethnography and the extraordinary character of ordinary professional work. In Alvesson & Willmott (Ed.). (2003). *Studying management critically*. London: Sage.

Habermas, Jürgen. (1984). *The theory of communicative action, Volume 1. Reason and the rationalization of society*. Cambridge: Polity. p. vii-xxxix

Honneth, Axel. (2014). *Freedom's right. The social foundations of democratic life*. Cambridge: Polity. p. 1-11, 63-67

Kinsella, Elizabeth, Anne (2006). Hermeneutics and critical hermeneutics: Exploring possibilities within the art of interpretation. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 7(3).

Pedersen, Jørgen. (2008). Habermas method: rational reconstruction. *Philosophy of the Social Sciences*, 38(4), 457-485.

Pedersen, Jørgen. (2011). *Habermas method: rational reconstruction*. Dissertation. Bergen: University of Bergen.  
[http://bora.uib.no/bitstream/handle/1956/5041/41196\\_Pedersen\\_mainthesis.pdf?sequence=1&isAllowed=y](http://bora.uib.no/bitstream/handle/1956/5041/41196_Pedersen_mainthesis.pdf?sequence=1&isAllowed=y)

Pedersen, Jørgen & Kjaerland, Linn. (2009): Habermas and the political sciences: The relationship between theory and practice. *Philosophy of the Social Sciences*, 39(3), 381-407.

Pedersen, Jørgen. (2012). Social philosophy: A reconstructive or deconstructive discipline?. *Philosophy & Social Criticism*, 38(6), 619-643.

Sandberg, F. (2013). Applying Habermas' theory of communicative action in an analysis of recognition of prior learning. In *Social Theory and Education Research* (pp. 110-126). Routledge.

Sandberg, F. (2016). Recognition and adult education: an incongruent opportunity. *Studies in Continuing Education*, 38(3), 265-280.

Schaub, Jörg. (2015). Misedevelopments, pathologies, and normative revolutions: Normative reconstruction as method of critical theory. *Critical Horizons*, 16(2), 107-130.

Van Wyk, Tanya. (2017). A public theology discourse in practice: Perspectives from the oeuvre of Yolanda Dreyer. *HTS Theological Studies*, 73(4), 1-12.

#### *Elective reading*

Sandberg, F. (2012). *Recognition of prior learning in health care: From a caring ideology and power, to communicative action and recognition*. Dissertation. Linköping: Linköping University. p. 69-91

<http://liu.diva-portal.org/smash/get/diva2:552215/FULLTEXT01.pdf>

Sandberg, F., & Wallo, A. (2013). The interactive researcher as a virtual participant: A Habermasian interpretation. *Action research*, 11(2), 194-212.

