

BSRS 2008

Professions and Societal Development

Responsible institution:

Bergen University College (HiB)/ University of Bergen (UiB)

Discipline:

Social Science/interdisciplinary; Sociology, Political science, Public Administration, Education, Pedagogy, Social Psychology, Social and Health Policy

Course Leaders:

[Tor Halvorsen](#), Associate Professor, University of Bergen

[Tom Skauge](#), Associate Professor, Comparative Research Programme on Poverty (CROP)/Network for Profession studies at Bergen University College (HiB)

Invited Course Leaders:

[Konrad K. Jarausch](#), Professor, University of North Carolina at Chapel Hill

[Francis Appiah](#), Professor, Executive Secretary of the National African Peer Review Mechanism (APRM), Governing Council Secretariat, Ghana
Camilo Pérez-Bustillo, Professor, Autonomous University of Mexico City (UACM)

Kjell Underlid, Professor, Faculty of Health and Social Sciences, Bergen University College

Janet Harris, Associate Professor, Centre for Knowledge Based Practice, Bergen University College

Thorolf Krüger, Professor Faculty of Education, Bergen University College
Anne-Mette Magnussen, Associate Professor, Bergen University College

Course description:

This course is designed as a broad introduction of research on the division of professions and expert labour as well as selected areas of specialization. Professions provide the important link between the world of work and the world of education, the two basic institutions contributing to human and societal development.

The course will give an overview of some of the classical texts of the theory of professions and the link between professions and modernity. Theoretical developments, such as the actor-based framework for the study of the professions developed by Konrad H. Jarausch amongst others and systems of professions as discussed by Andrew Abbott will be of central importance for discussions of relations between professions, professions and the state and questions of how professions have contributed to democratic and societal development.

The professions and their contribution to "pro-poor"-policies will be discussed in the tradition of Professor Knut Dahl Jacobsen, a tradition emphasizing the importance of the professions for protecting clients in weak positions. Identification with and orientation towards values stressing the interest of the poor is thus a precondition for good governance.

The PhD-course will also raise the issue of professions and societal development in different contexts. Special emphasis will be placed on the role of professionals and the emergence of new knowledge societies and the potential role of knowledge in poverty reduction strategies. Trust and power as systems of authorization and market closure are also important issues that will be raised. Other themes to be discussed are good governance and professional orientations, the psychology of poverty, issues of brain gain and brain drain as global challenges, as well as the aesthetics of professions.

Outline of lectures:

FRIDAY 8 AUGUST

Lecture 1: Professions and social development – Towards knowledge societies

Tom Skauge/Tor Halvorsen

SATURDAY 9 AUGUST

Lecture 2: Professionalization and Good Governance in Africa

Francis Appiah

SUNDAY 10 AUGUST

Lecture 3: The logic of legal reasoning – between rules and consequences – implications for good governance

Anne-Mette Magnussen

Lecture 4: The rise of the professions – A comparative perspective

Konrad Jarausch

MONDAY 11 AUGUST

Lecture 5: Professions between State and Clients

Konrad Jarausch

TUESDAY 12 AUGUST

Lecture 6: Psychology of poverty

Kjell Underlid

WEDNESDAY 13 August

Lecture 7: The Aesthetics of the Professions; a Political Issue.

Thorolf Krüger

THURSDAY 14 AUGUST

Lecture 8: Professions as Power and Control

Janet Harris

Lecture 9: Lawyers – Knowledge taker or knowledge maker of Human Rights
Professor
Camilo Pérez-Bustillo

FRIDAY 15 AUGUST

Lecture 10: Theory on professions – Contribution to Societal Development
with Eradication of Poverty?
Tom Skauge/Tor Halvorsen

Seminars:

In addition to the lectures there will also be five seminars where the students will discuss topics for their paper proposals. The following themes will be highlighted during the seminars:

- Professional orientation
- Profession and education
- Profession and poverty
- Brain-drain, brain-gain – the challenge of globalization
- History of professions

The suggested themes should be seen as a means of making the course relevant for the students own context and research interests. The North-South dimension of the themes introduced in the lectures will be of particular importance for the seminar discussions as well as the interests of the prospective students. Final details of the seminars and group discussions will be decided after the admittance to the course has been decided.

Prerequisites:

Proficiency in the English language is required.

Target students:

The course is primarily targeted for PhD students and junior faculty. MA level students will be accepted depending on space and academic qualifications.

Work Required:

The course will be divided between preparatory work, lectures and seminars with group discussions and paper presentations. A compendium of selected readings will be mandatory for all participants (350-400 pages) before attending the course. In addition each student must also choose 400-500 pages from the suggested reading list for the writing of their paper proposal. *We recommend that all participating students write a paper though this is not mandatory for participation in the course.*

Those who choose to write a paper are expected to discuss and present topics for their paper proposals and to get feedback from faculty and other

course participants. A 15 page (double-spaced) final paper should be delivered no later than four weeks after the course completion.

The activities of the course will be interspersed with the Summer School Plenary Sessions, Plenary Panel Debates, exhibitions, tours, sightseeing, etc.

At the final day of the BSRS, participants of the course will make a report on what they have learned and present it in plenary.

ECTS/COURSE CERTIFICATES:

The students participating may choose between the two following options:

- 7,5 ECTS granted for approved course performance , including full course attendance, 800 pages course readings and a 15 pages (double-spaced) approved paper/essay.
- Full course attendance without approved paper is granted 5 ECTS. Please note that there will also be a course certificate for those who choose to not write a paper.

Reading list (preliminary):

Tentative curriculum compulsory (about 400 pages)

Abbott, Andrew (1988) *The system of professions. An Essay on the Divison of Expert Labor*. Chicago: The University of Chicago Press. [CHAPTER 1, 2, 3 and 4] [pp. 1-113]

Appiah, Chimanikire and Gran (eds) (2004) *Professionalism and good governance in Africa*. [CHAPTER 4 and 5] [pp. 87-143]

Altbach, Philip G. (2000) “Centers and peripheries in the Academic Profession: The special challenges of developing countries” in Altbach, Philip G. (ed) *The Decline of the Guru: The Academic Profession in Developing and Middle-Income Countries*. Palgrave Macmillian. (22 PAGES/PAGE 1-22)

Bartoli, Henri (2000) *Rethinking development. Putting an end to poverty*. UNESCO: UNESCO Publishing. [Chapter 1 and chapter 2] [PAGES?]

Bertilsson, Margareta (1990) “The welfare state, the professions and citizens” in Torstendahl, R. and Burrage, M. (eds) *The Formation of Professions*. London: SAGE Publications. [pp. 114-133]

Berwick D. (2005) “Broadening the view of evidence based medicine” in *Quality and Safety in Health Care*, 14: 315-316.

Eckhoff, Torstein and Jacobsen, K. D. (1960) *Rationality and Responsibility in Administrative and Judicial Decision Making*, Copenhagen: Munksgaard. [44 pages]

Green, Andy (2006) "Education, Globalization, and the Nation State." In Lauder, Hugh (ed) et al. *Education, Globalization, and Social Change*. Oxford: Oxford University Press. [pp. 192-197]

Halvorsen, Tor (2005) "Identity formation or knowledge shopping in times of Globalisation." In Halvorsen T., T. Skauge and G. Mathisen (eds) *Knowledge shopping or identity formation. Education and research in the new Globality*. Bergen: SIU-report. [pp. 11-38]

Jacobsen, Knut D. (1966) "Public Administration under Pressure: The Role of the Expert in the Modernization of Traditional Agriculture." *Scandinavian Political Studies*, vol. 1. pp: 59-93 (PAGES 34)

Jarausch, Konrad H. (2004) "Graduation and Careers" in Rüegg (ed) *A History of The University in Europe*. Cambridge: Cambridge University Press. [pp. 363-389]

Jarausch, Konrad H. (1990) *The Unfree professions. German Lawyers, Teachers and Engineers, 1900-1950*. [CHAPTER??]

MacDonald, Keith (1995) *The Sociology of the Professions*. London: Sage Publications [CHAPTER 1 (1-35) ,2 (36-64) AND 6 (157-186)]

Magnussen, Anne Mette (2005) "The Norwegian Supreme Court and Equitable Considerations: Problematic Aspects of Legal Reasoning", in *Scandinavian Political Studies*, Volume 28, Issue 1; pp. 69-89

Samoff, J. and Carrol, B. (2006) "Influence – Direct, Indirect and Negotiated: The World Bank and Higher Education in Africa. In Neave, Guy (ed) *Knowledge, Power and Dissent. Critical Perspectives on Higher Education and Research in the Knowledge Society*. UNESCO: UNESCO Publishing. [pp. 133-180]

Underlid, Kjell (2006) "Poverty and experiences insecurity: A qualitative interview study of 25 long-standing recipients of social security" in *International Journal of Social Welfare*, Vol.16; pp. 65-74

Totally: 450 (+/-)

Tentative curriculum elective

(Students choose approx. 400 pages from the list)

(READING LIST:

Please add titles of relevant authors/books/articles; or selection of relevant chapters
Suggested length of the reading list is about 1000 pages.)

Abbott, Andrew (1988) *The System of Professions*. Chicago: The University of Chicago Press.

Appiah, Chimanikire and Gran (eds) (2004) *Professionalism and good governance in Africa*. Oslo: Abstrakt Forlag.

Aubert, Vilhelm (1989) *Continuity and development: In Law and Society*. Oslo: Norwegian University Press. [Chapter 6-15] [pp. 161-325]

Bartoli, Henri (2000) *Rethinking Development: Putting an end to poverty*. UNESCO: UNESCO Publishing.

Breier, Mignonne (2006) *Doctors in a Divided Society*. HSRC Press.

Brock D, Powell M, Hinings CR (eds) (1999) *Restructuring the Professional Organization*. [???

Brint, Steven (2001) "Professionals and the 'New Knowledge Economy': Rethinking the Theory of Postindustrial Society" in *Current Sociology*, 49. pp. 101-132.

Burrage M, Torstendahl R (eds) (1990) *Professions in theory and society*. London: SAGE Publications.

Burrage, M (1993) "From practice to school-based professional education: patterns of conflict and accommodation in England, France and the United States." In Rothblatt and Wittrock (eds) *The European and American University since 1800*. Cambridge: Cambridge University Press

Delors, Jacques (ed) et al. (1996) *Learning: the treasure within. Report to UNESCO of the International Commission on Education for the Twenty-First Century*. Paris: UNESCO publishing.

Eckhoff, Torstein and Jacobsen, K. D. (1960) *Rationality and Responsibility in Administrative and Judicial Decision Making*, Copenhagen: Munksgaard.

Evetts, Julia (2003) "The sociological analysis of professionalism: Occupational Change in a modern world." *International Sociology* 18 (2).

Friedson, E. (2001) *Professionalism: The Third Logic*. Cambridge: Polity Press.

Gans, Herbert J. (1972) "The Positive Functions of Poverty", in *American Journal of Sociology*, Vol. 78, No. 2; pp. 275-289

Halvorsen Tor, T. Skauge and G. Mathisen (eds) (2005) *Knowledge shopping or identity formation. Education and research in the new globality*. Bergen: SIU-report.

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Jarausch, Konrad H. (1990) *The Unfree professions. German Lawyers, Teachers and Engineers, 1900-1950*. Oxford: Oxford University Press.

Jarausch, Konrad H. (2004) "Graduation and Careers" in Rüegg (ed) *A History of The University in Europe*. Cambridge: Cambridge University Press.

Johnson, Terry G. Larkin and M. Saks (eds) (1994) *Health professions in Europe*. London: Routledge

MacDonald, Keith (1995) *The sociology of the professions*. London: Sage Publications

Larson, Magali Sarfatti. >> >>

Lauder, Hugh (ed) et al. (2006) *Education, Globalization, and Social Change*. Oxford: Oxford University Press.

Ming-Cheng M. Lo (2005) "The Professions: Prodigal Daughters of Modernity." In Admas, Clemens and Orloff (eds) *Remaking Modernity*. University of Michigan: Duke University Press.

Neave, Guy (ed) (2006): *Knowledge, power and dissent* UNESCO: UNESCO Publishing.

Olsen, Johan P (2006) "The logic of appropriateness" in Moran, M., Rein, M. and Goodin, R. E. (eds) *The Oxford Handbook of Public Policy*. Oxford: Oxford University Press. [pp. 289-308]

Pope C. (2003) "Resisting evidence: The study of evidence-based medicine as a contemporary social movement" in *Health*, 7: 26-282.

Perkin, Harold (2002) *Rise of Professional Society: England since 1800*. London: Routledge.

Rueschemeyer, D (1986) *Power and the division of labour*. Cambridge: Polity Press.

Sackett DL, Rosenberg WM, Gray JAM, Haynes RB, Richardson WS (1996) "Evidence based medicine: What it is and what it isn't." in *British Medical Journal*, 312:71-72.

Seligman, Adam (1997) *The problem of trust*. Princeton, New Jersey: Princeton University Press.

Svensson, Lennart G (2006) "New professionalism, Trust and Competence: Some Conceptual Remarks and Empirical Data." in *Current Sociology*, 54. pp. 579-593

UNESCO (2005) *World Report: Towards knowledge societies*. UNESCO: UNESCO Publishing.

Sullivan, William M. (2005) *Work and Integrity. The Crisis and Promise of Professionalism in America*. San Francisco: Jossey-Bass.