

Sensorbeskrivelse SOS2000 (Høst 2023)

This document lists the exam questions for the SOS2000 final exam and relates the types of information that students must provide to be clear and comprehensive in their answers. In addition to the specific points below, we expect students to cite specific articles and chapters from our course and to define the terms that they use in their exam. Swedberg's book *The art of Social Theory* is the main book in the course,

DEL 1 (teller 50%)

1) Hva er ifølge Swedberg verdien av en forstudie for teoretisering?

Answer: Swedberg suggests several reasons why a prestudy can be valuable for developing new sociological theories about social phenomena. Students should clearly describe what prestudies are and note the several reasons why Swedberg believes that they are valuable for developing creative new theories about social phenomena.

2) Begreper som 'rase' og 'etnisitet' brukes i sosiologiske teorier over hele verden. Nevn noen fordeler og ulemper ved å bruke begreper utviklet i andre land for å forklare sosiale prosesser i Norge.

Answer: We have discussed the benefits and risks of using concepts derived from one part of the world to theorize about what is happening in other locations or in other historical periods. Answers to this question should contain a thoughtful and well-balanced analysis of the relative benefits and potential drawbacks of doing so. In the syllabus, articles and chapters by Andersson, Führer, and Bourdieu & Wacquant are relevant sources, as well as chapters in Swedberg discussing abstraction as a theorizing tool.

3) Hva er idealtyper? Hvordan kan vi bruke idealtyper i teoretisering og komparativ analyse? Foreslå og sammenlign noen idealtyper som beskriver ulike typer av Instagrambrukere.

Answer: Students must include a clear definition of 'ideal-types' (and cite their source) and produce some compelling and mutually-exclusive categories of ideal-types recognizing Instagram users, compare them to one another, and draw some general conclusions from this comparison. The relevant sources in the literature are Swedberg (52-79) and Strandbakken 2017. We also discussed concrete examples from our own research in lectures.

4) Sosiologer bruker ofte metaforer for å utvikle teori. Hva er en metafor? Lag to forskjellige metaforer som kan hjelpe oss å tenke på hvorfor ulike typer studenter velger ulike studieretninger.

Answer: Students must provide a clear definition of 'metaphor' and develop two metaphors the comparison of which indicates some more general reason why different types of students choose different fields of study. The relevant sources here are Swedberg (80-98) and Jensen 2013.

DEL 2 (teller 50%)

Svar på ett av to spørsmål:

- 1) I den seneste tiden har det vært en rekke oppslag om gjengvold i Sverige. Mange bekymrer seg for lignende tendenser i Norge. Hvordan kan man teoretisere om årsakene til gjengvold? Drøft mulige makro, meso- og mikroforklaringer på dette fenomenet, og tegn en modell som viser hvordan ulike forklaringsnivåer henger sammen.

Answer: Students must clearly describe the concept of ‘levels of analysis’ and the ‘micro, meso, and macro’ social orders. They must also speculate in a creative way about relationships between these levels of analysis with respect to gang violence and draw a figure that indicates clear relationships among them. Sources here are Fine (2014), Ritzer 1996 (59-71), and Collins 1991.

- 2) Du har fått i oppgave å lage en forstudie om hvorfor kjærlighetsforhold avsluttes. Skisser et opplegg for dette der du kombinerer induktiv og deduktiv resonnering. Foreslå noen begreper, metaforer og/eller analogier som kan benyttes for å belyse temaet.

Answer: Students must clearly define the two modes of reasoning (inductive and deductive) and craft specific metaphors or analogies that can be used to help explain or describe why romantic relationships end. Relevant sources are the literature on metaphors and analogies (see part 1, question 4), the chapter on concepts, typologies and ideal types in Swedberg (52-79), and also an article by Swedberg (2017). Further sources are empirical articles on concepts by Vassenden & Andersson, and by Fjær and Tutenges.

Course-specific grade descriptions for SOS2000:

Character	General description	Course-specific description
A - Excellent	Outstanding performance that clearly excels	The candidate shows a high level of knowledge, with a very good understanding of the course's topics and problem areas and very good insight into the course syllabus. Perspectives, theories and concepts from the course are presented, discussed and exemplified in a precise, professionally secure and reflective manner.
B - Very good	A very good achievement	The candidate shows a good understanding of the course's topics and problem areas and good insight into the course syllabus. Perspectives,

		theories and concepts from the course are clearly presented and discussed and exemplified in an acceptable way.
C - Good	A consistently good presentation that is satisfactory in most areas	The candidate shows satisfactory insight into the course syllabus in most areas. Perspectives, theories and concepts from the course are presented, discussed and exemplified in a clear way.
D - Fairly good	An acceptable achievement with some significant shortcomings	The candidate shows insight into parts of the course's topics and can explain some of the syllabus, but has insufficient insight in several areas. The answer is characterized by imprecise formulations, academic uncertainty and shortcomings in the understanding of the course's perspectives and concepts.
E - Adequate	The performance satisfies the minimum requirements, but no more	The candidate shows limited knowledge of the course's topics and has an inadequate overview of the syllabus. The answer is characterized by large gaps in knowledge and

		poor formulation ability. Perspectives and concepts are inadequately explained and to some extent incorrectly reproduced.
F - Failed	Performance that does not satisfy the professional minimum requirements	The candidate shows very limited insight into the course's topics and syllabus.