

HTG003F

Introduction to Third-Cycle Studies at the Faculties of Humanities and Theology, 5 credits

Required Reading 2021/2022

First Week (Sept. 13–14)

McIntyre, Lee, *The Scientific Attitude. Defending Science from Denial, Fraud, and Pseudoscience*, The MIT Press, Cambridge, MA & London, 2019, pp. 47–61 [in your LU Box]

Shapin, Steven, “The Ivory Tower: the history of a figure of speech and its cultural uses,” *The British Journal for the History of Science*, 45 (2012), pp. 1–27 [in your LU Box]

Muhonen, Reetta et al., “From productive interactions to impact pathways: Understanding the key dimensions in developing SSH research societal impact”, *Research Evaluation* 29 (2020), pp. 34–47 [in your LU Box]

Second Week (Sept. 30–Oct. 1)

Midgley, Mary, *Wisdom, Information, & Wonder. What is knowledge for?* London & New York: Routledge, 1991 (pp. 1–123)

Lewis, C. S., “Bluspels and Flalansferes: A Semantic Nightmare,” in id., *Selected Literary Essays*, ed. W. Hooper, Cambridge: Cambridge University Press, 1969, pp. 251–265 [in your LU Box and available online: <http://pseudepigraph.us/wp-content/uploads/2015/07/CSL-Bluspels-and-Flalansferes.pdf>] (15 pp.)

Lewis, C. S., “The Birth of Language,” in id., *Poems*, ed. by W. Hooper, New York & London: Harvest/HBJ, 1977, pp. 10–11 [in your LUBox] (2 pp.)

Geertz, Clifford, “Thick Description. Toward an Interpretive Theory of Culture,” in id., *The Interpretation of Cultures. Selected Essays*, New York: Basic Books, 1973, pp. 3–30 [in your LU Box and available online on several sites, e.g. http://hypergeertz.jku.at/GeertzTexts/Thick_Description.htm] (30 pp.).

Additional reading for students admitted before 2021:

Hacking, Ian, *The Social Construction of What?* Cambridge, MA & London: Harvard University Press, 1999 (237 pp., to be read selectively)

Third Week (Oct. 11–12)

Collins, Patricia Hill & Sirma Bilge, *Intersectionality*, Cambridge, MA: Polity Press, 2016 [available online within the Lund University domain]: Ch. 1: “What is Intersectionality?” pp. 11–31 (20 pp.)

Leslie, Sarah-Jane et al., "Expectations of brilliance underlie gender distribution across academic disciplines," *Science* vol. 347, issue 6219, 16 January 2015, pp. 262–265 [in your LU Box and available online: <https://doi.org/10.1126/science.1261375>] (4 pp.)

Statistiska centralbyrån, "Universitet och högskolor. Personal vid universitet och högskolor 2020" [in your LU Box and available online]: <https://scb.se/publikation/43407> (English summary, pp. 44–45)

Universitetskanslersämbetet, "Högskolans personal" [web page with links to figures and tables]: <https://www.uka.se/statistik--analys/arsrapport-om-universitet-och-hogskolor/arsrapport-2020/hogskolans-personal.html> (about 4 pages of Swedish text, but focus on the figures and tables!)

Midgley, Mary, *Wisdom, Information, & Wonder. What is knowledge for?* London & New York: Routledge, 1991 (pp. 124–254)

Additional reading for students admitted before 2021:

Booth, Wayne C. et al., *The Craft of Research*. 4th ed., Chicago: University of Chicago Press, 2016 (316 pp.) or the Swedish translation: Booth, Wayne C. et al., *Forskning och skrivande*. Lund, Studentlitteratur, 2019 (424 pp., to be read selectively)

Posner, Miriam, "Humanities Data: A Necessary Contradiction" (2015). Available online: <https://miriamposner.com/blog/humanities-data-a-necessary-contradiction/> (c. 6 pp.)

Schöch, Christof, "Big? Smart? Clean? Messy? Data in the humanities," *Journal of Digital Humanities*, 2:3 (2013). Available online: <http://journalofdigitalhumanities.org/2-3/big-smart-clean-messy-data-in-the-humanities> (c. 15 pp.)

Fourth Week (Oct. 25–26)

Sayers, Dorothy, *Gaudy Night*, several editions (both printed and electronic) 1935–. [The strongly abbreviated Swedish translation, *Kamratfesten*, with several editions 1940–, is **not** recommended.]

Total no. of pages: c. 400 + the novel by Sayers (ca 550 pp.) for 5 credits, c. 200 more for 7.5 credits.

Suggested supplementary reading:

Philosophy of Science

Okasha, Samir, *Philosophy of Science: A very short introduction*. 2nd ed., Oxford: Oxford University Press, 2016 [available online within the Lund University domain] (140 pp.)

Linus Salö (red.), *Humanvetenskapernas verkningar: Kunskap, samverkan, genomslag*. Stockholm: Dialogos, 2021

Janke Myrdal, *Spelets regler i vetenskapens hantverk: om humanvetenskap och naturvetenskap*. Stockholm: Natur & Kultur, 2009

Critical Theory

Anker, Elizabeth S. & Rita Felski, "Introduction," in E. S. Anker & R. Felski (eds.), *Critique and Postcritique*, Durham & London: Duke University Press, 2017, pp. 1–28. [In your LUBox.]
(A recent "criticism of criticism" with an overview of various critical schools operative in scholarship on literature.)

Latour, Bruno, "Why Has Critique Run out of Steam? From Matters of Fact to Matters of Concern," *Critical Inquiry* 30 (2004), 225–248. [In your LUBox.]
(An early, drastic "criticism of criticism" by a prominent proponent of critical science studies.)

Data Management

"The what, why and how of data management planning" (film, 2014). Research Data Netherlands.
<https://youtu.be/gYDb-GP1CA4>

Fecher, Benedikt & Sascha Friesike (2014), "Open Science: One Term, Five Schools of Thought," in: Bartling S. & Friesike S. (eds.). *Opening Science*. https://doi.org/10.1007/978-3-319-00026-8_2

Flanders, Julia & Trevor Muñoz (No Year), "An Introduction to Humanities Data Curation," University of Maryland. <https://archive.mith.umd.edu/dhcurator-guide/guide.dhcurator.org/intro>

Van den Eynden, Veerle et al. (2011), "Managing and sharing data: best practices for researchers," <https://ukdataservice.ac.uk/media/622417/managingsharing.pdf>

(Additional literature for individual paper assignments may be suggested by the course coordinator.)