

1. Record Nr.	UNINA9910337742203321
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Titolo	Has Sociology Progressed? : Reflections of an Accidental Academic // by Colin Campbell
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Pivot, , 2019
ISBN	3-030-19978-9
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (134 pages)
Collana	Palgrave pivot
Disciplina	301.0941
Soggetti	Historical sociology Sociology Social sciences—Philosophy Social history Historical Sociology Knowledge - Discourse Social Theory Social History
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Who Now Reads Ginsberg? -- 2. 'Sociologists Eat Each Other' -- 3. Sociological Groundhog Day -- 4. Slash and Burn Sociology -- 5. The Death of Scholarship -- 6. The Collapse of the Ivory Tower -- 7. Sociology as 'Just an Academic Pursuit' -- 8. Sociological Turn-taking -- 9. Sociology, A Work in Progress?
Sommario/riassunto	"This book advances a bold assessment and critique of the state of sociology today. Campbell takes the discipline to task for denigrating the value of scholarship by prioritising ever narrower and more specialised research interests and agendas. What is needed instead, he claims, is for sociology to return to its core concerns by building bridges between theory and research findings in the search for explanations. This powerful argument goes against the grain of most current sociological thinking, and deserves close attention from academics across the social sciences."— Nicholas Gane, Professor of Sociology, University of Warwick, UK "Sociology hasn't always been

lucky when it comes to the capacity of its practitioners to reflect on his or her life and its achievements. Autobiographies of sociologists often suffer from too much social structure, too much ideological commitment, or an overt reliance on some theoretical guru. Colin Campbell's autobiographical reflections prove that it can be done differently and to great effect for those who haven't given up on the possibility of intergenerational learning."— Andreas Hess, Professor of Sociology, University College Dublin, Ireland

Looking back over the last 60 years of sociology in the UK, this book addresses the question of progress in the discipline. Campbell's critical and autobiographical reflections offer fresh insights into the history of sociology, and engages with the notion of academic reputation, how it is measured, and what it can tell us about scholarly progress. *Has Sociology Progressed?* will be of special interest to all sociologists and would-be sociologists interested in the past, present and future of their discipline, as well as scholars contemplating academic progress and motivation in general. .
