"The Intellectual" is undoubtedly an old topic for the sociology of knowledge (at least since Mannheim's *Ideology and Utopia*), as well as for ideological disputes (since the Dreyfus Case, when the term was coined). Ethnographic interest for the subject is more recent, but it has already produced significant works (e.g; Dominic Boyer's *Spirit and System*, Claudio Lomnitz's *Deep Mexico, Silent Mexico* and Paul Rabinow's *French DNA*).

The course aims at providing the students with a consistent view of intellectual life as well as a basis for comparative analyses. Methodological and theoretical aspects will be examined in a reflexive way. The topic has been a constant stake in academic and intellectual life since the 1950's and the publication of Raymond Aron's anti-leftist book, *The Opium of the Intellectuals*. The course will deal with major contributors to the field, Andrew Abbott, Perry Anderson, Pierre Bourdieu, Charles Camic, Randall Collins, Steve Fuller, Neil Gross and Robert Wuthnow among others.

The aim of the course is twofold:
1) Case studies will be discussed, drawing from recent published works and from my own research on French Philosophy. Some historical works will be presented too, as long as they are loaded with sociological insight (particularly on Salons, learned societies and different types of intellectual interactions).

2) Special attention will be given to the cognitive dimension of the situations, and will lead to some remarks about the possible contribution of sociology of intellectual to the historical anthropology of knowledge.
**Evaluation:** participation in class, oral presentation, take-home final exam.

**Learning outcomes:**
- The course provides comparative methods to do advanced research on intellectual life
- As the PhD students are young intellectuals, the course has a reflexive purpose and aims at preventing naïve views of intellectual endeavors.
- Writing and editing an original paper on cutting-edge issues.
- The course offers a transdisciplinary approach to the analysis of ideas, confronting history, anthropology and sociology.

**Recommended readings**

ABBOTT, A. : *Department and Discipline. Chicago Sociology at One Hundred*, Chicago, University of Chicago Press, 1999


CAMIC, C. 1983 : *Experience and Enlightenment. Socialization for Cultural Change in Eighteenth Century Scotland*, Chicago, University of Chicago Press,


Program

1. Introduction
The sociology of intellectuals

2. What is an intellectual?
Reading: Steve Fuller, The Intellectual, Cambridge, UK, Icon Books, 2005, 7-60

3. The free-floating intelligentsia

4. The British New Left and the French Intellectuals
Reading: Dick Howard, “Marxist Misunderstandings: Perry Anderson and French Politics”, Democracy, 31-43

5. A structural Analysis of Academic Life

6. The Philosopher as an Author in 20th century France

7. The making of an American Intellectual

8. The Chicago School
Reading: Andrew Abbott, Department and Discipline. Chicago Sociology at One Hundred, Chicago, The University of Chicago Press, 1999, 165-222


10. Social Structure and Ideology
Reading: Robert Wuthnow, Communities of Discourse. Ideology and Social Structure in the Reformation, the Enlightenment and European Socialism, Cambridge, Mass., Harvard University Press, 1989, ch. 17 and 18, 536-583

11. Reflexive sociology and the Death of the Intellectual ?

12. Toward a Theory of Intellectual Life?