

Contents and Abstracts in English

Sociologia, the Journal of the Westermarck Society, Vol. 59, 2022, No. 4

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Early institutionalization of sociology in Finland

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Finland was one of the first countries in the world to integrate sociology into academic teaching and research. This article discusses the institutionalization of sociology in Finland between the 1890s and 1940s. We analyze institutionalization as a process that occurs at the levels of ideas, individuals, identity, and institutions. In Finland, the institutionalization of sociology began when Edward Westermarck was appointed docent of sociology in 1890 and strengthened when the discipline was incorporated into his chair of social and moral philosophy in 1906. In the 1910s, the University of Helsinki had two docents of so-

ciology, and sociology was also a central part of aesthetics and comparative religion in Finland. Westermarck's disciples were appointed to professorships in sociology in Helsinki and Turku in the mid-1920s and later at Åbo Akademi University. Important figures alongside Westermarck in this article are Yrjö Hirn, Rafael Karsten, Gunnar Landtman, Rudolf Holsti, Uno Harva, and Karl Robert Villehard Wikman. The article shows that Westermarckian school's research and teaching reflect their understanding of sociology as the study of the causes of social phenomena. Our source material consists of key publications, information on teaching and the establishment of professorships, as well as degree requirements.

KEYWORDS: history of Finnish sociology, institutionalization, Westermarck

Constructing the possibilities for empowerment in work coaching interaction in intermediate labour markets

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The aim of intermediate labor markets is to promote employment of people who have a disadvantaged position in labor markets. We study the construction of possibilities for empowerment within one service of intermediate labor markets, i.e., workshops. In our ethnomethodological analysis of interaction, we have studied interaction between coaches and coachees in work coaching situations. We interpret the results in the light of capability approach and describe how the dimensions of well-being, agency, and power are constructed in coaching interaction in

subtle ways that are sensitive to the context of action. The dimension of well-being is constructed in work coaching by treating insecurity and troubles as understandable, normal, and acceptable. The functioning aspect of agency is constructed by a) treating insecurity and troubles as manageable, b) highlighting learning and experimenting as means to success, and c) treating coachees responsible for planning and organizing joint activities. The value aspect of agency is built by highlighting the jointness and meaning of tasks for the work community. The dimension of power is constructed by treating the decisions related to joint activities as being based on the coachees' plans and knowledge. The results show that through these dimensions it is possible to construct a relationship to work tasks which highlights responsibility and meaningfulness and at the same time is permissive and encouraging, and this way to support empowerment.

KEYWORDS: capabilities, empowerment, ethnomethodology, interaction, intermediate labor markets, work coaching

CRITICAL INTERACTIONS

The Annual Finnish Social Psychology Conference 2023

Sosiaalipsykologian päivät järjestetään Tampereen Yliopistossa 4. – 5. toukokuuta 2023.

Abstraktien jättämisen määräaika on 28. helmikuuta.

Lisätietoja: events.tuni.fi/socialpsychologyconference2023/

Tervetuloa!