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377 Editorial [G] | Beat Fux

379 Sociology – A Science of Enlightenment. How does Social Theory contribute to Social Criticism? [G] | Stefan Müller-Doohm

The text focuses on the relationship between science and practice, and on the question of how sociological enlightenment provided through criticism can have practical implications. The point of departure is a cursory interpretation of the controversial concept of sociological enlightenment which is part of the systems theory of Niklas Luhmann and of the communication theory of Jürgen Habermas. A comparison of these two concepts reveals that despite all differences between the two paradigms, a common feature of the two theories is that they make a distinction between enlightenment in the system of science, and enlightenment achieved through social criticism. Whereas the critics of a protagonist of scientific enlightenment are directed to the small circle of a scientific community, the moral criticism of social evils is left to public intellectuals who use public media to address a lay audience. The intellectuals of Modern Age take up the position left by moral self reflection.

393 The intellectuals behind Physical Education in France: their impact on the building-up of the discipline [F] | Loïc Jarnet

Physical Education (P. E.) is a compulsory discipline in school. It can only be grasped by acknowledging that it derives from theories developed by intellectuals in a specific context. The selection of one theory over another within the compass of the official syllabus depends on the quality of the theory per se but also on social processes which select a certain kind of theories rather than another. Carried out over quite a lengthy period of time, the survey highlights the fact that the social processes at work both within and without P. E. are not incompatible with a process of “diffuse rationalization” which entails a certain type of cognitive progress in the original knowledge of P. E., a knowledge elaborated by intellectuals taking conflicting views over paradigms.

421 On relations between learning and knowledge [F] | Aziz Jellab

In France, school experience of pupils in professional colleges is characterised by a complexity which can be understood only if the attention is turned to the relation between the learners and the different knowledges. By questioning pupils on what it is to learn and

why to learn at professional colleges, one notices that the meaning of knowledges is closely related to the pupil's biography, but also to the context of education and his new activities. On the basis of this empirical analysis, it is possible to link socialisation and training. This opens the field to a sociology of the different relationships to different forms of knowledge. Our perspective attempts to open the sociology of education to questions neglected or considered secondary such as the nature of the different forms of knowledge and their way of structuring the world views of the learners.

441 **Social Cohesion and the Capacity for Building Social Capital – Determinants of Generalized Trust in an Explorative Comparison of Democratic Market Societies [G] | Volker Bornschieer**

In cross-national comparisons generalized trust – as a capacity for building social capital – was found to be a cultural resource fostering economic success, and change. Where do these effectful differences of trust observed in the populations come from? Such little researched substantial differences, even in developed democratic market societies, are the topic of this article. In this exploratory study we proceed in two steps. In a first step we relate socio-political variants of modern capitalism (clarified after the degree of neocorporatism and of concordance with the pluralistic anglosaxon culture pattern) with five social characteristics. The five social traits represent aspects of social cohesion and of the regulation of opportunities in the society and they are found in a second step to be potent predictors of trust levels. With our two-step approach we detect that the different state traditions of Western society pursue two different main routes (neocorporatism and anglosaxon culture pattern) to affect those five social characteristics which correlate with trust, and that these two main routes lead in the end to similar levels of trust. Finally, in comparing our findings with the results of a previous cross-national analysis and with a study analyzing individual data we find numerous correspondences. A “good” social order – reflected in the control of socio-political conflicts, in cohesion, in equal chances and in social balance – is also a good prerequisite for high levels of trust in the population.

475 **European Integration: Was Neofunctionalism Right? [G] | Patrick Ziltener**

The relaunch of European integration since the 1980s has led to a revival of the debate around the integration theory. This article confronts the dominant approaches (Neofunctionalism and Neorealism) with the results of recent empirical integration research, focusing on the three most important integration mechanisms, i.e. intergovernmental conferences and the effects of supranational and transnational actors. It concludes that “optimistic” Neofunctionalism was only seemingly right. The empirical cases of successful political integration do not or correspond only partly to its basic assumptions.

505 **Why was Athen a Democracy? [G] | Hanno Scholtz**

Under what conditions is democracy possible? To foster the understanding of this question, a simple game-theoretic model of classical Athenian democracy is presented: when actors have to choose between production and an increase of power over what was produced by others, then the technologies for production and the increase of power determine the form of the society: increasing returns foster autocracy, while decreasing returns give rise to an equilibrium of power, which is the prerequisite of democracy. Historical technologies seem to fit the theory, however more research remains necessary.

**521 Identifying the Social Problems of Foreigners : Methodological Issues [F] |**

Caroline Regamey and Jean-Pierre Tabin

An empirical study, “Migrations and institutions of social work”, is the basis for the methodological considerations in this article. Limits and obstacles for sociological research are commented, as well as their resolution: consequences of data constituted by services according to logics independent from research issues, development and effects of ad hoc methodologies, problems of comparison, analysis and interpretation of results.

**533 Book Reviews****559 Publications received****565 Index 2001**