

**METHODOLOGY FOR CONSTRUCTING A DIDACTIC-ENCYCLOPEDIA
DICTIONARY: MAX WEBER'S LEXICON** <https://doi.org/10.56238/sevened2025.011-040>**Marcio J. R. de Carvalho¹.****ABSTRACT**

This article presents the methodology for the construction of a didactic-encyclopedia dictionary centered on the sociological terminology of Max Weber, with application in the teaching of Sociology and Social Sciences. The approach adopted is heuristic-propaedeutic, aiming at the structured organization of concepts to facilitate the understanding, acquisition and use of the core terms of Weberian theory. The methodology developed comprises three stages: (i) selection and categorization of the *conceptual corpus*; (ii) structuring of concepts into "primary" and "secondary" entries, with hypertextual interconnections; and (iii) didactic-lexicographic systematization. The model favors the assimilation of Weberian thought by providing textual navigation in a progressive and non-linear way between concepts. The dictionary provides a free navigation through Weberian terminology, stimulating learning paths according to the interests of the reader, expanding understanding and theoretical acquisition. Made available on a digital platform, with a potential printed version, the material is configured as an innovative instrument for teaching and scientific dissemination, applicable to other lexicographic experiences in the field of Social Sciences.

Keywords: Didactic-encyclopedia dictionary. Lexicon Sociologic. Teaching of Sociology. Max Weber. Didactic Methodology.

¹ Doctor in Sociology and Political Science, Professor of the Degree Course in Social Sciences at Federal University of Northern Tocantins (UFNT); Leader of the Research Group on Sociological Theories and Practices at UFNT (Getepes-Cnpq)
E-mail: marcio.carvalho@ufnt.edu.br
Lattes : <http://lattes.cnpq.br/0590172480923570>



INTRODUCTION

Max Weber's work is one of the fundamental pillars of Sociology, being widely studied and referenced in the Social Sciences and Applied Social Sciences, as well as in other areas, such as History and Theology. The concepts formulated by the author contribute significantly to theoretical reflection in the humanities, especially in the understanding of modern societies. With regard to the methodology of the Social Sciences, Weber also made great contributions by proposing and undertaking a strong discussion on the evaluative influence on scientific work and the need for a responsible mediation of this influence.

However, access to Weberian thought presents considerable challenges, due both to the conceptual density of its texts and to the demand that weighs on its reader for a previous theoretical repertoire (scientific literacy) to understand its terminology. This difficulty is accentuated in the teaching process in basic education and learning in higher education, as high school teachers often have to deal with technical translations, "fragmented" texts (Carvalho, 2019) and the absence of materials that systematize the concepts, while academic students need to face a repertoire of non-linear literature and, in an autonomous way, to put together the understandable parts and elaborate their own theoretical understanding, going a long way to acquire a more or less consistent perception of the set of ideas of the authors.

In view of this scenario, this study carried out during the Postdoctoral internship², presents the methodology developed for the construction of a Didactic-Encyclopedic Dictionary based on Max Weber's lexicon, conceived as a heuristic-propaedeutic tool to assist in the teaching and learning of his sociological theory. The project started from the need to organize Weber's main concepts in a structured and didactically accessible way, proposing that students, professors and researchers can explore the entries in a progressive and interconnected way. The methodological conception of the dictionary innovates by combining heuristic-propaedeutic principles and hypertextuality, enabling the construction of an articulated conceptual repertoire, in which the terms are not presented in isolation, but in correlation within the author's work.

This article aims to present and discuss the methodology applied in the construction of the *Max Weber Didactic-Encyclopedic Dictionary*³, detailing each of the steps mentioned and the challenges encountered throughout the process. For this, the lexicographic and methodological approaches relevant to the structuring of the dictionary are presented.

² Held at the Federal University of Santa Catarina, under the supervision of Prof. Carlos Eduardo Sell, whom I thank emphatically for the spirit of cooperation and knowledge sharing.

³ Provisional title.



Then, the criteria for selecting the entries, the systematization of the definitions, and the conceptual interconnection model adopted are detailed. Next, the final structure of the dictionary is exposed, highlighting its differentials and potential impacts on the teaching of Sociology and a sample of the material with the entry "Social Action" is presented (Appendix I). Finally, the main findings of the research are summarized and point to possible future developments.

LITERATURE REVIEW

Specialized dictionaries and lexical encyclopedias are not new in the human sciences. Among some examples, the famous *Dictionary of Philosophy* (Abbagnano, 2007) and *Dictionary of Social Thought of the Twentieth Century* (Outhwaite; Bottomore, 1996), both translations of foreign productions. Of great interest to the Social Sciences, we have the works focused on "author's thought", the *Dictionary of Marxist Thought*, translated into Portuguese (Harvey; Bottomore, 1996), the Brazilian publication *O Vocabulário Bourdieu* (Catani, et al., 2017), and the *Max Weber-Handbuch manual*, in German and still without a forecast for translation into Portuguese (Müller; Sigmund, 2014). More specifically, in the case of dictionaries focused exclusively on sociology, there are also some thematic publications, such as the *Dictionary of Sociology* (Johnson, 1997), translated into Portuguese, and the work *Dictionary of the teaching of sociology*, organized by Brazilian research professors (Brunetta; Bodart; Cigales, 2020).

Epistemological precision is fundamental for sociological communication, ensuring relational consistency between theories and the multiple aspects of reality and, in this sense, conceptual accuracy and analytical sobriety enhance the understanding of social phenomena. In this regard, Pierre Bourdieu (2002) emphasizes the importance of conceptual clarity in Sociology to avoid the reification of concepts that can obscure the understanding of social phenomena. Without conceptual precision, sociologists run the risk of using terms in an ambiguous way, which can lead to misinterpretations and inappropriate application of theories. Conceptual clarity, therefore, promotes theoretical coherence, and facilitates scientific communication, allowing ideas to be discussed and debated more efficiently within the academic community. Anthony Giddens (2004) also highlights, in his analysis of the complex interactions between agency and structure within societies, the relevance of methodological and conceptual rigor in Sociology. This precision works as a parameter to develop theories that explain social phenomena and offer practical *insights* for scientific application. Without a clear and defined understanding of fundamental concepts, the application of sociological theories in practice can be compromised, resulting



in policies and interventions that do not adequately address social problems. Even C. Wright Mills (1975), in the apparent creative flexibility of and his "sociological imagination" exalted that this investigative power of the Social Sciences also depends on conceptual precision, so that researchers can connect personal experiences with broader historical contexts, providing a deeper and more revealing understanding of social phenomena, even everyday ones.

Sociology and the Social Sciences demand as an analytical, but also explanatory, a continuous organization and revision of their lexicon and it is in this trend that this work is inserted in the face of a lack of materials that systematize sociological knowledge in the face of the profusion of interpretations of its canon and, as will be seen below, this demand is presented in consonance and affinity with the practices and instruments proposed by lexicographic science. In the present study, this foundation is organized into three main axes: (i) the lexicographic tradition and the organization of entries in encyclopedic dictionaries, (ii) the heuristic-propaedeutic approach applied to the teaching of Social Sciences and (iii) the systematization of Max Weber's thought for didactic and pedagogical purposes.

LEXICOGRAPHY AND METHODOLOGIES FOR CONSTRUCTING DICTIONARIES

The organization and systematization of scientific knowledge have been the object of interest in specialized or area lexicography. However, when it comes to Sociology, there is a gap in the way the concepts of this science are structured for didactic purposes, especially when compared to other areas of the Human Sciences.

Different strategies have already been developed to compile and interpret the core concepts of the major areas of social research, including specialized dictionaries, academic glossaries, and encyclopedias such as *Social Thought and Sociology*. Dictionaries such as those by Outhwaite and Bottomore (1996) and Johnson (1997) are cited, which seek to define the essential concepts of the field, but adopt a closed and linear approach to each entry, limiting the systemic understanding of the analytical categories. *Max Weber-Handbuch*, (Müller; Sigmund, 2014) – from which this work has some inspiration – brings a diversity of approaches to Weberian thought in a pluri-authorial compilation and, even though it is a work of great intellectual scope, it lacks unity in the flow of navigation through its entries. Even some online digital initiatives lack the benefit of hypertextuality – even though the digital format is, par excellence, the empire of hyperlinking. This is the case of the *Encyclopedia of Anthropology* (USP, 2021), which offers a more detailed organization of the anthropological entries it presents, with entries co-created from individual approaches,



however, as they are the result of a collective production, they show discontinuity between epistemic approaches, not offering an internally structured pedagogical logic. In addition, each *Encyclopedia entry* is presented as a closed definition in an isolated article, without hyperconnectivity, or even digital *hyperlinks* to other entries⁴. This scenario highlights the need for a heuristic systematization model capable of interconnecting the concepts of the Social Sciences within a hypertextual path, favoring the learning of beginners and beginners.

The methodological proposal presented in this study is close to the contemporary discussions of lexicographic studies in the systematization of knowledge. Lexicography, an integral part of the lexical sciences, focuses on the art of compiling and organizing lexical units to produce dictionaries and didactic encyclopedias, a process that involves the selection of terms, the precise definition, and the systematic organization of concepts, aiming to facilitate understanding and learning (Silva and Bevilacqua, 2022).

Terminological definitions in the form of entries/entries are textual units present in dictionaries, glossaries, encyclopedias and other works aimed at the dissemination of knowledge. They are characterized by offering a structured set of explanations, definitions, examples, and specific information in the mediation of complex concepts to the reading public. As Silva and Bevilacqua (2022) point out, lexicography records these units and analyzes and elaborates products, such as dictionaries and glossaries, adapted to different audiences and educational purposes and the differentiation between specialized terms and common words is fundamental, and it is necessary to establish criteria that guide this distinction and, in this sense, when it comes to a specific science, The set of concepts and definitions will result in an equally specialized terminology.

As Faulstich (2011) points out, an entry definition should cover and briefly expose the generic and specific characteristics of an object in a given field of knowledge. This process requires an approach that avoids excessively narrow or broad definitions, ensuring that concepts are presented in a clear and accessible way, without falling into circularities that may confuse the querent. It is a form of knowledge organization that enhances learning and lexical acquisition, introducing students to definitions about the complexities inherent to the contexts of the concepts worked.

Specialized dictionaries organize terminologies specific to a field of knowledge. Encyclopedic dictionaries, on the other hand, integrate other forms of intertextual, extratextual, and hypertextual conceptual and explanatory elements – such as thematic

⁴ At least not until the closing of this article in March 2025. There is great potential for the USP Encyclopedia of Anthropology to explore hyperlinks and *bookmarks* connecting its entries based on key terms within the field of anthropological knowledge.



topicalizations, hyperlinks, references, reading recommendations, additional references, literary excerpts, images, etc. –, which provides the reader with theoretical contextualizations that expand the immersion in the material consulted, without being limited to concise definitions.

Due to its format, according to Mendes (2018), the encyclopedia entry is distinguished by its ability to encapsulate complex concepts in an accessible and organized way – unlike dictionary definitions, which are often brief and limited –, being designed to provide a more comprehensive and contextualized understanding of the subject, allowing the reader to understand the concept itself and also its implications and relationships with other concepts, a characteristic that, in this sense, makes the entry a useful tool for teaching, especially in scientific areas such as Sociology due to the high degree of conceptual complexity.

Following this proposal, the present work innovates by adopting an entry definition that mixes the elements of dictionaries (clear and objective definitions, summarized indexing, concluding entries with beginning, middle and end) and elements of encyclopedias (especially in the addition of intertextual and extratextual items and structuring of concepts in a hypertextualized way, with navigation through bookmarks⁵ and hyperlinks⁶), providing transit through the entrances with gradual and progressive access to the theoretical complexity of Max Weber's ideas. This model differs from traditional dictionaries, as it proposes to establish, beyond closed definitions, a relational system between concepts. Therefore, the lexicographic approach to Sociology, proposed here, is not restricted to the compilation or definition of terms, but assumes a methodological role in the organization and dissemination of knowledge of the discipline. By considering the specific challenges of sociological terminology – marked by interdependent concepts and contextual meanings and signifiers – this study proposes an innovative approach to the structuring of Weber's concepts, contributing to the epistemology of Sociology and its pedagogical application.

THE HEURISTIC-PROPAEDEUTIC APPROACH IN THE TEACHING OF SOCIAL SCIENCES

As methodologies adopted for the construction of the dictionary, heuristics and propaedeutics are theoretical tools that help in the "calibration" of the entries. Heuristics, as a pedagogical principle, emphasizes active and investigative learning and is a methodology

⁵ Digital textual markers for hyperconnectivity between electronic pages connected by related terms. For example, when you open a Wikipedia article, each article has dozens of *hyperlinks* that lead to other articles.

⁶ Each of the *links* listed on a digital page that connect to other electronic addresses.



that can corroborate the approximation and inference of complex concepts, mediating and simplifying the choices and judgments around the use of these theoretical-conceptual tools, with the power to instigate the reader to explore concepts in a dynamic way. Propaedeutics, on the other hand, refers to the organization of content in a didactically introductory and progressive way, ensuring accessibility without compromising theoretical accuracy.

Tonetto *et al.* (2006) indicate that heuristics are adaptive cognitive mechanisms that play a key role in simplifying judgment and decision-making processes, especially in situations where time and resources are limited. In continuity, Tonetto *et al.* (2006) highlight that heuristics operate as mental shortcuts and although they are forms of mechanisms whose structures can induce errors and biases in thinking, it is possible to reduce these effects with clearer and more objective descriptive models, associated with models that excel in maximizing rationality. This can include a variety of strategies, such as considering multiple points of view or consciously reviewing previous judgments.

In this work, heuristics are used as a method of progressive and structured introduction to theoretical teaching in Sociology – adopting a propaedeutic counterpart to reduce the risk of introducing cognitive biases. Propedeutics can be defined as a "body of introductory or basic teachings of a discipline; preliminary science, introduction" (Houaiss, 2009, n.p), and it is in this sense that it is mobilized here. An effective methodology to help students build a solid theoretical framework that prepares them, through a terminological "calibration", to deepen more complex topics throughout their studies. Proaedeutics, as a pedagogical practice, aims to provide a cohesive and systematic basis for students to acquire a progressive and cumulative understanding of the concepts essential for the development of a critical and reflective analysis.

The heuristic method is also closely related to cognition, as described by Sousa (2023). Different heuristic strategies help in decision-making, as heuristics are a cognitive method that seeks practical and quick solutions to complex problems. In the educational context, heuristics help students understand and process intricate concepts in a simplified way. This is because heuristics use mental shortcuts based on previous experiences and learning, which facilitates the construction of *heuristic values*, that is, it is in the acquisition of knowledge in *the now* that the assimilation and construction of conceptual repertoires for research in the *future* are prepared. Or, to put it another way: from a clear terminological definition at the beginning of the appropriation of the concept, the learning process has less risk of bias (confirmation bias, for example). As highlighted by Aquino, Pagliarussi and Bitti (2008), consistent theoretical frameworks based on consolidated heuristics help researchers to achieve a more cohesive set of related scientific works, minimizing the



impacts of bias and limitations inherent to the research process. Furthermore, the practical application of heuristics in the field of scientific research, as argued by Aquino, Pagliarussi and Bitti (2008), offers a significant advantage for novice researchers, helping them to identify outstanding concepts, works and authors in their areas of study. This process ensures a deepening of knowledge of the subject, even when the researcher has little previous familiarity with the subject, which can simplify the introduction of complex concepts. In the final plan, and in dialogue with Sousa (2023), the application of heuristics has the potential to promote cognitive development that prepares students for critical and reflective analysis, indispensable elements for teaching and learning, but also for the practice, of Social Sciences.

THE SYSTEMATIZATION OF WEBERIAN TERMINOLOGY FOR DIDACTIC PURPOSES

Max Weber's thought is characterized by a very specific technical vocabulary, the understanding of which requires theoretical contextualization and articulation between different analytical categories. The "fragmented" reading of his works (Carvalho, 2022) based on isolated excerpts often prevents readers from contemplating the relationships between basic concepts. Aware of this, even Weber, on more than one occasion, tried to facilitate this task by creating tables of conceptual references (cf. Bolda, 2020)⁷

The *Max Weber Didactic-Encyclopedic Dictionary* was organized based on a model that attempts to translate the conceptual complexity of Weber's work without disfiguring it. The entries were prepared considering the need for heuristic precision mediated by the expository clarity of the didactic transposition, ensuring that the definitions presented are faithful to the author's original terminology. To this end, a vast base material was mobilized, starting from the Weberian literature available in Portuguese⁸, to the vast international literature, available for comparison, both works by Weber himself, and by specialist interpreters, the so-called *Weberforschung*.

METHODOLOGY

The construction of the *Max Weber Didactic-Encyclopedic Dictionary* based on the Weberian lexicon mixed elements of qualitative and exploratory methodologies with

⁷ In the article "Does Max Weber have two sociologies? Comparative analysis of the conceptual scheme of *On some categories of comprehensive sociology* (1913) and *Fundamental sociological concepts* (1921), Bolda (2020) poses the challenge of comparing the two conceptual tables left by Max Weber to define the main categories of his sociology. Although both texts were included in the collection *Economy and Society*, the author demonstrates how Weber elaborated sophisticated and relevant adjustments in the 1921 version.

⁸ In Brazil, for example, Weber's works have been effectively published since the 1960s, although their presence has been felt in the country's intellectual atmosphere since the 1920s (Carvalho, 2022).



bibliographic and descriptive methodologies, in addition to integrating lexicographic principles, structuring Max Weber's sociological concepts in a systematic and progressive way. Its execution took place in three stages, described below.

THE SELECTION OF THE CONCEPTUAL CORPUS

The selection of the *conceptual corpus* determined which terms would be inserted in the dictionary based on their thematic relevance within Weberian theory. This process required a detailed analysis of the author's works and their critical reception, taking into account the thematic relevance of the concepts. Overall, the preliminary prospecting process involved a selection of more than 300 of the terminologies employed by Weber, which were sorted through the most recurrent terms and those that underlie his more general sociological analysis.

The selection of terms was based on three main criteria. First, the terminological centrality of the concept in Weber's work was considered. Only concepts that play a core role in the author's theory were included, whether this role is analytical or descriptive. This ensured that the dictionary was true to his sociological approach and covered the essential elements of his thinking. The second guiding criterion in this stage was the relevance of the concept for the teaching and learning of Sociology and Social Sciences. The selected concepts should be of interest to students and teachers, providing a didactically more accessible understanding of sociological theories and practices. Finally, the third selection criterion was the possibility of listing a set of concepts that would have interconnection and relationship between them, both direct and peripheral/orbital. As the dictionary structure provided for a hypertextual model of entries, priority was given to terms that had well-established conceptual relationships, moving between thematic keys in order to facilitate the construction of a logical path.

STRUCTURING OF ENTRIES: PRIMARY AND SECONDARY

The second methodological stage involved the internal organization of the entries, establishing the filters for the prospected concepts, generating a relationship of two levels of input between the entries, one "nuclear" and the other "orbital". Thus, the primaries represent, based on the central concepts of Weber's theory, the inputs themselves. The secondary ones, on the other hand, detail their hypertextual interconnections and intersecting applications within Weberian thought, orbiting primary entries.

Primary Entries (from hereon, only "VPs"): At the end of the indexing and analysis process, 28 were selected that were considered nuclear, within Weberian thought, listed for

consultation in six thematic categories, namely, Epistemology, Methodology, Religion, Capitalism, Politics, Society, Biographical (Chart 1).

Table 1 – Final list of PVs, by thematic terminological categories

I EPISTEMOLOGY		II METHODOLOGY	
1.	Intellectual Sphere	5.	Social Action
2.	Scientific "objectivity"	6.	Comprehensive Sociology
3.	Axiological "neutrality"		
4.	Ideal Types		
III RELIGION		IV CAPITALISM	
7.	Religious Sphere	9.	Economic Sphere
8.	Sociology of Religion		
V POLITICS		VI SOCIETY	
10.	Domination	19.	Classes
11.	Political sphere	20.	Professional Ethics
12.	State	21.	Erotic Sphere
13.	Parliamentarism	22.	Aesthetic Sphere
14.	Political parties	23.	Estates
15.	Power	24.	War
16.	Politics	25.	War of the gods
17.	Professional Politician		(Autonomous Spheres of Value)
18.	Plebiscitary Presidentialism	26.	Modernity
VI BIOGRAPHICAL			
27.	Weber, Max		
28.	Weber, Marianne		

Source: prepared by the author.

The **Secondary Entries** (SVs) are the 225 remissive terms that "orbit", contextualize and interconnect with the VPs (and with each other), stimulating a broader view of Weberian thought. For example, the VS *Modern State* is immediately located in the "orbit" of the Economic Sphere VPs; *Intellectual Sphere*; *Political Sphere*; *Religious Sphere*; *State*; *Parliamentarianism*; *Power*; *Politics*; *Professional Politician*; and *Plebiscitary Presidentialism*.

This structure was adopted to ensure that readers could navigate dynamically through the dictionary, in an interconnected learning system, relating fundamental concepts, such as "social action" and "domination", based on their interrelationships, respecting the complexity of Weberian theory. This organization reflects fundamental principles of micro and macro knowledge structures, ensuring that Weber's core concepts are presented in an interconnected manner. I will return to this theme later when dealing with the "structural pyramid of ideas".

SYSTEMATIZATION AND REVIEW OF THE COLLECTED MATERIAL

The last methodological stage involved systematization, standardization, epistemological review of the collected material and prototypical production of a didactic-



encyclopedic dictionary in printed and digital formats⁹, ensuring that the writing of the entries maintained terminological coherence, conceptual precision and textual cohesion, always seeking a balance between theoretical accuracy and intertextual didactic accessibility. To this end, all concepts were defined based on the author's original formulation and, whenever necessary, including the interpretations established in the specialized literature¹⁰. Expository and didactic clarity was valued, so that the definitions were structured using semi-dialogical language to be understandable both for beginners in Weberian thought and for advanced readers.

CREATION OF BOOKMARKS

Each entry contains references to related ones, ensuring the reader continuity in deepening their understanding and exploring theoretical connections within the dictionary, according to their focus of interest and their own learning time and, as will be demonstrated below, this validation takes place from the terms defined and articulated by the author within their theoretical *corpus*.

The *bookmarks* were created using *Obsidian software*¹¹, which is a free program that specializes in creating cross-references from text tags by keywords. This methodology facilitated the operationalization of cross-reference references for hypertextual and intertextual navigation. If applied to virtual environments, from *Obsidian* bookmarks it is possible to create *hyperlinks* that connect different texts from keywords linked directly to the target text¹². In addition, *Obsidian* creates graphical representations of these connections by keywords, as shown in the figure below (**Figure 1**), in which it is possible to see how even the VPs are connected to each other. Below, it is demonstrated how VP *Domination* also connects to 12 of the 28 VPs elaborated.

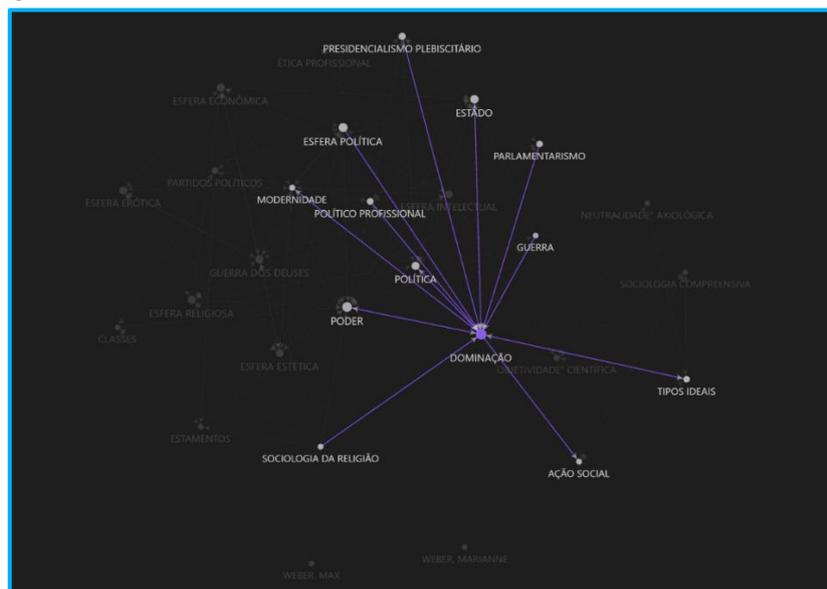
⁹ Its prototypical version, recently approved in a postdoctoral internship, is going through the process of editorial finalization. In addition to the printed prototype, the prototype entries created are displayed in an online digital curation for testing (*beta version*) at *Encyclopedia Max Weber*: www.encyclopediamaxweber.org.

¹⁰ In case of critical or divergent interpretative lines, the approaches were included in the entries.

¹¹ OBSIDIAN.md. (2025).

¹² As in the case of Wikipedia navigation in which, when clicking on a term within a certain page, the reader is directed to another individual page, with the complete definition of that term.

Figure 1 – Hypertextual connection between the primary Entries
In the highlight, the demonstration of the occurrences of the VP "Domination" in 12 other VPs.



Source: prepared by the author.

RESULTS AND DISCUSSION

The implementation of the proposed methodology resulted in a structured and interconnected dictionary, in which the central concepts of Weber's theory are organized in order to enable a logical learning path. The dictionary can be used on several fronts, both as a tool for introducing and consulting topics and as a resource for progressive teaching and learning, meeting the needs of students, teachers and researchers in the area of Social Sciences. The impact of the methodology applied can be analyzed from three perspectives. First, the ease of conceptual navigation. The system of interconnected entries allows the reader to gradually enter Weber's theory, avoiding the unitary conceptual fragmentation, common in traditional dictionaries; Adaptation to the teaching of Sociology. The logic of progressive learning makes the dictionary an effective didactic tool, especially for high school and for the first years of graduation; The methodological contribution to the organization of sociological knowledge.

The structural organization of the entries (formal aspect), with the differentiation between primary and secondary entries, ensured that the dictionary fulfilled its didactic role and provided the experience of hypertextual and intertextual navigation through the material. These results indicate that the structured organization of concepts can contribute to the formulation of new didactic strategies in the teaching of Sociology, encouraging a more dynamic and relational understanding of sociological theory and providing an effective teaching and learning tool for students, teachers and researchers with potential for scientific dissemination.

Chart 2 – Structural organization of the entries (formal aspect)

Kind	Definition	Example	Connections
Primary Entries (VPs)	Core concepts of Weber's theory	Social action Domination Classes	Main entries, detailing and synthesizing the concepts and their implications
Secondary Entries (VSs)	They complement and detail the primary entries through hypertextuality	Interests Association Bureaucracy	They indicate links and remissive "orbits" and demonstrate conceptual correlations, expanding the navigation through the material

Source: prepared by the author.

To operationalize this metalinguistic dynamic within each entry, in the printed prototype¹³, standardization by distinct italics was adopted, indicating when a concept can be found in the form of input (PV) and when it can be found in the form of orbital hypertextual concept (VS). The following (Chart 3) is an excerpt from the entry "Professional Politician", the highlights indicate the intertextuality of the entries, **Blue** for VP=VP type link and **Green** for VS=VP type links.

Chart 3 – Excerpt from the Primary Entry "Professional Politician"

<p>PROFESSIONAL POLITICIAN</p> <p>Context</p> <p>The industrialization of Germany was promoted by the State, which led the country to a path of modernization different from that taken by England, whose industrialization was led by the bourgeoisie.</p>
--

Source: prepared by the author.

In the case of the digital version, these elements also serve as hyperlinks between the terms, note the same (extended) excerpt extracted from the digital version (*online*):

¹³ V. Sample in Appendix I.

Figure 2 – Excerpt from the Primary Entry "Professional Politician" extracted from the digital version

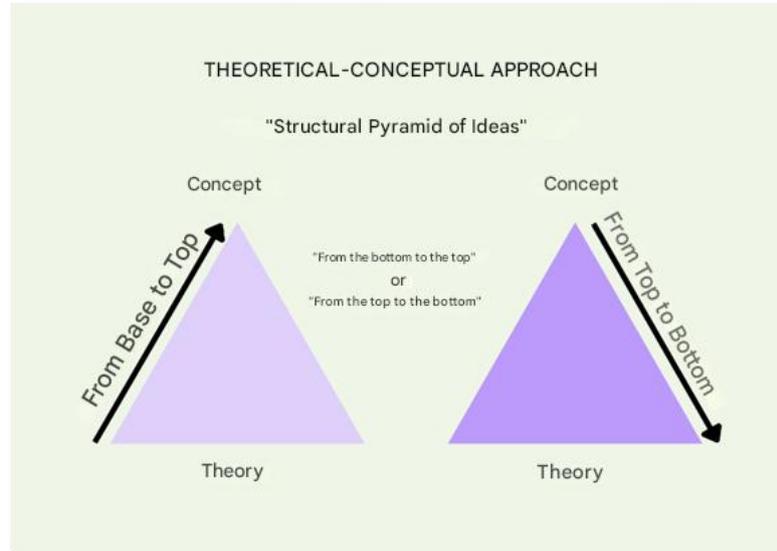


Source: <https://www.encyclopediamaxweber.org/%C3%ADndice-geral/pol%C3%ADtico-profissional>

In the image above, you can see the terms prominently arranged in **bold-underlined form** of type VP=VP and **simple bold** for links of type VS=VP.

Regarding intertextuality and navigation between terms (noun aspects), the objective was to favor a systemic and integrated textual understanding. Here, two factors are important. First, the evidence of the relationships between secondary and primary concepts. One of the greatest challenges in apprehending Weber's work lies in the need to demonstrate his concepts in relation to other elements of his theory. For this reason, each entry contains references to related concepts, contextualizing the reader and instigating him to explore the theoretical interconnections in an intuitive way. On the other hand, as important as establishing these connections of context and hypertext was to develop a structure of feedback of the knowledge base through the appropriation of the reader, hence the conception of the "Structural Pyramid of Ideas", a practical approach to concepts and themes. Considering a theoretical-conceptual approach that starts from the "top" (concept) of the "structural pyramid of ideas" to the broad "base" (theory). Let's look at the figure below that illustrates this reasoning.

Figure 3 – Theoretical-conceptual approach of the "structural pyramid of ideas"

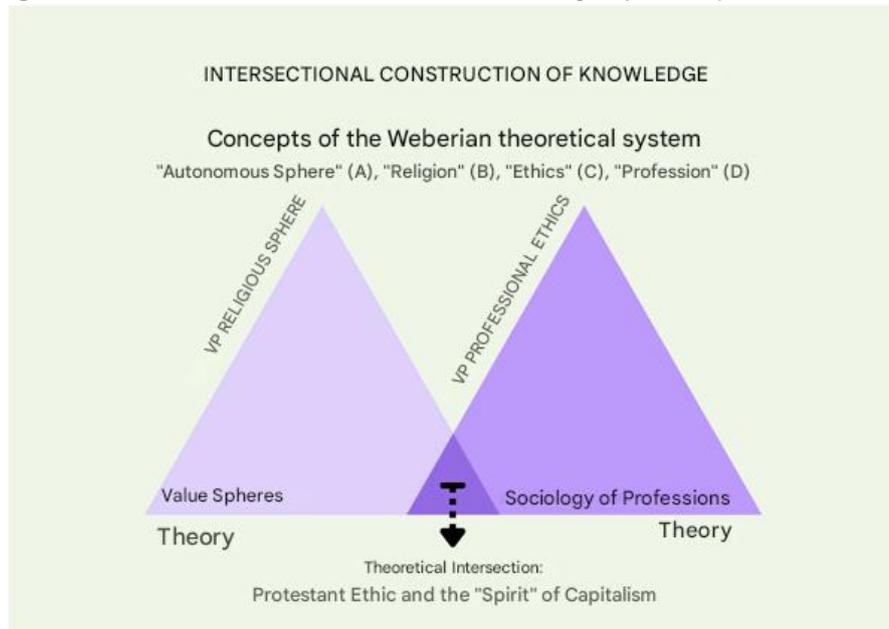


Source: prepared by the author.

As opposed to purely theoretical input, this approach¹⁴ has two initial advantages. First, it is not a prerequisite that the reading public of the entries needs to have previous experience at the base of the epistemological set addressed. In the system proposed here, by starting from the concept, the entry serves its inherent lexicographic function of synthesizing contents, but also the propaedeutic function of being an introduction to the theme. The second point of emphasis is that, entering the theme from the "top", the reading public finds (and subjectively constructs through experience) hyperlinks and conceptual intertextualities through the intersections triggered by the entries, which indicate in their contents the heuristic positioning of Weberian ideas within the author's great theoretical scheme. The **practical elements of this approach are illustrated** below (Figure 4).

¹⁴ It is important to highlight that the representation "structural pyramid of ideas" is mobilized, here, only as an allegory that intends to demonstrate the transition between the most condensed element of a theory, the concept (top), to the broader and more complete exposition of rationally organized ideas, the theory (base). Therefore, so that there is no doubt, the representations "top" and "bottom" have nothing to do with ways of hierarchizing knowledge.

Figure 4 – Intersectional construction of knowledge by conceptual combination



Source: prepared by the author.

The combinatorial apprehension of the "key concepts" offers, as represented above, a practical and advantageous approach to the acquisition of the theoretical lexicon addressed. In the example given, starting from the combination of the concepts found in the Weberian theoretical system, "Sphere" (A), "Religion" (B), "Ethics" (C), "Profession" (D), the VPs "Religious Sphere" (A + B) and "Professional Ethics" (C + D) are formed, both with their own heuristic foundations within the great theoretical base built by Weber, respectively, "Spheres of Value" and "Sociology of Professions".¹⁵

Finally, from the combination of concepts and PVs, the theoretical interconnections are evidenced, through the highlighting of their intersections. It should be noted that both the concepts A, B, C, and D, as well as the VPs and their heuristic foundations are related within the theoretical intersection "Protestant ethics and the 'spirit' of capitalism", this strategy is fundamental for the teaching of Social Sciences, as it offers a learning path of multiple combinatorial possibilities and that can be used in a progressive and flexible way, adapting to the reader's level of knowledge.

FINAL CONSIDERATIONS

This study proposed an innovative methodology for the organization of Max Weber's sociological thought, structuring a Didactic-Encyclopedic Dictionary based on the

¹⁵ Although Weber himself did not build a "sociology of professions", his notes on rationality and professional ethics are the basis for many of his works, especially *The Protestant Ethic...* (1904-5 with revision by Weber in 1920), *Science as a Profession* and *Politics as a Profession* (both 1919) and *Sociology of the Press: A Research Program* (1910).



hypertextual interconnection of concepts. The distinction between primary and secondary entries has provided a logical learning path that is different from the traditional models of specialized dictionaries.

By considering the epistemological challenges of Sociology – marked by conceptual interdependence and the abstraction of theoretical categories – this study proposed to demonstrate that lexicographic methodology can become a useful force in the systematization and transmission of sociological knowledge. The heuristic-propaedeutic model applied to the dictionary favors a more integrated learning, facilitating conceptual navigation and promoting greater engagement in the teaching of the subject.

In addition, this study intends to contribute to the methodological reflection on the organization of sociological concepts, offering an innovative alternative for the systematization of the thought of the classical authors of the discipline. Future research may explore the practical application of the method for the creation of thematic didactic-pedagogical pieces focused on the thought of other authors or other themes within the field of Social Sciences, but not limited to them. Thus, this article reinforces the importance of sociological lexicography as a methodological field to be developed as relevant for the organization of knowledge in Sociology, expanding its possibilities of teaching and research.

The process of didactic transposition of theory to the form of "encyclopedia entries" requires great caution and epistemological precision in the comparison between original material and secondary sources, in order to avoid distortions and biases, without compromising the clarity and accessibility of the text. The strategy adopted was to maintain Weber's original terminology whenever possible, complementing it with didactic explanations that would facilitate its assimilation. However, even though Weber (2015) himself has defined many of his fundamental concepts, caution must be exercised when transposing didactics, as Weber's texts were published in a "fragmented" and "intersectional" way (Carvalho, 2022), which can lead to misunderstandings when adopting this or that definition for the same term by the author, as also demonstrated by Bolda (2020). The methodology proposed here circumvents the problem from an indispensable immersion in Weber's textual treatment, privileging the author's use of the terms he defined, and following the author's development of the terms throughout his intellectual maturation.

In this sense, heuristic mediation, through introductory conceptual refinement, and the proposal of a propaedeutic approach, that is, initiatory and broad, must balance precision, rigor, didactic accessibility and fidelity to the original thought, avoiding undue simplifications or interpretative distortions. The need for continuous dialogue between the source materials and the production of the entries imposes epistemological challenges that



unfold in multiple dimensions: selection, comparison, categorization and listing of primary and secondary sources, mapping of core concepts by the works, lexical validation criteria and articulation between different levels of theoretical complexity.

In the face of these challenges, heuristic mediation proved to be a fruitful resource, stimulating a gradual reading approach, favorable to beginning readers, and the refinement of concepts without compromising intelligibility and without distorting their original meaning. The methodology developed – based on the progressive construction of entries and the systematization of concepts according to reference categories – has been consolidated as an effective tool. The propaedeutic character of the entries, by situating them as structured approximations and introductions to the author's thought, reinforces their function as reference material and, mainly, as an instrument for initiation to specialized academic debate.

THE METHODOLOGY OF ENTRIES AS A STRATEGY FOR SCIENTIFIC DISSEMINATION

The experience of the construction of entries throughout this research reaffirms the potential of this methodology as a device for scientific and didactic dissemination. By transforming dense sociological concepts into encyclopedic entries, this project is inserted at the intersection between academic production and the dissemination of knowledge.

Unlike traditional introductory textbooks, which often adopt a linear and expository approach, the encyclopedic dictionary model allows a non-hierarchical and intuitive navigation through knowledge, in which different concepts can be explored according to the interests and needs of the reader, facilitating their formative path and stimulating the ability to relate ideas objectively and subjectively. This flexible structure gives the material greater accessibility without compromising analytical strength, an essential aspect for teaching and academic extension.

Finally, the continuity of this project strengthens specialized didactic production, opening paths for broader reflections on the challenges of translation and transposition of academic knowledge into accessible and pedagogically effective formats. Especially in times of a vast plural disposition of knowledge that often leads disoriented students to resort to non-human tools for agglutinating knowledge, such as the use of Artificial Intelligence. The construction of entries as an instrument of didactic-pedagogical transposition is a methodological strategy, but also a permanent exercise of commitment to the democratization of sociological knowledge.



REFERENCES

1. Abbagnano, N. (2007). Dicionário de filosofia (5ª ed., A. Bossi & I. C. Benedetti, Trads.). Martins Fontes.
2. Aquino, A. C. B. de, Pagliarussi, M. S., & Bitti, E. J. S. (2008). Heurística para a composição de referencial teórico. *Revista Contabilidade & Finanças*, 19, 73–88. <https://www.scielo.br/j/rcf/a/g6h8DKhYxhxcZBv6zGk3LXJ/>
3. Basílio, M. (2006). Formação e classes de palavras no português do Brasil. *Contexto*.
4. Bolda, B. S. (2020). Max Weber possui duas sociologias? Análise comparativa do esquema conceitual de “Sobre algumas categorias da sociologia compreensiva” (1913) e “Conceitos sociológicos-fundamentais” (1921). *Política & Sociedade*, 19(45), 83–117. <https://periodicos.ufsc.br/index.php/politica/article/view/73441>
5. Bourdieu, P. (2002). A causa da ciência: como a história das ciências sociais pode servir ao progresso das ciências (G. Fernandes, Trad.). *Política & Sociedade*, (1), 143–161.
6. Brasil. (1996). Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. *Diário Oficial da União*. https://www.planalto.gov.br/ccivil_03/leis/l9394.htm
7. Brunetta, A. A., Bodart, C. N., & Cigales, M. P. (Orgs.). (2020). Dicionário do ensino de sociologia (1ª ed.). Editora Café com Sociologia.
8. Carvalho, M. J. R. de. (2022). Max Weber no Brasil e no mundo: sociologia da circulação internacional (1889–2020) e da recepção nacional brasileira (1925–2015) das obras weberianas [Tese de Doutorado, Universidade Federal de Santa Catarina]. <https://repositorio.ufsc.br/handle/123456789/234745>
9. Carvalho, M. J. R. de. (2019). Max Weber fragmentado: análise sobre a importação seccionada de ideias intelectuais. In A. W. S. de Vasconcelos (Org.), *A sociologia e as questões interpostas ao desenvolvimento humano* (pp. 1–15). Atena Editora. <https://www.atenaeditora.com.br/wp-content/uploads/2019/08/Ebook-A-Sociologia-e-as-Questoes-Interpostas-ao-Desenvolvimento-Humano.pdf>
10. Carvalho, M. J. R. de. (2022). Relatório final do projeto de extensão "Ciclo Max Weber de Estudos Teóricos". Universidade Federal do Norte do Tocantins.
11. Carvalho, M. J. R. de. (2024). Enciclopédia Max Weber. <https://www.encyclopediamaxweber.org>
12. Catani, A. M., Nogueira, M. A., Hey, A. P., & Medeiros, C. C. C. de (Orgs.). (2017). *O vocabulário Bourdieu*. Autêntica Editora.
13. Concli, R. (2017, julho 17). A “Enciclopédia de Antropologia” que é uma obra em construção. *Jornal da USP*. <https://jornal.usp.br/ciencias/ciencias-humanas/a-encyclopedia-de-antropologia-que-e-uma-obra-em-construcao/>
14. Costa, S. R. (2008). Dicionário de gêneros textuais. Autêntica.



15. Enciclopédia de Antropologia. (2021). Enciclopédia de Antropologia. <https://ea.fflch.usp.br/>
16. Farias, A. C. (2013). Material impresso e gêneros textuais (2ª ed.). IFSC. <https://educapes.capes.gov.br/handle/capes/204765?mode=full>
17. Faulstich, E. (2011). Avaliação de dicionários: uma proposta metodológica. *Organon*, 25(50). <https://doi.org/10.22556/2238-8915.28346>
18. Ferreira, A. V. S. (2016). Elementos de articulação: missão, visão, valores e a identidade organizacional. *Revista EduICEP*, 1(1), 51–52. <http://www.icepsc.com.br/ojs/index.php/eduicep/article/view/129>
19. Giddens, A. (1984). *The constitution of society: Outline of the theory of structuration*. University of California Press.
20. Giddens, A. (2004). *The constitution of society: Outline of the theory of structuration*. In *Practicing history*. Routledge.
21. Harvey, D., Bottomore, T., & Zahar, J. (1996). *Dicionário do pensamento marxista*. Jorge Zahar Editor.
22. Houaiss, A. (2009). Propedêutica. In *Dicionário eletrônico Houaiss da Língua Portuguesa*. Objetiva.
23. Ianni, O. (2011). O ensino das ciências sociais no 1º e 2º graus. *Cadernos Cedes*, 31, 327–339.
24. Johnson, A. (1997). *Dicionário de sociologia: Guia prático da linguagem sociológica*. J.
25. Longino, H. (2017). Valores, heurística e política do conhecimento (D. Aymoré, Trad.). *Scientiae Studia*, 15(1), 39–57. <https://www.revistas.usp.br/ss/issue/view/9834>
26. Mills, C. W. (1975). *A imaginação sociológica*. Zahar Editora.
27. Müller, H. P., & Sigmund, S. (2014). *Max Weber-Handbuch*. JB Metzler.
28. Obsidian.md. (2025). *Obsidian (Versão 1.5.3) [Software]*. <https://obsidian.md/>
29. Outhwaite, W., & Bottomore, T. (1996). *Dicionário do pensamento social do século XX*. Jorge Zahar Editor.
30. Sousa, P. (2023). Conceito de: heurística – o que é, aplicações, na psicologia e importância. <https://conceito.de/heuristica>
31. Tonetto, L. M., et al. (2006). O papel das heurísticas no julgamento e na tomada de decisão sob incerteza. *Estudos de Psicologia (Campinas)*, 23, 181–189.
32. Vygotsky, L. S. (1996). *A formação social da mente*. Martins Fontes.
33. Weber, M. (2015). *Economia e sociedade: Fundamentos da sociologia compreensiva (4ª ed., R. Barbosa & K. Barbosa, Trads.)*. UnB.



34. Zanella, L. (2014). Planejamento estratégico em uma instituição filantrópica [Trabalho de Conclusão de Curso, IFSC – Joinville]. <https://joinville.ifsc.edu.br/~bibliotecajoi/arquivos/tcc/gh/2014/138850.pdf>

Prototype of printed encyclopedic dictionary

A**AÇÃO SOCIAL**

No pensamento weberiano a ideia de compreensão de **sentido** é o elemento basilar para o entendimento das formas da **ordem social**. É através desta compreensão, por exemplo, que se torna possível uma sociologia da **cultura** de cunho weberiano que entenda que não é a cultura que impõe seu sentido aos indivíduos, mas, estes — por meio de seus **interesses** e **afinidades eletivas** — que atribuem sentido aos elementos culturais. Da própria letra de Weber podemos ler: “[...] Toda reflexão sobre os elementos últimos do agir humano está desde logo presa às categorias ‘**meio**’ e ‘**fim**’” (Weber, 2010, p. 15). Portanto, não é de se estranhar que a compreensão de sentido da ação dos indivíduos (especificamente aquelas cuja finalidade está orientada para o outro, a ação social) seja o núcleo central de sua proposta metodológica. Com este objetivo, Weber elaborou um conjunto de *tipos puros* de ação social e é importante compreender — coerentemente com sua metodologia de **tipos ideais** — que esses “tipos puros” de ação são exemplos hipotéticos, portanto não ocorrem na realidade. No mundo da vida, eles ocorrem de maneira imbricada.

Definição

É em *Economia e Sociedade*, logo no primeiro dos 17 famosos parágrafos dos *Conceitos sociológicos fundamentais*, que Weber define o objeto de estudo da **sociologia**: a “ação social”, uma ação que leva em conta o comportamento dos outros e é orientada em relação a eles, sendo a sua proposta de **sociologia compreensiva** “uma ciência que pretende compreender interpretativamente a ação social e explicá-la causalmente em seu curso e em seus efeitos” (Weber, 2015a, p. 3), de modo que, sendo a ação social dotada de sentido atribuído pelos indivíduos, cabe aos cientistas sociais elaborar a **compreensão** (*Verstehen*) por meio do estabelecimento de conexões causais que os possibilitem decifrar este sentido subjetivo do agente da ação.

Diferença entre “ação” e “ação social” e “relação social”

Weber distingue a “ação social” da ideia de “ação” ao considerar que a ação social leva em conta o comportamento dos outros e é orientada em relação a eles, enquanto a ação em si não necessariamente envolve essa consideração. A ação social pode ser explicada como as formas de interação entre indivíduos, desde que esta interação esteja pautada em expectativas que cada agente da ação tem sobre o(s) outro(s). Seja esse **indivíduo** uma pessoa ou um grupo de pessoas (uma organização social juridicamente constituída, por exemplo) em relação a outra pessoa ou outro grupo de pessoas. Quanto à “**relação social**”, Weber (2015a, p. 17) a define nos seguintes termos: “Por ‘relação’ social entendemos o comportamento reciprocamente *referido* quanto a seu conteúdo de sentido por uma pluralidade de agentes e que se orienta por essa referência”. Uma vez apreendido que os tipos de ação social classificam os comportamentos dos indivíduos conforme sentido e finalidade, a ideia de “relação social” se refere à conexão entre vários comportamentos, isto é, pela combinação de “probabilidade” (Weber, 2015a, p. 18) entre os diversos sentidos e finalidades, formando uma trama ou rede de interações e de significados entre indivíduos e/ou instituições.

Tipos de ação social

Weber identificou quatro tipos ideais de ação social, cada um com características distintas: i) a **ação racional com relação a fins**: uma ação orientada por objetivos específicos e racionais, onde os meios são escolhidos com base na eficiência para alcançar os fins desejados; ii) a **ação racional com relação a valores**: uma ação guiada por uma crença consciente em um valor ético, político, moral, estético, religioso, entre tantos outros possíveis; iii) a **ação afetiva**: uma ação determinada por afetos ou estados emocionais; e iv) a **ação tradicional**: uma ação guiada por costumes e hábitos enraizados. Como destacado anteriormente, estes são “tipos puros”, ou seja, tipologias elaboradas para fins heurísticos dentro do esquema metodológico weberiano, que não ocorrem isoladamente na realidade. Tomemos como exemplo a instituição social “matrimônio”. Esta institucionalização social de uma relação particular pode ocorrer por um tipo ou até pela combinação dos quatro tipos de



ação descritos acima, a depender da motivação (sentido e finalidade) das partes envolvidas.

Importância e aplicações

Dentro do sistema teórico de Weber a ação social é uma categoria analítica de relevo porque permite a compreensão das motivações dos indivíduos e das instituições sociais em suas interações e, por seu fundo hermenêutico, não se limita às Ciências Sociais e tem aplicações em várias áreas do conhecimento, da educação ao direito, da análise histográfica à teoria organizacional.

Referências

WEBER, M. A “**objetividade**” do **conhecimento nas Ciências Sociais**. Org. Gabriel Cohn. São Paulo: Ática, 2010.

WEBER, M. Conceitos sociológicos fundamentais. In: **Economia e sociedade: Fundamentos da sociologia compreensiva**. Barbosa, R. e Barbosa, K. E. (Trad.). v1. Cap. 1. 4. ed. Brasília: Unb, 2015a [1921].

Legenda:

Verbetes Primários (VP). Localizados como entradas de texto em ordem alfabética.

Verbetes Secundários (VS). Localizados como entradas de índice remissivo e hipertextual.