

Instructor: Dr. Greg Getz
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 Office Hrs: M 12:30, (call) & by Appointment

Spring 2013
 SOCW 8333
 CRN 15093_W: 1:00-3:45_ Rm: SW425

SOCIAL SCIENCE THEORIES SYLLABUS

<u>DATE</u> Week of:	<u>OUTLINE</u>	<u>READING</u>
Monday 1/14	<p>I. EPISTEMOLOGY: THE STUDY OF HOW ONE DECIDES WHAT IS TRUE.</p> <p>A. Culture, Institutional Hegemony, & the Quest for Truth. B. Objectivism & Subjectivism. C. Challenge of Postmodern Theory Re: Possibility of Objectivity.</p>	Old Ritzer: Appendix & 1 (Blackboard)
1/21 MLK Holiday	<p>II. INTRODUCTION: THE SOCIOLOGICAL IMAGINATION IN HISTORICAL CONTEXT.</p> <p>A. Scientific Study of Social Life: Structure & Process. B. Social/Cultural Change & the Origins of the Social & Behavioral Sciences.</p> <ol style="list-style-type: none"> 1. Modernity & the folk-urban continuum. <ol style="list-style-type: none"> a. Age of Discovery (1492 - 1600). a. The Protestant Reformation (1519 →). b. The Rise of capitalism (1600 →). c. The Enlightenment (Age of Reason) (1650 – 1800). <ol style="list-style-type: none"> 1) American Revolution: 1776. 2) French Revolution: 1789. d. Urbanization: population size, density, & heterogeneity. e. The Industrial Revolution (1790 → 1955). f. Post Industrial Society (1955 →). 2. The emergence of scientific epistemology and sociology: Logical positivism and objectivist assumptions. 	Allan: 1 Ritzer: 1
1/28	<p>III. THEORETICAL PERSPECTIVES IN THE SOCIAL & BEHAVIORAL SCIENCES: KUHN'S MODEL OF PARADIGM SHIFT</p> <p>A. Images of the Subject Matter: (Handout: Paradigms & Key Questions) B. Exemplars. C. Paradigms.</p> <ol style="list-style-type: none"> 1. Social Facts. <ol style="list-style-type: none"> a. Structural Functional. Exemplar Durkheim: <i>Suicide</i>. b. Conflict. Exemplar Marx: <i>Capital</i>. 2. Social Constructionist (Social Definitionist, Interpretationist) Exemplars Weber: <i>Protestant Ethic & Spirit of Capitalism</i>. Mead: <i>Mind, Self, & Society</i> Goffman: <i>Presentation of Self</i> 3. Social Behaviorist Exemplars: Skinner Homans: <i>Social Behavior: Its Elementary Forms</i> Blau: <i>Dynamics of Bureaucracy</i> 	EXAM 1
2/4	<p>IV. SOCIAL FACTS I: STRUCTURAL FUNCTIONALIST PERSPECTIVE & LOGIC OF SELF- REGULATING SYSTEMS.</p> <p>A. Classical Tradition: Rise of Functionalist Theory.</p> <ol style="list-style-type: none"> 1. Organic analogy. 	Ritzer: 2:15-21

<u>DATE</u>	<u>OUTLINE</u>	<u>READING</u>
2/11	2. Durkheim. a. Types of solidarity: mechanical & organic. b. Types of law: repressive & restitutive c. Collective conscience. c. Anomie	
2/18	3. Parsons. a. Cybernetic Hierarchy of Control. b. Functional problems of society: AGIL scheme. c. Pattern Variables. 4. Merton. a. Theories of middle range. b. Manifest & Latent Functions. c. Social structure & anomie. 5. Weberian critique of functionalism.	Ritzer: 4: 72-88 Merton (Blackboard)
2/25	B. Extensions of Structural Functionalist Logic: Cybernetic (Self-Regulating) Systems Analysis	Stinchecomb (Blackboard)
V. SOCIAL FACTS II: CONFLICT PERSPECTIVE.		
3/4	A. Classical Tradition: Rise of Conflict Theory. 1. Marx.	Ritzer 2: 21-30 Ritzer: 4:93-98 Allan:2
3/11	a. Dialectical Materialism as mode of analysis. b. History as class conflict over mode of production. b. Alienation. c. False consciousness.	
3/18	2. Daharendorf: Group conflict & change. B. Extensions of Conflict Logic: Incorporation of Systems Logic.	EXAM 2
3/25	1. Neo-Marxist Critical Theory (Frankfort School). Horkheimer, Lucacs, Adorno, Marcuse, Fromm, Habermas. 2. Replication of class structure: Bourdieu. 3. Globalization & capitalism: Wallerstein. 4. Modernity, postmodernity, & power: Foucault 5. Modernity as Juggernaut: Giddens C. Synthesis: E.g.: Feminist Theory: <i>Gender Equity</i> : Chafetz.	Ritzer: 5:108-117 Ritzer: 7: 177-188 Ritzer: 10, Allan: 8 Allan: 9 Allan: 13 Allan: 12
4/1	VI. SOCIAL CONSTRUCTIONIST PERSPECTIVE (INTERPRETATIONIST OR SOCIAL DEFINITIONIST).	Ritzer: 2: 30-43 Allan: 7
4/8	A. Classical Tradition: Weber. 1. Verstehen: subjective understanding. 2. Types of Action. 3. Types of Rationality. 4. Types of Authority 5. Relationship between ideas and action: debate with Marx re: capitalism	
4/8	B. Classical Tradition: Microscopic Theories of Everyday Life. 1. Cooley & Mead & Blumer: Symbolic Interactionism a.) Development of self. b) Primary group. 2. Goffman.	Allan: 3 Ritzer 3: 57-64
4/15	a. Dramaturgical perspective & presentation of self. b. Impression Management. c. Role Distance. d. Stigma.	Ritzer: 6:139-150 Allan: 5

<u>DATE</u>	<u>OUTLINE</u>	
4/22		
	<p>VII. SOCIAL BEHAVIORIST PERSPECTIVE.</p>	<u>READING</u>
4/29	<p>A. Homans: Exchange Theory.</p> <ol style="list-style-type: none"> 1. Equation of Social Exchange: Social Profit=Social Rewards – Social Costs – Social Investments 2. Medium of exchange: sentiment. 	Ritzer: 6:157-170
	<p>B. Coleman: Rational Choice Theory.</p> <ol style="list-style-type: none"> 1. People are utilitarian. 2. Constraints on action: scarcity of resources & opportunity costs. 	Allan: 6
5/	<p>FINAL PAPER/PRESENTATION: Hard Copy in classroom at time designated for final exam.</p>	
		<u>EXAM 3</u>

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SOCIAL THEORY COURSE REQUIREMENTS

COURSE DESCRIPTION

This course explores the theoretical perspectives that social and behavioral scientists have developed over the past 200 years to analyze processes producing social order and social change. Practical application of these perspectives to various social issues also will be emphasized. The course focuses upon comparison and contrast of assumptions embodied in the four dominant theoretical perspectives: structural functionalist, conflict, social constructionist, and social exchange. The particular approach each of these perspectives takes to understanding processes producing social order and social change will be analyzed. Contemporary efforts to blend these perspectives will be discussed. Practical application of these theoretical approaches to various social issues will also be emphasized. Such issues can be placed on a continuum ranging from face-to-face social interaction (microscopic) to social processes occurring within and between societal institutions, to inter-societal processes (macroscopic).

COURSE OBJECTIVES/OUTCOMES

After completion of this course successful students should be able to discuss and explain the following:
 1) core assumptions of the central theoretical paradigms of sociology and the other social/behavioral sciences;
 1) application of those paradigms in the construction of explanations for various contemporary social issues and problems; 3) exemplary ideas of representative social theorists of the 19th & 20th & 21st centuries; 4) the logic of goal directed, self-regulating systems as applied to varying units of analysis; 5) paradigmatic linkages between macro, meso, and micro levels of analysis.

Credit Hours: 3

Prerequisites: standing as registrant in the UH-GCSW doctoral program.

ACTIVE LEARNING as opposed to the passive reception of information is emphasized in this course. Active Learning refers to apprehending information quality and quantity in such a way as to most efficiently retain and integrate that information. Active Learning most comprehensively engages the cognitive capacities of learners by encouraging critical thinking, including the purposeful application of inductive logic, deductive logic, and the creative appreciation of analogy and metaphor in reasoning. Examinations, lecture style, and class discussion will be structured so as to facilitate Active Learning for students. Presentation of material in this course and examinations will be designed to maximize Active Learning for students. Active Learning is more efficient and effective because it more fully engages the cognitive capacities of the learner in comparison to passive learning.

REQUIRED READING

Ritzer, George, & Stepinsky, Jeffrey (2013).
Contemporary Sociological Theory & Its Classical Roots: The Basics (4th Ed.).
 New York: McGraw Hill.
 ISBN: 978-0-07-802678-2

Allan, Kenneth (2011)
Contemporary Social & Sociological Theory: Visualizing Social World (2nd Ed.)
 Thousand Oaks: Pine Forge Press
 ISBN: 978-1-4129-7820-0 (pbk.)

Various articles or handouts on reserve in the library, online, or distributed in class.

BLACKBOARD/LEARN POSTINGS

Various postings including the course syllabus & requirements document will be made on Blackboard.

ACQUISITION OF REQUIRED READING MATERIAL

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

EXAMINATIONS & GRADING

There will be three take-home examinations, two mid-terms and a final. Exams 1 & 2 will be essay based upon course reading, lecture notes and class discussion. Essay questions will emphasize your ability to apply abstract, theoretical perspectives and concepts, thinking analytically about the lecture material, readings, class discussions, and any class-related films. Exam 3 will include an oral presentation to the class based on a theoretical analysis of a topic chosen by the student. Exams will be cumulative, i.e., exams 2 & 3 will presume you have mastered the material from each previous exam.

Each exam will count 1/3 of your final grade. Penalty for turning in an essay exam after the deadline is one third of a grade per day late (including weekend days and holidays).

Material covered, required reading, dates, and exam procedures may be subject to revision as the course progresses.

Make-up exams will be given only under extreme, extenuating, circumstances. Requests for a make-up must be made in advance of the time scheduled for the exam. All make-up exams will be essay format. Penalty for turning in any take-home, make-up exam after the deadline is one third of a grade per day late (including week end days and holidays).

Grades of "Incomplete" for the class will be given only under extreme, extenuating circumstances.

Explanation and documentation of such circumstances must be given to the instructor at least one week in advance of the last day of class. Criteria for making up an "Incomplete" must be arranged contractually with the instructor. 'Last minute' phone calls requesting an incomplete are not acceptable. University policy specifies that incompletes not made up within one semester automatically are converted to a grade of "F".

Take-Home Exams must be turned in on-time to avoid a grade penalty. Penalty for turning in any take-home exam after the deadline is one third of a grade per day late (including week-end days and holidays). Take-home exams should be handed in as hard copy. In emergencies turning in electronic copies as email attachments may be permitted; but the student is responsible for verifying that the professor has received and printed the complete exam. Without verification via email acknowledgement from the professor the student should assume the exam has not been received.

UH RULES & POLICIES: Students are responsible for keeping track of all course-related information printed in the class schedule including but not limited to: holidays, last day to withdraw from a class with an automatic "W", last day of class, final exam date & time. Students are encouraged to review UH policies (printed in the UH catalog and the UH Student Handbook) regarding cheating on exams including plagiarism, etc. Students are responsible for being familiar with all relevant policies in the UH Student Handbook available on the UH website.

ACADEMIC HONESTY:

The Academic Honesty Code is embraced by all members of the UH academic community and is an essential element of the institution's academic credibility. The Honesty Code states "We will be honest in all our academic activities and will not tolerate dishonesty." The purpose of the Academic Honesty Policy is to deal with alleged violations of the Honesty Code in a fair and consistent manner. The policy is administered jointly by students and faculty. It is each student's responsibility to read and understand the Academic Honesty Policy. It may be found in the UH Student Handbook.

CHEATING ON EXAMS & PLAGIARISM: Plagiarism means copying the writing of someone else without using quotation marks, thus implying that the writing or ideas expressed are your own. Plagiarism is a form of cheating and is not acceptable. Any form of cheating on an exam will result in an automatic grade of “F” on the exam or graded assignment, and possibly in the course depending on the severity of the offense.

CLASS ATTENDANCE

Regular and on-time attendance is very necessary to do well in this class. Much material covered on exams will be covered primarily in lectures that explain and elaborate the reading. If missing any class is absolutely necessary the student is responsible for acquiring all information delivered in class.

UH ACADEMIC ADJUSTMENTS/AUXILIARY AIDS POLICY

Whenever possible, and in accordance with 504/ADA guidelines, UH will attempt to provide reasonable academic adjustments/auxiliary aids to students who request and require them. Please call xxxxxxxxxx for more assistance.