

**YESHIVA UNIVERSITY  
WURZWEILER SCHOOL OF SOCIAL WORK  
DOCTORAL PROGRAM IN SOCIAL WELFARE  
SWK 8811**

**THEORETICAL FOUNDATIONS I: SOCIAL CHANGE & SOCIAL JUSTICE**

Fall Semester, 2010

Dr. Richard K. Caputo

**I. COURSE DESCRIPTION**

This course provides an overview of theoretical approaches to the identification and resolution of problems related to social welfare. It draws upon the humanities, social science, and professional literature from such fields as anthropology, economics, history, law, philosophy, political science, sociology, social work, women's studies, and ethnicity/race relations. Course content builds on the practice experience and knowledge of students in order to arrive at a greater understanding of the development and use of theory to advance the knowledge base of the social work profession, its missions, and its role in the social fabric of the United States. Finally, the course explores the nature and importance of theory to macro-level social work practice, with particular attention given to the dynamic relationship of macro- and micro-level processes on the structure, development, and function of social welfare primarily in the U.S. and to a lesser extent elsewhere.

**II. EDUCATIONAL OBJECTIVES**

A. Knowledge Objectives

At the conclusion of the course, students will be able to demonstrate:

1. An understanding of theoretic thought.
2. Knowledge of the purpose and use of theories in general.
3. Knowledge of a variety of specific theories.
4. Knowledge of the philosophical underpinnings of specific theories and the logical consequences for social welfare.
5. An understanding of the relation between social work values and the use of scientific and humanistic theories of social organization and change.

## B. Skill Objectives

At the conclusion of the course, students will be able to demonstrate:

1. Theoretical thinking.
2. Skill in assessing alternative theories to understand social work and social welfare.
3. Skill to assess the compatibility of a variety of theories with social work values and goals.
4. Skill in distinguishing scientific theories from conceptual models and frameworks.
5. Skill in distinguishing scientific from other critical perspectives.
6. Skill in conceptual analysis of social welfare issues and concerns.

## III. COURSE REQUIREMENTS

### A. Required Texts (List Price / Amazon.com Price [Subject to change])

1. Sandel, M.J. (2009). *Justice: What's the right thing to do?* New York: Farrar, Straus and Giroux. **ISBN-13:** 978-0374180652. \$25.00/\$16.50
2. Noble, T. (2000). *Social theory and social change*. New York: St. Martin's Press. **ISBN-13:** 978-0312233297. \$45.00/\$36.52
3. Sen, A. (2009). *The idea of justice*. Cambridge, MA: Belknap Press of Harvard University Press. **ISBN-13:** 978-0674036130 \$29.95/\$19.77
4. Magee, B. (1985). *Philosophy and the real world: An introduction to Karl Popper*. La Salle, IL: Open Court Publishing Company. **ISBN-13:** 978-0875484365 \$16.95/\$15.09
5. Saulnier, C.F. (1999). *Feminist theories and social work: Approaches and applications*. New York: Routledge. **ISBN-13:** 978-0789009456 \$49.95
6. Sandel, M.J. (2007). *Justice: A Reader*. Oxford: Oxford University Press. **ISBN-13:** 978-0195335125 \$35.00/30.87
7. Schelling, T.C. (2006/1978). *Micromotives and macrobehavior*. Revised edition. New York: W.W. Norton & Co. **ISBN-13:** 978-0393329469 \$17.95/\$12.21

B. Recommended Texts

1. Turner, J.H. (Ed.). (2001). *Handbook of Sociological Theory*. New York: Kluwer Academic / Plenum Publishers **ISBN-13:** 978-0387324586 \$89.95/\$71.97
2. Collins, R. (1994). *Four sociological traditions*. New York: Oxford University Press. **ISBN-13:** 978-0195082081 \$39.95/\$31.56
3. Sica, A. (1998). *What is social theory? The philosophical debates*. Blackwell Publisher. **ISBN-13:** 978- 0631209546 \$115.95
4. Aneshensel, C.S. (2002). *Theory-Based Data Analysis for the Social Sciences*. Thousand Oaks, CA: Pine Forge Press. **ISBN-13:** 978-0761987369 \$59.95/\$54.31
5. Popper, K. (2001). *All life is problem solving*. London, UK: Routledge. **ISBN-13:** 978- 0415249928 \$34.95/\$31.14
6. Ritzer, G. (Ed.). (2000). *The Blackwell companion to major social theorists*. Malden, MA: Blackwell Publishers. **ISBN-13:** 978-0631207115 \$183.95
7. Sandler, T. (2001). *Economic concepts for the social sciences*. Cambridge, UK: Cambridge University Press. **ISBN-13:** 978- 0521792622 \$27.99
8. Rawls, J. (2001). *Justice as fairness: A restatement*. Cambridge, MA: The Belknap Press/Harvard University. **ISBN-13:** 978-0674005112 \$24.50/\$20.94
9. Hedstrom, P., & Swedberg, R. (Eds.). (1998). *Social mechanisms: An analytical approach to social theory*. Cambridge, UK: Cambridge University Press. **ISBN-13:** 978- 0521596879 \$40.99/\$38.48
10. Elliott, A. (Ed.). (1999). *The Blackwell reader in contemporary social theory*. Malden, MA: Blackwell Publishers Inc. **ISBN-13:** 978-0631206507 \$59.95
11. Medina, L.F. (2007). *A unified theory of collective action and social change*. Ann Arbor: University of Michigan Press. **ISBN-13:** 978-0472069958 \$26.95
12. Clayton, M., & Williams, A. (Eds.) (2004). *Social justice*. Malden, MA: Blackwell Publishing. **ISBN-13:** 978-1405111461 \$41.95/\$36.92

13. Albert, H. (1999). *Between social science, religion and politics: Essays in critical rationalism*. Amsterdam, The Netherlands: Rodopi. **ISBN-13:** 978-9042005075 \$63.10
14. Ritzer, G. & Smart, B. (Eds.) (2001). *Handbook of Social Theory*. Thousand Oaks, CA: Sage Publications, Inc. **ISBN-13:** 978-0761941873 \$69.95

Students are urged to become familiar and keep current with articles appearing in major policy, philosophy, social science, and social work journals, including:

<i>Affilia</i>	<i>Journal of Political Economy</i>
<i>American Journal of Sociology</i>	<i>Journal of Poverty</i>
<i>American Sociologist</i>	<i>Journal of Sociology &amp; Social Welfare</i>
<i>American Sociological Review</i>	<i>Journal of World-Systems Research [e-journal <a href="http://jwsr.ucr.edu/index.php">http://jwsr.ucr.edu/index.php</a>]</i>
<i>Annual Review of Sociology</i>	<i>Monthly Review</i>
<i>British Journal of Sociology</i>	<i>Race, Gender &amp; Class</i>
<i>Critical Review</i>	<i>Res Publica</i>
<i>Ethical Theory &amp; Moral Practice</i>	<i>Social Forces</i>
<i>Ethics</i>	<i>Social Justice Research</i>
<i>Families in Society</i>	<i>Social Problems</i>
<i>Journal for the Scientific Study of Religion</i>	<i>Social Service Review</i>
<i>Journal of Economic Issues</i>	<i>Social Theory and Practice</i>
<i>Journal of Economic Literature</i>	<i>Social Work</i>
<i>Journal of Family and Economic Issues</i>	<i>Social Work and Health Care</i>
<i>Journal of Human Behavior in the Social Environment</i>	<i>Sociological Review</i>
<i>Journal of Policy Analysis and Management</i>	<i>Sociological Theory</i>

### C. Bibliography

A bibliography on a variety of political, social, economic and other theories relevant to social change and social work practice is appended. As students research various theories and conduct class assignments, new references that are identified will be added to the bibliography. The goal is to create a continually updated comprehensive bibliography for use throughout doctoral education and advanced practice.

### D. Course Assignments

This course will be taught in seminar style and is based on the premise that adult learners are active participants in their educational process. Informed participation in class discussion and individual presentations is expected.

There will be two required papers. APA style, 5<sup>th</sup> edition, is mandatory. Class readings can and should be incorporated into the papers. Students are expected to conduct a literature search and incorporate readings specific to the social theories and problems selected as the focus of each paper. In addition, each student will lead class discussion based on either the first or second paper.

**First Paper:** Compare and contrast the major theories of social change. Specifically, how does each theory address the key issues of change: the character of change, the character of the social, and the character of explanation. How might each of these theories account for the emergence of a contemporary social problem?

**Length:** 10-12 pages, excluding references. Any text beyond the 12<sup>th</sup> page will be ignored.

**Due Date:** Class 9

**Second Paper:** Select one social problem (e.g., income inequality, wage differentials by gender &/or ethnicity/race, domestic violence, poverty, AIDS, access to health care). Identify several (2-3) theories that may be used to further our understanding of this social problem in light of considerations for social justice. When appropriate, distinguish between descriptive and causal theories. What does each theory assume in regard to how the world works? How would the definition of the social problem vary by theory? What, if anything, does each theory have to say about the causal factors of the social problem? What potentially causal factors does each theory ignore? How does each theory affect how important factors are related to one another and to the social problem? How would Popper assess the merits of each theory? What types of resolutions, solutions, or programmatic response flow from each of the theories? That is, discuss the implications of each of the theories for social welfare interventions with social justice in mind.

**Length:** 12-15 pages, excluding references. Any text beyond the 15<sup>th</sup> page will be ignored.

**Due Date:** Class 14

**Class Presentation:** Each student will lead a class discussion on the second required paper. These presentations will follow a seminar format and are intended to stimulate comparison of theories and their applications. A presentation schedule will be worked out in class.

#### E. Grading Policy

The University grading system will be applied. The grade will be based on the extent to which the student meets the course objectives and obtains the acquired skills, as

demonstrated in the written assignments, class presentations, and level of participation in class discussions.

First Paper	35%
Second Paper	35%
Class Presentation	15%
Class Participation	15%

#### F. Course Evaluation

Students are provided opportunity to evaluate each course. An evaluation form pertaining to the course and instructor will be distributed during class 14. Evaluation is an ongoing process. Students are encouraged to provide feedback about learning needs throughout the semester.

#### G. Plagiarism

Students should remember that the School will not condone plagiarism in any form. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and face the disciplinary action of expulsion from the doctoral program.

#### H. HIPPA ALERT

In line with the new HIPPA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

## COURSE SCHEDULE

### Class 1 Overview of Course

- Syllabus
- Assignments
- Learning contract
- Some general ideas about theories
- Some general uses of theory
- Expectations: Timely submission of assignments, attendance, & class participation

### Required Readings:

Anonymous (2004). Conference on the state of the social sciences. *Critical Review*, 16(2/3), 147-322.

Gordon, S. (1991). *The history and philosophy of social science*. London: Routledge, Chapter 18, "The foundations of science," pp. 589-668.

Hanley, R.P. (2004). Political science and political understanding: Isaiah Berlin on the nature of political inquiry. *American Political Science Review*, 98, 327-339.

Hughes, H.S. (1960). The historian and the social scientist. *The American Historical Review*, 66(1), 20-46.

Kirk, R. (1961, June 25). Is social science scientific? *The New York Times Magazine*, pp. 14-18.

Tilly, C. (2007). Three visions of history and theory. [Review of the books *History and social theory*, *Remaking modernity*, and *The Oxford handbook of contextual political analysis*]. *History and Theory*, 46, 299-307.

### Recommended Reading:

Lilligard, N (2001). The philosophy of social science. In J. Fieser (Ed.), *The Internet encyclopedia of philosophy*. Retrieved on September 28, 2003 from <http://www.utm.edu/research/iep/s/socscien.htm>

MacIntyre, A. (1977). Epistemological crises, dramatic narrative and the philosophy of science. *The Monist*, 60, 453-472.

Mirowski, P. (2003). The scientific dimension of social knowledge and the distant echoes in 20<sup>th</sup> century American philosophy of science. Paper delivered at the Center for Economic Policy Analysis (CEPA) Workshop on Economic Policy, New York, NY September 17. Retrieved on October 7, 2003 from [http://www.newschool.edu/cepa/papers/workshop/mirowski\\_090303.pdf](http://www.newschool.edu/cepa/papers/workshop/mirowski_090303.pdf)

Rauch, J. (1993). *Kindly inquisitors: The new attacks on free thought*. Chicago: University of Chicago Press.

## **Class 2            The Nature and Role of Theories – Part I**

- From lay to professional & scholarly approaches to theory
- What do theories do?
- Philosophical inquiries about theories
- Consensibility and consensuality in scientific practice

### Required Readings:

Abend, G. (2008). The meaning of “theory.” *Sociological Theory*, 26, 173-199.

Fuchs, S (2001). What makes sciences “scientific”? In J.H. Turner (Ed.). *Handbook of sociological theory* (pp. 21-35). Princeton, NJ: Princeton University Press.

Greenfeld, L. (2005). The trouble with science. *Critical Review*, 17(1/2), 101-116.

Magee, B. (1985). *Philosophy and the real world: An introduction to Karl Popper*. La Salle, IL: Open Court Publishing Company. Chapter 2, “Scientific method: The traditional view and Popper’s view” (pp. 13-31) and “The criterion of demarcation between what is and what is not science” (pp. 32-54).

Parsons, T. (1938). The role of theory in social research. *American Sociological Review*, 3, 13-20.

Popper, K. (2001). The logic and evolution of scientific theory. In K. Popper, *All life is problem solving* (pp. 3-22). London, UK: Routledge.

Popper, K.R. The myth of the framework. (1996). In K.R. Popper (Ed.), *The myth of the framework: In defense of science and rationality* (pp. 33-64). London: Routledge.

Also see <http://plato.stanford.edu/entries/popper/>

Shorten, R. (2007). The status of ideology in the return of political religion theory. *Journal of Political Ideologies*, 12(2), 163-187.

### Recommended Readings:

Brown, B. (1999). Searching for a theory: The journey from explanation to revolution. *Families in Society*, 80, 359-366.

Gaddis, J.L. (2002). *The landscape of history: How historians map the past*. New York: Oxford University Press, especially chapters 4-6: “The interdependency of

variables,” “Chaos and complexity,” and “Causation, contingency, and counterfactuals” (pp. 53-109).

Jasso, G. (1988). Principles of theoretical analysis. *Sociological Theory*, 6, 1-20.

Popper, K. (2001). The epistemological position of evolutionary epistemology. In K. Popper, *All life is problem solving* (pp. 45-56). London, UK: Routledge.

### **Class 3            The Nature and Role of Theories – Part II**

- Attributes of theories
- Types of theories
  - Descriptive
  - Explanatory
  - Variable-based
  - Mechanism-based
  - Normative
  - Emancipative
- Types of [sociological] theories
  - Positivist
  - Interpretive
  - Evaluative
- What scholars and activists do with theories
- Theories and social work

#### Required Readings:

Burawoy, M. (1990). Marxism as science. Historical challenges and theoretical growth. *American Sociological Review*, 55, 775-793.

Craib, I. (1992). *Modern social theory: From Parsons to Habermas*. 2<sup>nd</sup> ed. New York: St. Martin's Press. Chapter 1, “What's wrong with theory and why we still need it,” pp. 3-13 & Chapter 2, “Cutting a path through the jungle,” pp. 15-31.

Stinchcombe, A.L. (1991). The conditions of fruitfulness of theorizing about mechanisms in social science. *Philosophy of the social sciences*, 21(3), 367-388.

Wagner, H.R. (1963). Types of sociological theory: Toward a system of classification. *American Sociological Review*, 28, 735-742.

Williams, M. (2006). Can scientists be objective? *Social Epistemology*, 20, 163-180.

#### Recommended Readings:

Andrain, C.F. & Apter, D.E. (1995). *Political protest and social change: Analyzing politics*. New York: New York University Press. Chapter 1, "Introduction: People in protest," pp. 1-10.

DuBois, W.E.B. (2003/1953). Negroes and the crisis of capitalism in the United States. *Monthly Review*, 54(11), 34-41.

Hedstrom, P., & Swedstrom, R. (Eds.). (1998). *Social mechanisms: An analytical approach to social theory*. Cambridge, UK: Cambridge University Press. Chapter 1, "Social mechanism: An introductory essay," pp. 1-31.

Humphreys, P. (1991). Review of Jon Elster, *Nuts and bolts for the social sciences*. *Philosophy of the social sciences*, 21(March), 114-121.

Elster, J. (1989). *Nuts and bolts for the social sciences*. Cambridge, UK: Cambridge University Press. Chapter 1, "Mechanisms," pp. 3-10.

Jasso, G. (2001). Formal theory. In J.H. Turner (Ed.). *Handbook of sociological theory* (pp. 37-68). New York: Kluwer Academic / Plenum Publishers.

Weber, M. (1949/1904). "Objectivity" in social science and social policy. In E.A. Shils & H.A. Finch (Trans. & Eds.), *The methodology of the social sciences* (49-112). New York: The Free Press.

#### **Class 4      Social Theory and Social Change – Part I – Key Issues for Theories of Change**

- The character of change
  - Endogenous vs. exogenous
  - Inevitable vs. contingent
- The character of the social
  - Sociological realism (structure) vs. methodological individualism (agency)
  - Materialism vs. idealism
- The character of explanation
  - Possible objectivity (science) vs. inescapable commitment (ideology)
  - Rationalism vs. empiricism

#### Required Readings:

Lipset, M.S. (1993). Culture and economic behavior: A commentary. *Journal of Labor Economics*, 11(1), Part II: U.S. and Canadian income maintenance programs, S330-S347.

Noble, T. (2000). *Social theory and social change*. New York: St. Martin's Press. Chapter 1, "Introduction: Dimensions of the debate," pp. 1-16.

Ostling, R. (2009). Economic influences on moral values. *The B.E. Journal of Economic Analysis and Policy*, 9(1 *Advances*), Art. 2. Available <http://www.bepress.com/bejeap/vol9/iss1/art2>

Summers-Effler, E. (2002). The micro potential for social change: Emotions, consciousness, and social movement formation. *Sociological Theory*, 20(1), 41-60.

Udehn, L. (2002). The changing face of methodological individualism. *Annual Review of Sociology*, 28, 479-507.

#### Recommended Readings:

Barrow, C.W. (2002). The Miliband-Poulantzas debate: An intellectual history. In S. Aronowitz & P. Bratsis (Eds.), *Paradigm lost: State theory reconsidered* (pp. 3-52). Minneapolis, MN: University of Minnesota Press

McCarthy, J.D., & Zald, M.N. (2001). Resource mobilization theory: Vigorous or outmoded? In J.H. Turner (Ed.). *Handbook of sociological theory* (pp. 533-565). New York: Kluwer Academic / Plenum Publishers.

Sztompka, P. (1993). *The sociology of social change*. Oxford, UK: Blackwell Publishers. Chapter 1, "Fundamental concepts in the study of change, 3-23.

#### **Class 5      Social Theory and Social Change – Part II – Human Action and Evolutionary Theories of Change**

- Structural effects: Adam Smith
- Evolutionary theorists

#### Required Readings:

Noble, T. (2000). *Social theory and social change*. New York: St. Martin's Press. Chapter 2 "Structural effects: Adam Smith and the unintended consequences of human action," pp. 17-39 & Chapter 3, "Evolutionary and neo-evolutionary theories: Necessity and possibility," pp. 40-70.

Alvey, J.E. (1998). Adam Smith's higher vision of capitalism. *Journal of Economic Issues*, 32, 441-448.

Cavalcanti, T.V., Parente, S.L., & Zhao, R. (2007). Religion in macroeconomics: A quantitative analysis of Weber's thesis. *Economic Theory*, 32, 105-123.

Norkus, Z. (2000). Max Weber's interpretive sociology and rational choice theory. *Rationality and Society*, 12(3), 259-282.

Turner, S.P., & Regis, A.F. (1981). Objective possibility and adequate causation in Weber's methodological writings. *Sociological Review*, 29, 5-28.

Verschraegen, G. (2002). Human rights and modern society: A sociological analysis from the perspective of systems theory. *Journal of Law and Society*, 29(2), 258-281.

#### Recommended Readings:

Forman-Barzilai, F. (2000). Adam Smith as globalization theorist. *Critical Review*, 14, 391-419.

Sandler, T. (2001). *Economic concepts for the social sciences*. Cambridge, UK: Cambridge University Press. Chapter 14, "Economic growth, endogeneity, institutions, and other concepts," pp. 229-243.

Tilly, C. (2001). Historical analysis of political processes. In J.H. Turner (Ed.). *Handbook of sociological theory* (pp. 567-588). New York: Kluwer Academic / Plenum Publishers.

Toby, J. (1977). Parsons' theory of societal evolution. In T. Parsons, *The evolution of societies* (pp. 1-23). Englewood Cliffs, NJ: Prentice-Hall, Inc.

#### **Class 6      Theories of Social Conflict**

- Major conflict theorists
- What the theorists purported to explain
- Heterogeneity among the theories
- Assumptions behind the theories

#### Required Readings:

Judt, T. (2006, September 21). Goodbye to all that? [Review of the books *Main currents of Marxism: The founders, the golden age, the breakdown; My correct views on everything; & Karl Marx ou l'esprit du monde*]. *The New York Review of Books*, 58(14), 88-92.

McLennan, G. (2001). Maintaining Marx. In G. Ritzer & B. Smart (eds.), *Handbook of social theory* (pp. 43-53). Thousand Oaks, CA: Sage Publications, Inc.

Belkhir, J.A. (2001). Marxism without apologies: Integrating race, gender, class; a working class approach. *Race, Gender & Class*, 8(2), 142-171.

Noble, T. (2000). *Social theory and social change*. New York: St. Martin's Press. Chapter 4, "Theories of revolutionary change: Marx and contradiction," pp. 71-100.

Saulnier, C.F. (1999). *Feminist theories and social work: Approaches and applications*. New York: Routledge. Chapter 2, "Radical feminism," pp. 29-52 and Chapter 3, "Socialist feminism," pp. 53-71.

Recommended Readings:

Burawoy, M., & Wright, E.O. (2001). Sociological Marxism. In J.H. Turner (Ed.). *Handbook of sociological theory* (pp. 459-486). Princeton, NJ: Princeton University Press.

Caporaso, J.A. & Levine, D.P. (1992). *Theories of political economy*. Cambridge: Cambridge University Press. Chapter 3, "Marxian political economy," pp. 55-78 & Chapter 6, "Keynesian political economy," pp.100-125.

Collins, R. (1994). *Four sociological traditions*. New York: Oxford University Press. Prologue: The rise of the social sciences, pp. 3-46.

Muller, J.Z. (2002). *The mind and the market: Capitalism in modern European thought*. New York: Alfred A. Knopf. Chapter 7, Karl Marx: From Jewish Usury to Universal Vampirism, pp. 166-207.

Pfaff, S. (2002). Nationalism, charisma, and plebiscitary leadership: The problem of democratization in Max Weber's political sociology. *Sociological Inquiry*, 72(1), 81-107.

**Class 7            The Durkheimian Tradition**

- Major macro and micro theorists
- What the theorists purported to explain
- Heterogeneity among the theories of each wing
- Assumptions behind the theories

Required Readings:

Bergesen, A.J. (2004). Durkheim's theory of mental categories: A review of the evidence. *Annual Review of Sociology*, 30, 395-408.

Bjarnason, T. (1998). Parents, religion and perceived social coherence: A Durkheimian framework of adolescent anomie. *Journal for the Scientific Study of Religion*, 37, 742-754.

Gane, M. (2001). Durkheim's project for a sociological science. In G. Ritzer & B.Smart (eds.), *Handbook of social theory* (pp. 79-88). Thousand Oaks, CA: Sage Publications, Inc.

Noble, T. (2000). *Social theory and social change*. New York: St. Martin's Press. Chapter 7, "Sociological realism: Durkehim," pp. 145-171.

Sawyer, R.K. (2002). Durkheim's dilemma: Toward a sociology of emergence. *Sociological Theory*, 20, 227-247.

Schelling, T.C. (2006/1978). *Micromotives and macrobehavior*. Revised edition. New York: W.W. Norton & Co. Entire Book.

Simpson, M.E., & Conklin, G.H. (1989). Socioeconomic development, suicide and religion: A test of Durkheim's theory of religion and suicide. *Social Forces*, 67, 945-964.

#### Recommended Readings:

Blau, P.M. (2001). Macrostructural theory. In J.H. Turner (Ed.). *Handbook of sociological theory* (pp. 343-352). New York: Kluwer Academic / Plenum Publishers.

Collins, R. (1994). *Four sociological traditions*. New York: Oxford University Press. Chapter 3, "The Durkheimian tradition," pp. 181-241.

Wrong, D.H. (1961). The oversocialized conception of man in modern sociology. *American Sociological Review*, 26, 183-193.

#### **Class 8 Rational/Utilitarian Theories**

- Major rational/utilitarian theorists
- What the theorists purported to explain
- Heterogeneity among the theories
- Assumptions behind the theories

#### Required Readings:

Beattle, I.R. (2002). Are all "adolescent econometricians" created equal? Race, class, and gender differences in college enrollment. *Sociology of Education*, 75, 19-43.

Caputo, R.K. (2005). Inheritance and intergenerational transmission of parental care. *Marriage and Family Review*, 37(1/2), 107-127.

Caputo, R.K. (2002). Adult daughters as parental caregivers: Rational actors vs. rational agents. *Journal of Family and Economic Issues*, 23(1), 27-50.

Caputo, R.K. (2007). Education and economy. In G. Ritzer (Ed.), *The Blackwell Encyclopedia of Sociology* (Vol. 3, pp. 1331-1333). Oxford: Blackwell Publishing.

Heckathorn, D.D. (2001). Sociological rational choice. In G. Ritzer & B. Smart (eds.), *Handbook of social theory* (pp. 273-284). Thousand Oaks, CA: Sage Publications, Inc.

Noble, T. (2000). *Social theory and social change*. New York: St. Martin's Press. Chapter 6, "Social action theory: Weber," pp. 118-144.

Recommended Readings:

Caputo, R.K. (2005). The effects of parent religiosity, family processes, and peer influence on adolescent outcomes by race/ethnicity," *American Journal of Pastoral Counseling*, 7(3), 23-49.

Collins, R. (1994). *Four sociological traditions*. New York: Oxford University Press. Chapter 2, "The rational/utilitarian tradition," pp. 121-180.

Lindenberg, S. (2001). Social rationality versus rational egoism. In J.H. Turner (Ed.). *Handbook of sociological theory* (pp. 635-668). New York: Kluwer Academic / Plenum Publishers.

**Class 9            Theories of Justice I**

- Economic and distributive justice
- Rawls: Justice as fairness
- **Note: first paper due**

Required Readings:

Sen, A. (2009). Part I: The demands of justice. *The idea of justice* (pp. 31-154). Cambridge, MA: Belknap Press of Harvard University Press.

Sandel, M.J. (2009). Chapter II: The greatest happiness principle: Utilitarianism. *Justice: What's the right thing to do?* (pp. 31-57). New York: Farrar, Straus and Giroux.

Davis, J.B. (2009). The capabilities conception of the individual. *Review of Social Economy*, 67, 413-429.

Caputo, R.K. (2002). Social justice, the ethics of care, and market economies. *Families in Society*, 83, 355-364.

Caputo, R.K. (2000). Multiculturalism and social justice. *Race, Gender & Class*, 7(4), 161-182.

Cropsey, J. (1955). What is welfare economics? *Ethics*, 65, 116-125.

Konow, J. (2003). Which is the fairest one of all? A positive analysis of justice theories. *Journal of Economic Literature*, 41, 1188-1239.

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Also see <http://plato.stanford.edu/entries/rawls/>

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Chatterjee, P., & D'Aprix, A. (2002). Two tails of justice. *Families in Society*, 83, 374-386.

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### **Class 10 Theories of Justice II**

- Justice theory in practice
- The role of the government

- Religion as a normative force

Required Readings:

Brown, R.M. (1995). Toward a just and compassionate society: A Christian view. *Cross Currents*, 45, 164-174.

Caputo, R.K. (2007). Perceived work-related discrimination by women: Implications for social justice and affirmative action. *Journal of Policy Practice*, 6(2), 5-22.

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Saulnier, C.F. (1999). Chapter 1: Liberal feminism. *Feminist theories and social work: Approaches and applications* (pp. 7-27). New York: Routledge.

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Sherwin, B.L. (1995). Toward a just and compassionate society: A Jewish view. *Cross Currents*, 45, 149-163.

Young, I.M. (2000). *Inclusion and democracy*. Oxford, UK: Oxford University Press.

#### **Class 11      The Microinteractionist Tradition**

- Major microinteractionist theorists
- What the theorists purported to explain
- Heterogeneity among the theories
- Assumptions behind the theories

#### Required Readings:

Ferguson, H. (2001). Phenomenology and social theory. In G. Ritzer & B. Smart (eds.), *Handbook of social theory* (pp. 232-248). Thousand Oaks, CA: Sage Publications, Inc.

Sandstrom, K.L., Martin, D.D., & Fine, G.A. (2001). Symbolic interactionism at the end of the century. In G. Ritzer & B. Smart (eds.), *Handbook of social theory* (pp. 217-231). Thousand Oaks, CA: Sage Publications, Inc.

#### Recommended Readings:

Barnes, B. (1995). *The elements of social theory*. Princeton, NJ: Princeton University Press. Chapter 3, "Interactionism," pp. 61-93.

Collins, R. (1994). *Four sociological traditions*. New York: Oxford University Press. Chapter 4, "The Microinteractionist tradition," pp. 242-290.

Craib, I. (1992). *Modern social theory: From Parsons to Habermas*. Second edition. New York: St. Martin's Press. Chapter 5, "Symbolic interactionism: Society as conversation," pp. 85-96.

Rossel, J., & Collins, R. (2001). Conflict theory and interaction rituals: The microfoundations of conflict theory. In J.H. Turner (Ed.). *Handbook of sociological theory* (pp. 509-531). New York: Kluwer Academic / Plenum Publishers.

## **Class 12 Postmodernist Social Theory**

- Major postmodernist theorists
- What the theorists purported to explain
- Heterogeneity among the theories
- Assumptions behind the theories
- Theories and social problems

### Required Readings:

Crook, S. (2001). Social theory and the postmodern. In G. Ritzer & B. Smart (eds.), *Handbook of social theory* (pp. 308-323). Thousand Oaks, CA: Sage Publications, Inc.

Halfpenny, P. (2001). Positivism in the twentieth century. In G. Ritzer & B. Smart (eds.), *Handbook of social theory* (pp. 371-385). Thousand Oaks, CA: Sage Publications, Inc.

Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *American Political Science Review*, 87, 334-347.

Schneider, J.W. (1985). Social problems theory: The constructivist view. *Annual Review of Sociology*, 11, 209-229.

### Recommended Readings:

Antonio, R.J. (1998). Mapping postmodern social theory. In A. Sica (Ed.). *What is social theory? The philosophical debates* (pp. 22-75). Malden, MA: Blackwell Publishers.

Collier, R. (2001). A hard time to be a father? Reassessing the relationship between law, policy, and family (practice). *Journal of Law and Society*, 28(4), 520-545.

Loseke, D.R. (2003). *Thinking about social problems: An introduction to constructionist perspectives* (2<sup>nd</sup> ed.) Hawthorne, NY: Aldine De Gruyter). Appendix, "Social construction theories and issues," pp. 183-202.

Ritzer, G., & Goodman, D. (2001). Postmodern social theory. In J.H. Turner (Ed.). *Handbook of sociological theory* (pp. 151-169). New York: Kluwer Academic / Plenum Publishers.

**Class 13 Postmodernist Tradition II: Feminist Contributions  
Summary & Review: Applying Theories to Poverty and Other Social Problems**

- Major feminist contributions
- What the theorists purported to explain
- Heterogeneity among the theories
- Assumptions behind the theories

Required Readings:

Coole, D. (2000). Threats and plaits or an unfinished project? Feminism(s) through the twentieth century. *Journal of Political Ideologies*, 5(1), 35-54.

Pressman, S. (2003). Feminist explanations for the feminization of poverty. *Journal of Economic Issues*, 37, 353-361.

Rogers, M.F. (2001). Contemporary feminist theory. In G. Ritzer & B. Smart (eds.), *Handbook of social theory* (pp. 285-296). Thousand Oaks, CA: Sage Publications, Inc.

Saulnier, C.F. (1999). *Feminist theories and social work: Approaches and applications*. New York: Routledge. Chapter 6, "Womanism: African-American women's feminist thought," pp. 113-130 and Chapter 7, "Postmodern feminist theory," pp. 131-148.

Recommended Readings:

Harding, S. (1991). *Whose science? Whose knowledge?: Thinking from women's lives*. Ithaca, NY: Cornell University Press. Chapter 5, "What is feminist epistemology?" pp. 105-137.

Harding, S. (1986). *The science question in feminism*. Ithaca, NY: Cornell University Press. Chapter 4, "Androcentrism in biology and social science," pp. 82-110 and Chapter 6, "From feminist empiricism to feminist standpoint epistemologies," pp. 136-162.

Jackson, S. (1998). Feminist social theory. In S. Jackson & J. Jones (Eds.). *Contemporary feminist theories* (pp. 12-33). New York: New York University Press.

Ranney, D.C. (1999). Class, race, gender, and poverty: A critique of some contemporary theories." In L. Kushnick & J. Jennings (Eds.). *A new introduction to*

*poverty: The roles of race, power, and politics* (pp. 39-56). New York: New York University Press.

Chafetz, J.S. (2001). Theoretical understandings of gender: A third of a century of feminist thought in sociology. In J.H. Turner (Ed.), *Handbook of sociological theory* (pp. 613-631). New York: Kluwer Academic / Plenum Publishers.

Vice, S. (1998). Psychoanalytic feminist theory. In S. Jackson & J. Jones (Eds.), *Contemporary feminist theories* (pp. 162-176). New York: New York University Press.

## **Class 14      Wrapping up loose ends; second paper due date**

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Caputo, R.K. (2007). Social theory & its relation to social problems: An essay about theory and research with social justice in mind. *Journal of Sociology & Social Welfare*, 34(1), 43-62.

Elder-Vass, D. (2007). Luhmann and emergentism: Competing paradigms for social systems theory. *Philosophy of the Social Sciences*, 37, 408-432.

Hekman, S.J. (1983). Weber's ideal type: A contemporary reassessment. *Polity*, 16(1), 119-137.

Mangum, M. (2008). Testing competing explanations of black opinions on affirmative action. *The Policy Studies Journal*, 36, 347-366.

Martin, J.L. (2001). On the limits of social theory. *Philosophy of the Social Sciences*, 31, 187-223..

Streeck, W. (2003). Social science and moral dialogue. *Socio-Economic Review*, 1(1), 126-129.

Wallerstin, I. (2000). From sociology to historical social science. *British Journal of Sociology*, 51, 25-35.

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Albert, H. (1999). Liberalism revisited: The ideal of liberty and the problem of the social order. In *Between social science, religion and politics: Essays in critical rationalism* (pp. 195-218). Amsterdam, The Netherlands: Rodopi.

Wallerstin, I. (2002). The itinerary of world-systems analysis: Or, how to resist becoming a theorist. In J. Berger & M. Zelditch (eds.), *New directions in contemporary sociological theory* (pp. 358-376). Oxford, UK: Rowman & Littlefield.

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- Elliott, A. (Ed.). (1999). *The Blackwell reader in contemporary social theory*. Malden, MA: Blackwell Publishers Inc.
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- Hattery, A. (2001). Theoretical paradigms for understanding maternal labor force participation. In A. Hattery, *Women, work, and family* (pp. 68-95). Thousand Oaks, CA: Sage Publications.
- Hedstrom, P., & Swedberg, R. (Eds.). (1998). *Social mechanisms: An analytical approach to social theory*. Cambridge, UK: Cambridge University Press.
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- Outwaite, W., & Ray, L. (2005). *Social theory and postcommunism*. Malden, MA: Blackwell Publishing, Inc.
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### **Feminist Theory**

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- Coole, D. (2000). Threats and plaits or an unfinished project? Feminism(s) through the twentieth century. *Journal of Political Ideologies*, 5(1), 35-54.

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