

Course Outline

SOCIAL CHANGE & MODERNIZATION

Soci 4444

Kennesaw State University
Fall 2013

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Course Description: Our modern world changes with such kaleidoscopic rapidity that it is easy to lose one's moorings. This course explores the origins and consequences of social change. Students will be introduced to the dominant sociological theories of change, as well as to the basic processes through which modifications occur. Both social movements and consciously instituted change will be examined. Special attention will be paid to moral transformations, as well as to the limitations on progress imposed by human frailty and social conflict. A social negotiation perspective will be stressed. The final portion of the course will deal with concrete examples of change, particularly as they apply to modernization, gender roles and race.

Required Texts:

Fein, Melvyn L. 2006. The Great Middle Class Revolution: Our Long March Toward a Professionalized Society. Kennesaw, GA: KSU Press.

Sanderson, Stephen K. 2010. Revolutions: A Worldwide Introduction to Social and Political Contention. Boulder: Paradigm Publishers.

Recommended Texts:

Brooks, David. 2003. Bobos in Paradise. New York.

Sanderson, Stephen K. and Alderson, Arthur S. 2005. World Societies: The Evolution of Human Social Life. Boston: Allyn and Bacon.

Chirot, Daniel. 1994. How Societies Change. Thousand Oaks: Pine Forge Press.

Vago, Steven. 1999. Social Change, Fourth Edition. Upper Saddle River, NJ: Prentice-Hall.

Fein, Melvyn. 1999. The Limits of Idealism: When Good Intentions Go Wrong. New York: Plenum.

Fukuyama, Francis. 1999. The Great Disruption; Human Nature and the reconstruction of Social Order. New York: The Free Press.

Huntington, Samuel P. 1997. The Clash of Civilizations: Remaking the World Order. New York: Touchstone.

Collins, Randall and Makowsky, Michael. 2010. The Discovery of Society (Eighth Edition). New Kork: McGraw-Hill.

Course Outline:

Week I. 8/19 – 8/21 Introduction: An overview of the course. The ubiquity of social change. The political dimension. The sociological dimension. The concept of progress and its difficulties, e.g., teleology.

Readings: Fein, chapt. 1.

Week II. 8/26 – 8/28 The multidimensional analysis of social change—an overview. The nature of change: cultural, structural, and institutional. The locus of change: time and place.

Readings: Fein, chapt. 2

Week III. 9/4 Patterns of social change. The directions of change: linear, circular, curvilinear, and dialectic. Sequences of change: SCS, CSC, inter-generational, intragenerational, inverse force rule. The rate of change: evolutionary, revolutionary, cultursal lag.

Readings: Fein, chapt. 3.

Week IV. 9/9 – 9/11 The dynamics of change. The impetus to change: social stressors—social, political, technological, environmental, etc. The agents of change: individuals, social movements, and social classes.etc. The resolution of change: social engineering, crises, revolutions, conquests, negotiations, evolution.

Readings: Fein, chapt. 4.

Week V. 9/16 – 9/18 The moral dimension of change. The tripartite model: informal paradigmatically learned rules, polarized negotiations, and emotional choices and enforcement. Relationship to social change. Alcohol example.

Readings: Fein, (The Limits of Idealism)

Week VI. 9/23 – 9/25 Classical theories of social change. The Great Man Theory, Circular Theories, Hobbbes, Rousseau.

Readings: (Collins)

First Exam 9/23

Week VII. 9/30 – 10/2 Classical theories continued. Gemeinschaft, gessellschaft, Comte, Morgan, Weber, Lenski, Ogburn, Diamond, Harris, Gladwell, Brooks.

Readings: (Collins.)

Week VIII. 10/7 – 10/9 Revoulutionary theories of change. An overview of historic revolutions. Marx, Lenin, Wallerstein, Skopol, Goldstone, Godwin , Page, and Tilly. Social movements.

Readings: Sanderson, chapt. 2, 3, 4.

Week IX. 10/15 – 10/17 Evolutionary theories of change. An overview of biological and social evolution. Spencer, Durkheim, Sumner, Parsons, Chirot.

Readings: (Collins)

Week X. 10/22 – 10/24 Reconciling evolutionary and revolutionary thought. The conflict theorists versus the functional theorists. The pros and cons of capitalism and socialism. The relationship of conflict theory and functionalism to the multi-dimensional perspective.

Readings: (Sanderson and Alderson).

Second Exam 10/24

Week XI. 10/28 – 10/30 Evolutionary theory in practice. The feminist experience, with an emphasis on stressors and re-institutionalization..

Readings: Fein, chapters 5, 6, 7.

Paper Outline Due 10/30

Week XII. 11/4 – 11/6 Institutionalization. Its complexities. The example of the “American Revolution” and its follow-up versus the French Revolution. The difficulties with rapid, dramatic change.

Readings: Fein, chapters 8, 9.

Week XIII. 11/11 – 11/13 The history of social change from an inverse force rule perspective. The symbolic, agricultural, and commercial mega-revolutions. Hunter-gather societies, through agricultural empires, up to the classic Greek and Roman civilizations.

Readings: Fein, chapters 5 thru 11

Week XIV. 11/18 – 11/20 History continued. The fall of Rome, through the medieval period and the renaissance and enlightenment eras up to the Industrial Revolution.

Readings: Fein, chapters 5 through 11

Week XV. 11/25 The Victorian period into the 20th century and the Great Middle Class Revolution. The Great Disruption.

Readings: Fein, chapters 9, 10 and 11.

Paper Due 11/25

Week XVI. 12/2 – 12/4 The advent of professionalization. Its impact on business, government and education. The consequences for our family and personal lives. Is professionalization possible?

Readings: Fein, chapters 10 and 11.

Final Exam 12/11 6PM

Course Paper:

Students will research and write a 10-12 page paper about social change. The types of change examined may be economic, political, or social, but must be concrete. Among the possibilities are abortion, eugenics, euthanasia, family roles, the legal system, the market economy, early childhood education, the drug culture, the computer revolution, childhood socialization, the health care system, sexual mores, higher education, world government, gender roles, the gerontological revolution, dating customs, the media, religious convictions, and business organization. Virtually anything perceived as a social problem would make an excellent choice. The paper should analyze the mechanisms of change involved and if possible explain why they may work or fail.

A paper outline will be due three weeks before the paper itself. This should include anticipated references.

Grading criteria will include: organization, documentation, and originality.

Please note: The paper should be double spaced 10 or 12 point font Times Roman, with margins of no more than 1.25 inches. The Reference page does not count as a page, nor does the title page. (Nor do pictures)

Because of the possibility of plagiarism, the professor reserves the right to require that the paper be submitted to turnitin.com..

The Course Grade will depend equally on the three (3) examinations, and the course paper. (Value 25% each). Exam and paper grades will be graded in a letter format, which for purposes of the final grade will be translated into a four point system with A = 4.00, A- = 3.67, A-/B+ = 3.5, B+ = 3.33, B = 3.0, etc. Class attendance and participation will be monitored and will influence the course grade as to be explained in class. Attendance is further encouraged because the examinations may incorporate materials covered only in class.

I would appreciate hearing from anyone who has a special need which may be the result of a disability. I am reasonably sure we can work out whatever arrangement is necessary, be it seating, testing, or other accommodation. Please see me after class, as soon as possible, if you have such a need.

Academic Integrity: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the undergraduate and graduate Catalogs. Section II of this Code addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.