

Course Outline

SOCIAL CHANGE & MODERNIZATION

Soci 4444

Kennesaw State University
Spring 2014

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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.

Fein, Melvyn L. 2014. Evolution versus Revolution: The Paradoxes of Social Change. (Course Pack)

Recommended Texts:

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

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

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.

Course Outline:

Week I. 1/8 Introduction: An overview of the course. Conventional ideas about social change and progress.

Readings: Fein 2006, chapt. 1.

Week II. 1/13 – 1/15 An Overview of social change. Classical theorists, including Hobbes, Locke, Rousseau, Carlyle, Comte, Morgan, Toennies, and Weber.

Readings: Fein 2006, chapt. 2

Week III. 1/22 Classical theories continued, including Lenski, Ogburn and Diamond. Revolutionary theories, including Marx, Lenin and Wallerstein.

Readings: Fein 2006, Chapt. 3

Week IV. 1/27 – 1/29 Revolutionary theories continued, including Gramsci, Dahrendorf, Skopol, Goldstone, Godwin, and Tilly. Special emphasis on social movements..

Readings: Fein, 2014, chapt. 1, 2, 3.

Week V. 2/3 – 2/5 Evolutionary theories, including Darwin, Burke, Spencer, Durkheim, Sumner, Parsons and Merton.

Readings: Fein, 2014, chapt. 3.

Week VI. 2/10 – 2/12 Evolutionary theories continued, including Lopreato, Chirot, and Runciman. The paradoxes of social change.

Readings: Fein, 2014, chapt 3.

First Exam 2/12

Week VII. 2/17 – 2/19 The social generalist's dilemma. And introduction to integrated social evolution.

Readings: Fein, 2014, chapt 4.

Week VIII. 2/24 – 2/26 Integrated social evolution continued. Identifying what changes..

Readings: Fein 2014, chapt. 5.

Week IX. 3/3 – 3/5 The impetus to change. Social tensions, social stressors, and social crises..

Readings: Fein 2006, Chapt 4..

Week X. 3/10 – 3/12 Resistance to change. The resocialization paradigm.
Social networks and social scripts.

Readings: Fein 2006, Chapt 5.

Second Exam 3/12

Week XI. 3/17 – 3/19 Adaptive radiation. Innovations, social drift, social
diffusion, and change agents.

Readings: Fein 2006, chapt 6.

Paper Outline Due 3/19

Week XII. 3/24 – 3/26 Patterns of change. Linear, cyclical curvilinear, and
dialectic patterns. Materialism versus idealism. The S-C-S and C-S-C models. The
inverse force rule.

Readings: Fein 2006, chapt 7.

Week XIII. 4/7 – 4/9 Functional selection. Rational choice. Contests over
power. Moral negotiations.

Readings: Fein 2006, chapt. 8.

Week XIV. 4/14 – 4/16 Collective resocialization. The stress of major changes.
Demoralization.. Recovery.

Readings: Fein 2006, chapt. 9

Week XV. 4/21 – 4/23 Social consolidation. Partisan victories, social engineering
versus multiple adjustments. Reinstitutionalization.

Readings: Fein 2006. chapt. 10.

Paper Due 4/23

Week XVI. 4/28 – 4/30 The Great Middle Class Revolution. Professionalization.
Family relationships.

Readings: Fein 2006, chapt. 11.

Final Exam 5/5 3:30 PM

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. (And please number pages)

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.