

ANTH 302 / SOC 302 -- Theory in the Behavioral Sciences  
Chaminade University of Honolulu  
4:45-8:55pm Mondays

Summer Term 1998  
Pearl Harbor Bldg. 679  
July 6 - September 14

Instructor: Dr. Richard Rohde  
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**Assigned Textbooks:**

- Collins, Randall, and Michael Makowsky, 1998, **The Discovery of Society**, 6th edition.
- MacLeod, Jay, 1995, **Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood**. Revised ed.

**Overview of the Course, Strategies, and Goals**

This course addresses the development of significant theoretical frameworks and schools of thought which have broadly informed the behavioral sciences during the last century. We will examine the works of selected individuals -- from Karl Marx and Sigmund Freud to Erving Goffman and Pierre Bourdieu -- who have developed and contributed to the elaboration of these perspectives. Our task, as readers of this literature, will be to acquire a sense of the diversity of thought that exists with the social sciences, and to appreciate the strengths and weaknesses of each approach.

While anthropology and sociology are academic disciplines with scientific concerns, they are also humanistic endeavors. Thus, sociologists and anthropologists ultimately seek to apply theoretical perspectives to practical problems of everyday human existence. The primary emphasis of this course, then, is to develop a shared body of concepts and theories which will facilitate -- through group discussions -- the achievement of greater understanding and insights into the nature of contemporary social issues and cultural experiences.

**Examinations, Writing Assignments, and Attendance**

Two brief examinations (each worth 25 per cent of your final grade) will combine short answer and essay formats. Makeup exams may be allowed without penalty **ONLY** if prior arrangements are made.

A research paper is required (6-8 pages, plus references, typewritten, double-spaced, due August 31). Your task is to take the perspective of a particular theorist (or school of thought) and apply it to a contemporary social issue or problem. That is, after having described a specific issue, how would your selected theorist analyze and explain the nature of a given problem, and what sort of solutions might he or she recommend? You may pursue a topic of contemporary significance that is of your own interest, but please confer with the instructor as to appropriateness of your selection. It is expected that you will utilize a reasonable body of literature, and properly cite these sources in your paper. Students will share with each other

the results of your research in an informal classroom presentation near the end of the course. Your paper (and presentation) will count 25 per cent of your final grade.

The remaining 25 per cent of your grade will be based upon attendance and weekly class participation assignments. Each student will be assigned on a weekly basis the task of preparing a verbal summary of a specific topic which is part of that week's readings. Students' informal summaries will serve to initiate class discussions about particular topics, and lay the groundwork for investigations of related issues.

Class attendance and participation is very important -- I can't overemphasize this. Being prepared for class is equally important, that is, having read the assignment prior to class so you can listen and/or participate intelligently. The success of this class depends upon all of us sharing information, and deciding what it all means through discussion. Lectures will supplement, not reiterate, the information within the textbooks.

### **Grading Scale**

Your grade for the course will be based on the following formula:

100+ points = A+ // 99-90 = A // 89-80 = B // 79-70 = C // 69-60 = D //

### **Reading Assignments**

The following schedule outlines the topics to be covered in each class, and the respective reading assignments from Collins and Makowsky, **The Discovery of Society**, which will be addressed in that class.

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
<b>July 06</b> class 1	Introduction to this Course The Relevance of Knowing Theorists	Collins & Makowsky INTRO. pp 3-17
<b>July 13</b> class 2	St. Simone & Auguste Comte Karl Marx: Dialectical Materialism de Tocqueville and America	C&M Ch. 1 C&M Ch. 2 C&M Ch. 3
<b>July 20</b> class 3	Jay MacLeod: The Reproduction of Society Education & Social Inequality	read <u>Ain't No Makin' It</u>
<b>July 27</b> class 4	Friedrich Nietzsche Social Darwinism & Liberalism	C&M Ch. 4 C&M Ch. 5
<b>Aug. 03</b> class 5	Emile Durkheim & Max Weber <b>Mid-Term Exam</b>	C&M Chs. 6 & 7

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
<b>Aug. 10</b> class 6	Sigmund Freud: Sex & Psychoanalysis Simmel, Cooley, & Mead: Issues of Self & Society	C&M Ch. 8 C&M Ch. 9
<b>Aug. 17</b> class 7	The Chicago School: Functionalism Talcott Parsons & the Social System	C&M Ch. 10 C&M Ch. 11
<b>Aug. 24</b> class 8	German Sociology & Rationalism Goffman & Labeling Theory Later Perspectives: Discourse & World Systems Theory	C&M Ch. 12 C&M Ch. 13 C&M Ch. 14
<b>Aug. 31</b> class 9	Contemporary Issues: Postmodernism. Poststructuralism, Feminist Theories, and the Postcolonial Global Economy  Class presentations & informal discussion of papers <b>Paper Due</b>	
<b>Sep. 07</b>	<b>Holiday -- Labor Day</b>	<b>No Class</b>
<b>Sep. 14</b> class 10	Class presentations & informal discussion of papers (cont'd) <b>Final Exam</b>	