

Saint Leo University
SSC 350
Foundations of the Modern Social Sciences

Course Description:

This course is a study of the development of Western social science thought from the end of the 18th century to the beginning of the 20th century. In this course, we will explore the development of Western thinking and ways of knowing from the perspectives of the social sciences including anthropology, economics, history, political science, psychology and sociology. The course allows students to examine the major contributions to the intellectual ferment of ideas that helped reshape the western world's concepts of human nature.

Prerequisite: N/A

Required Textbook:

Heilbroner, R. (1999). *The Worldly Philosophers* (7th ed.). New York, NY: Touchstone Books. ISBN-10: 0-684-86214-X, ISBN-13: 978-0-684-86214-9.

Supplemental Readings:

The following books are available from <http://www.saintleo.edu/Academics/Library/Online-Library-Resources/eBook-eReference-Resources>. Directions to retrieve them are included in the course modules.

- Marx, K. (1998). *The Communist Manifesto: New Interpretations*. M. Cowling, (Ed.). Edinburgh: Edinburgh University Press. eBook ISBN: 9780585159317. Available from <http://www.saintleo.edu/Academics/Library/Online-Library-Resources/eBook-eReference-Resources>
- Bellamy, E. *Looking Backward From 2000 to 1887*. eBook ISBN: 9780585011950. Available from <http://www.saintleo.edu/Academics/Library/Online-Library-Resources/eBook-eReference-Resources>

The following book is available online from

http://books.google.com/books?id=Ty8aEmWc_ekC&printsec=frontcover&dq=richard+Hofstadter&source=bl&ots=Jo9acZfJLV&sig=5yNGsgNGGR05WQwaU93r1pycPRI&hl=en&ei=E2FS4f7JJC2lwfl8biUAg&sa=X&oi=book_result&ct=result&resnum=18&ved=0CEgQ6AEwEQ#v=onepage&q=&f=false

- Hofstadter, R. (1992). *Social Darwinism in American Thought* [Google Books version].

The following readings are available online from different sources provided in the course modules

- The Declaration of Independence
- The Declaration of the Rights of Man
- The Declaration of the Rights of Woman and the Female Citizen

The following reading is available from <http://www.saintleo.edu/Academics/Library/Online-Library-Resources>. Directions to retrieve the article are included in the course module.

- Zakaria, F. (2008, May 12). The rise of the Rest; It's true China is booming, Russia is growing more assertive, terrorism is a threat. But if America is losing the ability to dictate to this new world, it has not lost the ability to lead. *Newsweek*, Vol.151, Iss.19.

Learning Outcomes:

At the end of the course, students will be able to:

1. Identify the ways the social sciences helped shape and interpret the major events of the 19th and early 20th century
2. Explain the multiplicity of ways of knowing that encompass the social sciences
3. Compare the particular intellectual biases—unique epistemological approaches—represented by the variety of social science disciplines
4. Improve reading, writing, and critical thinking skills
5. Relate issues in the social sciences to questions of social justice
6. Answer broad ethical questions that surround intellectual inquiry in the social science disciplines
7. Identify some of the major ideas, thinkers and writings that shaped the social sciences from the end of the 18th century to the beginning of the 20th century

Core Values:

Integrity, Excellence, and Community are emphasized in this course. **Integrity** will be emphasized through the use of a student's own work presented as their own. **Community** will be emphasized through the use of the Socratic method of instruction and the work done by students to inform one another.

Excellence will be emphasized in the work done by students and the high standards for learning they expect from one another and that the instructor expects from them.

Evaluation:

Since we are studying the social sciences, this course is reading, writing, and discussion intensive. Students will participate in online chat rooms, discussion boards, and other technologies as deemed appropriate to facilitate the examination and analysis of the texts on a weekly basis. The faculty member will actively work with students to focus discussions on the development of the various modes of learning and understanding encompassed in the social sciences. The professor's approach will be Socratic.

Grades will be awarded as follows:

Up to 40 points (40%) based on the two short papers; up to 20 points (20%) for each paper

Up to 30 points (30%) based on the one long paper

Up to 20 points (20%) based on contributions to the eight discussion boards used to facilitate discussion and learning

Up to 10 points (10%) based on the four journal entries.

Grading Scale:

| | |
|----|--------|
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69 |
| D | 60-66 |
| F | 0-59 |

Class Content/Topics/Schedule

Module 1

Upon completion of this module, the student will be able to:

- Explain the stage for the emergence of a modern Europe
- Explore the meaning of the social sciences

| Action: | Items to be completed: | Due No Later Than: |
|---------|--|---------------------------|
| Post | Introduction to the discussion board | Thursday 11:59 PM EST/EDT |
| Read | The assigned materials | |
| Read | The Declaration of Independence The Declaration of the Rights of Man The Declaration of the Rights of Woman and the Female Citizen | |
| Submit | Journal Entry | Sunday 11:59 PM EST/EDT |
| Post | Initial response to the discussion board | Thursday 11:59 PM EST/EDT |
| Post | Responses to at least two classmates | Sunday 11:59 PM EST/EDT |

Module 2

Upon completion of this module, the student will be able to:

- Explain the principles that Adam Smith espoused
- Consider the implications of Smith's writings
- Examine the ways that Smith acted as a prelude to Marx
- Explore the question of whether Smith was inherently optimistic or pessimistic in his views about the future
- Engage in respectful and meaningful debates about ideas

| Action: | Items to be completed: | Due No Later Than: |
|---------|--|---------------------------|
| Post | Introduction to the discussion board | Thursday 11:59 PM EST/EDT |
| Read | The assigned materials | |
| Review | The Declaration of Independence The Declaration of the Rights of Man The Declaration of the Rights of Woman and the Female Citizen | |
| Submit | Short Paper 1 | Sunday 11:59 PM EST/EDT |
| Post | Initial response to the discussion board | Thursday 11:59 PM EST/EDT |
| Post | Responses to at least two classmates | Sunday 11:59 PM EST/EDT |

Module 3

Upon completion of this module, the student will be able to:

- Explain why Ricardo and Malthus differed from Smith and the more optimistic views that preceded them
- Place the new industrialism into an historical context
- Explain why and how Britain industrialized faster than the rest of the world

| Action: | Items to be completed: | Due No Later Than: |
|----------------|--|----------------------------------|
| Post | Introduction to the discussion board | Thursday 11:59 PM EST/EDT |
| Read | The assigned materials | |
| Submit | Journal Entry | Sunday 11:59 PM EST/EDT |
| Post | Initial response to the discussion board | Thursday 11:59 PM EST/EDT |
| Post | Responses to at least two classmates | Sunday 11:59 PM EST/EDT |

Module 4

Upon completion of this module, the student will be able to:

- Define how the utopian socialists differed from Ricardo and Malthus
- Explain why the new social science approach of sociology enlightened the thinkers at mid century
- Question how popular culture expresses the views of the world
- Integrate popular culture today with an understanding of popular culture in the 19th century

| Action: | Items to be completed: | Due No Later Than: |
|----------------|--|----------------------------------|
| Read | The assigned materials | |
| Submit | Journal Entry | Sunday 11:59 PM EST/EDT |
| Post | Initial response to the discussion board | Thursday 11:59 PM EST/EDT |
| Post | Responses to at least two classmates | Sunday 11:59 PM EST/EDT |

Module 5

Upon completion of this module, the student will be able to:

- Interpret what Karl Marx and Friedrich Engels wrote about revolution
- Define economic determinism
- Use sociological techniques and economic models to construct an argument for change
- Explore the Europe of the mid-nineteenth century to see why Marx and other revolutionary voices were raised then

| Action: | Items to be completed: | Due No Later Than: |
|---------------|--|---------------------------|
| Read | The assigned materials | |
| Read | <i>The Communist Manifesto</i> | |
| Begin Reading | Bellamy's <i>Looking Backward</i> | |
| Submit | Short paper 2 | Sunday 11:59 PM EST/EDT |
| Post | Initial response to the discussion board | Thursday 11:59 PM EST/EDT |
| Post | Responses to at least two classmates | Sunday 11:59 PM EST/EDT |

Module 6

Upon completion of this module, the student will be able to:

- Identify Charles Darwin and Herbert Spencer work
- Distinguish between Social Darwinism and Marxism
- Explain why Social Darwinism had such a broad appeal

| Action: | Items to be completed: | Due No Later Than: |
|------------------|---|---------------------------|
| Read | The assigned materials | |
| Read | The excerpt from Richard Hofstadter labeled "Social Darwinism in America" | |
| Read | <i>The White Man's Burden</i> | |
| Continue Reading | Bellamy's <i>Looking Backward</i> | |
| Submit | Journal Entry | Sunday 11:59 PM EST/EDT |
| Post | Initial response to the discussion board | Thursday 11:59 PM EST/EDT |
| Post | Responses to at least two classmates | Sunday 11:59 PM EST/EDT |

Module 7

Upon completion of this module, the student will be able to:

- Determine if there is a possibility for changing industrialized societies without revolution
- Challenge the real with the ideal by exploring utopian visions of the present from the past
- Gain an historical context to explain why change continues to both excite and frighten us

| Action: | Items to be completed: | Due No Later Than: |
|-----------------------|--|----------------------------------|
| Read | The assigned materials | |
| Finish Reading | Bellamy's <i>Looking Backward</i> | |
| Submit | Final Paper | Sunday 11:59 PM EST/EDT |
| Post | Initial response to the discussion board | Thursday 11:59 PM EST/EDT |
| Post | Responses to at least two classmates | Sunday 11:59 PM EST/EDT |

Module 8

Upon completion of this module, the student will be able to:

- Explain the clear connection between the revolutions at the beginning of the course and the War that ends the course
- Describe the difference between optimistic views of the world and pessimistic views

| Action: | Items to be completed: | Due No Later Than: |
|----------------|--|----------------------------------|
| Read | The assigned materials | |
| Read | The article by Fareed Zakaria | |
| Post | Initial response to the discussion board | Thursday 11:59 PM EST/EDT |
| Post | Responses to at least two classmates | Sunday 11:59 PM EST/EDT |