I. COURSE PURPOSE

This course examines theoretical perspectives drawn from the classical social and behavioral sciences that are useful in examining various issues of concern to social workers. The purpose of this course is to familiarize the student with classical social and behavioral science theories, and to encourage the application of selected concepts from these theories to issues of importance to social work.

These classical theoretical perspectives are examined in terms of their assumptions regarding human nature, the nature of the social order, their historical roots, and their application to contemporary social issues.

II. EDUCATIONAL OBJECTIVES

1. To acquire knowledge of selected classical social and behavioral science theories and concepts.

2. To apply social science concepts to social work issues.

3. To be aware of one’s own value assumptions, including biases in the selecting of theoretical and conceptual approaches to social work issues.

4. To identify the values underpinning theory.

5. To develop skill in conceptual thinking and the application of theories and concepts to social work problems.
III. COURSE REQUIREMENTS

1. **Required Texts**


   Other readings as assigned for each class.

2. **Course Assignments**

   Students are required to write 3 essays. Students will be given a question to which they are to respond by developing an essay. The essay should be 7 to 10 pages and follow the APA style.

<table>
<thead>
<tr>
<th>Assignment Date</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>Class 9</td>
</tr>
<tr>
<td>Essay 2</td>
<td>Class 11</td>
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<tr>
<td>Essay 3</td>
<td>Class 14</td>
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3. **Grading Policy**

   | Essay 1         | 30%      |
   | Essay 2         | 30%      |
   | Essay 3         | 30%      |
   | Attendance and Participation | 10%      |

4. **Grading Policy**

   Grades are based on the University grading system as described in the catalog.

5. **Course and Instructor Evaluation**

   The NCSSS doctoral program requires evaluation of this course and the instructor. At the end of the semester, an evaluation form will be distributed in class. Results will not be given to the instructor until grades are submitted. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.
IV. CLASS EXPECTATIONS

1. Scholastic Expectations

Please refer to NCSSS Announcements or appropriate Program Handbook (available on the NCSSS web page) for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

Additional Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

2. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

3. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) http://disabilityservices.cua.edu/ or 202-310-5211, and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
Class Schedule

Class 1  Introduction to the Course
- Paradigms and Social Theory
- Social Science’s intellectual character
- Social theory as perspective
- The nature of science
- The theory – research connection

Readings:
Hughes, Sharrock & Martin, Chapter 1. Introduction

Class 2 & 3  Karl Marx
- Biographical Background
- Hegelian philosophy and Marxian theory
- The critique of political economy
- The concept of alienation
- The material basis of social organization
- The shaping of consciousness
- The sources and nature of social change
- The economic sources of social change
- Social revolution

Readings:
Hughes, Sharrock and Martin, Chapter 2. Karl Marx
Farganis, Chapter 1. Karl Marx: Alienation, class struggle and class consciousness.
- From Karl Marx and Frederick Engels: The Manifesto of the Communist Party.
- From Karl Marx: The Fetishism of Commodities and the Secret Thereof.
Class 4 & 5  **Emile Durkheim**
- Biographical background
- The study of social action
- The reality of society
- Mechanical and organic solidarity
- The study of suicide
- The study of religion
- The division of labor

Readings:
- Hughes, Sharrock and Martin, Chapter 4. Emile Durkheim
- Farganis, Chapter 2. Emile Durkheim: Anomie and Social Integration.
  - From Emile Durkheim: *Egoistic Suicide and Anomic Suicide.*
  - From Emile Durkheim: *The Elementary Forms of Religious Life.*

Class 6 & 7  **Max Weber**
- Biographical background
- Weber and modern capitalism
- Religion and social organization
- The organization of society
- Rationality and social change
- The concept of bureaucracy
- Weberian methodology

Readings:
- Hughes, Sharrock and Martin, Chapter 3, Max Weber.
  - From max Weber: *Bureaucracy*
  - From Max Weber: *Class, Status, Party.*
  - From Max Weber: *Power, Domination and Types of Authority*

Class 8 & 9  **Symbolic Interactionism**
- George Herbert Mead
- Herbert Blumer
- Erving Goffman
- Humans as symbol-using creatures
- Producing social order through interaction
- Producing social selves
- The social construction of reality
- Ambiguity, complexity and conflict in social interaction

Readings:
- Farganis, Chapter 5. George Herbert Mead: The Emergent Self.
Class 10 & 11  Behaviorism, Exchange Theory and Rational Choice

- John Watson
- B.F. Skinner
- George C. Homans
- Peter Blau
- James S. Coleman

Readings:


Class 12 & 13  Classical Psychoanalytic Theory

- The structure of the mind
- The structure of the personality
- Ego defense
- Sexuality
- Psychosexual development
- Group psychology
- The social

Readings:
Berzoff, Flanagan & Hertz, Chapters 1, Introduction
Berzoff, Flanagan & Hertz, Chapter 2, Freud’s psychoanalytic concepts
Berzoff, Flanagan & Hertz, Chapter 3, Structural theory
Berzoff, Flanagan & Hertz, Chapter 5, Psychosocial Ego Development: The theory of Erik Erikson

Class 14  Theoretical Integration & Bridge to Contemporary Theories

- Paradigms revisited
- Race and social theory
• Gender and social theory

Readings:
Farganis, Chapter 12. Feminist Theory.
  • From Dorothy Smith: *Women’s Experience as a Radical Critique of Sociology.*
  • From Patricia Hill Collins: *Is the Personal Still Political.*