



## **SWRK 811: SOCIAL THEORY**

**Spring 2019**

### **Description:**

This seminar is designed to provide the student with social science knowledge to understand social issues that are addressed in advanced studies in social welfare and related disciplines, and to frame questions for theory-based/theory-informed research. Students will read original works of social theorists from historical and contemporary perspectives. Readings address both micro- and macro-level concepts, largely from the disciplinary lenses of sociology and philosophy. Critical reading of original works will help students identify recurring themes, fundamental assumptions, orientations, worldviews, and epistemological, methodological and practical dilemmas in today's world. Students will expand their ability to read complex texts, conduct nuanced analyses, craft thoughtful arguments, and develop well-constructed critiques of theories that do and/or could inform their substantive field of study and empirical research. Students will have the opportunity to exchange views, perspectives and critical analyses in seminar discussions and related activities.

### **Objectives:** By the end of this semester students are expected to attain the following:

1. An understanding of the epistemological perspectives and social contexts that inform selected social theories.
2. Expanded ability to critically evaluate theories and frameworks and to identify the assumptions that underlie the concepts therein. In particular, expanded ability to reflect upon the theories in your own words.
3. Expanded ability to use theory to guide the formulation of research questions and design.
4. Expanded ability to analyze and examine a research question or issue using multiple theoretical perspectives at different levels of analysis.
5. Deeper understanding of individual, social, and cultural factors that are related to issues in society.
6. Knowledge of specific theories that will serve as a base for further scholarly exploration.

## **Course Expectations**

1. Students are expected to demonstrate that they understand readings and are thinking analytically, critically, theoretically, and reflectively. Accordingly, students are to do assigned readings prior to class, bring the week's texts and/or Canvas readings to EVERY class (either in hard copy or electronically), and actively participate in class discussion. Class discussions should reflect critical thinking about the ideas presented in the theoretical works and their applicability to fields concerned with social issues. In class discussion try to identify the theorist by name as you talk about the ideas; e.g. "As Lamont argued...." versus "as she argued"...
2. Satisfactory completion of all assignments.

## **Student Conduct**

Students are expected to be familiar with and comply with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. The Code can be found at <https://provost.upenn.edu/policies/faculty-handbook/students/iv-b>.

OK to eat quiet food (& wrapping) in class.

## **Attendance**

Because classroom learning is a fundamental component of your education, attendance is expected and will be considered in the determination of your grade. In the event that you cannot attend class, please notify the instructor—preferably before the missed class.

**Texts** These books should be available from the Internet (used is fine) or the library. PLEASE GET THESE EXACT EDITIONS.

Plato. (1992) *Republic*. (Hackett Classics) Translated by G.M.A. Grube; Revised by C.D.C. Reeve. Indianapolis, IN: Hackett. [Original work published about 380 B.C.] ISBN-13: 978-0-87220-136-1 (pbk)

Durkheim, E. (2014/1893). *The division of labor in society*. W.D. Halls (Trans.). New York: Free Press. ISBN 978-1-4767-4973-0 (pbk)

Foucault, M. (1994/1963). *The birth of the clinic: An archaeology of medical perception*. New York: Vintage. ISBN 0-679-75334-6 (pbk)

Goffman, E. (1886/1963). *Stigma: Notes on the management of spoiled identity*. New York: Touchstone. ISBN 0-671-62244-7 (pbk)

Kuhn, T.S. (1970, 1996, or 2012 edition). *The structure of scientific revolutions*. Chicago: University of Chicago Press. [Original work published 1962]

## **Canvas**

Check periodically for announcements.

Re course material: I will use the Modules section of our Canvas site for the Syllabus and for all required weekly reading other than texts. I will also post my class notes and any powerpoints after class each week in that week's module folder. Please treat my notes and ppts confidentially. I have also posted optional readings that may be of interest and/or useful for your research in the Module folder for the relevant week and may post additional optional readings during the semester.

### **Designations on the Syllabus**

**Author name in Bold = Text**

**(CM) before author name = Reading is on Canvas - in Modules section (by weeks)**

## **Weeks 1 - 3: Ontology, Epistemology, and Methodology**

### **Week 1 (Jan. 22): Introduction to Course**

- Introduction to Social Theory
- Overview of Syllabus and Course
- Introduction to Ancient Greece

**(CM) OPTIONAL – Background (will discuss in class):** Abend, G. (2008). The meaning of 'theory.' *Sociological Theory*, 26(2), 173-199.

### **Week 2 (Jan. 29): Intellectual Ancestry of Western Social Theory: Ideas and Methods of Plato**

**Plato.** (1992) *Republic*. G.M.A. Grube (Trans.); C.D.C. Reeve (Revised). Indianapolis, IN: Hackett. [Original work published about 380 B.C.]

Book I – entire

Book II – entire

Book III – read intro for themes, p.60

Book IV – entire

Book V – read intro for themes, p. 122

Book VI – entire

Book VII – entire

### **Week 3 (Feb. 5): Aristotle and Kuhn: On Scientific Theory**

**(CM)** McKeon, R. (Ed.) (2001). *The basic works of Aristotle*. New York: Modern Library.

*Topics*, Book I (p.188-198 bottom) -- read for the main points -- basis of scientific method

**Kuhn, T.S.** (1970, 1996, 2012--any of these editions). *The structure of scientific revolutions*. Chicago: University of Chicago Press. [Original work published 1962]. Chapters 1-5 (pp.1-51), 9-10 (pp.92-135) \*\*Read these chapters first.

**(CM)** Then read Hacking's Introductory Essay to *Structure* (pp. vii-xxxvii). Read this **after** you read Kuhn's original chapters.

**(CM)** Conant, J. & Haugeland, J. (Eds.). (2000). *The road since Structure: Thomas S. Kuhn*. Chicago: University of Chicago Press.

**REQUIRED:** Chapter 2. "Commensurability, Comparability, Communicability" (pp. 33-57)

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**(CM) OPTIONAL:** Conant & Haugeland - Part 3 -- A Discussion with Thomas A. Kuhn (1995), about his life and his work (pp. 255-323).

**(CM) OPTIONAL.** Morgan, David L. (2003). "Paradigms lost and pragmatics regained" *Journal of Mixed Methods Research*, 1(1), 48-76.

((For those particularly interested in research methods. Students have liked this piece in the past))

**(CM) OPTIONAL.** Bird, A. (2002). Kuhn's wrong turning. *Studies in History and Philosophy of Science*, 33, 443-463.

((An interesting critique/commentary on Kuhn for the philosophy-minded))

**(CM) OPTIONAL.** Mezas, S.J. & Regnier, M.O. (2007). Walking the walk (etc.)... *Strategic Organization*, 5, 283-296.

## **Weeks 4 – 9: Modernist Theories**

### **Week 4 (Feb. 12): Conflict Theory: Marx, Engels, Post-Marx & Feminist Views**

**(CM)** Tucker, R.C. (Ed.) (1978). *The Marx-Engels reader*, second edition. New York: W.W. Norton.

"Wage, Labor and Capital" (pp. 203-217)

"Socialism: Utopian and Scientific" (pp. 683-717)

"The Origin of the Family, Private Property, and the State" (pp. 734-759)

**(CM)** Weeks, K. (2011). *The problem with work: Feminism, Marxism, antiwork politics, and postwork imaginaries*. Durham, NC: Duke University Press.

"Introduction: The Problem with Work" (pp. 1-36)

**(CM)** Federici, S. (2013, May 29). A feminist critique of Marx. Retrieved Dec. 16, 2013, from <http://endofcapitalism.com>

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**(CM) OPTIONAL.** Garrett, P.M. (2013). Confronting the 'work society': New conceptual tools for social work. *British Journal of Social Work*, 1-18.

**(CM) OPTIONAL.** Harvey, D. (2014). Afterthoughts on Piketty's *Capital*. Retrieved May 19, 2014, from <http://davidharvey.org>

### **Week 5 (Feb. 19): Conflict/Institutionalist Theory: Weber**

**(CM)** Weber, M. (1978). *Economy and society*, Vol. 1. Edited & translated by G. Roth and C. Wittich. Berkeley, CA: University of California Press.

Chapter 1: "Basic Sociological Terms," pp. 3-56.

**(CM)** Weber, M. (1978). *Economy and society*, Vol. 2. Edited & translated by G. Roth and C. Wittich. Berkeley, CA: University of California Press.

Chapter IX, Section 6. "Class, Status, Party," pp. 926-940  
Chapter XI. "Bureaucracy," pp. 956-963.

**(CM)** "Marianne Weber (1870 – 1954) – A Woman-Centered Sociology," (1998). In P.M. Lengermann & G. Niebrugge, G., *The women founders: Sociology and social theory 1830 – 1930*, **[[Read Excerpts only, pp. 215-228]]**. Long Grove, IL: Waveland.

**(CM)** Benson, M. & Osbaldiston, N. (2016). Toward a critical sociology of lifestyle migration: Reconceptualizing migration and the search for a better way of life. *The Sociological Review*, 64, 407-423.

### **Week 6 (Feb. 26): Simmel: Conflict Theory Extension**

**(CM)** Simmel, G. (1950). In K.H. Wolff (Ed. and Trans.), *The sociology of Georg Simmel*, Part 2, pp. 87-177. New York: Free Press.

Chapter 1: "On the Significance of Numbers for Social Life," pp. 87-104.

Chapter 2: "The Quantitative Determination of Group Divisions and of Certain Groups," pp. 105-117.

Chapter 3: "The Isolated Individual and the Dyad," pp. 118-144.

Chapter 4: "The Triad," pp. 145-169.

Chapter 5: "The Importance of Specific Numbers for Relations among Groups," pp. 170-177.

**(CM)** Simmel, G. (1908/1971). Conflict. In D.N. Levine (Ed.), *Georg Simmel: On individuality and social forms*, pp. 70-95. Chicago: University of Chicago.

**(CM)** Chayko, M. (2015). The first web theorist? Georg Simmel and the legacy of 'The web of group-affiliations.' *Information, Communication & Society* (online – copy in Module for Week 6).

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**(CM) OPTIONAL:** Erikson, E. (2013). Formalist and relationalist theory in social network analysis. *Sociological Theory*, 3(3), 219-242.

((Especially for those interested in social network analysis))

**\*\*Assignment #2. Mid-term Paper: Due SUNDAY March 3 (35%)\*\***

**\*\*\*SPRING BREAK: NO CLASS - MARCH 4-8 \*\*\***

### **Week 7 (Mar. 12): Durkheim**

- Social Structure/Social Order
- Group Boundaries

**Durkheim, E.** (1997/1893). *The division of labor in society*. New York: Free Press.  
Introduction: The Problem, pp. 1-8

Book I: The Function of the Division of Labour

p.11-87 Chapter 1: "The Method of Determining this Function"

Chapter 2: "Mechanical Solidarity, or Solidarity by Similarities"

Chapter 3: "Solidarity Arising from the Division of Labour, or Organic Solidarity"

**(CM)** Lehmann, J.M. (1995). Durkheim's theories of deviance and suicide: A feminist reconsideration. *American Journal of Sociology*, 100(4), 904-930.

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**(CM) OPTIONAL** Naegele, K.D. (1958). Attachment and alienation: Complementary aspects of the work of Durkheim and Simmel. *American Journal of Sociology*, 63(6), 597-606.

### **Week 8 (Mar. 19) Rational Choice and Associated Theories**

- Social Exchange Theory
- Human & Social Capital Theories & Critiques
- Contemporary Extensions of Rational Choice

#### **Exchange Theory**

**(CM)** Blau, P.M. (2008). *Exchange and power in social life*. New Brunswick, NJ: Transaction. [Originally published 1964]. READ BOTH INTROS:

"Introduction" (pp. 1-11--the original introduction)

"Introduction to the Transaction Edition" (1986) (pp. vii-xvii)

#### **Human, Social, and Cultural Capital Theory**

**(CM)** Becker, G.S. (1993). *Human capital*, 3<sup>rd</sup> edition. Chicago: University of Chicago Press. Chapter II, *Human Capital revisited*, pp. 15-26.

**(CM)** Bourdieu, P. (2001). The forms of capital. In M. Granovetter & R. Swedberg (Eds), *The sociology of economic life*, 2<sup>nd</sup> edition, pp. 96-111. Boulder, CO: Westview.

**(CM)** Adler, P.S. & Kwon, S-W. (2002). Social capital: Prospects for a new concept. *Academy of Management Review*, 27(1), 17-40.

### **Associated with Rational Choice Theory**

**(CM)** Granovetter, M.S. (1973). The strength of weak ties. *American Journal of Sociology*, 78 (6), 1360-1380.

**(CM)** Zelizer, V.A. (2002). Intimate transactions, Chapter 11. In Guillen, M.F., Collins, R., England, P., & Meyer, M., *The New Economic Sociology*, (Chapter 11, pp. 274-300). New York: Russell Sage Foundation.

#### **\*\*\*March/Simon & Olson readings are together in one file document\*\*\***

**(CM)** March, J.G. & Simon, H.A. (1958/1994). Bounded rationality and satisficing. In R. Collins (Ed.), *Four sociological traditions: Selected readings*, pp. 145-151. New York: Oxford University.

**(CM)** Olson, M. (1965/1994). Public goods and the free rider problem. In R. Collins (Ed.), *Four sociological traditions: Selected readings*, pp. 162-170. New York: Oxford University.

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**(CM) OPTIONAL** Thomson, I.T. (2005). The theory that won't die: From mass society to the decline of social capital. *Sociological Forum*, 20(3), 421-448.

**(CM) OPTIONAL** Lubell, M., Zahran, S., & Vedlitz, A. 2007. Collective action and citizen responses to global warming. *Political Behavior*, 29(3), 391-413.

**(CM) OPTIONAL** Homans, G.C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63(6), 597-606.

((A view of social exchange theory from the psychology perspective))

**(CM) OPTIONAL** Archuleta, A.J. & Miller, C.R. (2011). Validity evidence for the translated version of the Personal Social Capital Scale among people of Mexican descent. *Journal of the Society for Social Work and Research*, 2(2), 39-53

**(CM) OPTIONAL** Grinieski, S.E. (2011). Why parents cross for children's health care: Transnational cultural capital in the United States-Mexico border region. *Social Theory & Health*, 9(3), 256-274.

**(CM) OPTIONAL** Collett, J.L. (2011). (Re)Integrating Simmel in contemporary social exchange: The effect of nonpartisans on relational outcomes. *Social Forces*, 90(2), 617-637.

**(CM) OPTIONAL** McDonald, S. & Mair, C.A. (2010). Social capital across the life course: Age and gendered patterns of network resources. *Sociological Forum*, 25(2), 335-359.

((Particularly for those interested in life-course theory and gender))

**(CM) OPTIONAL** Marin, A. (2013). Who can tell? Network diversity, within-industry networks, and opportunities to share job information. *Sociological Forum*, 28(2), 350-372.

((Extends and refers directly to the work of Granovetter that we read))

**(CM) OPTIONAL** Ciazza, A. & Putnam, R.D. (2005). Women's status and social capital in the United States. *Journal of Women, Politics, & Policy*, 27(1/2), 69-84.

**(CM) OPTIONAL** Whitham, M.M. (2012). Community connections: Social capital and community success. *Sociological Forum*, 27(2), 441-457. ((Particularly for those interested in community-level theory and practice))

**(CM) OPTIONAL** McGuire, G.M. & Bielby, W.T. (2016). The variable effects of tie strength and social resources: How type of support matters. *Work and Occupations*, 43(1), 38-74.

**(CM) OPTIONAL** Olson, M. (1965/1971). *The logic of collective action: Public goods and the theory of groups*. Cambridge, MA: Harvard University Press, pp. 1-22 and 169-178.

### **Week 9 (March 26): Feminist Theories**

- Standpoint Theories: Feminism; Black Feminism; Womanism

**(CM)** de Beauvoir, Simone.(1949/2011). *The second sex*. New York: Vintage.  
(Excerpts are in one document; **read through p. 68**).

**OPTIONAL** (or if you are particularly interested in de Beauvoir – pp. 721-751 – at end of the document).

**(CM)** "Charlotte Perkins Gilman (1860-1935)--Gender and Social Structure." In P.M. Lengerman & G. Niebrugge, *The Women Founders: Sociology and Social Theory 1830-1930*, **[[Read Excerpts only pp.131-148]]**. Long Grove, IL: Waveland.

**(CM)** Smith, Dorothy E. (2009). Categories are not enough. *Gender & Society*, 23(1), 76-80.

**(CM)** "Anna Julia Cooper (1858-1964) and Ida B. Wells-Barnett (1862-1931)--The Foundations of Black Feminist Sociology." In P.M. Lengerman & G. Niebrugge, *The Women Founders: Sociology and Social Theory 1830-1930*. **[[Read Excerpts only, pp.184-192]]**. Long Grove, IL: Waveland.

**(CM)** Collins, P.H. (2015). What's in a name? Womanism, Black feminism, and beyond. *The Black Scholar*, 26(1), 9-17.



**(CM)** Risman, B.J. (2009). From doing to undoing: Gender as we know it. *Gender & Society*, 23(1), 81-84.

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**(CM) OPTIONAL.** Lengerman, P.M. & Niebrugge, G. (1998). Present at the Creation-  
-Women in the History of Sociology and Social Theory. In P.M. Lengerman & G.  
Niebrugge, *The Women Founders: Sociology and Social Theory 1830-1930*, pp. 1-21.  
Long Grove, IL: Waveland.

## Weeks 10-14: Turning to the Postmodern

### Week 10 (Apr. 2): Microinteractionism and Symbolic Interactionism

- Theory and Concepts Pertaining to Stigma
- Self and Society

**Goffman, E.** (1986). *Stigma: Notes on the management of spoiled identity*. New York: Touchstone (Simon & Schuster). [Original work published 1963] [read for Goffman's microinteractionist themes about self and stigma; cited by over 20,000]

**(CM)** Blumer, H. (1994). Symbolic interactionism [1969]. In R. Collins (Ed.), *Four sociological traditions: Selected readings*, pp. 304-321. New York: Oxford University.

**(CM)** Lamont, M., Welburn, J.S., & Fleming, C.M. (2012). "Varieties of responses to stigmatization: Macro, meso, and micro dimensions. *Du Bois Review*, 9(1), 41-49.

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**(CM) OPTIONAL.** Parker, R. & Aggleton, P. (2003). HIV and AIDS-related stigma and discrimination: A conceptual framework and implications for action. *Social Science & Medicine*, 57, 13-24.

**(CM) OPTIONAL.** Lamont, M., Welburn, J.S., & Fleming, C.M. (2013). Responses to discrimination and social resilience under neo-liberalism: The United States compared. In Hall, Peter A. & Lamont, M. (Eds.), *Social Resilience in the Neoliberal Age*, Cambridge: Cambridge University Press.

**(CM) OPTIONAL.** Haight, W.L. (2018). Understanding stigmatization and resistance through ethnography: Implications for practice and research. *Journal of the Society for Social Work and Research*, 9(3).

**(CM) OPTIONAL:** Hallett, T., Shulman, D., & Fine, G.A. (2010). "Peopling organizations: The promise of classic symbolic interactionism for an inhabited institution." In P.S. Adler, (Ed). *Sociology and organization studies: Classical foundations*, pp. 486-509. New York: Oxford University Press.

**(CM) OPTIONAL.** Dunn, J.R. (2012). 'Socially mixed' housing redevelopment as a destigmatization strategy in Toronto's Regent Park. *DuBois Review*, 9(1), 87-105.

**(CM) OPTIONAL.** Keene, D.E., Smoyer, A.B., & Blankenship, K.M. (2018). Stigma, housing and identity after prison. *The Sociological Review Monographs*, 66(4), 799-815.

**(CM) OPTIONAL.** Tyler, I. (2018). Resituating Erving Goffman: From stigma power to black power. *The Sociological Review Monographs*, 66(4), 744-765.

### **Week 11 (April 9): Bourdieu**

- Introduction to the Postmodern
- Bourdieu: Space, Power and the State

**(CM)** Bourdieu, P. (1989). Social space and symbolic power. *Sociological Theory*, 7(1), 14-25. [[sets up how power and stratification occur]]

**(CM)** Bourdieu, P. (1998). *Practical reason: On the theory of action*. Stanford, CA: Stanford University Press.

Chapter 1 and Appendix: "Social space and symbolic space" (pp. 1-18) [[helps to get "habitus" concept; related to race]]

Chapter 3 **APPENDIX ONLY**, pp. 64-74.

**(CM)** Lamont, M., Pendergrass, S., & Pachucki, M. (2015). Symbolic boundaries. *International Encyclopedia of the Social & Behavioral Sciences, 2nd Edn, Vol. 23*, Amsterdam: Elsevier.

**(CM)** Coates, J. (2013). The discursive production of everyday heterosexualities. *Discourse & Society*, 24(5), 536-552.

**(CM)** Hanlon, A. (2018, Aug. 31). Postmodernism didn't cause Trump: It explains him. *Washington Post online*.

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**(CM) OPTIONAL:** Feldman, G., Strier, R., & Schmid, H. (2015). The performative magic of advocacy organizations: The redistribution of symbolic capital. *British Journal of Social Work*, Advance Access published November 11, 2015, 1-17.

**(CM) OPTIONAL:** Bohrman, C. (2013). Police officer assessments of mental illness, substance abuse, and co-occurring mental illness and substance use: It's common sense. Dissertation in Social Welfare, SP2, 2013. Suggest reading Abstract, p. v-vi, and Chapter 2, pp. 25-42. ((This is a great example of using Bourdieu in the conceptual framework of a dissertation. Dr. Bohrman kindly gave permission for me to post this for your referral -- and I'd add, enjoyment!))

### **Week 12 (April 16): Foucault: *The Birth of the Clinic***

- Background to Foucault
- Foucauldian Concepts

**Foucault, M.** (1995). *The birth of the clinic: An archaeology of medical perception*. New York: Vintage.

**[[Read for his concepts and ways of theorizing—we'll review in class also]]**

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**(CM) OPTIONAL:** Scheyett, A. (2006). Silence and surveillance: Mental illness, evidence-based practice, and a Foucaultian lens. *Journal of Progressive Human Services*, 17(1), 71-92.

((Particularly for those interested in mental illness, voice, EBP, and social networks))

### **Week 13 (April 23): Social Construction**

- Sociology of Knowledge
- “Reality” versus “Construction”
- Multiple Perspectives

**(CM)** Berger, P.L. & Luckmann, T. (1967). *The social construction of reality: A treatise in the social construction of knowledge*. New York: Anchor Books.

Part I - Chapters 1-3 (pp. 1-46)

**(CM)** Gergen, K.J. (2015). From mirroring to world-making: Research as future forming. *Journal for the Theory of Social Behaviour*, 45 (3), 287-310. Winner of the 2014 essay competition, London, UK: Independent Research Foundation.

**(CM)** Hacking, I. (2006). Making up people: Clinical classifications. *London Review of Books*, 28 (16), 1-10.

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**(CM) OPTIONAL.** Gergen, K.J. (2001). *Social construction in context*. Thousand Oaks, CA: Sage.

Chapter 1 and Chapter 3 (Read before Gergen 2015 if you want more background on social construction theory)

**(CM) OPTIONAL:** Hartocollis, L. (1998). The making of multiple personality disorder: A social constructionist view. *Clinical Social Work Journal*, 26(2), 159-176.

A wonderful article on mental health diagnosis and social construction.

**(CM) OPTIONAL:** Iversen, R. R., Gergen, K.J. & Fairbanks, R.P.II. (2005) Assessment and social construction: Conflict or co-creation? *British Journal of Social Work*, 35, 689-708.

**(CM) OPTIONAL:** Keller, R. (2005). Analysing discourse: An approach from the sociology of knowledge. *Forum: Qualitative Social Research*, 6(3), 18 pages.

((Draws together Berger & Luckmann, Foucault, and Habermas on hermeneutics, discourse, and sociology of knowledge))

**\*\*\*ASSIGNMENT #3: FINAL PAPER DUE on or before  
SUNDAY APRIL 28\*\*\***

### **Week 14 (April 30): Additional Postmodern Strands and Critiques**

- Critical Race Theory
- Space
- Integrating Critical Theory, Poststructuralism, and Postmodernism

**(CM)** Harris, A.P. (2012). Critical race theory.

**(CM)** Harvey, D, (2006). Space as a key word. In *Spaces of global capitalism*, pp. 119-148. London: Verso. (postmodern brings back Marx....)

**(CM)** Agger, B. (1991). Critical theory, poststructuralism, postmodernism: Their sociological relevance. *Annual Review of Sociology*, 17, 105-131.  
((This is an important integrative piece!))

## **Assignments**

**GENERAL:** All written work must be submitted electronically **to me at (riverson@sp2.upenn.edu)** in 12-point type, double-spaced in Word (doc or docx), and use flush left/ragged right margins. Put your name and page number in automatic header or footer. **DO NOT submit in pdf.** All work is to be original with referenced materials and quotations properly cited. Use the citation format of the American Psychological Association (APA) or the format that is customary in your field. Do not miss class or slight the week's readings to complete a paper. Submit papers by 6pm on the day due.

### **Assignment #1. Weekly discussion questions for class (25%)**

Come to class each week prepared to discuss a question or thought(s) you have about some aspect of the reading that you found particularly stimulating; or some aspect you found relevant to a social issue or problem in your research area; or some aspect of the reading you would like to understand better.

\*\*\*Submit your question or thoughts to me in writing (preferably a paragraph or less) at the beginning of class. Copy your commentary twice on one sheet of paper; make sure the version you give to me has your name and class date on it.

Grading for this "assignment" includes showing growing mastery of the content of the theorists' ideas in the readings and what their ideas mean to you and to contemporary social issues. Grading will also include the quality of your participation in overall class discussions.

### **Assignment #2. Mid-term Paper: Due SUNDAY March 3 (35%)**

**Rationale:** This assignment is designed to help you review the course readings and the theorists' ideas to date (through Week 6, Feb. 26). Importantly, it asks you to think about and formulate your own analytic and critical reactions.

**Assignment:** The writers in the course to date have presented thoughts that are about or relevant to the form and structure of social organizations, such as political organizations; public bureaucracies; labor market organizations; social welfare organizations; and organizations in general.

Critically discuss your thoughts about how two course theorists' ideas contribute to your understanding of contemporary organizational structures and processes. Which of the theorists' ideas about these structures and processes do you find most important, and why? Feel free to draw upon your own experience(s) in organizations as a base for your analyses and reflections on the course theorists' ideas.

**Length:** Maximum of 10 pages (plus references for any outside reading). You may cite my notes as (Iversen, Week X, p. #). The point of the paper, however, is YOUR analysis of and thoughts about the theorists' ideas and their application - not what some other writer thinks.

### **Assignment #3. Final Paper: Due SUNDAY April 28 (40%)**

**Rationale:** This assignment is designed to extend your knowledge about how theory is or is not used or evident in empirical research in your area of interest. The assignment also requires you to review course readings and encourages you to think about how course material might enrich your future research and writing.

**Analysis:** Examine and critically analyze the empirical/research-based literature about an issue in your substantive area to determine whether and how the issue has been approached theoretically by those in the field. This paper should not be a review of the theoretical literature per se.

First, describe a few studies from your area's research literature and discuss what the theory base is or seems to be, and whether the theory base is explicit or implicit. Evaluate and discuss the relevance and adequacy of these theoretical approaches based on your understanding of the theories, the issue you selected, the methodological implications of the use of theory (or its absence), and the "fit" between the theories and the issue. This section should be around one-third of the paper.

Then, provide and justify the use of two or more alternative theoretical approaches to your possible future research on the issue, using relevant theoretical works from this semester's class readings. Discuss in depth your ideas about how inquiry based on the ideas of these theorists might extend understanding of the issue, beyond how the empirical inquiry is currently theorized. Include discussion of the methodological implications of your proposed theoretical extension. This section should be around two-thirds of the paper. You may (but don't have to) use limited external resources, but the emphasis should be on your thinking.

**Length:** Maximum of 15-20 pages (plus references)

**General Grading Rubric:**

<b>A+ = 4.0</b>	<b>4.0 to 3.9</b>
<b>A = 4.0</b>	<b>3.89 to 3.71</b>
<b>A- = 3.7</b>	<b>3.70 to 3.50</b>
<b>B+ = 3.3</b>	<b>3.49 to 3.15</b>
<b>B = 3.0</b>	<b>3.14 to 2.85</b>
<b>B- = 2.7</b>	<b>2.84 to 2.50</b>
<b>C+ = 2.3</b>	<b>2.49 to 2.15</b>
<b>C = 2.0</b>	
<b>D = 1.0</b>	
<b>F = 0.0</b>	
<b>I = Incomplete</b>	