

CONF 803

MACRO THEORIES/THEORIES OF SOCIAL CHANGE

Semester: Spring 2007
Class Time: Wednesdays, 4:30 to 7:10 p.m.
Class Room: Truland Room 666B
Instructor: Terrence Lyons
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Welcome to the course. This course explores theories on the nature of social conflict and processes of social change. We will critically assess a range of theories from a variety of disciplines that speak to these issues. In general, one main text will be discussed and examined critically each week with the goal of understanding and assess the theory on its own terms as well as in comparison to other theories.

The course will be run as a seminar with an emphasis on in-depth discussion. It is therefore imperative that students read the assigned books prior to class. Active participation in class discussions will be expected. The purpose of the required short papers (see details below) is in part to encourage you to develop your thoughts regarding the readings prior to class and to be prepared to engage in the discussion. Even for those weeks' that the student does not write a paper, a thoughtful reading of the text is necessary to contribute to the discussion and to include that theory in the student's final, integrative paper.

Requirements:

Participation:

In recognition of the importance placed on participation in classroom discussions, 10 percent of the total grade will reflect a student's participation.

This is a graduate seminar, not a lecture course. My role is to facilitate and guide discussion. Your active participation is essential to the success of the course and your will benefit from the discussion to the extent that you have completed the readings and come to class prepared to discuss them.

Participation grades will be based on frequency and quality of your involvement in each week's class, with an emphasis on the latter. You are not encouraged to speak on every topic simply for the sake of participating but rather are strongly encouraged to find opportunities to contribute in ways that advance and deepen the discussion. Missing more than one or two classes will inevitably reduce your overall participation and hence result in a lower participation grade.

In evaluating participation, I will look for evidence that you have done the readings with sufficient attention that you can contribute to the discussion. An ability to succinctly summarize what you have read is regarded as a given. In order to further the discussion you should be prepared to offer your opinions on an author's argument: Do you find it convincing? If so why? If not, why not? Is it clearly presented? Do you find the use of evidence compelling? How would you further test the argument to confirm its validity? Do you think that the argument works better for some cases than others?

If you can demonstrate that you know what you have read, have thought about it, and can articulate an opinion on it, you have nothing to worry about.

Short Papers

To promote informed discussion, eight short (three double-spaced pages) papers are required. The three page limit is intentional and designed to compel students to focus on one or two core points. Each paper is worth 8 percent of your grade and the eight papers therefore total 64 percent of your final grade. Students may write these papers for all twelve weeks and have the lowest four grades dropped or may skip up to four weeks. A student who hands in fewer than eight papers will receive zero points for the missing essays.

These papers should *analyze* the assigned books and articles, place them in the *context* of the literature on the topic, and *assess* both their contributions to the field and their weaknesses. These short papers should emphasize a thoughtful understanding of the week's readings and should not merely summarize the authors' arguments. A student may illustrate the value or weakness of a theory by demonstrating its effectiveness in explaining a case of which the student is knowledgeable.

The goal of the exercise is to assess and critique the theory from within its own perspective. In other words, rather than saying that rational choice theory or structural functionalism is wrong or right, seek to understand the theory from its own perspective and goals and think through its assumptions, logic, and claims. Then you can specify where you find the logic convincing or faulty, rigorous or incomplete, compelling or circular, strong or generally unintelligible. This exercise should occupy most of your essay. You may well wish to use a final paragraph or two to explain some implications of the theory for practice but that is not the primary goal of the exercise. You may also want to "step outside" of the given theory's structure and argue that entire exercise of trying to explain social conflict from this perspective is flawed and that some other theory is better. Illustrating with a case about which you are familiar may be a useful means to demonstrate either the value or weakness of a given concept or causal connection but the point of these brief essays is to analyze the theory as theory.

The papers *must* be handed in at the beginning of the class in which the topic is discussed. If a student cannot attend a class, e-mail or faxed submissions can be accepted but it is the student's responsibility to make sure that the paper arrives. Again, these

papers are the core structure of the course and the eight essays account for 64 percent of the total grade.

Final Paper

There will be a take-home final paper due on May 16. This 15-page paper will be in response to one of two questions that will be handed out on the last day of class, May 2. The question will be broad, allowing each student to link and reflect upon many of the theories discussed in class. This take-home final paper will account for 25 percent of the total grade. You will naturally build on your earlier, short papers in writing this final paper but this paper should integrate and link the various theories, not merely summarize your earlier views on specific theories.

Readings:

The following books have been ordered through the university bookstore. They are also on reserve in the Arlington Library and most will be available at any university library. We will be reading all or most of each.

Russell Hardin, *One for All: The Logic of Group Conflict* (Princeton, 1995).

Lewis Coser, *The Functions of Social Conflict* (Free Press of Glencoe, 1964).

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (2nd edition, New York: Verso, 1991).

Donald Horowitz, *Ethnic Groups in Conflict* (University of California, 2000).

Barrington Moore, *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World* (Beacon Press, 1966).

Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia, and China* (Cambridge University Press, 1979).

James C. Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance* (Yale University Press, 1985).

Sidney Tarrow, *Power in Movement: Social Movements and Contentious Politics* (2nd ed. Cambridge: Cambridge University Press, 1998).

Jurgen Habermas, *Legitimation Crisis* (Beacon Press, 1975).

Michel Foucault, *Discipline and Punish: The Birth of Prison* (New York: Vintage, 1977).

Anthony Giddens, *The Constitution of Society: Outline of the Theory of Structuration* (University of California Press, 1986).

Week One (January 24): Introduction to the Course

In addition to a review of the syllabus and course requirements, we will discuss questions relating to the purpose of theories and their relationship to research and practice in conflict analysis and resolution.

Week Two (January 31): Rational Choice

Russell Hardin, *One for All: The Logic of Group Conflict* (Princeton University Press, 1995).

Week Three (February 7): Structural-Functionalism

Lewis Coser, *The Functions of Social Conflict* (Free Press of Glencoe, 1964).

Week Four (February 14): Power and Realism

Morgenthau, *Politics among Nations*, chapter 1.

Kenneth Waltz, *Theory of International Politics*, chapter 6 “Anarchy and Balances of Power.”

Mearsheimer, *Tragedy of Great Power Politics* (chapters 1-5, 10). You may wish to skim the historical sections of 3 and 4.

Week Five (February 21): Class Struggle and Revolutionary Change

Barrington Moore, *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World* (Beacon Press, 1966).

Week Six (February 28): Role of the State

Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia, and China* (Cambridge University Press, 1979).

Week Seven (March 7): Nationalism

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (2nd edition, New York: Verso, 1991).

Note – no class on March 14 – enjoy your break

Week Eight (March 21): Ethnic Conflict

Donald Horowitz, *Ethnic Groups in Conflict* (University of California, 2000).

Week Nine (March 28): Power and Resistance

James C. Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance* (Yale University Press, 1985).

Week Ten (April 4): Contentious Politics

Sidney Tarrow, *Power in Movement: Social Movements and Contentious Politics* (2nd ed. Cambridge: Cambridge University Press, 1998).

Week Eleven (April 11): Postmodernism

Michel Foucault, *Discipline and Punish: The Birth of Prison* (New York: Vintage, 1977).

Week Twelve (April 18): Critical Theory

Jurgen Habermas, *Legitimation Crisis* (Beacon Press, 1975).

Week Thirteen (April 25): Structure and Agency

Anthony Giddens, *The Constitution of Society: Outline of the Theory of Structuration* (University of California Press, 1986).

Week Fourteen (May 2): Integration

Final Paper Question will be distributed in class on May 2 and will be due on May 16.