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| ***ÇAĞ UNIVERSITY***  ***FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES*** | | | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course Title** | | | | | | | | | | | | **Credit** | | | | | **ECTS** | | |
| **OSD 213** | | | | Critical Thought and Social Sciences | | | | | | | | | | | | 2 (2-0-0) | | | | | **3** | | |
| **Prerequisites** | | | | | | | | **None** | | | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | | | Turkish/English | | | **Mode of Delivery** | | | | | | | **Face to Face** | | | | | |
| **Type and Level of Course** | | | | | | | | **Elective/2.Year/Fall Semester EQF- Level 2** | | | | | | | | | | | | | | | |
| **Lecturers** | | | | | **Name(s)** | | | | | | | Lecture Hours | | | | | Office Hours | | | | **Contacts** | | |
| **Course Coordinator** | | | | | Dr. Canol Kandemir | | | | | | | Mon: 16.50 -18:20 | | | | | Tu: 14-16 | | | | ckandemir@cag.edu.tr | | |
| **Course Objective** | | | | | This course aims at introducing the traditional and mainstream functionalist paradigm and alternative interpretive, humanist and structuralist paradigms which are partial or complete critiques of this paradigm. | | | | | | | | | | | | | | | | | | |
| **Learning Outcomes of the Course** | |  | Students who have completed the course successfully should be able to | | | | | | | | | | | | | | | | | **Relationship** | | | |
| Prog. Output | | | **Net Effect** |
| 1 | recognise functionalist, interpretive, humanist and structuralist paradigms. | | | | | | | | | | | | | | | | | 2 | | | 5 |
| 2 | compare the meta assumptions of four paradigms. | | | | | | | | | | | | | | | | | 2 | | | 5 |
| 3 | comment on various theories belonging to four paradigms. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 4 | analyzes the science and society from the viewpoints of four paradigms. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 5 | position the critical theory within the framework of four paradigms. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 6 | relate the critical theory with critical thinking and thought. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 7 | synthesise different paradigms and construct original viewpoints. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| 8 | criticize his/her own arguments and counter arguments in a conscious manner. | | | | | | | | | | | | | | | | | 2 & 3 & 4 | | | 5 & 4 & 3 |
| **Course Description:** This course comparatively analyses the assumptions and methods of the functionalist paradigm used for explaining and predicting the physical and social world and all other paradigms criticising them. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Contents:( Weekly Lecture Plan )** | | | | | | | | | | | | | | | | | | | | | | | |
| **Weeks** | **Topics** | | | | | | | | | | | | **Preparation** | | | | | | **Teaching Methods** | | | | |
| **1** | Meta-Assumptions about Social Sciences | | | | | | | | | | | | Part 1.1 | | | | | | Meta-Assumptions about Social Sciences | | | | |
| **2** | Meta-Assumptions about Society | | | | | | | | | | | | Part 1.2 | | | | | | Meta-Assumptions about Society | | | | |
| **3** | Two Dimentions:Subjective/Objective Axis | | | | | | | | | | | | Part 1.1 | | | | | | Two Dimentions:Subjective/Objective Axis | | | | |
| **4** | Two Dimentions:Order/Conflict Axis | | | | | | | | | | | | Part 1.2 | | | | | | Two Dimentions:Order/Conflict Axis | | | | |
| **5** | Four Paradigms: A Macro Approach | | | | | | | | | | | | Part 1.3 | | | | | | Four Paradigms: A Macro Approach | | | | |
| **6** | The Subject of Critique:Functionalist Paradigm | | | | | | | | | | | | Part 2.4 | | | | | | The Subject of Critique:Functionalist Paradigm | | | | |
| **7** | The Subject of Critique:Functionalist Paradigm | | | | | | | | | | | | Part 2.4 | | | | | | The Subject of Critique:Functionalist Paradigm | | | | |
| **8** | The Subject of Critique:Functionalist Paradigm | | | | | | | | | | | | Part 2.4 | | | | | | The Subject of Critique:Functionalist Paradigm | | | | |
| **9** | The Subject of Critique:Functionalist Paradigm | | | | | | | | | | | | Part 2.4 | | | | | | The Subject of Critique:Functionalist Paradigm | | | | |
| **10** | A Critique of Functionalism: Interpretive Paradigm | | | | | | | | | | | | Part 2.6 | | | | | | A Critique of Functionalism: Interpretive Paradigm | | | | |
| **11** | A Critique of Functionalism: Radical Humanist Paradigm | | | | | | | | | | | | Part 2.8 | | | | | | A Critique of Functionalism: Radical Humanist Paradigm | | | | |
| **12** | A Critique of Functionalism: Radical Structuralist Paradigm | | | | | | | | | | | | Part 2.10 | | | | | | A Critique of Functionalism: Radical Structuralist Paradigm | | | | |
| **13** | Critical Theory | | | | | | | | | | | | Part 2.10 | | | | | | Critical Theory | | | | |
| **14** | Dogmatic Biases in the Mainstream Sciencific Research | | | | | | | | | | | | Articles | | | | | | Dogmatic Biases in the Mainstream Sciencific Research | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | | | | | | | | |
| **Textbook** | | | | | | **Sociological Paradigms and Organisational Analysis: Elements of the Sociology of Corporate Life, Gibson Burrell&Garreth Morgan, Routledge, 2019.** | | | | | | | | | | | | | | | | | |
| **Related Links** | | | | | | **-** | | | | | | | | | | | | | | | | | |
| **Recommended Reading** | | | | | | **-** | | | | | | | | | | | | | | | | | |
| **Material Sharing** | | | | | | **If required, additional learning materials and presentation outputs are accessible in the Student Automation System on Çağ University Web Site.** | | | | | | | | | | | | | | | | | |
| **ASSESSMENT METHODS** | | | | | | | | | | | | | | | | | | | | | | | |
| **Activities** | | | | | | | **Number** | | | **Effect** | | | | **Notes** | | | | | | | | | |
| **Midterm Exam** | | | | | | | **1** | | | **40%** | | | |  | | | | | | | | | |
| **Quizzes** | | | | | | | **-** | | | **-** | | | |  | | | | | | | | | |
| **Homework** | | | | | | | **-** | | | **-** | | | |  | | | | | | | | | |
| ***Effect of The Activities*** | | | | | | | **1** | | | **40%** | | | |  | | | | | | | | | |
| ***Effect of The Final Exam*** | | | | | | | **1** | | | **60%** | | | |  | | | | | | | | | |
| **ECTS TABLE** | | | | | | | | | | | | | | | | | | | | | | | |
| **Contents** | | | | | | | | | **Number** | | | | | | **Hours** | | | | | | | **Total** | |
| **Hours in Classroom** | | | | | | | | | **14** | | | | | | **2** | | | | | | | **28** | |
| **Hours out Classroom** | | | | | | | | | **3** | | | | | | **7** | | | | | | | **21** | |
| **Homeworks** | | | | | | | | | **-** | | | | | | **-** | | | | | | | **-** | |
| **Implementation** | | | | | | | | | **-** | | | | | | **-** | | | | | | | **-** | |
| **Quizzes** | | | | | | | | | **-** | | | | | | **-** | | | | | | | **-** | |
| **Midterm Exam** | | | | | | | | | **1** | | | | | | **20** | | | | | | | **20** | |
| **Fieldwork** | | | | | | | | | **-** | | | | | | **-** | | | | | | | **-** | |
| **Final Exam** | | | | | | | | | **1** | | | | | | **30** | | | | | | | **30** | |
| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | | | | | | | | | | | | | | **155** | |
| **=99/30**  **=3,30** | |
| **3** | |