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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 6** | | | | | | | | | | | | | | | |
| **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 critical theory and thought within the framework of functionalist, interpretive, humanist and structuralist paradigms. | | | | | | | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | | | | | | 5 | | | 5 |
| 2 | compare the meta assumptions of four paradigms. | | | | | | | | | | | | | | | | | 5 | | | 5 |
| 3 | compare various theories belonging to four paradigms. | | | | | | | | | | | | | | | | | 5 | | | 5 |
| 4 | analyzes the science and society from the viewpoints of four paradigms. | | | | | | | | | | | | | | | | | 5 & 11 & 4 | | | 5 & 4 & 4 |
| 5 | position the critical theory within the framework of four paradigms. | | | | | | | | | | | | | | | | | 5 & 4 | | | 5 & 4 |
| 6 | relate the critical theory with critical thinking and thought. | | | | | | | | | | | | | | | | | 5 | | | 5 & 4 & 3 |
| 7 | write in a short essay for original viewpoints by synthesising different paradigms viewpoints | | | | | | | | | | | | | | | | | 5 & 11 & 4 | | | 5 & 4 & 4 |
| 8 | write a short essay within the context of his/her own arguments and counter arguments. | | | | | | | | | | | | | | | | | 5 & 4 & 11 | | | 5 & 5 & 4 |
| **Course Description:** This course focuses on criticising the paradigms, assumptions and methods used for explaining and predicting the physical reality and to introduce new paradigms, assumptions and methods used for explaining and predicting social reality within their own specific contexts. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Contents:( Weekly Lecture Plan )** | | | | | | | | | | | | | | | | | | | | | | | |
| **Weeks** | **Topics** | | | | | | | | | | | | **Preparation** | | | | | | **Teaching Methods** | | | | |
| **1** | Assumptions about Social Sciences | | | | | | | | | | | | Part 1.1 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **2** | Assumptions about Society | | | | | | | | | | | | Part 1.2 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **3** | Two Dimentions:Subjective/Objective Axis | | | | | | | | | | | | Part 1.1 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **4** | Two Dimentions:Order/Conflict Axis | | | | | | | | | | | | Part 1.2 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **5** | Four Paradigms: A Macro Outlook | | | | | | | | | | | | Part 1.3 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **6** | Functionalist Paradigm | | | | | | | | | | | | Part 2.4 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **7** | Functionalist Paradigm | | | | | | | | | | | | Part 2.4 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **8** | Interpretive Paradigm | | | | | | | | | | | | Part 2.6 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **9** | Interpretive Paradigm | | | | | | | | | | | | Part 2.6 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **10** | Radical Humanist Paradigm | | | | | | | | | | | | Part 2.8 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **11** | Radical Humanist Paradigm | | | | | | | | | | | | Part 2.8 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **12** | Radical Structuralist Paradigm | | | | | | | | | | | | Part 2.10 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **13** | Radical Structuralist Paradigm | | | | | | | | | | | | Part 2.10 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **14** | Critical Theory and Thinking | | | | | | | | | | | | Part 2.8-10 | | | | | | **Intructor Presentation and Group Discussions** | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | | | | | | | | |
| **Textbook** | | | | | | **Sociological Paradigms and Organisational Analysis: Elements of the Sociology of Corporate Life, Gibson Burrell&Garreth Morgan, Routledge, 2019.** | | | | | | | | | | | | | | | | | |
| **Related Links** | | | | | | **-** | | | | | | | | | | | | | | | | | |
| **Recommended Reading** | | | | | | **Büyük Dönüşüm: Çağımızın Siyasal ve Ekonomik Kökenleri, Polanyi, Karl, İletişim Yayınları, 2000.** | | | | | | | | | | | | | | | | | |
| **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** | | | **25%** | | | |  | | | | | | | | | |
| **Quizzes** | | | | | | | **2** | | | **25%** | | | |  | | | | | | | | | |
| **Homework** | | | | | | | **-** | | | **-** | | | |  | | | | | | | | | |
| ***Effect of The Activities*** | | | | | | | **1** | | | **50%** | | | |  | | | | | | | | | |
| ***Effect of The Final Exam*** | | | | | | | **1** | | | **50%** | | | |  | | | | | | | | | |
| **ECTS TABLE** | | | | | | | | | | | | | | | | | | | | | | | |
| **Contents** | | | | | | | | | **Number** | | | | | | **Hours** | | | | | | | **Total** | |
| **Hours in Classroom** | | | | | | | | | 14 | | | | | | 2 | | | | | | | 28 | |
| **Hours out Classroom** | | | | | | | | | 10 | | | | | | 1 | | | | | | | 10 | |
| **Homeworks** | | | | | | | | |  | | | | | |  | | | | | | |  | |
| **Implementation** | | | | | | | | |  | | | | | |  | | | | | | |  | |
| **Quizzes** | | | | | | | | | 2 | | | | | | 10 | | | | | | | 20 | |
| **Midterm Exam** | | | | | | | | | 1 | | | | | | 15 | | | | | | | 15 | |
| **Fieldwork** | | | | | | | | |  | | | | | |  | | | | | | |  | |
| **Final Exam** | | | | | | | | | 1 | | | | | | 20 | | | | | | | 20 | |
| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | | | | | | | | | | | | | | **93** | |
| **=93/30**  **=3,10** | |
| **3** | |