

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Strategy and Entrepreneurship

STRE8005
INTELLECTUAL FOUNDATIONS OF SOCIAL SCIENCES

COURSE OUTLINE
SEMESTER 1, 2009

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1. STAFF CONTACT DETAILS

Lecturer-in-charge: Prof. Timothy Devinney
Room: ASB Room 565
Ph.: 8006 0048 or 0412 276 467 (m)
E-mail: t.devinney@unsw.edu.au
Consultation times: By appointment. Please contact me via email first

2. COURSE DETAILS

2.1 Teaching Times and Locations

Tuesday 18:00 - 21:00 (Weeks: 1-12)
Goldstein G04 (K-D16-G04)

2.2 Units of Credit

This course is worth 5 units of credit.

2.3 Summary of Course

This course is concerned with the nature of social science inquiry. It is intended for students in the business and management disciplines and those early in their masters and doctoral research program. The course is broken into four sections: (1) an introductory overview to the philosophy of science, (2) a review of epistemology – the nature and scope of knowledge – (3) a review of ontology – the what can be said to exist – and (4) specific applications to the major disciplinary areas.

2.4 Course Aims and Relationship to Other Courses

The main objectives of the course are:

1. To introduce the philosophy of science and its application to social science.
2. To outline major differing classes of theory in social science and to explicate their meta-theoretical foundations.
3. To familiarize students with the plurality of views on these issues in the intellectual community.
4. To provide students with an opportunity to apply these concepts to the analysis of issues in social science.
5. To provide students with an opportunity to practise scholarly discourse.

2.5 Student Learning Outcomes

By the end of this course, students should:

1. Have a thorough understanding of the science philosophy.
2. Be familiar with different classes of theory in social science and their meta-theoretical foundations.
3. Be able to evaluate social science research using meta-theoretical views.
4. Be able to proficiently base your own researches on sound meta-theoretical foundations.

2.6 Graduate Attributes

By the end of this course, students should possess the following attributes:

1. Critical thinking and problem solving

2. Communication
3. Teamwork and leadership
4. In-depth engagement with relevant disciplinary knowledge
5. Professional skills

3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The course will take the form of a seminar for the purpose of discussion and interaction. Readings are structured into 4 sections and 17 topics to emphasize important concepts and methods of each topic. Students will be pre-assigned readings, give presentations, lead the discussions and be encouraged to ask questions related to the topics.

3.2 Learning Activities and Teaching Strategies

Reading list is carefully structured to provide students with in-depth understanding of various relevant disciplines. Students will be required to do pre-reading from the reading list in preparation for each of the seminars. For each particular item on the reading list students will give a presentation of the main points in order to initiate discussion with critical thinking. Readings will be assigned at the beginning of the course. There will also be two written assignments, providing students with opportunities to apply major concepts to the analysis of issues in your own chosen fields.

4. ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- Achieve a composite mark of at least 50; and
- Achieve a passing mark on each component of the course.

4.2 Assessment Details

Assessment Task	Weight	Learning Outcomes Assessed	ASB Graduate Attributes Assessed	Length	Due Date
1. Class discussion	20%	2, 3	5	N/A	Ongoing
2. Presentations	20%	1, 2, 3	1, 5	N/A	Per assignment
3. Written assignment 1	30%	3, 4	1	500 words	Per assignment
4. Written assignment 2	30%	3, 4	1, 5	2,000 words	Per assignment

The assessment for this subject will be based 40% on class participation and 60% on written materials. The class participation is split 50:50 between participation in the discussion (including attendance) plus your own presentations. The two written assignments are worth 30% each.

For the first assignment, each student will be assigned one/two reading(s) in the epistemology or ontology components of the course. For each of these papers: (1)

you are to prepare a short overview of the assigned paper (500 words) plus a discussion of relevance of that paper to thinking in your chosen field (500 words) and (2) two power point slides summarizing your overview and two power point slides summarizing the relevance to your field. These papers are due at the beginning of each class.

For the second assignment you will be assigned one/two readings relevant to your area from readings in the disciplinary application component of the course. You are to write an essay reviewing and evaluating critically the discussion in the assigned readings. Although your focus will be on the assigned articles you must integrate this with the relevant readings and discussion throughout the course. This essay is restricted to 2,000 words.

4.3 Assessment Format

4.4 Assignment Submission Procedure

All assignments are due on the scheduled dates at the beginning of the class (without exception). Students must also provide electronic copies of their presentations and essays (also due at the beginning of the class; or emailed by the beginning of the class).

4.5 Late Submission

No assignments will be accepted late.

5. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW's policies, penalties, and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html> as well as the guidelines in the online ELISE tutorial for all new UNSW students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

6. COURSE RESOURCES

Required textbooks include:

Chalmers, A.F. (1999) *What is this thing called Science? An assessment of the nature and status of science and its methods*. Third Edition. Brisbane: University of Queensland Press. (Designated Chalmers).

Curd, M. and Cover, J.A. (1998). *Philosophy of Science: The Central Issues*. New York: W. W. Norton. (Designated C &C).

Kincaid, H. (1996) *Philosophical Foundations of the Social Sciences: Analyzing Controversies in Social Research*. Cambridge: Cambridge University Press. (Designated Kincaid).

Other readings will be available in the course package.

7. COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. In this course, we will seek your feedback through standard School procedures.

8. STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the 'A-Z Student Guide': <https://my.unsw.edu.au/student/atoz/ABC.html>. See, especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Special Consideration', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.

8.1 Workload

It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

8.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

8.3 Special Consideration and Supplementary Examinations

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For advice on UNSW policies and procedures for granting special consideration and supplementary exams, see: 'UNSW Policy and Process for Special Consideration': <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

8.4 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

8.5 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>.

8.6 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

9. ADDITIONAL STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)** (www.business.unsw.edu.au/edu)
Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au
- **UNSW Learning Centre** (www.lc.unsw.edu.au)
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services:** <http://info.library.unsw.edu.au>
- **UNSW IT Service Desk:** Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333.
Website: www.its.unsw.edu.au/support/support_home.html
- **UNSW Counselling Service** (<http://www.counselling.unsw.edu.au>)
Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>)
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

10. COURSE SCHEDULE

The schedule below is indicative of the topics and timing. I reserve the right to alter this schedule should needs require. The classes from Weeks 1-8 will follow to schedule. However, it is most likely that the presentations of the final work will be held closer to the 1st week of June and be done with full day session so as to provide equal time to all students to prepare their final assignment:

Week	Date	Topic	Who?
1	10/03	Course Introduction; Philosophy of (Social) Science	TMD
2	17/03	Philosophy of (Social) Science; Science & Pseudoscience	TMD
3	24/03	Induction; Falsification	Students
4	31/03	Paradigms & Programs; Anarchistic Theory	Students
5	07/04	Bayesianism; Experimentation	Students
6	21/04	Causation, Explanation & the Laws of Nature	Students
7	28/04	Realism and Rationalism	Students
8	05/05	Functionalism & Individualism; Hermeneutics & Critical Theory	Students
9	12/05	Conclusion (1/2 Class) + Catch-up	TMD
10	19/05	Economics, Finance & Accounting*	Students
11	26/05	Law & Society; Marketing*	Students
12	02/06	Management*	Students

READINGS LINKED TO SECTIONS

INTRODUCTION

Philosophy of (Social) Science

Fay, B. and D. Moon (1977), "What would an adequate philosophy of social science look like?" *Philosophy of the Social Sciences*, 7(3), 209–227.

Kuhn: "The nature and necessity of scientific revolutions"; "Objectivity, value judgment, and theory choice" in C & C.

McMullin: "Rationality and paradigm change in science" in C & C.

Longino: "Values and objectivity" in C & C.

Kincaid: "Issues and arguments"; "Challenges to scientific rationality".

Science and Pseudoscience

Popper: "Science: Conjectures and refutations" in C & C.

Kuhn: "Logic of discovery or psychology of research?" in C & C.

Lakatos: "Science and pseudoscience" in C & C.

Thagard: "Why astrology is a pseudoscience" in C & C.

Ruse: "Creation-science is not science" in C & C.

EPISTEMOLOGY

Induction

Chalmers: "Science as knowledge derived from the facts of experience"; "Observation as practical intervention"; "Experiment"; "Deriving theories from facts: Induction".

Lipton: "Induction" in C & C.

Popper: "The problem of induction" in C & C.

Falsification

Chalmers: "Introducing falsificationism"; "Sophisticated falsificationism, novel predictions and the growth of science"; "The limits of falsificationism".

Paradigms and Programs

Chalmers: "Theories as structures I: Kuhn's paradigms"; "Theories as structures II: Research Programs".

Anarchistic Theory of Knowledge

Chalmers: "Feyerabend's anarchistic theory of science"; "Methodical changes in method".

Bayesianism & Probability

Chalmers: "The Bayesian Approach".

Glymour: "Why I am not a Bayesian" in C & C.

W. Salmon: "Rationality and objectivity in Science or Tom Kuhn meets Tom Bayes" in C & C.

Experimentation

Chalmers: "The new experimentalism".

Duhem: "Physical theory and experiment" in C & C.

Quine: "Two dogmas of empiricism" in C & C.

Gillies: "The Duhem thesis and the Quine thesis" in C & C.

Laudan: "Demystifying underdetermination" in C & C.

ONTOLOGY

Causation, Explanation and the Laws of "Nature"

Chalmers: "Why should the world obey laws?"

Kincaid, "Causes, confirmation and explanation".

Humphreys, P. (1986), "Causation in the Social Sciences: An Overview," *Synthese*, 68(1), 1–12.

Ayer: "What is a law of nature?" in C & C.

Dretske: "Laws of Nature" in C & C.

Mellor: "Necessities and universals in natural laws" in C & C.

Cartwright: "Do the laws of physics state the facts?" in C & C.

Realism and Rationalism

Chalmers: "Realism and anti realism".

Van Fraassen: "Arguments concerning scientific realism" in C & C.

Musgrave: "Realism versus constructive empiricism" in C & C.

Boyd, R. (1989) "What realism implies and what it does not," *Dialectica*, 43(1-

2), 5–29.

Friedman, M. (1953) “The methodology of positive economics”, in *Essays in Positive Economics*, Chicago: University of Chicago Press, 3–43.

Simon, H. (1978) “Rationality as process and as product of thought,” *American Economic Review*, 68(2), 1–16

Kincaid, H. (2000) “Formal rationality and its pernicious effects on the social sciences,” *Philosophy of the Social Sciences*, 30(1), 67–88.

Functionalism and Individualism

Kincaid: “Functionalism defended”; “The failures of individualism”.

Hermeneutics and Critical Theory

Kincaid: “A science of interpretation”.

Habermas, J. and Ben-Habib, S. (1981) “Modernity versus postmodernity,” *New German Critique*, 22(Winter), 3–14.

Habermas, J. and Cronin, C. (1996) “On the cognitive content of morality,” *Proceedings of the Aristotelian Society, New Series*, 96, 335–358.

DISCIPLINARY APPLICATION AND INTERPRETATION

Economics, Finance and Accounting

Kincaid: “Economics: A test case”.

McCloskey, D. (1983) “The rhetoric of economics,” *Journal of Economic Literature*, 31, 481–517.

Gibbard, A. and Varian, H. (1978) “Economic Models,” *Journal of Philosophy*, 75(11), 664–677.

Gul, F. and Pesendorfer, W. (2008) “The case for mindless economics”; Camerer, C. (2008) “The case for mindful economics”; Hausman, D. (2008) “Mindless or mindful economics: A methodological evaluation,” all in A. Caplin and A. Schotter (Eds.), *The Foundations of Positive and Normative Economics*, Oxford: Oxford University Press.

Watts R, and Zimmerman, J. (1990) “Positive accounting theory: A ten year perspective,” *The Accounting Review*, 65(1), 131–156.

Frankfurter, G. and McGoun, E. (2001) “Anomalies in finance: What are they and what are they good for?” *International Review of Financial Analysis*, 10(4), 407–429.

Law & Society

Leiter, B. (2001) “Legal realism and legal positivism reconsidered,” *Ethics*, 111(2), 278–301.

Hardin, R. (1992) “The morality of law and economics,” *Law and Philosophy*, 11(4), 331–384.

Little, D. (2000) “Explaining large-scale historical change,” *Philosophy of the Social Sciences*, 30(1), 89–112.

Fuchs, S. and Ward, S. (1994) “What is deconstruction, and where and when does it take place? Making facts in science, building cases in law,” *American*

Sociological Review, 59, 481–500.

Gibbons, M. (2006) “Hermeneutics, political enquiry, and practical reason: An evolving challenge to political science,” *American Political Science Review*, 100(4), 1–9.

Management

Bourgeois, J.L. III (1984) “Strategic management and determinism,” *Academy of Management Review*, 9(4), 586–596.

Powell, T. (2001) “Competitive Advantage: Logical and Philosophical Considerations,” *Strategic Management Journal*, 22(12), 875–888. Plus the follow up commentary and reactions: Durand R. (2002) “Competitive advantages exist: A critique of Powell,” *Strategic Management Journal*, 23(9), 867–872; Powell (2002) “The philosophy of strategy,” *Strategic Management Journal*, 23(9), 873–880; Powell (2003) “Strategy without ontology,” *Strategic Management Journal*, 24(3), 285–291.

Donaldson, L. (2003) “A critique of postmodernism in organizational studies,” in E. Locke (Ed.) *Postmodernism and Management: Pros, Cons and the Alternative, Research in the Sociology of Organizations*, 21, 171–204.

Astley, A. and Zammuto, R. (1992) “Organization science, managers and language games”; Donaldson, L. (1992) “The Weick stuff: Managing beyond games”; Beyer, J. (1992) “Metaphors, misunderstandings and mischief: A commentary” all in *Organization Science*, 3(4), 443–474.

Marketing & Operations

Calder, B. (1977) “Focus groups and the nature of qualitative marketing research,” *Journal of Marketing Research*, 14(3), 353–364.

Hunt, S. (2005) “For truth and realism in management research,” *Journal of Management Inquiry*, 14(2), 127–138.

Tadajewski, M. (2004) “The philosophy of marketing theory: Historical and future directions,” *The Marketing Review*, 4(3), 307–340.

Kleindorfer, G., O’Neill, L. and Ganeshan, R. (1998) “Validation in simulation: Various positions in the philosophy of science,” *Management Science*, 44(8), 1087–1099.

Meredith, J. (2001) “Reconsidering the philosophical Basis of OR/MS,” *Operations Research*, 49(3), 325–333.

Henrickson, L. and McKelvey, B. (2002) “Foundations of “new” social science: Institutional legitimacy from philosophy, complexity science, postmodernism, and agent-based modeling,” *Proceedings of the National Academy of Sciences*, 99(10, Supplement 3), 7288–7295.

CONCLUSION

Davis, M. (1971) “That’s interesting! Towards a phenomenology of sociology and a sociology of phenomenology,” *Philosophy of the Social Sciences*, 1(4), 309–344.

Lamont, M. (1987) “How to become a dominant French philosopher: The case of Jacques Derrida,” *The American Journal of Sociology*, 93(3), 584–622

Blaug, M. (2001) “No history of ideas, please, we’re Economists,” *Journal of Economic Perspectives*, 15(1) 145–164.

Van de Ven, A. (2007). “Engaged scholarship in a professional school”; “Philosophy of science underlying engaged scholarship”; “Practicing engaged scholarship,” in *Engaged Scholarship: A Guide for Organizational and Social Research*. Oxford: Oxford University Press.