

**THE UNIVERSITY OF SOUTHERN
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NO. 1. INTRODUCTION TO THE SOCIAL
SCIENCES: A TEXTBOOK OUTLINE**

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Introduction to the Social Sciences: A Textbook Outline by Emory Stephen Bogardus

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AN INTRODUCTION TO THE SOCIAL SCIENCES
A TEXTBOOK OUTLINE

BY

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INTRODUCTORY NOTE.

This syllabus is published as it is being worked out in practice at the University of Southern California. While not in a finished form, it represents a beginning in what may be an important direction. The work of teaching in the field of the social sciences is handicapped through lack of an adequate course of study that will introduce the student to the general field and at the same time give him a comprehensive outlook. While this outline does not represent such an adequate course, it is printed in its present shape in order that it may be rapidly improved as the result of criticism.

The increasing interest in the study of society and societal problems by thinking people has created a growing demand for social science courses in the colleges. The need is not entirely for upper division and graduate students, but also for college freshmen and sophomores and students in the normal schools. The general method of meeting this demand is to offer courses dealing in an apparently disconnected way with economics, government, history, et cetera.

In many cases, the economist, for example, is teaching that economics is the fundamental social science and that all of the other social sciences are based upon and controlled by the economic desires of man, while in the same institution and at the same time, the historian, it may be, is teaching the same student that history and the historical method are primary to the understanding of human society. Thus the teachers and authorities in the field of the social sciences often present the rather strange spectacle of each claiming his own special social science as the most fundamental and of basing all other social sciences upon his own specialized field.

Team-work among the teachers of the social sciences is still almost lacking. Anything like correlation has been generally accidental rather than scientific. Even sociology has been asking the student to postpone unifying courses in the social sciences until his senior and graduate years.

There is need for a course of study which will introduce the student to the field of the social sciences. It should give him a broad, comprehensive outlook at the beginning of his college work and prepare him for and arouse his interest in further work in the individual social sciences. This study should make it possible for him to choose his life-activity with reference to all the activities of society and assist him more or less permanently in keeping his life-work properly oriented and fitted into its proper place in the life-work of society.

Such a course may well be given not from the uncorrelated points of view of the respective social sciences but from a societal point of view. It should clearly indicate that a good member of society should be produced before producing the lawyer, the engineer, the physician, or any other professional or occupational type.* It should emphasize the fact that the qualities which make good members of communities are more important than the accomplishments of life.* It should be based upon the proposition that the relations of men to one another are more important than the relations of men to nature.* It should never overlook the truth that the ideal of the United States today of individual power and success, instead of being a socializing agency, may become the chief instrument for dissolving the social order itself.* The course of study in question should show the solidarity of society and the interdependence of all its parts.

This syllabus is designed primarily for college freshmen and sophomores and for use in normal schools. It is intended to introduce the student to the whole field of social science. It is also intended to serve as a survey course to those students whose primary interests tend in other directions and who have time for only one course in the social science field.

It is here attempted to present, for example, the political or economic factors in social progress not only from a sociological point of view, but in such a way that the student will want to continue along political science or economic lines as the case may be. The student is not urged to follow up this course with purely sociological studies, but the attempt is made to

*Ellwood, C. A., *Sociology and Modern Social Problems*, Chap. XV.

direct his social interest so that it will find wholesome expression through law, politics, business, and so forth. In this outline, history may not appear to have received full consideration as an important member of the group of social sciences, but the course is based on historical data, the historical method is used more or less continuously and such constant emphasis is laid on historical explanations and backgrounds that by the time the course is completed, history is likely to have received more than its proportionate attention.

The course does not profess to offer new facts nor to formulate new principles. It does aim to combine known facts and principles in a new and comprehensive way. In order to cover the work, the section headings include 100 topics for class discussion. Each section as outlined is the basis for the discussion of one recitation period. The student is expected to bring into class each day illustrations (original illustrations wherever possible) of the various points in each section. The discussion which follows serves to clear up doubtful points.

From the student's point of view, this course is essentially based on concrete situations. In the case of each of the ten sets of factors in social progress (as outlined in the syllabus), the student is expected as far as possible to make a study of some actual concrete situation or social movement in which the respective set of factors is clearly evident. The student is asked to point out in his own way how the other factors in the given situation or historical social movement are related to the one under study at the given time, how people in present or past society solve or have solved social problems, et cetera. By the time the course is completed, the student will have made an intensive study of several concrete situations and movements. From the instructor's point of view, the aim is not that of teaching concepts chiefly, but rather that of teaching actual social experiences and movements and of developing the concepts only as they appear necessary.

A selected list of readings is subjoined to each section. The references marked with an asterisk have been found most useful in preparing the syllabus and where so marked, have been quoted from freely. The readings for each section have been selected

with the purpose in mind of presenting the given topic from several points of view and of using those references adapted to the degree of maturity of the college freshman and sophomore.

At the end of each chapter will be found a group of suggested topics for student investigation and for class reports. The student may be asked to subscribe to such a magazine as *The Survey*, in which regular assignments for class discussions may be made. The magazine will assist the student in keeping alive to present-day social changes. An occasional debate may be arranged for four or six members of the class on an apropos topic. To give over a class period once a month to a live debate on some phase of the topic under discussion at the time will add to the value of the course.

The writer received the fundamental idea of the syllabus and the stimulus for attempting to develop the idea when a student in the classes of Professor Albion W. Small. Special acknowledgement of indebtedness should be made here to Schmoller's *Grundriss der Allgemeinen Volkswirtschaftslehre*. The works of Schmoller and of many other important scholars are not included in the lists of suggested readings because too advanced in form and content for the type of student in mind. This syllabus is not intended as the basis, primarily, for lecture work, but for purposes of quiz and class discussion, hence the method is adopted of using somewhat complete sentences instead of the customary abbreviated outline of syllabi which are intended for advanced students.

The chief object of this course of study, in brief, is to whet the student's appetite for more knowledge in the field of the social sciences, and to arouse within him early in his college course a strong desire to go ahead systematically (if possible) with further work in each of the social science branches.

An Introduction to the Social Sciences

CHAPTER I.

INTRODUCTORY

SECTION 1. THE FIELD OF THE SOCIAL SCIENCES.

- (1) The first sciences, with an inductive viewpoint, to develop were the physical.
 - a. They describe the facts and laws of the inorganic, non-living world.
 - b. In this field, measurements can be made accurately and laws stated with considerable exactness.
 - c. This group includes such sciences as Astronomy, Geology, Physics, Chemistry, Geography, etc.
- (2) Besides investigating the inorganic world, science has entered the field of organic activities; and the biological sciences are in process of development.
 - a. They describe the facts and laws of the living world.
 - b. Their subject matter is more complex than that of the physical sciences.
 - (a) Since they are based on physical facts and laws (not yet adequately described).
 - (b) Since they are attempting to describe non-mechanical, changing phenomena.
 - c. The group includes Biology, Zoölogy, Botany, General Physiology, General Anatomy, etc.
- (3) In recent times, the highest and most complex phase of life, namely, human life, has been scientifically approached and the social sciences are beginning to develop.
 - a. They are based directly on biological facts and laws and indirectly on physical facts and laws.
 - b. They use scientific methods in describing their data,—the coexistence and sequence of human life.

- c. The group includes economics, history, psychology, political science, ethics, the science of religion, etc.

Suggested Readings:

- Ellwood, *Sociology in its Psychological Aspects*, Chs. I-V.
Giddings, *Elements of Sociology*, Ch. I.
Dealey, *Sociology*, Ch. I.
Sorf, *The Meaning of Social Science*, Ch. I.
Röss, *Foundations of Sociology*, Ch. I.

SECTION 2. FACTORS IN THE RISE OF THE SOCIAL SCIENCES.

- (1) The rise of the social sciences may be dated from the publication by Adam Smith of "The Wealth of Nations," 1776.
- (2) Some of the leading factors in the rise of the social sciences that may be mentioned here are:
 - a. When hand-driven tools were supplanted by power-driven machinery and the home gave way to the factory as the unit of production during the industrial revolution, new and complex social phenomena began to develop which demanded scientific attention.
 - b. Efforts of sympathetic but temporary enthusiasts (Fourier, Robert Owen) stimulated more permanent methods of overcoming social obstacles.
 - c. The influence of idealists and critics (Ruskin, Carlyle) offered little toward social solutions but helped to create a broad horizon for the social sciences.
 - d. The efforts of the "Christian Socialists" in England (Maurice, Kingsley) made clear the need of studying society in the light of ethics.
 - e. Political economy's early emphasis on wealth-getting activities created a desire for a conspectus of all the constituent factors of social progress.
 - f. The theory and practice of modern charity has furnished evidence that scientific relief of dependents,