## Review of: "The Structural-Genetic Theory Programme as General Theory to Social Sciences"

Shokhan M. Al-Barzinji<sup>1</sup>

1 University of Anbar, Iraq

Potential competing interests: No potential competing interests to declare.

The paper provides a thought-provoking framework that reinterprets human history and societal change through the lens of developmental psychology. By linking psychological stages to historical transformations, the SGTP offers a promising, albeit ambitious, pathway to unifying the social sciences. However, its lack of methodological rigor and engagement with contemporary research limits its immediate applicability. Further empirical work and interdisciplinary dialogue are essential to realize its full potential.

Furthermore, the paper would benefit from the inclusion of more updated references to strengthen its relevance and reliability. Integrating recent studies and findings related to the topic will demonstrate the author's awareness of current developments in the field and ensure that the paper remains up-to-date.

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These enhancements will contribute to the overall quality and impact of the paper, enhancing its value to the academic community and readers interested in the subject matter.

## Strengths of the Paper

- The SGTP seeks to bridge developmental psychology, sociology, and historical disciplines. It provides a framework for understanding how societal phenomena like law, religion, science, and art are deeply rooted in the psychological stages of human development.
- The paper builds on Jean Piaget's work, showing that the formal operational stage of thought—characterized by abstract reasoning and hypothetical-deductive logic—only became widespread during the Enlightenment. This perspective links psychological development to historical milestones, such as the rise of modern science and human rights.
- 3. It cites numerous studies from cross-cultural psychology that validate parallels between child developmental stages and the thinking of adults in pre-industrial societies. The works of Christopher Hallpike, Heinz Werner, and others reinforce these claims.
- 4. SGTP provides a lens through which diverse phenomena, such as the emergence of humane criminal law, shifts in religious practices, and changes in artistic representation (e.g., perspective in Renaissance art), can be understood as consequences of advancing cognitive development stages.

- The paper highlights the role of culture and education in fostering the progression of cognitive stages, emphasizing their greater impact compared to biological factors such as race. This modernizes Piagetian theory by integrating sociocultural variables.
- 6. The author critiques sociological frameworks that ignore developmental psychology, arguing that theories like Marx's materialist dialectic gain new depth when reformulated in Piagetian terms.

## Weaknesses of the Paper

- While the parallels between child development and historical societal stages are compelling, the paper risks
  oversimplification by equating pre-modern adults to children. This analogy might undermine the complexity of premodern societies and their achievements.
- 2. The paper cites empirical studies supporting the SGTP but does not provide detailed descriptions of methods, sample sizes, or statistical analyses. Without this, it is difficult to assess the reliability and validity of the evidence.
- 3. The author does not sufficiently address criticisms of Piagetian theory, such as the variability in cognitive development due to cultural differences or challenges to the universality of stage progression.
- 4. While rooted in foundational works, the paper largely ignores contemporary developments in cognitive science, neuroscience, and sociology that could either bolster or challenge the SGTP framework.
- Although SGTP aims to unify the social sciences, the paper does not provide concrete examples of how this unification would occur in practice. Specific case studies or applications in fields like economics or political science would have strengthened its claims.