

8.15.19

SOCI/MGNT 410-001 Organizations
Fall 2019

Classroom: Gardner 309

Days and times: Monday, Wednesday, and Friday 11:15 am – 12:05 am

Instructor: Michael Schultz

Office: Hamilton Hall 210

Office hours: By appointment. To arrange a time, email me or talk with me before or after class.

Email: schultzm@live.unc.edu

Course Description

Organizations are a fundamental building block of social life. People spend most of their lives working and interacting inside of organizations. This course will provide you with a detailed overview of how organizations are situated in and respond to their environments, how organizations operate internally, and how the intersection of these external and internal pressures create inequality and organizational change. We will examine empirical studies of organizations and organizational populations. You will learn to apply the dominant sociological explanations for organizational change and inequality to empirical evidence.

Course Goals

My goals for this course are that you will:

- 1) Learn to think sociologically about the workings of organizations and their contribution to societal change and inequality
- 2) Become familiar with key facts and common theories about organizations in the U.S.
- 3) Develop your ability to think critically, analyze differing viewpoints, and make an argument supported by evidence and reasoned judgment through group activities and writing
- 4) Increase your ability to identify and comprehend high-quality, empirical sociological research

Texts

No required textbook. Readings will be available on Sakai.

Office Hours

I am regularly available to meet with you after class and in the early afternoons on class days. My office hours are by appointment. This means you will need to contact me by email or let me know before or after class when you would like to meet.

I am happy to discuss questions about a reading you don't understand, concepts we've covered in class, or connections between the course and other ideas or experiences you've had. Office hours are a great time to receive help and feedback on class assignments.

My Contact Information

You can reach me by email at schultzm@live.unc.edu. I try to respond quickly to email. I will be available before and after class to answer questions. I welcome your questions related to course topics.

Class Format

This is a discussion-based course and an upper-level course. I expect you to come to class everyday prepared to discuss the assigned readings. The readings are difficult. The purpose of the class time is further your understanding of the readings and to make connections between ideas and facts from readings throughout the course. **Bring your questions to class!** There is no better way to show your engagement with the material than to ask questions.

The class days are divided between case days and theory days. On case days, the readings will be empirical, and it is important to learn the important facts from the readings. Then, in class, we will apply the theories we've been learning to the empirical results, and compare cases to each other. On theory days, we'll learn a new theory. The goal of the readings is to give an overview of the theory. Then, in class we'll start applying them to the cases we've discussed in order to gain a stronger grasp of their interpretative value.

To facilitate your comprehension of the readings, I have prepared a list of important terms and guiding questions for each set of readings. These are the reading guides. I expect you to take your own notes on the readings and come prepared with definitions for the terms and answers to these questions. The questions in the reading guides will often be the starting place for each class. The reading guides double as the study guide for each exam.

Each class will usually include a group activity, group discussion, or short writing assignment in addition to full-class class discussion. You will learn from your group and you will help your group understand the concepts better. I have high expectations for your participation and performance in the course. I seek to create a classroom environment that is both intellectually stimulating and fun.

I encourage you to take notes on the class discussion. Most of the material for the exams will come from what we discussed in class in addition to the material in the readings. There will be times when I end the class by asking students to summarize the discussion for the day or to compare notes with students in their group.

Class discussion is at its best when everyone has an opportunity to share their thoughts. To promote a friendly, open environment I have several ground rules for class discussion.

Ground rules for class discussion:

- 1) Raise your hand before talking.
- 2) If you have already spoken more than a couple times that day, I may not call on you to give others a chance to speak.
- 3) Try to keep your responses focused. I may cut you off if you begin to ramble in order to keep the discussion on track.
- 4) Show respect for those you disagree with. At the same time, taking the opposite point of

view with a credible argument is encouraged.

- 5) Be present for the class discussion. Use your cellphones outside of class and use computers only to take notes during class.

Attendance

Achieving success in this class requires consistent daily attendance. If you fall behind, it will be difficult to catch up. Please don't schedule any other activities that would require you to miss class. If you know you'll be out of town and have to miss a class, please let me know ahead of time. If a family emergency comes up, please let me know as soon as you can.

Honor Code

The University Honor Code will be in effect through all exams, quizzes, and written assignments. Please read carefully the provisions of the Honor Code (instrument.unc.edu). Make certain that you understand and adhere to them, and ask me to clarify any questions you have regarding the Code.

Evaluation and grading

Reading Guides (15%):

The readings form the core of the course. Taking good notes is an essential part of succeeding in this course. I provide reading guides to help you work through the readings. There are four parts to the reading guides:

1. Key Concepts: The key concepts are the major ideas in the readings. These terms often encompass ideas, viewpoints, or examples that are the building blocks of larger theories or perspectives.
2. Vocabulary: The readings often have terms that you may be unfamiliar with that are important for understanding the argument or evidence of the reading. The terms in the vocabulary list are ones you will want to become familiar with either from context in the reading or by searching out definitions.
3. Comprehension Questions: These questions ask you to report out the arguments and/or evidence from the readings. Comprehension questions often ask you to identify the evidence or trends from the readings, explain how multiple concepts are related, or summarize an argument and the evidence presented in the reading in support of or against it.
4. Evaluation and Application Questions: These are the questions that go beyond the readings. The goal is to spend most of class time on evaluation and application. Common questions in this category are to weigh the evidence for differing perspectives based on what you know from the readings and to apply a newly learned concept, theory, or evidence to a previously discussed argument, topic, or group of evidence.

The definitions to the key concepts and answers to the comprehension questions from the day's reading guides are due 1 hour before each class (10:15 am) on Sakai. This will give me time to review them before class and adjust my plan for each class accordingly. Reading guides are graded for completion using a check-plus (1: high quality work), check (.85: completion), and check-minus (.7: incomplete) scale.

Vocabulary definitions and answers to evaluation and applications questions do not need to be turned in, although I encourage you to complete them. You should be able to answer the evaluation and application questions after each class. These are the questions most likely to be on the exams. I recommend building on and adjusting your reading guides during and after class discussion. Compare notes with your fellow students and ask questions in class.

In-Class Exercises (10%):

There will be regular in-class exercises or activities that will require a mixture of group and individual work. Activities include: group discussion, role-playing scenarios, group tasks, structured debates, writing assignments, and reflections. In-class exercises are graded on a check-plus (10: high quality work), check (8.5: completion), or check-minus (7: incomplete) basis.

Quizzes (10%):

There will be three quizzes spaced throughout the semester. The quizzes, like the three exams, will be on Mondays. The quizzes are on Sakai and **must be completed 1 hour (10:15 am) before the start of class.**

The quizzes are a learning tool and will cover the previous two weeks of material since the last quiz or exam. The quizzes act as a check-in point to evaluate what you have learned, inform you about what you need to study for the exam, and are an opportunity to review material covered in class.

The quiz format is modeled after the exam format and based on the reading guides from the past two weeks. There will be 1 multiple choice question, 2 definitions of key concepts, and 1 short-answer. I encourage you to use your notes for the quizzes. However, the quizzes will be timed (18 min), so you won't be able to look up every answer in your notes. It is to your advantage to study and compare notes with your classmates. At the same time, the honor code will be in effect for the quizzes and you must complete the quiz without help from others.

Quizzes will be graded using the same check-plus (1: high quality work), check (.85: average quality work), and check-minus (.7: incomplete, low quality work) scale used for the reading guides. We will review the answers to the quiz at the start of the class on the quiz day.

Exams (35%):

There will be three exams evenly spaced through the semester. The first two exams are worth 10% of your grade. The final exam will be worth 15% of your grade. All of the exams are cumulative. However, they will be weighted towards the new material in each third of the class. The final exam will be a couple of questions longer and will be more cumulative than Exam 2.

The material covered in the course is meant to build on the previous material covered in the course. A common cumulative short-answer exam question is to compare and contrast or synthesize concepts, theories, or facts discussed in different parts of the course. Exam questions will be drawn from the course readings, class discussion, and class activities. The reading guides and the quizzes are intended to serve as an exam study guide.

The exams are a mixture of multiple choice, definitions, and short-answer questions. The exams will be on Sakai. Students will bring their laptop to class and take the exams in the classroom. The exams will be timed and will last for the length of the class or exam period. Students will need to move through the exam, answer the questions in any order, and go back to check their answers. The quizzes follow a similar format on Sakai.

Four Research Papers (30%):

Writing is essential to learning to make strong arguments and develop critical thinking. The research paper assignments are designed to reinforce the main course concepts, engage students in basic research, and familiarize students with labor market data. Each of the four research paper assignments are 1 to 2 pages single-spaced, Times New Roman, 12-point font. The four assignments are due throughout the term. See the assignment handouts for further requirements.

- Assignment 1: Analyze a detailed industry’s growth and transformation
 - You will use Census data to analyze changing detailed industry in terms of number of firms, size of firms, profits, and occupational composition over time. You will use arguments from ecological theory to explain changes and stability over time.

- Assignment 2: Analyze an organizational field regulator (or its absence)
 - You will select an organizational field and analyze the emergence and changing power of the fields’ regulator or referee. Examples of regulators include the Food and Drug Administration, the Environmental Protection Bureau, and the Credit Rating Agencies.

- Assignment 3: Manager and employer relations
 - You will choose two theories related to the relationship between employers and managers. You will then organize the evidence from the course readings and two other academic sources to make an argument for the validity of the theories based on the available evidence.

- Assignment 4: Organizational practices and inequality
 - You will choose an organizational practice described in one of the case studies read in class. You will research the practice further using at least two other academic sources and make an argument for how the practice does or does not contribute to inequality within the organization.

Grading Scale

I do not grade on a curve. At the end of the term, you will receive a letter grade, based on the following scale:

A	= 93-100	C+	= 77-79
A-	= 90-92	C	= 73-76
B+	= 87-89	C-	= 73-72
B	= 83-86	D+	= 67-69
B-	= 80-82	D	= 60-66
		F	= BELOW 60

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Important Dates

Mon. 9/9	Quiz 1
Mon. 9/16	Assignment 1 Due
Mon. 9/23	Exam 1
Mon. 10/7	Assignment 2 Due
Mon. 10/14	Quiz 2
Mon. 10/29	Assignment 3 Due
Mon. 11/4	Exam 2
Mon. 11/18	Quiz 3
Wed. 12/4	Assignment 4 Due
Mon. 12/10 12:00 Noon	Final Exam

Tentative Schedule of Readings (Official Schedule is on Sakai)

Day	Date	Topic	Reading	Assignment Due
1	Wed 8/21	Theory 1: Natural and Open Systems	Video: Baboons, Hierarchy, and Change	
2	Fri 8/23	Case 1: Radio Broadcasting Ecology	Lippmann. 2007. Historical Overview and Hypotheses Excerpt from “Radio Broadcasting in the U.S., 1920-1934,” <i>Social Forces</i> .	Reading Guide 2
3	Mon 8/26	Case 1: Radio Broadcasting Ecology	Lippmann. 2007. Findings and Conclusion Excerpt from “Radio Broadcasting in the U.S., 1920-1934,” <i>Social Forces</i> .	Reading Guide 3
4	Wed 8/28	Case 2: Thrift Industry Ecology	Haveman & Roe. 1997. Overview and Descriptives Excerpt from “Institutional and Organizational Coevaluation in the Early Thrift Industry,” <i>American Journal of Sociology</i> .	Reading Guide 4
5	Fri 8/30	Case 2: Thrift Industry Ecology	Haveman & Roe. 1997. Findings and Conclusion Excerpt from “Institutional and Organizational Coevaluation in the Early Thrift Industry,” <i>American Journal of Sociology</i> .	Reading Guide 5
	Mon 9/2	NO CLASS	LABOR DAY	
6	Wed 9/4	Case 3: Day Care Centers and Org. Niches	Baum & Singh. 1997. Overview Excerpt from “Organizational Niches,” <i>American Journal of Sociology</i> .	Reading Guide 6
7	Fri 9/6	Case 3: Day Care Centers and Org. Niches	Baum & Singh. 1997. Findings and Conclusion Excerpt from “Organizational Niches,” <i>American Journal of Sociology</i> .	Reading Guide 7

8	Mon 9/9	Theory 1: Fields	Fligstein & McAdam. 2012. Excerpt from Ch. 3 “Macrofoundations” in <i>A Theory of Fields</i> .	Reading Guide 8 Quiz 1
9	Wed 9/11	Case 4: Higher Education	Scott. 2015. “Ch. 1 Higher Education in America: Multiple Field Perspectives” in <i>Remaking College</i> .	Reading Guide 9
10	Fri 9/13	Case 4: Higher Education	Reuf and Nag. 2015. “Ch. 4 The Classification of Organizational Forms” in <i>Remaking College</i> .	Reading Guide 10
11	Mon 9/16	Case 5: The Civil Rights Struggle	Fligstein & McAdam. 2012. “The Civil Rights Struggle, 1932-1980” Excerpt from <i>A Theory of Fields</i> .	Reading Guide 11 Assignment 1 DUE
12	Wed 9/18	Case 6: Entrepreneurship	Aldrich & Reuf. 2007. “Ch. 4 Entrepreneurs and the emergence of new organizations” in <i>Organizations Evolving</i> .	Reading Guide 12
13	Fri 9/20	Review Day		
14	Mon 9/23	EXAM 1		
15	Wed 9/25	Theory 3: Inhabited Institutions	Hallett. 2010. Introduction Excerpt from “Inhabited Institutions in an Urban Elementary School,” <i>American Sociological Review</i> .	Reading Guide 15
16	Fri 9/27	Case 7: Change in an Elementary School	Hallett. 2010. Evidence and Conclusion Excerpt from “Inhabited Institutions in an Urban Elementary School,” <i>American Sociological Review</i> .	Reading Guide 16
17	Mon 9/30	Theory 4: Traditional vs Bureaucratic Control	Perrow. Excerpt from “Ch. 1 Why Bureaucracy?” in <i>Complex Organizations</i> .	Reading Guide 17
18	Wed 10/2	Case 8: Power in Bureaucracies	Kanter. 1977. Excerpt from “Ch. 3 Managers” & “Ch. 4 Secretaries” in <i>Men and Women of the Corporation</i> .	Reading Guide 18
19	Fri 10/4	Case 8: Power in Bureaucracies	Kanter. 1977. Excerpt from “Ch. 6 Opportunity” & “Ch. 7 Power” in <i>Men and Women of the Corporation</i> .	Reading Guide 19

20	Mon 10/7	Theory 5: Rationality, Taylorism, and Human Relations	Handel. 2003. "Rationality and Non-Rationality" in <i>The Sociology of Organizations</i> . Lune. 2010. "Management and Administration" in <i>Understanding Organizations</i> .	Reading Guide 20 Assignment 2 DUE
21	Wed 10/9	Case 9: Financialization and Fissuring	Weil. 2014. "Ch. 1 The Fissured Workplace and its Consequences" in <i>The Fissured Workplace</i> .	Reading Guide 21
22	Fri 10/11	Case 10: High- Performance Work Orgs.	Kalleberg. 2011. Excerpt from "Ch. 7 Intrinsic Rewards" and Ch. 9 "Job Satisfaction" in <i>Good Jobs, Bad Jobs</i> .	Reading Guide 22
23	Mon 10/14	Case 11: Mismanagement	Hodson. 2001. "Ch. 4 Deflecting Abuse and Mismanagement" in <i>Dignity at Work</i> .	Reading Guide 23 Quiz 2
24	Wed 10/16	Case 12: Flat Hierarchies and Culture	Kunda. 2006. Excerpt from Ch.2 "The Setting" and "Conclusion" in <i>Engineering Culture</i> .	Reading Guide 24
	Fri 10/18	NO CLASS	FALL BREAK	
25	Mon 10/21	Theory 6: Occupations as Institutions	Bechky. 2011. Excerpt from "Institutions, Occupations, and Negotiated Orders," <i>Organizational Science</i> .	Reading Guide 25
26	Wed 10/23	Case 13: Managerialism	Goldstein. 2012. Excerpt from "Revenge of the Managers," <i>American Sociological Review</i> .	Reading Guide 26
27	Fri 10/25	Case 14: Technological Change at GE	Hanley. 2013. "A Relational Perspective on White-Collar Automation at General Electric," <i>American Behavioral Scientist</i> .	Reading Guide 27
28	Mon 10/28	Case 15: Change in Surgery	Kellogg. 2011. Excerpts from "Ch. 3 Meet the Iron Men" and "Ch. 5 Defending Stability" in <i>Challenging Operations</i> .	Reading Guide 28 Assignment 3 DUE
29	Wed 10/30	Case 15: Change in Surgery	Kellogg. 2011. Excerpts from "Ch. 6 Relationally Mobilizing for Change" and "Ch. 8 Collectively Disrupting" in <i>Challenging Operations</i> .	Reading Guide 29
30	Fri 11/1	Review Day		

31	Mon 11/4	EXAM 2		
32	Wed 11/6	Case 16: Disasters and Uncertainty	Perrow. 2011. Excerpts from “Introduction” and “Afterward” in <i>Normal Accidents</i> .	Reading Guide 32
33	Fri 11/8	Case 17: EEOC and Establishment Segregation	Stainbeck & Tomaskovic-Devey. 2012. Excerpt from “Ch. 2 Hyper-Segregation in the Pre-Civil Rights Era” and “Ch. 3 The Era of Uncertainty, 1966-1972” in <i>Documenting Desegregation</i> .	Reading Guide 33
34	Mon 11/11	Case 17: EEOC and Establishment Segregation	Stainbeck & Tomaskovic-Devey. 2012. Excerpt from “Ch. 3 The Short Regulatory Decade, 1972-1980” and “Ch. 4 Desegregation in the Neoliberal Era, 1980-2005” in <i>Documenting Desegregation</i> .	Reading Guide 34
35	Wed 11/13	Case 18: Structural Holes and Learning	Burt. 2005. Excerpt from “Ch. 1 The Social Capital of Structures Holes” and “Ch. 2 Creativity and Learning” in <i>Brokerage and Closure</i> .	Reading Guide 35
36	Fri 11/15	Case 19: Diversity and Productivity	DiTomaso. Excerpt from “Workplace Diversity and Inequality,” <i>Annual Review of Sociology</i> .	Reading Guide 36
37	Mon 11/18	Case 20: Sexual Harassment	McLoughlin et al. 2017. “The Economic and Career Effects of Sexual Harassment on Working Women” in <i>Gender & Society</i> .	Reading Guide 37 Quiz 3
38	Wed 11/20	Case 21: Diversity Programs	Dobbin et al. 2017. “Diversity Management in Corporate America” in <i>Contexts</i> .	Reading Guide 38
39	Fri 11/22	Case 22: Reducing Inequality in Orgs	Schilt. 2010. Excerpt from “Introduction” and “Ch. 4 Manufacturing Gender Inequality” in <i>Just One of the Guys</i> .	Reading Guide 39
40	Mon 11/25	Case 23: Formalization and Inequality	Baron et al. 2007. Excerpt from “Gender Inequality and the Logic of Bureaucracy in Start-up Firms,” <i>Work and Occupations</i> .	Reading Guide 40
	Wed 11/27	NO CLASS	Thanksgiving Holiday	
	Fri 11/29	NO CLASS	Thanksgiving Holiday	
41	Mon 12/2	Case 24: Teams and Inequality	Kalev. 2009. Excerpt from “Restructuring and Ascriptive Inequality at Work,” <i>American Journal of Sociology</i> .	Reading Guide 41
42	Wed 12/4	Review and Reflection	What we’ve learned	Reflection Assignment

				Assignment 4 DUE
43	Tue 12/10	FINAL EXAM 12:00 NOON		