Learning Objectives

The purpose of the course is to provide graduate students with an overview of the work in Sociology on formal or complex organizations. The course is built on the premise that there is a constant dialogue between theory and empirical research and across the generations and disciplines. Our basic purpose is to explore and evaluate - and possibly even contribute to - the development of theoretical knowledge of macro organizational behavior.

The course begins with a review of rationalist theories of organizations. Here we are introduced to Weber's bureaucratic ideal type and theories of scientific management. We also review work on the limits of rationality. Next we discuss naturalist theories and review the work of the human relations school. Much work today is still influenced by this perspective. We focus on inter-group relations, culture, power, and networks. We finish with open systems models and examine organizational ecology, neo-institutional theory, and political economy theory. The course is necessarily an overview of what has been done and does not go into great deal on any one topic. Hopefully your appetite will be whetted, and you will be inspired to explore the various theories more in your other coursework and possibly your dissertation.

Format and Assignments

The format for the class is very simple. All students are expected to read all the required material on the syllabus for the class period (this does not include Recent Work). The instructor will begin the discussion with an overview of the readings for the day and summarize the discussion at the end. In between there will be student presentations on the readings for that day. All students are required to make three class presentations, two of which must be a Recent Work (but not in the same week). The presentations should be descriptive and analytic. Presenters are expected to prepare a one-page (single-spaced, one inch margins, 11-pt font) review essay for each reading that they present. After a brief summary of the main points (about 1/2 of the essay), you will state a research question that one could pursue related to each reading. Then speculate on what you might find, e.g., your hypothesis or expectations, and then give some reason why, e.g., your little theory. The question would be based on the article/chapter and must be answerable using social scientific methods. These essays are to be distributed at the beginning of
the class on the day of the presentation via D2L. Thus I need them 24 hours before class so I can upload them. Points will be deducted for anything outside these parameters. 45% of the student's grade will be based on the presentations and essays (15% for each presentation/essay). Students who fail to make a presentation on the assigned date – without prior notice - will get a C on the assignment, if an essay is turned in late but within one week of the presentation, or an F, if there is no essay turned in.

Students are also required to complete a take-home exam (there is a 500 word limit per answer). The purpose of the exam is to see how well students have been able to master the theory and research in the field. You will get the exam on December 2nd via email, and it is due December 10th at 5:00 PM (emailed to me as an attachment). 20% of the student's grade will be based on the exam. You can get an extension and an incomplete, but only for a serious illness/tragedy which makes turning it in on the 10th impossible. However, exams turned in late will be graded in January after the spring semester begins.

In addition, students will do a 10-page (not including references) literature review or research proposal on a topic approved by the instructor beforehand. We will discuss the details of the paper in class. Students need to prepare a one page abstract (250 words) by September 23rd. If your topic is a little ‘off-topic,’ please consult with the instructor beforehand. Students will turn in their paper December 2nd. Before you submit to me upload to the DropBox in D2L for a plagiarism check. Then submit an e-copy to me. The paper’s grade will count for 30% of their grade. You can get an extension and an incomplete, but only for a serious illness/tragedy which makes turning it in on the 2nd impossible. However, papers turned in late will be graded in January after the spring semester begins.

For everyone, 5% of your grade is based on attendance. This is an easy ‘A’. If you are sick, have a personal emergency, or a professional commitment and cannot attend, please notify me ahead of time for an excused absence. However, everyone gets one ‘party day’ (last minute TA assignments, a visit by mom, hangovers). Thus one unexcused absence results in no penalty, two lowers your grade to a ‘B’, three lowers your grade to a ‘C’, four lowers it to a ‘D’, and five or more lowers it to an ‘F’ for attendance. To avoid these penalties just notify me beforehand when you need to miss class.

In sum,

Review essays (3) 45% of grade
Final exam 20% of grade
Research paper/proposal 30% of grade
Attendance 5% of grade

Readings

These books are for sale online. I think they are a good investment, but it’s not necessary that you buy them. Note, Powell/DiMaggio and Burawoy are not available as eBooks from the library.


Required readings which are articles and book chapters can be accessed using D2L.

The reading list is not as dense as your other seminars, but the class is premised on the assumption that you do all the readings. If you don’t intend on doing the readings, you should take another class or audit. A common complaint is that courses like this skim over a great deal of material without ever getting in depth. There is no sure-fire way to prevent this from happening, and this is one reason why I am requiring fewer readings each session and an integrative exam. Hopefully, this will help you get some closure on the literature. Still, be forewarned and give yourself enough time to enjoy and appreciate the intellectual debates within the field.

This and That

I will use D2L to communicate with students this semester (announcements, postings, etc.), but I will email you through D2L. So check that email regularly for messages. You never know when I will unexpectedly call off class!

I will not tolerate any cheating or plagiarism of any kind. If there are issues, e.g., you fail the plagiarism check on the paper, we will discuss the matter first. If you cheated, you will not only flunk the assignment but you may be reported to the Graduate School and disciplinary procedures may be initiated. Also I will not tolerate any aggressive remarks toward other students during the seminar. My first obligation is to provide a safe environment for the exchange of ideas and there will be no harassment or intimidating behavior in my classroom. Finally, please turn off the cell phones and no emailing or text messaging during class. We will have a break halfway through the class, and you can call mommy then.

University Absence and Class Participation Policy:
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop
The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: [https://deanofstudents.arizona.edu/absences](https://deanofstudents.arizona.edu/absences)

**Classroom Behavior**
To foster a positive learning environment, students may not text, chat, make phone calls, or surf the web during class. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave the classroom and may be reported to the Dean of Students.

The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

**Accessibility and Accommodations**
It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit [http://drc.arizona.edu/](http://drc.arizona.edu/).

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

**Student Code of Academic Integrity**
Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity) and [http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity](http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity).

_Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent._ Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

**Sexual Assault and Harassment**
According to Title IX, violence and harassment based on sex and gender is impermissible just as violence and harassment against other protected categories such as race and national origin.
Likewise, support to those affected by violence and harassment based on sex and gender is also available on campus. See https://www.titleix.arizona.edu/ for more on UA and Title IX.

If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:
- Mary Beth Tucker, Assistant Vice President, Equity Compliance & Title IX Coordinator, mtucker@email.arizona.edu
- Counseling and Psych Services at Student Health Center, (520) 621-3334
- UA Campus Police, Call 911 or use one of the blue campus emergency phones, or call the TIP line at 621-8477, which is “where individuals can report incidents of harassment or other criminal activity that has occurred on campus”
- Southern Arizona Center Against Sexual Assault (off-campus rape crisis center), 24-hr Sexual Assault Crisis Lines: (520) 327-7273 or (800) 400-1001

Additional Resources for Students
UA Non-discrimination and Anti-harassment policy: http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf
UA Academic policies and procedures are available at: http://catalog.arizona.edu/2014-15/policies/aaindex.html
Student Assistance and Advocacy information is available at: http://deanofstudents.arizona.edu/student-assistance/students/student-assistance
Confidentiality of Student Records: http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.
Schedule of Classes (Asterisked readings are on D2L)

Organizations as Rational Systems

August 26th  Bureaucracy


Recent Work:


September 2nd  Contingency Theory


September 9\textsuperscript{th} \hspace{1cm} \textbf{Bounded Rationality and the Behavioral School}


Recent Work:


\section*{Organizations as Natural Systems}

September 16\textsuperscript{th} \hspace{1cm} \textbf{Organizational Power}


Foucault, Michel. 1977. \textit{Discipline and Punish}. Harmondsworth: Penguin. Part 1, Chapter 1; Part 3, Chapters 1, 3. (eBook) (Neth)

Press. Chapters 1-7, 10-12. (Neth)


Recent Work:


September 23rd  Gender and Race

Submit 250 Word Abstract of Literature Review or Research Proposal


Recent Work:


**September 30th**  **Social Networks - Micro**


**Recent Work:**


Organizations as Open Systems

October 7th  Transaction Cost Analysis


October 14th  Social Networks - Macro


Recent Work:


October 21st  Organizational Ecology and Niche Theory


Recent Work:


October 28th  Categories


Recent Work:


November 4th The New Institutionalism


Recent Work:


November 11th No class (Veterans Day)

November 18th Institutional Fields

Paper Due


1 Thanks to Alex Kinney for his suggestions for this section of readings.


**Recent Work:**


**November 25th**  No class (Thanksgiving Day)

**December 2nd**  Social Movement Perspective

**Turn in Final Paper**


**Recent Work:**


December 13th Exams Due (at 5:00 PM)