INTRODUCTION

Organizations are ubiquitous in modern life. Nearly everyone who goes to school, works, or volunteers their time is part of an organization. Organizations provide most of our goods and services, as well as influencing our beliefs and values. Organizations are shaped by institutions and in turn seek to influence them. While organizational forms change over time, there is little to indicate that they will be going away any time soon. This course explores interaction of organizations with individuals and groups within them, between organizations and between organizations and institutions and their environments. While organizations and organizing may not explain everything that happens in the world, knowing more about them most likely will provide a deeper understanding of what is going on around us.

Process Goals

Developmental goals include: critical-thinking, interpersonal, and time management skills. These will serve you well during your academic studies as well as when you enter the labor force. You will learn to:

- Collaborate with others in group discussions and projects;
- Apply concepts learned in the class to current events;
- Construct and present a well-reasoned argument;

CLASS STRUCTURE

Required readings

Readings are from the assigned texts, articles and online material posted on the course Sakai site. You are responsible for accessing and completing each day’s readings. The assigned readings for each class meeting are listed in the “Calendar” on the course Sakai site. You should look and plan ahead to make sure that you are able to get those readings done prior to class.

I have selected readings from several books, and all of the readings will be available on Sakai.
There is only one required textbook for this class:


**In-class collaborations**

You will be assigned to a collaborative team of two to four (2-4) students. Teams are intended to foster a cooperative atmosphere in the class, giving everyone an opportunity to discuss their reactions and ideas regarding the material that we are covering. My expectation is that each of you will actively participate, in a cooperative and respectful manner, in these groups, as well as in the class overall. Evaluations will be used to moderate the final score each student receives on his/her team project.

**Expectations**

The material covered in class will build on the readings that have been assigned prior to that session. It is essential to have completed the readings and be prepared to apply the material in writing assignments, quizzes, group interaction and full class discussions. Readings, study questions and assignments are posted on Sakai. These will be updated from time to time, so you should check Sakai regularly. I recommend doing so the day before each class in order to ensure that you are appropriately prepared.

Respecting your schedule, classes will begin and end on time. Please arrive on time and plan to be in class for the full session. In order to stay focused on the material at hand, cell phones must be turned off or turned to silent mode before the start of class.

I will be available for questions and discussions outside of class, either during my posted office hours or by appointment. This time will be most productive if you come prepared, and even more if you send me your questions or concerns ahead of time by e-mail. I will respond to e-mails within 24 hours on weekdays.

**Special considerations**

- **Disability:** If you have a disability that requires accommodation, please tell me at the start of the semester so we can make appropriate arrangements.
- **Student athletes:** If you are a student athlete, please provide a schedule of your events at the start of the semester in case athletic events coincide with due dates in the class.

**ASSESSMENTS AND Graded Material**

Given the intensity of the summer session, there will be frequent ungraded and graded assessments of learning. The purpose of these assessments is to:

- Evaluate overall class learning so that I can make adjustments as necessary;
- Evaluate individual learning and provide feedback early enough to take action to meet or enhance your personal learning objectives;
• To assign a grade that is reflective of your overall performance, this class comprises the following assessments, described in greater detail below:

• Reading notes, short quizzes and other assignments
• News reports and Movie reviews
• Issues brief presentation
• Mid-term exam
• Final exam

Reading notes, Quizzes and other assignments (20%)

I will ask you to turn in reading notes at the beginning of some classes. These notes must address the question for the class that has been noted on the sakai calendar using material from the assigned reading(s). These must be 1-2 pages typed double spaced Times New Roman 12 point font. For some classes I may also ask you to complete a short quiz or writing assignments on material that we have covered, including readings, classroom presentations and points highlighted in discussions. This will be an opportunity for you to demonstrate that you understand, and can apply, the material covered in the course. You must be in class in order to be eligible to receive credit for these reading notes, quizzes or writing exercises.

Short essays (10%) (5% each)

Organizations receive wide coverage in the media. You will be required to find news stories, either in print or video format, related to class material. The news source should be long enough for you to make meaningful statements about its content and link it to class material. Article summaries or academic articles from peer-reviewed journals are not acceptable for this exercise. Sources should be no more than five years old, as the goal of the project is to apply class concepts to current events. Short essays should be approximately three to four (3-4) pages long, using double-spaced Times New Roman 12 point font and default margins. Please follow the American Sociological Association’s (ASA) Style Guide (4th edition) for format.

Short essays should contain four elements: A thesis statement on the relationship between the news article and class material; a critical evaluation of the news article, explaining it in terms of class material; at least three relevant and substantial quotes from the class reading that relate to the news article; and your reaction to the news story and/or the class reading you chose. You should also include a bibliography.

Group project and presentation (20%) (15% for the paper and 5% for the presentation)

Group projects are a group effort. The outcome will be a paper that analyzes a local business using the organizational theories taught in the class, and a group presentation. I will assign research questions, giving priority to your preference. Once you have been assigned your topic, you should discuss the issue that you want to explore with me before finalizing it. It is up to you to determine which local business to conduct your research and how work will be divided among yourselves. The presentations are to be done on the date marked on the calendar for that topic. Papers are due one week later, or the last scheduled day of class, whichever is
sooner. Papers should be eight to ten (8-10) pages in length using double-spaced Times New Roman 12 point font and default margins. Please follow the American Sociological Association’s (ASA) *Style Guide* (4th edition) format and include a comprehensive bibliography.

Additional details on this assignment can be found on the assignments page of Sakai. A detailed description of the assignment and grading rubric can be found on the “Assignments” section of the course sakai site.

**Mid-term exam (25%)**

The mid-term may include a combination of question formats, including: multiple choice, short questions and short essay. It will cover all information from the first half of the course, including readings, class lectures, issues briefs, and other material covered or assigned to that point.

**Final exam (25%)**

The final exam will also be a combination of question formats, including: multiple choice, short answer and essay. Since the course content is cumulative, all of the material is eligible to be covered, but the focus will be on the material covered in the second half of the course, including readings, class lectures, and policy briefs and other material covered or assigned.

**Grading scale**

The grading scale for the course can be found in the matrix below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>+97-100</td>
<td>87-89.99</td>
<td>77-79.99</td>
<td>67-69.99</td>
<td>Below 60</td>
<td></td>
</tr>
<tr>
<td>93-96.99</td>
<td>83-86.99</td>
<td>73-76.99</td>
<td>63-66.99</td>
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</tr>
</tbody>
</table>

**INTEGRITY**

**Honor code**

The University Honor Code will be in effect during all exams, quizzes, and written assignments. Please carefully read the provisions of the Honor Code, make certain you understand and adhere to them, and ask me to clarify any questions you have regarding the Code. The Code is a long and valuable tradition at Duke. Please protect it! More on the honor code can be found at [http://www.integrity.duke.edu/ugrad/](http://www.integrity.duke.edu/ugrad/)

**Plagiarism and citations**

The American Sociological Association’s (ASA) *Style Guide* (4th edition) defines plagiarism as follows: “(a) In publications, presentations, teaching, practice, and service, sociologists explicitly identify, credit, and reference the author when they take material verbatim from
another person’s written work, whether it is published, unpublished or electronically available. (b) In their publications, presentations, teaching, practice, and service, sociologists provide acknowledgment of and reference to the use of others’ work, even if the work is not quoted verbatim or paraphrased, and they do not present others’ work as their own whether it is published, unpublished, or electronically available.” (2010, p. 3). If you are uncertain how to properly quote material or write a list of citations, The Writing Center offers an overview of how to avoid plagiarism at http://twp.duke.edu/writing-studio
Topics and Schedule

Aug 26  Introduction to Soci355 Organizations and Management
Aug 28  Introduction to Organizations
Sept  2  Organization in Modern Society I
Sept  4  Organization in Modern Society II
Sept  9  Organizational Structure
Sept 11  Organizational Culture
Sept 16  Globalization and McDonalidization I
Sept 18  Globalization and McDonalidization II
Sept 23  Organizations as Workplaces I
Sept 25  Organizations as Workplaces II
Sept 30  Mid Term Exam
Oct  2   Movie Anchorman 2
Oct  7   Inequality at Work I
Oct  9   Inequality at Work II
Oct 16  Organizations and Environments I
Oct 21  Organizations and Environments II
Oct 23  Organizations and Environments III
Oct 28  Organizations and Environments IV
Oct 30  Resource Dependence
Nov  4   Why are there so many kinds of organizations
Nov  6   Why do organizations look alike?
Nov 11  Too many or too few kinds of organizations?
Nov 13  Organization Learning
Nov 18  Entrepreneurship I
Nov 20  Entrepreneurship II
Nov 25  Entrepreneurship III
Nov 27  Group Presentation
Dec  2   Organizational Changes I
Dec  4   Organizational Changes II