SOCIOL355 ORGANIZATIONS & MANAGEMENT
Spring 2016
Languages 211
TuTh 3:05PM - 4:20PM

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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 posted 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 are two required textbooks 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.

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**ASSESSMENTS AND Graded Material**

**Course participation (15%: 5% for attendance and 10% for participation)**

Active participation in class discussion is expected. We will keep track of attendance and class participation. You are expected to read the assigned materials closely and be prepared to discuss them in depth.

**Short-essay (10%, 2% each)**

You will be asked to write some short essays (1-2 pages) based on readings in class. There will be 5 essays in total.

**Presentations (10%: 5% each)**

Each student will participate in two formal presentations, which will occur on specified dates during the term.

**Exams (45%: 15% for Mid-term, 30% for Final)**

To assess your progress, there will be a mid-term exam. The final exam is cumulative, with a mix of short and long answers.

**Research Projects (20%: 10% each)**

In addition, there will be two research projects. These are team projects, involving up to fifteen pages of written material. All material for the projects must be submitted in printed or electronic form.

**Scale:**

- A  93-100
- A-  90-92
- B+  87-89
- B   83-86
- B-  80-82
- C+  77-79
- C   73-76
- C-  70-72
- D+  67-69
- D   63-66
- D-  60-62
- F   Below 60
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/

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

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<td>Session 1. Introduction (1/14/16)</td>
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<td>Theme II. Organizations in Modern Society</td>
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<td>Session 1. McDonaldization I (1/19/16)</td>
<td>Ritzer, Ch.1 &amp; 2</td>
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<td>&gt;&gt; Project 1 Assigned (Due: 2/21/15) &lt;&lt;</td>
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<td>Theme III. Organizational Structure and Positions</td>
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<td>Theme IV. Organizations and Employment</td>
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<td>Session 1. Internal Labor Market (2/11/16)</td>
<td>Kalleberg and Sorensen, 1979</td>
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<td>Sorensen and Fassiotto, 2011</td>
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<td>Theme V. Case Study Presentations</td>
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<td>Session 1. Class Presentations I (2/23/16)</td>
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<td>Session 3. Class Presentations III (3/1/16)</td>
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Theme VI: Organizations and Communities
Session 1. Regional Advantage I (3/3/16) Saxenian, Ch1.
Session 2 Regional Advantage II (3/8/16) Saxenian, Ch2 &3

Mid-term Exam (3/10/16)

>> SPRING BREAK <<

Theme VII. Contemporary Perspectives

>> Project 2 Assigned (Due: 4/12/16) <<


Theme VIII. Organizational Founding
Session 1. Emergence of New Organizations (3/31/16) Baron & Hannan, 2002
Audia and Rider, 2005
Session 2. Employee Entrepreneurship (4/5/16) Burton, et al., 2002

Theme IX. Organizations and Social Networks
Session 1. Founders’ networks (4/7/16) Stuart and Sorensen, 2005;
Aldrich and Zimmerman, 1986

Theme X. Organizational Learning
Session 1. Learning to Change (4/12/16) Christense, 1997 Introduction,
Chapter 1 &2

Theme XI. Case Study Presentations
Session 1. Class Presentations IV (4/14/16)
Session 2. Class Presentations V (4/19/16)
Session 3. Class Presentations V (4/21/16)

Review for Final Exam (4/26/16)

Final Exam: Saturday May 7 2-5 PM
How to Read Difficult Materials and Prepare for Class Discussion

Many of the readings are difficult. The selections are long and we are going to cover an enormous amount of material in a very short period of time. Therefore, I suggest you try to keep ahead of the readings. I ask that you come to class with at least one question or opinion on one of the readings. I may call on students to come forth with their questions/opinions.

As you read, you should think about: 1) what is the author's argument? 2) does it make sense? 3) how does it fit in with the other things we have read? Consider the following questions as you read the text.

1. With whom is the author arguing?
2. What is the position the author is arguing for?
3. How would we use this argument to understand other phenomena?

After reading each text, you should summarize the main argument. If you do not understand it, you should try to come to class and frame your question about it to the group.