

ORGANIZATIONS, OCCUPATIONS, AND PROFESSIONS
SOC 443-001
Spring 2017

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We spend our lives in and around organizations: the hospital in which we were born, the government we elect, and this very university in which we are currently located. These organizations are far more than just buildings. Comprising these organizations are individuals who hold occupational and professional roles. Beyond these individuals and their roles, there still exists many formal and informal rules – inside and outside of the organization – that determine an organization’s success and failure.

An understanding of the complexity of organizations informs many intriguing questions. Are organizations just like people? How can organizations simultaneously be stable and innovate? When are organizations effective and efficient, and when do they just get in the way of people and relationships? By engaging in these questions during our course, you will be able to:

- Sharpen written and oral communication skills
- Identify themes in lines of reasoning to summarize information
- Reconcile conflicting ideas to solve problems
- Apply sociological knowledge to the everyday world

DESIRE2LEARN (D2L)

Our course has a D2L website: <http://D2L.uwm.edu>. You will use the same username (*username@uwm.edu*) and password that you use for your UWM email account. If you have any questions about content on the course website, please contact me. If you have questions about, or problems using, the D2L website, please email help@uwm.edu, call 229-4040, or see the service staff in Bolton 225 during their office hours.

CLASS FORMAT

Because this course is for graduate and advanced undergraduate students, the emphasis will be on 1) discussing the material in-depth to develop our understanding of it; and 2) sharpening our ability to apply it to everyday life. Almost every Thursday, we will spend 30-45 minutes discussing everyday issues that are related to the material. Depending on class size, 1-3 students will co-facilitate the discussion for that week, with each student co-facilitating at least one discussion during the semester. Additional information about this course requirement can be found under “Course Requirements.”

We will do three things to prepare for these discussions and promote equity in speaking times. First, during lectures I will occasionally have a question or make an observation to stimulate a

short discussion. These will have no right or wrong answer, and will get us accustomed to articulating our ideas. Second, undergraduate students will keep a reading journal with one entry for every set of weekly readings on which we will have a discussion. The entries will help undergraduate students prepare comments and questions about the readings to elevate their mastery of the material to the level of a graduate student. Additional information about this course requirement can be found under “Course Requirements” and a worksheet located on our D2L website. Third, and related to the second, is that I will post a set of initial discussion questions that will guide our weekly discussions. These will be posted on our D2L website at least one week in advance of the weekly discussion with which they are associated. This will give everyone an opportunity to begin crafting comments and questions ahead of weekly discussions. Undergraduate students will include their initial responses to these questions in their reading journal entry for the week.

Lectures will be primarily dedicated to briefly reviewing the required readings for the day and discussing additional content that is related to these readings. All of this information will be summarized in PowerPoint slides, which I will upload onto the course’s D2L website by the morning before class. Most slides present data such as tables, graphs, and quotes, which may come from required readings or the additional content. I will review these data during lectures and describe why it is important. Consequently, in addition to attending class, you will also need to be attentive during lecture to complete course requirements successfully. Please feel free to ask me to repeat or elaborate on any information while I review the slides.

REQUIRED READING

All Students

I expect students to complete assigned reading prior to our class time. Readings that are required for the class can be located on our course’s D2L website.

Graduate Students

I recommend that you also acquire the following book to supplement the required readings. Additional readings to help develop your course paper will be based on individual consultations.

Scott, W. Richard and Gerald F. Davis. 2006. *Organizations and Organizing: Rational, Natural and Open Systems Perspectives*. Upper Saddle River, NJ: Pearson Prentice Hall
ISBN-10: 0131958933

COURSE REQUIREMENTS

All Students

- Co-facilitating Discussion (5 points)

Depending on the class size, 1-3 students will co-facilitate a Thursday discussion. During the 2nd day of class, we will have students sign-up for discussion weeks.

You will generate two (2) questions for the classroom to discuss that are related to the readings assigned during the week you sign-up to co-facilitate discussion. Before the start of class on the day of this discussion, you will write these two questions on one of the boards in our classroom (e.g., the chalkboard or whiteboard). These questions may not replicate any of the discussion questions that I post on D2L for the week. Further, these cannot be questions with a single answer (e.g., questions where the response is either a yes or no, questions with only one right answer). I will award 1 point per question. I am available to assist you with developing your discussion questions.

The other 3 points will be based on your ability to respond to and synthesize students' contributions during the discussion you sign-up to co-facilitate. Specifically, I will be looking to see if you articulate during our discussion at least one of the following: 1) themes among students' comments; 2) contradictions among these comments; and 3) ways to reconcile contradictions that arise.

- Peer-review of Essay (5 points)

Each student will be assigned the draft of one other student's essay to read and review. Whenever possible, undergraduate students will be assigned to other undergraduate students, and graduate students assigned to other graduate students. Additional information regarding this requirement can be found on a worksheet that I will post on our D2L website as the due date approaches.

- Oral Presentation of Essay (10 points)

Each student will give a PowerPoint presentation that reviews their essay. Presentations will occur the last few weeks of the semester. Additional information regarding this requirement can be found on a worksheet that I will post on our D2L website as the due date approaches.

- Culture Activity (5 points)

To understand how organizational culture is transmitted through symbols, students will analyze the culture of university departments and centers. Each student will be assigned one department or center to observe. Additional information regarding this requirement can be found on a worksheet that I will post on our D2L website as the due date approaches.

Undergraduate Students

- Reading Journal Entries (3 points each)

For every week with a discussion, you will complete an entry for a total of 12 entries. However, only 10 of these entries will count toward your grade. I will drop your two lowest scores.

Each entry will be 1-2 pages and include: 1) a brief summary of all of the readings assigned for that week and in-class videos; 2) your initial responses to all of the discussion questions that I post on D2L; and 3) at least one of the following:

- Information that you found inconsistent or confusing
- Real-world examples of concepts or processes described
- How the readings relate to your organization

As these are journal entries, I will not be grading you on grammar, spelling, or whether you make factually incorrect statements. Instead, I will only be grading you on whether the entry fits the specifications.

You will show up to our Thursday class discussion dates with a printed version of your entry, which I encourage you to use during discussion to develop your oral communication skills. I will collect entries at the end of class for grading. Unless you follow procedures under “Make-up Assignments,” I will not accept entries submitted through any other format (e.g., emailed to me or dropped off in my office) nor will I accept entries submitted at any other time (e.g., on Tuesday or dropped off at the beginning of Thursday’s class).

Additional information regarding this requirement can be found on a worksheet posted on our D2L website.

- Online Quizzes (5 points each)

To assess how well you understand concepts and research findings presented in lecture, you will complete two online quizzes. Each online quiz will have 5 questions, composed of a combination of multiple-choice and true/false questions. Questions will be drawn largely from the additional content I present in lecture that builds on the assigned readings.

As these are completed on our D2L website outside of class time, they will be open note/book. You will have 10 minutes to complete them and you may only take each quiz once. Completed quizzes will be due approximately one week after they become available on our D2L website.

- Essay (35 points)

A 7-10 page essay that applies course material to an organization of your choosing. Throughout the semester, you will write sections of this essay. Each section ranges from 1 to 3 pages in length and is worth 2 to 10 points. Your revisions to the complete essay – based on my feedback throughout the semester and the peer-review feedback – will be the final part of the essay and serve as your final assignment for this class (instead of a “final exam”).

- Part 1: Overview of your organization (1 page, 2 points)
- Part 2: Description of your organization’s external environment (2-3 pages, 10 points)
- Part 3: Description of your organization’s internal structure (2-3 pages, 10 points)

- Part 4: Description of a “major” change that your organization has undergone or will undergo (2-3 pages, 10 points)
- Part 5: Revisions to the previous parts based on all feedback received (3 points)

Note that when you submit Part 4 onto its respective Dropbox, you will also upload a draft of Parts 1-4 on a designated D2L Discussion Board for peer-review of your essay.

Additional information regarding each part of the essay can be found on worksheets that I will post on our D2L website as the due dates approach.

Graduate Students

- Essay (40 points)

Each graduate student will choose a class topic (or a closely related one) in which they are interested and write a 10-15 page essay. The essay must emphasize any of the following: 1) summarize research based on the topic and identify gaps in knowledge; 2) propose a research study to address hypotheses or research questions; 3) analyze findings from a research study.

In the essay, you must cite either 1) one book plus 5 journal articles; or 2) 10 journal articles. These readings must be in addition to the assigned readings and will be the basis of your Literature Summaries (described next).

The journal articles must also come from any of these journals: *American Journal of Sociology*, *American Sociological Review*, *Administrative Science Quarterly*, *Organization Science*, *Social Forces*, *Social Problems*, *Work and Occupations*. Based on your topic, certain specialty journals will also be appropriate (e.g., *Gender and Society*, *Journal of Health and Social Behavior*, *Sociology of Education*). I encourage you to consult with me for additional journal outlets that will be helpful and appropriate for your essay.

- Essay Proposal (5 points)

In approximately 250 words, describe what you propose to write about in your essay. I encourage you to consult with me about your essay before submitting your proposal.

- Literature Summaries (30 points)

To strengthen your mastery of the literature you reference for your essay, you will complete summaries of the additional readings you identify. Summaries of journal articles will be 1-2 pages and worth 3 points each, and of books will be 3-6 pages and worth 15 points each.

These summaries will: 1) describe how the reading contributed to the literature; 2) detail the methodology; and 3) discuss one other critical, related piece of research published prior to or after the reading.

MAKE-UP ASSIGNMENTS

In the event that your absence from class prevents you from completing a course requirement, you will be able to make-up the requirement if 1) you notify me at least *two days* prior to the class date you will miss *and* provide documentation for the reason you will miss class; or 2) this is an unforeseeable circumstance (e.g., illness) and you provide documentation when you return to class that explains clearly why you missed the date(s) on which a requirement was to be completed.

Even if you cannot meet either of the two standards above, you will still be able to make-up an assignment you missed. However, you will not be eligible for full credit as I will deduct at least 20% of the maximum, possible score for the assignment from your score. For example, quizzes for undergraduate students are worth 5 points each. 20% of this maximum, possible score is 1 point. I will grade your make-up quiz, then deduct 1 point from your score. The percentage deduction depends on how long after the due date/time for an assignment you notify me that you would like to make-up an assignment. If you notify me within 24 hours passed an assignment due time, I will deduct 20%. For each additional 24 hours after this, I will deduct an additional 20%.

GRADES

Your final grade will be based on the number of total points you receive for completing course requirements.

Requirement	Points	
	Undergraduate Students	Graduate Students
Leading Discussion	5	5
Essay	35	40
Peer-review of Essay	5	5
Oral Presentation of Essay	10	10
Culture Activity	5	5
Reading Journal Entries	30	NA
Online Quizzes	10	NA
Essay Proposal	NA	5
Literature Summaries	NA	30
Total	100	100

Total Points	Grade	Total Points	Grade
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0-59	F
Partial points will always be rounded up.			

CREDIT HOURS

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

COURSE SCHEDULE (U = Undergraduate, G = Graduate)

<i>Course Introduction</i>	
<i>January 24</i>	
<i>1. What is an Organization and Why Do We Care?</i>	
<i>January 26</i>	
Reading a) Meyer & Bromley	Course Requirements • Reading Entry #1 due in class (U)
<i>2. Organizations and their External Environments; Population Ecology</i>	
<i>January 31</i>	
Reading a) Pugh	
<i>February 2</i>	
Reading a) Caroll & Hannan Begin in-class video	Course Requirements • Reading Entry #2 due in class (U) • Discussion Co-facilitator (All)
<i>3. Resource Partitioning Theory: Rise of Specialist Organizations</i>	
<i>February 7</i>	
Finish in-class video Reading a) Hodson & Sullivan – Economies of Scale	Course Requirements • Essay Part 1 due on D2L (U)

<i>February 9 (Resource Partitioning Theory continued)</i>	
Reading a) Carroll & Swaminathan	Course Requirements <ul style="list-style-type: none"> • Reading Entry #3 due in class (U) • Discussion Co-facilitator (All)
4. Neo-institutionalism & Professionals	
<i>February 14</i>	
Reading a) DiMaggio & Powell	
<i>February 16</i>	
Reading a) Hodson & Sullivan – Professions b) Coburn	Course Requirements <ul style="list-style-type: none"> • Reading Entry #4 due in class (U) • Discussion Co-facilitator (All)
5. Managing External Relationships: Resource Dependency & Transaction Costs	
<i>February 21</i>	
Reading a) Pfeffer & Salancik b) Rogan & Greve	
<i>February 23</i>	
Reading a) Williamson	Course Requirements <ul style="list-style-type: none"> • Reading Entry #5 due in class (U) • Discussion Co-facilitator (All)
6. Inter-Organizational Networks	
<i>February 28</i>	
Watch in-class video Reading a) Hodson & Sullivan – Interlocking Directorates	
<i>March 2</i>	
Reading a) Powell b) Harrison	Course Requirements <ul style="list-style-type: none"> • Reading Entry #6 due in class (U) • Discussion Co-facilitator (All)
7. Organizations as “Meso-Level”	
<i>March 7</i>	
a) Avent-Holt & Tomaskovic-Devey	<ul style="list-style-type: none"> • Online Quiz #1 available on D2L (U)

<i>March 9 (Organizations as “Meso-Level” continued)</i>	
Reading a) DiBenigno & Kellogg	Course Requirements <ul style="list-style-type: none"> • Reading Entry #7 due in class (U) • Discussion Co-facilitator (All)
8. Power, Status, & Authority	
<i>March 14</i>	
Reading a) Michels b) Fligstein	Course Requirements <ul style="list-style-type: none"> • Online Quiz #1 due on D2L (U) • Essay Part 2 due on D2L (U) • Literature Summaries Draft Reading List due on D2L (G) • Essay Proposal due on D2L (G)
<i>March 16</i>	
Reading a) Rothschild	Course Requirements <ul style="list-style-type: none"> • Reading Entry #8 due in class (U) • Discussion Co-facilitator (All)
SPRING BREAK, NO CLASS MARCH 21 & 23	
9. Organizational Culture	
<i>March 28</i>	
Reading a) Kunda b) Schein	Course Requirements <ul style="list-style-type: none"> • Culture Activity Observations due on D2L (All)
<i>March 30 – No Class Meeting</i>	
	Course Requirements <ul style="list-style-type: none"> • Culture Activity Write-up due on D2L (All)
10. Diversity	
<i>April 4</i>	
a) Collins b) Wingfield	
<i>April 6</i>	
Reading a) Sobering	Course Requirements <ul style="list-style-type: none"> • Reading Entry #9 due in class (U) • Discussion Co-facilitator (All)

11. Trust	
<i>April 11</i>	
Reading a) Cook, Hardin, & Levy	
<i>April 13</i>	
Reading a) Lipsky b) Hardin	Course Requirements <ul style="list-style-type: none"> • Reading Entry #10 due in class (U) • Discussion Co-facilitator (All)
12. Change, Innovation, & Learning	
<i>April 18</i>	
Reading a) Lewis	Course Requirements <ul style="list-style-type: none"> • Essay Part 3 due on D2L (U)
<i>April 20</i>	
Reading a) David & Strang	Course Requirements <ul style="list-style-type: none"> • Reading Entry #11 due in class (U) • Discussion Co-facilitator (All)
13. Surveillance	
<i>April 25</i>	
Reading a) Sauder & Espeland	
<i>April 27</i>	
Reading a) Nissenbaum b) Brayne	Course Requirements <ul style="list-style-type: none"> • Reading Entry #12 due in class (U) • Essay Part 4 due on D2L (U) • Draft of Essay for peer-review due on D2L (All) • Discussion Co-facilitator (All)
13. Finale	
<i>May 2</i>	
Begin student presentations, complete course evaluations	Course Requirements <ul style="list-style-type: none"> • Online Quiz #2 available on D2L (U)
<i>May 4</i>	
Continue student presentations	Course Requirements <ul style="list-style-type: none"> • Peer-review of Essay due on D2L (All)

<i>May 9 (Finale continued)</i>	
Continue student presentations	Course Requirements <ul style="list-style-type: none"> • Online Quiz #1 due on D2L (U)
<i>May 11</i>	
Essays (All) and Literature Summaries (Graduate) Due on D2L by 12:30PM	

UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that page is:

http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf

Students with Disabilities. Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following: <http://www4.uwm.edu/arc>

Religious Observances. Policies regarding accommodations for absences due to religious observance are found at the following: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

Students called to active Military Duty. Accommodations for absences due to call-up of reserves to active military duty are found at the following: <http://www4.uwm.edu/academics/military.cfm>

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

Discriminatory Conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

Academic Misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following: <http://www4.uwm.edu/dos/conduct/>

Complaint Procedures. Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at: https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

Grade Appeal Procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from

the sociology department chairperson or the Academic Dean of the College of Letters & Science.

Procedures for undergraduate student grade appeal can be found at

http://www4.uwm.edu/letscli/upload/grievance_procedure.pdf

Procedures for graduate student grade appeal can be found at

<http://uwm.edu/graduateschool/academic-appeals-procedure/>

Final Examination Policy. Policies regarding final examinations can be found at the following:

<http://www4.uwm.edu/secu/docs/other/S22.htm>

Book Royalties. In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.

Update 08/2016