

## Soc 110: Organizations and Institutions, Spring 2022

Prof. Heather A. Haveman

Class sessions: Tu/Th 8:00-9:30am, 2060 VLSB

Office hours: M 4:00-6:00pm or by appointment, 494 Social Science Building

Questions? Just email me: [haveman@berkeley.edu](mailto:haveman@berkeley.edu)

Zoom:

<https://berkeley.zoom.us/j/94748725761?pwd=Y2NIUIJHay9ibUZPSDNWWUs1S2xTZz09>

(Zoom meeting ID 947 4872 5761; passcode 112316)

***What are organizations?*** Corporations and tech startups come to mind, but so do labor unions, government agencies, art museums, and social-movement groups. These seem to be very different things. *What could they possibly have in common?*

***Why would anyone want to study organizations? What do organizations do, anyway?*** We know that corporations are supposed to make money, startups are supposed to innovate, labor unions are supposed to advocate for higher wages and better benefits and working conditions, government agencies are supposed to serve the public, art museums are supposed to collect and display cultural objects to educate and uplift visitors, and social movements are supposed to agitate to fix society's ills and inequities. But corporations and startups can also engulf the lives of their workers ("24/7" norms) and emit toxic and climate-changing chemicals, corporations and unions can meddle in politics (e.g., lobbyists and campaign donations), government agencies can grievously harm people (e.g., ICE and police forces), art museums can consecrate hegemonic powers and denigrate other cultures (e.g., looted art from former colonies), and social movements can unleash havoc (e.g., looting stores and burning cars at organized protests). So organizations can have all sorts of effects beyond what their leaders intended. *How can we predict and understand the unanticipated consequences of organizations?*

This course will help you answer these questions. It explains what organizations are, how they affect your life and society at large, and how researchers understand them. Organizations are the most powerful elements of modern societies. All interests – economic, political, social, and cultural – are pursued through organizations. This course will take you through the history of organizations so you can see how we came to live in a "society of organizations." It will introduce you to sociological theories of how organizations are created and how they behave. And it will demonstrate the prominent roles that organizations play in the critical challenges of our time, including climate change, global inequality, and partisan politics.

This course is demanding. It will require active involvement, heavy and sometimes difficult reading (because organizations are complicated, sociological theories of organizations are often complicated, too – although I will try to clarify them for you), written assignments throughout the semester, and two exams. But I will also try to make the course fun – at least as much fun

as a geeky professor can manage – with in-class contests and exercises that will literally get you out of your seats and into action. To make that possible, after we return to in-person class meetings, I will record video lectures that you can watch the days before we meet in person. (I will not do this for the first two weeks – longer if remote learning persists after week 2 of classes.) During in-person class meetings, I will answer your questions about the readings and lectures, run quizzes and contests (some with prizes!), and conduct exercises to make the ideas you are reading about meaningful.

Topical outline of the course:

- 1) Introduction to organizations: what they are?
- 2) Why are organizations so powerful?
- 3) The birth of the organization society: where did organizations come from? why were they created?
- 4) Organizations in today's societies: business
- 5) Organizations in today's societies: government
- 6) Organizations in today's societies: non-profits
- 7) Organizations in today's societies: social movements challenge the status quo
- 8) Contemporary challenges: environmental degradation
- 9) Contemporary challenges: politics
- 10) Contemporary challenges: community and conflict
- 11) Contemporary challenges: inequality
- 12) Wrap-up: what have we learned?

### **Course Requirements and Grading**

Preparing for class meetings and pre-recorded lectures. To prepare for video lectures and zoom or in-person class meetings, you should finish the assigned readings and watch the assigned films in advance. The readings and films set the stage for, complement, or elaborate on the lectures and class discussions. So the lectures and class discussions will not make sense without the readings or films. And some readings will be hard to understand without watching/attending lectures or taking part in class discussions.

All readings will be available through links on the syllabus or on bcourses in pdf format. You don't have to buy any books or reading packets.

In-class exercises, quizzes, and contests: 10%. Throughout the semester, you will take part in a series of in-class exercises that are meant to make more real some of the abstract concepts in sociological theories of organizations. There will also be a series of quizzes and contests to

check on what you've learned and what you need more help understanding. Participation in these small events will add up to 10% of your grade for the course.

Reading response essays: 20%. You will write 4 short reading responses over the course of the semester; each is noted on the class schedule below with "RR". Each should be a maximum of 2 pages, double-spaced, in 12-pont font, with 1" margins. Each will be graded on a scale running from outstanding (100%) to unacceptable (0%). Each constitutes 5% of your grade, for a total of 20%. Please make sure to put your name on the top of each assignment – the readers and I can't give you credit if you don't tell us who you are.

Class 5, "Why the microbrewery movement?" According to the authors, what were the two main forces making possible the rise of microbreweries? (Hint: One is cultural, the other involves the demography of organizations in the brewing industry.) Support your claim by paraphrasing (putting in your own words) material from the article.

Class 8, "Redistributing the poor" Describe two factors concerning jail operations that the author says drive jailers to redefine inmates as medical patients and transfer them to hospitals for treatment. Support your claim by using material from the book. Be sure to use your own words – don't quote.

Class 20, "Who benefits most from college?" What is the authors' main argument -- who *does* benefit most from college? Why is this so? Support your claim by using material from the article. Paraphrase – don't quote the authors.

Class 24, "Cross-field effects and pan-ethnic classification" Identify two organized forces that led the Census Bureau to (a) create the Hispanic category and/or (b) treat it as an ethnic, rather than racial, category. Support your claim by reference to material in the paper, but use your own words.

Note: Ethnicity and race are related but not identical in meaning. Ethnicity involves national or cultural origin, or linguistic heritage; race involves socially constructed categories based on a combination of consanguinity (blood relations), ethnicity, and physical characteristics.

Written interpretation of a movie: 10%. To prepare for class 13, you will watch *The Social Dilemma*, a documentary about the social-media industry, its business model, and its effect on users. You will write a reflection on the film, so take notes while you watch it. It is denoted on the schedule below with "FRE." This reflection essay should be a maximum of 6 pages, double-spaced, in 12-pont font, with 1" margins. It will be graded on a scale running from outstanding (100%) to unacceptable (0%). It constitutes 10% of your total grade.

While you watch the film, ponder these two questions: (1) According to the documentary, what is the business model for social-media platforms? In other words, how do they make money? (2) According to the documentary, how does social-media use affect people's privacy? To what extent (and how) can you limit who observes your online behavior, keep it private?

Midterm exam: 30%. This 2-hour take-home exam will cover material from the first half of the course. It will consist of both multiple-choice and short-answer questions. I will open a 48-hour window starting at 8:00am on March 15<sup>th</sup>. You can take this 2-hour exam anytime within this window. It must be finished by 8:00am on March 17<sup>th</sup>.

Final exam: 30%. This 2-hour take-home exam will cover material from the first half of the course. It will consist of both multiple-choice and short-answer questions. I will open a 48-hour window starting at 9:00am on May 10<sup>th</sup>. You can take this 2-hour exam anytime within this 48-hour window. It must be finished by 9:00am on May 12<sup>th</sup>.

Grading system: Here is the scale to translate from percentage grades to letter grades:

97-100: A+	93-96: A	90-92: A-
87-89: B+	83-86: B	80-82: B-
77-79: C+	73-76: C	70-72: C-
67-69: D+	63-66: D	60-62: D-
0-59: F		

To compute percentage and letter grades for the course, I will round to the nearest whole number using standard conventions. For example, 86.50 → 87 and 86.49 → 86.

To be fair to all students, you cannot request extra-credit work or any discretion in grading. The same rules apply to all students in the course.

Work that is late will be marked down by 10% at the start of each 24-hour period it is overdue. So an assignment that is due at 8:00am on a Tuesday (the start of class time) but is handed in at 11:00am on Thursday will be marked down 20% – 10% at the start of the first 24 hours it is late and 10% for the start of the second 24 hours.

Exam dates and submission deadlines for assignments are not flexible. In emergencies only, with documentation of the emergency, you can request that a deadline be rescheduled.

### **Basic Course Procedures**

Office hours. Although this is a large lecture class, I encourage all of you to visit my office hours at least once during the semester. This is one of the best ways you have to interact directly with a professor at Berkeley. It is the only means available to me to get to know you better. I would very much value your feedback and I would like to learn about your areas of interest and your experiences. Please come and visit!

My office hours are 4-6pm on Mondays in person, in 494 Social Science Building. If you are not comfortable meeting in person, you can meet with me via zoom. And as long as remote

learning persists, my office hours will be on zoom. If you cannot make my regularly scheduled office hours, please email me and we can set up another time to meet.

Here's how to sign up: <https://www.wejoinin.com/sheets/qplrq>. Here's the zoom link if you are not attending in person: <https://berkeley.zoom.us/j/96536703906>.

Academic honesty. The UC Berkeley Honor Code states that "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others" (<https://teaching.berkeley.edu/berkeley-honorcode>). I expect you to follow these principles. You may not copy specific text or ideas from others, whether from fellow students, from authors of our readings or other material you find, without specific attribution. To do otherwise is to plagiarize. You may not cheat on any of the exams by copying from fellow students or engaging in other dishonest practices. Violation of these rules will result in an immediate 0 on the assignment in question, plus a report to the Office of Academic Affairs at my discretion.

You may, of course, discuss the lectures and readings with your fellow students. In fact, I encourage you to form study groups, especially as there are no discussion sections to accompany this course and so no GSIs.

Note: You should not hold study-group meetings during the 48-hour periods when exams are scheduled. You can start meetings again after the exam due date.

Students with disabilities. If you need accommodations for any disability, I must receive verification directly from the Disabled Students' Program (DSP) by the end of the third week of classes. DSP will send me an electronic copy of the letter, so you don't need to give me a hard copy. (Save money spent printing – and trees!)

Free speech policy. My free speech policy for this class is based on the [April 2018 statement of the Association of American Universities](#) (AAU), in which AAU presidents and chancellors reaffirmed that: "While we may deem some speech to be odious, disgraceful, and antithetical to our values, our campuses are and should remain places where ideas can be expressed free of disruption, intimidation, and violence." Therefore, I have the following class rules:

- A. I discourage bigoted, angry, or offensive speech in this class. Such speech is neither dangerous nor illegal, but it is unconstructive and gets in the way of learning.
- B. Feeling offended is not the same as being explicitly, physically, and objectively threatened. Some of the topics discussed in this class may be contentious. What may strike some as valid points of view may seem to others to be intentionally offensive. If you do not tolerate points of view antithetical to your own, are easily offended, or tend to construe language you dislike as threatening, please do not take this class.
- C. I do not and will not police or censor speech in this class. I will not permit students to silence others in the room, interrupt their speech, or dictate to others what words they may or may not use. The free exchange of ideas supersedes your right to not be offended.

D. I retain the right to focus our conversation on topics relevant to the class should the conversation stray too far afield. If students ramble or distract from the substance of our conversation, I may ask them to return to the topic at hand. I expect to invoke this right very rarely.

E. If a student violates these rules, I will ask them to leave the class.

You have the right to disagree with these rules. You do not have the right to take this class and disagree with these rules at the same time.

## Schedule of Class Sessions, Readings, and Assignments

Class	Date	Topic
1	18-Jan	<i>Introduction to the course</i>
2	20-Jan	<i>What are organizations?</i> Read: Heather Haveman. 2022. <i>The Power of Organizations</i> (hereafter <i>TPOW</i> ). Forthcoming from Princeton University Press. Preface & ch1 (in ch1, only pp. 6-14, 18-31 – but look at the figures at the end of the chapter).
3	25-Jan	<i>Why are organizations so powerful?</i> Read: Heather Haveman. 2022. <i>TPOW</i> . Ch1 (only pp. 14-17).  Read: James S. Coleman. 1982. <i>The Asymmetric Society</i> . Ch 1 .
4	27-Jan	<i>How did we get here? Where did organizations come from? Why were they created?</i> Read: Heather Haveman. 2022. <i>TPOW</i> . Ch2.
5	1-Feb	<i>Sociological theories of organizations: the demographic perspective</i> Read: Heather Haveman. 2022. <i>TPOW</i> . Ch4.  <b>RR</b> Read: Glenn R. Carroll and Anand Swaminathan. 2000. Why the microbrewery movement? Organizational dynamics of resource partitioning in the American brewing industry after Prohibition. <i>American Journal of Sociology</i> , 106: 715-762. ( <a href="http://www.jstor.org/stable/10.1086/318962">http://www.jstor.org/stable/10.1086/318962</a> )
6	3-Feb	<i>Sociological theories of organizations: the relational perspective</i> Read: Heather Haveman. 2022. <i>TPOW</i> . Ch5.  Read: Victoria D. Alexander. 1996. Pictures at an exhibition: Conflicting pressures in museums and the display of art. <i>American Journal of Sociology</i> , 101: 797-839. ( <a href="https://www.jstor.org/stable/pdfplus/2782231.pdf">https://www.jstor.org/stable/pdfplus/2782231.pdf</a> )
7	8-Feb	<i>Sociological theories of organizations: the cultural perspective</i> Read: Heather Haveman. 2022. <i>TPOW</i> . Ch6.  Read: Gideon Kunda. 1992. <i>Engineering Culture: Control and Commitment in a High-Tech Corporation</i> . Ch 1-3.
8	10-Feb	<i>Governmental organizations: the U.S.</i> <b>RR</b> Read: Armando Lara-Millán. 2021. <i>Redistributing the Poor: Jails, Hospitals, and the Crisis of Law and Fiscal Authority</i> . Ch1-2. ( <a href="https://oxford.universitypressscholarship.com/view/10.1093/oso/9780197507896.001.0001/oso-9780197507896">https://oxford.universitypressscholarship.com/view/10.1093/oso/9780197507896.001.0001/oso-9780197507896</a> ).

Class	Date	Topic
9	15-Feb	<p><i>Governmental organizations: international</i></p> <p>Read: Michael Goldman. 2005. <i>Imperial Nature: The World Bank and Struggles for Social Justice in the Age of Globalization</i>. Ch 2.  <a href="https://ebookcentral.proquest.com/lib/berkeley-ebooks/detail.action?pq-origsite=primo&amp;docID=3420124">https://ebookcentral.proquest.com/lib/berkeley-ebooks/detail.action?pq-origsite=primo&amp;docID=3420124</a></p>
10	17-Feb	<p><i>Business organizations: corporations</i></p> <p>Read: Heather Haveman. <i>TPOW</i>. Ch 2 (only pp. 52-62).</p>
11	22-Feb	<p><i>Business organizations: corporations (2)</i></p> <p>Watch: <i>The Corporation</i> (documentary film – 2 hours 24 minutes – <a href="https://berkeley.kanopy.com/video/corporation-2">https://berkeley.kanopy.com/video/corporation-2</a>) (This is long and intense, so you may want to watch it in sections. Section titles signal good places to pause. It will be more fun to watch with other class members.)</p>
12	24-Feb	<p><i>Business organizations: startups</i></p> <p>Joseph Schumpeter. 1942. <i>Capitalism, Socialism, and Democracy</i>. Ch VII.</p> <p>Pino G. Audia and Christopher I. Rider. 2005. A garage and an idea: What more does an entrepreneur need? <i>California Management Review</i>, 48: 6-28.  <a href="https://journals.sagepub.com/doi/10.2307/41166325">https://journals.sagepub.com/doi/10.2307/41166325</a></p>
13	1-Mar	<p><i>Business organizations: social media</i></p> <p>Watch: <i>The Social Dilemma</i> (documentary film – 90 minutes – <a href="https://gl.streamd.io/sfchtsvh1p">https://gl.streamd.io/sfchtsvh1p</a>) (It will be more fun to watch with other class members.)</p> <p>Read: Jonathan Haidt and Tobias Rose-Stockwell. 2019. The dark psychology of social networks. <i>The Atlantic</i>, December.</p> <p>Read: Laurence Steinberg. 2021. Does Instagram harm girls? No-one really knows. <i>New York Times</i>, Oct. 21.  <a href="https://www.nytimes.com/10/10/opinion/instagram-facebook-mental-health-study.html">https://www.nytimes.com/10/10/opinion/instagram-facebook-mental-health-study.html</a>)</p>
14	3-Mar	<p><i>Nonprofit organizations in business: cooperatives &amp; mutual benefit associations</i></p> <p>Read: Heather Haveman, <i>TPOW</i>. Ch2 (only pp. 62-65).</p> <p>Read: Joyce Rothschild. 2009. Workers' cooperatives and social enterprise. <i>American Behavioral Scientist</i>, 52 (7): 1023-1041.  <a href="https://journals.sagepub.com/doi/10.1177/0002764208327673">https://journals.sagepub.com/doi/10.1177/0002764208327673</a>)</p>
15	8-Mar	<p><i>Challenging the status quo: Social-movement organizations</i></p> <p>Read: Rojas, Fabio. 2006. Social movement tactics, organizational change, and the spread of African-American studies. <i>Social Forces</i>, 84 (4): 2139-2158.  <a href="https://doi.org/10.1353/sof.2006.0107">https://doi.org/10.1353/sof.2006.0107</a>)</p>



Class	Date	Topic
16	10-Mar	<i>What have we learned so far? Midterm review</i>
17	15-Mar	<i>Midterm (take-home, 48 hours starting at 8:00am)</i>
18	17-Mar	<i>No class session – breathe!</i>
	22-Mar	<b>Spring Break</b>
	24-Mar	<b>Spring Break</b>
19	29-Mar	<i>Recap of sociological theories of organizations and types of organizations; introduction to how organizations affect society</i> Read: Heather Haveman, <i>TPOW</i> . Ch 9.
20	31-Mar	<i>Nonprofit organizations: schools</i> Read: Charlie Eaton and Mitchell Stevens. 2019. Universities as peculiar institutions. <i>Sociology Compass</i> , 14: e12768. ( <a href="https://doi.org/10.1111/soc4.12768">https://doi.org/10.1111/soc4.12768</a> )
RR		Read: Jennie E. Brand and Yu Xie. 2010. Who benefits most from college? Evidence for negative selection in heterogeneous economic returns to higher education. <i>American Sociological Review</i> , 75: 273-302 ( <a href="https://www.jstor.org/stable/27801525">https://www.jstor.org/stable/27801525</a> )
21	5-Apr	<i>Contemporary challenges: pollution</i> Read: Harland Prechel and Lu Zheng. 2012. Corporate characteristics, political embeddedness, and environmental pollution by large U.S. corporations. <i>Social Forces</i> , 90 (3): 947-970. ( <a href="https://www.jstor.org/stable/41682684">https://www.jstor.org/stable/41682684</a> )  Read: Andrew A. King and Michael J. Lenox. 2000. Industry self-regulation without sanctions: The chemical industry's responsible care program. <i>Academy of Management Journal</i> , 43 (4): 698-716. ( <a href="https://www.jstor.org/stable/1556362">https://www.jstor.org/stable/1556362</a> )
22	7-Apr	<i>Contemporary challenges: climate change/greenhouse gas emissions</i> Read: Don Sherman Grant II and Ion Bogdan Vasi. 2016. Civil society in an age of environmental anxiety: How local environmental nongovernmental organizations reduce U.S. power plants' carbon dioxide emissions. <i>Sociological Forum</i> , 32 (1): 94-115. ( <a href="https://www.jstor.org/stable/26626062">https://www.jstor.org/stable/26626062</a> )
23	12-Apr	<i>Contemporary challenges: politics</i> Read: Alexander Hertel-Fernandez. 2019. <i>State Capture: How Conservative Activists, Big Business, and Wealthy Donors Reshaped the American State – and the Nation</i> . Preface, introduction, ch 4.

Class	Date	Topic
24 RR	14-Apr	<p><i>Contemporary challenges: community and conflict</i></p> <p>Read: G. Cristina Mora. 2014. Cross-field effects and pan-ethnic classification: The institutionalization of Hispanic panethnicity, 1965 to 1990. <i>American Sociological Review</i>, 79 (2): 183-210. (<a href="https://www.jstor.org/stable/i40124723">https://www.jstor.org/stable/i40124723</a>)</p>
25	19-Apr	<p><i>Contemporary challenges: community and conflict (2)</i></p> <p>Read: Christopher A. Bail. 2012. The fringe effect: Civil society organizations and the evolution of media discourse about Islam since the September 11th attacks. <i>American Sociological Review</i>, 77 (7): 855-879. (<a href="https://www.jstor.org/stable/i40081045">https://www.jstor.org/stable/i40081045</a>)</p>
26	21-Apr	<p><i>Contemporary challenges: inequality within organizations</i></p> <p>Read: Avent-Holt, Dustin, and Donald Tomaskovic-Devey. 2019. Organizations as the building blocks of social inequalities. <i>Sociology Compass</i>, 13: e12655. (<a href="https://onlinelibrary.wiley.com/doi/full/10.1111/soc4.12655">https://onlinelibrary.wiley.com/doi/full/10.1111/soc4.12655</a>)</p> <p>Read: Daniel Schneider and Kristen Harknett. 2019. Consequences of routine work-schedule instability for worker health and well-being. <i>American Sociological Review</i>, 84 (1): 82-114. (<a href="https://journals.sagepub.com/doi/full/10.1177/0003122418823184?journalCode=asra">https://journals.sagepub.com/doi/full/10.1177/0003122418823184?journalCode=asra</a>)</p>
27	26-Apr	<p><i>Contemporary challenges: societal inequality</i></p> <p>Read: Tomaskovic-Devey, Donald, et al. 2020. Rising between-workplace inequalities in high-income countries. <i>Proceedings of the National Academy of Science</i>, 117 (17): 9277-9283. (<a href="https://www.pnas.org/content/117/17/9277">https://www.pnas.org/content/117/17/9277</a>)</p>
28	28-Apr	<i>What have we learned? Final exam review</i>
	10 May	<i>Final exam (take-home, 48 hours starting at 9:00am)</i>