

Professor Heather A. Haveman

Mon./Wed., 4:00-5:30, 3 LeConte

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Course Objectives

Organizations are the basic building blocks of modern society. They wield tremendous power and distribute innumerable benefits. All interests – economic, political, social, and cultural – are pursued through formal organizations. From birth to death, the lives of people in modern societies play out in formal organizations. For example, in the past 100 years, 90% of the U.S. population went from being self-employed to working for someone else in an organization. To understand the world we inhabit, then, we must appreciate the power and scope of organizations. It is not surprising that Max Weber, one of the founders of sociology, argued that the very essence of modern society is the rise of large-scale organizations to dominate the state, economy, and civil society.

This course will introduce you to the key issues in the sociological study of organizations. I have two goals for the course. First, I want to familiarize you with the dominant sociological perspectives on organizations, and to show you how they are used. Second, I want to help you learn how to use these ideas and findings, and apply them to in your own lives.

I will guide you through the literature on organizations in two ways. First, I will pose the general questions that sociological theories of organizations seek to answer: (1) What are organizations, and for whom and how are they organized? (2) What is the nature of the world that surrounds the organization (their environments) and how does it affect organizational functioning? (3) Can organizations change or do external selection pressures (such as competition and resource dependence) mean that organizational change occurs mainly through the emergence of new organizations and the death of old ones? Second, we will discuss specific cases of organizations, spending considerable time on one we are all part of – the University of California at Berkeley. In our empirical application of organizational theories, we will ponder such questions as why the Berkeley, which seems to have teaching as its central mission, seem to care so little for students?

You will also learn that to understand all major social institutions – the family, religion, education, work, the law, and the state – you need to understand the organizations that impinge on and constitute these institutions. For example, your ability to juggle work and family depends on the kinds of organizations that exist to look after children: are childcare, preschool, and after-care facilities paid for by the state or are they for-profit organizations that charge fees to all users? To give another example, your ability to pursue your legal rights depends in part on there being a large supply of lawyers, and thus large capacity in law schools.

Course Format and Requirements

The class will be run as a lecture course, but there will be time during each class for discussion. I expect you to come to class having done the readings. Therefore, I will not summarize the readings in my lectures. Instead, I will use the readings as a springboard to explain what they tell us about organizations. I also expect you to relate your own experiences as members of organizations (schools, firms, churches and temples, clubs and sports teams, fraternities and sororities, political parties, *etc.*) to the material so you get a clearer sense of how organizations shape your lives.

No laptops are allowed in class unless you have a legitimate, DSP-documented reason and have received explicit permission from me. (I know I couldn't resist surfing the web, using Facebook, *etc.*, during class, so I'm removing the temptation.) All lecture slides will be available before class, which will make it easier for you to take notes in class. All cell phones must also be switched off (not just set to vibrate) unless you have a legitimate need (*e.g.*, you have young children) and you have let me know about it.

Assignments and Evaluation

Your grades will be based on your performance on in-class quizzes, three short reading responses, an in-class midterm, and a final exam. Collectively, these will test your comprehension of theories of organizations and your ability to apply them to real examples.

In-class quizzes	20%
Reading responses (only the best 3 out of 4 count)	15%
Midterm	25%
Final	40%

In-class quizzes. These will be held at the start of every lecture, beginning with lecture 4 (Mon. 30 Jan). They will usually consist of 4 or 5 multiple-choice questions. Your scores on these quizzes will constitute 20% of your grade. You will take these quizzes using clickers, which are simple, devices that remote controls. You can purchase clickers at the ASUC bookstore.

I adopted this technology for several reasons. I have always believed students should be graded frequently throughout the semester rather than at only a few points in time. Clickers make this possible in large classes. Clickers also make it possible for me to determine how well you grasp the material so I can spend less time on the concepts you understand well and more time on the challenging ones. This, in turn, leads to more interesting discussions. Finally, using clickers makes it easier for your reactions and opinions to serve as launching point for in-class discussion and debate.

After purchasing clickers, you must register them in order for them to work. To do so, go to <http://www.iclicker.com/registration/> and follow the instructions on there. Use your 8-digit student ID. More information about the clickers is in a document I prepared that is posted on

ospace. It covers such contingencies as *how to figure out if your clicker works* (important if you are buying a second-hand clicker) and *how to find your clicker's id number* if the sticker containing that number has worn off.

Bring your clicker to class every day. If you forget your clicker, you will get 0 on that day's quiz. The same is true if your clicker runs out of batteries, fails to communicate with the receiver, or experiences any other kind of technical difficulty. The care and keeping of your clicker is your responsibility. I understand, however, that freak accidents happen and that even the most conscientious person can forget something once in a while. To allow for such occasions, I will drop your 3 lowest quiz scores. This is more than enough leeway to accommodate a reasonable number of blips, so please do not report any technical difficulties to me or to your GSI. I will not change any quiz grade based on a report of a technical malfunction.

Reading responses. You will write 4 short reading responses over the course of the semester. 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 (5 points) to unacceptable (1 point). Each constitutes 5% of your grade, for a total of 15%. We will count only the top 3 out of 4 toward your final grade. Each assignment is due at the start of class. Late assignments will not be accepted. Please make sure to put your name on the top of each assignment – we can't give you credit if you don't tell us who you are.

Reading response 1: Weber, reading for class 5, due Wed. 1 Feb. Define "rationality" and "bureaucracy" in your own words. According to Weber, what are the differences between "rational-legal," "traditional," and "charismatic" authority? According to Weber, what are the benefits of a bureaucratic organization compared to a "traditional" method of organizing?

Reading response 2: Hannan and Carroll, reading for class 11, due Wed. 22 Feb. What do the authors mean when they talk about "a demography of organizations"? What do they mean by "structural inertia"? What do they think prevents organizations from adapting to change? Discuss 4 of the issues they raise.

Reading response 3: Emerson, reading for class 16, due Mon. 12 Mar. What are "power" and "dependence?" Define these terms in your own words. Explain 2 ways that actors can balance uneven power relations.

Reading response 4: DiMaggio and Powell, reading for class 20, due Mon. 2 Apr. What does "structuration" mean? Define it in your own words. What does "isomorphism" mean? Define it in your own words. What are the key differences between coercive, normative, and mimetic isomorphism?

Exams. The *midterm* will be held on Wed. 7 Mar. during class time. It will constitute 25% of your grade. The *final exam* will be held on Fri. 11 May, 8-11am. It will constitute 40% of your grade.

Readings

Most are in the reader, which is available from Copy Central on Bancroft. To accommodate students who are course shopping, readings for classes 2, 3, and 4 are on bspace instead. A few other readings – in particular, those providing data about the University as an organization – are also on bspace. Readings on bspace are marked ** in the class schedule.

Academic Honesty

According to a 2005 national survey (the National Study of Youth and Religion Wave 2), 50% of college students reported cheating at least once in the previous year and 18% reported more frequent cheating. It is a mathematical certainty that some members of our class will attempt to cheat at some point during the semester. In fairness to students who are honest, those who are detected cheating will be dealt with as severely as University policy allows. Cheating includes, but is not limited to, using notes or written or electronic materials during an exam or quiz, copying another person's exam or quiz, allowing someone to copy your exam or quiz, having someone take an exam or quiz for you, or plagiarizing any written assignment. Any suspected cheating will be immediately reported to Student Judicial Affairs.

The use of clickers in lectures will allow us to have more enjoyable, more interactive discussions and to conduct daily quizzes quickly. It also, however, creates opportunities for academic dishonesty. Using someone else's clicker for them is the same as cheating on an exam. To ensure honesty and to avoid any appearance of dishonesty, no person may ever have more than one clicker in his or her possession at any time for any reason. If I or one of the GSIs sees any student holding, touching, or otherwise interacting with more than one clicker at any time during class, those clickers will immediately be confiscated and the incident will be reported to Student Judicial Affairs.

Students with Disabilities

If you need accommodations for any disability, I must receive verification directly from the Disabled Students' Program by Mon. 13 Feb.

Class	Date	Topic and Readings (** indicates the reading is on bspace or another web site)
1	Wed. 18 Jan.	Introduction
2	Mon. 23 Jan.	<p>What are organizations? Why are they important?</p> <p>** Scott, W. Richard, and Davis, Gerald F. 2006. <i>Organizations and Organizing: Rational, Natural, and Open Systems Perspectives</i>, chapter 1 ("Introduction"). Upper Saddle River, NJ: Prentice-Hall.</p> <p>** Coleman, James S. 1982. <i>The Asymmetric Society</i>, chapter 1 ("Two kinds of persons: Natural and corporate"). Syracuse, NY: Syracuse University Press.</p>
3	Wed. 25 Jan.	<p>What are institutions? Why study them?</p> <p>** Jepperson, Ronald L. 1991. Institutions, institutional effects, and institutionalization. In Walter W. Powell and Paul J. DiMaggio, eds., <i>The New Institutionalism in Organizational Analysis</i>: 143-163. Chicago: University of Chicago Press.</p>
4	Mon. 30 Jan.	<p>How are organizations and institutions related?</p> <p>** Stinchcombe, Arthur L. 1965. Social structure and organizations. In J. March, ed., <i>Handbook of Organizations</i>: 142-193. Chicago: Rand-McNally.</p>
5	Wed. 1 Feb.	<p>Bureaucracy and its discontents: theory</p> <p>Weber, Max. 1968. <i>Economy and Society</i>, part of chapter 10 ("Domination and legitimacy") and chapter 11 ("Bureaucracy"). Berkeley: University of California Press.</p>
6	Mon. 6 Feb.	<p>Bureaucracy and its discontents: internal organizational structure</p> <p>Chandler, Alfred D., Jr. 1990. <i>Scale and Scope: The Dynamics of Industrial Capitalism</i>, chapters 1 and 2 ("The modern industrial enterprise," and "Scale, scope, and organizational capabilities"). Cambridge, MA: Belknap Press of Harvard University Press.</p> <p>Blau, Peter M., and Marshall W. Meyer. 1987. <i>Bureaucracy in Modern Society</i>, 3rd Ed., chapter 5 ("Organizational structure"). New York: Random House.</p>
7	Wed. 8 Feb.	<p>Bureaucracy and its discontents: informal organizational structure</p> <p>Merton, Robert S. 1968. <i>Social Theory and Social Structure, 1968 Enlarged Ed.</i>, chapter 8 ("Bureaucratic structure and personality"). New York: Free Press.</p> <p>Perrow, Charles. 1986. <i>Complex Organizations: A Critical Essay</i>, 3rd Ed., chapter 1, "Why bureaucracy?"). Glenview, IL: Scott, Foresman.</p>
8	Mon. 13 Feb.	<p>Bureaucracy and its discontents: informal organizational structure</p> <p>Gouldner, Alvin W. 1954. <i>Patterns of Industrial Bureaucracy</i>, chapters 1-4 ("The plant and its community setting," "The indulgency pattern," and "Turning point: Enter the successor," and "Succession and the problem of bureaucracy"). New York: Free Press.</p>

Class	Date	Topic and Readings (** indicates the reading is on bspace or another web site)
9	Wed. 15 Feb.	<p>UCB as an organization – formal structure/bureaucracy and informal structure/culture</p> <p>** UCB as an Organization and an Institution (pdf)</p> <p>** The structure of the Social Sciences Division in the College of Letters & Science: http://ls.berkeley.edu/?q=about-college/l-s-divisions/social-sciences/</p> <p>** The structure of the Sociology Department: http://sociology.berkeley.edu. Pay special attention to the staff structure: http://sociology.berkeley.edu/index.php?page=staff</p> <p>** What UCB says is important -- on the "about Berkeley" web page: http://www.berkeley.edu/about/ (Click on each link to see what it's about, and what it plays up/down.)</p> <p>** The description of UC Berkeley's traditions: http://www.berkeley.edu/about/trad.shtml (This is only the front page. Click through each link.)</p>
10	Mon. 20 Feb.	<p>3 contemporary perspectives on organizations</p> <p>No assigned reading</p>
11	Wed. 22 Feb.	<p>The demographic perspective</p> <p>Carroll, Glenn R., and Michael T. Hannan. 2000. <i>The Demography of Corporations and Industries</i>, chapter 2 ("The demographic perspective"). Princeton, NJ: Princeton University Press.</p> <p>Carroll, Glenn R., and Michael T. Hannan. 1995. <i>Organizations in Industry</i>, chapter 2 ("Introduction to organizational ecology"). New York: Oxford University Press.</p>
12	Mon. 27 Feb.	<p>The demographic perspective</p> <p>Carroll, Glenn R., and Michael T. Hannan. 1995. <i>Organizations in Industry</i>, introduction to part IV ("Resource partitioning") and chapter 11 ("Beer brewers"). New York: Oxford University Press.</p>
13	Wed. 29 Feb.	<p>UCB as an organization – the demographic perspective</p> <p>** These materials will be uploaded to bspace soon.</p>
14	Mon. 5 Mar.	Midterm Review
15	Wed. 7 Mar.	Midterm – in class
16	Mon. 12 Mar.	<p>The political/relational perspective</p> <p>Emerson, Richard M. 1962. Power-dependence relations. <i>American Sociological Review</i>, 27: 31-41.</p>
17	Wed. 14 Mar.	<p>The political/relational perspective</p> <p>Alexander, Victoria D. 1996. Pictures at an exhibition: Conflicting pressures in museums and the display of art. <i>American Journal of Sociology</i>, 101: 797-839.</p>
18	Mon. 19 Mar.	<p>UCB as an organization – the political relational perspective</p> <p>Pfeffer, Jeffrey. 1981. <i>Power in Organizations</i>, chapter 2 ("Assessing power in organizations"). Cambridge, MA: Ballinger.</p> <p>** Other materials will be uploaded to bspace soon.</p>

Class	Date	Topic and Readings (** indicates the reading is on bspace or another web site)
19	Wed. 21 Mar.	The cultural/cognitive perspective Meyer, John W., and Brian Rowan. 1977. Institutionalized organizations: Formal structure as myth and ceremony. <i>American Journal of Sociology</i> , 83: 340-363.
	26-30 Mar.	**** Spring Break ****
20	Mon. 2 Apr.	The cultural/cognitive perspective DiMaggio, Paul J., and Walter W. Powell. 1983. The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. <i>American Sociological Review</i> , 48: 147-160.
21	Wed. 4 Apr.	The cultural/cognitive perspective Ho, Karen. 2009. <i>Liquidated: An Ethnography of Wall Street</i> , chapters 1 and 2 ("Biographies and hegemony" and "Wall Street's orientation"). Durham, NC: Duke University Press.
22	Mon. 9 Apr.	UCB as an organization – the cultural/cognitive perspective Clark, Burton R. 1972. The organizational saga in higher education. <i>Administrative Science Quarterly</i> , 17: 178-183. ** These materials will be uploaded to bspace soon.
23	Wed. 11 Apr.	Special topics: Organizations & family Small, Mario Luis. 2009. <i>Unanticipated Gains: Origins of Network Inequality in Everyday Life</i> , chapters 1 and 2 ("Social capital and organizational embeddedness" and "Childcare centers and mothers' well-being"). New York: Oxford University Press.
24	Mon. 16 Apr.	Special topics: Organizations & work Schlosser, Eric. 2001. <i>Fast Food Nation</i> , chapters 3 and 4 ("Behind the counter" and "Success"). New York: Harper.
25	Wed. 18 Apr.	Special topics: Organizations & religion Chaves, Mark. 1997. <i>Ordaining Women: Culture and Conflict in Religious Organizations</i> , chapters 1 and 2 ("Introduction" and "The symbolic significance of women's ordination"). Cambridge: Harvard Univ. Press.
26	Mon. 23 Apr.	Special topics: Organizations & politics – social movements Rojas, Fabio. 2006. Social movement tactics, organizational change, and the spread of African-American studies. <i>Social Forces</i> , 84 (4): 2139-2158.
27	Wed. 25 Apr.	Final Exam Review
	Fri. 11 May	Final Exam 9:00-10:20