

## Soc 110: Organizations and Institutions, Spring 2024

### Prof. Heather A. Haveman

Class sessions: Tu/Th 12:30-2:00pm, 2040 VLSB

Office hours: M 3:30-5:30pm or by appointment, 494 Social Science Building  
Signup: <https://www.wejoinin.com/sheets/gplrq>  
Link for zoom office-hour meetings: <https://berkeley.zoom.us/j/96536703906>

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

***What are organizations?*** Big corporations like General Motors and tech startups like Airbnb come to mind, but so do mom-and-pop retail stores and restaurants like Thai Noodle, labor unions like the United Auto Workers, government agencies like the Internal Revenue Service, art museums like the Oakland Museum of California, and social-movement groups like Greenpeace. 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?***

- Corporations are supposed to make money.
- Startups are supposed to innovate – and eventually make money.
- Labor unions are supposed to advocate for employee wages, 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.
- Social-movement organizations are supposed to agitate to fix society's ills and inequities.

But....

- Corporations and startups can engulf the lives of their workers and emit toxic waste and greenhouse gases.
- Corporations and unions can meddle in politics (e.g., through lobbyists and campaign donations).
- Government agencies can grievously harm people (e.g., well-documented police violence toward black Americans) or discriminate against them (e.g., GI Bill restrictions on black servicemen's benefits).
- Art museums can consecrate hegemonic powers and denigrate other cultures (e.g., by displaying looted art from former colonies).
- Social movements can unleash havoc (e.g., unruly activists may burn cars and loot stores).

So organizations can have all sorts of effects beyond what their leaders intended. *How can we understand the unanticipated consequences of organizations, good and bad?*

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. 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.

#### Topical outline of the course:

- 1) Introduction to organizations: what are they? why are they so powerful?
- 2) The birth of the organizational society: where did organizations come from? why were they created in the first place?
- 3) Contemporary theoretical perspectives on organizations: demographic, relational, and cultural
- 4) Organizations in society: businesses, government agencies, non-profits, and social-movement groups
- 5) Social challenges: organizations’ impact on environmental degradation, politics, community and conflict, and inequality

#### **Course Requirements and Grading**

Preparing for class meetings. To get the most out of this course requires *active involvement*. You need to *do the assigned readings and watch the assigned films before* class because they set the stage for in-class lectures and discussions. Even more useful is to *take notes in your own words* on what you read and watch, and summarize your interpretation of these materials. This really helps you learn – and for tests, it helps you remember what you’ve read and watched.

When you take notes, you should include any *questions you have or ideas you struggle with*. If you don’t understand something you read or watched, it’s quite likely that others don’t either. To help you learn, I will start every class session asking for students to tell me what in the assigned readings or films they didn’t understand or had questions about.

I hope you will find this class interesting and challenging. At the end, I hope you will feel a sense of accomplishment, as well as ownership of some new and valuable knowledge. I do *not* want you to find the class stressful, even though challenge and stress often go hand-in-hand. While I have high academic standards, I will do my very best to be supportive, encouraging and helpful. I also urge you to try to be supportive, encouraging, and *helpful to one another*. You’ll have more fun and learn more if you work together. So if a classmate reaches out for help, please be generous. You will not regret it. By helping a classmate you will improve both their understanding *and* your own – so you will *both* earn better grades.

Required readings. There is one textbook for this class: Heather Haveman. 2022. *The Power of Organizations: A New Approach to Organizational Theory*. Princeton University Press. It is available to purchase in the bookstore. Or you can use [this link](#) to read it online through the UCB Library. For online access, you must log into the Library's website (through the VPN) using your CalNet ID to authenticate yourself.

Most other readings can be retrieved using links that work once you are logged into the Library VPN. A few that are not available online are posted on bcourses.

In-class exercises, quizzes, and contests: 10%. No-one says learning can't be enjoyable. I will try to make the course fun – at least as much as a geeky professor can manage – with in-class contests and exercises that will literally get you out of your seats and into action.

The exercises make real some of the abstract concepts in sociological research on organizations. The quizzes and contests check on what you have learned and what you need more help understanding. Participation in these events will add up to 10% of your grade for the course. The contests will have (small but silly) prizes to motivate you.

Reading responses: 20%. You will hand in 4 short (500 words max) reading responses over the semester. These are noted on the class schedule with "RR." They will be graded on a scale running from outstanding (100%) to unacceptable (0%). Each one constitutes 5% of your grade, for a total of 20%. Each is due before the class the reading is assigned for begins – by 12:30pm.

Class 5, "The social psychology of tokenism." According to the author, what are the two main forces that drive tokenism? Support your claim by paraphrasing (putting in your own words) material from the article – don't just quote the author. Make sure to define both factors in your own words.

Class 8, "Redistributing the poor." Describe two factors that the author says determine whether or not new jail inmates are classified as gang members. Support your claim by using material from the book chapters. Be sure to use your own words – don't quote.

Class 20, "Civil society in an age of environmental anxiety." What is the authors' main argument? Support your claim by using material from the article. Be sure to use your own words – don't quote.

Class 23, "The task bind." According to the author, why do female department managers in a grocery store do more work that is visible to their subordinates, and less that is invisible, than male department managers? Why does this make them less effective managers? Support your claim by using material from the article. Be sure to use your own words – don't quote.

Film reflection essay: 20%. To prepare for class 17, you will watch *The Social Dilemma*, a documentary about the social-media industry, its business model, and its effects on users. You will write a reflection essay 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 1,500 words (about 6 pages double-spaced). It will be graded on a scale running from outstanding (100%) to unacceptable (0%). It constitutes 10% of your total grade. It is due by 12:30 March 14<sup>th</sup>.

While you watch the film, ponder these questions:

- 1) According to the film, what is the business model for social-media platforms? In other words, how do they earn profits?
- 2) According to the film, what are the positive and negative consequences of social-media activity for young people?

In your answer, you may quote people in the film, but use quotes sparingly. The essay should mostly be in your own words.

Midterm and final exams: 50%. These 2-hour take-home exams are each worth 25% of your total grade. The midterm will cover material from the first half of the course; the final will cover the entire course but emphasize the second half. Both will have a combination of multiple-choice and short-answer questions.

You can take these exams in any 1.5-hour time period within a 48-hour window. The window for the midterm will open at 9:00am on March 14<sup>th</sup> and close at 9:00am on March 16<sup>th</sup>. The window for the final will open at 9:00am on May 8<sup>th</sup> and close at 9:00am on May 10<sup>th</sup>.

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

97-100: A+	94-96: A	90-93: A-
87-89: B+	84-86: B	80-83: B-
77-79: C+	74-76: C	70-73: C-
67-69: D+	64-66: D	60-63: 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 rule applies 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 12:30pm on a Tuesday (the start of class time) but is handed in at 4:00pm 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.

### Schedule of Classes

Detailed information on each class session is available on a spreadsheet titled “Soc 110 syllabus spring 2024 – schedule of classes.xlsx.” You can download it from bcourses (under files). It is also appended to the end of this pdf.

### Other Things to Note

Office hours. I encourage all of you to visit my office hours at least once during the semester, either individually or in small groups. This is one of the best ways available to you to interact directly with a professor at Berkeley. It is also the best way for me to get to know you better. I very much value your feedback on the course and I want to learn about your interests and experiences. Please come and visit. I don’t bite – and I usually have tasty treats in my office!

My office hours are generally 3:30-5:30pm on Mondays in my office (494 Social Science Building). If you cannot meet in person, we can meet via zoom. If you cannot make this time slot, please email me and we can set up another time to meet.

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.” I expect you to follow these principles. You may not copy 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 readings, films, and lectures with your fellow students. In fact, I encourage you to form study groups, especially as there are no GSIs and no discussion sections for this course. But 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.

About large language models (LLMs). LLMs have earned a lot of attention since ChatGPT was released just over a year ago. You may *not* use any LLM app or tool to compose any of the assignments for the course, including the exams. If the reader and I suspect that submissions were illegitimately composed, whether detected by Turnitin and/or our own judgment, we may ask you to complete a short oral examination consisting of questions similar to ones that we suspect were written with the help of an LLM.

That said, there are a wide range of uses of AI tools by students, such as correcting grammar, explaining unfamiliar terms found in readings, generating practice quiz questions, and developing outlines for long written assignments. I encourage you to explore these tools, at least the free versions of LLMs. They are becoming more prominent in the “real world” outside academia, so you will undoubtedly encounter them wherever you work after graduation.

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!)

## Soc 110: Schedule of Classes

Class	Date	Topic & readings/videos
1	16-Jan	<i>Introduction to the course</i>
2	18-Jan	<i>What are organizations?</i> Read: Heather A. Haveman. 2022. <i>The Power of Organizations: A New Approach to Organizational Theory</i> (hereafter <i>TPO</i> ). Preface & ch1 pp. 1-19.
3	23-Jan	<i>Why are organizations so powerful?</i> Read: Heather A. Haveman. 2022. <i>TPO</i> . Ch1 pp. 3-6. Read: James S. Coleman. 1982. <i>The Asymmetric Society</i> . Ch 1. (on bcourses)
4	25-Jan	<i>How did we get here? Where did organizations come from? Why were they created?</i> Read: Heather A. Haveman. 2022. <i>TPO</i> . Ch2 pp. 15-38 & 46-50.
5	30-Jan	<i>The demographic perspective on organizations</i> Read: Heather A. Haveman. 2022. <i>TPO</i> . Ch3 pp. 73-77 & ch4 pp 80-93 & 96-101. Read: Scott Sleek. 2018. Extract from <i>The bias beneath: Two decades of measuring implicit associations. Association for Psychological Science Observer</i> . (on bcourses) Read: Louise Marie Roth. 2004. The social psychology of tokenism: Status and homophily processes on Wall Street. <i>Sociological Perspectives</i> , 47: 189-214.
		<b>RR1</b>
6	1-Feb	<i>The relational perspective on organizations</i> Read: Heather A. Haveman. 2022. <i>TPO</i> . Ch5 pp. 110-123. Read: Mario Luis Small. 2009. <i>Unanticipated Gains: Origins of Network Inequality in Everyday Life</i> . Ch1 (selected passages) & ch2. (on bcourses; full book available at
7	6-Feb	<i>The cultural perspective on organizations</i> Read: Heather A. Haveman. 2022. <i>TPO</i> . Ch6 pp. 135-149. Read: Gideon Kunda. 1992. <i>Engineering Culture: Control and Commitment in a High-Tech Corporation</i> . Ch 1 (only skim p 8-middle of p.17) & ch3. (on bcourses)
8	8-Feb	<i>Comparing the 3 perspectives on organizations</i> Read: Heather A. Haveman. 2022. <i>TPO</i> . Ch3 pp. 73-77. (again) Read: UC Berkeley Fact Sheet (click on the links to various websites & peruse them to prepare for a class discussion of applying the 3 perspectives to UCB)
9	13-Feb	<i>Government organizations</i> Read: Heather A. Haveman. <i>TPO</i> . Ch 2 pp. 26-27. Read: Armando Lara-Millán. 2021. <i>Redistributing the Poor: Jails, Hospitals, and the Crisis of Law and Fiscal Authority</i> . Ch1-2. (on bcourses; full book is available online -- go to <a href="https://search.library.berkeley.edu">https://search.library.berkeley.edu</a> & search for "lara millan" & you will find
		<b>RR2</b>
10	15-Feb	<i>Business organizations: corporations</i> Read: Heather A. Haveman. <i>TPO</i> . Ch 2 pp. 34-39.

Read: Milton Friedman. 1970. The social responsibility of business is to increase its profits. *New York Times*. (on bcourses)

20-Feb *No class -- Prof. Haveman is out of town*

- 11 22-Feb *Business organizations: corporations (2)*  
Watch: *The Corporation* (documentary film -- 2 hours 24 minutes)  
Link: <https://berkeley.kanopy.com/video/corporation-2> (you'll be asked to log in  
Watch from the start to 1hr 3 mins. Skip the sections on advertising to children and public relations (unless you're interested in that topic). Start again at 1hr 40min 36sec. As you watch the film, ponder these questions. We will discuss them in class.  
1) In the aggregate, are corporations beneficial for society?  
2) Should corporations be required to actively contribute to social causes, or merely  
3) In light of climate change and the downsides of globalization, should we reform corporations to put people and sustainability before profit?  
4) Can corporations be responsive to the needs of their consumers and investors, and also lead the way in influencing values and advancing social causes?
- 12 27-Feb *New (& better?) alternatives to business corporations: certified b corps & benefit*  
Read: Heather A. Haveman, *TPO*. Ch2, last 2 lines of p. 37 plus p. 38.  
Read: Christopher Marquis. 2020. The B corp movement goes big. (on bcourses)  
Read: Cassie Werber. 2020. How Patagonia became the B Corps poster child. *Quartz*. (on bcourses)  
Read: Carlie Portfield. 2022. Patagonia founder gives away entire company to fight climate change. *Forbes*. (on bcourses)
- 13 29-Feb *Even better business organizations?: mutual-benefit organizations & co-operatives*  
Read: Heather A. Haveman, *TPO*. Ch2 pp. 62-65.  
Read: Marc Schneiberg. 2013. Movements as political conditions for diffusion: Anti-corporate movements and the spread of cooperative forms in American capitalism. *Organization Studies*, 34 (5-6). Read only pp. 653-655, 659-673. (<https://doi-org.libproxy.berkeley.edu/10.1177/0170840613479226>; also on bcourses)
- 14 5-Mar *What have we learned so far? Midterm review*
- 15 7-Mar *Midterm*  
This will be run through bcourses, under assignments. You can take it during any 1.5-hour time period between 9:00am March 6th and 6:00pm March 7th.
- 16 12-Mar *Challenging the status quo: social-movement organizations*  
Read: Rojas, Fabio. 2006. Social movement tactics, organizational change, and the spread of African-American studies. *Social Forces*, 84 (4): 2139-2158.
- 17 14-Mar *Business organizations: social media*  
**FRE** Watch: *The Social Dilemma* (documentary film -- 90 minutes)  
Link to watch: <https://ql.streamd.io/sfchtsvh1p>. Password: s%CL9s#LvFE3.



- 18 19-Mar *Nonprofit organizations: religion*  
Chaves, Mark. 1996. Ordaining women: The diffusion of an organizational innovation. *American Journal of Sociology*, 101 (4): 840-873.
- 19 21-Mar *How organizations affect society: politics*  
Read: Heather A. Haveman. 2022. Organizing the authoritarian state. *Journal of Management Inquiry*, 32 (1): 13-14. (part of a curated collection of opinion pieces) (on bcourses; full issue is available at  
Read: Alexander Hertel-Fernandez. 2019. *State Capture: How Conservative Activists, Big Business, and Wealthy Donors Reshaped the American State – and the Nation*.
- 26-Mar **Spring Break**  
28-Mar **Spring Break**
- 2-Apr *No class -- Prof. Haveman is out of town*
- 20 4-Apr *How organizations affect society: climate change*  
Read: Heather A. Haveman, *TPO*. Ch 9.  
RR3 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. *Sociological Forum*, 32 (1): 94-
- 21 9-Apr *How organizations affect society: community and trust*  
Read: G. Cristina Mora. 2014. Cross-field effects and pan-ethnic classification: The institutionalization of Hispanic panethnicity, 1965 to 1990. *American Sociological*
- 22 11-Apr *How organizations affect society: community and conflict*  
Read: Christopher A. Bail. 2012. The fringe effect: Civil society organizations and the evolution of media discourse about Islam since the September 11th attacks. *American Sociological Review*, 77 (7): 855-879. (<https://www.jstor.org/stable/i40081045>)
- 23 16-Apr *How organizations affect society: inequality within organizations*  
RR4 Andrea Feldberg. 2022. The task bind: Explaining gender differences in managerial tasks and performance. *Administrative Science Quarterly*, 67 (4): 1049-1092.
- 24 18-Apr *How organizations affect society: inequality within organizations (2)*  
Elizabeth A. Armstrong and Laura T. Hamilton. 2013. *Paying for the Party*. Intro + ch2. (<https://www.degruyter.com/document/doi/10.4159/harvard.9780674073517/html>)
- 25 23-Apr *How organizations affect society: inequality within organizations (3)*  
Elizabeth A. Armstrong and Laura T. Hamilton. 2013. *Paying for the Party*. Ch5 & ch6.
- 26 25-Apr *What have we learned? Final exam review*
- 9-May *Final exam*  
This will be run through bcourses, under assignments. You can take it during any 1.5-hour time period between 9:00am May 8th and 6:00pm May 9th.