

SOCIOLOGY 1315

Fall 2021

**MACRO-ORGANIZATIONAL THEORY:
Organizations in Social Context**

T/Th 1:00pm – 2:20pm
Room 117, MacMillan Hall, 167 Thayer Street
<https://canvas.brown.edu/courses/1086541>

Instructor

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Overview

Sociology 1315 explores the structures, processes and effects of formal organizations in modern society – and the ways in which modern society permeates, constructs and constrains the organizations that arise within it.

Structurally, the course divides into four units. The first unit introduces the field's most influential metaphors: the organization as machine, the organization as organism, the organization as politics, and the organization as culture. The subsequent units then deploy these metaphors to investigate three key “problematics,” at progressively more macro-sociological levels of analysis:

- Decision-making and collective intelligence
- Intra-organizational coordination and control
- Inter-organizational boundaries and environments.

We will examine each of these problematics through a series of interrelated readings, lectures, discussions, and assignments. Readings and lectures will focus primarily on the different theoretical “answers” implied by each of Unit I's core metaphors; discussions and assignments will focus on applying those insights to tackle real-world organizational challenges and dilemmas. Throughout, we will also seek contrasts and commonalities, both across metaphors and across levels of analysis.

Objectives

Sociology 1315 provides a foundation of theoretical, empirical and experiential knowledge about organizations and organizing. Specific learning objectives include:

1. **Describe** current theoretical and empirical scholarship in the OT field.
2. **Identify** how OT concepts and findings apply to various types of public- and private-sector organizations.
3. **Analyze** organizational structures and processes from multiple perspectives, comparing and contrasting different models of organizational and environmental phenomena.
4. **Recognize** your own preferred perspectives, and understand how they might color your interpretations of organizational events and experiences.
5. **Strengthen** your ability to diagnose and respond creatively to organizational challenges.
6. **Cultivate** your ability to build and maintain effective and sustainable organizational enterprises and healthy and resilient organizational environments.

Note: Although the course coverage is intentionally broad, it is not all-inclusive. We will occasionally discuss managerial dilemmas, but this is not primarily a course in business administration. In addition, we will give only passing consideration to traditional micro-economics and industrial psychology. If you are interested in these topics, you may find Sociology 1315 to be a useful and thought-provoking counterpoint, but you are unlikely to find it to be redundant -- or even entirely consonant -- with other courses in your curriculum.

What Is “Macro-Organizational Theory”?

The field of Macro-Organizational Theory, or “OT” for short, focuses on the large-scale social dynamics of organizational life. It takes the organization in total as the primary unit of analysis and analyzes both how organizations are composed “bottom up” from various sometimes competing, sometimes synergistic subunits, and also how organizations are conditioned “outside in” by various sometimes constraining, sometimes empowering external forces.¹

Examining organizations at this macro-sociological level, Sociology 1315 explores questions about organizational decision-making processes, about coordination and control of organizational subunits, and about boundaries and relations among organizations and between organizations and the surrounding socio-political environment. Lectures and discussions will cover a wide range of perspectives and draw examples from a wide range of organizational settings -- corporations, non-profits, political parties, public agencies, the military, professions, and voluntary associations.

The goal is to survey the many different ways in which sociologists think about and study organizational life. From various perspectives, we will ask and answer such Big Questions as:

- ❖ What assumptions and metaphors do we deploy (either consciously or unconsciously) in thinking about organizations? Are organizations like engineered machines? Like living organisms? Like political coalitions? Like cultural rituals? What might each of these metaphors accentuate, and what might each hide?
- ❖ How do organizations arrive at “intelligent” decisions? How do they gather and process information, predict future events, learn from experience, adjudicate disagreements, and make sense of the unexpected?
- ❖ How do organizations maintain order among their various subunits, levels and factions? How do they integrate and coordinate multiple tasks, and how do they control and suppress (or celebrate and exploit) dissent?
- ❖ How do organizations draw, maintain and manage the boundaries between different activities, and between the organization and the environment? What are the consequences of inclusion and exclusion, self-sourcing and out-sourcing, bonding and bridging, autonomy and embeddedness?
- ❖ How are organizations shaped by the environments in which they operate? Which aspects of the external world matter most for organizations’ fates? Can organizations strategically select and construct environments in which they can thrive, or are organizations at the mercy of forces beyond their control?

Through theoretical readings, integrative lectures, open-ended discussions and real-world case studies, you will develop a new set of lenses for seeing the “lines of force” that move the various organizations in which we inevitably live out our lives. And, with luck and attention, you will begin to cultivate your own style of harnessing and riding those lines of force – mindfully, effectively and responsibly.

¹ This contrasts with micro-level approaches, such as those covered in Sociology 1311, which treat the organization as context and focus primarily on the individual- and workgroup-level social-psychological dynamics that organizations comprise and engender.

Course Activities

Sociology 1315 is designed to help you develop theoretical knowledge, use that knowledge critically to assess your experiences in organizational settings, and apply that knowledge to the challenges of real organizations. Thus, the course takes a three-pronged approach to teaching about organizational theory:

- **Lectures and readings** will introduce you to classic and contemporary OT scholarship.
- **Group discussions** will allow you to explore theories, experiences, debates and dilemmas, in conversation with your classmates and the instructional team.
- **Case reports** will hone your skills at connecting abstract concepts to the pressures and choices faced by real-world managers in real-world organizations.

Lectures: We will meet for lecture (in person, health conditions permitting) on Tuesdays and Thursdays, 1:00pm-2:20pm. Lecture attendance is a required component of the course; however, students who are unable to attend in person may fulfill the attendance requirement by viewing the lecture asynchronously online (see p. 10, below). Lectures will be accompanied by approximately 75 pages per week of assigned reading. Readings may be completed either before or after the corresponding lecture, although to maximize comprehension, lectures and readings should not be separated by a time lag of more than a few days.

Group Discussions: Starting in the second week of class (i.e., the week of September 13), you will be expected to participate in two weekly small-group discussion activities, complementing the main lecture stream: (1) an asynchronous text discussion via Canvas, and (2) an in-person TA-led discussion section.

- **Text discussions:** Each week's Canvas module will include a "discussion prompt" linked either to the lecture topics or the section topic for the week. You will be expected to post at least one brief response to the prompt (due by noon on Friday) and at least one brief reaction to the posts of your classmates (due by 5:00pm on Sunday).
- **Section discussions:** Discussion sections will meet in person, in several timeslots between Thursday afternoon and Tuesday morning. You should have already registered for a discussion section when you registered for the lecture and, except under unusual circumstances, you should attend the section in which you enrolled. If you cannot attend your regular section in a given week, you should contact your TA well in advance to request an alternative arrangement (see p. 11, below). *Note: If enrollment numbers require us to consolidate the pre-scheduled sections, we may ask you to switch to a different meeting time. If so, we will do our best to accommodate your scheduling needs; however, we cannot guarantee all students their first choice.*

Case Reports: Near the end of Units II, III, and IV, we will devote an entire discussion section to a real-world organizational "case": The first will focus on organizational decision-making before, during and after British Petroleum's Deepwater Horizon oil spill; the second will focus on coordination and control at Arthur Andersen, a global accounting firm brought down by the Enron financial scandal; the third will focus on the emerging field of commercial space travel. These cases will also serve as the basis for the three major writing assignments of the semester:

- **Consultant Report:** For one of the first two cases,² you will take the role of a “consultant,” working with an assigned team of 3-5 classmates to analyze the case through the lens of a single OT metaphor.
- **Executive Report:** For the other of the first two cases, you will take the role of an “executive,” sifting through consultant reports to design an integrated plan of action.
- **Analyst Report:** For the third case, you will take the role of an industry analyst, working with 3-5 classmates of your choosing, to explore possible futures for the nascent field of commercial space travel.

A note on groupwork: Two of the major writing assignments for the course – the consultant report and the analyst report – are structured as collaborative groupwork projects. In addition to allowing you to work with teammates to assimilate and deploy the course material, these assignments will also give you an opportunity to observe and assess your own groupwork experience. After each groupwork project, you will be expected to complete a “360-degree evaluation” of your teammates’ contributions and performance. These 360-degree evaluations will factor into each team member’s groupwork grade.

Time Expectations: In order to excel in this course, you should expect to devote approximately 180 hours to completing the various course activities:

- Lectures will encompass approximately 35 hours (26 sessions × 80 minutes/session).
- Weekly discussions will encompass an additional 20 hours:
 - ✓ 9 hours for asynchronous text discussions (13 weeks × 40 minutes/week)
 - ✓ 11 hours for synchronous section discussions (13 weeks × 50 minutes/week).
- Other out-of-class activities -- readings, exercises and review -- should take approximately 65 hours (5 hours/week).
- Completing the major written assignments should require an additional 60 hours:
 - ✓ The Unit 1 Exam should take approximately 10 hours
 - ✓ The Consultant and Executive Reports should each take approximately 15 hours (30 hours total)
 - ✓ The Analyst Report should take approximately 20 hours.

Note that Brown expects all courses to specify at least 180 hours of coursework per semester. This implies a full 4-course workload of 720 hours – which, in a 14-week semester, amounts to over 50 hours per week. Please bear this in mind as you plan your time!

² Consultant and Executive role assignments will be made after shopping period, when course enrollments have settled.

Requirements and Deadlines

Weekly Engagement: (30% of course grade): Students are expected to complete all required readings, to attend all lectures and sections ON TIME, and to participate actively in all discussions and exercises. Together, these activities make up a larger portion of the course grade than any other single assignment. It will be nearly impossible to earn an A or B without solid engagement!

Written Assignments: In addition to weekly engagement, all students are expected to complete the following assignments (detailed assignment instructions will be distributed separately):

- ❖ **Unit I Exam** (15% of course grade. Distributed 10/4; due 10/12): There will be a take-home midterm exam at the end of Unit I, to ensure that all students are familiar with the major OT metaphors and debates before we begin examining specific problematics. This exam will be “open book,” and it will consist of two medium-length essay questions.
- ❖ **Case Reports** (55% of course grade, as allocated below): These reports develop and demonstrate your ability to link theoretical concepts to real-world events. They will be moderate-length write-ups that summarize, integrate and analyze case materials in light of concepts and themes explored in the readings and lectures. For the first two cases, consultant reports will be due one week before executive reports and will be distributed to the class, in order to inform executive action plans.
 - **Consultant Report** (15% of course grade; due 11/2 or 11/23): The consultant report is a 7-9 pp. groupwork assignment, in which you and your teammates will take the role of consultants specializing in one of the course’s four major OT metaphors.
 - **Executive Report** (15% of course grade; due 11/9 or 12/1): The executive report is a 5-7 pp. individual-work assignment, in which you will take the role of an executive, synthesizing an action plan based on the advice of multiple consultants from multiple perspectives.
 - **Analyst Report** (25% of course grade; due 12/17): The analyst report is an 8-15 pp. groupwork assignment, in which you and your teammates will take the role of industry analysts, forecasting the uncertain future of an unsettled sector of organizational life.
- ❖ **NOTE:** There is **NO FINAL EXAMINATION** in this course.

Late Work: Late assignments will be penalized **5-points/day**, and no assignments will be accepted more than one week after the due-date. Although extensions may be granted in cases of unusual hardship, extensions will not be granted retrospectively after a deadline has passed, except in cases of documented severe incapacitation.

Optional Extra-Credit Thinkpieces (10 points apiece; Due 10/22 and 12/10): You may earn extra credit by writing **up to two** short “thinkpieces.” Thinkpieces are described in further detail on p.14, below.

Grading

Point values: Course grades will be based on a 500-point scale, as follows:

Assignment	Format	Due Date	Points
Weekly Engagement			
Lecture completion	In person w/ TopHat	Weekly (T, Th)	50
Text discussions	Asynchronous via Canvas	Weekly (W, Th)	50
Section discussions	In person, small group	Weekly (M)	50
Unit I Exam	Individual, take-home	T 10/12	75
Case Reports (assigned roles)			
1 Consultant Report	Groupwork	T 11/2 or T 11/23	75
1 Executive Report	Individual	T 11/9 or W 12/1	75
1 Analyst Report	Groupwork	F 12/17	125
TOTAL:			500
<i>Extra-credit thinkpieces</i>	<i>Individual, optional</i>	<i>F 10/22; F 12/10</i>	<i>10 × 2</i>

Grading thresholds: Final grades will depend on **absolute point scores**, not on standing relative to the class. Point totals will be converted to final letter grades as follows:

- A** 450 points and above
- B** 400-450 points
- C** 350-400 points
- NC** Below 350 points

S/NC: Students may enroll in Sociology 1315 on an S/NC basis, although BEO and Sociology concentrators are strongly discouraged from choosing this option. S/NC students must earn at least 350 points in order to receive an “S,” and at least 450 points in order to receive an “S with distinction.”



Readings

Reading load: The assigned readings for this course are intended to place the lectures in context and to help you engage with classroom activities as an informed listener and an empowered contributor. To this end, the reading load strikes a balance between, on the one hand, being extensive enough to provide a solid grounding in key concepts and applications and, on the other hand, being manageable enough to allow all students to keep pace with the material. You should plan to average approximately 50-60 pages of reading per class, although the load may vary somewhat from session to session and from week to week.

Materials to purchase: All students should obtain the following books, which are available from the Brown Bookstore (as well as from various online vendors):

- ❖ Scott, W. Richard and Gerald F. Davis (2015), *Organizations and Organizing: Rational, Natural and Open System Perspectives*. New York: Routledge, Taylor & Francis Group [ISBN-10: 0131958933]
- ❖ Morgan, Gareth (2006), *Images of Organization*. Thousand Oaks, CA: Sage Publications [ISBN-10: 1412939798]
- ❖ March, James G. (1994), *Primer on Decision Making: How Decisions Happen*. New York: Free Press [ISBN-10: 1439157332]

All other required readings will be posted on the Soc 1315 Canvas site.

Additional reading suggestions: Many weeks of the syllabus include a list of “additional reading suggestions.” These items are *entirely optional*, and knowledge of them will not be expected or tested, except to the extent that they are discussed in the course lectures, sections, and/or required readings. Nonetheless, you may find these suggested readings to be useful supplements to the other course materials, especially if you wish (either now or in the future) to explore particular topics in greater depth. These suggested readings generally will not be posted on Canvas; however, the instructional team may be able to help you, if you cannot obtain a copy from the library system.

Top Hat

Soc 1315 will make extensive use of Top Hat, a technology for allowing real-time in-class student feedback. All students should sign up for Top Hat by going to the Top Hat Assignment in Canvas and following the steps in the [Brown University Sign-Up Guide](#). For assistance with your Top Hat account, please contact Top Hat student support on their site, via email, or phone: 1-888-663-5491.

Academic Conduct

Honor Code: All students in this course should review Brown's Codes for Academic and Student Conduct. Cheating – in any form – will not be tolerated. This applies to all aspects of student work, including quizzes, written assignments, and attendance. Violators will be reported to the College and will receive significant grading penalties. Repeat and/or flagrant violators will be required to withdraw from the course.

Copyright: Please note that lectures and other course materials are copyrighted and may not be reproduced or distributed without express written permission. A limited exception will be made for students with disabilities, who may record for their private use if authorized by Student Accessibility Services. Disregard of the University's copyright policy and/or federal copyright law is a violation of the Student Code of Conduct.

Welcoming All Voices

Diversity and inclusion: This course seeks to build a learning community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, religion and political views. We are especially eager to foster the participation of populations that have historically been excluded from U.S. higher education. The diversity that you bring to class is an important strength, and the instructional team will strive to present materials and activities that are respectful of that diversity. Your suggestions are encouraged and appreciated. Please let us know what changes might improve the effectiveness of the course for you personally, or for other students or student groups.

Accommodations and support for learning: Brown University is committed to full inclusion of all students. Please inform your TA or the professor early in the term if you might need an accommodation or modification of course procedures. You may speak with us after class, during office hours, or by e-mail. If you have a disability that requires special facilities or a recurring accommodation, please register with Student and Employee Accessibility Services (phone: 401-863-9588, email: SEAS@brown.edu) in order to obtain an academic accommodation letter. Multilingual and cross-cultural learners can also seek support from Brown's English Language Learning Specialists, at ellwriting@brown.edu. Further, all students who need short-term academic advice or support can contact the Office of the Dean of the College.

Course-related expenses: If your Brown undergraduate financial aid package includes the Book/Course Material Support Pilot Program (BCMS), concerns or questions about the cost of course materials can be addressed to bcms@brown.edu. For all other concerns regarding non-tuition course-related expenses, whether or not your Brown undergraduate financial aid package includes BCMS, please visit the Academic Emergency Fund in E-GAP (within the umbrella of "E-Gap Funds" in UFunds) to determine options for financing these costs, while ensuring your privacy.

General Guidelines for Viewing Pre-Recorded Lectures

Pre-recorded versions of most lectures (with the exception of the Introduction and Conclusion) will be available online, via Canvas. These pre-recorded lectures are intended primarily for purposes of review, and the material that they contain generally duplicates the material covered in class. However, if we run out of time in class, I may occasionally abridge the in-person lecture and ask you to view the omitted segment online instead.

Attendance: Students who cannot attend a lecture in person may fulfill the attendance requirement by viewing the online version and completing the accompanying review questions. In order to receive attendance credit for an online lecture, you must:

- ❖ View all segments of the lecture, in their entirety;
- ❖ Answer all of the accompanying review questions after each lecture segment, and correct any answers that you initially get wrong.
- ❖ Complete the video lecture within **one week** (before or after) the corresponding in-person lecture date;
- ❖ Complete the accompanying review questions within **one hour** after completing the corresponding lecture segment.

Co-viewing: If you choose to view a video lecture together with friends on a shared computer, please take the following precautions in order to ensure that you each receive appropriate credit:

- ❖ Each student should complete the review questions separately, from **their own** Canvas account;
- ❖ Each student should submit the following Google Form, indicating which lecture was co-viewed, the time of the viewing, and the Canvas account from which the video was accessed:
 - www.tinyurl.com/Soc1315-Fall2021-coviewing

Special arrangements: Online lecture viewership will be assessed using metadata generated by Canvas and the Panopto video-player. However, in the event of ambiguity we reserve the right to grant or deny attendance credit based on the entirety of the available evidence. If you believe that you have a valid educational reason for viewing an online lecture in an unconventional manner or format, please contact the instructional team **in advance**, to make appropriate arrangements.

General Guidelines for Discussions

Weekly discussions – both synchronous and asynchronous -- are a **required** element of the coursework in Sociology 1315. Although you should certainly feel free to raise questions during lecture or office hours, sections provide an invaluable opportunity to address issues in depth and to debate the nuances of the course material in conversation with your fellow students.

Format: Most discussions will explore advanced or applied topics related to -- but not redundant with -- the lectures. Generally, these explorations will take the form of open-ended conversations, although some may take the form of “staged” debates or experiential exercises. Some discussions will have assigned readings of their own, while others will simply ask you to think about the topic a bit in advance. In all cases, though, the goal is to allow you to wrestle with the complexities, ambiguities and controversies of the course material in a hands-on way, free from the shrink-wrapped pre-packaging that often goes into presenting a tight lecture.

Participation Guidelines: As you become acclimated to the weekly discussions, you will (and should) develop your own distinctive participation style; nonetheless, the following “best practice” guidelines are a good place to start:

- ❖ Strive, at every opportunity, to make valuable contributions about topics under discussion
- ❖ Stay focused and on-topic, keeping your comments relevant and succinct
- ❖ Draw on personal experience or opinion, but only when relevant to the discussion
- ❖ Demonstrate your listening skills, responding appropriately to others’ comments
- ❖ Respectfully help to clarify points that others may not have understood
- ❖ Raise good questions about subjects that need further exploration
- ❖ Demonstrate your ability to analyze, apply, and synthesize course material
- ❖ Demonstrate your willingness to take risks (e.g. offer creative speculations, tackle unpopular or difficult questions, recognize and acknowledge good counter-arguments)
- ❖ Be cheerful and good-natured; try to make the discussion interesting and enjoyable for all!

Expectations: You are expected to arrive in section **on time**, having done the assigned readings, and to contribute actively and meaningfully throughout the discussion. You should engage the topic analytically and inquisitively, asking thoughtful questions that extend or challenge the course materials, and offering novel perspectives that expand the conversation. Most important, you should listen carefully to your classmates’ contributions, and should respond respectfully and productively.

Grading: Each week’s section is worth a possible 4 points. Attendance translates to 2 points; attendance plus limited participation, to 3; and attendance plus active participation, as described above, to 4.

Absences: If you cannot attend your assigned section in a given week, you should:

1. Identify another section to attend during the same week of the course (Th, F, M or T).
2. E-mail both your own TA and (if applicable) the TA of the section that you wish to attend, to explain the reason for your absence, and to indicate which section you’ll be attending.

There is no other way “make up” a missed section. However, if you have an excused absence (documented by a note from a dean or healthcare provider), you will receive a score for the missed section equal to your average “earned” discussion score for the other weeks of the semester.

General Guidelines for Written Assignments

Written assignments will be graded primarily on the clarity, comprehensiveness, and originality of their substantive arguments. You should address and engage lectures, readings, and section materials wherever appropriate, but you should do so creatively and critically, giving a fair presentation of core arguments (and counter-arguments) from prior scholarship, but also trying to make an intellectual contribution of your own. Think before you write, and do not hesitate to discuss your ideas with the instructor and/or your TA in advance.

Organization and style: Written work should be carefully organized, with a clear thesis (or at least a clear sense of purpose), and a logical progression from point to point. You should adopt a mature, professional tone; but avoid becoming oblique or stuffy. Use direct, forceful language wherever possible, and if you need to use jargon, be sure to define your terms and explain the underlying concepts. Technical terminology often serves a necessary – or even helpful – role in a scholarly essay; however, you need to deploy it mindfully, using terms correctly to signal sophistication to expert readers, but also defining terms clearly to signal accessibility to lay readers.

You should also set aside enough time to proofread your final draft thoroughly before handing it in. Errors in grammar, spelling, and/or gender-neutrality will be frowned upon. For useful (albeit somewhat binary) primers on gender-neutrality, see:

- ❖ <https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/>
- ❖ http://www.kentlaw.edu/academics/lrw/grinker/LwtaGender_Neutral_Language.htm

Formatting: All written assignments should employ the following format:

- ❖ Format your document for 8.5”x11” pages, double-spaced, with 1” margins on all four sides. NOTE: These are *not* the defaults settings for recent versions of Microsoft Word! A template with the correct formatting is available in the “Information” folder on Canvas.
- ❖ Number all pages in sequence.
- ❖ Set the body of the text in 12-pt Times New Roman font. You may use slightly larger fonts for headings and smaller fonts for footnotes if you wish, but make sure that all fonts are Times New Roman and that none are larger than 16-pt or smaller than 9-pt.
- ❖ Include a cover page, providing a title, your name, your TA’s name, your section time, the assignment for which the paper is being submitted, and the date of submission.
- ❖ Include citations wherever appropriate. You should cite your sources parenthetically in the text – i.e., “(Weber 1978:3-4)” – and also list each cited work in a References section at the end of the paper.

Assignment lengths: Submissions that significantly violate the assigned length limits may incur a grading penalty. If you cannot fit your argument within the specified guidelines, try to elaborate it if it's too short, or rephrase it if it's too long. If all else fails, ask for permission to stretch the page limit; reasonable proposals will usually be accepted. (Note that assignment lengths do not include cover pages and reference lists.)

Submission logistics: All written assignments **MUST** be submitted electronically, via the Soc 1315 Canvas site, in MSWord (.doc/.docx) or Adobe (.pdf) format. MSWord is somewhat more convenient for grading.

Late work: Late assignments will be **penalized 5 points per day**, and no assignments will be accepted more than one week after the assigned due-date. Although extensions may be granted in cases of unusual hardship, extensions will not be considered routine. In particular, extensions will not be granted retrospectively after a deadline has passed, except in cases of documented, severe incapacitation.

Plagiarism: Brown's Academic Code (p.5) specifies that "a student's name on any exercise (e.g., a theme, report, notebook, performance, computer program, course paper, quiz, or examination) is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in his or her own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help."

Scholarship is a collective enterprise, and you should take every opportunity to situate your work in the context of what has gone before. Nonetheless, written material that you present as your own should be your own. Although you should not hesitate to make use of other people's research findings and theoretical insights, you should *always* give credit to your sources, unless the point is clearly a matter of common knowledge. You should, of course, explicitly indicate when you are quoting directly from someone else's work; but you should also indicate when you are borrowing ideas, even if you are not borrowing exact wordings. Paraphrasing does *not* relieve you of the duty to cite the original author; so when in doubt, err on the side of attribution! In a larger sense, you should be using other peoples' work to make *your own* arguments. No amount of citation justifies simply restating the views of others, unless you are synthesizing them, critiquing them, or expanding upon them in some way.

Note that submitting a paper from another course, or collaborating on an individual-writing assignment also constitutes plagiarism. If you have a valid educational reason to engage in either of these activities, you *must* obtain the instructor's explicit permission *first*.

For further information on academic integrity, please consult Brown's Academic Code, at:

<http://www.brown.edu/academics/college/degree/policies/academic-code>.

Extra-Credit Thinkpieces

Students who wish to earn extra credit may write up to **two** short “thinkpieces.” There are no assigned topics for these thinkpieces, except that they all must address the course material. Each thinkpiece should focus on an interesting idea or insight that the course has inspired in you.

Thinkpieces may take a wide range of forms, including personal reflections, empirical observations, research ideas, policy proposals, and reactions to theoretical arguments and debates; thinkpieces should not, however, be simple summaries of the readings.

These short essays should be neither hard to write nor time-consuming, particularly if you give them some thought in advance. In general, thinkpieces will be easiest if you write them while insights are fresh in your mind. Do not wait until the end of the course to see whether an idea is genuinely “novel” or “correct”; that is not the goal of these pieces!

Format: Thinkpieces should be **2-3 pages** in length. They should follow the General Guidelines for Written Assignments (see pp. 12-13 above), and they should include a title of some kind.

Due Dates: To ensure that we can give adequate attention to your thinkpieces, we will accept no more than one thinkpiece from any given student after **Friday 10/22**. Your last thinkpiece must be submitted by **Friday 12/10**.

However, you need not wait for these deadlines to submit your thinkpieces. Indeed, the earlier you submit your thinkpieces, the more attention we will be able to give them.

Grading: Thinkpieces will be graded on a 10-point scale:

- Excellent = 9-10 pts.
- Good = 7-8 pts.
- Fair = 5-6 pts.
- Deficient = 1-4 pts.

SOCIOLOGY 1315

Fall 2021

**MACRO-ORGANIZATIONAL THEORY:
Organizations in Social Context**<https://canvas.brown.edu/courses/1086541>**SEMESTER SCHEDULE
TOPICS, MATERIALS AND ASSIGNMENTS**

Table of Abbreviations

S&D: Scott, W. Richard and Gerald F. Davis (2006), *Organizations and Organizing: Rational, Natural and Open System Perspectives*. Upper Saddle River, NJ: Pearson Prentice Hall.

Morgan: Morgan, Gareth (2006), *Images of Organization*. Thousand Oaks, CA: Sage.

March: March, James G. (1994), *Primer on Decision Making: How Decisions Happen*. New York: Free Press.

G&M: Grusky, Oscar and George Miller, eds. (1981), *The Sociology of Organizations: Basic Studies* (2nd ed.). New York: Free Press.

Handel: Handel, Michael J., ed. (2003), *The Sociology of Organizations: Classic, Contemporary, and Critical Readings*. Thousand Oaks, CA: Sage.

SO&J: Shafritz, Jay M., J. Steven Ott and Yong Suk Jang, eds. (2005), *Classics of Organization Theory*, 6th edition. Boston, MA: Thomson Wadsworth.

Wharton: Wharton, Amy S., ed. (2007), *The Sociology of Organizations: An Anthology of Contemporary Theory and Research*. Los Angeles, CA: Roxbury Publishing.

Journals:

AJS: *American Journal of Sociology*

AMR: *Academy of Management Review*

ARS: *Annual Review of Sociology*

ASR: *American Sociological Review*

ASQ: *Administrative Science Quarterly*

JMS: *Journal of Management Studies*

Note: Items listed as “**additional reading suggestions**” are entirely optional and will not be tested.

<i>Dates</i>	TABLE OF CONTENTS	<i>Pages</i>
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Tuesday, Sept. 14	Surveying the Field of Organizational Theory	18
Thursday, Sept. 16	Rational Systems: The Organization as Machine	18
Tuesday, Sept. 21	Organic Systems: The Organization as Organism	19
Thursday, Sept. 23	Political Systems: The Organization as Polity	19
Tuesday, Sept. 28	Cultural Systems: The Organization as Ritual	20
Thursday, Sept. 30	Underlying Debates	20
10/5 - 10/14	UNIT II: ORGANIZATIONAL DECISION PROCESSES	
Tuesday, Oct. 5	Rationality and Bounded Rationality	21
Thursday, Oct. 7	Organizational Learning	21
Tuesday, Oct. 12	The Dominant Coalition	22
Thursday, Oct. 14	Obligatory Action, Ambiguity and Sensemaking	22
10/19 - 11/9	UNIT III: COORDINATION AND CONTROL	
Tuesday, Oct. 19	Introduction: The Challenge of Coordination	24
Thursday, Oct. 21	Coordination and Control of Production	24
Tuesday, Oct. 26	Coordination and Control of Administration	25
Thursday, Oct. 28	Agency Theory	25
Tuesday, Nov. 2	Contingency Theories of Organizational Structure	27
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11/11 - 12/7	UNIT IV: BOUNDARIES AND ENVIRONMENTS	
Tuesday, Nov. 9	Structural Functionalism	30
Thursday, Nov. 11	Boundaries, Bridges and Transactions	30
Tuesday, Nov. 16	Organizational Networks	32
Thursday, Nov. 18	Competitive Strategy	32
Tuesday, Nov. 23	Organizational Ecology	34
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Tuesday, Nov. 30	Neo-Institutional Theory	35
[Online only]	<i>New Organizational Fields</i>	35
Thursday, Dec. 2	Class Structure and Corporate Control	35
Tuesday, Dec. 7	Gender and Race in Organizations	37
12/9	CONCLUSION	
Thursday, Dec. 9	Conclusion	37
	CASE REPORTS	
10/26; 11/2	The Deepwater Horizon Oil Spill	23
11/16; 11/23	The Downfall of Arthur Andersen	29
12/11	Commercial Space Travel	38




INTRODUCTION (September 9)

WEEK 1: SEPTEMBER 9 – SEPTEMBER 14

Lecture

Th 9/9 What Is Macro-Organizational Theory?

Readings (87 pp.):

-  S&D: “The Subject is Organizations; The Verb is Organizing,” 1-34.
-  S&D: “The Rise and Transformation of the Corporate Form,” 340-67
-  Online: Sociology 1315 Course Syllabus.

Discussions

Canvas: [None]

Section: [None]

Assignment Deadlines

- **Sat 9/11:** Section Selection Poll

Additional reading suggestions:

Coleman, James (1974), “Emergence of New Persons,” *Power and the Structure of Society*, 13-31.

Lazarsfeld, P. & H. Menzel (1961), “On the Relation Between Individual and Collective Properties,” in Etzioni, A. *Sociological Reader on Complex Organizations*, pp. 499-516.

UNIT I: METAPHORS AND DEBATES (September 14 - September 30)

WEEK 2: SEPTEMBER 14 – SEPTEMBER 21

Lectures




T 9/14 Surveying the Field of Organizational Theory

Readings (13 pp.):

-  *Morgan*: “Introduction,” 3-8.
-  *S&D*: “Glancing Back and Looking Forward,” “Expanded Levels of Analysis,” 112-120.

Th 9/16 Rational Systems: The Organization as Machine

Readings (38 pp.):

-  *Morgan*: “Mechanization Takes Command: Organizations as Machines,” 11-31.
-  *S&D*: “Organizations as Rational Systems: Defining Characteristics,” “Weber's Theory of Bureaucracy,” 35-40, 46-53.
-  *Online*: Weber, Max (1922), “Bureaucracy,” [excerpts in Handel, 17-23].

Discussions

Canvas: Picture This...

Section: Introductions and Explanations

Readings (0 pp.): [No assigned readings for this session]

Assignment Deadlines

[None]

Additional reading suggestions:

- Freeman, John (1978), “The Unit of Analysis in Organizational Research,” in M. Meyer et al. (eds.) *Environments and Organizations*, pp. 335-351
- Udy, Stanley (1959), “Bureaucracy' and 'Rationality' in Weber's Organization Theory,” *ASR* 24:791-795.

WEEK 3: SEPTEMBER 21 – SEPTEMBER 28**Lectures****T 9/21 Organic Systems: The Organization as Organism***Readings (63 pp.):*

- 📖 *Morgan*: “Nature Intervenes: Organizations as Organisms,” pp. 33-69.
- 📖 *S&D*: “Organizations as Natural Systems,” “Organizations as Open Systems,” “Contingency Theory,” 59-64, 87-98, 103-104.
- 📖 *Online*: Katz, Daniel & Robert Kahn (1978), “Organizations and the Systems Concept,” *The Social Psychology of Organizations*, 2nd edition [excerpt in SO&J 480-490].

Th 9/23 Political Systems: The Organization as Polity*Readings (61 pp.):*

- 📖 *Morgan*: “Interests, Conflict and Power: Organizations as Political Systems,” 149-206.
- 📖 *S&D*: “Early Exemplars of the Social Conflict Model,” 80-82.
- 📖 *Online*: Emerson, Richard (1962), “Power-Dependence Relations,” *ASR* 27(1):31-41 [Excerpt, pp. 31-37].
- 📖 *Online*: Lukes, Steven (2007), “Power,” *Contexts* 6(3):59-61.

Discussions**Canvas:** Power, Power Everywhere...**Section:** Recognizing Power*Readings (2 pp.):*

- 📖 *Online*: Suchman, Mark, “Recognizing Power: Discussion Questions.”

Assignment Deadlines*[None]***Additional reading suggestions:**

- Boulding, Kenneth (1953), “General System Theory: The Skeleton of Science,” *Management Science* 2:197-208.
- Emerson, Richard M. (1962), “Power-Dependence Relations,” *ASR* 27(1):31-41.
- Gaventa, John (1980), “Power and Participation,” *Power and Powerlessness*, pp. 1-32.
- Lukes, Steven (1974), *Power: A Radical View*. New York: Macmillan. [57 pages]
- Michels, Robert (1962 [1915]), “Organizations and Oligarchy,” *Political Parties*. [excerpt in Handel, 211-223].
- Simon, Herbert (1962), “The Architecture of Complexity,” *Proc. Am. Phil. Soc’y* 106:467-482.

WEEK 4: SEPTEMBER 28 – OCTOBER 5**Lectures****T 9/28 Cultural Systems: The Organization as Ritual***Readings (42 pp.):*

- 📖 *Morgan*: “Creating Social Reality: Organizations as Cultures,” 115-147.
- 📖 *Online*: Schein, Edgar H. (1993) “Defining Organizational Culture,” *Organizational Culture and Leadership*. [excerpt in SO&J 360-367].
- 📖 *Online*: Geertz, Clifford (1957), “Ethos, World-View and the Analysis of Sacred Symbols,” *Antioch Review* 17(4): 421-437. [excerpt: 424-427]

Th 9/30 Underlying Debates*Readings (40 pp.):*

- 📖 *S&D*: “Combining Perspectives, Expanding Levels: Attempts at Integration,” 107-111.
- 📖 *Morgan*: “The Challenge of Metaphor,” “Reading and Shaping Organizational Life,” “Postscript,” 337-366.

Discussions**Canvas:** Mind Your Metaphor**Section:** Applying Unit I: Total Quality Metaphors*Readings (25 pp.):*

- 📖 *Online*: Spencer, Barbara A. (1994), “Models of Organization and Total Quality Management: A Comparison and Critical Evaluation,” *AMR* 19:446-471.

Assignment Deadlines**Mon 10/4: TAKE-HOME MIDTERM DISTRIBUTED (due Tues 10/12)****Additional reading suggestions:**

- Meyerson, Debra and Joanne Martin (1987), “Cultural Change: an Integration of Three Different Views,” *Journal of Management Studies* 24(6):623–647.
- Smircich, Linda (1983), “Concepts of Culture and Organizational Analysis,” *ASQ* 28:339-58
- Trice, Harrison M. & Janice M. Beyer (1993), “How and Why Organizations are Cultures,” pp. 1-32 in *Cultures of Work Organizations*. Englewood Cliffs, NJ: Prentice Hall




UNIT II: ORGANIZATIONAL DECISION PROCESSES (October 5 - October 14)

WEEK 5: OCTOBER 5 – OCTOBER 12

Lectures



T 10/5 Rationality and Bounded Rationality

Readings (57 pp.):

-  *March*: “Limited Rationality,” 1-55.
-  *S&D*: “Simon's Theory of Administrative Behavior,” 53-56.
-  *S&D*: “Organizational Performance,” 326-339.

Th 10/7 Organizational Learning

Readings (47 pp.):

-  *March*: “Rule Development and Change,” 76-102.
-  *Online*: Wenger, Etienne (2000), “Communities of practice and social learning systems.” *Organization* 7(2):225-246.

Discussions

Canvas: Going Green

Section: [No Section on Monday 10/11 (Indigenous Peoples' Day)]

Assignment Deadlines

- **Tues 10/12: TAKE-HOME MIDTERM DUE (11:59pm)**

Additional reading suggestions:

- Argote, L. (1999), *Organizational Learning: Creating, Retaining and Transferring Knowledge*. Boston: Kluwer.
- Campbell, D. (1969), “Variation and Selective Retention in Socio-Cultural Evolution,” *Gen. Systems* 14:69-85.
- Cyert, R. & J. March (1963), “A Summary of Basic Concepts,” *A Behavioral Theory of the Firm*, pp. 114-127.
- Hirschman, Albert (1970), *Exit, Voice and Loyalty* (126 pages).
- March, J.G. & H.A. Simon (1958), “Decision-Making Theory,” *Organizations* [excerpt, G&M,135-50]
- Morgan*: “Learning and Self-Organization: Organizations as Brains,” pp. 71-114.
- Simon, Herbert A. (1945), *Administrative Behavior*, especially pp. 1-78.

WEEK 6: OCTOBER 12 – OCTOBER 19

Lectures

T 10/12 The Dominant Coalition

Readings (48 pp.):

📖 S&D: "Goal Setting in Organizations," 183-196.

📖 March: "Multiple Actors: Conflict and Politics," 139-174.

Th 10/14 Part I: Obligatory Action

Readings (19 pp.):

📖 March: "Decision Making as Rule Following," 57-76.

Part II: Ambiguity and Sensemaking

Readings (47 pp.):

📖 March: "Ambiguity and Interpretation," 175-220.

📖 S&D: "Weick's Model of Organizing," pp. 104-106.

Discussions

Canvas: [TBD]

Section: Rationality and Path Dependence

Readings (7 pp.):

📖 Online: Arthur, Brian (1990), "Positive Feedbacks in the Economy," *Scientific American* 262(2):92-99.

Assignment Deadlines

➤ **Tues 10/12: TAKE-HOME MIDTERM DUE (11:59pm)**

Additional reading suggestions:

Covaleski, Mark A., and Mark W. Dirsmith (1986), "The Budgetary Process of Power and Politics." *Accounting, Organizations and Society* 11(3): 193-214.

Cyert, Richard & James G. March (1963), "Organizational Goals," *A Behavioral Theory of the Firm*, 26-44.

DiMaggio, Paul (1997), "Culture and Cognition," *Ann. Rev. of Sociol.* 23:263-287.

Feldman, Martha & James March (1981), "Information in Organizations as Signal & Symbol," *ASQ* 26:171-186.

Maitlis, Sally, and Marlys Christianson (2014), "Sensemaking in Organizations: Taking Stock and Moving Forward." *Academy of Management Annals* 8(1):57-125.

Pfeffer, Jeffrey (1981), "Understanding the Role of Power in Decision Making," *Power in Organizations* [excerpt in SO&J, 289-303].

Pfeffer, Jeffrey. 1994. *Managing with Power: Politics and Influence in Organizations*. Cambridge, MA: Harvard Business Press.

Suchman, Mark (1997), "On Beyond Interest: Rational, Normative and Cognitive Perspectives in the Social Scientific Study of Law," *Wisc. L. Rev.* 1997:475-501.

Sydow, Jörg et al. (2009), "Organizational Path Dependence: Opening the Black Box." *AMR* 34(4):689-709.

Weick, Karl E., Kathleen M. Sutcliffe, and David Obstfeld (2005), "Organizing and the Process of Sense-making," *Organization Science* 16(4):409-421.

CASE REPORT MATERIALS: The Deepwater Horizon Oil Spill

Core Readings for Section Discussion (in Week 7):

- ❖ *Online:* National Commission on the BP Deepwater Horizon Oil Spill and Offshore Drilling (2011). *Deep Water: The Gulf Oil Disaster and the Future of Offshore Drilling*. Washington, DC: US Government Printing Office. ["Chapter 1: ...Sudden Death on the Gulf of Mexico" 1-19; "Chapter 3: Oversight and Oversights..." 55-85; "Chapter 4: The Macondo Well and the Blowout," 89-127; "Chapter 8: Changing Business as Usual," 217-247.]
- ❖ *Online:* Achenbach, Joel (2012). *A Hole at the Bottom of the Sea: The Race to Kill the BP Oil Gusher*. New York, NY: Simon & Schuster. ["Chapter 12: The Banality of Catastrophe," 217-248]

Supplemental Readings for Consultant Reports (optional):

- ❖ *Online:* Barstow, David, David Rohde & Stephanie Saul (2010), "Deepwater Horizon's Final Hours," *New York Times*, December 25, 2010.
- ❖ *Online:* Casselman, Ben (2010), "Rig Owner Had Rising Tally of Accidents," *Wall Street Journal*, May 10, 2010.
- ❖ *Online:* Brown, Robbie (2010), "Oil Rig's Siren Was Kept Silent, Technician Says," *New York Times*, July 23, 2010.
- ❖ *Online:* Bureau of Ocean Energy Management, Regulation, and Enforcement, "Deepwater Horizon Reading Room," <http://www.boem.gov/Deepwater-Reading-Room/>

Assignment Deadlines

Tues 11/2: DH CONSULTANT REPORTS DUE (11:59pm)

Fri 11/5: DH 360° TEAM EVALUATIONS DUE (Consultants only)

Tues 11/9: DH EXECUTIVE REPORTS DUE (11:59pm)

Fri 11/12: DH CLIENT EVALUATIONS DUE (Executives only)

Additional reading suggestions:

Supplemental readings on the Deepwater Horizon:

Barstow, David, David Rohde & Stephanie Saul (2010), "Deepwater Horizon's Final Hours," *New York Times*, December 25, 2010.
 Casselman, Ben (2010), "Rig Owner Had Rising Tally of Accidents," *Wall Street Journal*, May 10, 2010.
 Brown, Robbie (2010), "Oil Rig's Siren Was Kept Silent, Technician Says," *New York Times*, July 23, 2010.
 Bureau of Ocean Energy Management, Regulation, and Enforcement, "Deepwater Horizon Reading Room," <http://www.boem.gov/Deepwater-Reading-Room/>

Supplemental readings from Organizational Theorists:

Shrivastava, Paul, Ian I. Mitroff, Danny Miller, and Anil Miclani (1988), "Understanding Industrial Crises." *Journal of Management Studies* 25(4): 285-303.
 Weick, Karl E. (1988), "Enacted Sensemaking in Crisis Situations." *Journal of Management Studies* 25:305-17.
 Weick, Karl E. (1993), "The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster." *ASQ* 38:628-52.
 Pearson, Christine M., and Ian I. Mitroff (1993). "From Crisis Prone to Crisis Prepared: A Framework for Crisis Management." *Academy of Management Perspectives* 7(1): 48-59.
 Pearson, Christine M., and Judith A. Clair (1998). "Reframing Crisis Management." *AMR* 23(1): 59-76.

UNIT III: COORDINATION AND CONTROL (October 19 - November 9)

WEEK 7: OCTOBER 19 – OCTOBER 26

Lectures

T 10/19 Introduction: The Challenge of Coordination

Readings (22 pp.):

- 📖 *Online*: SO&J (2005), “Classical Organization Theory,” 27-34.
- 📖 *S&D*: “Summary and Tentative Conclusions,” 56-58.
- 📖 *S&D*: “Division of Labor,” “Problems for Participants,” “Structural Control,” pp. 158-163, 173-181.

Th 10/21 Coordination and Control of Production

Readings (18 pp.):

- 📖 *S&D*: “Taylor’s Scientific Management,” 41-43.
- 📖 *S&D*: “Mayo and the Human Relations School,” 64-69.
- 📖 *Online*: Taylor, Frederick (1911), “Scientific Management,” [excerpt in G&M, pp. 55-66].

Discussions

Canvas: Drilling Down

Section: Case Discussion: The Deepwater Horizon Oil Spill

Readings (156 pp.):

- 📖 *Online*: National Commission on the BP Deepwater Horizon Oil Spill (2011). *Deep Water: The Gulf Oil Disaster and the Future of Offshore Drilling*. Washington, DC: US Government Printing Office. [“...Sudden Death on the Gulf of Mexico” 1-19; “Oversight and Oversights...,” 55-85; “The Macondo Well and the Blowout,” 89-127; “Changing Business as Usual,” 217-247.]
- 📖 *Online*: Achenbach, Joel (2012). *A Hole at the Bottom of the Sea: The Race to Kill the BP Oil Gusher*. New York, NY: Simon & Schuster. [“Chapter 12: The Banality of Catastrophe,” 217-248]




Assignment Deadlines

- **Fri 10/22: OPTIONAL THINKPIECE #1 DUE (11:59pm)**




Additional reading suggestions:

- Braverman, Harry (1974), *Labor and Monopoly Capital*. NY: Monthly Review Press. [excerpt in Handel, 32-37]
- Burawoy, Michael (1985), *The Politics of Production*.
- Edwards, Richard (1979), “Segmented Labor Markets,” *Contested Terrain* [excerpt in Handel, pp. 408-415].
- Marglin, Steven (1974), “What Do the Bosses Do?” *Review of Radical Political Economics* 6:60-92.
- Roethlisberger, Fritz (1941), “The Hawthorne Experiments,” [excerpt in SO&J, pp. 158-166].




WEEK 8: OCTOBER 26 – NOVEMBER 2**Lectures****T 10/26 Coordination and Control of Administration***Readings (36 pp.):*

-  S&D: "Fayol's Administrative Theory," 44-46.
-  S&D: "Barnard's Cooperative System," pp. 64-72.
-  Online: Mintzberg, Henry (1983), "Foundations of Organization Design," pp. 1-24 in *Structure in Fives: Designing Effective Organizations*.

Th 10/28 Agency Theory*Readings (45 pp.):*

-  Online: Handel, Michael, "Economic Theories of Organizations," pp. 263-267 in Handel.
-  Online: Petersen, Trond. 1993. "The Economics of Organization: The Principal-Agent Relationship." *Acta Sociologica* 36(3):277-293.
-  Online: Jensen, Michael & William Meckling (1976), "Theory of the Firm: Managerial Behavior, Agency Costs and Ownership Structure," *Journal of Financial Economics* 3:305-360. [excerpt in Handel, pp. 269-275].

Discussions**Canvas:** High(-ku) Reliability Organizations**Section:** High Reliability Organizations & Normal Accidents*Readings (28 pp.):*

-  S&D: "Systems Design," pp. 99-102.
-  Online: Perrow, Charles (1981), "Normal Accident at Three Mile Island," *Society* 18:17-26.
-  Online: Roberts, Karlene (1990), "Some Characteristics of One Type of High Reliability Organization," *Organization Science* 1:160-176.

Assignment Deadlines

- **Tues 11/2: DH CONSULTANT REPORTS DUE (11:59pm)**
- Fri 11/5: DH 360° TEAM EVALUATIONS DUE (Consultants only)**

Additional reading suggestions (to accompany Week 8):**Control of Administration:**

- Barnard, Chester (1938), "The Economy of Incentives," *Functions of the Executive* [excerpt in SO&J, pp. 93-102].
- Fayol, Henri (1916), "General Principles of Management," [excerpt in SO&J, 48-60.]
- Gulick, Luther (1937) "Notes on the Theory of Organization," [excerpt, SO&J 79-87]
- Simon, Herbert A. (1946), "The Proverbs of Administration," *Public Administration Review* 6:53-67. [excerpt, SO&J, 112-124.]

Agency Theory:

- Alchian, A. & H. Demsetz (1972), "Production, Information Costs, and Economic Organization," *American Economic Review* 62:777-795.
- Eisenhardt, Kathleen (1989), "Agency Theory: An Assessment and Review," *AMR* 14:57-74
- Shapiro, Susan P. (2005), "Agency Theory." *Annual Review of Sociology* 31:263-284.

Reliability and Accidents:

- LaPorte, Todd R., and Paula M. Consolini (1991), "Working in Practice but Not in Theory: Theoretical Challenges of 'High-Reliability Organizations.'" *Journ. of Pub. Admin. Research & Theory* 1(1):19-48.
- Leveson, Nancy, Nicolas Dulac, Karen Marais, and John Carroll (2009), "Moving Beyond Normal Accidents and High Reliability Organizations: A Systems Approach to Safety in Complex Systems," *Organization Studies* 30:227-249.
- Shrivastava, Samir, Karan Sonpar, and Federica Pazzaglia (2009), "Normal Accident Theory versus High Reliability Theory: A Resolution and Call for an Open Systems View of Accidents," *Human Relations* 62:1357-1390.
- Vaughan, Diane (1990), "Autonomy, Interdependence, and Social Control: NASA and the Space Shuttle Challenger," *ASQ* 35:225-257 [excerpt in Wharton, pp. 412-435].

WEEK 9: NOVEMBER 2 – NOVEMBER 9

Lectures

T 11/2 Contingency Theories of Organizational Structure

Readings (39 pp.):

- 📖 S&D: "Contingency Theory," pp. 103-104.
- 📖 Online: Scott, W. Richard (1998), "Sources of Structural Complexity," pp. 227-264 in *Organizations: Rational, Natural and Open Systems* (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Th 11/4 Power, Culture and Control

Readings (43 pp.):

- 📖 S&D: "Control Systems," pp. 202-219.
- 📖 Online: Hickson, Hinings, Lee, Schenck and Pennings (1971), "A Strategic Contingencies Theory of Intraorganizational Power," *ASQ* 16:216-229.
- 📖 Online: Schein, Edgar H. (1990), "Organizational Culture." *American Psychologist* 45(2): 109-119.

Discussions

Canvas: Mid-Course Corrections

Section: Debate: Culture or Con-Game?

Readings (26 pp.):

- 📖 Online: Van Maanen, John (1991), "The Smile Factory: Work at Disneyland," pp. 58-76 in P.J. Frost et al. eds., *Reframing Organizational Culture*. Newbury Park, CA: Sage.
- 📖 Online: Kunda, Gideon (1992), *Engineering Culture: Control and Commitment in a High-Tech Corporation* [excerpt in Handel, pp. 351-369].

Assignment Deadlines

- **Tues 11/2: DH CONSULTANT REPORTS DUE (11:59pm)**
- **Fri 11/5: DH 360° TEAM EVALUATIONS DUE (Consultants only)**
- Tues 11/9: DH EXECUTIVE REPORTS DUE (11:59pm)**
- Fri 11/12: DH CLIENT EVALUATIONS DUE (Executives only)**

Additional reading suggestions (to accompany Week 9):**Contingency Theory:**

- Donaldson, Lex (1999), "The Normal Science of Structural Contingency Theory," pp. 51-70 in Clegg & Hardy, eds., *Handbook of Org. Studies*. Thousand Oaks, CA: Sage.
- Meyer, Alan D., Anne S. Tsui, and C. R. Hinings (1993), "Configurational Approaches to Organizational Analysis." *Academy of Management Journal* 36 (6): 1175-95.

Power:

- Aiken & Hage (1968), "Organizational Interdependence and Intraorganizational Power," *ASR* 333:912-929.
- Pfeffer, Jeffrey (1981), "Management as Symbolic Action: The Creation and Maintenance of Organizational Paradigms," *Research in Organizational Behavior* 3:1-52.
- Swidler, Ann (1986), "Culture in Action: Symbols and Strategies," *ASR* 51:273-283.

Culture:

- Hatch, Mary Jo with Ann Cunliffe (2006), "Organizational Culture," pp. 175-219 in *Organization Theory*. New York: Oxford University Press.
- Trice, Harrison & Janice Beyer (1993), "Changing Organizational Cultures," *Cultures of Work Organizations*. Englewood Cliffs, NJ: Prentice Hall [excerpt in SO&J, 383-92]

Culture of Con-Game?

- Morrill, Calvin, Mayer Zald & Hayagreeva Rao (2003) "Covert Political Conflict in Organizations: Challenges from Below," *ARS* 29:391-415 [excerpt in Wharton, 237-49]
- Pascale, Richard (1985), "The Paradox of 'Corporate Culture': Reconciling Ourselves to Socialization," *California Management Review* 27:304-316.
- Willmott, Hugh (1993), "Strength is Ignorance; Slavery is Freedom: Managing Culture in Modern Organizations," *Journal of Management Studies*, 30(4):515-552.

CASE REPORT MATERIALS: The Downfall of Arthur Andersen

Core Readings for Section Discussion (in Week 10):

- ❖ *Online:* Alexander, Delroy, et al. (2002), "The Fall of Andersen," *Chicago Tribune*.
- ❖ *Online:* Squires, Susan et al. (2003). "Chapter 7: Mistakes in Judgment," pp. 113-131 in *Inside Arthur Andersen: Shifting Values, Unexpected Consequences*. Upper Saddle River, NJ: FT Prentice Hall.
- ❖ *Online:* Squires, Susan et al. (2003). *Inside Arthur Andersen: Shifting Values, Unexpected Consequences*. Upper Saddle River, NJ: FT Prentice Hall. [Chapters 3-6, pp. 41-131].

Supplemental Readings for Consultant Reports (optional):

- ❖ *Online:* Hallett, Tim (2003). "Symbolic Power and Organizational Culture," *Sociological Theory* 21(2):128-149.
- ❖ *Online:* Brown, Ken, and Ianthe Jeanne Dugan (2002), "Arthur Andersen's fall from grace is a sad tale of greed and miscues." *Wall Street Journal*.

Assignment Deadlines

Tues 11/23: AA CONSULTANT REPORTS DUE (11:59pm)

Mon 11/29: AA 360° TEAM EVALUATIONS DUE (Consultants only)

Wed 12/1: AA EXECUTIVE REPORTS DUE (11:59pm)

Mon 12/6: AA CLIENT EVALUATIONS DUE (Executives only)

Additional reading suggestions:

On Arthur Andersen from Journalists:

- Squires, Susan et al. 2003. *Inside Arthur Andersen: Shifting Values, Unexpected Consequences*. Upper Saddle River, NJ: FT Prentice Hall. **[Entire]**
- Toffler, Barbara Ley., and Jennifer Reingold. 2003. *Final Accounting: Ambition, Greed, and the Fall of Arthur Andersen*. New York: Broadway Books.

On Arthur Andersen from Organizational Theorists:

- Gendron, Yves, and Laura Spira (2010), "Identity narratives under threat: A study of former members of Arthur Andersen." *Accounting, Organizations & Soc'y* 35: 275-300.

On related topics from Organizational Theorists:

- Zey, Mary. 1993. *Banking on fraud: Drexel, junk bonds, and buyouts*. New York: Aldine de Gruyter.
- Greve, Henrich R., Donald Palmer, and Jo-Ellen Pozner (2010), "Organizations Gone Wild: The causes, processes, and consequences of organizational misconduct." *Academy of Management Annals* 4(1): 53-107.
- Harrington, Brooke (2012), "The Sociology of Financial Fraud." pp. 393-410 in *The Oxford Handbook of the Sociology of Finance*. Oxford University Press.

UNIT IV: BOUNDARIES AND ENVIRONMENTS (November 9 – December 7)

WEEK 10: NOVEMBER 9 – NOVEMBER 16

Lectures

T 11/9 Structural Functionalism

Readings (28 pp.):

- 📖 *S&D*: “Selznick's Inst'l Approach,” “Parsons' AGIL Schema,” 72-80
- 📖 *Online*: Parsons, T. (1960), “Social Systems,” [G&M, 98-109].
- 📖 *Online*: Selznick, Philip (1948), “Foundations of the Theory of Organizations,” *ASR* 13:25-35 [excerpt in *SO&J*, pp. 125-134].

Th 11/11 Boundaries, Bridges and Transactions

Readings (54 pp.):

- 📖 *S&D*: “The Dyadic Environment of the Organization,” pp. 220-244
- 📖 *Online*: Scott, W. Richard (1998), “Buffering Strategies,” pp. 196-199 in *Organizations: Rational, Natural and Open Systems* (4th ed.). Englewood Cliffs, NJ: Prentice Hall.
- 📖 *Online*: Williamson, Oliver (1981), “The Economics of Organization: The Transaction Cost Approach,” *AJS* 87:548-77 [excerpt in *Handel*, 276-87].
- 📖 *Online*: Pfeffer, Jeffrey & Gerald Salancik (1978), *The External Control of Organizations: A Resource Dependence Perspective* [Handel pp. 233-42].

Discussions

Canvas: Ledger Domains

Section: Case Discussion: Arthur Andersen

Readings (133 pp.):

- 📖 * *Online*: Alexander, D. et al. (2002), “The Fall of Andersen,” *Chicago Tribune*.
- 📖 * *Online*: Squires, Susan et al. (2003). “Ch.7: Mistakes in Judgment,” pp. 113-131 in *Inside Arthur Andersen: Shifting Values, Unexpected Consequences*. Upper Saddle River, NJ: Prentice Hall.
- 📖 *Online*: Squires, Susan et al. (2003). *Inside Arthur Andersen: Shifting Values, Unexpected Consequences*. Upper Saddle River, NJ: Prentice Hall. [Chapters 3-6, pp. 41-131].

Assignment Deadlines

- **Wed 11/9: DH EXECUTIVE REPORTS DUE (11:59pm)**
- **Fri 11/12: DH CLIENT EVALUATIONS DUE (Executives only)**

Additional reading suggestions (to accompany Week 10):***Functionalism:***

- Parsons, Talcott (1956), "Suggestions for A Sociological Approach to the Theory of Organizations," *ASQ* 1:63-85, 225-239 [two part article].
- Perrow, Charles (1986), "The Institutional School," *Complex Organizations*, pp. 157-77.

Boundaries and Transactions:

- S&D: "The Social Boundaries of Organizations," pp. 151-158.
- Ouchi, William (1980), "Markets, Bureaucracies and Clans," *ASQ* 25:129-140.
- Perrow, Charles (1981), "Markets, Hierarchies, and Hegemony" [Handel, 288-293].
- Santos, Filipe and Kathleen Eisenhardt (2005), "Organizational Boundaries and Theories of Organization," *Organization Science* 16(5):491-508.
- Thompson, James (1967), *Organizations in Action*, pp. 14-24, 39-50, 66-82.


Arthur Andersen: See p. 29.

WEEK 11: NOVEMBER 16 – NOVEMBER 23

Lectures


T 11/16 Organizational Networks


Readings (31 pp.):

 *S&D*: “Networks in and Around Organizations,” pp. 278-309.

Th 11/18 Competitive Strategy

Readings (30 pp.):

 *S&D*: “Strategy, Structure and Performance: The Sociology of Organizational Strategy,” pp. 310-319.


 *Online*: Barney, Jay (1991), “Firm Resources and Sustained Competitive Advantage,” *Journal of Management*, 17(1):99-120.


Discussions

Canvas: Casting a Wise Net

Section: Promises and Pitfalls of Networks

Readings (32 pp.):

 *Online*: Snow, Charles, Raymond Miles and Henry Coleman Jr. (1992), “Managing 21st Century Network Organizations,” *Org’l Dyn.* 20(3):5-20.

 *Online*: Uzzi, Brian (1997), “Social Structure and Competition in Interfirm Networks: The Paradox of Embeddedness,” *ASQ* 42(1):35-67 [Excerpt pp. 35-48].

Assignment Deadlines

➤ **Tues 11/23: AA CONSULTANT REPORTS DUE (11:59pm)**

Mon 11/29: AA 360° TEAM EVALUATIONS DUE (Consultants only)

Additional reading suggestions (to accompany Week 11):**Networks:**

- Granovetter, Mark (1985), "Economic Action and Social Structure: The Problem of Embeddedness," *AJS* 91(3):481-510.
- Podolny, Joel and Karen Page (1998), "Network Forms of Organization." *ARS* 24:57-76.
- Powell, Walter W. (1990), "Neither Market nor Hierarchy: Network Forms of Organization," *Rsch in Org'l Beh.* 12:295-336 [excerpt in Handel, pp. 315-330].




Strategy:

- Chandler, Alfred (1962), "Strategy and Structure" and "Chapters in the History of the Great Industrial Enterprise," *Strategy and Structure*, pp. 1-17, 383-396.
- Child, John (1973), "Organization Structure, Environment and Performance: The Role of Strategic Choice," *Sociology* 6:1-17.
- Miles, Raymond, Charles Snow, Alan Meyer & H. Coleman (1978), "Organizational Strategy, Structure and Process," *AMR* 3:546-562.
- Porter, Michael (1980), *Competitive Strategy*, especially pp. 3-41, 191-299.




Promises and Pitfalls:

- Adler, Paul S., and Seok-Woo Kwon (2002), "Social Capital: Prospects for a New Concept." *AMR* 27(1):17-40.
- Brass, Daniel J., Kenneth D. Butterfield and Bruce C. Skaggs (1998), "Relationships and Unethical Behavior: A Social Network Perspective," *AMR* 23(1):14-31.
- Burt, Ronald S. (2000), "The Network Entrepreneur," pp. 281-307 in R. Swedberg ed., *Entrepreneurship: The Social Science View*. New York: Oxford University Press.
- Raab, J. and H.B. Milward (2003), "Dark Networks as Problems." *J. Pub. Admin. Res. & Th.* 13:413-39.

WEEK 12: NOVEMBER 23 – NOVEMBER 30**Lectures****T 11/23 Organizational Ecology***Readings (43 pp.):*

-  S&D: "Ecological Perspectives," 245-257.
-  Online: Hannan, Michael & John Freeman (1977), "The Population Ecology of Organizations," *AJS* 82(5):929-964 [excerpt in G&M, 176-200].
-  Online: Carroll, Glenn R. and Michael T. Hannan (2000), "Density Dependent Processes," *The Demography of Corporations and Industries* [excerpt in Handel, pp. 254-261].

Th 11/25 THANKSGIVING DAY (No Class)**Discussions****Canvas:** To Change, or Not to Change?**Section:** Debating Organizational Change*Readings (35 pp. -- if you focus on the suggested passages.):*

-  Online: Child, John (1973), "Organization Structure, Environment and Performance: The Role of Strategic Choice," *Sociology* 6:1-17. **[Focus on pp. 8-17]**
-  Online: Hannan, Michael & John Freeman (1989), "Structural Inertia and Organizational Change," *Organizational Ecology*, pp. 66-90. **[Focus on pp. 66-80]**
-  Online: March, James (1981), "Footnotes to Organizational Change," *ASQ* 26:563-577. **[Focus on pp. 565-568, 572-575]**




Assignment Deadlines

- **Tues 11/23: AA CONSULTANT REPORTS DUE (11:59pm)**
- **Mon 11/29: AA 360° TEAM EVALUATIONS DUE (Consultants only)**




Additional reading suggestions:

- Astley, Graham (1985), "The Two Ecologies: Population and Community Perspectives on Organizational Evolution," *ASQ* 30:224-241.
- Baum, Joel A.C. and Andrew B. Shipilov (2006), "Ecological Approaches to Organizations," pp. 55-110 in S. Clegg, C. Hardy, T. Lawrence, & W. Nord eds., *The Sage Handbook of Organization Studies*. Thousand Oaks, CA: Sage Publications.
- Carroll, Glenn and Anand Swaminathan. 2000. "Why the Microbrewery Movement? Organizational Dynamics of Resource Partitioning in the U.S. Brewing Industry." *AJS* 106(3):715-762.
- Hannan, Michael & John Freeman (1989), *Organizational Ecology*, esp. chapters 1-6.



WEEK 13: NOVEMBER 30 – DECEMBER 7**Lectures****T 11/30 Neo-Institutional Theory***Readings (32 pp.):*

-  *S&D*: “Institutional Perspectives,” “Founding Conditions,” “Law and Public Policy,” “Emulation,” pp. 258-277; 319-326.
-  *Online*: DiMaggio, Paul & Walter Powell (1983), “The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields,” *ASR* 48:147-160. [excerpt in Handel, pp. 243-253].
-  *Online*: Suchman, Mark (1995), “Managing Legitimacy: Strategic and Institutional Approaches,” *AMR* 20:571-610. [15 pp. brief by D. Levin]

[Online] New Organizational Fields (optional)*Readings (61 pp.):*

-  *Online*: Aldrich, Howard and C. Marlene Fiol (1994), “Fools Rush In? The Institutional Context of Industry Creation,” *AMR* 19(4):645-670. [Excerpt, pp. 645-664]
-  *Online*: Tushman, Michael L. and J. Peter Murmann (2002), “Dominant Designs, Technology Cycles, and Organizational Outcomes,” pp. 316-347 in R. Garud et al.(eds.), *Managing in the Modular Age*. Oxford: Blackwell. [Excerpt, pp. 316-329, 336-342]
-  *Online*: Santos, Filipe, and Kathleen Eisenhardt. 2009. “Constructing Markets and Shaping Boundaries: Entrepreneurial Power in Nascent Fields.” *AMJ* 52(4):643-671. [Excerpt, pp. 643-67]

Th 12/2 Class Structure and Corporate Control*Readings (51 pp.):*

-  *Online*: Glasberg, Davita & Michael Schwartz (1981), “Ownership and Control of Corporations,” *ARS* 9:311-332.
-  *Online*: Mizruchi, Mark and Mikell Hyman (2014), “Elite Fragmentation and the Decline of the United States,” *Political Power and Social Theory* 26: 147-185.

Continued on next page...

Discussions

Canvas: To Boldly Go...

Section: Case Discussion: Commercial Space Travel

Readings (65pp.)

- 📖 * *Online:* Weinzierl, Matthew, and Mehak Sarang (2021), "The Commercial Space Age is Here." *Harvard Business Review*, February 12, 2021. [6 pp.]
- 📖 * *Online:* Rottner, Renee, Alexandra Sage, and Marc Ventresca (2021), "From Old/New Space to Smart Space: Changing ecosystems of space innovation." *Entreprises et Histoire*, 102(1): 99-119.
- 📖 * *Online:* Denis, Gil, Didier Alary, Xavier Pasco, Nathalie Pisot, Delphine Texier, and Sandrine Toulza (2020), "From New Space to Big Space: How commercial space dream is becoming a reality." *Acta Astronautica*, 166, 431-443.
- 📖 *Online:* Shammass, Victor L., and Tomas B. Holen (2019), "One Giant Leap for Capitalistkind: Private enterprise in outer space." *Palgrave Communications*, 5(1), 1-9.
- 📖 *Online:* Weinzierl, Matthew (2018), "Space, the Final Economic Frontier." *Journal of Economic Perspectives*, 32(2): 173-92.

Assignment Deadlines

- **Wed 12/1: AA EXECUTIVE REPORTS DUE (11:59pm)**
- **Mon 12/6: AA CLIENT EVALUATIONS DUE (Executives only)**

Additional reading suggestions (to accompany Week 13):

Neo-Institutional Theory:

- Meyer, John & Brian Rowan (1977), "Institutionalized Organizations: Formal Structure as Myth and Ceremony," *ASR* 83(2):340-363 [excerpt in Wharton, pp. 68-83].
- DiMaggio, Paul & Walter Powell (1991), "Introduction," in W. Powell & P. DiMaggio (eds.), *The New Institutionalism in Organizational Analysis*, pp. 1-38.
- Tolbert, Pamela & Lynne Zucker (1983), "Institutional Sources of Change in the Formal Structure of Organizations: The Diffusion of Civil Service Reform, 1880-1935," *ASQ* 28:22-39.

New Organizational Fields:


- Carroll, Glenn R. 1997. "Long-term Evolutionary Change in Organizational Populations: Theory, Models and Empirical Findings in Industrial Demography." *Industrial and Corporate Change* 6(1):119-143.
- Spencer, Jennifer W., Thomas P. Murtha and Stefanie Ann Lenway (2005), "How Governments Matter to New Industry Creation," *AMR* 30(2):321-337.
- Battilana, Julie, Bernard Leca, and Eva Boxenbaum (2009), "How Actors Change Institutions: Towards a Theory of Institutional Entrepreneurship." *Academy of Management Annals* 3:65-107. [Excerpt: 65-87]


Class and Control:

- Berle, Adolf and Gardiner Means (2009 [1932]), *The Modern Corporation and Private Property*. New Brunswick, NJ: Transaction, pp. 18-46.
- Davis, Gerald F. (2005), "New Directions in Corporate Governance." *ARS* 31:143-162.
- Mizruchi, Mark (2004), "Berle and Means revisited: The governance and power of large U.S. corporations." *Theory and Society*. 33: 579-617.
- Useem, Michael (1980), "Corporations and the Corporate Elite," *ARS* 6:41-77.

Space travel: See p. 38.

WEEK 14: DECEMBER 7 – DECEMBER 12**Lectures****T 12/7 Gender and Race in Organizations***Readings (29 pp.):*

 *Online:* Acker, Joan (2006). "Inequality Regimes: Gender, Class, and Race in Organizations." *Gender & Society* 20(4): 441-464. **[Focus on pp. 443-457]**

 *Online:* Ray, Victor (2019). "A Theory of Racialized Organizations." *ASR* 84(1): 26-53. **[Focus on pp. 31-46]**

Th 12/9 Conclusion*Readings (58 pp.):*

 *S&D:* "Changing Contours of Organizations and Organizations Theory," pp. 361-390.

 *Morgan:* "The Challenge of Metaphor," "Reading and Shaping Organizational Life," "Postscript," pp. 337-366.

Assignment Deadlines

- **Fri 12/10: OPTIONAL THINKPIECE #2 DUE (11:59pm)**
- Fri 12/17: SPACE TRAVEL ANALYST REPORTS DUE (11:59pm)**
- Tues 12/21: SPACE TRAVEL 360° TEAM EVALUATIONS DUE**

Additional reading suggestions:**Gender and Race:**

- Dobbin, Frank, and Alexandra Kalev (2016). "Why Diversity Programs Fail and What Works Better." *Harvard Business Review* 94(7-8): 52-60.
- DiTomaso, Nancy, Corinne Post, and Rochelle Parks-Yancy (2007), "Workforce Diversity and Inequality: Power, Status, and Numbers," *ARS* 33:473-501.
- Kanter, Rosabeth (1977), *Men and Women of the Corporation* [excerpt in Handel, pp. 381-96].
- Kelly, Erin and Frank Dobbin. 1998. "How Affirmative Action Became Diversity Management Employer Response to Antidiscrimination Law, 1961 to 1996." *American Behavioral Scientist* 41(7):960-984.
- Nkomo, Stella (1992), "The Emperor Has No Clothes: Rewriting 'Race in Organizations,'" *AMR* 17(3):487-513.
- Reskin, Barbara F., Debra B. McBrier, and Julie A. Kmec (1999), "The Determinants and Consequences of Workplace Sex and Race Composition," *ARS* 25:335-361.
- Smith, Ryan A. (2002), "Race, Gender, and Authority in the Workplace: Theory and Research," *ARS* 28:509-42.

The Future of Organizations and Organizational Theory:

- Barley, Stephen & Gideon Kunda (1992), "Design and Devotion: Surges of Rational and Normative Ideologies of Control in Managerial Discourse," *ASQ* 37:363-399.
- Davis, Gerald F. and Doug McAdam (2000), "Corporations, Classes and Social Movements After Managerialism," *Research in Organizational Behavior* 22:193-236. [Excerpt in Wharton, pp. 516-538].
- S&D:* "The Rise and Transformation of the Corporate Form," pp. 340-360.

CASE REPORT MATERIALS: Commercial Space Travel

Core Readings for Section Discussion:

- ❖ Online: Weinzierl, Matthew, and Mehak Sarang (2021), "The Commercial Space Age is Here." *Harvard Business Review*, February 12, 2021. [6 pp.]
- ❖ Online: Rottner, Renee, Alexandra Sage, and Marc Ventresca (2021), "From Old/New Space to Smart Space: Changing ecosystems of space innovation." *Entreprises et Histoire*, 102(1): 99-119.
- ❖ Online: Denis, Gil, Didier Alary, Xavier Pasco, Nathalie Pisot, Delphine Texier, and Sandrine Toulza (2020), "From New Space to Big Space: How commercial space dream is becoming a reality." *Acta Astronautica*, 166, 431-443.
- ❖ Online: Shammass, Victor L., and Tomas B. Holen (2019), "One Giant Leap for Capitalistkind: Private enterprise in outer space." *Palgrave Communications*, 5(1), 1-9.
- ❖ Online: Weinzierl, Matthew (2018), "Space, the Final Economic Frontier." *Journal of Economic Perspectives*, 32(2): 173-92.

Supplemental Readings:

[No assigned readings. Each Analyst Team should research it's chosen sub-sector.]

Assignment Deadlines

Fri 12/17: SPACE TRAVEL ANALYST REPORTS DUE (11:59pm)

Tues 12/21: SPACE TRAVEL 360° TEAM EVALUATIONS DUE

Additional reading suggestions:

On Space Commerce:

- King, Alyssa K. (2020), "The Future of Space Tourism." Congressional Research Service Report, No. R46500.
- Scatteia, Luigi (2019), "Main Trends and Challenges in the Space Sector," PriceWaterhouseCoopers, June 2019.
- Launius, Roger D. (2014), Historical Analogs for the Stimulation of Space Commerce. National Aeronautics and Space Administration, Office of Communications, Public Outreach Division, History Program Office.
- Autry, Greg, and Laura Huang (2013), "Houston, We Have a Market: Privatizing space launches pays off big." *Forbes Magazine*, Oct, 2, 2013.
- Simpson, Michael (2010), "Spin-Out and Spin-In in the Newest Space Age," pp. 75-94 in L. Morris & K. Cox, ed., *Space Commerce: The Inside Story*. Aerospace Technology Working Group.

On Space Commerce from academic researchers:

- Mazzucato, Mariana, and Douglas KR Robinson (2018), "Co-creating and Directing Innovation Ecosystems? NASA's changing approach to public-private partnerships in low-earth orbit." *Technological Forecasting and Social Change*, 136: 166-177.
- Hertzfeld, Henry R., Brian Weeden, and Christopher D. Johnson (2016), "Outer Space: Ungoverned or Lacking Effective Governance? New Approaches to Managing Human Activities in Space." *SAIS Review of International Affairs*, 36(2), 15-28.
- Autry, Greg, Laura Huang, and Jeff Foust (2014), "An Analysis of the Competitive Advantage of the United States of America in Commercial Human Orbital Spaceflight Markets. *New Space*, 2(2): 83-110.

On related topics from Organizational Theorists:

- Seidel, Marc-David L., and Henrich R. Greve (2017), "Emergence: How novelty, growth, and formation shape organizations and their ecosystems." *Research in the Sociology of Organizations*, 50:1-27.
- Wittneben, Bettina, Chukwumerije Okereke, Subhabrata Bobby Banerjee, and David L. Levy (2012), "Climate Change and the Emergence of New Organizational Landscapes." *Organization Studies* 33(11): 1431-1450.
- Garud, Raghu, and Peter Karnøe (2003), "Bricolage Versus Breakthrough: Distributed and embedded agency in technology entrepreneurship." *Research Policy* 32(2): 277-300.

FINALS PERIOD: DECEMBER 6 – DECEMBER 11***Assignment Deadlines***

- **Fri 12/17: SPACE TRAVEL ANALYST REPORTS DUE (11:59pm)**
- **Tues 12/21: SPACE TRAVEL 360° TEAM EVALUATIONS DUE**

❧ *Happy Holidays!* ❧