Course Description:

This is an advanced seminar in organization theory, with specific application to problems and issues in education. It is primarily intended for doctoral students, and will be particularly useful for students who intend to use organization theory as a conceptual framework for research studies and dissertation.

This course will cover the major strands of organization theory with application to education, including organizational structure, resource dependence, strategy, symbols, institutional theory, organizational culture, socialization, leadership and decision making. Although this course is housed in the School of Education, and educational issues will be a special focus, it is open to all students and a diversity of topical interests is welcomed.

An introductory course in organizations, such as ED761 or 752, is required prior to taking the course. It is also recommended that students participate in the ICOS seminar (Business Administration 840 or Information 702; Friday, 1:30-3:00) to become increasingly familiar with cutting-edge research in organizations, but this is not a requirement.

Objectives:

1. Identify and understand the major strands of research in organization theory.
2. Application of organization theory to research on social problems and issues, particularly those in education.
3. Writing a major literature review or conducting a research study in organizations.

Course Requirements:

Requirements for Section 6 (3 credits):

Class Participation. As in any doctoral course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. I will take responsibility for the overall design and direction of the course and for the academic requirements, but the course will be facilitated as a seminar or inquiry in which all
participants hold themselves and each other accountable for a strong and rich intellectual enterprise and dialogue.

Your attendance is essential to a successful collective experience. The format of the class requires that each person come prepared to take an active role in class. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings, to utilize your knowledge and professional experiences in addressing the readings and any class activities, case problems, etc. Class participation also involves opening oneself to challenge and to be challenged by the ideas and topics of the session. Please notify me by email in advance if you are unable to attend any class session. Students who miss four or more class sessions must withdraw from the course. The quality of your class participation is worth 20% of your final grade.

**Class Presentations.** Each week, students (approximately two each week) will be responsible for co-leading the course with the instructor, including presenting new information and facilitating discussion of the readings. Class leaders will meet with the instructor prior to the course to establish a plan for teaching. (20% of grade).

**Research Paper.** The intent of this assignment is to give you a chance to prepare your own analysis of an issue in organizations. There are a number of possibilities for this paper, including a literature review, pedagogical case study, or research project, quantitative or qualitative. This paper will be approximately 25 pages of text (double-spaced, not including appendices or bibliography). I will provide you with feedback throughout the process. (50% of grade).

**Paper Presentation.** Each student will make a presentation to the class about the paper they have written and the major analytical issues that the paper addresses. These will be approximately 15 minutes each, with 15 minutes for questions, similar to an academic conference. (10% of grade)

**Requirements for Section 5 (1 credit):** This section is only open to PhD candidates and/or those who have taken the course in a prior term. Students enrolling for one credit are required to attend class on a regular basis, participate in discussions, keep up with the reading, and co-lead one session of the course on a topic to be negotiated with the instructor.

**Course Texts:**


Readings:

The course readings are available electronically through University Reserves. Please download and print out these articles at your own convenience. They are also available for purchase in an Excel coursepack. The URL is here:


Course Schedule

Introduction to the Course

Scott & Davis, Chapters 1-5, especially 1&4

Gumport, chapters 1, 2, 6, 11, 12


Theory


**Administration and Organizational Action**

Scott & Davis, Organizations, Chapters 6-8


**Field-Level Structures: Knowledge**

Scott, Organizations, Chapters 9-11


**Resource Dependence and the Environment**

Scott & Davis, Chapters 12-13


**Institutionalism: Old and New**

Gumport, chapter 7 (Meyer)


**Neo-Institutional Theory**


**Disciplines and Departments**
Gumport, chapter 8 (Hearn)


Professions


**Prestige, Status and Rankings**


**Perspectives on Organizational Change**


**Politics**

Gumport, chapter 10 (Bastedo)


Kim, Tai-Young, Dongyoub Shin, Hongseok Oh, and Young-Chul Jeong. 2008. “Inside the Iron Cage: Organizational Political Dynamics and Institutional Changes in


**Structure & Technology**


**Networks and Peers**


**Organizational Learning**


**Last class: Presentations; wrap-up**
Revised: May 13, 2008