Course Description

This course is an interdisciplinary subfield of sociology that draws its conceptual, theoretical, and methodological tools from Sociology, Economics, Political Science, and applied fields such as management and public administration. The sociological perspective used in this course provides a critical analysis of the major issues and approaches in the study of complex organizations, public bureaucracies and not-for-profit organizations in the United States and globally. The first part of the course analyzes complex organizations at national regional and global levels as rational, natural and open systems. The second part of the course will apply the open systems perspective to the study of American and French Public bureaucracies focusing on historical, political and cultural contexts in order to highlight the differences. It will also make references to public bureaucracies in developing countries, especially in Sub-Saharan Africa. The third and final part of the course will analyze the not-for-profit organizations in both developed and developing countries. It will further consider the environmental impact on the future of complex organizations, public bureaucracies and not-for-profit organizations in the United States and globally. While analyzing the three types of organizations, the focus of the course will be on interactions between organizations and individuals, on one hand, and organizations and their environments, on the other.

CORE OBJECTIVE 11

The course satisfies CO11, Global Contexts. Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

Through a combination of essay exams and reaction papers students will be expected to apply the three major theoretical perspectives to analyze organizations and organizational behavior at the national and global levels, as well as articulate and evaluate how historical, political, social and cultural contexts impact the structure of complex organizations, non-profits and public bureaucracies in the United States, France and developing countries, especially in Sub-Saharan Africa.

Student Learning Outcomes (SLOs)

Students will be able to:

- SLO#1: Critically analyze organizations and organizational behavior in global contexts, using the rational, natural and open systems perspectives.

- SLO #2: Identify and analyze the impacts of organizations on the American society and other societies globally at three levels: social psychological, structural and ecological.
• SLO #3: Demonstrate how theories of organizations developed in the United States (or the West in general) may not adequately explain the behavior, structure and performance of complex organizations and public bureaucracies in developing countries, especially in Sub-Saharan Africa.

• SLO #4: Articulate and evaluate how historical, political, social and cultural contexts shape the structure of contemporary organizations and public bureaucracies in the United States, France and developing countries, especially in Sub-Saharan Africa.

• SLO #5: Contextualize how globalization has enabled transnational (or global) corporations (based in the U.S. and other developed countries) to “outsource” the delivery of their services or “to relocate” the manufacturing of the products to developing countries with inexpensive skilled labor and laxed safety and environmental regulations.

Direct Assessment Methods include:
• Three essay exams with questions that require students’ demonstration of knowledge of the three major theoretical perspectives of complex organizations and a clear understanding of public bureaucracies and not-for-profit organizations in the U.S. and globally. Students’ response to each question in class in the bluebook will require 25 minutes to answer fully.

• A total of four, two-page typed and double spaced reaction papers based on questions from specific topics or themes relevant to the class content and drawn from videos and/or investigative journal articles or articles from leading national or international newspapers.

Structure of the Course:
The course will consist primarily of lectures but interspersed with “Q+A” to ascertain students’ understanding of the assigned readings and lecture notes accessible to students on the Web Campus. Video documentaries and relevant articles (including investigative articles from journals or leading national and international newspapers) will be used to generate class discussion and reaction papers. A combination of these techniques would enhance student comprehension of the course material and allow them appreciate its application to the contemporary world or situations.

Class Attendance:
Attendance and participation are required. Students are expected to read assigned weekly readings as well as lecture notes on the Web Campus before each bi-weekly class meeting. Attendance and participation plus reaction papers (tied to attendance as they are due in class in person) count as 10 percent of the course grade.

Exams, Papers and Study Guides:
Students will be required to take three exams; two midterms and a final exam. In addition, they are expected to do four reaction papers based on a topic or theme relevant to the course content. Study guides for the three exams will be distributed in class and later posted on the Web Campus.
a week before the in-class, closed-book exam. Questions on study guides will reflect the course content and be based on assigned readings and lectures, and other materials in the Main Library on reserve and presented or shown in class and posted on the Web Campus.

The grade distribution is as follows:
The “plus” and “minus” grading scale will be utilized. The students begin the course with 100 points and the points they retain/have at end of course will determine their grade based upon that number’s percentage of the base number of 100 points. The percentage will translate into lettered grades as noted below:

- 94-100 A
- 90-93 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-66 D
- 60-62 D-
- 59 and below F

Grading:

- Exam 1 – 25%
- Exam 2 – 25%
- Final (3) – 40%
- Attendance participation – 10%
  and reaction papers
Total Points =100 points

Required Readings

The following five books are required for this course and are available at the ASUN Bookstore:

W. Richard Scott and Gerald F. Davis, Organizations and Organizing: Rational, Natural and Open System Perspective.

Kenneth J. Meier and John Bohte, Politics and the Bureaucracy.

Richard J. Stillman II, The American Bureaucracy

William, Tordoff, Government and Politics in Africa.


Michel Crozier, The Bureaucratic Phenomenon.

Additional books and articles will be placed on regular or electronic reserve at the IGT Knowledge Center Library

**Course Readings**

| **Introduction - The Concept of Organizations and Levels of Analysis** | **Week 1** | **Aug. 25-27** | Organizations and Organizing (Scott & Davis), Chapter 1
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<td>Definition of organizations as rational, natural and open systems and analyze organizations at three levels: social psychological, structure and ecological.</td>
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<td><strong>Decision Making Theory in Organization</strong></td>
<td><strong>Week 3</strong></td>
<td><strong>Sept. 8-10</strong></td>
<td>More Recent Approaches: Simon and March Organizations and Organizing, (Scott &amp; Davis) Chapter 2 - pp. 53-58. &quot;Decision Making Theory&quot; (March and Simon) in The Sociology of Organizations (Grusky &amp; Miller, eds.) pp. 135-150.</td>
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<td><strong>Organizations as Open Systems: Three Levels Approach to Organization</strong></td>
<td><strong>Week 6</strong></td>
<td><strong>Sept. 29- Oct. 1 Exam I (9/30)</strong></td>
<td>Early Approaches: Lawrence and Lorsche's Contingency Model and Thompson's Levels Model. Organizations and Organizing, (Scott &amp; Davis) Chapter 3 - pp. 83-86; Chapters 4 and 5.</td>
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<td><strong>The Political Economy and Ecological</strong></td>
<td><strong>Week 7</strong></td>
<td><strong>Oct. 6-8</strong></td>
<td>More Recent Approaches: Pfeffer and Salancik, Hannan and Freeman. Organizations and Organizing, (Scott &amp; Davis) Chapter 5 - pp. 116-123. The External Control of Organizations, (Pfeffer and Salancik), New York:</td>
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<td><strong>Non-Profit Organizations in International Development in both Developed and Developing Countries</strong></td>
<td>Week 10 Oct. 27-29 Exam II (10/29)</td>
<td>&quot;Non-Profit Organizations in International Development,&quot; (Brian H. Smith), in The Sociology of Organizations, Amy S. Wharton (ed.), Los Angeles, California: Roxbury Publishing Company, Chapter 8 - pp. 107-119. (On electronic reserve in the Main Library.)</td>
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<td><strong>The Structure of French and American Bureaucracy</strong></td>
<td>Week 12 Nov. 10-12</td>
<td>Politics and the Bureaucracy, (Meier &amp; Bohte), Chapter 2. The American Bureaucracy, (R. J. Stillman, II), Chapter 4. The French Bureaucracy (Michael Crozier), Chapter 7 <em>Analyzes the five sub-systems of U.S. Public Bureaucracy</em></td>
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Statement on Academic Dishonesty:
"Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog."

Support Services

Statement of Disability Services:
"Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations."

Statement for Academic Success Services:
For example, "Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring-center), and University Writing Center (784-6030 or http://www.unr.edu/writing-center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student."

Statement on Audio and Video Recording:
"Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."