

***Syllabus Note:** this syllabus is not a contract. It is subject to further change or revision, to best realize the educational goals of the course. Revisions will be announced in class or in course materials online with appropriate prior notice.*

**San José State University
Department of Anthropology**

ORGS 101 People and Organizations
Section 01 (45874), Fall 2019

Course and Contact Information

Instructor:	Dr. Melissa Beresford
Office Location:	Clark Hall 402G
Email:	melissa.beresford@sjsu.edu
Office Hours:	Tu/Th 1:45 pm - 2:45 pm
Class Days/Time:	Tu/Th 3:00 pm – 4:15 pm
Classroom:	CL 202
Prerequisites	Upper-division standing
Scheduled Final Exam Period	Wednesday, December 11 th , 2:45 pm - 5:00 pm

SJSU Course Catalog Description:

Study of complex organizations in which people live their lives. Topics include organizational forms and functions; internal social and cultural dynamics; growth and change in material, social and symbolic environments; and ethical issues of organizational life.

Detailed Course Description:

This course is designed to introduce students to the study of complex organizations in which people live their lives. Humans organize to get things done that cannot be done alone. Organizations take a variety of forms and they perform many functions, and it is difficult to imagine social life without them. The organizations of contemporary life are everywhere, and yet we often fail to pay explicit attention to them. This course provides a foundation for that “paying attention” through an interdisciplinary approach to seeing, understanding, and acting in organizations. We will draw upon many of the disciplines of the social sciences. While many contributions to the study of organizations come from management studies, our emphasis in this course will be a social scientific one. One of the major goals of this course is to understand the different ways and perspectives through which social scientists and organizational leaders think about organizations. Topics include organizational forms and functions; internal social and cultural dynamics; organizational growth and change; and ethical issues of organizational life.

Course Learning Outcomes:

By the end of this course, students will be able to:

- Recognize different disciplinary and epistemological approaches to thinking about organizations and understanding organizations
- Understand how social scientists use field methods to collect data and study organization
- Identify the variety of organizations that humans have created to achieve their goals
- Analyze the structures of organizations and how people function within them
- Know how environments affect organizations internally and externally at various scales of society (local, regional, global)
- Grasp how organizations reflect human values
- Articulate how personal experiences working within organizations reflect and differ from theoretical principles of organizational studies
- Comprehend how knowledge of organizational studies can be applied into careers across different sectors such as business, medicine, non-profit work, government, and education

Course Format:

This course will be delivered primarily via in-person meetings on our assigned class days. Our in-person meetings will be a mixture of lectures, classroom activities, small-group and whole class discussions, and class colloquia. Our class meetings require that you be prepared and have read the assigned material in advance. However, this course is also designed as a “service learning.” The service learning requirement enables students to develop an applied understanding of working in organizations. All students are required to participate in a minimum of 12 hours of service learning throughout the semester (2 hours every other week). Service learning must be performed with one of 3 designated partner organizations for this course. To ensure that all students have time to complete this requirement, 6 of our course meetings will be reserved for students to complete their service learning (see class schedule on Canvas). Although we will be meeting in person every week, students are required to access and submit course material via the online Canvas learning management platform. Students are also required to check their official SJSU email account regularly for course announcements and updates.

Required Texts/Readings (Required):

- All Readings for this course will be provided to you via our online Canvas platform

Final Grades (based on percentage of total possible points)

<i>Grade</i>	<i>Percentage of Total Course Points</i>	<i>Assessment</i>
<i>A</i>	92.5-100	Excellent
<i>A minus</i>	89.5-92.4	Excellent
<i>B plus</i>	87.5-89.4	Good
<i>B</i>	82.5-87.4	Good
<i>B minus</i>	79.5-82.4	Good
<i>C plus</i>	77.5-79.4	Average
<i>C</i>	69.5-77.4	Average
<i>D</i>	59.5-69.4	Passing
<i>F</i>	Less than 59.5	Failure

Note on “rounding” grades: The grades here have already been “rounded up” – meaning, if you earn an 89.5, I round up to give you an A minus (rather than a B plus). Grades will not be rounded up further than what is already stated here.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Course Requirements and Assignments:

Assignment/Exam	Total Pts	% of Grade
Class Participation (daily)	150	15%
Proof of Service Learning Registration (1)	50	5%
Service Learning Field Notes & Fieldwork Papers (6)	300	30%
Colloquia Presentations (6)	300	30%
Final (Group) Assignment (1)	100	10%
Final (Individual) Reflection (1)	100	10%
Total Points Possible	1000	100%

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week, or 9 hours per week for a 3 credit course) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. In this course, the time breakdown is as follows:

- 3 hours/week of in-class meeting or service learning
- 2 hours/week of required reading
- 4 hours/week of out-of-class assignments/activities

Final grades for the course will be assigned on the basis of the activities and assignments below. What is written below is a brief overview. ***Please refer to Canvas for due dates (on the course schedule) and detailed instructions for each assignment.*** These are brief descriptions of each assignment. Please refer to Canvas for more detailed instructions.

Class Participation – 150 points

This will be based upon participation in our classroom activities. Classroom activities will include small-group and whole-class discussion, active-learning activities, in-class written reflections, and engagement in class colloquia. All students begin the class with 150 participation points. Lack of participation in these activities will result in docking points from this total. There are two ways you could be docked participation points:

1. *Absence from class discussions and activities:* We will have small group discussions each class period. This means that your presence in class is essential

for participation. In each class discussion, students will have time to write down answers to prompts and questions posed by the instructor and reflect (individually or in small groups) before we come together as a class to discuss. Some days (at random), you will be asked to submit these written reflections. *If you are not present in class to submit your written reflection, you will be docked 10 points off your participation grade after your 2nd absence* (unless you have an approved absence obtained by speaking to the instructor). This means that you are allowed two absences (no questions asked).

2. *Unprofessional Behavior:* Students are expected to participate in class in a professional manner (see below for expectations of class discussions). Students who choose to engage in an unprofessional manner and/or are inattentive in class (e.g. tardiness, talking while others are talking, on their phones or laptops view non-course related material, etc.) will lose participation points after being given a verbal and written warning.

Proof of Service Learning Registration – 50 points

All students are required to conduct six two-hour service-learning fieldwork assignments with designated partner organization. You will sign up for and commit to a schedule with one of three designated partner organizations. Representatives from each of our three partner organizations will bring information on what you need to register with them on our second class meeting. By our third class meeting, you must provide copies of your registration/volunteer paperwork and agreed upon schedule (this could be a copy of an email).

Service Learning Field Notes & Fieldwork Papers – 6 total – 300 points (50 points each)

For each 2-hour service learning session (6 total), students will be required to be a “Participant Observer,” focusing on a specific topic during that week. This means that you will be working in the organization, conducting duties that are assigned to you. However, you will also need to be focusing on particular aspects of how the organization works, using your experience working there as a way to learn more about the organization. After each two-hour service learning session, you are required to write up fieldnotes. You will then use those fieldnotes to write up a one-page (single spaced) paper that analyzes your experience that day according to the assigned theme of that week. You need to submit both your fieldnotes and your paper on Canvas.

Colloquia Presentations – 6 total – 300 points (50 points each)

Every other week we will have a Class Colloquia in which students present their fieldwork papers and we discuss them as a class.

Group Final Assignment – 100 points

Students will work together in small groups to create onboarding material for new volunteers of the organization in which they conducted your service learning this semester. The goal of this assignment is to synthesize all of the practical lessons and material from their fieldwork and transmit that knowledge to future volunteers of the organization in an engaging and informed way. Each group will decide on a format with

which to transmit this information – PowerPoint, Video, Website, Brochure or Handbook, or Podcast (or propose another format to the instructor). ***While this is a group assignment, students must each submit the assignment individually via Canvas by the scheduled final exam period for the course (see beginning of the syllabus).***

Individual Final Reflection – 100 points

By the end of this course, students will be exposed to a variety of ways of thinking about organizations and have gained hands on practical experience working within an organization. For the final assignment of this course, students will each prepare a written reflection statement that argues what they believe is the most productive way to think about and approach organizational studies based on both what they have read and discussed in the course, and based on their personal experiences working within an organization. This statement should not merely state what you believe to be the most productive way to think about organizations but should also articulate why you believe that perspective is productive and useful.

Extra Credit

There will be no extra credit opportunities assigned for this course.

Incompletes

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course (at least 80% of coursework) and are otherwise doing acceptable work (have a passing grade) but are unable to complete the course because of illness or other conditions/circumstances beyond your control. You are required to arrange with the instructor for the completion of the course requirements.

Late Assignments

Students are responsible for knowing the course due dates (listed on Canvas), and for turning work in on time.

- If you need an accommodation/extension on course assignments for religious practices, please follow the [university procedure](#) to request an accommodation.
- If you have a personal or medical reason for requesting an extension on an assignment, you must do so ***in advance*** of the assignment due date. Requests for excuses must be written, either on paper or email, and approval must be obtained, either by an email reply or by having the paper excuse signed by the instructor. In order to get credit, with the late assignment you must turn in a copy of the email approval or signed written excuse.
- Written assignments will be accepted up to 5 days late (including weekends) and will be docked 10% points (i.e. one letter grade) for each day that they are late on top of assigned grade. Students can request an extension without penalty only in cases of documented medical or personal emergencies/circumstances approved by the instructor.
- **Final assignments (Final Group Project and Final Individual Reflection) will not be accepted late.**

Please note: If there is a system-wide outage when an assignment is due you will not be punished for not turning it in on time, but will be required to turn it in by the newly stated day and time.

Absences

Students are allowed two absences (excused or unexcused, meaning no documentation is needed). On the third absence you'll lose points off your participation grade (see above for details), unless it is an excused absence approved by the instructor. The conditions for approved absences include:

- *Illness/medical or other personal situation (including care needs for dependents) in which the student can provide documentation or has discussed their situation in advance with the instructor. Having to work is not grounds to request an excused absence or extension on assignments.*
- *Excused absences related to religious observances/practices that are in accordance with [S14-7](#) "Accommodations to Students' Religious Holidays."*

Tardiness

Tardiness is very disruptive to the class and repeated tardiness will not be tolerated and will result in a decrease participation grade. If you happen to be tardy, you should enter the classroom as quietly as possible to diminish the disruption to your fellow classmates.

Cell Phones

Cell phone ringtones should be turned off upon entering the class and speaking on cell phones during class is prohibited. Excessive use of cell phones that is not class-related will result in a decrease in participation grade.

Laptops

Students are allowed to be on their laptops for the purpose of course-related activities. Excessive use of computers on non-course related activities will result in a decrease in participation grade.

Discussions

This course will rely heavy upon your thoughts and insights as we complete discussion and activities

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Be courteous. Don't interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language.
- Support your statements. Use evidence and provide a rationale for your points.
- Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
- Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

University Policies Applicable to All SJSU Courses

Please go to <http://www.sjsu.edu/gup/syllabusinfo/> to review university policies, procedures, and resources that are applicable to all SJSU courses. These include the following:

- General expectations, rights, and responsibilities of students
- Workload and credit hour requirements
- Attendance and participation policies
- Expectations for timely feedback class assignments
- Accommodations to students' religious holidays
- Dropping and adding courses
- Consent for recording of class and public sharing of instructor material
- Academic integrity
- Campus policy in compliance with the American Disabilities Act
- Student technology resources
- SJSU Peer Connections (tutoring services)
- SJSU Writing Center
- SJSU Counseling and Psychological Services

Schedule of Readings and Assignments

Below is the anticipated course schedule. This schedule is subject to change in order to meet the goals of the course. Students should regularly check the course Canvas site and their SJSU email accounts for updates.

Class Day	Date	Guiding Question	Topics & Activities	Readings (to be completed before class; find on Canvas)	Assignment Due Before class via Canvas (by 3 pm)
1	22-Aug	None-first day of class	Introductions, syllabus, class expectations and policies, etc.		
			Overview		
2	27-Aug	None - Service Learning Assignments	Presentations by Service Learning Organizations - students sign up for service learning	Websites of 3 course partner organizations	
3	29-Aug	What are organizations?	Overview of definition, roles, and types of organizations	(1) Tolbert and Hall Ch. 1	Proof of registration with service learning organization
			Overview		
4	Spt 3	How can we understand and explain organizations?	Overview of social science disciplines and theoretical approaches to organizational studies	(1) Taylor: "The principles of Scientific Management" & (2) McGregor: "The Human Side of Enterprise"	
5	5-Sep	How can we study organizations?	Overview of social science methods for studying organizations & Preparation for fieldwork/service learning assignments	(1) Bernard: "Participant Observation"	
			Sociological Approaches		
6	10-Sep	How are organizations structured?	Understanding orgs via sociological perspectives - Social structure	(1) Tolbert and Hall, Chapter 2: "Organizational Structure" & (2) Weber: "Bureaucracy"	
7	12-Sep	No class meeting - Fieldwork/service learning	Focus - mission, goal, and purpose of your organization		
			Sociological Approaches		
8	17-Sep	How are organizations shaped by their environment?	Understanding orgs via sociological perspectives - Organizational ecology	(1) Tolbert and Hall, Chapter 3: "Organizational Structure: Explanations" & (2) Chapter 8: "Conceptions of Environment"	
9	19-Sep	Fieldwork Colloquia	Fieldwork Colloquia		Field Notes & Fieldwork paper 1 - Mission and goals
			Psychological Approaches		
10	24-Sep	How are humans motivated to to behave in organizations?	Understanding orgs via psychological perspectives - Motivations/Behavior	(1) Follet: "The Giving of Orders" (2) Miller: "Market Failures and Hierarchical Solutions: The Tension between individual and social rationality" (3) Maslow: "The Theory of Human Motivation"	
11	26-Sep	No class meeting - Fieldwork/service learning	Focus - Structure and organization		
			Psychological Approaches		
12	1-Oct	How are organizations led?	Understanding orgs via psychological perspectives - Leadership	(1) Tolbert and Hall, Chapter 5: "Leadership" & (2) Machiavelli "Is it better to be loved or feared"	
13	3-Oct	Fieldwork Colloquia	Fieldwork Colloquia		Field Notes & Fieldwork paper 2 - Structure and organization
			Anthropological Approaches		
14	8-Oct	How does culture affect organizations?	Understanding orgs via anthropological perspectives - culture and world view	(1) Ferguson: "Declarations of Dependence: Labour, Personhood, and Welfare in Southern Africa"	
15	10-Oct	No class meeting - Fieldwork/service learning	Focus - Leadership, motivations & behavior		
			Anthropological Approaches		
16	15-Oct	How do norms and values affect organizations?	Understanding orgs via anthropological perspectives - norms of organizations	(1) Weissner: "Leveling the Hunter: Constraints on the Status Quest in Foraging Societies"	
17	17-Oct	Fieldwork Colloquia	Fieldwork Colloquia		Field Notes & Fieldwork paper 3 - Leadership, motivations, and behavior
			Political Science Approaches		
18	22-Oct	What are the base(s) of power in organizations?	Understanding orgs via political science perspectives - power	Tolbert and Hall, Chapter 4: "Power and Power Outcomes" & (2) French Jr. and Raven: "The Bases of Social Power"	
19	24-Oct	No class meeting - Fieldwork/service learning	Focus - Culture: Norms and values		
			Political Science Approaches		
20	29-Oct	How is authority exercised in organizations?	Understanding orgs via political science perspectives - authority	(1) Etzioni: "Position Power and Personal Power" & (2) Salancik and Pfeffer: "Who Gets Power -- And How They Hold Onto It"	
21	31-Oct	Fieldwork Colloquia	Fieldwork Colloquia		Field Notes & Fieldwork paper 4 - Culture: Norms and values
			Communications & Ethics		
22	5-Nov	How do people communicate in organizations?	Understanding orgs via communications perspectives	Tolbert and Hall, Chapter 7: "Communication"	
23	7-Nov	No class meeting - Fieldwork/service learning	Focus - Power		
			Communications & Ethics		
24	12-Nov	Are organizations people?	Organizational Ethics	U.S Supreme Court Case: Citizens United v. Federal Elections Commission	
25	14-Nov	Fieldwork Colloquia	Fieldwork Colloquia		Field Notes & Fieldwork paper 5 - Power
			Applying Lessons to Your Career		
26	19-Nov	No Class Meeting - Dr. Beresford at American Anthropological Association Conference	Begin work on Final Group Assignment		
27	21-Nov	No class meeting - Fieldwork/service learning	Focus - Ethics OR Communication		
			Applying Lessons to Your Career		
28	26-Nov	How can an understanding of (and experience in) organizations help your career?	Guest Speaker - Career Center	SJSU Career Center Website	
29	28-Nov	Thanksgiving - No Class		Enjoy your holiday!	
			Applying Lessons to Your Career		
30	3-Dec	Fieldwork Colloquia	Fieldwork Colloquia		Field Notes & Fieldwork paper 6 - Ethics OR Communication
31	5-Dec	Last Class - Wrap Up/Review for final assignments			
	11-Dec				Final Group Assignment Due Final Individual Reflection Due

