

**San José State University**  
**Organizational Studies**  
**ORGS 101 People & Organizations, Fall 2014**

<b>Instructor:</b>	A.J. Faas, Ph.D.
<b>Office Location:</b>	Clark 404L
<b>Telephone:</b>	408 924 5732
<b>Email:</b>	aj.faas@sjsu.edu
<b>Office Hours:</b>	Mondays & Wednesdays, 9:45am to 11:45am (or by appointment)
<b>Class Days/Time:</b>	Mondays and Wednesdays 12:00 pm to 1:15 pm; Fridays 9:00 am to 11:00 am.
<b>Classroom:</b>	Clark Hall 204
<b>Prerequisites:</b>	Completion of core GE and upper division standing. Declared major in ORGS or instructor permission.
<b>GE/SJSU Studies Category:</b>	N/A
<b>Course Fees:</b>	N/A

**Course Description**

ORGS 101 People & Organizations (4 units). 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.

**Broader Perspective**

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. Organizations contribute to helping us live meaningful lives, just as they are capable of frustrating or even enraging us; we take them for granted at our peril.

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 and while many contributions to the study of organizations come from management studies, our emphasis in this course will be a social scientific one. Likewise, we will be drawing examples from across the economy, but we will also pay attention to nonprofits since they broaden our perspective on the study of organizations.

**Succeeding in a Four-Unit Course**

At SJSU, students are expected to spend two hours outside of class for every one hour of class time. In this four-unit course, you can expect to spend on average 12 hours per week during a

regular semester in class and on tutorials, assignments, service-learning fieldwork, and other course-related activities. Careful time management will help you keep up with readings and assignments and facilitate your success in all of your courses.

## **Course Goals and Student Learning Objectives**

### **Organizational Studies Program Learning Outcomes**

The Organizational Studies program includes six program learning outcomes (PLOs). After you successfully complete all your coursework in the major, you will be able to:

- PLO1. Identify the variety of organizations humans have created to achieve their goals.
- PLO2. Understand the relationships between organizational structure and process, and the social and natural environments in which they operate;
- PLO3. Use quantitative and qualitative research methods to understand organizations and their environments.
- PLO4. Identify the importance of understanding human diversity within organizations.
- PLO5. Recognize the moral dimensions of human actions, and be able act ethically and effectively within organizations.
- PLO6. Demonstrate skills in addressing real-world organizational problems.

ORGS 101 incorporates all the Program Learning Outcomes to some extent, but the course emphasizes PLO1, PLO2, PLO4 and PLO5.

### **Course Goals**

This course is the first of the three-course core sequence in the undergraduate program in organizational studies. Students will initially be introduced to the history of organizational studies. Then, they will learn about the various organizational forms and functions ranging from relationships between individuals to complex organizational structures. Third, students will examine internal social and cultural dynamics. They will then explore the growth and change in material, social and symbolic environments. Finally, students will study the ethical issues of organizational life.

### **Course Learning Outcomes**

Students who successfully complete this course will:

1. CLO1. understand the history of organizational studies and its relations to other studies
2. CLO2. be able to identify the variety of organizations that humans have created to achieve their goals
3. CLO3. be able to analyze the structures of organizations and how people function with them
4. CLO4. be knowledgeable in how organizations reflect human values
5. CLO5. be able to understand how larger environments affect organizations internally and externally on a local and global level

6. CLO6. develop research skills for understanding organizational communication, technology, values, patterns, processes, workflows, environments, and symbols; and
7. CLO7. be knowledgeable in the ethical principles of organizational studies

### **Required Texts**

- Anheier, Helmut (2014). *Nonprofit Organizations: Theory, Management, Policy* (2<sup>nd</sup> edition). Routledge.
- Tolbert, Pamela and Hall, Richard (2009). *Organizations: Structures, Processes and Outcomes* (10<sup>th</sup> edition). Pearson Publishers.
- Natemeyer, Walter and Hersey, Paul (2011). *Classics of Organizational Behavior* (4<sup>th</sup> edition). Waveland.

### **Classroom Protocol**

This is a lecture-discussion class, and you are encouraged and expected to ask questions and make constructive comments. Please arrive at class on time. If you are delayed, please arrive and take a seat quietly without disrupting the students around you. If you must leave early, please inform me prior to the start of class and seat yourself near the exit. Cell phones must be turned off during class and you may be asked to stand and take your call during class. If you bring a laptop, a smartphone, or any similar device, surfing and texting during class is prohibited. I reserve the right to ban all electronic devices, including laptops, during class if I believe their use is distracting from our work together.

Each class addresses a single, albeit often complex topic. Readings are assigned as per the class calendar below and you are responsible for completing them before class meets. You simply cannot participate in a meaningful way without having read the material and either mastered it or be able to identify the questions that would help you master it. High-quality participation may consist of addressing questions or issues raised by other members of the class, synthesizing material (including with what you have learned in other classes), and suggesting new and important questions. It always involves knowing how to speak and how to listen. Please: (1) demonstrate curiosity and openness to exploring topics; (2) base claims or conclusions that you make in data; (3) build upon what others have already said; and (4) help create an environment in which everyone feels comfortable participating.

All assignments must be completed during the designated period. You will have the assignments a week before they are due, so I expect that they will be submitted on time. You may be allowed to turn an assignment in late only if (1) you contact me immediately and (2) you can provide a compelling and documented excuse for your absence (e.g. family emergency, sickness, injury, etc.). Please remember that it is unfair to both your classmates and the instructor to request exceptions to the official deadlines.

Mobile phones must be turned off during class and must be out of sight or else the instructor will collect the device from the student until the end of class. Text messaging is strictly prohibited during exams and quizzes. With instructor approval, laptops and smart phones may be used for certain in-class assignments.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

## Assignments and Grading Policy

1. **Class Participation (10%).** Participation is being in class and generally contributing to discussions, and joining in classroom exercises that complement readings, lectures and discussions. These cannot be made up.
2. **Service-Learning Fieldwork (10%).** As part of this course, you will be required to conduct six two-hour service-learning fieldwork assignments with a designated partner organization. You will have some choice in when you perform these activities, but you will sign up for and commit to a schedule on our third class meeting. While you are required to perform the fieldwork assignments, you will not be graded on the fieldwork itself. Instead, you will be graded on writing assignments and presentations based on the fieldwork (see below). There will be no Friday class meetings on service-learning fieldwork weeks.
3. **Fieldwork Papers & Colloquia (25%).** Each student will write six essays (750-1000 words *each*) in which you present fieldwork observations and connect them to course readings. Each paper will be based on a weekly fieldwork assignment developed by the instructor and based on course material. Every other week, we will meet on Friday mornings (9:00am to 11:00am) for a colloquium in which students present their written assignments and we discuss them as a group.
4. **Midterm (15%).** There will be a take-home midterm examination—essay and short answer—based on lectures and readings. You will have a week to work on and submit your exams.
5. **Term Report (25%).** Students will independently prepare a term report about some facet of organizational studies that interests them and that they anticipate will be relevant to their subsequent career. The term paper for this course will consist of a 20-page (Times New Roman, 12-point, double-spaced) essay in which you: (a) present an introduction to your fieldwork site and project; (b) condense and refine your fieldwork papers into shorter, focused sections based on feedback from your peers and the instructor; (c) develops a conclusion with a series of succinct policy recommendations for your partner organization, tied directly to course readings.

Page total does not include references. You should conform to the American Anthropological Association Style Guide, available at [http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf).

This paper is an individual (NOT a group) assignment.

The term paper is a two-phase assignment that includes (a) a rough draft which will allow the instructor to provide you with feedback (worth 20% of the assignment grade); and (b) the final draft of the term paper (worth 80% of the assignment grade). Final drafts are due on the last regular class meeting (before final exam week).

6. **Final Examination (15%).** There will be a take-home final examination that will be submitted during the final exam period when we debrief about the course and your educational plans.

All assignments must be completed in order to pass. I will not accept late assignments nor will I administer makeup exams unless documents can be presented as evidence of illness, death in family, jury duty, etc. No assignments will be accepted via e-mail—I must receive hard copies of all assignments.

Grading distribution is as follows:

100	-	97	A+	79	-	77	C+
96	-	93	A	76	-	73	C
92	-	90	A-	72	-	70	C-
89	-	87	B+	69	-	67	D+
86	-	83	B	66	-	63	D
82	-	80	B-	Below 63			F

## ORGS 101: Peoples & Organizations Fall 2014 Course Schedule

COURSE MEETING	THEME AND ASSIGNMENTS
Monday, August 25	Introduction to class goals and format, review syllabus, group assignments, add/drop process and deadlines
Wednesday, August 27	<i>Organizations and Contemporary Life: An Interdisciplinary Approach</i> <u>Question:</u> What do we mean by organizations and why does understanding them require an interdisciplinary approach? <u>Readings</u> Tolbert & Hall: Ch. 1 Natemeyer & Hersey: Ch. VI.1 Weber
Friday, August 29	<b>Service Assignments</b> <b>A Primer on Fieldwork for Organizational Research</b>
Monday, September 1	<b>NO CLASS – LABOR DAY</b>
Wednesday, September 3	<i>Dimensions of Organizational Structure</i> <u>Question:</u> How are organizations structured by the dimensions of complexity, formalization, and centralization? <u>Readings</u> Tolbert & Hall: Ch. 2 Natemeyer & Hersey: II.2 McClelland, II.4 Alderfer
Friday, September 5	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, September 8	<i>Explaining Organizational Structure</i> <u>Question:</u> How do size, technology, culture, and environment influence organizational structure? <u>Readings</u> Tolbert & Hall: Ch. 3
Wednesday, September 10	<i>Behavior in Organizations, Part I: Motivations</i> <u>Questions:</u> How are humans motivated to behave in organizations? How is this behavior optimized to meet organizational goals? <u>Readings</u> Natemeyer & Hersey: Ch. I.1 Taylor, Ch. II.1 Maslow, II.5 Campbell et al., II.7 Latham et al., III.7 Hall
Friday, September 12	<b>FIELDWORK COLLOQUIUM I (Group A)</b> <b>Fieldwork Paper #1 Due</b>
Monday, September 15	<i>Behavior in Organizations, Part II: Interpersonal &amp; Group Behavior</i> <u>Question:</u> How do different facets of individual behavior and group dynamics affect organizations? <u>Readings</u> Natemeyer & Hersey: Chs. I.3 Roethlisberger & I.5 McGregor, III.1 Gouldner, III.4 Schein, III.5 Janis, III.6 James & Jongeward
Wednesday, September 17	<i>Behavior in Organizations, Part III: Group Dynamics</i> <u>Questions:</u> What are some of the key dynamics of collective behavior in organizations? How do they develop? How are they managed? <u>Readings</u>

	Natemeyer & Hersey: Ch. III.2 Maier, III.3 Cartwright & Zander, III.8 Harvey, III.9 Tuckman & Jensen
Friday, September 19	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, September 22	<i>Basic Concepts of Organizations &amp; Nonprofits</i> <u>Questions:</u> What types of organizations and activities come under the label of “nonprofit” and what are the approaches to studying them? What are some of the types of organizations in the world and how are they embedded within societies and cultures? <u>Readings</u> Anheier: Ch. 1, Ch. 2
Wednesday, September 24	<i>Key Concepts in the Study of Nonprofit Organizations</i> <u>Question:</u> What are the key concepts in the study of nonprofit organizations? <u>Readings</u> Anheier: Ch. 3
Friday, September 26	<b>FIELDWORK COLLOQUIUM II (Group B)</b> <b>Fieldwork Paper #2 Due</b>
Monday, September 29	<i>Contests and Games: Power in Organizations</i> <u>Question:</u> What are the bases of power in organizations and what are the outcomes of how power is exercised? <u>Readings:</u> Tolbert & Hall: Ch. 4 Natemeyer & Hersey: V.2 French & Raven, V.3 Etzioni, V.4 Salachik & Pfeffer
Wednesday, October 1	<i>Leadership</i> <u>Question:</u> How do people lead and follow in organizations? <u>Readings</u> Tolbert & Hall: Ch. 5 Natemeyer & Hersey: IV.5 Kouzes & Posner, IV.8 Hersey, IV.9 Bennis & Thomas, V.6 Hersey & Natemeyer
Friday, October 3	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, October 6	<i>Decision Making, Part I</i> <u>Question:</u> If organizations act, how and where do they make decisions? <u>Readings</u> Tolbert & Hall: Ch. 6
Wednesday, October 8	<i>Decision Making, Part II</i> <u>Question:</u> If organizations act, how and where do they make decisions? <u>Readings</u> Natemeyer & Hersey: Ch. VII.1 Katz, VII.2 Drucker, VII.3 French, VII.5 Senge
Friday, October 10	<b>FIELDWORK COLLOQUIUM III (Group A)</b> <b>Fieldwork Paper #3 Due</b>
Monday, October 13	<b>MIDTERM REVIEW</b>

Wednesday, October 15	<b>MIDTERM EXAM</b>
Friday, October 17	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, October 20	<p><i>Communication and Networks</i></p> <p><u>Question:</u> How do organizations structure communication?</p> <p><u>Readings</u></p> <p>Tolbert &amp; Hall: Ch. 7</p> <p>Natemeyer &amp; Hersey: VI.2 Argyris, VI.3 Burns &amp; Stalker, VI.4 Likert</p>
Wednesday, October 22	<p><i>Dimensions of Environments</i></p> <p><u>Question:</u> How are organizational environments seen and defined, and why does it matter?</p> <p><u>Readings</u></p> <p>Tolbert &amp; Hall: Ch. 8</p>
Friday, October 25	<b>FIELDWORK COLLOQUIUM IV (Group B)</b> <b>Fieldwork Paper #4 Due</b>
Monday, October 27	<p><i>Paradigms for Managing Environments</i></p> <p><u>Question:</u> What are some influential approaches to analyzing and managing organizational environments?</p> <p><u>Readings</u></p> <p>Tolbert &amp; Hall: Ch. 9</p>
Wednesday, October 29	<p><i>Nonprofit Dimensions</i></p> <p><u>Questions:</u> What are the distinct and general dimensions of nonprofits in the US and other regions of the world? What are the fields of nonprofit activity and what challenges and opportunities to they encounter in each?</p> <p><u>Readings</u></p> <p>Anheier: Ch. 4, Ch. 5</p>
Friday, October 21	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, November 3	<p><i>Giving, Philanthropy, Foundations, &amp; Civic Engagement</i></p> <p><u>Questions:</u> What are the different types of foundations, philanthropy, and civic engagement and how have they developed in the US and other regions of the world? How do they relate to nonprofits and “social cohesion”?</p> <p><u>Readings</u></p> <p>Anheier: Ch. 6, Ch. 7</p>
Wednesday, November 5	<p><i>Theories of Nonprofit Organizations</i></p> <p><u>Question:</u> What are the conceptual foundations of theories of nonprofit organizations?</p> <p><u>Readings</u></p> <p>Anheier: Ch. 8</p>
Friday, November 7	<b>FIELDWORK COLLOQUIUM V (Group A)</b> <b>Fieldwork Paper #5 Due</b>
Monday, November 10	<p><i>Philanthropy, Engagement, &amp; Social Entrepreneurship</i></p> <p><u>Question:</u> How can we understand the practices of giving, volunteering,</p>

	<p>and the roles of foundations in society?</p> <p><u>Readings</u> Anheier: Ch. 9 , Ch. 10</p>
Wednesday, November 12	<p><i>Managing Nonprofits, Part I: Organizational Behavior &amp; Performance</i></p> <p><u>Questions:</u> What are the main theories and concepts for understanding nonprofit organizational behavior and performance? What are the challenges of managing nonprofits?</p> <p><u>Readings</u> Anheier: Ch. 11, Ch. 12</p>
Friday, November 15	<b>NO MEETING – FIELDWORK WEEK</b>
Monday, November 17	<p><i>Managing Nonprofits, Part II: Finance, Leadership, &amp; Human Resources</i></p> <p><u>Questions:</u> What are the principal revenue sources for nonprofits and how is nonprofit finance organized? What are the unique aspects of leadership, power, and human resources in nonprofits?</p> <p><u>Readings</u> Anheier: Ch. 13, Ch. 14</p>
Wednesday, November 19	<p><i>Managing Nonprofits, Part III: Governance, Accountability, &amp; Transparency</i></p> <p><u>Questions:</u> What are the challenges of nonprofit governance? How can we understand the relationship between nonprofits and multiple stakeholders and constituencies?</p> <p><u>Readings</u> Anheier: Ch. 15</p>
Friday, November 21	<p style="text-align: center;"><b>FIELDWORK COLLOQUIUM (Group B)</b></p> <p><b>Fieldwork Paper #6 Due</b> <b>TERM PAPER ROUGH DRAFTS DUE</b></p>
Monday, November 24	<p><i>Organizational Futures and Work</i></p> <p><u>Questions:</u> What are the challenges for assessing organizational performance and enacting change? How do we understand work as it relates to organizational performance?</p> <p><u>Readings</u> Tolbert &amp; Hall: Ch. 10 Natemeyer &amp; Hersey: VI.8 Hammer &amp; Champy, VII.6 Hamel &amp; Prahalad, III.10 Stayer</p>
Wednesday, November 26	<p><i>Non-Profits &amp; The State</i></p> <p><u>Question:</u> What are some of the basic ways of understanding government-nonprofit relations?</p> <p><u>Readings</u> Anheier: Ch. 16</p>
Friday, November 28	<b>NO MEETING – THANKSGIVING HOLIDAY</b>
Monday, December 3	<p><i>International Facets of Non-Profits &amp; Globalization</i></p> <p><u>Question:</u> What are some of the reasons for the ‘internationalization’ of nonprofits and how has globalization affected the nonprofit sector?</p> <p><u>Readings</u> Anheier: Ch. 17</p>

Wednesday, December 5	<b>NO CLASS – Annual Meeting of American Anthropological Association</b>
Friday, December 7	<b>NO CLASS – Annual Meeting of American Anthropological Association</b>
Monday, December 8	<i>Non-Profit Policy Issues and Developments</i> <u>Question:</u> What are some of the projected long-term developments in the nonprofit sector? <u>Readings</u> Anheier: Ch. 18
Wednesday, December 10	<b>EXAM REVIEW FINAL TERM PAPER DUE</b>
<b>FINAL EXAM</b>	<b>Wednesday, December 17 from 9:45am to 12pm in regular class meeting room</b>

## Departmental Goals

---

Learn about the goals of the anthropology department and how it can benefit your education.

**Goals** <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

## Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## University Policies

---

Here are some of the basic university policies that students must follow.

### Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

**Catalog Policies** <http://info.sjsu.edu/static/catalog/policies.html>.

**Add/drop deadlines** [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

**Late Drop Policy** <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

**University Policy S12-7** <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Academic Integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

### **Campus Policy in Compliance with the American Disabilities Act**

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

### **Resources**

---

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>