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Sociology 408H1S – LEC0101
ADVANCED STUDIES IN ORGANIZATIONS

University of Toronto

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Term: Winter 2023 – Seminar Date/Time: Wednesday, 10:10-12p.m. – Location: Classroom FE41

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Course Description
This is a seminar-style course. Each session will therefore be run as a discussion rather than a lecture.

This course focuses on primary issues within the field of organizational sociology. Each week's readings will cover a different perspective on the complexities of organizations. Specifically, we will explore how complex organizations have come to be structured in the ways they are, and how these structures often contribute to systemic forms of inequality that still pervade organizations to this day, including but not limited to those along the lines of race and gender.

The first part of the course will consist of both modern and historical readings which trace the origins of bureaucratic organizations, as well as different forms of management and stratagem that they employ. This section of the course will draw heavily from classic readings from both sociology and related fields such as labour and work and organizational studies. The second part of the course focuses on how organizations are often structured in ways that result in inherently unequal treatment of workers, such as those perpetuated along the lines of gender and race. The third part of the course explores postmodern practices within organizations, specifically those related to systemic forms of inequality that pervades organizations today, and how these inequalities can potentially be combatted. Both sections two and three will be intersectionally feminist in nature and will feature readings primarily from feminist and critical race theorists who focus on organizations and work and management processes.

The main goals of this course are to allow students to have both a strong background in the relevant organizational literature and to be able to critically evaluate organizational practices from an intersectional lens. For example, how do many organizations' model of the "ideal worker" perpetuate advantages for men and impose obstacles and challenges for women? And how do racial disparities impact how white women vs. women of colour advance in the workplace? Also, how effective are diversity policies in actually creating better environments and career outcomes for women and employees of colour? In discussing questions like these, students will develop the ability to understand organizational structures and practices critically, and with an understanding of these processes that is intersectional rather than monolithic in nature.

Prerequisite
The prerequisite to take SOC408 is successful completion of 1.0 SOC FCE at the 300+ level. Students without the prerequisite can be removed at any time discovered, and without notice.

Requirements and Grading
Students' overall grades in the course will be determined based on the following assignments:

1. Two take-home tests,
   - first due to the course website on February 15th: **10%**
   - second due to the course website on March 27th: **15%**
2. Seminar participation: **15%**
   - weekly reading responses, attendance, active participation in seminar discussion
3. Seminar presentation: **10%**
   - Evaluated based on summary and critique of readings and strength and insightfulness of questions
4. Paper 1, due to the course website on March 15th: **25%**
5. Paper 2, due to the course website on April 25th: **25%**

Readings
All readings will be available on the course website hosted on Quercus, along with the course syllabus, course announcements, and handouts. Each student is responsible for obtaining and reading all required materials before class. It is strongly encouraged that you give yourself enough time to deal with any potential problems or delays in accessing the readings that may occur so you come to class having done the readings and are prepared to discuss the materials. Problems accessing readings will not excuse failure to demonstrate having done the required readings.

Attendance and Participation (15%)
Class attendance is **mandatory.** Proper documentation (described below) is required if an absence occurs. Each student is responsible for all material presented in class, including additional information about the next week's assignments. Students who are unable to attend class should contact a classmate to obtain this information. Classes will not be recorded.

Weekly Reading Responses
For 8 of the 13 weeks, students will be asked to write weekly responses to the assigned course material (approx. 500 words). Students should consider the following:
   - What, in your view, were the most important ideas or themes from the assigned readings?
   - How are the readings similar and how are they different? Do they raise similar points but ultimately come to different conclusions about them?
   - What are your critical reactions to the readings (i.e., their strengths and weaknesses)?
   - Which issues contained in the readings did you find particularly interesting, and what would you like to discuss in class?

Because this is a 400-level course and students are by now experienced sociological readers and writers, there are no strict guidelines for the structure or content of each reading response – you are welcome to organize your response in whatever way makes sense to you. You are required, however, to include a short summary of the central ideas and concepts from the readings while also including a brief critical analysis of the readings. Here, students should attempt to answer some of the questions outlined above. Responses will be evaluated based on the following criteria: (1) how well students identify and demonstrate comprehension of the readings' main points; and (2) the overall quality of the analysis. Quality and clarity of students' writing would also be considered.

The reading responses must be submitted to the course website no later than noon on TUESDAY (the day before class). Please submit ALL responses to the Discussion Section on Quercus for the appropriate week. Each week's responses will be designated as Week 2, Week 3, etc., so you will know where to post. Since these assignments are meant to prepare students to engage in the in-class discussion, late responses cannot be accepted.

To allow for some flexibility, each student is allowed ***one opportunity*** to submit reading responses late for full credit, meaning **after the noon deadline on Tuesday,** but **before the start of class on Wednesday.** While students who submit responses late will not be able to receive feedback, they will still receive full credit for submitting the response.

Take-Home Tests (10% and 15%)
There will be two take-home tests. The first, worth 10%, will be due to the course website (on Quercus) on February 15th, before midnight. The second is worth 15% and will be due to the course website on March 27th, again before midnight. Tests submitted late without documented explanations will not be accepted. Test 1 will cover **all the previous readings from the beginning of the course.** Test 2 will cover **all readings between weeks 6 and 11,** so it is not cumulative, and **no readings prior to week 6 will be covered.** Each test will consist of two short-answer and two to three longer essay questions each. Students may start the test any time on **the Sunday that the test is due before 10:00pm,** but **must complete the test before midnight on that day.** Students will have **two hours to complete each test.** Late tests will not be accepted without proper documentation.

Presentations (10%)
Each student will select **one week's readings to** present on. Students are required to briefly **summarize each of the readings,** while **leading class discussion** and **asking the class questions related to the readings.** Students will be evaluated based on their **understanding and ability to summarize the most important aspects of readings,** as well as for **asking complex and high-level questions that engage the class and result in thoughtful discussion.** Students are also asked to submit their summary and discussion questions to Quercus prior to the class on which they are presenting.

Papers (2 at 25% each)
Students are required to write two papers during this course. Each paper counts for a quarter of the student's final grade. The first paper is due to the course website on March 15th at midnight. The second is due on April 25th, also at midnight. Each paper must be between **six and ten**

pages, double-spaced and in **12-point font.** Students will receive essay prompts on the course website before each paper is due.

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more, please review Ouriginal's Privacy Policy.

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts, etc.) to establish that the paper they submit is truly their own.

Late Paper Penalty
Any late papers will incur an initial five-point penalty, unless submitted with proper documentation (listed below). If penalization occurs, for example, the highest possible grade a student can receive on a paper submitted after midnight on the due date will be 95 points. Five additional points will also be deducted for each additional day after the paper is late (i.e., the highest possible grade of 100 will drop to 90 after two days, 85 after three days, etc.).

This course **follows university policy** regarding the **documentation for late work and assignments:**

If students are unable to turn in an assignment or miss a test for medical reasons, they will need to **email me** and also **declare your absence on ACORN.**

If a **personal or family crisis** prevents students from meeting any deadlines, they are required to **ask their college registrar to contact me, the instructor by emailing me directly**. (It is also a good idea regardless to advise your college registrar if any crisis or personal situation is interfering with your studies.) Your registrar must also contact me before you write the make-up test.

If you miss a test for **accessibility reasons,** (e.g., you miss the test for disability-related reasons and you are registered with accessibility services), you are required to **contact your accessibility advisor about the circumstances and ask them to contact me**. Additionally, your accessibility advisor must also contact me before you are able to write the make-up test.

Regarding Policy

If students feel they have received a grade on an assignment that is unjustified, they are required to **present their argument in writing explaining why this is the case,** as well as **schedule a meeting with me** within **one week** after the assignment has been returned to you. This argument should respond substantively to feedback provided on the assignment by stating where and why the student thinks the feedback is misjudged.

Plagiarism

Plagiarism is a serious academic offence with serious policies. Plagiarism means presenting work done by another person or source as your own or using the works of others without acknowledgment. If you are unsure about whether you are plagiarizing, please consult the following tips on using sources from the University of Toronto website on writing: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.

Email

My goal is to answer each email I receive from students on weekdays with 48 hours, or approximately two days. The exception to this is those received on Fridays; these will be answered on Mondays or the next business day if Monday is a holiday. Please include "SOC 408" in the subject line of the email.

Office Hours

Office hours will be by appointment and will be conducted over Zoom. This is to ensure students registered for this class get the opportunity for one-on-one consultations. Students may use office hours as an opportunity to explore ideas and experiences related to the course material, discuss plans for a career in Sociology, or discuss other course and career-related matters. To schedule an appointment with me, please use the appointment slots made available weekly on Quercus: Click on the "Calendar" in the menu on the left-hand side, then go to "Find Appointments" on the right-hand side. After you sign up for a slot, I will send you a Zoom link so you can attend the meeting.

Accessibility Needs

As a course instructor, I am committed to accessibility for all students. If you require accommodations for a disability or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or http://studentlife.utoronto.ca/accessibility .

COURSE SCHEDULE AND READINGS

PART I: THE ORIGINS OF BUREAUCRATIC ORGANIZATIONS AND SYSTEMS

WEEK 1: January 11
Overview of Course Structure and Syllabus, Presentation Date Selection

No assigned readings or reading responses for today.

WEEK 2: January 18

The Bureaucratic Firm – Classic and Critical Readings

Reading Response Prompt: How do Weber, Burawoy and March & Simon differ in their approaches to organizations? Conversely, how are they similar? Also, briefly summarize some of the main takeaways of each author as they relate to organizations.

Weber, Max. "Bureaucracy." 1978 [1968]. Economy and Society. Berkeley: University of California Press. Pp. 956-969.

Burawoy, Michael. 1979. Manufacturing Consent. Chicago: University of Chicago Press. Chapter 4.

March, James G., and Herbert A. Simon. 1958. *Organizations.* New York: John Wiley and Sons. Chapter 6, pp. 136-171. "Cognitive Limits on Rationality."

Supplementary Readings – Organizational Perspectives on Social Life

Reading Response Prompt: What role do organizations, especially larger bureaucratic corporations, play in social life?

Perrow, Charles. 1991. "A Society of Organizations." *Theory and Society* 20(6): 725-762.

Scott, W. Richard. 2003. *Organizations: Rational, Natural and Open Systems, Fifth Edition.* Prentice Hall. Pp. 25-29.

Note: Students do NOT have to cover this week's supplementary readings in their responses. However, if you choose to do so, you are also required to answer TWO of the THREE questions from the Bureaucratic Firm Readings. In other words, all reading responses submitted by students for Week 2 will address THREE questions overall.

WEEK 3: January 25
Models of Workplace Management and Bureaucratic Control

Reading Response Prompt: Briefly outline the main types of bureaucratic control outlined in each article. How can these types of control effectively function in the workplace, and what are some potential drawbacks, based on examples presented in the readings?

Richard Edwards, Contested Terrain: The Transformation of the Workplace in the Twentieth Century. Chapters 1-2. New York: Basic. Pp. 1-22. (introducing simple, technical, and bureaucratic control); 97-104 (on welfare capitalism and scientific management).

Jaffee, David. 2000. "The Human Organization." Pp. 64-82 in *Organization Theory: Tension and Change.* McGraw Hill.

Barker, James, R. 1993. "Tightening the Iron Cage: Concertive Control in Self-Managing Teams." *Administrative Science Quarterly,* 38: 408-414; 433-436.

WEEK 4: February 1
The Development of Corporate and Conglomerate Strategies

Reading Response Prompt: According to this week's readings, how did the main strategies of running (what we know today) as the modern corporation evolve over time and why? How do resource dependence and reliance on networks shape organizational strategies and behaviour?

Fligstein, Neil. 1990. *The Transformation of Corporate Control.* Cambridge: Harvard University Press. Chapter 1.

Chandler, Alfred D. Jr. 2002. "The Enduring Logic of Industrial Success." *Harvard Business Review.* March-April.

Uzzi, Brian. 1996. "The Sources and Consequences of Embeddedness for the Economic Performance of Organizations: The Network Effect." *Administrative Science Quarterly,* 42(1): 35-67.

Pfeffer, Jeffrey, and Gerald R. Salancik. 1978. The External Control of Organizations: A Resource Dependence Perspective.

PART 2: ORGANIZATIONS AND INEQUALITY

WEEK 5: February 8
Gendered Inequalities within Organizations and Feminist Critiques

Reading Response Prompt: According to feminist scholars, how are organizations formally "gendered"? Which gender-based findings and critiques of organizations from the readings do you think are more and less relevant to challenges faced by women in the workplace today, and why?

Tomaskovic-Devey, D., Kalleberg, A. L., and Marsden, P. V. 1996. Organizational patterns of gender segregation. In A. L. Kalleberg, D. Knoke, P. V. Marsden, and J. L. Spaeth (eds.), *Organizations in America*, Sage, Thousand Oaks, CA, pp. 276–301.

Acker, Joan. 2006. "Inequality Regimes: Gender, Class, and Race in Organizations." *Gender & Society,* 20(4): 441-464.

England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society,* 24: 149-166.

Stainback, Kevin, Sibyl Kleiner, and Sheryl Skaggs, 2016. "Women in Power: Undoing or Redoing the Gendered Organization?" *Gender & Society,* 30(1): 109-135.

WEEK 6: February 15
Wage Disparities and Penalties

Reading Response Prompt: Summarize some of the main causes of wage disparities that occur along both gendered and racialized lines. What are the origins of these disparities? How do different job sectors sometimes mitigate or exacerbate (increase) wage gaps?

Petersen, Trond and Laurie A. Morgan. 1995. "Separate and Unequal: Occupation-Establishment Sex Segregation and the Gender Wage Gap." *American Journal of Sociology,* 101:329-365.

Cohen, Philip N. and Matt L. Huffman. 2003. "Occupational Segregation and the Devaluation of Women's Work Across U.S. Labour Markets." *Social Forces,* 81: 881-907.

Aisenbrey, Silke, Marie Evetsson, and Daniela Grunow. 2009. "Is There a Career Penalty for Mothers' Time Out? A Comparison of Germany, Sweden and the United States." *Social Forces,* 88:573-605.

Boyd, Monica and Jessica Yiu. 2009. "Immigrant Women and Earning Inequalities." Pp. 205-232 in *Racialized Immigrant Women in Canada: Essays on Health, Violence and Equity* edited by V. Agnew. Toronto: University of Toronto Press.

Take-Home Test #1 due February 15

WEEK 7: February 22
Winter Reading Week (no class)

WEEK 8: March 1
Inequalities within Hiring, Promotion and Evaluation

Reading Response Prompt: According to the readings, how are hiring, promotion and evaluation practices organized along gendered, racialized and class-based lines? How do you think these processes might evolve or change over time? What might be some strategies that can be implemented at the organizational level to reduce these practices?

Kang, Sonia K., Katherine A. DeCelles, Andras Tilcsik, and Sora Jun. 2016. "Whitened Resumes: Race and Self-Presentation in the Labour Market." *Administrative Science Quarterly,* 61(3): 469-502.

Rivera, Lauren A. 2015. *Pedigree: How Students Get Elite Jobs.* Princeton University Press. Pp. 134-145.

Williams, Christine. 1992. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions. *Social Problems* 39(3): 253-267.

Wingfield, A. H. 2009. Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work. *Gender & Society,* 23(1): 5-26.

WEEK 9: March 8
Hierarchy, Discrimination and Legitimacy Beliefs

Reading Response Prompt: How do institutions and social pressures shape organizational behaviour? What are coercive, mimetic, and normative isomorphism? How do organizations shape the institutional environment?

DiMaggio, Paul J. and Walter W. Powell. 1983. "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields." *American Sociological Review,* 48(2): 147-160.

Johnson, Cathryn, Timothy J. Dowd and Cecilia L. Ridgeway. 2006. "Legitimacy as a Social Process." *Annual Review of Sociology,* 32: 53-78.

Dobbin, Frank. 2009. "Regulating Discrimination: The Paradox of a Weak State." Pp. 1-21 in *Inventing Equal Opportunity.* Princeton University Press.

WEEK 10: March 15
Racial and Ethnic Inequality within Organizations: An Overview

Reading Response Prompt: How does racial ordering and discrimination manifest itself in various ways within organizations? How do these practices intersect with gender in ways which impact men and women differently? What are the benefits of approaching studies of organizations through an intersectional lens that considers multiple facets of oppression and identity (such as gender and race)?

Nkomo, Stella M. 1992. "The Emperor Has No Clothes: Rewriting 'Race in Organizations.'" *Academy of Management Review,* 17(3): 487-513.

Ray, Victor. 2019. "A Theory of Racialized Organizations." *American Sociological Review.* 84(1): 26-53.

Smith, Ryan A. 2002. "Race, gender, and authority in the workplace: Theory and research." *Annual Review of Sociology,* 28: 509-542.

Paper #1 due March 15

PART 3: COMBATTING INEQUALITY WITHIN ORGANIZATIONS

WEEK 11: March 22
Affirmative Action and Diversity: Their History and Implementation

Reading Response Prompt: Provide a very brief description of the history of diversity processes as outlined by the readings. How did affirmative action and diversity processes act in similar ways and how did they differ? What, in your view, are some of the strengths and shortcomings of each approach?

Kalev, Alexandra, Frank Dobbin, and Erin Kelly. 2006. "Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies." *American Sociological Review,* 71(4): 589-617.

Berrey, Ellen. 2015. *The Enigma of Diversity: The Language of Race and the Limits of Racial Justice.* Chapter 1. University of Chicago Press.

Dong, Sarah. "The History and Growth of the Diversity, Equity, and Inclusion Profession." GRC Insights.

Take-Home Test #2 due March 27

WEEK 12: March 29
Critiques and Limitations of Diversity

Reading Response Prompt: According to the authors, how do efforts to implement diversity practice in the workplace fail to achieve equality in hiring practices and treatment of employees? In your view, are the solutions posed by some of the readings effective, and why or why not?

Berrey, Ellen. 2015. *The Enigma of Diversity: The Language of Race and the Limits of Racial Justice.* Chapter 6 and Chapter 7*, pp. 195-256. University of Chicago Press.

Dobbin, Frank and Alexandra Kalev. 2016. "Why Diversity Programs Fail." *Harvard Business Review.* July-August.

Pedulla, David. 2020. "Diversity and Inclusion Efforts That Really Work." *Harvard Business Review.* May 12.

WEEK 13: April 5
Sexual Misconduct within Organizations

<u>*Reading Response Prompt:*</u> *How is sexual harassment defined in each reading? Briefly summarize how each author addresses this question, and how each author's approach contributes to our knowledge about why sexual harassment occurs. Also, what are some of the shortcomings in some of the readings' approaches in addressing this problem?*

Cortina, L. and Jennifer L. Berdahl. "Sexual harassment in organizations: A decade of research in review" in *The SAGE Handbook of Organizational Behaviour: Volume I: Micro Approaches.* Thousand Oaks, California: SAGE Publishing.

Fotaki, Marianna and Alison Pullen. "Introducing Affective Embodiment and Diversity" in *Diversity, Affect and Embodiment in Organizing.* Pp. 1-19.

Dobbin, Frank and Alexandra Kalev. 2017. "Training Programs and Reporting Systems Won't End Sexual Harassment. Promoting More Women Will." Harvard Business Review.

Dobbin, Frank and Alexandra Kalev. 2020. "Why Sexual Harassment Programs Backfire and What to Do About It." *Harvard Business Review.* May-June 2020.

PAPER 2 DUE APRIL 25