UNIVERSITY OF THE PACIFIC
COURSE APPROVAL FORM
REVISION

Please fill in all information. Required signatures are on page 2 of this form. Please return to:
Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

<table>
<thead>
<tr>
<th>Contact Person: George H. Lewis</th>
<th>Phone: 946-2925</th>
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<tbody>
<tr>
<td>Date: September 20, 2006</td>
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<tr>
<td>Proposed Course #: 165</td>
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<tr>
<td>Proposed Prerequisites: One course in sociology or permission of instructor</td>
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<tr>
<td>Proposed Units: 4</td>
<td>Enrollment/Expected Enrollment: 25</td>
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<tr>
<td>Existing Course Title: Org. &amp; Social Structure</td>
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<tr>
<td>Existing Unit Value: 4</td>
<td>Existing Prerequisites: SOCI 51, 61, or 171, or permission of instructor</td>
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<tr>
<td>Proposed Course: Social Organizations</td>
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<tr>
<td>School or College: COP</td>
<td>Department: Sociology</td>
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<tr>
<td>Grade Option: Letter Grade</td>
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<tr>
<td>Existing Course #: 175</td>
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Revised catalog description (attach additional sheet if necessary). Attach a syllabus:
None

Describe the proposed changes and provide a rationale (attach additional sheet if necessary).
Course is shifted from a required major course to upper division sociology course.

If approved, when will this be implemented? Fall [x] Spring [ ] Year 2007

What is the anticipated impact on resources (e.g., Faculty, funds, library materials, etc.)?
None

Describe any special facilities, furnishings, or technical needs. List software needs, if any.
None
APPROVAL PROCESS

Please obtain all signatures before submitting to Academic Affairs Committee. Acquire signatures in the order in which they are listed below.

1. Action by department requesting addition/change:
   Approved by: 
   Date: 3-22-06

2. Action by the Curriculum Committee of the School/College:
   Approved by: 
   Date: 11-14-06

3. Action by the Dean of the School/College:
   Approved by: 
   Date: 11-17-06

4. Action by the Dean of the Library:
   Approved by: 
   Date: 11/15/06

5. Action by the Director of Educational Technology Services (if computer lab, software needed):
   Approved by: 
   Date: 

6. Action by the Registrar:
   Approved by: 
   Date: 12-21-06

7. Action by the General Education Committee (as appropriate):
   Approved by: 
   Date: 

8. Action by the Graduate Studies Committee (as appropriate):
   Approved by: 
   Date: 

9. Action by the Academic Affairs Committee:
   Approved by: 
   Date: 

After approval by the Academic Affairs Committee, information regarding new, revised, or deleted programs and courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
COURSE DESCRIPTION

Organizations and Social Structure is an exploration of the nature and development of modern work organizations and similar groups. It introduces students to the origins and nature of modern organizations, the place of man in them, and the effects of organizations on society and its institutions.

Bureaucracies and other formal or corporate organizations are found everywhere in modern society. In fact, the apparent dominance of modern life by organizations is often believed to be the single most important factor differentiating modern from modernizing societies.

Yet most of us take organizations and occupational life for granted, and perhaps for this reason we find it difficult to identify clearly the kinds of effects organizations have on us. In short, although formal organizations of one kind or another are a fundamental part of any modern society, and although it seems obvious to us that they are an important influence on other aspects of society, we often find it difficult to pinpoint these influences or understand exactly why or how they work.

The study of modern organizations -- their evolution, form, and social effects -- fills an important niche in the discipline of sociology, and links sociological study in practical ways to a range of subjects in professions such as management, social welfare, law, criminal justice, and public policy. It also provides insights into the nature of the occupational and social class systems and the nature of our modern political order, three additional topics which will also be introduced in this course through the application of organizational perspectives.

COURSE GOALS AND OBJECTIVES

Organizations and Social Structure is designed to help students understand the workings of organizations by first looking at the social and technological conditions influencing their emergence as a modern social form, next by looking inside organizations at their essential structural features, and then by exploring the effects of organizations on other features of modern industrial and post-industrial society.

Students will explore ways power is transformed into authority, for example, and how both power and authority are used to motivate and coordinate the efforts of organizational members. The course helps students explore the implications of
bureaucracy and other forms of organization for the social order by analyzing ways organizations adapt to changing environments, link or learn to cooperate with other organizations, and how organizations influence the potential for careers among workers, the life chances of various social groups, and processes of governance at societal and local levels.

Organizational social scientists recognize that the Industrial Revolution and the current Post Industrial shift have been pivotal influences on the development of our own and other societies. In particular, large scale organization is relatively rare in pre or non industrial societies. However, as "building blocks" and "corporate actors" in industrial and postindustrial societies, organizations importantly influence the occupational structures of such societies and in turn fundamental patterns of stratification, class and inequality. In general these are "macro" sociological as opposed to "micro" or social psychological concerns.

One of the themes of this course is that "organizations often take on a life of their own." This is a short hand and somewhat oversimplified and hence slightly inaccurate way of saying that the basic decisions often made in organizations, and the goals which organizations thus pursue, are frequently unintended by their members (including their leaders). Hence toward the end of the course we will turn our attention to "organizational learning" strategies based on theories and concepts covered earlier in the course which may be used to influence organizational policy and direction.

Finally, because much of the subject is grounded in very substantial amounts of research, the field is characterized by concepts and theories which are relatively well developed. You may well find the subject matter relatively theoretical in relation to other courses you have taken either in sociology or other disciplines. An additional goal of this course is thus to help you develop skills in theoretical thinking.

OUTCOMES

The discussion above and readings and topics further below suggest the following as course outcomes. Specifically, by the end of the course you should have increased your understanding of:

(1) The place of organizational sociology and stratification in the sociological discipline.

(2) The nature of macro-sociological analysis, the difference between macro and micro level analysis (sometimes referred to as "system" versus "person" based explanation), and the concept of social structure.

(3) The nature and uses of formal approaches to the definition of concepts and construction of theories in sociology.

(4) The connections between economic and technological developments and the existence and structure of organizations.

(5) Theories developed by organizational sociologists and others over the course of these economic and technological changes.
(6) The specific concepts most useful in developing explanations of how organizations grow and develop, and the social forms they adopt.

(7) The influence of organizational form and structure on the work lives of organization members.

(8) The influences of organizations on the stratification systems of modern societies.

(9) Reasons organizations often make decisions, adopt goals, or undertake activities not intended by individual members -- even their leaders.

(10) How, by adopting strategies and structures which enhance "organizational learning," organizations can be guided in desirable directions.

STUDENT RESPONSIBILITIES

Grades in this course will be based principally on three midterm exams. Students will also be evaluated on the basis of in-class participation. Quizzes and short assignments may also be given from time to time and results may also be factored into student grades at the discretion of the instructor. Finally, class attendance is imperative. Roll will be taken and attendance will be factored into final course grades according to the following formula: fraction of course hours attended x 1.06 x course grade based on exams and other considerations. (Note that according to this formula, perfect attendance will raise the final grade, but more than 3 unexcused absences will lower it.)

The University Honor Code is in effect at all times during the course. It is a violation of the Honor Code to give or receive information from another student during an examination; to use unauthorized sources during an examination; or to submit all or part of someone else's work as one's own. A complete statement of the Honor Code may be found in the Student Handbook, Tiger Lore. Understanding and adherence to the University Honor Code is the responsibility of the student.

READINGS

The following books should be purchased from the bookstore.

Beth Rubin: SHIFTS IN THE SOCIAL CONTRACT: UNDERSTANDING CHANGE IN AMERICAN SOCIETY.

David Jaffee: ORGANIZATION THEORY: TENSION AND CHANGE.

Additional readings from the following sources will be placed on reserve in the library.

Roy Childs: "Notes on Early Theory: Adam Smith, Daniel McCallum, Frederick Taylor and Luther Gulick."

Roy Childs and Gregoria Cruz: Setting Community Goals: Ideals and Reality.

Richard Daft: In Practice: W. L. Gore and Associates.

Peter Drucker: The University Art Museum: Defining Purpose and Mission.

Edward Gross and Amitai Etzioni: ORGANIZATIONS IN SOCIETY.
John Kenneth Galbraith: THE NEW INDUSTRIAL STATE.
Kenneth Kammeyer, George Ritzer and Norman Yetman: SOCIOLOGY: EXPERIENCING CHANGING SOCIETIES.
David Newman: SOCIOLOGY: EXPLORING THE ARCHITECTURE OF EVERYDAY LIFE.
Suzyn Ornstein: Team Saturn: The Otherworldly Way to Make Cars.
Ronald Pavalko: SOCIOLOGY OF WORK AND PROFESSIONS.
Jay M. Shafritz and J. Steven Ott (editors): CLASSICS OF ORGANIZATION THEORY.

Items on reserve are listed with the notation (Reserve) in the topics and assigned readings which follow.

TOPICS AND ASSIGNED READINGS

I. The Sociology of Work and Organization: An Overview (1/14)
   Kammeyer, Ritzer and Yetman. The Economy and Work. (Reserve)
   Newman. The Structure of Society: Organizations and Institutions. (Reserve)
   Kammeyer, Ritzer and Yetman. The Forms of Social Life: Interaction, Groups, Organizations and Societies. (Reserve)
   Case: Organizational Differences (Daft: In Practice: W. L. Gore and Associates).

II. Issues, Concepts and Frameworks (1/28)
   Jaffee. Chapters 1,2

III. The Rise of the Factory System and the Emergence of Scientific Management (2/11)
   Childs. Notes on Early Theory: Adam Smith, David McCallum, Frederick Taylor and Luther Gullick. (Reserve)
   McCallum. Superintendent’s Report. (Reserve).
   Taylor. The Principles of Scientific Management. (Reserve)
   Jaffee. Chapter 3

Midterm Exam 1 (Tentatively 2/18)
IV. The Human Relations Movement (2/20)
   Jaffee. Chapter 4

V. Bureaucracy and Its Critics (2/25)
   Jaffee. Chapter 5
   Mintzberg. The Five Basic Parts of the Organization. (Reserve)
   Galbraith. The New Industrial State. (Excerpts, Reserve)

VI. Current Organizational Issues (3/4)
   (1) Work Satisfaction, Organizational Commitment and Group Formation
       Hackman and Oldham. The Design of Work for Groups and Groups for Work. (Reserve)
       Case: Group Effectiveness (Ornstein: Team Saturn: The Otherworldly Way to Make Cars).
   (2) Power, Authority and Leadership
       Gross and Etzioni. The Compliance Model: Organizational Control and Leadership. (Reserve)
   (3) Goal Setting
       Gross and Etzioni. Organizational Goals: Masters or Servants? (Reserve)
       Case: Goal Setting in the Social Services (Childs and Cruz: Setting Community Goals).

   Midterm Exam 2 (Tentatively 3/27)

   (4) Contingency Organizational Theory
       Jaffee. Chapter 8
   (5) Professional Occupations and Professional Organizations
       Pavalko. Models for Studying the Professions. (Reserve)
       Case: Achieving Effectiveness in a Non-Profit Organization (Drucker: The University Art Museum).
VII. **Society in Transition: Organizations and Social Change (4/10)**

(1) Organizations and Economic Change in the Twentieth Century  
Rubin. Chapter 1

(2) From Industrial to Post Industrial Society  
Rubin. Chapters 2, 3

(3) Organizations and Post Industrial Social Institutions  
Rubin. Chapter 4

VIII. **Future Directions: Organizational Learning and Control (5/1)**  
Rubin. Chapter 7

**Midterm Exam 3 (5/8)**