Course Introduction

This course invites you to consider schools, whether at the pre-K, K-12 or university level, as organizations. This course will expose you to organization theory and its application to understanding the operation, performance and effectiveness of educational organizations. It will introduce you to contemporary theories and models of organizations and organizational processes, and will develop your capacity to analyze and apply these theories and models to the questions that you bring to this course of study.

By looking at schools in this way, you will gain new perspectives on individual and group behavior, as well as how dynamics develop, persist and change in organizations. These perspectives will give you ways to understand both contemporary topics in education as well as the day-to-day events in organizations like schools that pique our interest and at times drive us crazy. Contemporary topics in education include large-scale reorganization efforts (such as the “Turnaround” model being used by school districts concerned with persistently low academic performance), the application of business models to the organization and evaluation of schools, efforts to introduce significant change to the practice of teaching (e.g., the push for teachers’ and administrators’ use of student performance data to drive practice decisions) and the introduction of nontraditional and/or entrepreneurial organizations into the business of running and staffing schools (e.g., charter school networks, Teach for America) as well as matters of teaching and learning (e.g., online universities). Scholarship related to the organization of schools will help you to understand how such initiatives can reflect and/or challenge the ways that organizations tend to work in our society. Such an understanding, in turn, will help you to identify where these initiatives might take hold, where they seem doomed to failure, and where those involved might intervene if things have tilted towards the latter.

Similarly, scholarship related to schools as organizations offers valuable perspective on the day-to-day events that pique your interest and likely drive you crazy at times, mostly concerning why people act the way they act within organizations. Why do we have to have a mission statement, particularly when it does not reflect what we actually do every day? Why does everyone follow the words and ideas of an individual who is not the formally designated leader of my department/work group/organization? Why is it so hard to bring about change when everyone knows that what we’re doing right now is not working? How is it that a perfectly reasonable sounding plan can get taken down when members of an organization implement it?
Essential Questions
As the instructor, I assume that you bring your own questions to this course and will pursue answers to those questions through your individual approach to readings, discussions and assignments. I invite you to take in all that you can in this course and make use of it in ways that help you to get answers to, or further develop, these questions. In addition, the following specific questions (to which I refer as “essential questions”) will guide our inquiry this semester:

- How do schools and universities operate as organizations?
- How might we understand schools and universities in order to inform intervention into educational practice and/or work-related problems?

Course Goals
As your instructor, I want for you (and all of the course’s students) to be able to engage literature in order to answer your own questions as well as this course’s essential questions. In order to meet this overarching goal, there are 4 specific subgoals of the course:

- You will gain a basic understanding of P-16 schools as organizations and research in this area, such as factual knowledge, theories, research methods, and schools of thought. This goal will have you reading widely across foundational and relevant literature, with the hope that you will explore topics that engage and interest you in greater depth.
- You will learn to analyze and critically evaluate ideas, arguments, and points of view presented by organizational researchers and by stakeholders concerned with schools as organizations. This goal will have you applying organizational theory to historic and contemporary cases to analyze its fit and implications, and identifying and analyzing recurring popular and scholarly schools of thought about schools’ functioning as organizations.
- You will develop your ability to apply course material from organizational studies of schools, organizational science and organization theory to your work with educational organizations, including those in which you are interested in intervening, in order to improve your thinking, problem solving and decision-making. This goal will have you discussing cases in class, conducting original analysis, and completing assignments in which you analyze educational organizations using concepts that you’ve learned in this course.

Course Grade
Each component of students’ responsibilities for these assignments, as well as the criteria used for assessing learning and due date (when applicable), is described below. Final course grade calculation will be done on the following 100 point scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
</tr>
</tbody>
</table>
70-72  C-
67-69  D+
63-66  D
60-62  D-
59 or below  F

Students can track their course grade on Sakai. For the final grade, I will round total points to the closest whole number (e.g., 88.2 points would round to 88, 88.7 points would round to 89).

Assessment of learning

I will assess your learning with the course’s essential question and goals in mind. In this spirit, all of your work in this course will be assessed with an eye towards whether you are learning what I set out to help you learn. Below is a listing of each assignment, what proportion of your grade each assignment constitutes, and its due date. Full descriptions of each assignment are listed below, on pages 6-10.

<table>
<thead>
<tr>
<th>Assessment or Assignment Name</th>
<th>Proportion of Course Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Educational organization description paper</td>
<td>5%</td>
<td>September 1, 7 pm</td>
</tr>
<tr>
<td>Rational/Natural/Open systems paper</td>
<td>10%</td>
<td>September 24, 7 pm</td>
</tr>
<tr>
<td>Major research paper topic</td>
<td>2.5%</td>
<td>September 29, 7 pm</td>
</tr>
<tr>
<td>Major research paper preliminary bibliography and research questions</td>
<td>5%</td>
<td>October 13, 7 pm</td>
</tr>
<tr>
<td>Major research paper introduction draft</td>
<td>7.5%</td>
<td>November 10, 7 pm</td>
</tr>
<tr>
<td>Major research paper first draft</td>
<td>5% (for on-time submission of full draft)</td>
<td>November 21, 7 pm</td>
</tr>
<tr>
<td>Major research paper final draft</td>
<td>35%</td>
<td>December 12, 7 pm</td>
</tr>
<tr>
<td>Weekly online classroom forum posts</td>
<td>5%</td>
<td>Two submissions per student. Due 7 pm the Friday before class session for which reading is assigned. Sign up available in class on September 29.</td>
</tr>
<tr>
<td>Weekly online classroom forum responses</td>
<td>5%</td>
<td>5 responses to class sessions 2-12.</td>
</tr>
</tbody>
</table>

Class Participation

This seminar course is very interactive and places a high premium on every student’s participation. While introductory graduate courses are often structured to manage students’ participation (through planned activities and instructor lecture), this class is organized instead as a shared, rigorous conversation, where the instructor facilitates, but does not dominate. This arrangement will require thoughtful, detailed reading of assigned texts and regular contributions to class discussions where we unpack, consider and compare the ideas and data presented in the texts you will read. Participation, including regular attendance, is therefore worth 20% of your final grade.
Please come on time to class, having read and brought to class all assigned materials (either the text hardcopy or an electronic copy where you have taken notes either on the document or separately), and ready to discuss assigned texts with your colleagues. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class. If you come late and/or unprepared, you will have a difficult time fully participating in class, which will impact the entire seminar.

To fully participate in online class discussions, you will need headphones with a microphone function. Without these, you will not be able to take part in online breakout groups, which are an important part of building knowledge together in our class. Please purchase and test headphones if necessary before the first online class session (September 5). Headphones are also available for checkout via LUC Libraries.

Attendance at this seminar is critical for students’ learning experiences as individuals and as a group. This course’s attendance policy, therefore, is as follows: If you miss more than two class sessions over the semester, the highest final grade for the course that you will be eligible to receive is a “B.” Full attendance credit is given for full class attendance (arriving to face to face and online class meetings on time, staying throughout the class, returning promptly from any class breaks). Partial credit is awarded for partial attendance. The following rubric will be used to determine students’ participation grades:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>A (18-20 points)</th>
<th>B (16-18 points)</th>
<th>C (14-16 points)</th>
<th>D (12-14 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends every class, arrives on time at the beginning of class and after class breaks, stays until end of class.</td>
<td>Misses 1-3 classes, on infrequent occasions arrives late at the beginning of class or after class breaks, or leaves before end of class.</td>
<td>Misses class 3-4 times, late to class or leaves class early on a regular basis.</td>
<td>Excessive number of absences, late arrivals, and early departures.</td>
<td></td>
</tr>
<tr>
<td>Contributions</td>
<td>Makes multiple meaningful, thoughtful contributions, which are related to readings and/or class session theme, to each seminar discussion.</td>
<td>Makes 1-2 meaningful, thoughtful contributions, which are reasonably related to readings and/or class session theme, to each seminar discussion.</td>
<td>Makes occasional contributions to seminar discussions, contributions are peripherally related to readings and/or class session theme.</td>
<td>Makes very infrequent contributions to seminar discussions, or makes contributions that are not related to readings and/or class session theme.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Recognizes and demonstrates</td>
<td>Shows moderate respect for the</td>
<td>Shows limited respect for the</td>
<td>Regularly fails to show respect for</td>
</tr>
</tbody>
</table>
For any missed class meetings, you are required to 1) Notify me in advance of your absence, and
2) write a brief reaction paper to the assigned readings. You will still be held responsible for all
assigned readings, due dates for written assignments, and course requirements or updates
discussed in class. Please check in with one of your colleagues and be extra attentive to the
course Sakai page if you miss a class meeting.

The use of electronics (cell phones, computers) is often a necessity of modern life, but also
interferes with everyone’s participation in class, particularly in this small, interactive course.
Please refrain from using electronic devices in class if their use (e.g., texting, internet surfing,
checking and deleting emails, writing aside from taking notes) does not pertain directly to your
participation in our course. Your colleagues and I cannot help but notice such behaviors,
especially in a seminar, and would find them distracting from and disrespectful towards the
learning process. If you have a particular situation that requires your attention via electronics
during class, please step out of class to handle it.

Written Assignments

Educational organization description paper, Due September 1, 7 pm
For this paper, please write about an educational organization to which you belong or have
belonged within the last two years. The organization can be a school, a nonprofit, a department
or any other assembly of individuals that meet our class’ working description of what an
organization is. Please address the following 3 sub-topics:
1) Describe the organization, its size, what it does, its formal mission, and in a way befitting a
beginning student of organization theory, how it is organized: departments, work groups,
leadership (teams, vice presidents + president, etc.). I do not expect you to use technical or
theoretical language but rather to make it clear how this organization is set up.

2) What is the organization’s culture? How are things done in a way that is considered “just the
way we do things here?” To what extent do you believe this culture supports or works
against the organization’s official mission?
3) What demands or challenges does this organization face now, or has it faced in the last 2-3 years? What is the nature of these demands? Have they arisen because of internal initiative, are they in response to external pressures? How has this organization responded—in individual ways, organized ways, policies, change in practice, hiring new staff?

This paper, which is intended to get you thinking “organizationally” about an organization with which you are already familiar, does not need to be a thesis-driven paper but rather should address each sub-topic as described above. I will grade this paper on a 5-point basis, awarding up to 1.5 points for each subsection’s completeness and .5 for the quality of writing (the degree to which your paper is well-worded, -edited and organized). It should be 3-5 pages long.

**Rational/natural/open systems paper, due September 24, 7 pm**

For this paper, please analyze Kennedy School (using a PDF available on Sakai), according to Scott and Davis’ descriptions of rational, natural and open systems. To what extent does Kennedy meet one or more of these descriptions? In this paper, please include the following:

1) A brief description of Kennedy
2) A brief, but sufficiently thorough description of the components of Scott and Davis’ discussion of rational, natural and/or open systems that will clarify the basis of your analysis.
3) The analysis itself: To what extent does Kennedy School meet Scott and Davis’ description(s)? What evidence from the Kennedy vignette can you cite? If you feel that more than one of Scott and Davis’ descriptions apply, how can you explain your assessment? If you feel that the Scott and Davis descriptions do not apply particularly well, what evidence (from Scott and Davis and/or the vignette) can you cite to back up this claim?
4) What strengths and weaknesses can you identify at Kennedy, based on your analysis?

This paper will be graded according to these criteria, in which a maximum of 1.5 points apiece will be awarded for criteria 1 and 2, and a maximum of 2.5 points apiece will be awarded for criteria 3 and 4. An additional 2 points will be awarded for the quality of the paper’s writing and organization. This paper should be driven by an original thesis, and should be 5-7 pages in length.

**Major Research Paper**

Given that I have structured the class around selected readings, the research paper assignment gives students the opportunity to choose and investigate a topic of interest to them. I strongly encourage you to consider how this paper can help you to advance your own intellectual and professional agenda. What are you interested in exploring in your program? What issues and interests brought you here (to your program, or this course) in the first place? What kinds of issues do you want to explore in your master’s thesis, qualifying exams, or doctoral dissertation? How can you configure this paper as an opportunity to examine some part of this larger agenda, in a way that will move your thinking or your professional goals forward? I am open to any topic related to schools as organizations. Some options include (but are not limited to) a structured literature review on a specific topic, a history of a particular issue, policy or problem related to schools as organizations, the analysis of a contemporary issue related to schools as organizations, or the analysis of existing relevant data (e.g. public use data). Whatever topic you choose, your paper will need to synthesize and analyze data, and present an explicit and coherent argument.
that flows through and structures the paper. A rubric for the evaluation of this paper follows at the end of this assignment description.

This assignment will proceed through the semester in stages, giving you multiple opportunities for instructor and peer feedback as you develop your project. At the end of the semester, your final product will be a revised research paper, approximately 20-25 pages in length (excluding references).

This assignment may be completed individually or by a group of two or three students. A commitment to a group project must be noted by all participants at the time of the topic submission and must be followed throughout the semester.

First, please prepare a paper topic proposal (1-2 pages). This is due on September 29 at 7 pm. In this proposal, describe the topic you want to investigate, the literature and/or data you anticipate using in your research, and why this topic is important to study. I realize all too well the pain of having to explain your topic’s importance, and ask you to engage in this exercise on purpose. Why should you spend most of your semester researching this topic? Why does it matter now? To whom does it matter? Whom might your findings help? Does your proposed topic aim to fill any gaps in research literature? If you have a sense of a tentative research question, please include that information as well. As with all assignments in this course, please feel free to contact me if you have questions or encounter challenges in writing this proposal. This assignment will be graded on a pass/revise basis. If you do not present sufficient information as requested in this proposal, I will ask you to revise and add to your original proposal. I will give you written feedback on your proposal in the interest of strengthening and developing your project.

Second, I ask that you send me a preliminary bibliography and research questions for your project on October 13 at 7 pm. While I do not expect you to have absolutely concluded your research by this date, I do expect you to have identified key resources that you will use for your paper. Please ensure that you conduct thorough literature searches by not only conducting a quick search using ERIC, JSTOR or another search engine. You should also identify key articles related to your topic, then look at who that author cites, as well as what other authors have cited that article/text since it was published. For this assignment, I am looking for a well-developed reference list that shows a substantial effort to know your topic well. This assignment is worth 5% of your course grade. I will assign up to 5 points for this assignment based on the extent to which: 1) your reference list is well-developed and shows evidence of effort to deeply research your chosen topic (3 points) and 2) Your research questions, while not necessarily perfect at this stage, demonstrate an effort to pose a question that your paper will be able to answer (2 points). Please feel free to include any questions or requests for guidance that you have for meat this point in your research, and I will respond to them in my feedback.

Third, over two months into our course, please submit a introduction section draft for your research paper on November 10 by 7 pm. This assignment should be from 1 to 3 pages long. It should reflect that you have engaged in serious analysis of your resources, and should present the argument that you will develop in your final paper, the rationale for studying this topic now, an overview of the literature and/or data you will use for your paper, and a plan for the paper (first, I
will consider. . . then, I will examine. . . Finally, I will. . .). It is not possible to complete this assignment without having done serious work on your paper, so please plan accordingly. This assignment is worth 7.5 percent of your course grade. I will assign points for this assignment based on the extent to which you present a clear thesis argument for the longer research paper you will write (2.5 points), concisely situate your topic in relevant issues (present and/or historical) and literature (2.5 points), present a plan for the paper (1 point), and write in a fashion that is clear and well-organized (1.5 points). Clearly, a lot is packed into this short assignment; that is the idea. I want you to spend time just focusing on your paper’s big picture, and laying out what you will do. My hope is that this endeavor will set you up to write a well-organized, coherent paper. I do not expect you to leave this statement unchanged in your final paper. This preliminary draft gives you an opportunity to receive my feedback, which you will hopefully incorporate as you work towards your final product.

Finally, the paper! Your first draft is due on November 21 by 7 pm. You will be required to revise this paper after you have received feedback on it (which I aim to provide by November 28), but the second due date does not replace this initial deadline. This assignment requires a complete, full, first draft of your major research paper. In other words, please do not use bullet points, “etc.” or “Fill in here” to indicate work you have not yet completed. An on-time submission of this full first draft is worth 5% of your course grade. If your submission is turned in on time, it will be awarded full credit; if not, it will not be. I will use a rubric to evaluate this paper (see below). The paper will be graded on a 100-point basis and then converted to 37.5 point scale for the purpose of course grade calculation. This paper’s final grade, however, will not be assigned until the second draft is submitted and graded at the end of the semester. Your score on your first draft will reflect my evaluation of your work in progress.

<table>
<thead>
<tr>
<th>Content</th>
<th>Possible Points (Out of 100)</th>
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<tbody>
<tr>
<td>Argument clarity and coherence: Argument is clearly stated and builds</td>
<td>25</td>
</tr>
<tr>
<td>throughout the paper in a fashion that is steady, well-developed and</td>
<td></td>
</tr>
<tr>
<td>easy to follow.</td>
<td></td>
</tr>
<tr>
<td>Argument and claims are substantiated with credible evidence.</td>
<td>20</td>
</tr>
<tr>
<td>Paper reflects thorough efforts to gather and analyze relevant evidence</td>
<td>10</td>
</tr>
<tr>
<td>Topic and resources used connect clearly to the topic of the school as</td>
<td>10</td>
</tr>
<tr>
<td>an organization.</td>
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<tr>
<td>Quality of writing</td>
<td></td>
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<tr>
<td>Writing is clear and easy to understand, even if concepts communicated</td>
<td>15</td>
</tr>
<tr>
<td>are complex.</td>
<td></td>
</tr>
<tr>
<td>Paper is well-organized, and is broken into sections that mirror the</td>
<td>15</td>
</tr>
<tr>
<td>procession of the author’s argument.</td>
<td></td>
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<tr>
<td>Conventions of writing are followed (spelling, grammar, sentence</td>
<td>5</td>
</tr>
<tr>
<td>structure, punctuation, reference list preparation according to APA</td>
<td></td>
</tr>
<tr>
<td>style or comparable system).</td>
<td></td>
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</tbody>
</table>

All students are required to submit a revised draft of the research paper, incorporating the feedback they have received. This draft must be submitted using the Microsoft Word track changes function, so that I can see where and how you have revised your paper. Papers not
revised in this way will be returned to students to indicate where changes have been made. This revised draft is due **December 12 by 7 pm**. The revised draft will be graded using the same rubric as described above. Regardless of your first draft’s grade, you are required to submit a revised draft of your paper.

**Guidelines for paper preparation and submission**

**Formatting**
Please use 1” margins, double-spacing and a 12-point font for all papers. Paper submission should be done via Sakai’s assignments function. Please adhere to paper length guidelines as stated in this syllabus. I reserve the right to return to you material that exceeds the stated maximum length for revisions prior to grading. Please prepare reference lists for all written assignments where you cite other published work. Please follow your academic discipline’s format for in-text citations and reference lists. In most subfields of education, this is usually APA, but if you use another style (e.g., MLA, Chicago), that is fine as well.

**Due dates**
As your instructor, I expect timely submission of all assignments or clear, proactive communication if alternative arrangements are needed. If you need to extend an assignment date due to pressing circumstances, please contact me *before the assignment is due* and we will negotiate a workable date. If you do not make arrangements with me before the assignment’s due date, late assignments’ grades will be reduced by one-third of a grade (3 points) per day. I will consider written assignments turned in on the due date, but after the due time, late.

**Weekly online discussion forum**
Our online discussion forum will give students another opportunity to reflect on and discuss course readings and the ideas that they bring to the surface. All students are responsible for two types of reading responses: original posts (“posts”) and responses to colleagues’ posts (“responses”)

With *posts*, each student is responsible to respond, in writing, to one or more readings for the coming class meeting, twice over the course of the semester. These responses should be posted *no later than the Friday before class* meets, at 7 pm, so that others will have the opportunity to read, respond to, and engage in online discussion of your post. All response posts should be made on the corresponding week’s forum in Sakai. All students are required to write and share two posts during the semester. A signup sheet will be made available during the first class meeting. It is the student’s responsibility to post these on time. Due to our large class size, there will not be an opportunity to make up missed posts and any missed credit for the missed post would not be assigned. These reading responses should raise an original point that promotes discussion among members of our classroom community. They should also connect to, and directly cite, assigned texts. Each post is worth 2.5 points and is graded according to the criteria stated above.

Additionally, students are required to provide *responses to colleagues’ posts*. With these, students are expected to respond to their colleagues’ reading responses as described above. These should build upon the original post, referring specifically to both what the original post said and to the pertinent course text, and should do so in a rigorous, professional and respectful manner.
Students must post a minimum of five responses to colleagues’ posts (valued at one point each) by the end of the semester. Students can post in response to any of their colleagues’ posts from weeks 2 through 12. Multiple response posts to the same original post are welcome and encouraged, but will count for one response post.

**Communication between instructor and students**
In addition to updates I may give verbally in class, I will occasionally send updates to the class via email, using the Sakai announcement function. I will assume that if I have sent messages to you at the address you have that corresponds with Sakai and the email has not bounced back to me, that you have read it.

If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 48 hours between Monday and Friday.

**Readings**
The following texts are available for purchase at LUC’s Water Tower Campus Bookstore. They are also available on reserve at LUC’s Lewis Library. The Shafritz, Ott and Jang book, while quite costly, is an excellent resource for both this class and additional reading on organization theory. All other readings are available either in PDF format on Sakai (designated as S) or available online via the link provided. If links do not work, please let me know immediately so that I can correct the link and notify students.


**Week-by-week course schedule**

**Week 1, August 29. Class will meet face-to-face.**

**Course Introduction. What is an organization?**
Understanding organizations, understanding the school as an organization. Sign up for forum posts, preparation for online class meetings.

Scott and Davis text, Chapter 1 (p. 1-34) (T)

Hatch and Cunliffe text, Chapters 1, 2 (p. 3-14, 19-46) (T)

Ho, S. (2017, Aug. 11). DeVos says school vouchers could be part of federal tax overhaul discussions. Chicago Tribune. Accessible online at:


**Relevant educational organization paper due September 1, 7 pm**

**Week 2, September 5. Class will meet online.**
*The school as a rational system.*
Scott & Davis, Chapter 2 (p. 35-58) (T)

Taylor, F. (1916). The principles of scientific management. (Shafritz, #6, p. 66-77) (T)


Callahan, R. (1962) *Education and the cult of efficiency*, Chapters 5-6 (pages 95-147). (S)


**Week 3, September 12. Class will meet face-to-face.**
*The school as a natural system.*
Scott & Davis, Chapters 3 and 6 (p. 59-86, 124-150) (T)

Simon, H.A. The proverbs of administration. (Shafritz, chapter 10, 103-115) (T)


**Week 4, September 19. Class will meet online.**
*The school as an open system, integration of perspectives, workshop for paper topics.*
Scott & Davis, chapters 4 and 5 (p. 87-123) (T)

Hatch, p. 95-102 (“Structural contingency theory” through “Contingency theory today”) (T)


**Rational/natural/open systems paper due 9/24 at 7 pm.**

**Week 5, September 26. Class will meet face-to-face.**
**Organizations and their environments, organizational ecology.**
Scott and Davis, Chapters 9 & 10 (p. 220-277) (T)

Hatch & Cunliffe, chapter 3 (p. 57-84) (T)


**Major paper topic due 9/29 at 7 pm.**

**Week 6, October 3. Class will meet face-to-face.**
**Institutional Theory and educational organizations, preparation for small discussion groups about major research papers, midsemester course evaluation.**


No class 10/10: Enjoy Fall Break!!

**Major research paper preliminary bibliography and research questions due 10/13 at 7 pm.**
Week 7, October 17. No group class meeting, no assigned readings.

Groups assigned on 10/3 to meet between 7 pm and 9:45 pm, location (in person, online; Adobe connect site can be created if your group would like) to be determined by group members. Please discuss your papers in progress with your small group members. I will be available to consult with you or your group by phone or online during this time period. Please address the following topics about each group member’s paper during your conversation:

- Brief description of paper topic and resources being used
- Status of your project, including places where you have questions or feel stuck
- Areas where you’d like perspective or suggestions from group members or from me

Please take notes during your conversation and upload them to Sakai (typed or scanned), including any specific questions you have for me, by 10 pm on 10/17. If you or your paper group would like to arrange a time to talk individually with me, please indicate that in your written communication along with times when you are available over the next week. Your submission of this writeup is what I will evaluate for this week’s class participation credit.

Week 8, October 24. Class will meet face-to-face.
The individual and the organization, organizational structures.


Hatch & Cunliffe, Chapter 4 (p. 90-120) (T)


Week 9, October 31. Class will meet face-to-face.
Organizational culture.

Hatch, chapter 6 (p. 158-192) (T)


Harrison & Corley (2011). Clean climbing, carabiners, and cultural cultivation: Developing an
open-systems perspective of culture. *Organization Science, 22*(2), 391-412. (S)


**Week 10, November 7. Class will meet online.**

**Power, control, authority and accountability in organizations.**

Hatch & Cunliffe, chapter 8 (p. 229-260) (T)


**Major research paper introduction draft due 11/10 by 7 pm.**

**Week 11, November 14. Class will meet face-to-face.**

**Interpersonal relationships and social networks, within and across organizations.**


Scott & Davis, Chapter 11 (p. 278-309) (T)


**First draft of major research paper due 11/21 by 7 pm.**

**Week 12, November 28. Class will meet online.**
**Diversity within organizations, preparation for major research paper presentation to small groups.**

From Shafritz et al.: Acker, Gendering organization theory (Chapter 34, 420-428), Rice & Mathews, A New Kind of Public Service Professional Possessing Cultural Competency Awareness, Knowledge, and Skill (Chapter 35, 429-438). (T)


**Week 13, December 5. Class will meet face-to-face.**
**Major research paper presentations to small groups, course wrap-up.**

**School of Education and University Policies Related to Course**

Please see [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/), a link that directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education—*Social Action through Education*.

*School of Education Conceptual Framework*

The School of Education’s Conceptual Framework—Social Action through Education—is woven throughout this course. My goal as your instructor is to help students use the tools
presented by organizational sociologists towards social action, be it through research, school-based practice, or community-based work in the interest of students, families and schools. I seek in this course to ground students’ work—as members of educational organizations, researchers and voting citizens—in empirical knowledge related to educational organizations. Our pursuit of the course’s essential questions and goals (listed above) should further develop your ability to think critically about, and to respond to, issues related to schools’ and universities’ organization. This course’s topics and readings explore the complex dynamics and processes that are apparent as today’s educational organizations (and their stakeholders) pursue issues of effectiveness, fairness, change and equity.

Diversity
I as instructor will encourage class members to engage notions of diversity (e.g., social class, gender, ethnicity, race, sexual and gender identity, age, ability, political and professional backgrounds) as we consider different topics: both those that directly address these issues and those that leave them implicit or even ignore them. Diversity among enrollees in the course is one of its strengths, critical to this course’s success. As instructor, I will promote full participation and contribution by all class members, asking that varied viewpoints be expressed, thoroughly considered and respected by all members of our class.

Academic Honesty
In addition to University policies on academic honesty, please also note that all written assignments for this course are to be submitted via Turnitin on Sakai. As a result, each of your papers will be assessed electronically for originality (comparing it to other papers submitted for this course, and available internet resources, including Wikipedia, academic and popular press articles, and other electronic texts). If you have any questions about properly citing and using other resources, please let me know.

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

CEPS Program Objectives
This course also aims to advance the mission of the Cultural and Educational Policy Studies (CEPS) program at Loyola University Chicago, which seeks to provide a multi-disciplinary examination of education policy and practice with an overarching emphasis on social justice. Toward this end, this particular course advances the preparation of students to meet the following program outcomes:

• CEPS graduates apply disciplinary (humanities, social science) perspectives to issues and questions in educational policy and practice.
• CEPS graduates critically assess the methodological, epistemological & ethical foundations of research.
• CEPS graduates possess an independent and specific area of expertise.
• CEPS graduates critically assess the methodological, epistemological and ethical foundations of research.

Dispositions
All SOE students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText