

Professor Richard Arum
Spring 2015
richard.arum@nyu.edu

Class Meeting: Mon. 10:00-11:40
Office Hours: Tues. 10:00-12:00
295 Lafayette - 4th floor (#4146)

Planned Change in Organizational Settings (E20.2090)

This course provides a sociological examination of change in complex organizations with specific focus on the analysis of schools as organizations. The course begins by examining theoretical work in the sociology of organizations as well as conceptualization of the role of leaders and other actors within these organizations. The course then provides in depth examination of five areas of recent educational policy and practice where change has occurred. We first look at the role of law in school desegregation and school discipline; next we explore change in a large urban school district that has served as a model for contemporary school reform efforts; finally, we consider elements of administrative progressive reform focusing on accountability, assessment and “next generation” data systems in both contemporary K-12 and higher education systems.

REQUIRED BOOKS:

Richard Arum with Irene Beattie, Richard Pitt Jennifer Thompson, and Sandra Way, *Judging School Discipline: The Crisis of Moral Authority in American Schools* (Harvard University Press, 2003)

Richard Arum and Josipa Roksa, *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2011).

Anthony Bryk, Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu and John Easton, *Organizaing Schools for Improvements: Lessons from Chicago* (University of Chicago Press, 2010).

Gerald Grant, *The World We Made at Hamilton High* (Cambridge, MA: Harvard University Press; 1988).

Gerald Rosenberg, *The Hollow Hope: Can Courts Bring About Social Change?* (Chicago: University of Chicago Press; 1991).

Other readings will be made available on NYU's Classes system.

REQUIREMENTS:

Attendance and participation in the course is required. All students will be responsible for weekly one-page response memos due Tuesday in lecture every week (other than the first class, last class and the week that the midterm assignment is due). In addition to the weekly response memos, students are responsible for one of the following two options:

Option I (recommended for MA students taking the course): Two additional paper assignments will require students to demonstrate synthesis and application of organizational theory. A 10 page midterm assignment on the concept of “planned organizational change” will be due on March 9. A 15 page final paper applying organizational theory to a comparative analysis of assessment and accountability in K-12 and higher education will be due on May 11 in either of my departmental mailboxes. 30 percent of the grade will be assigned to weekly memos and course participation, 30 percent to the midterm, and 40 percent to the final paper assignment.

Option II (recommended for PhD students taking the course): A final paper will be due on May 11 that requires students to apply organizational theory to their own research agendas. The final paper must apply organizational theory and can either propose future empirical work or be based on empirical findings from ongoing original empirical research. Approximately 25 pages. A one page memo identifying your direction on this final assignment is due on March 9; the final paper will be due on May 19 in either of my departmental mailboxes. 30 percent of the grade will be assigned to weekly memos and course participation, and 70 percent to the final paper assignment.

1/26 (Week 1) – Introduction to Course.

2/2 (Week 2): Classic Works on Organizations, Education and Society

- A. Neil Fligstein, “Organizations: Theoretical Debates and the Scope of Organizational Theory” (2001).
- B. Max Weber, *Economy and Society*, Berkeley, CA.: University of California Press, 1978, pp. 3-62; 926-939; 956-1003.

2/9 (Week 3): Organizational Theory I: Rationality and Organizational Adaptation

- A. James March and Herbert Simon, “Decision Making Theory,” *Organizations* (New York: John Wiley, 1958); pp, 137-50, 169-71.
- B. H.A. Simon "On the concept of organizational goal", *Administrative Science Quarterly*, 1962, pp. 1-21.
- C. H.A. Simon *Administrative Behavior*, New York, Free Press, 1961, pp. 72-117.
- D. James March and Johan Olson. 1980. *Ambiguity and Choice in Organizations*. New York: Oxford University Press; pp. 10-68.

- 2/23 (Week 4): Organizational Theory II: Power and Resources in Organizations
- A. J. Pfeffer Power in Organizations, Marshfield, Ma.: Pittman, 1981, pp. 97-135, 231-287;
 - B. J. March "The firm as a political coalition". Journal of Politics 24: 662-78, 1962.
 - C. Pfeffer and G. Salancik The External Control of Organizations. New York: Harper and Row, 1982: ch. 3,4,7

- 3/2 (Week 5): Organizational Theory III: Population Ecology and Marxist Approaches
- A. M. Hannan and J. Freeman, "The population ecology of organizations." American Journal of Sociology 82: 929-64.
 - B. M. Hannan and J. Freeman, "Structural inertia and organizational change." American Sociological Review 49: 149-64.
 - C. S. Marglin "What do bosses do?" Journal of Radical Political Economics, 1974, pp. 61-113.
 - D. R. Edwards Contested Terrain, New York: Basic, 1979, pp. 3-36, 111-161.

- 3/9 (Week 6): Organizational Theory IV: Neo-Institutionalism
- A. John Meyer and Brian Rowan. 1977. "Institutionalized Organizations: Formal Structure as Myth and Ceremony," in *Organizational Environments: Ritual and Rationality*, edited by J. Meyer and R. Scott. Beverly Hills: Sage; pp. 21-44.
 - B. Paul DiMaggio and Walter Powell. 1983. "The Iron Cage Revisited: Institutional Isomorphism And Collective Rationality In Organizational Fields," *American Sociological Review* 48:147-60.
 - C. P. DiMaggio and W. Powell "Introduction", pp. 1-40, The New Institutionalism in Organizational Analysis, 1991.
 - D. Lauren B. Edelman. "Legal Ambiguity and Symbolic Structures: Organizational Mediation of Civil Rights Law." *American Journal of Sociology*, 97: 1531-1576.
- Midterm assignment (due 3/9 at noon in one of my department mailboxes)

3/23 (Week 7): Leadership Models, Other Organizational Actors and Implementation Issues

- A. Charles Barnard, *The Functions of the Executive* (Harvard University Press, 1938); pp. 82-95, 165-71.
- B. Melville Dalton, *Men Who Manage* (New York: John Wiley, 1959); p. 18-109.
- C. Michael Lipsky, *Street-Level Bureaucracy* (New York: Russell Sage, 1980); pp. 3-15.
- D. Andrew Abbot, *The System of Professions: An Essay on the Division of Expert Labor* (Chicago: University of Chicago Press, 1988); pp. 59-85.

- E. Richard F. Elmore, "Backward Mapping: Implementation Research and Policy Decisions," *Political Science Quarterly* (1980) 94/4:601-616.

3/30 (Week 8): Schools as Organizations

- A. Seymour Sarason. 1971. *The Culture of the School and the Problem of Social Change*; pp. 9-28.
- B. Karl Weick. 1976. "Educational Organizations as Loosely Coupled Systems," *Administrative Science Quarterly* 21:1-19.
- C. John Meyer, Richard Scott, David Strang and Andrew Creighton. 1988. "Bureaucratization Without Centralization: Changes in the Organizational System of U.S. Public Education, 1940-1980," in *The Structure of Schooling*, 1st ed. (pp. 450-462).
- D. Richard Arum. 2000. "Schools and Communities: Institutional and Ecological Communities," *Annual Review of Sociology* 26:395-418.
- E. Chubb, Terry and John Moe. 1990. *Politics, Markets and American Schools* in *The Structure of Schooling*, 2nd ed. (pp. 520-533).

4/6 – NO CLASS (RESCHEDULED FOR 5/18).

4/13 (Week 9): Case Study I – School Desegregation

- A. Gerald Rosenberg, *The Hollow Hope: Can Courts Bring About Social Change?* (Chicago: University of Chicago Press; 1991).
- B. Gerald Grant, *The World We Created at Hamilton High* (Cambridge, MA: Harvard University Press; 1988).

4/20 (Week 10): Case Study II – Student Rights and School Discipline

- A. Richard Arum with Irene Beattie, Richard Pitt Jennifer Thompson, and Sandra Way, *Judging School Discipline: The Crisis of Moral Authority in American Schools* (Harvard University Press, 2003).
- B. Richard Arum and Doreet Priess, *Education Next* (Fall 2009); pp. 58-66.

4/27 (Week 11): Case Study III: (Collaborative) Urban School Reform

- Anthony Bryk, Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu and John Easton, *Organizing Schools for Improvements: Lessons from Chicago* (University of Chicago Press, 2010).

5/4 (Week 12): Administrative Progressive Models - Assessment, Accountability and Next Generation Data Systems

- A. David Labaree, "The Education School's Romance with Progressivism," *The Trouble with Education Schools* (Yale University Press, 2004); pp. 129-

169.

- B. Richard Elmore, "The Problem of Stakes in Performance Based Accountability Systems," in S Fuhrman and Richard Elmore, *Redesigning Accountability Systems for Education* (New York: Teachers College Press, 2004); pp. 274-296.
- C. Richard Rothstein, "An Accountability System for Schools and Other Institutions of Youth Development," *Grading Education: Getting Accountability Right* (New York: Teachers College Press, 2008); pp. 141-160.
- D. Tony Bryk, Louis M. Gomez and Alicia Grunow "Getting Ideas Into Action: Building Networked Improvement Communities in Education," in *Sociology of Education*, edited by Maureen Hallinan (Springer Publishing. July 2011); pp. 127-162.
- E. Spillane, James P., Richard Halverson, and John B. Diamond. "Towards a theory of leadership practice: A distributed perspective." *Journal of curriculum studies* 36.1 (2004): 3-34.

5/11 (Week 13): Case Study IV: No Child Left Behind and (Managerial) Urban School Reform

- A. Linda Darling-Hammond, "From Separate but Equal' to 'No Child Left Behind: The Collision of New Standards and Old Inequities," in Deborah Meier and George Woods, eds., *Many Children Left Behind: How the No Child Left Behind Act is Damaging our Children and Our Schools* (Boston: Beacon 2004); pp. 3-32.
- B. Frederick Hess and Chester Finn, *No Remedy Left Behind: Lessons from a Half Decade of NCLB* (Washington, DC: AEI, 2007); pp. 1-14, 309-330.
- C. Ravitch, Diane. *The death and life of the great American school system: How testing and choice are undermining education*. Basic Books, 2011; pp. TBD
- D. Joel Klein, "Lessons of Hope: How to Improve Our Schools" (New York: Harper, 2014); pp. TBD

5/18 (Week 14): Case Study V: Higher Education Assessment

- A. Richard Arum and Josipa Roksa, *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2011); pp. 1-32; 121-144.
- B. Richard Arum and Josipa Roksa, "A Way Forward" in *Aspiring Adults Adrift: Tentative Transitions of College Graduates* (University of Chicago Press, 2014); pp. 115-136.

→ May 19. Final papers due at noon in one of my department mailboxes.

Additional References/Resources for Planned Organizational Change:

Mintzberg, Henry. *Rise and fall of strategic planning*. Simon and Schuster, 1994.

Bryson, John M. *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. Vol. 1. John Wiley & Sons, 2011.

Jick, Todd, and Maury Peiperl. *Managing change: Cases and concepts*. Boston, MA: McGraw-Hill/Irwin, 2003.

Burnes, Bernard. *Managing change: A strategic approach to organisational dynamics*. Pearson Education, 2004.