

Credits:	3
Meeting Days:	Wednesday
Meeting Time:	11:15 A.M. - 02:15 P.M
Meeting Place:	Stauffer Lounge
Instructors:	Kathleen Call and Doug Wholey
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I. Course Description

The course provides an overview of selected sociological theories and concepts in the areas of (1) medical sociology and (2) occupations and professions. The emphasis is on teaching students how to apply those theories to health or social phenomena of their own interest or choice.

II. Course Prerequisites

PUBH 6855 Medical Sociology

III. Course Goals and Objectives

At the conclusion of the course, students will be able to:

1. Use sociological theories to develop theoretical explanations for the variation in social phenomena.
2. Critically review sociological research.
3. Locate sociological literature.
4. Review a literature and identify important themes in the literature.

At the conclusion of the course, students should be able to answer the following questions in each broad area:

Medical sociology

1. What are the key debates in medical sociology? How are these debates manifested in various specialized areas of literature? How do they influence one's thinking about health policy or interventions?
2. What are some recurring themes within the area of medical sociology?
3. What is the role of social structure in the production of health? On people's experience with the health care system?

Organizations

1. What is an organization? What is not an organization? How would you describe them? What are their components? What are product divisions? Conglomerates? What concepts and characteristics would be used to describe them? How have health care organizations changed over time?
2. How would you know an organization is effective? How do you measure organizational performance? What makes an organization effective?
3. How do the various theoretical perspectives on organizations differ in their focus and general arguments?
4. What is contingency theory? Why do organizations differ in effectiveness? What are organizational environments (complexity, size, uncertainty, technology) and structures (centralization, formalization, differentiation, integration, hierarchy)? What is buffering the technical core, relational coordination, coercive and enabling bureaucracies? How do actors coordinate action?
5. What is resource dependence theory? How does it relate to exchange and power within organization sets, buffering and bridging strategies, and cooptation?
6. What are process oriented views of organizations as process such as decision-making within organizations, decision-making as garbage can processes? How is information used in organizations? How do organizations learn?
7. Have an overview of
 1. Organizational ecology: How can natural selection be used to explain diversity of organizational types? What affects the presence the specialist and generalist organizations?
 2. Institutional theories: Becoming infused with value; being taken for granted; responding to professions and the state. Logics of action.
 3. Incentives and motivation: Why do people do what they do?

IV. Methods of Instruction and Work Expectations

A. Course Readings and Preparation for Class Participation

This is a seminar: we expect that participants (students and instructors) will complete readings in advance and participate in class discussions and activities in a way that contributes to the group's efforts. Please come to class prepared to discuss the assigned readings and how the readings apply to your topic of interest. Required reading assignments are listed by date on the course schedule.

Class participation will be evaluated by students' preparation for and participation in class discussion. Following brief introductions, we will discuss the assigned readings. Students will rotate through having responsibility for summarizing the assigned readings in class and leading the discussion based on the questions, thoughts, and reactions that the readings provoke. If you are unable to attend class on the day you are responsible for leading the discussion or a reading, arrange to trade with another student. Each class will close with a brief highlight of key points.

Reading summaries and discussion questions. Summaries should be written up in advance and presented briefly (5 to 10 minutes) in class. Cover the following points in the summary:

1. What is the main message or major themes highlighted in the article?
2. Provide approximately 5 discussion questions related to this reading
3. How does the reading relate to your topic? (Provide an example of how you would apply key points in the article to your paper topic.)

In order to stimulate discussion, by 5:00 on the day before class, each student should email (or post on the discussion board) all seminar participants the assigned reading summary and discussion question(s).

Discussion questions should be designed to stimulate dialogue, not "test" comprehension of the material. Points are earned for any reasonable question submitted by the deadline. The instructor may also provide general discussion questions to help get the conversation going.

Forms of participation measured:

- Participation in the weekly Vista discussion area.
- Contributing and speaking in class, especially if it demonstrates good preparation of the readings.
 - Quality is preferred over the quantity of contribution, and participation should facilitate group, as well as individual learning.
- Quality of article summaries.
- Quality of class discussion for assigned articles.

B. Papers

Two critical literature review papers are required, one for each half of the term: (1) health and social behaviors and (2) occupations and organizations. Each paper should be ten to fifteen pages in length, double-spaced, and submitted in MS-Word electronically to the appropriate instructor.

The topic for the first paper must be from medical sociology and the topic for the second paper must be from occupational or organizational theory. Please discuss your ideas with Drs. Call and Wholey initially.

Content: The paper is a critical literature review of the sociological literature that is relevant to topic you are interested in. The goal of the paper is to answer the question "How would a sociologist approach a problem in health services research?" You select a problem of interest to you, search for literature that presents sociological theories and perspectives on that topic, and summarize that literature. Focus on developing your paper and describing what you have learned from sociological arguments and theory.

Examples of sociological sources of literature: American Journal of Sociology, American Sociological Review, Journal of Health and Social Behavior, Sociological Theory Social Science and Medicine; Journal of Applied Psychology, Journal of Organizational Behavior, Judgment and Decision-Making, Organizational Behavior and Human Decision Processes; Administrative Science Quarterly, Organization Science, Academy of Management Journal, Management Science. There are many more specialized journals.

The sections in the paper should be:

- Phenomena
 - What is it? Describe the topic and provide a short justification of why it is important in health services research or health policy.
- Methods
 - Methodology -- key words, sources, indexes searched, scope conditions (e.g., language, years, type of article) placed on search. Reasons key words and indexes selected. Discussion of other keywords and sources considered and why rejected.
- Review results
 - Introduction (key themes that emerge from review of the literature)
 - Discussion of table of articles by theme. This should include critical analysis of evidence for each theme. Instead of just summarizing the articles, analyze the evidence base and draw a conclusion.
 - Synthesis per theme - summary of the theme and sociological approach to the phenomenon.
- Discussion
 - Reflection on challenges and merits of looking at the phenomenon from a sociological different perspective
 - Next steps: what is still be missing from your full understanding of the topic

Paper expectations and goals: Our expectations are that the review results will be at least 70% of the paper (the phenomenom description and methodology should be no more than 30%) and that at least 20 articles will be cited and used. At least 15)of these articles must come from the sociological or organizational literatures. Instructors will work with you to identify topics that are well developed enough in medical and organizational sociology so that 15 articles can be found. If there are few sociological articles that directly address your phenomena (e.g., the paper's do not examine what you want to examine), you will need to generalize from closely related articles (e.g., there are not many articles on

care team performance but there is a large literature on team performance that is relevant). Please be attentive to writing organization and quality. Make your arguments clear.

One goal with this writing assignment is to prepare doctoral students for the sociology prelim exam. The criteria used to evaluate papers for this course are the same as the criteria used to evaluate the sociology prelim exams.

Schedule:

The schedule of due dates for various components of paper 1— health and social behaviors and (2 – occupations and organizations):

Week 2 (10) - Phenomena description (we feed back comments including potential key words and where to look)

Week 4 (12) - Candidate articles (we feedback comments)

Week 5 (13) - Template for table, organizing themes (we feedback comments)

Week 7 (15) - Paper due

These are tight schedules. But, it is important to these milestones. We have deliberately reduced reading assignments to give you time to focus on meeting the schedule. The deadlines are strict because slippage on completing the medical sociology paper will affect your work on the occupations and organization paper.

Optional: Help on Writing

Sources for assistance with writing at the University of Minnesota are <http://www.astro.umn.edu/~heidi/ast1001/write.html> and <http://cisw.cla.umn.edu/>. The [Student Writing Center](#) is open to professional and graduate school students. See [Text and Readings](#) for references to books on writing and structuring arguments. We strongly recommend using a reference manager such as Endnote or [Refworks](#) because it pays for itself in time savings and increasing completeness.

V. Course Readings by Week

WEEK 1: Introduction to the course—Call and Wholey

WEEK 2: Debates in sociology: Structure versus agency

Required:

**Pescosolido, B.A., J. McLeod, and M. Alegria. Confronting the second social contract: the place of medical sociology in research and policy for the twenty-first century. In: C.E. Bird, P. Conrad, and A.M. Fremont (Eds.) *Handbook of Medical Sociology*. New Jersey: Prentice Hall, pp. 411-426, 2000.

Cockerham, W.C. Health lifestyle theory and the convergence of agency and structure. *Journal of Health & Social Behavior* 46(1):51-67, 2005.

Sewell, W.H. A theory of structure: duality, agency, and transformation. *American Journal of Sociology* 98:1-28, 1992.

****Indicates the reading is not available via WebCT**

Recommended:

** Gecas, V. Self-agency and the life course. In: J.T. Mortimer (Ed.) *Handbook of the Life Course*. New York: Kluwer Academic/Plenum Publishers, pp. 369-388, 2003.

** Giddens, A. Agency, structure (excerpts). In: *Central Problems in Social Theory*. London: Macmillan Press, pp. 53-76, 1979.

House, J.S. Understanding social factors and inequalities in health: 20th century progress and 21st century prospects. *Journal of Health and Social Behavior* 43:125-42, 2002.

WEEK 3: Life course theory and practice: History and overview

Required:

**Elder, G.H., M.K. Johnson, and R. Crosnoe. The emergence and development of life course theory. In: J.T. Mortimer and M.J. Shanahan (Eds.) *Handbook of the Life Course*. Fremont, NY: Kluwer Academic Publishers, pp. 3-19, 2003.

Graham H. Building an inter-disciplinary science of health inequalities: the example of lifecourse research. *Social Science & Medicine* 55(11):2005-2016, 2005.

**Glenn, N.D. Distinguishing age, period, and cohort effects. In: J.T. Mortimer and M.J. Shanahan (Eds.) *Handbook of the Life Course*. Fremont, NY: Kluwer Academic Publishers, pp 465-476, 2003.

Recommended:

**Blane, D. The life course, the social gradient and health. In: M. Marmot and R. Wilkinson (Eds.) *Social Determinants of Health*. New York: Oxford University Press, pp 64-80, 2003.

WEEK 4: Life course theory and practice: Stress and stratification approaches

Required:

Pearlin, L.I., S. Scheiman, E.M. Fazio, and S.C. Meersman. Stress, health, and the life course: some conceptual perspectives. *Journal of Health and Social Behavior* 46(2):205-219, 2005.

Halfron N. and M. Hochstein. Life course health development: an integrated framework for develop health, policy and research. *Milbank Quarterly* 80(3):433-479, 2002.

Hallqvist, J., J.W. Lynch, D. Blane, M. Bartley, T. Lange. Critical period, accumulation and social trajectory: Can we empirically distinguish lifecourse processes? *Social Science Medicine* (in press)

Recommended:

Lynch, J.W., G.A. Kaplan, and J.T. Salonen. Why do poor people behave poorly? Variations in adult health behaviour and psychosocial characteristics, by stage of the socioeconomic lifecourse. *Social Science Medicine* 44:809-820, 1997.

House, J.S., J.M. Lepkowski, A.M. Kinney, R.P. Mero, R.C. Kessler, A.R. Herzog. The social stratification of aging and health. *Journal of Health and Social Behavior* 35:213-234, 1994.

WEEK 5: Impact of structure and context on health: macro-level processes

Required:

Hill, T.D., C.E. Ross, and R.J. Angel. Neighborhood disorder, psychophysiological distress and health. *Journal of Health and Social Behavior* 46(2):170-186, 2005.

Sampson, R.J., J.D. Morenoff, T. Gannon-Rowley. Assessing "neighborhood effects": social processes and new directions in research. *Annual Review of Sociology* 28:443-478, 2002.

Ross, C.E., J. Mirowsky, and S. Pribesh. Powerlessness and the amplification of threat: neighborhood disadvantage, disorder, and mistrust. *American Sociological Review* 66:568-591, 2001

**Williams, R.D. and C Collins. Racial residential segregation: a fundamental cause of racial disparities in health. Chapter 21. In: T.A. LaVeist (Ed.) *Race, Ethnicity and Health. A Public Health Reader*. San Francisco: Jossey-Bass, pp. 369-390, 2002.

Recommended:

**Link, B.G. and J.C. Phelan. Fundamental sources of health inequalities. In: D. Mechanic, L.B. Rogut, and D.C. Colby (Eds.) *Policy Challenges in Modern Health Care*. Piscataway, NJ: Rutgers University Press, pp 71-84, 2005.

Week 6: Health and illness behaviors

Required:

**Kasper, J.D. Health care utilization and barriers to health care. In: Albrecht, Fitzpatrick, and Scrimshaw (Eds.) *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage, pp 323-338, 2003.

Andersen, R.M. Revisiting the behavioral model and access to medical care: does it matter? *Journal of Health and Social Behavior* 36:1-10, 1995.

Pescosolido, B.A. Beyond rational choice: the social dynamics of how people seek help. *American Journal of Sociology* 97:1096-1138, 1992.

Lutfey, K. and J. Freese. Toward some fundamentals of fundamental causality: socioeconomic status and health in the routine clinic visit for diabetes. *American Journal of Sociology* 110:1326-1372, 2005.

Recommended:

Maynard, D.W. Interaction and asymmetry in clinical discourse. *American Journal of Sociology* 97:448-495, 1991.

**Charmaz, K. Experiencing chronic illness. In: Albrecht, Fitzpatrick, and Scrimshaw (Eds.) *Handbook of Social Studies in Health and Medicine*. Thousand Oaks, CA: Sage, pp 277-292, 2003.

Week 7: Social capital and health

Required:

Portes, A. Social capital: its origins and applications in modern sociology. *Annual Review of Sociology* 24:1-24, 1998.

**Coleman, J.S. Social capital. In: *Foundations of Social Theory*. Cambridge, MA: Harvard University Press, pp. 300-321, 1990.

Szreter, S. and M. Woolcock. Health by association? Social capital, social theory, and the political economy of public health. *International Journal of Epidemiology* 33:650-667, 2004.

Recommended:

Granovetter, M.S. The strength of weak ties. *American Journal of Sociology* 78:1360-1380, 1973.

Lin, N. Social networks and status attainment. *Annual Review of Sociology* 25:467-487, 1999.

Lochner, K.A., I. Kawachi, R.T. Brennan, and S.L. Buka. Social capital and neighborhood mortality rates in Chicago. *Social Science Medicine* 56:1797-1805, 2003.

Week 8: Cultural influences on health behaviors

Required:

Taylor, J. The story catches you and you fall down: tragedy, ethnography and "cultural competence." *Medical Anthropology Quarterly* 17(2):159-181, 2003.

Fadiman, A. *The Spirit Catches You and You Fall Down: a Hmong Child, Her American doctors, and the Collision of Two Cultures*. New York: Noonday Press, 1997.

Recommended:

Brown, T., S. Sellers, K. Brown and J. Jackson. Race ethnicity and culture in the sociology of mental health. In: C. Aneshensel and J. Phelan (Eds.) *Handbook of the Sociology of Mental Health*. New York: Kluwer Academic Publishers, pp. 167-182, 1999.

Goldstein, M.S. The growing acceptance of complementary and alternative medicine. In: C.E. Bird, P. Conrad, and A.M. Fremont (Eds.) *Handbook of Medical Sociology*. New Jersey: Prentice Hall, pp. 284-297, 2000.

Week 9 – Overview of Organizational/Management Theory

Required:

Overview

Scott: Rational, Natural, and Open Systems - pages 1-32, Rational systems, 33-38, Weber, 43-50, Simon, 50-53, Natural Systems, 56-61, Barnard, 66-68, Selznick, 69-72, Parsons, 72-76, Open Systems, 82-92. Table 5-1 shows Scott's interpretation of the sequence of theoretical development and provides summary descriptions of various theories are found on 107-120;

Neil Fligstein, 2001, Organizations: Theoretical Debates and the Scope of Organizational Theory, http://sociology.berkeley.edu/faculty/fligstein/fligstein_pdf/inter.handbook.paper.pdf.

Organizational Performance

Scott: Chapter 13 (Organizational effectiveness)

Campbell, S. M., M. O. Roland, and S. A. Buetow. 2000. "Defining quality of care." *Social Science and Medicine* 51:1611-1625.

March, James G. and Robert I. Sutton. 1997. "Organizational Performance as a Dependent Variable." *Organization Science* 8:698.

Recommended:

Quinn, Robert E. and John Rohrbaugh. 1983. "A spatial model of effectiveness criteria: Towards a competing values approach to organizational analysis." *Management Science* 29:363-377.

Lewin, A. and J. W. Minton. 1986. "Determining organizational effectiveness: Another look, and an agenda for research." *Management Science* 32:514-538.

Recommended handbooks:

Baum, Joel A. C. 2002. "The Blackwell Companion to Organizations." Oxford, UK: Blackwell Business.

Borman, Walter C., Daniel R. Ilgen, Richard J. Klimoski, Irving B. Weiner, 2003, *Handbook of Psychology, Industrial and Organizational Psychology*, New Jersey: Wiley.

Connolly, Terry, Hal R. Arkes, and Kenneth R. Hammond. 2000. "Judgment and decision making: An interdisciplinary reader (2nd ed.)." New York, NY, US: Cambridge University Press.

Gilbert, Daniel Todd, Susan T. Fiske, and Gardner Lindzey. 1998. *The Handbook of social psychology*. Boston/New York: McGraw-Hill; Distributed exclusively by Oxford University Press.

Week 10 – Contingency Theory and Resource Dependence

Required:

Scott: Selected schools in open systems, 92-99; chapters 6, 8, 9, 10.

Simon, Herbert A. 1962. "The Architecture Of Complexity." *Proceedings of the American Philosophical Society* 106:467-482.

Carley, Kathleen M. 2002. "Intraorganizational Complexity And Computation." Pp. 208-232 in *Blackwell Companion to Organizations*, edited by J. Baum. Oxford: Blackwell.

Pentland, Brian T. 2003. "Sequential Variety In Work Processes." *Organization Science: A Journal of the Institute of Management Sciences* 14:528-540.

Recommended:

Contingency theory

Adler, Paul S. and Bryan Borys. 1996. "Two types of bureaucracy: Enabling and coercive." *Administrative Science Quarterly* 41:61-89.

Perrow, Charles. 1967. "A Framework for the Comparative Analysis of Organizations." *American Sociological Review* 32:194-208.

Thompson, James D. 1967. *Organizations in Action*. New York: McGraw-Hill and Company. Chapters 2 (rationality in organizations, 14-24), 4 (organizational design, 39-50), 5 (technology and structure, 51-65), 6 (organizational rationality and structure, 66-82).

Lawrence, Paul R. and Jay W. Lorsch. 1967. "Differentiation and Integration in Complex Organizations." *Administrative Science Quarterly* 12:1-47.

Galbraith, Jay R. 1974. "Organization Design: An Information Processing View." *Interfaces* 4:28.

Blau, Peter M. 1970. "A Formal Theory Of Differentiation In Organizations." *American Sociological Review* 35:201-218.

A good summary of the origins of contingency theory and the theory is found in Lex.Donaldson, "The Normal Science of Structural Contingency Theory," S. R. Clegg, C. Hardy and W. R. Nord, *Handbook of Organizational Studies*. London: Sage Publications Ltd, 1996, 57-76.

Resource dependence

Emerson, Richard M. 1962. "Power-dependence relations." *American Sociological Review* 27:31-41.

Pfeffer, Jeffrey and Gerald Salancik. 1978. *The External Control of Organizations*. New York: Harper & Row. This is the standard reference for resource dependence.

Week 11 – Coordination, Routines, & Reliability

Required (groups of students will be assigned leadership on each topic):

Coordination, Institutions, and Loose Coupling

Van De Ven, Andrew H. and Andre. Delbecq. 1976. "Determinants Of Coordination Modes Within Organizations." *American Sociological Review* 41:322-338.

Gittel, Jody Hoffer. 2002. "Coordinating Mechanisms in Care Provider Groups: Relational Coordination as a Mediator and Input Uncertainty as a Moderator of Performance Effects." *Management Science* 48:1408.

Meyer, J. W. and B. Rowan. 1977. "Institutionalized Organizations: Formal Structure As Myth And Ceremony." *American Journal of Sociology* 83:340-363.

Routines

Feldman, Martha S. and Brian T. Pentland. 2003. "Reconceptualizing Organizational Routines as a Source of Flexibility and Change." *Administrative Science Quarterly* 48:94-118.

Feldman, Martha S. and A. Rafaeli. 2002. "Organizational Routines As Sources Of Connections And Understandings." *Journal of Management Studies* 39:309-331.

Processes – Lean and High Reliability Management

Ahmad, Sohel, Roger G. Schroeder, and Kingshuk K. Sinha. 2003. "The Role Of Infrastructure Practices In The Effectiveness Of JIT Practices: Implications For Plant Competitiveness." *Journal of Engineering & Technology Management* 20:161.

Roberts, Karlene H. 1990. "Some Characteristics of One Type of High Reliability Organization." *Organization Science* 1:160-176.

Recommended:

March, James G. and Herbert A. Simon. 1958. *Organizations*. New York: John Wiley & Sons.

Glassman, Robert. 1973. "Persistence and loose coupling in living systems." *Behavioral Science* 18:83-98.

Weick, Karl E. 1976. "Educational Organizations as Loosely Coupled Systems." *Administrative Science Quarterly* 21:1-19.

Weick, Karl E., Kathleen M. Sutcliffe, and David Obstfeld. 1999. "Organizing For High Reliability: Processes Of Collective Mindfulness." *Research in Organizational Behavior* 21:81.

Week 12 - Decision-Making and Learning

Required:

Decision-making

March, James G. 1991. "How Decisions Happen in Organizations." *Human-Computer Interaction* 6:95.

Zucker, L. 1977. "The Role Of Institutionalization In Cultural Persistence." *American Sociological Review* 42:726-743.

Feldman, Martha S. and James G. March. 1981. "Information in Organizations as Signal and Symbol." *Administrative Science Quarterly* 26:171.

Organizational learning

March, James G. 1991. "Exploration and Exploitation In Organizational Learning." *Organization Science* 2:71.

Edmondson, Amy. 1999. "Psychological safety and learning behavior in work teams." *Administrative Science Quarterly* 44:350-383.

Edmondson, Amy C. , Richard M. Bohmer, and Gary P. Pisano. 2001. "Disrupted Routines: Team Learning And New Technology Implementation In Hospitals." *Administrative Science Quarterly* 46:685-717.

Recommended:

Cohen, Michael D., James G. March, and Johan P. Olsen. 1972. "A garbage can model of organizational choice." *Administrative Science Quarterly* 17:1-25. This is the basis of Kingdon's agenda setting model.

Ramsay, Craig R., Sheila A. Wallace, Paul H. Garthwaite, Andrew F. Monk, Ian T. Russell, and Adrian M. Grant. 2002. "Assessing The Learning Curve Effect In Health Technologies." *International Journal of Technology Assessment in Health Care* 18:1-10.

Argote, Linda. 1999. *Organizational Learning: Creating, Retaining And Transferring Knowledge*. Springer.

Tucker, Amy L . and Stephen J. Spear. 2006. "Operational failures and interruptions in hospital nursing." *Health Services Research* 41:643-62. This discusses why organization's fail to learn.

Week 13 – Incentives & Motivation: Why did he do that?

Required:

Town, Robert, Douglas R. Wholey, John Kralewski, and Bryan Dowd. 2004. "Assessing The Influence Of Incentives On Physicians And Medical Groups." *Medical Care Research and Review* 61:80S-118S.

Gagne, Marylene and Edward L. Deci. 2005. "Self-Determination Theory and Work Motivation." *Journal of Organizational Behavior* 26:331-362.

Brockner, Joel. 2002. "Making Sense Of Procedural Fairness: How High Procedural Fairness Can Reduce Or Heighten The Influence Of Outcome Favorability." *Academy of Management Review* 27:58-76.

Meyer, John P., Thomas E. Becker, and Rolf van Dick. 2006. "Social identities and commitments at work: toward an integrative model." *Journal of Organizational Behavior* 27:665-683.

Wageman, Ruth. 1995. "Interdependence and Group Effectiveness." *Administrative Science Quarterly* 40:145-180.

Recommended:

Barker, James R. 1993. "Tightening the iron cage: Concertive control in self-managing teams." *Administrative Science Quarterly* 38:408-437.

Week 14 – Diffusion and Networks

Required:

Overview of networks: Katz, Nancy, David Lazer, Holly Arrow, and Noshir Contractor. 2004. "Network Theory And Small Groups." *Small Group Research* 35:307-332.

Diffusion: Westphal, J. D., R. Gulati, and S.M. Shortell. 1997. "Customization or conformity? An institutional and network perspective on the content and consequences of TQM adoption." *Administrative Science Quarterly* 42:366-394.

Network evolution: Powell, Walter W., Douglas R. White, Kenneth W. Koput, and Jason Owen-Smith. 2005. "Network Dynamics and Field Evolution: The Growth of Interorganizational Collaboration in the Life Sciences." *American Journal of Sociology* 110:1132-1205.

Strong and weak ties: Granovetter, Mark. 1973. "The strength of weak ties." *American Journal of Sociology* 78:1360-1380.

Networks and performance: Uzzi, Brian. 1996. "The Sources and Consequences of Embeddedness for the Economic Performance of Organizations: The Network Effect." *American Sociological Review* 61:674-698.

Recommended:

Diffusion of innovations

Strang, D. and S. A. Soule. 1998. "Diffusion in organizations and social movements: From hybrid corn to poison pills." Pp. 265-290 in *Annual Review of Sociology*, vol. 24. Palo Alto, CA: Annual Reviews.

Valente, Thomas W. 1995. *Network Models of the Diffusion of Innovations*. Cresskill, NJ: Hampton Press, Inc.

Networks

Robert A. Hanneman and Mark Riddle, *Introduction to social network methods*, <http://www.faculty.ucr.edu/~hanneman/nettext/>. On-line text.

Knoke, David. 1990. *Political Networks: The Structural Perspective*, Edited by M. S. Granovetter. Cambridge: Cambridge University Press.

Knoke, David. 2001. *Changing Organizations: Business Networks in the New Political Economy*. Boulder, Colo.: Westview Press.

Networks and Markets:

Baker, Wayne E. 1984. "The Social Structure of a National Securities Market." *American Journal of Sociology* 89:775-811.

Baker, Wayne E. and Robert R. Faulkner. 2004. "Social Networks and Loss of Capital." *Social Networks* 26:91-111.

Week 15 – Ecology and Institutions

Required:

Scott: Chapter 7.

Specialism/generalism – niche width

Hannan, Michael T. and John Freeman. 1977. "The Population Ecology of Organizations." *American Journal of Sociology* 82:929-964.

Hayes, Brian. 1999. "Computing Science: Experimental Lamarckism." *American Scientist* 87:494-498.

Organizational form, institutions and change in health care

Wholey, D. R., J. B. Christianson, and S. Sanchez. 1993. "Professional Reorganization: The Effect Of Physician And Corporate Interests On The Formation Of Health Maintenance Organizations." *American Journal of Sociology* 99:175-211.

Resource partitioning – under what conditions will we observe carve-outs and specialty organizations such as specialty hospitals?

Carroll, Glenn R., Stanislav D. Dobrev, and Anand Swaminathan. 2002. "Organizational Processes Of Resource Partitioning." *Research in Organizational Behavior* 24:1-40.

Blumenthal, D. and M. B. Buntin. 1998. "Carve Outs: Definition, Experience, And Choice Among Candidate Conditions." *American Journal of Managed Care* 4 Suppl:SP45-57.

Recommended:

Howard Aldrich and Martin Ruef, *Organizations Evolving*, 2nd edition. London: Sage Publications. 2006.

Levinthal, Daniel. 1997. "Adaptation on rugged landscapes." *Management Science* 43:934-950.

VII. Evaluation and Grading

Health and Social Behaviors		Organizations	
Phenomena/Topic paper	5%	Phenomena	5%
Candidate articles	5%	Candidate articles	7.5%
Table template and themes	10%	Table template and themes	7.5%
Paper	20%	Paper	20%
Participation (Summary, questions, discussion)	10%	Participation	10%
Total	50%		50%

Grading is not done on a curve. You are not competing with your peers in this class.

Your work should demonstrate familiarity with the literature. This is done in two ways -- by using arguments correctly and thoughtfully and by citing appropriate literature. Hopefully, they will correspond (sometimes people do cite an article and make an argument opposite to the argument in the paper). When only articles are cited and the arguments are not developed, ability to use a theory is not demonstrated. When articles/theories are not cited, it is a bit more ambiguous -- the use of the argument shows the skill, but the lack of citation leaves me uncertain where it came from. The standards are:

A Achievement that is outstanding relative to the level necessary to meet course requirements - assignment objectives met in outstanding fashion, well structured arguments demonstrating understanding theories and literature reviewed and summarized critically. An A show evidence of going beyond the readings that are required – there is evidence of digging deep, integration, and insight. Organization, grammar and spelling are excellent.

B Achievement that is significantly above the level necessary to meet course requirements and demonstrates satisfactory mastery - assignment objectives met in a fashion that demonstrates mastery, moderately well structured arguments, literature summarized but integration is modest, evidence of being able to locate literature and paraphrase what it said, evidence of insight not strong. Organization, grammar and spelling are good.

C Achievement that meets the course requirements at a basic level – assignment objectives met in a basic fashion, weakly structured arguments, weak evidence of understanding or insight, major citations missed in the literature review. Organization, grammar and spelling are minimally passable

D Achievement that is worthy of credit even though it fails to meet fully the course requirements - assignment objectives are met in a very weak way, arguments not developed well, literature review does not reflect understanding or insight. Organization, grammar and spelling are poor.

F Represents failure and signifies that the work was completed but not at a level of achievement worthy of credit - assignment objectives are not met. Organization, grammar and spelling are bad.

Pass/No-Pass Policy

S Represents achievement that is satisfactory, which is equivalent to a B or better.

N Represents no credit and signifies that the work was not completed at a level of B or better.

Late Work Policy

We expect that work will be handed in as scheduled. Exceptions are permitted only in cases of extraordinary circumstances and following consultation with the instructors. If you feel there are extraordinary circumstances, notify the instructors immediately. We expect that the work you will have completed will reflect the amount of time prior to the extraordinary circumstances. The literature reviews cover a seven week span of time. So, if the extraordinary circumstances occur in the seventh week, 6/7 of the work on the literature review should be completed and be available for examination by the instructors.

Incomplete Grade

An incomplete grade is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases an "I" grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

Grade Ranges

A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	below 60

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).