PSP 6980 Graduate Reading Course

2020 Fall Semester

Syllabus

**Student**

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# Course Description

This course will enable the doctoral student to explore the literature related to a proposed dissertation research study on the role of development stage in university technology transfer. The preliminary research question of the proposed study is why private sector organizations do not pursue the acquisition and use of technologies derived from research and development conducted at universities in the United States that seem to align with their missions and profit motives even when the organizations appear to have the resources to do so? The readings will explore the proposed research question primarily from two perspectives – organization theory and behavior and decision theory.

# Course Objectives

By the end of the course, the student will be able to:

* Comprehend relevant principles and concepts from organization theory and behavior and decision theory.
* Critique theoretical approaches and research findings in the literature as they relate to the proposed dissertation research study and preliminary research question.
* Integrate and apply relevant principles and concepts to an examination of the preliminary research question.
* Articulate relevant elements of a theoretical and conceptual framework applicable to the proposed dissertation research study.

# Method of Evaluation

**Assignments**

The assignments for this class will consist of two (2) drafts of an annotated bibliography, a draft of the literature review, and a final literature review discussing the materials read as they relate to the proposed dissertation research study. The preliminary reading lists below show the materials that the student has identified as likely to be relevant to the proposed dissertation research study. The student is NOT necessarily expected to read all materials listed below. The student may also read materials not shown on the list below. Quality of insights and the appropriate application of concepts and principles is more important than the quantity of material reviewed.

**Class Schedule**

The student is expected to meet with the faculty advisor approximately three times during the semester either in person or via teleconference or video conference. These meetings should occur roughly every four (4) to five (5) weeks after the start of the semester. The student and the faculty advisor will conduct additional communications as needed via email, telephone, video conference, or in person during office hour appointments. It is the student’s responsibility to schedule the meetings. Below is a tentative meeting schedule.

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| **Week Ending** | **Activity** | **Assignment** |
| Aug. 22, 2020 | Course begins | Begin reading source materials |
| Sept. 19, 2020 | First meeting | First draft of annotated bibliography |
| Oct. 17, 2020 | Second meeting | Second draft of annotated bibliography with additional materials read |
| Nov. 21, 2020 | Third meeting | First draft of literature review |
| Dec. 5, 2020 | Course completion | Final literature review  due Friday, Dec. 4th by 11:59 PM CST |

**Grading Criteria & Policy**

The faculty advisor will review the assignments for quality and rigor of work. The grade at the end of the term will reflect the total effort and body of work completed through the independent reading course.

**Academic Honesty Policy [[1]](#footnote-1)**

The University is a community of learning whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic honesty and integrity will be met with appropriate sanctions. Students should refer to the SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty (<https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>)

# Additional Resources [[2]](#footnote-2)

**Student Learning and Disability Statement**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

* Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
* University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to [www.slu.edu/success](http://www.slu.edu/success).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [314-977-8885](tel:314-977-8885) or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services. It is located in the Busch Student Center (Suite 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

**University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

# Preliminary Reading List – Books [[3]](#footnote-3)

**Decision Theory**

\*Aliev, R. A., Oleg. H. H. (2014). *Decision theory with imperfect information*. Hackensak, NJ: World Scientific.

\*\*Kahneman, D. (2011). *Thinking, fast and slow* (1st ed.). New York, NY: Farrar, Straus, and Giroux.

\*\*Kahneman, D., Slovic, P., & Tversky, A. (1982). *Judgment under uncertainty: Heuristics and biases*. Cambridge, MA: Cambridge University Press.

\*Marchau, V. A. W. J., Walker, W. E., Bloemen, P. J. T. M., & Popper, S. W. (Eds.). (2019). *Decision making under deep uncertainty*. Cham, Switzerland: Springer International Publishing.

\*\*Simon, H. (1990). *Reason in human affairs*. Palo Alto, CA: Stanford University Press.

\*\*Weirich, P. (2004). *Realistic decision theory: Rules for non-ideal agents in non-ideal circumstances*. New York, NY: Oxford University Press.

**Organization Theory and Behavior**

\*\*Du Gay, P. (2017). *For formal organization: The past in the present and future of organization theory (First ed.)*. Oxford, United Kingdom: Oxford University Press.

Hatch, M. J. (2018). *Organization theory: Modern, symbolic, and postmodern perspectives* (Fourth Edition). Oxford, United Kingdom: Oxford University Press.

\*\*Hatch, M. J. (1997). *Organization theory: Modern, symbolic, and postmodern perspectives*. Oxford, United Kingdom: Oxford University Press.

^Hodgkinson, G. P., & Starbuck, W. H. (Eds.). (2008). *The Oxford handbook of organizational decision making*. Oxford University Press, USA.

\*\*Horowitz, I. (Ed.). (1990). *Organization and decision theory*. Boston, MA: Kluwer Academic Publishers.

\*Linstead, S. (Ed.) (2004). *Organization theory and postmodern thought*. Thousand Oaks, CA: Sage.

^Luhmann, N. (2018). *Organization and decision* (D. Baecker, Ed.; R. Barrett, Trans.). Cambridge: Cambridge University Press. doi:10.1017/9781108560672

\*Miles, J. A. (Ed.) (2014). *New directions in management and organization theory*. Newcastle upon Tyne, United Kingdom: Cambridge Scholars Publishing.

Naylor, J. C., Ilgen, D. R., & Pritchard, R. D. (1980). *A theory of behaviour in organizations*. New York, NY: Academic Press.

Pettigrew, A. M. (2014). *The politics of organizational decision-making*. New York: Routledge.

\*\*Pfeffer, J. (1997). *New directions for organization theory: Problems and prospects*. New York, NY: Oxford University Press.

Shapira, Z. (Ed.). (2002). *Organizational decision making* (Paperback Edition). Cambridge, United Kingdom: Cambridge University Press.

\*Shapira, Z. (Ed.). (1997). *Organizational decision making*. Cambridge, United Kingdom: Cambridge University Press.

^Simon, H. A. (1997). *Administrative behavior: A study of decision-making processes in administrative organizations* (Fourth Ed.). New York, NY: The Free Press.

\*\*Simon, H. A. (1982). *Models of bounded rationality*. Boston, MA: MIT Press.

# Preliminary Reading List – Peer Reviewed Journal Articles

**Individual Decision-Making**

Amos, T., & Daniel, K. (1981). The Framing of Decisions and the Psychology of Choice. *Science, 211*(4481), 453.

Amos, T., & Daniel, K. (1992). Advances in Prospect Theory: Cumulative Representation of Uncertainty. *Journal of Risk and Uncertainty, 5*(4), 297.

Daniel, K. (2003). Maps of Bounded Rationality: Psychology for Behavioral Economics. *The American Economic Review, 93*(5), 1449.

Daniel, K. (2012). Two Systems in the Mind. *Bulletin of the American Academy of Arts and Sciences, 65*(2), 55.

Daniel, K., & Amos, T. (1979). Prospect Theory: An Analysis of Decision under Risk. *Econometrica, 47*(2), 263. doi:10.2307/1914185

Maslow, A. H. (1943).A theory of human motivation*. Psychological Review, 50 (4), 370–96.* doi*:*10.1037/h0054346

Nathan, N., & Daniel, K. (2005). How do intentions affect loss aversion? *Journal of Marketing Research, 42*(2), 139.

Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science, 185*(4157), 1124-1131. doi:10.1126/science.185.4157.1124

Tversky, A., & Kahneman, D. (1986). The Framing of Decisions and the Evaluation of Prospects. *Studies in Logic and the Foundations of Mathematics, 114*, 503-520. doi:10.1016/S0049-237X(09)70710-4

**Organizational Decision Making**

Auerswald, P. E., Branscomb, L. M., Demos, N., & Min, B. K. (2003). Understanding private-sector decision making for early-stage technology development. *NIST Advanced Technology Program. NIST GCR*.

Brunsson, N. (1990). Deciding for responsibility and legitimation: Alternative interpretations of organizational decision-making. *Accounting, Organizations and Society*, *15*(1-2), 47-59.

Conrath, D. W. (1967). Organizational decision making behavior under varying conditions of uncertainty. *Management Science*, *13*(8), B-487.

Csaszar, F. A., & Eggers, J. P. (2013). Organizational decision making: An information aggregation view. *Management Science*, *59*(10), 2257-2277.

Halpern, J. J., & Stern, R. C. (Eds.). (2018). *Debating rationality: Nonrational aspects of organizational decision making*. Cornell University Press.

McNamara, G., & Bromiley, P. (1999). Risk and return in organizational decision making. *Academy of Management Journal*, *42*(3), 330-339.

Nutt, P. C. (1993). The formulation processes and tactics used in organizational decision making. *Organization Science*, *4*(2), 226-251.

Robinson, S. E. (2007). Punctuated equilibrium models in organizational decision making. *Public Administration and Public Policy – New York*, *123*, 133.

Sadler‐Smith, E., & Sparrow, P. (2008). Intuition in organizational decision making. In *The Oxford handbook of organizational decision making*.

Simon, H. A. (1991). Bounded rationality and organizational learning. *Organization Science*, 2(1), 125-134. Retrieved from https://www.jstor.org/stable/2634943

Stewart, D. W. (1989). The decision premise: A basic tool for analyzing the ethical content of organizational behavior. *Public Administration Quarterly*, 315-328.

Swan, J. A., & Clark, P. (1992). Organizational decision-making in the appropriation of technological innovation: Cognitive and political dimensions. *The European Work and Organizational Psychologist*, *2*(2), 103-127.

Yusof, M. S. M., & Romle, A. R. (2020). Exploring the Elements of Organizational Inertia and Impacts on Organization. *International Journal of Psychosocial Rehabilitation*, *24*(2), 4243–4251.

1. The information in the Academic Honesty Policy subsection is from the course syllabus for Organization Theory and Behavior offered during the Spring 2021 semester.   
   Source: Gilsinan, J. (2020). Syllabus for POLS 6320 Organization Theory and Behavior. Saint Louis University. [↑](#footnote-ref-1)
2. The information in the Additional Resources section is from the course syllabus for Spatial Demography offered during the Spring 2020 semester.  
   Source: Sandoval, J. S. O. (2020). Syllabus for SOC 5670 Spatial Demography. Saint Louis University. [↑](#footnote-ref-2)
3. \* indicates online access to source via Saint Louis University Libraries.  
   \*\* indicates available at Saint Louis University Pius XII Library.  
   ^ indicates the source is in the student’s personal collection. [↑](#footnote-ref-3)