Take home final
EDUC 250B, Spring 2022

Logistics

- Due Wednesday 5/8/2022 at ll:59pm
- Submit completed final exam here: LINK

    - **Note**: If clicking on the link above does not work for you, you may need to paste the URL above directly into your browser

Honor Code

- Please type your full name here: `<YOUR NAME>`
- By typing your name, you affirm that you did not receive help from anyone when completing this final exam, that you did not discuss the contents of the final exam with classmates, and that you are using your own words (excluding quoted text)

Concepts

1 point each; 25 points total

Instructions

- For each question, (1) define the concept(s) (one-sentence definition per concept is fine; a few questions ask about two concepts) and (2) provide an example of the concept (one sentence is fine).
- *Note*: You must define the concept in your own words rather than quoting lecture slides/readings; Provide an example that does not come from lecture slides

Concepts

1. ***Norms*** (from 20th Century sociology (e.g., Birnbaum, 1991; Tierney, 1988))
2. ***Organizational norms*** (from 20th Century sociology (e.g., Birnbaum, 1991; Tierney, 1988))
3. ***Strong organizational culture*** (from 20th Century sociology (e.g., Birnbaum, 1991; Tierney, 1988))
4. ***Heteronormativity***
5. ***Queering*** (as a strategy for change)
6. ***Norms*** (drawing from queer theory; see McDonald (2015))
7. ***Institution*** (old institutionalism)
8. ***Institution*** (new institutionalism)
9. ***Institutionalization*** (old institutionalism)
10. ***Institutionalization*** (new institutionalism)
11. ***Buffering*** (from contingency theory; see lecture slides because no reading assigned on contingency theory)
12. ***Tight coupling vs. loose coupling***

13. *Decoupling*
14. *"Solutions looking for problems"*
15. *Dependence* (either Emerson or Pfeffer and Salancik)
16. *Asymmetric power relationship* (either Emerson or Pfeffer and Salancik)
17. *Cooptation* (from resource dependence theory)
18. *"Technical" vs. "institutional" reason for formal structure* (e.g., offices, policies; Meyer & Roway)
19. *Symbolic adoption vs. substantive adoption*
20. *Competitive isomorphism*
21. *Mimetic isomorphism*
22. *Coercive isomorphism*
23. *Normative isomorphism*
24. *Choose one of the four "property functions of whiteness" from Harris (1993)*
25. *Choose another one of the four "property functions of whiteness" from Harris (1993)*

Short answers

3 points each; 12 points total

Answer each of the following questions in 2-4 sentences:

1. According to resource dependence theory, why does organizational mission change when an organization switches from relying on one resource to relying on a different resource [consider both internal and external power dynamics]. Give an example.
2. Prestige is a resource valued by universities. UC-Berkeley (UCB) and UC-San Diego (UCSD) both have highly ranked political science departments. Imagine these two political science departments have the same rank (i.e., they are tied) in US News and World Report Grad School Rankings, but UCB is a more highly ranked university as a whole than UC-San Diego. According to resource dependence theory, which is likely to be greater: (a) the influence of UCB political science department over organizational decision-making within UCB or (b) the influence of UCSD political science department over organizational decision-making within UCSD? Why?
3. Define the concept of "template" from Greenwood & Hinings (1996). We might say that the Association for the Study of Higher Education (ASHE) 2017 presidential address by Shaun Harper lays out a new organizational template for the field. In a couple sentences, comment on what sort of research is deemed valuable within this new template and what sort of research is deemed not valuable.
4. Define the concepts of "radical change" versus "convergent change" from Greenwood & Hinings (1996). Would you consider recent changes within the ASHE professional association radical or convergent? Why? (by "recent changes," I'm thinking of changes leading up to and immediately following the 2017 ASHE presidential address)

Essay

Answer one of the following two essay prompts. Essay is worth 63 points [sorry not a very round number!]

1. Develop the conceptual framework for a research question about a topic of your choosing by doing the following in some order: (A) state a research question on a topic of your choosing (one sentence); (B) provide brief background information (e.g., one paragraph) on the topic to acquaint the reader; (C) develop a conceptual framework to address this research question that is based on one theoretical perspective (e.g., new institutional theory) or that integrates two theoretical perspectives; (D) close by discussing the sort of data you think would be most appropriate for answering the research question.

   - On the conceptual framework

- – this is the heart of the essay, probably two-thirds of text.
- – Whatever theory(s) you choose, first lay out what the theory says, focusing on ideas/concepts that are most relevant to your study and show how these ideas/concepts are applied to your study
- – The conceptual framework should lay out – based on theory – which actors/relationships/processes the research should pay attention to
- – guidelines from Google Doc on conceptual frameworks will be helpful
- On the discussion of data source(s):
  - – Here, try to minimize research methodology jargon.
  - – Rather, speak plainly about why you think a particular data source(s) are useful for the sorts of actors/relationships/processes deemed important by the theories you are drawing from, why this data source would yield credible insights about the issue (e.g., be wary that administrators expert in public relations spin), and whether the data source could realistically be obtained.
- On choice of theory(s) for your conceptual framework
  - – At least one of the theories, must be a theoretical perspective from this class (e.g., garbage can theory, old institutionalism, whiteness as property)
  - – if focusing on just one theory (rather than integrating two), it can't be resource dependence theory because that was the focus of the mid-quarter essay
  - – *Recommendation*: choose at least one theory that speaks to the *actions/behaviors* of actors you think are important for your research (e.g., by itself, "whiteness as property" doesn't tell you how trustees will respond to demands by politicians to ban CRT).

2. Develop a conceptual framework to analyze a "case" or issue issue of your choosing (e.g., any story from Inside Higher Ed over the past year) and then analyze the case using your conceptual framework. The expectations for this essay are the same as question #1 except for the following:

- do not need to specify a research question (although you can)
- do not discuss data sources to answer the research question
- question #1 asks you to develop a conceptual framework to analyze the case, but doesn't require you to actually analyze the case; by contrast, in this question I want you to analyze the case using the framework you laid out (e.g., based on your conceptual framework, why did things play out the way they did)
- you might decide to provide more than one paragraph of context about your case, but no need to spend more than an hour "investigating"

Essay guidelines and recommendations (written Winter 2021)

- Guidelines
  - – Essay should be three to four pages (excluding references) double space, size 11 or 12 font, one inch margins all around
    - ∗ A bit less than three pages is fine, but cannot be longer than four pages
  - – Follow APA style
    - ∗ Use citations when appropriate
    - ∗ Any verbatim text from another source MUST be cited and quoted; failure to do this will be considered plagiarism and will result in no credit for the essay
- Recommendations on theory
  - – Whenever you use a particular theoretical concept (e.g., "cooptation"), define the concept in general terms before you apply the concept to the particular question at hand
    - ∗ And when applying this concept to a case, state how the concept is being operationalized in the case/issue being studied

- Be selective about which elements of theory your essay focuses on
  * Breadth is often the enemy of depth
    · Just as in good empirical scholarship, a good essay should develop deep insight rather than be "an ocean wide but an inch deep" [my most common critique on journal manuscripts I reject]
  * A useful approach can be to provide a short, broad overview of the theory (e.g., 2-3 sentences) and then devote more substantial amount of space to discussing theoretical ideas/concepts that are most relevant to the case or focus of the essay
- When applying theory to analyze a case, be selective about which actors/relationships from the case that your essay focuses on (e.g., can say something like "many important factors in this case/issue like X, Y, and Z, but my essay is going to focus on W and V").

- Recommendations on writing

  - Create an outline to develop logical flow of ideas/argument
  - Strive for clear language that presents your ideas as simply as possible
  - Each paragraph should be about one idea/topic (could be big or small)
  - First sentence ["topic sentence"] of paragraph should tell reader what paragraph is about
  - Subsequent sentences flesh out the idea of topic sentence, develop logical argument and/or empirical evidence
  - Avoid introducing entirely new topics halfway through the paragraph. This confuses the reader and undermines the logical argument/evidence the paragraph is building. If you want to introduce a new idea, start a new paragraph.

References

Birnbaum, R. (1991). The collegial institution: Sharing power and values in a community of equals. In *How colleges work: The cybernetics of academic organization and leadership* (pp. 85–104). San Francisco: Jossey-Bass.

Greenwood, R., & Hinings, C. R. (1996). Understanding radical organizational change: Bringing together the old and the new institutionalism. *Academy of Management Review*, *21*(4), 1022–1054. Retrieved from %3CGo%20to%20ISI%3E://A1996VN96900013

Harris, C. I. (1993). Whiteness as property. *Harvard Law Review*, *106*(8), 1707–1791. https://doi.org/10.2307/1341787

McDonald, J. (2015). Organizational communication meets queer theory: Theorizing relations of "difference" differently. *Communication Theory*, *25*(3), 310–329. https://doi.org/10.1111/comt.12060

Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. *The Journal of Higher Education*, *59*(1), 2–21.