THE UNIVERSITY OF UTAH

ELP 7240: Organizational Theory
Educational Leadership & Policy
University of Utah College of Education
Spring 2023
Thursdays, 4:35-7:05, GC 5620

Instructor: Laura Rogers, PhD (she/her)
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Office Number: SAEC 2227 (on the second floor in the ELP suite)
Student Meeting Hours: By appointment. Click here to schedule a 30-minute meeting.

Required Materials
There are no required textbooks for this class. All readings will be located in Canvas.

Course Description
Organizations and systems shape our world in visible and invisible ways, yet we overlook their importance and rarely examine them with a critical eye. This doctoral-level course surveys classical and modern organizational theories, provides an overview of the development of the modern organization, and explores the contributions of organizational theory to research, policy, and practice in P-20+ education. We will explore different explanations of how organizations work, why they fail, how experts have said they should be managed, and how they connect with other aspects of social structure and culture. The course will give you a critical grounding in basic organizational theory and teach you how to put these ideas to work in the analysis of both real organizations and the huge body of scholarly and popular literature about them.

Course Outcomes
By the end of this course, students will:
- Understand the various dimensions of organizational theory
- Develop skill in using theory to assess and critique complex organizational issues
- Be able to apply themes, theories, and concepts from organizational theory to real world scenarios and experiences
- Gain exposure to readings, experiences, and discussions situated around macro, micro, and meso-level organizational phenomena

Teaching and Learning Methods
This course features a blend of traditional lecture, whole-group and small group activities and discussion, and student presentation.

University Policies (see Appendix at end of syllabus)

Course Policies
Participation and respect:
This is an easy one. Come to class prepared to show you have read and are grappling with the topic at hand. Respect your classmates' identities, ideas, and time; respect our weekly class space as one for focused learning (read: temporary disconnection from your job/email), and above all

please use this course as an opportunity to build both short-term and long-term solidarity and community with your peers. We will further discuss expectations for behavior on the first night of class and revisit or evolve expectations as needed.

Attendance:
Consistent attendance of weekly classes is essential for learning content and passing the course. That said, do not come to class if you are sick.

If you know you will have to miss a class, it's a good idea to let me know so we can plan for you to complete any in-class assignments (if any). If you are experiencing an extraordinary situation that will cause you to miss several classes, please contact me as soon as possible to work out a plan for keeping up with the course.

Written work:
All written work should be typed, formatted, and void of grammatical, spelling and typographical errors. In addition to being clear, concise, and organized, written work should demonstrate a thorough analysis and include supporting evidence from course readings and additional resources. Please be sure to use appropriate procedures for quoting, paraphrasing, and acknowledging sources when preparing any written work.

We will use the APA 7th Edition Manual as a guideline for bias-free writing, formatting, and (if using) appropriate citations and references. This means that all work should be double-spaced, typed, in a Times New Roman or similar font with 1-inch margins. Please take time to proofread your papers before submitting them. If you have concerns about your writing, please discuss this matter with the instructor before assignments are due.

I encourage you to make use of campus resources to improve your writing. As a grad student at the U, you have access to Grammarly for free and the Writing Center for assistance with your writing. Finally, you can set up an appointment with me to discuss your writing or obtain feedback before an assignment is due. **I provide written feedback on draft assignments provided that they are submitted by the Saturday before a Thursday due date. Simply upload the draft into the assignment portal on Canvas and leave a comment letting me know you'd like feedback.**

Important: Plagiarism of any kind is not allowed and can lead to highly unpleasant consequences, including disciplinary action. Submitting work you previously turned in for another course is self-plagiarism and is not acceptable. Written work that has been generated by large language models (e.g., ChatGPT) will not be accepted and could also result in disciplinary action. However, using these models as tools for revising/editing your own original (self-generated) work is acceptable.

Late work:
Assignments are due before the beginning of class on the days specified in the calendar, unless otherwise stated. I do not accept revisions of assignments once they are graded, nor do I offer extra credit. If you find an error in a grade on an assignment, please let me know.

If you are experiencing a stressor that you anticipate will significantly limit your ability to complete your work on time during this semester, please contact me as soon as possible so that we can work out a plan for completing the course requirements.

Food and drink: Always okay. Ask about allergies first.

Laptops/phones: Use your best judgment.

Communication:
To ensure that I receive your messages in a timely manner, please use the direct messaging function on Canvas. I make an effort to respond to student communication within 24 hours during weekday work hours. I generally do not respond to messages on weekends or holidays.

Schedule individual student hours with me at any point during the semester to discuss your goals, progress in the course, and any concerns or questions you may have. Meeting with your professor one-on-one can be a valuable opportunity to address any questions you have, get personalized feedback on your project, and help me get to know you better. This is an important aspect of the "hidden curriculum" and can help you make the most of your educational experience.

Course Assignments
An important note about assignments: All assignments will be turned in through the assignment portals on Canvas. All assignments that require written work will be graded on a rubric, which you will have access to on Canvas in advance. Students who are most successful on writing assignments are those who consult the rubric *prior* to working on the assignment. This will ensure that you address all key points of the assignment!

Participation (10 points)
This class follows a seminar format which relies heavily on your preparation and engagement each week. Participation accrues through the following activities:
- Attending class
- Making contributions to whole-class and small-group discussions as an active participant and thoughtful listener
- Providing (through class interaction) *evidence* that you have read and engaged with the material assigned for the week
- Engaging speakers/presenters with questions
- Demonstrating attentiveness and contributions during group project work
- Completing the mid-course feedback survey

Visual Organizational Chart (5pts)
On the first night of class, you will begin to create a visual representation of the organization(s) you spend most of your time interacting in or with. When you have turned it in, please also post to the discussion board so others can see. This is a creative assignment graded pass/fail. You may be asked to look back at this chart from time to time throughout the course.

*Discussion Lead (2 * 5 points each)*

You will choose two separate weeks to lead a discussion of the weekly readings. Sign-up will occur on the first night of class. After you have chosen your week, you are responsible for preparing a short presentation, protocol, or activity to facilitate *discussion* of one or more readings from the week. The discussion should encourage:

- Discussion. You are highly encouraged to create a set of discussion questions you have created to spark conversation among the class, based upon the readings
- Connections to other readings or current events. For example, you might bring in a news article or short video clip that highlights an issue that relates to the readings.

While it is good and encouraged to attempt to capture central ideas of the weekly readings in the discussion, please refrain from providing extended summaries of the readings; you should assume that your peers have read each article prior to class.

Ongoing Organizational Assessment (60 points)

This analytic writing assignment is an individual, semester-long assignment in which you will choose an organizational problem that you are are interested in studying to assess from a variety of perspectives. The purpose of this assignment is to develop your theoretical muscle by applying course concepts to critically examine real phenomena. The assessment will proceed in parts, detailed below.

1. *Problem statement (5 points):* Choose an organizational problem you are interested in studying (you may or may not have personally experienced it) and write about it in no more than 400 words. What is the problem? What causes it? What actions are being/have been taken to address the problem?

1. *Assessment 1: Classical theories (15pts):* Use at least one of the theoretical perspectives/concepts from Unit 1 to assess this problem (why did this problem occur?) and offer a recommendation (how can this problem be addressed?). **Your assessment of the problem and recommendation must be grounded in the theoretical perspective(s) you have chosen.** The word limit is 1000 words (references do not count for word limit).

2. *Assessment 2: Inequality and stratification (15pts):* In this phase of the assessment, you will use at least one of the theoretical perspectives/concepts from Unit 2 to assess this problem (why did this problem occur?) and offer a recommendation (how can this problem be addressed?). Your assessment of the problem and recommendation must be grounded in the theoretical perspective(s) you have chosen. The word limit is 1000 words.

3. *Assessment 3: Human behavior (15pts):* In this phase of the assessment, you will use at least one of the theoretical perspectives/concepts from Unit 3 to assess this problem (why did this problem occur?) and offer a recommendation (how can this problem be addressed?). Your assessment of problem and recommendation must be grounded in the theoretical perspective(s) you have chosen. The word limit is 1000 words.

a. *Conclusion (10pts):* At the end of Assessment 3, you will add a short conclusion (no more than 800 words) which ties your assessments together. The conclusion should answer the questions:
   i. What did you learn from applying multiple theoretical perspectives to the problem? What did it force you to think about that you hadn't thought of before?
   ii. If you were to further explore this organizational problem, which of the theoretical perspectives that you explored would you prefer to use? Why?

Real world case analysis memo (15pts):
You will choose a real-world organizational issue and write a 4-5 page memo analyzing it through the lens of an organizational theory. You may choose from the list linked here or find a real-world case on your own (newspapers and longform articles are excellent sources). This assignment may be turned in any time between before 4/13. You may work alone or with a partner.

Grading Policy (Evaluation Methods & Criteria)
Students are given the opportunity to receive feedback from the instructor and improve their work prior to turning in the assignment on the final due date. Scoring rubrics for each assignment will be provided to students on Canvas prior to assignment due dates.

Grading Summary

Assignment	*Points*
Participation	10
Visual Organizational Chart	5
Discussion Lead:	10
Ongoing Organizational Assessment:	60
(Organizational Problem Statement: 5	
Assessment #1: 15	
Assessment #2: 15	
Assessment #3: 15	
Concluding Reflection: 10)	
Real-world case analysis memo	15
Total	*100 points*

Ordinarily grades will be distributed on the following basis:

94-100%	A	77-79%	C+
90-93%	A-	74-76%	C
87-89%	B+	70-73%	C-
84-86%	B	60-69%	D
80-83%	B-	Below 60%	F

Course Schedule

Note: This syllabus may change at any point during the semester with reasonable notice to you in advance. To be sure you are accessing the most up-to-date version of the syllabus, please use the copy that is stored in Google Drive and linked through Canvas.

Date (Thursday)	Topics/Activities	Assignment Due	Readings Due
01/13	**CLASS 1: Welcome / History/What is an organization?**	Begin visual organizational chart in class Getting to Know You Survey Sign up for discussion leads	**To skim after class:** Capper, C. A. (2019). Chapter 2: History of organizational theory and equity in the field. In *Organizational Theory for Equity and Diversity* (pp. 15-36). Routledge. Perrow, C. (1973). The short and glorious history of organizational theory. *Organizational Dynamics, 2*(1), 3-15. *Our class case: Hall, J. L. (2003). Columbia and Challenger: organizational failure at NASA. Space Policy, 19(4), 239-247.*

Unit 1: Classical theories (Rational, Natural, and Open Systems)

Date (Thursday)	Topics/Activities	Assignment Due	Readings Due
01/19	**CLASS 2: Rational systems and the bureaucracy** Discussion leader: Melanie	Visual Organizational Chart (please post to discussion board) [Real world case list is now available]	**Foundational:** Scott, ch. 1-2 Weber, M. (1946). *Bureaucracy*. (excerpt) **Modern applications:** **K-12**: Mehta, J. (2009). Chapter 9: Rationalizing schools, patterns, ironies, and contradictions. From *The Allure of Order*. **Higher ed:** Cottom, T. M., & Tuchman, G. (2015). Rationalization of higher education. Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable, and linkable resource, 1-17. **Optional but recommended source reading:** Callahan, R. (1962). The educational efficiency experts in action. From *Education and the Cult of Efficiency*. Taylor F. (1967). *The Principles of Scientific Management*. (excerpt)
01/26	**CLASS 3: Natural systems** Discussion leader: Cuong	Organizational Problem Statement (please also	**Foundational:** Scott, ch. 3 Graeber, D. (2018) *Bullshit jobs*. chs. 2-3.

		bring to class to share in groups)	**Modern applications:** **K-12:** Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and teacher education*, *27*(6), 1029-1038. **Higher ed:** Marshall, S. M., Gardner, M. M., Hughes, C., & Lowery, U. (2016). Attrition from student affairs: Perspectives from those who exited the profession. *Journal of Student Affairs Research and Practice*, *53*(2), 146-159. **Optional but recommended source reading:** Roethlisberger, F. (1941). *The Hawthorne Experiments.* (excerpt) McGregor, D. (1957). The human side of enterprise. In *Management Review,* 166-171.
02/02	**CLASS 4: Early open systems theories** Discussion leader: Cha		**Foundational:** Scott, ch. 4 Pfeffer, J., & Salancik, G. R. (1978). *The External Control of Organizations: A Resource Dependence Perspective*. Stanford University Press. (excerpt) Weick, K. E. (1976). Educational organizations as loosely coupled systems. *Administrative science quarterly*, 1-19. **Modern applications:** **K-12**: Spillane, J. P., Seelig, J. L., Blaushild, N. L., Cohen, D. K., & Peurach, D. J. (2019). Educational system building in a changing educational sector: Environment, organization, and the technical core. *Educational Policy*, *33*(6), 846-881. **Higher ed**: Powell, K. K., & Rey, M. P. (2015). Exploring a resource dependency perspective as an organizational strategy for building resource capacity: Implications for public higher education universities. *Management in Education*, *29*(3), 94-99. **Optional further reading:** Hannan, M. T., & Freeman, J. (1977). The population ecology of organizations. *American Journal of Sociology*, *82*(5), 929-964.

| 02/09 | **CLASS 5:**
Neo-institutional theory

Discussion leader: Cheri | | **Foundational:**
DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 147-160.

Meyer, H. D., & Rowan, B. (2006). Institutional analysis and the study of education. *The new institutionalism in education*, 1-13.

Modern applications:
K-12: Polikoff, M. S., Campbell, S. E., Rabovsky, S., Koedel, C., Le, Q. T., Hardaway, T., & Gasparian, H. (2020). The formalized processes districts use to evaluate mathematics textbooks. *Journal of Curriculum Studies,* 1-27.

Higher ed: Meara, K. O. (2007). Striving for what? Exploring the pursuit of prestige. In *Higher education: Handbook of theory and research* (pp. 121-179). Springer, Dordrecht.

Optional further reading:
Alvesson, M., & Spicer, A. (2019). Neo-Institutional Theory and Organization Studies: A Mid-Life Crisis? *Organization Studies*, 40(2), 199–218.

Bastedo, M. N., & Bowman, N. A. (2010). US News & World Report college rankings: Modeling institutional effects on organizational reputation. *American Journal of Education*, *116*(2), 163-183.

Lipson, D. N. (2011). The resilience of affirmative action in the 1980s: innovation, isomorphism, and institutionalization in university admissions. *Political Research Quarterly*, 64(1), 132-144. |
| 02/16 | **CLASS 6: Institutional logics**

Discussion leader: Melanie | | **Foundational:**
Thornton, P. H., & Ocasio, W. (2008). Institutional logics. The Sage handbook of organizational institutionalism, 840, 99-128.

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American educational research journal*, *34*(1), 39-81.

Modern applications (pick one each from K-12 and higher ed):
K-12: Ishimaru, A. M., & Galloway, M. K. (2019). Hearts and minds first: Institutional logics in pursuit of educational equity. *Educational Administration Quarterly*, 0013161X20947459. |

			K-12: Russell, J. L. (2011). From child's garden to academic press: The role of shifting institutional logics in redefining kindergarten education. *American Educational Research Journal,* 48(2), 236-267. **Higher ed:** Bastedo, M. N. (2009). Convergent institutional logics in public higher education: State policymaking and governing board activism. *The Review of Higher Education*, *32*(2), 209-234. **Optional further reading:** Wiley, K. E. (2021). A Tale of Two Logics: School Discipline and Racial Disparities in a "Mostly White" Middle School. American Journal of Education, 127(2). Cho, A. R., & Taylor, B. (2019). Alignment between universities and their affiliated professional schools: organizational segmentation and institutional logics in the USA. *Higher Education,* 78(3), 463-478.

Unit 2: Inequality and stratification in organizations

02/23	**CLASS 7: Inequality regimes/Racialization** Discussion leader: Cha	OOA #1 due Guest speaker: Mariama Nagbe Mid-semester feedback survey (end of class)	**Foundational:** Ray, V. (2019). A theory of racialized organizations. American Sociological Review, 84(1), 26-53. Wingfield, A. H., & Alston, R. S. (2014). Maintaining hierarchies in predominantly White organizations: A theory of racial tasks. *American Behavioral Scientist,* 58(2), 274-287. **SKIM for main ideas:** Acker, J. (2006). Inequality regimes: gender, class, and race in organizations. *Gender & Society, 20*(4), 441-464 **Modern applications:** **K-12:** Bristol, T. J., & Mentor, M. (2018). Policing and teaching: The positioning of Black male teachers as agents in the universal carceral apparatus. The Urban Review, 50(2), 218-234. **Higher ed**: Nagbe, M. N. (2019). The Black (W) hole: Examining Institutional Racism in Doctoral Education, an OrgCrit Perspective. *Texas Education Review*, *8*(1), 6-23. **Optional further reading:** Inwood, J. F., & Martin, D. G. (2008). Whitewash: White privilege and racialized landscapes at the

				University of Georgia. *Social & Cultural Geography*, *9*(4), 373-395. Lerma, V., Hamilton, L. T., & Nielsen, K. (2020). Racialized equity labor, university appropriation and student resistance. *Social Problems*, *67*(2), 286-303. Vargas, N., & Villa-Palomino, J. (2019). Racing to serve or race-ing for money? Hispanic-serving institutions and the colorblind allocation of racialized federal funding. *Sociology of Race and Ethnicity*, *5*(3), 401-415. Lee, S. S. (2006). Over-represented and de-minoritized: The racialization of Asian Americans in higher education. *InterActions: UCLA Journal of Education and Information Studies*, *2*(2). Yoon, I. H. (2012). The paradoxical nature of whiteness-at-work in the daily life of schools and teacher communities. *Race Ethnicity and Education*, *15*(5), 587-613.
03/02	**CLASS 8:** **Discrimination and "fit"** Discussion leader: Cathy			**Foundational:** Gelfand, M. J., Nishii, L. H., Raver, J. L., & Schneider, B. (2007). *Discrimination In Organizations: An Organizational-Level Systems Perspective*. Dobbin, F., Schrage, D., & Kalev, A. (2015). Rage against the iron cage: The varied effects of bureaucratic personnel reforms on diversity. *American Sociological Review*, *80*(5), 1014-1044. **Modern applications (pick one0:** **K:12:** Grissom, J. A., Nicholson-Crotty, J., & Keiser, L. (2012). Does my boss's gender matter? Explaining job satisfaction and employee turnover in the public sector. *Journal of Public Administration Research and Theory*, *22*(4), 649-673. **Higher ed:** Rivera, L. A. (2017). When two bodies are (not) a problem: Gender and relationship status discrimination in academic hiring. *American Sociological Review*, *82*(6), 1111-1138. **Optional further reading:** Campbell, S. L. (2012). For colored girls? Factors that influence teacher recommendations into advanced courses for black girls. *The Review of Black Political Economy*, *39*(4), 389-402.

			D'amico, D., Pawlewicz, R. J., Earley, P. M., & McGeehan, A. P. (2017). Where are all the Black teachers? Discrimination in the teacher labor market. *Harvard Educational Review*, *87*(1), 26-49.
03/09	**NO CLASS – SPRING BREAK**		
03/16	**CLASS 9: Social and cultural reproduction in organizations** Discussion leaders: Becca and Tanasia		<u>**Foundational:**</u> Massey, D. (2007). "Chapter 1: How Stratification Works." In *Categorically Unequal*, pp. 1-27. <u>**Modern applications:**</u> **Higher ed:** Jack, A. A. (2016). (No) harm in asking: Class, acquired cultural capital, and academic engagement at an elite university. *Sociology of Education*, *89*(1), 1-19 **Higher ed:** Posselt, J. R., & Grodsky, E. (2017). Graduate education and social stratification. *Annual review of sociology*, *43*, 353-378. **K-12:** Calarco, J. M. (2011). "I need help!" Social class and children's help-seeking in elementary school. *American Sociological Review*, *76*(6), 862-882. **K-12:** Sattin-Bajaj, C., & Roda, A. (2020). Opportunity hoarding in school choice contexts: The role of policy design in promoting middle-class parents' exclusionary behaviors. *Educational Policy*, *34*(7), 992-1035. <u>**Optional further reading:**</u> Nash, R. (1990). Bourdieu on education and social and cultural reproduction. British Journal of Sociology of Education, 11(4), 431-447. Gansen, H. M. (2017). Reproducing (and disrupting) heteronormativity: Gendered sexual socialization in preschool classrooms. *Sociology of Education*, *90*(3), 255-272.

Unit 3: Human behavior in organizations

03/23	<mark>****Note: This class will be asynchronous. We will not meet.****</mark> **CLASS 10: Decision-making and conflict**	OOA #2 due	<u>**Foundational:**</u> Simon, H. A. (1972). Theories of bounded rationality. *Decision and Organization*, *1*(1), 161-176. Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. *Administrative Science Quarterly*, *17*(1), 1-25.

			Modern applications: **K-12:** Galey-Horn, S., & Woulfin, S. L. (2021). Muddy Waters: The Micropolitics of Instructional Coaches' Work in Evaluation. *American Journal of Education*, *127*(3), 441-470. **Higher ed:** Barsky, A. E. (2002). Structural sources of conflict in a university context. *Conflict Resolution Quarterly, 20*(2), 161-176. **Optional further reading:** Mintzberg, H. (1983). The power game and the players. *Classics of Organization Theory, 4*, 412-419. Blase, J. (1998). The micropolitics of educational change. In International handbook of educational change (pp. 544-557). Springer, Dordrecht. Lindblom, C. E. (1959). The science of muddling through. *Public Administration Review*, *19*(2), 79-88. Ingersoll, R. M. (1996). Teachers' decision-making power and school conflict. Sociology of education, 159-176.
03/30	**CLASS 11:** **Organizational culture (and deviant organizational culture!)** Discussion leader: Cheri		**Foundational:** Van Maanen, J., Frost, P., Moore, P., Lundberg, C., Louis, M., & Martin, J. (1991). *The smile factory: Work at Disneyland* (pp. 58-76). Deal, T. E., & Kennedy, A. A. (1983). Culture: A new look through old lenses. *The journal of applied behavioral science*, *19*(4), 498-505. Di Stefano, G., Scrima, F., & Parry, E. (2019). The effect of organizational culture on deviant behaviors in the workplace. *The International Journal of Human Resource Management*, *30*(17), 2482-2503. **Modern applications:** Hibel, J., & Penn, D. M. (2020). Bad apples or bad orchards? An organizational analysis of educator cheating on standardized accountability tests. *Sociology of Education*, *93*(4), 331-352.
04/06	**CLASS 12:** **Organizational learning** Discussion leaders: Cuong and Tanasia		**Foundational:** Levitt, B., & March, J. G. (1988). Organizational learning. *Annual review of sociology, 14*(1), 319-338. Argyris, C. (1977). Double loop learning in organizations. *Harvard business review*, *55*(5), 115-125.

			Modern applications: **K-12:** Finnigan, K. S., & Daly, A. J. (2012). Mind the gap: Organizational learning and improvement in an underperforming urban system. *American Journal of Education*, *119*(1), 41-71. **K-12:** Irby, D. J., & Clark, S. P. (2018). Talk it (racism) out: Race talk and organizational learning. *Journal of Educational Administration*, *56*(5), 504-518. **Higher ed:** Bauman, G. L. (2005). Promoting organizational learning in higher education to achieve equity in educational outcomes. New Directions for Higher Education, 2005(131), 23-35. **Optional further readings:** Cook, S. D., & Yanow, D. (1993). Culture and organizational learning. Journal of management inquiry, 2(4), 373-390. Redding, C., Cannata, M., & Miller, J. M. (2018). System learning in an urban school district: A case study of intra-district learning. Journal of Educational Change, 19(1), 77-101. Da Silva, N., & Davis, A. R. (2011). Absorptive capacity at the individual level: Linking creativity to innovation in academia. The review of higher education, 34(3), 355-379. Farrell, C. C., & Coburn, C. E. (2017). Absorptive capacity: A conceptual framework for understanding district central office learning. Journal of Educational Change, 18(2), 135-159.
04/13	**CLASS 13: The importance of the people on the ground: Organizational Sensemaking and street-level bureaucrats** Discussion leader: Becca	Real-world case memo due	**Foundational:** Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, *16*(4), 409-421. **Modern applications:** **K-12:** Evans, A. E. (2007). School leaders and their sensemaking about race and demographic change. *Educational Administration Quarterly*, *43*(2), 159-188. **K-12:** Grissom, J. A., Kern, E. C., & Rodriguez, L. A. (2015). The "representative bureaucracy" in education: Educator workforce diversity, policy outputs, and outcomes for disadvantaged students. Educational Researcher, 44(3), 185-192.

			Higher ed: Bell, E., Mkrtchyan, A. T., Wehde, W., & Smith, K. (2020). Just or Unjust? How Ideological Beliefs Shape Street-level Bureaucrats' Perceptions of Administrative Burden. *Public Administration Review.* **Higher ed:** Harper, S. R., & Newman, C. B. (2016). Surprise, sensemaking, and success in the first college year: Black undergraduate men's academic adjustment experiences. *Teachers College Record, 118(*6), 1-30. **Optional further reading:** Bertrand, M., & Marsh, J. A. (2015). Teachers' sensemaking of data and implications for equity. American Educational Research Journal, 52(5), 861-893. Patrick, S. K., & Joshi, E. (2019). Set in Stone" or "Willing to Grow"? Teacher sensemaking during a growth mindset initiative. Teaching and Teacher Education, 83, 156-167. Ray, V., Herd, P., & Moynihan, D. (2020). Racialized Burdens: Applying Racialized Organization Theory to the Administrative State.
04/20	**CLASS 14: Social movements** Discussion leader: Cathy	OOA #3 due	**Foundational**: Zald, M. N., & Berger, M. A. (1978). Social movements in organizations: Coup d'etat, insurgency, and mass movements. *American journal of sociology*, *83*(4), 823-861. **Modern applications:** **K-12:** Anyon, J. (2009). Progressive social movements and educational equity. *Educational Policy*, *23*(1), 194-215. **Higher ed:** Blissett, R., Baker, D., & Fields, B. (2020). When Students Speak Out: Understanding the Motivations for I, Too, Am Mobilization. *Teachers College Record*, *122*(3), 1-36. **Optional further reading:** Armstrong, E. A., & Bernstein, M. (2008). Culture, power, and institutions: A multi-institutional politics approach to social movements. *Sociological theory*, *26*(1), 74-99.

Appendix: University Policies

1. ***The Americans with Disabilities Act***. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

   > *Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the* <u>*Center for Disability and Access*</u> *(CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate*

2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

3. ***Addressing Sexual Misconduct***. Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. ***COVID-19 Resources.***
   The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic.

   For the most up-to-date information on COVID-19 protocol, please refer to <u>https://coronavirus.utah.edu/</u>.

   Other resources are

1. [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](#)
2. [Registrar's Office COVID-19 Information and FAQ's](#)
3. [Housing & Residential Education](#)

5. ***Diversity Statement .*** I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

6. ***Undocumented Student Support Statement.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

7. ***Drop/Withdrawal Policies.*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

8. Other important information to consider including:
   a. Student Code: http://regulations.utah.edu/academics/6-400.php
   b. Accommodation Policy (see Section Q): http://regulations.utah.edu/academics/6-100.php

9. ***Student Mental Health Resources***
   ● *Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including free counseling, trainings and other support.*

   ● *Consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues*

10. ***Diverse Supports for Students.*** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)
801-581-7188
trio.utah.edu
 Room 2075
   1901 E. S. Campus Dr.
   Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive "home-away-from-home" space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center
 801-581-7019
diversity.utah.edu/centers/airc
Fort Douglas Building 622
   1925 De Trobriand St.
   Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center
801-213-1441
diversity.utah.edu/centers/bcc
Fort Douglas Building 603
   95 Fort Douglas Blvd.
   Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources
801-585-5897
childcare.utah.edu
408 Union Building
   200 S. Central Campus Dr.
    Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability & Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access
801-581-5020
disability.utah.edu
162 Union Building
   200 S. Central Campus Dr.
    Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB)
801-581-8151
diversity.utah.edu/centers/CESB/
 235 Union Building
   200 S. Central Campus Dr.
    Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center
801-587-9122
writingcenter.utah.edu
2701 Marriott Library

295 S 1500 E
    Salt Lake City, UT 84112
English Language Institute
801-581-4600
continue.utah.edu/eli
540 Arapeen Dr.
    Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center
801-213-3697
dream.utah.edu
 1120 Annex (Wing B)
    1901 E. S. Campus Dr.
    Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center
801-587-7973
[lgbt.utah.edu (Links to an external site.)](lgbt.utah.edu)
409 Union Building
    200 S. Central Campus Dr.
    Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center
801-587-7722

veteranscenter.utah.edu (Links to an external site.)
418 Union Building
    200 S. Central Campus Dr.
    Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center
801-581-8030
womenscenter.utah.edu
411 Union Building
    200 S. Central Campus Dr.
    Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence
801-581-4600
inclusive-excellence.utah.edu (Links to an external site.)
170 Annex (Wing D)
    1901 E. S. Campus Dr.
    Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:
getinvolved.utah.edu/
studentsuccess.utah.edu/resources/student-support