

**Instructor Information**

Dr. Nisha Sridharan, Assistant Professor

**Pronouns:** She/her/hers

**Email**

nisha.sridharan@temple.edu

**Class Information**

Annenberg Hall, 01H  
Wednesday  
5:30 – 8:00 p.m.

**Office Location**

Annenberg Hall 319

**Student Meeting Hours**

Wednesday, 2- 5 PM  
AH319

**Grading Scale**

A+ = 4.00 = 92.5% & higher  
A- = 3.67 = 90.0 – 92.49%  
B+ = 3.33 = 87.5 – 89.99%  
B = 3.00 = 82.5 – 87.49%  
B- = 2.67 = 80 – 82.49%  
C+ = 2.33 = 77.5 – 79.99%  
C = 2.00 = 72.5 – 77.49%  
C- = 1.67 = 70 – 72.49%  
D+ = 1.33 = 67.5 – 69.99%  
D = 1.00 = 62.5 – 67.49%  
D- = 0.67 = 60 – 62.49%  
F = 0.00 = 59.99 & lower

**Fall 2025 – MC 9525 – Communication Institutions****Course Description:**

Institutions are the enduring scaffolds of social life. They are structures that persist beyond individual actors and shape our collective realities. In the realm of communication, institutions not only organize the production and circulation of meaning but also legitimize authority, enable cultural continuity, and mediate relations between the state, market, and public. This doctoral seminar investigates communication institutions through a multi-disciplinary lens, engaging with classical and contemporary theories of institutionalism alongside empirical cases from journalism, media systems, and digital infrastructures. We will explore how institutions evolve, how power and discourse reinforce or disrupt them, and how global and local forces contest their boundaries. The course emphasizes the dynamic interplay between structure and agency, power and discourse, continuity and change in institutional life. Students will critically assess how communication institutions are shaped by broader socio-political forces, and how they, in turn, mediate public life, identity, and democracy in both national and global contexts.

At the end of the semester, students will be able to:

**LO1 - Theorize Institutions:** Explain core concepts and schools of thought within institutional theory, including historical, sociological, organizational, and discursive institutionalism.

**LO2 - Analyze Communication Systems:** Evaluate how institutional dynamics shape media systems, journalism practices, and communication infrastructures across different political, cultural, and economic contexts.

**LO3 - Critically Engage:** Evaluate and interrogate the relationships among media institutions, democracy, public discourse, and cultural production to enhance representation and inclusivity.

**LO4 - Apply Institutional Frameworks:** Use institutional theory to analyze empirical cases in media and communication

**LO5: Design and Conduct Original Research:** Develop a research paper that engages institutional theory in the analysis of a communication-related topic area.

**LO6: Engage in Scholarly Conversations:** Lead and participate in seminar discussions that interrogate the institutional underpinnings of communication research and practice.

**Course Materials:**

All readings will be available online via links below and/or on the Canvas site under 'Modules'. Readings noted as Skim are suggested but not required. Many of the assigned readings are considered classic

texts that have influenced research in our field.

You will be expected to read the required material prior to the dates listed in the schedule below, and come to class prepared to thoughtfully engage in class discussions.

**ASSIGNMENTS**

	Percentage
Reflection Papers	20%

<b>Discussion Leadership/Participation</b>	<b>20%</b>
<b>Final Paper</b>	<b>60%</b>
Annotated Bibliography	10%
Outline	10%
Final Presentation	10%
Final Paper	30%

### Reflection Papers (20%)

Beginning in Week 2 and continuing each week that we meet, you will be responsible for submitting a weekly reaction paper that critically engages with the assigned readings. These **short papers should not exceed three double-spaced pages with APA formatting (12-point font, 1-inch margins)** and must be submitted via **Canvas by noon on the day of class**. The purpose of these papers is not to summarize the readings, but to demonstrate that you have thoughtfully read and synthesized the materials, considered their strengths and limitations, and reflected on how they contribute to our understanding of communication institutions.

Each reaction paper should present a clear and cohesive thesis that synthesizes the week's readings into a broader analytical argument. Avoid addressing the readings one by one; instead, use your paper to develop a unified perspective on the set of texts. Your writing should move beyond surface-level opinions to offer informed critiques of the main arguments, theoretical contributions, or methodological choices made by the authors. You are also encouraged to include any points of confusion, questions, or tensions you noticed in the readings—these will serve as valuable starting points for our in-class discussions.

To guide your writing, you may consider a number of reflective questions: What are the key themes or debates introduced across the readings? How do the authors define or frame their theories, and what language or conceptual metaphors do they use? What are the implications of those rhetorical choices? How do the readings connect to your broader understanding of communication institutions? What disciplinary influences are evident in the texts—such as sociology, anthropology, political science, or cultural studies—and how do they shape the arguments? Finally, which scholars or schools of thought are these authors responding to, extending, or critiquing? These questions are meant to help you organize your thinking, but your paper should not be written in a Q&A format. Not all questions will apply each week, and your task is to develop an interpretive, thoughtful response rather than mechanically check off each point.

Reaction papers will be evaluated based on the clarity of your writing and the depth of your critical insights. While you will not receive detailed written feedback, each paper will receive a nominal assessment mark (– / + / ++). You are allowed to **skip or drop two reaction papers** over the course of the semester without penalty, for **a total of ten graded papers**.

### Discussion leadership, exemplar articles, and class participation (20%)

This course is structured as a graduate-level seminar, which means that your consistent and thoughtful engagement is essential. This portion of your grade will be based on three interconnected responsibilities: leading one week's class discussion, selecting and presenting an exemplar article, and actively participating in weekly discussions.

**Each student will be assigned one week during the semester to serve as the discussion leader.** In this role, you are expected to submit several discussion questions in advance of your assigned class session by posting to Canvas before Wednesday at 5 PM. The goal of these questions is to help guide your classmates through a critical engagement with the readings and to spark thoughtful conversation. During class, you will begin the session with a short, informal presentation (no slides required) that introduces the central themes, debates, and key takeaways from the assigned readings. Your role is to help set the stage for our discussion by weaving together the readings and identifying how they connect to the broader study

of communication institutions. You will then facilitate the discussion, ensuring it remains grounded, inclusive, and intellectually productive.

**Starting in Week 5, each student must also select and share an exemplar article.** This should be a scholarly piece published within the last five years in a peer-reviewed communication journal and should apply, critique, or extend one of the key theories or topics we are studying that week. Your selected article must be uploaded to Canvas by Wednesday at 5 PM. During class, you should be prepared to briefly summarize the article's main argument, methodology (if applicable), and relevance to that week's theme. The goal of this exercise is to bridge course concepts with contemporary scholarly conversations in the field, while building our reading repertoire.

In addition to leading discussion for one week, you are expected to attend every class, complete all assigned readings beforehand, and contribute actively and respectfully to our seminar discussions. As a graduate seminar, the success of this course depends on student participation. You are responsible for helping to sustain a dynamic, critical, and collegial learning environment throughout the semester.

### **Final Paper/Essay (60%)**

For your final assignment, you will write a comprehensive academic paper that critically engages with the topic of communication institutions. Your goal is to produce work of a quality suitable for submission to an academic conference or graduate-level seminar.

Your paper should explore an issue, case, organization, or phenomenon relevant to the study of communication institutions. You may choose to take a theoretical approach—drawing on one or more of the frameworks we've discussed in class (e.g., institutional theory, political economy, media systems theory, organizational communication)—or pursue an empirical analysis using secondary sources, case studies, discourse analysis, or other appropriate qualitative methods. Original data collection is not required, though it is permitted if feasible and appropriate.

Some possible directions for the paper include (but are not limited to):

- Tracing how institutional norms shape journalistic, advertising, or public relations practice within specific organizations.
- Analyzing the role of communication institutions in sustaining or challenging political, economic, or cultural power.
- Examining the institutionalization of emerging media practices (e.g., influencer marketing, branded content, audience analytics).
- Investigating how professional organizations, industry associations, or educational institutions shape standards and norms in advertising, strategic communication, or journalism.
- Studying the evolution of organizational logics in legacy versus digital-native communication institutions.
- Exploring tensions between institutional constraints and innovation in nonprofit or advocacy-based communication work.

You will be required to meet with me to discuss your paper topic in advance and present your work in a formal slide presentation at the end of the semester. The final paper should be 15–25 pages in length. This assignment will be graded in four parts:

- **Annotated Bibliography (10%)**
- **Outline (10%)**
- **Final Presentation (10%)**
- **Final Paper (30%)**

**Annotated Bibliography.** As your first step, you will conduct preliminary research within the theoretical or conceptual area you plan to explore. Begin your annotated bibliography with a short paragraph summarizing your working argument and its relevance to communication theory or institutional analysis. Include your guiding research question. Then, list 10–15 scholarly sources. For each, include a brief paragraph summarizing its key contributions. You will receive feedback to help identify gaps or areas needing further exploration.

**Outline.** Strong organization is essential for any research paper. Your outline should clearly label each planned section of the paper and include 1–3 sentences describing the content or focus of that section. Feedback will help you refine your structure and clarify your argument.

**Presentation.** At the end of the semester, you will deliver a formal presentation modeled after an academic conference. You will have 12–15 minutes to present the core ideas of your paper, followed by a Q&A with students and faculty. Your slides should be visually impactful, with minimal text. Focus on telling the story of your project in a clear, rigorous, and engaging way.

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## ASSIGNMENT SUBMISSION POLICY

**Submitting Assignments:** All assignments, unless otherwise announced, must be submitted to the designated area of Canvas. Do not submit assignments via email. All assignments should be submitted as WORD document or PDF only, unless specified otherwise.

**Submission Verification:** Double-check your Canvas submission after you submit each assignment. If you upload a file in your submission, open the file in Canvas after submission to verify that it uploaded completely. It is your responsibility to make sure your work is submitted correctly. You will not receive credit for work that does not upload correctly or work that does not upload before the deadline.

**Extreme Personal Circumstances:** Please notify your instructor as soon as possible if an extreme personal circumstance interferes with your ability to complete your coursework. Examples include hospitalization of a student, death of an immediate family member, natural disaster, etc.

**Religious Accommodations:** If you need to be absent from class due to religious observance, notify your instructor at the beginning of the semester.

## REMEMBER: COMMUNICATION IS KEY TO YOUR SUCCESS

### ACADEMIC HONESTY

All students are expected to know and abide by the Temple University Student Code of Conduct. In keeping with the code and general common sense, academic dishonesty in any form will not be tolerated. If you commit plagiarism, at best, you will fail the assignment, and at worst, you may be expelled from the university. Please refer to the statement at the end of this syllabus for further information about best practices to avoid plagiarism.

### ATTENDANCE

Students must attend all classes for their full duration on the days and times and in the locations indicated on the class syllabus and TUPortal. If you experience extreme personal circumstances, you must notify your instructor immediately.

While there are no attendance grades for this class, you MAY NOT submit class assignments without attending the class or prior communication to instructor about missing the class. Students who miss more than

5 class sessions for any reason cannot reasonably be considered to have completed the course. These students are encouraged to follow university policies for withdrawal rather than receiving a failing grade. Unless extreme circumstances, all communication regarding class attendance must be communicated to the instructor **24 hours before class time**.

## **STUDENT AND FACULTY RIGHTS AND RESPONSIBILITIES**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed at [policies.temple.edu](https://policies.temple.edu).

## **STUDENT EXPECTATIONS**

**Classroom Etiquette:** Students must keep mobile devices and listening devices — including smartphones, earphones and headphones — stored out of reach during class unless prompted by the instructor. Students may only use computers during class to take notes and engage with course content. Food and drinks are not allowed in the classroom. Please arrive on time and be prepared to engage meaningfully with your instructor, peers, and course content.

**Code of Conduct:** Students must exhibit professionalism in all course-related activities, assessments and communications. It is vital to the learning process that each student respects their instructor, classmates, clients, partners, sources, technology, equipment, and course content.

It is important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as “shouting” online. Remember to be careful with your own and others’ privacy. In general, have your behavior mirror how you would like to be treated by others.

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**Communication and Email:** All emails regarding class or other communication should be sent from your **Temple Email ID only**. Please note that I will only respond to emails between 8 a.m. to 6 p.m. on working days. While I might read your emails outside these hours, please expect a response only within this time frame. If you have any questions about submissions before a deadline, ensure to plan ahead and ask them beforehand.

### **Acceptable and Unacceptable Use of AI [Let's decide together!]**

*The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:*

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*The use of generative AI tools is not permitted in this course for the following activities:*

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You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways **will automatically be awarded a zero**. When in doubt about permitted usage, please ask for clarification.

**Disability Resources:** Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

**Counseling:** Counseling services are available to assist you. Please refer to the [Tuttleman Counseling Center](#) website. For those not in geographic proximity to Main campus, [the Care Team](#) can assist you in finding support near you.

## Class Schedule

Note: This schedule is subject to change as the semester progresses to accommodate the needs of the class. Also, articles and other reading material may be added to the schedule as required reading as the semester progresses. Updates to the schedule will be made on Canvas. Students are responsible for checking Canvas regularly for changes and other course announcements.

Week 1	Introduction
Wed. Aug 27	<p>Jepperson, R. (1991). <a href="#">Institutions, Institutional Effects, and Institutionalism</a>. In <i>Institutional Theory: The Cultural Construction of Organizations, States, and Identities</i> (pp. 37–66). Cambridge: Cambridge University Press.</p> <p>Silverblatt, A. (2004). <a href="#">Media as social institution</a>. <i>American Behavioral Scientist</i>, 48(1), 35-41.</p> <p>Moe, H., &amp; Syvertsen, T. (2007). Media institutions as a research field: Three phases of Norwegian broadcasting research.</p>
Week 2	Institutional Theory: An Introduction
Wed. Sept 3	<p>Hall, P. A., &amp; Taylor, R. C. (1996). <a href="#">Political science and the three new institutionalisms</a>. <i>Political studies</i>, 44(5), 936-957.</p> <p>Zucker, L. G. (1977). <a href="#">The role of institutionalization in cultural persistence</a>. <i>American sociological review</i>, 726-743. <a href="https://doi.org/10.2307/2094862">https://doi.org/10.2307/2094862</a></p> <p>Bannerman, S., &amp; Haggart, B. (2015). <a href="#">Historical institutionalism in communication studies</a>. <i>Communication Theory</i>, 25(1), 1-22.</p> <p>Glynn, M. A., &amp; D'Aunno, T. (2023). <a href="#">An Intellectual History of Institutional Theory: Looking Back to Move Forward</a>. <i>Academy of Management Annals</i>, 17(1), 301–330.</p>
Week 3	Institutional Theory: (New) New Institutionalism
Wed. Sept 10	<p>Schmidt, V. A. (2008). <a href="#">Discursive institutionalism: The explanatory power of ideas and discourse</a>. <i>Annual Review of Political Science</i>, 11(1), 303-326.</p> <p>Ganter, S. A., &amp; Löblich, M. (2021). <a href="#">Discursive media institutionalism: Assessing Vivien A. Schmidt's framework and its value for media and communication studies</a>. <i>International Journal of Communication</i>, 15, 2281-2300.</p> <p>Napoli, P. M. (2014). <a href="#">Automated media: An institutional theory perspective on algorithmic media production and consumption</a>. <i>Communication theory</i>, 24(3), 340-360.</p> <p>Mendonça, R. F., Almeida, V., &amp; Filgueiras, F. (2024). <a href="#">Algorithmic Institutionalism: the changing rules of social and political life</a>. Oxford University Press. [CHAPTER 1]</p> <p>Mackay, F., Kenny, M., &amp; Chappell, L. (2010). New institutionalism through a gender lens: Towards a feminist institutionalism?. <i>International Political Science Review</i>, 31(5), 573-588.</p>
Week 4	Institutional Theory: An Organizational Perspective
Wed. Sept 17	<p>Immergut, E. M. (1998). The theoretical core of the new institutionalism. <i>Politics &amp; Society</i>, 26(1), 5-34.</p> <p>Meyer, J. W., &amp; Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. <i>American Journal of Sociology</i>, 83(2), 340-363.</p> <p>DiMaggio, P. J., &amp; Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. <i>American Sociological Review</i>, 48(2), 147-160.</p> <p>Zucker, L. G. (1987). Institutional theories of organization. <i>Annual Review of Sociology</i>, 13, 443-464.</p> <p>Powell, W. W., &amp; DiMaggio, P. J. (2023). The iron cage redux: Looking back and</p>



forward. *Organization Theory*, 4(4), 26317877231221550.

## Week 5

### Institutional Logics

Wed. Sept 24

Thornton, P. H., and Ocasio, W. 2008. Institutional Logics. Pp. 99-129 in the *Sage Handbook of Organizational Institutionalism*, edited by R. Greenwood, C. Oliver, R. Suddaby, and K. Sahlin. Thousand Oaks, CA: Sage.

Thornton, P. H., & Ocasio, W. (1999). Institutional logics and the historical contingency of power in organizations: Executive succession in the higher education publishing industry, 1958–1990. *American journal of Sociology*, 105(3), 801-843.

Lammers, J. C. (2011). How institutions communicate: Institutional messages, institutional logics, and organizational communication. *Management Communication Quarterly*, 25(1), 154-182.

Benson, R., Neff, T., & Hessérus, M. (2018). Media ownership and public service news: How strong are institutional logics?. *The International Journal of Press/Politics*, 23(3), 275-298.

Hallett, T. (2010). The myth incarnate: Recoupling processes, turmoil, and inhabited institutions in an urban elementary school. *American sociological review*, 75(1), 52-74.

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[SKIM] Besharov, M. L., & Smith, W. K. (2014). Multiple institutional logics in organizations: Explaining their varied nature and implications. *Academy of management review*, 39(3), 364-381.

## Week 6

### Media Systems

Wed. Oct 1

Hallin, D. Media System. In: Mazzoleni, G., Barnhurst, K. G., Ikeda, K. I., Maia, R. C., & Wessler, H. (Eds.). (2016). *The International Encyclopedia of Political Communication*. John Wiley & Sons. <https://doi.org/10.1002/9781118541555.wbiepc169>

Chadwick, A. (2017). *The hybrid media system: Politics and power*. Oxford University Press. (Chapter 1 and 2).

Brüggemann, M., Engesser, S., Büchel, F., Humprecht, E., & Castro, L. (2014). Hallin and Mancini revisited: Four empirical types of Western media systems. *Journal of communication*, 64(6), 1037-1065.

Pickard, V. (2023). Another media system is possible: Ripping open the overton window, from platforms to public broadcasting. *Javnost-The Public*, 30(2), 284-297.

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[SKIM] Hallin, D. C., & Mancini, P. (2017). Ten years after comparing media systems: What have we learned?. *Political communication*, 34(2), 155-171.

## Week 7

### Journalism Institutions

Wed. Oct 8

Asp, K. (2014). News media logic in a New Institutional perspective. *Journalism Studies*, 15(3), 256-270.

Hanitzsch, T., & Vos, T. P. (2017). Journalistic roles and the struggle over institutional identity: The discursive constitution of journalism. *Communication theory*, 27(2), 115-135.

Reese, S. D. (2022). The institution of journalism: Conceptualizing the press in a hybrid media system. *Digital Journalism*, 10(2), 253-266.

Schudson, M. (2002). The news media as political institutions. *Annual review of political science*, 5(1), 249-269.

Vos, T. P. (2019). Journalism as institution. In *Oxford research encyclopedia of communication*.



**Week 8                      Boundary work and Field Theory**

- Wed. Oct 15      Benson, R. (2006). News media as a “journalistic field”: What Bourdieu adds to new institutionalism, and vice versa. *Political Communication*, 23(2), 187-202.
- Benson, R., & Neveu, E. (Eds.). (2005). *Bourdieu and the journalistic field*. Polity. (Chapter 1)
- Carlson, M. (2016). Metajournalistic discourse and the meanings of journalism: Definitional control, boundary work, and legitimation. *Communication theory*, 26(4), 349-368.
- Carlson, M., & Lewis, S. C. (2019). Boundary work. In *The handbook of journalism studies* (pp. 123-135). Routledge.
- Maares, P., & Hanusch, F. (2022). Interpretations of the journalistic field: A systematic analysis of how journalism scholarship appropriates Bourdieusian thought. *Journalism*, 23(4), 736-754.

**Week 9                      Political Economy of Communication and Media**

- Wed. Oct 22      Mosco, V. (2009). *The Political Economy of Communication*. 2<sup>nd</sup> Edition. [PAGES 21-64; 127-210].
- Fuchs, C. (2020). Towards a critical theory of communication as renewal and update of Marxist humanism in the age of digital capitalism. *Journal for the Theory of Social Behaviour*, 50(3), 335-356.
- Pickard, V. (2019). *Democracy without journalism?: Confronting the misinformation society*. Oxford University Press. Chapter 1
- Smythe, D. W. (1960). On the political economy of communications. *Journalism Quarterly*, 37(4), 563-572.
- [SKIM] Green, E., Holliday, D., & Rispoli, M. (2023, February). *The Roadmap for Local News: An Emergent Approach to Meeting Civic Information Needs*.

**Week 10                    Power and Hegemony**

- Wed. Oct 29      Foucault, M. (2008). Power/knowledge. In *The new social theory reader* (pp. 73-79). Routledge.
- Foucault, M. (1995) [1977]. *Discipline and Punish: The Birth of the Prison*. New York: Vintage Books.
- Mumby, D. K. (1997). The problem of hegemony: Rereading Gramsci for organizational communication studies. *Western Journal of Communication (includes Communication Reports)*, 61(4), 343-375.
- Altheide, D. L. (1984). Media hegemony: A failure of perspective. *Public opinion quarterly*, 48(2), 476-490.
- [SKIM] Lawrence, T. B., & Buchanan, S. (2017). Power, institutions and organizations. *The Sage handbook of organizational institutionalism*, 477-506.

**Week 11                    Institutional Change**

- Wed. Nov 5      Tina Dacin, M., Goodstein, J., & Richard Scott, W. (2002). Institutional theory and institutional change: Introduction to the special research forum. *Academy of management journal*, 45(1), 45-56.
- Hardy, C., & Maguire, S. (2017). Institutional entrepreneurship and change in fields. *The Sage handbook of organizational institutionalism*, 2(2), 261.
- Glynn, M. A. (2017). Theorizing the identity-institution relationship: Considering identity as antecedent to, consequence of, and mechanism for, processes of institutional change. *The Sage handbook of organizational institutionalism*, 243-257.
- Leblebici, H., Salancik, G. R., Copay, A., & King, T. (1991). Institutional change and the

transformation of interorganizational fields: An organizational history of the US radio broadcasting industry. *Administrative science quarterly*, 333-363.

Battilana, J., Leca, B., & Boxenbaum, E. (2009). 2 how actors change institutions: towards a theory of institutional entrepreneurship. *The academy of management annals*, 3(1), 65-107.

### Week 12 Communities and Institutions [Pick any 4]

Wed. Nov 12	<p>Marquis, C., Lounsbury, M., &amp; Greenwood, R. (2011). Introduction: Community as an institutional order and a type of organizing. In <i>Communities and organizations</i> (pp. ix-xxvii). Emerald Group Publishing Limited.</p> <p>Almandoz, J., Marquis, C., &amp; Cheely, M. (2018). Drivers of Community Strength: An Institutional Logics Perspective on Geographical and Affiliation-Based Communities. In <i>The SAGE Handbook of Organizational Institutionalism</i> (pp. 190-213). SAGE Publications Ltd.</p> <p>Bridwell-Mitchell, E. N. (2016). Collaborative institutional agency: How peer learning in communities of practice enables and inhibits micro-institutional change. <i>Organization Studies</i>, 37(2), 161-192.</p> <p>King, B. G., &amp; Soule, S. A. (2007). Social movements as extra-institutional entrepreneurs: The effect of protests on stock price returns. <i>Administrative science quarterly</i>, 52(3), 413-442.</p> <p>Martin, P. Y. (2004). Gender as social institution. <i>Social forces</i>, 82(4), 1249-1273.</p> <p>Rojas, F. (2017). Race and Institutionalism. In <i>The SAGE Handbook of Organizational Institutionalism</i> (pp. 786-807). SAGE Publications Ltd.</p>
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### Week 13 Global Institutions

Wed. Nov 19	<p>Djelic, M. L., &amp; Quack, S. (2003). Conclusion: Globalization as a double process of institutional change and institution building. <i>Globalization and institutions</i>, 302-34.</p> <p>Maguire, S., &amp; Hardy, C. (2006). The emergence of new global institutions: A discursive perspective. <i>Organization studies</i>, 27(1), 7-29.</p> <p>Taneja, H., &amp; Webster, J. G. (2016). How do global audiences take shape? The role of institutions and culture in patterns of web use. <i>Journal of Communication</i>, 66(1), 161-182.</p> <p>Curtin, M. (2017). Mediating Asia between state and capital: Asia's media revolution in the age of neo-liberal globalization. <i>International Journal of Communication</i>, 11, 19.</p>
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### Week 14 Presentation [Zoom only]

Wed. Dec 3	Presentation Day
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### Finals Week

Mon. Dec 8	FINAL PAPER DUE
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