Course description
This course provides an introduction to scholarship in a growing research community: the sociologists and sociologically-inclined organization theorists who investigates central questions in management studies. In particular, we will be concerned with identifying and assessing sociological work in different active topical areas that aims to shed light on the emergence and change of industries and on the degree of freedom of firms’ behavior and interaction. During the course we will also examine how some classics of sociological thought can be applied to the current understanding of markets and organizations.

The second major goal of this course is to introduce students to academic thinking in general. By analyzing the development and partitioning of a specific academic field (in our case the sociology of organizations), this course also aims at introducing students to general issues regarding scholarly contributions and academic debates and disputes.

Class format and teaching approach
As in any doctoral course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. Class activity is mainly based on in-depth discussion of the assigned readings. Each session will be facilitated as a seminar or inquiry in which all participants hold themselves and each other accountable for a strong and rich intellectual enterprise and dialogue. The purpose is to engage each other in developing the best critical understanding of each topic.

The role of the instructor in class sessions is to stimulate and facilitate such dialogue; students’ role is to attend each meeting and to come prepared to take an active role in class. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings and topics of the session.

When academics and scholars of all kinds publish their research, part of what they are doing is setting their ideas forth to be criticized. In many cases, criticism of past work is an integral part of new work, and sometimes new work consists exclusively in criticism of old work. Criticism isn’t just familiar to academics; it’s an essential component of what they do. Given such perspective, always keep in mind that class participation involves opening
oneself to challenge others’ ideas and positions. In return, students should expect to be challenged on their opinions, and be prepared to justify them.

**Evaluation and grading policy**

Students will be evaluated according to the following table:

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion questions and class participation</td>
<td>20</td>
</tr>
<tr>
<td>Memo</td>
<td>30</td>
</tr>
<tr>
<td>Written exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the observed distribution of total points earned in the different required components by the entire class. It will be students' best interest to perform as well as possible in each task.

**Discussion questions and class participation**

For each session I expect students to think of questions they would like to discuss in class regarding the assigned articles. Each student is allowed to submit one question only (not a series of questions) per session. You can focus on a single article, otherwise you might also try to make connections between the current readings or with the readings we have discussed in previous sessions.

Questions should be used to raise issues that are worth developing in class. Try to avoid questions that would simply require someone in the class to summarize something from the readings. A good question is thought provoking and engages the other participants in a lively discussion of the readings by taking a clear, and perhaps challenging, position.

In addition to submitting questions, you should also be prepared to lead a portion of the class discussion. The class is invited to comment on your ideas. In other words, ideas presented in class are open to challenge. The discussion part of the class is intended to help you sharpen your analytical and theory-building skills.

Here are some guidelines and tips in order to benefit from the class discussion and improve your participation:

- Come to class well prepared and on time. Read the articles several times and think about how the concepts from the lectures or class discussions can be applied. Make notes that you can refer to during the class discussion.
- Listen carefully to the class discussion and suggest supporting or alternative views.
✓ Contribute ideas and analysis to the class discussion. Participate, raise your hand, get involved, take a stab at answering questions or ask one. Don't be afraid to disagree with your colleagues or the instructor. Develop and defend your ideas and critique those of others.

✓ Remember that participation is graded on quality and not just quantity of contributions to class discussions.

**DEADLINES AND RULES:**

- Questions should be sent by email to the instructor and to the entire class and also copied in an online document (link will be provided)
- Deadline: the day before each class (no later than 5pm). Questions sent after the deadline will not be discussed in class and will not be evaluated. No exceptions. No excuses.
- Students should not submit questions that are similar to the ones that have already been sent for that session by other students.
- Students cannot submit questions on the same readings of the memos they were assigned to.
- Students cannot change or refine their questions after their first submission. Only the first version will be considered and evaluated.

**Memo**

Each student will choose two articles - among the readings from sessions 2-6 - on which to write memos. Instructions regarding this choice will be given before the starting of the course.

Memos provide an opportunity to concisely discuss an interesting implication of the readings and to develop theory further. The following guidelines are strongly suggested:

1. Begin by summarizing the theoretical statements and concepts of the article in one sentence.
2. Describe the logic/mechanisms that are used by the author(s) to support such statements.
3. Identify the boundary conditions of the theory/results of the article.
4. List (in a hierarchical order) three main specific written works that the author directly engages with the article ("conversants").
5. Discuss the contribution of the article to the field and how the conversants you identified would probably react to the theory/results of the article.
6. Based on the previous point, describe the direction that the conversation in that field will or should be headed to.
DEADLINES AND RULES:

- Length: each memo should be 2-4 pages long.
- Format:
  - Word or PDF
  - Document: A4 page; Margins (top/bottom/left/right): 2cm.
  - Font: Times New Roman 12-point font.
  - Paragraph: Justified alignment - 1.5 lines spacing – spacing (before/after): 6pt.
- Due date: the day before each class (no later than 5pm). Memos sent after the deadline will not be evaluated. No exceptions. No excuses.
- Students should upload their files at the link provided at the beginning of classes.

Sessions and readings

1. Groups and identity

2. Legitimacy and status

3. Categories and organizational forms
4. Social deviance


5. Stigma


6. Social movements

<table>
<thead>
<tr>
<th>Sess.</th>
<th>Topics</th>
<th>Date</th>
<th>Activities and deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Groups and identity</td>
<td>Sep. 18 - (W.)</td>
<td>CLASS</td>
</tr>
<tr>
<td>2</td>
<td>Legitimacy and status</td>
<td>Sep. 24 - (Tu.)</td>
<td>Send questions and memos (5pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sep. 25 - (W.)</td>
<td>CLASS</td>
</tr>
<tr>
<td>3</td>
<td>Categories</td>
<td>Oct. 01 - (Tu.)</td>
<td>Send questions and memos (5pm)</td>
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<td></td>
<td></td>
<td>Oct. 02 - (W.)</td>
<td>CLASS</td>
</tr>
<tr>
<td>4</td>
<td>Social deviance</td>
<td>Oct. 08 - (Tu.)</td>
<td>Send questions and memos (5pm)</td>
</tr>
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<td></td>
<td></td>
<td>Oct. 09 - (W.)</td>
<td>CLASS</td>
</tr>
<tr>
<td>5</td>
<td>Stigma</td>
<td>Oct. 15 - (Tu.)</td>
<td>Send questions and memos (5pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oct. 16 - (W.)</td>
<td>CLASS</td>
</tr>
<tr>
<td>6</td>
<td>Social movements</td>
<td>Oct. 22 - (Tu.)</td>
<td>Send questions and memos (5pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oct. 23 - (W.)</td>
<td>CLASS</td>
</tr>
<tr>
<td></td>
<td>WRITTEN EXAM</td>
<td>Oct. 30 - (W.)</td>
<td></td>
</tr>
</tbody>
</table>