EDUCATION 708
SCHOOLS AS ORGANIZATIONS
(and Teaching as an Occupation)

Spring, 2019

Instructor: Richard M. Ingersoll
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office hours - Mondays 1:30-3:30 in 415 GSE, or by appointment

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CPRE Office: room 560-17, suite 560, 3440 Market St., Science Center, 215-573-5674

Class Hours and Location: Wednesdays 1:00-4:00 in GSE room 427

Course Description: Schools are places of learning--but they are also workplaces, teachers are employees and teaching is a job. This in-depth course focuses on theory and research concerned with the organizational side to schools and the occupational side to teaching. It draws from multiple fields and perspectives, including: organizational theory; the sociology of organizations, occupations and work; educational administration; and school leadership. The objective is to have students understand and evaluate a series of different perspectives from theory, research and policy concerned with the organization of schools and the character of the teaching occupation.

Required Readings:

There are 4 required texts, which are available for purchase at Penn’s Bookstore and are also on reserve at Van Pelt Library’s Rosengarten Reserve Room:

David Tyack. 1974. The One Best System Harvard Univ Press
Gerald Grant. 1988. The World We Created at Hamilton High Harvard Univ Press.

In addition, a set of required readings are available for purchase as a course pack from The Campus Copy Center (3907 Walnut St.). In the Course Outline these readings are listed with a CP.

Also on reserve are three of the books from which some of the readings are drawn:
Raymond Callahan – Education and the Cult of Efficiency
Ted Sizer – Horace’s Compromise
John Chubb and Terry Moe - Politics, Markets and America's Schools

Grading Criteria:
16% - Summaries of Weekly Readings
42% - Take-home Mid-term Exam
42% - Take-home Final Exam

**Use of Laptops/Mobile Devices in Class:** is acceptable only for classroom purposes. While in class, please refrain from web browsing, emailing, etc. for non-classroom purposes. I would like to avoid having a situation where I am forced to confront individuals in class for this behavior. And, please consider the following:


**Grading Scale:**
- A+: 97-100
- A : 94-96
- A- : 90-93
- B+: 87-89
- B : 84-86
- B- : 80-83
- C+: 77-79
- C : 74-76
- C- : 70-73
- Etc.

**Course Outline:**
(Note: This schedule is tentative and subject to change).

*Week 1 (Jan 23) The Theory of Bureaucracy and Organization*

All Optional/Recommended:
- W. Richard Scott – “The Rational Systems Perspective” (CP)
- S. Miller – “Kafka Goes to the DMV” (CP)

*Week 2 (Jan 30) Schools as Bureaucratic Systems*

David Tyack – *The One Best System* (especially Parts I, II, III and Epilogue)

*Week 3 (Feb 6) Schools as Overly Bureaucratized Organizations*
Raymond Callahan – Education and the Cult of Efficiency:
- chapter 1 (“The Prelude 1900-1910”)
- chapter 5 (“The Educational Efficiency Experts in Action”)
- chapter 9 (“Efficiency’s Progeny”)
- chapter 10 (“An American Tragedy in Education”) (CP)

Ted Sizer – Horace’s Compromise:
- Prologue
- Part III, chapter 1 (“Three Teachers”)  
  chapter 5 (“Teachers”);
- Part IV, chapter 1 (“Hierarchical Bureaucracy”)  
  chapter 2 (“Better Schools”)  
  chapter 3 (“A Paralysis of Imagination”) (CP)

Week 4 (Feb 13) Schools as Loosely Structured Organizations

Charles Bidwell - "The School as a Formal Organization" (especially Intro. and Concl.)
Dan Lortie - "The Balance of Control and Autonomy in Elementary School Teaching"
Karl Weick – “Educational Organizations as Loosely Coupled Systems” (all CP)

Week 5 (Feb 20) Schools as Decoupled Systems

John Meyer & Brian Rowan - "The Structure of Educational Organizations" (CP)
Elmore, Richard - Building a New Structure for School Leadership. (CP)

Week 6 (Feb 27) Schools as Bureaucracies vs. Schools as Markets And Take-Home Midterm Exam Distributed

John Chubb & Terry Moe - Politics, Markets and America's Schools:
- chapter 1 (“The Root of the Problem”)
- chapter 2 (“An Institutional Perspective on Schools”)
- chapter 6 (“Better Schools Through New Institutions”) (CP)

Week 7 (March 6) Spring Break – No Class

Week 8 (March 13) Debate and Midterm Exam Due

Week 9 (March 20) Schools as Bureaucracies vs. Schools as Communities

Gerald Grant - The World We Created at Hamilton High (especially Part II)
Week 10 (March 27)  Teaching as an Occupation

Dan Lortie - School Teacher (especially chapters 1-6 and 9)

Week 11 (April 3)  Teaching as Women’s Work, Administration as Men’s Work

David Tyack - The One Best System:
-Part II, section 3, ("Teachers and the Male Mystique")
Dan Lortie - School Teacher:
-Chapter 1, pp. 8-10, ("The Differential Value of Money Rewards")
-Chapter 2, pp. 33-37, ("Material Benefits and Sex Differences").
Adria Reich - "Teaching is a Good Profession for a Woman" (CP)
Myra Strober & David Tyack - "Why Woman Teach and Men Manage" (CP)
Jim Allan - “Male Elementary Teachers.” (CP)

Week 12 (April 10)  Teachers as Unionized Workers

David Tyack - The One Best System:
-Part V, section 5, ("Lady Labor Sluggers and the Professional Proletariat")
-Epilogue, pp. 285-89
Dan Lortie - School Teacher:
-Chapter 1, pp. 19-21, ("The Associative Factor")
-Chapter 8, pp. 203-07, ("A Note on Collective Bargaining")
-Chapter 9, pp. 221-25, ("Scenario 2: Bargaining and Backlash")
Richard Kahlenberg – “The History of Collective Bargaining Among Teachers” (CP)

Week 13 (April 17)  Teaching as Disempowered & Deprofessionalized Work

Richard Ingersoll. 2003. Who Controls Teachers’ Work?

Week 14 (April 24)  The Future of the Teaching Force

Review and Take-Home Final Exam Distributed

Richard Ingersoll, Lisa Merrill, Dan Stuckey and Greg Collins – Seven Trends: The Transformation of the Teaching Force (copy to be provided)

Week 15 (May 1)  Final Exams Due – No Class