

Culture, Organization, and Technology

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Effective policy analysis, program design, implementation, and management often depend on understanding cultures, organizations and technologies and how they interact with one another. Whether we are talking about the culture of transportation, technological, military, or business systems, or the processes of organizational, societal or technological change, lack of knowledge of cultures and organizations frequently results in conflict or program or policy failure. This course is designed to provide practical and intellectual skills, not only to help minimize such failures, but to maximize success in organizational and societal contexts.

This course focuses on the role of culture, organizations and technologies in societal, political, and economic processes, nationally and internationally. Culture, organizations and technology are seen as dynamic and interactional, often shaping and being shaped by technological one another, and as influenced by, influencing, or otherwise interacting with the processes of globalization.

Thus, the objectives of the course include learning to:

- Understand the framing of policy questions
- Observe and describe culture and organization at micro and macro levels
- Observe and describe the role of technologies and their interactions with organizations and culture in global context
- Identify cultural enablers and barriers to effective policy development, program design, and implementation

Students will also be introduced to various methodological skills and will participate in selected exercises:

- Organizational and cultural audits
- Open-ended interviewing
- Participant observation
- Social network analysis
- Negotiation
- Scenario planning and risk assessment

The course teaches students pertinent approaches to the study of technologies, organization and culture, from the analysis of technologies and organizational structures, to social networks, to that of belief systems and identities.

One aspect of the course examines culture and cultures in terms of two primary units of analysis: cultures as nations or social-political-economic identifiable sub-societies (e.g., "American" or "Muslim" culture); and cultures as social-political-economic organizations, communities, or groups embedded or situated in national or trans-national units (e.g., the culture of digital society, of business consultants or engineers, of the FBI or the Department of Transportation).

Another aspect of the course deals with inter- and multi-cultural dynamics, with attention given to such crucial and challenging issues as: attempts by one culture to do business with another (for example, American business seeking to penetrate Japanese or Chinese markets); the influence of culture on technology and vice-versa; foreign aid delivery (especially grant and technical assistance) as an inter-cultural challenge (for example, in providing aid to Russia or Argentina); and cultural issues in international diplomacy.

Finally, the course will give considerable attention to the dynamics between technologies, organizations and culture through a close look at how technologies underpin work and social life, how technologies shape and are shaped by organizational forces, and how technologies become embedded in national industrial, social and cultural patterns, discernable over time and space. We will address the issue of control of technology as a policy matter as well.

Requirements, Grades and Examinations

There are three main requirements for the course: three assignments, a final exam, and participation in class discussions.

Written assignments	50%
Final exam	30%
Participation in class discussions	20%

The first assignment is to analyze the social properties of technologies by doing without for one week a technology you depend on heavily, and analyzing how a technology you hate might be improved. Individual self-observation and analysis is the focus of this assignment.

The second assignment is to interview colleagues in your workplace, an organization you work in, or a school you have attended, to discover how it works, both formally and informally, how decisions are made, who has authority and how they maintain it, and what the real rules are that govern the behavior of its members. Participant observation techniques will be used in this assignment, including establishing an interview protocol, negotiating permission to interview where necessary, keeping detailed interview notes, and analyzing your data to find patterns and gain insight.

The final assignment is to interview either 1) a person or family that has immigrated to or emigrated from the United States, or 2) someone who has conducted extensive business, either private sector, government or military, in another country. This assignment will focus on cross-cultural issues and interviewing techniques.

For immigrants/emigrants, the object is to find out what their lives were like back home, what their value system and culture were, why they left their home country, how they adapted to a new way of life, how they managed conflicts about values and culture, including those affecting their sense of self, family and place. You must choose someone from a culture other than your own.

For those conducting business abroad, the object is similarly to find out what your respondents' jobs were back home, what tasks and work practices they expected to engage in while working abroad, their experiences in conducting cross-cultural business or activities, especially surprises or conflict, and whether and how those conflicts were resolved. If conflicts persisted, you are to find out what your respondent believes might have been the causes and potential solutions.

Detailed guidance about how to do these assignments will be provided in class.

The final will be an open-book, open-note, in-class exam. It will emphasize mastery of the materials in the cases and the readings, particularly your ability to synthesize the material and analyze cases and examples.

Participation in class discussion is essential. You will be expected to review carefully in advance the material assigned for each class and be prepared to discuss it. My role in this process will be to get the discussion started, assist the class in laying out the facts of the case, pose questions, and help the class to discover general principles running through the case that might be applicable in other situations.

Missed class sessions

Missing class is strongly discouraged. More than two absences may jeopardize your grade. If for some reason you cannot attend a class, your participation grade can be maintained by providing me a 750-word summary and analysis of the week's reading. This is to ensure that you have dug into the material, and will therefore have less risk falling behind the rest of the class.

Group work

I strongly encourage you to join with students in your own study groups to discuss the material. Student contact information will be exchanged at the first session to help you get these organized. Running groups can be a challenge: some ideas about how to run groups effectively are contained in:

Connery, Brian A. and John L. Vohs, "Group Work and Collaborative Writing," University of California, Davis, Writing Center and Dept. of Rhetoric and Communication, <http://trc.ucdavis.edu/trc/papers/vohs/index.html>

Plagiarism

All work must be your own. In general, *where the work of others is used, even in paraphrased form, it must appropriately referenced.* When in doubt, cite! Plagiarism is an Honor Code violation: <http://www.gmu.edu/facstaff/handbook/aD.html>

Plagiarism is surprisingly confusing. For more on what it is, how to identify it, and how to avoid committing it, read the information at: <http://mason.gmu.edu/~tlaporte/plagiarism.html>

Here follows the official SPP Policy on Plagiarism:

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of "F." This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student's transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. (<http://www.gmu.edu/facstaff/handbook/aD.html>)

'Nuf said.

Diana Hacker's *A Pocket Manual of Style* is the standard style manual in use in the School, and you should become familiar with it. If you would like help with learning about how to compose

your arguments or write more clearly, please contact the University Writing Center, <http://writingcenter.gmu.edu>, or see me.

Reading List

Required Books: Available in the bookstore; some also on reserve at the library circulation desk

Volti, Rudi, *Society and Technological Change*, 4th ed. (New York: Worth Publishers, 2000).

Morgan, Gareth, *Images of Organization*. 2nd ed., (Thousand Oaks, CA: SAGE Publications, 1997).

Schein, Edgar H., *Organizational Culture and Leadership*, 2nd ed., (San Francisco: Jossey-Bass, 1992).

Fukuyama, Francis, *Trust: The Social Virtues and the Creation of Prosperity*, (New York: Free Press, 1995).

Culture Matters, Laurence Harrison and Samuel Huntington, eds., (New York: MIT Press, 2004).

Mann Jim, *Beijing Jeep: A Case Study of Western Business in China*, (New York: Harper-Collins, 1997).

E-Reserves: E-reserves will be used primarily for digitized copies of print documents, such as book chapters. E-reserves *will not* be used for readings available via

- e-journal subscriptions or
- periodical databases (InfoTrac, ProQuest, Lexis-Nexis Academic, etc.)
- the Web directly with a public URL

This change will result in fewer steps than e-reserves itself, and will save the University staff considerable time and resources.

Instructions on how to access:

- Go to <http://library.gmu.edu>
- Go to the "Library Quick Links" pull-down menu
- Choose "E-reserves" and click "Go"
- Click on "Search electronic reserves"
 - Select "La Porte" from under the instructor's list, OR select "PUBP503" and our section under course. DO NOT SELECT BOTH.
- The password will be "jasmine"

Course Syllabus

Session 1: Introduction to the Topic and Overview of Course

This section will introduce the course and its key topics. We'll talk about how the course will connect the three seemingly disparate themes, which are in reality deeply integrated in fascinat-

ing ways. We'll also get started thinking about assignments, class organization and requirements. Since we meet in the evening, I'll get the ball rolling with a class snack.

Session 2: Technology in Economy, Society and Culture

This session will introduce technology as a social, organizational and cultural phenomenon, beginning with some definitions, and situating the concept in historical context. Technologies are often seen as purely physical or instrumental things, and they are certainly that. But an expanded view of technology shows that it provides the underpinnings of not only economic, but also social and cultural life, and that technologies both shape, and are shaped by, non-technological factors.

Volti, Rudi. (2000). *Society and Technological Change*, 4th ed. (New York: Worth Publishers), chapter 1, "The nature of technology," pp. 3-16, chapter 2, "Winners and losers," pp. 17-32.

Pacey, Arnold, *The Culture of Technology*, (London: MIT Press, 1983), chapter 1, pp. 1-12.

Winner, Langdon, "Do artifacts have politics?" in *The Whale and the Reactor* (Chicago: University of Chicago Press, 1986), pp. 19-39. Available at:
<http://www-personal.si.umich.edu/~rfrost/courses/Women+Tech/readings/Winner.html>
or http://www.courses.psu.edu/phil/phil403_pam208/winner/19.html

Session 3: Technology and Progress

Thinking about technology means thinking about progress. Most people have no doubt that technologies are good, and that more is better. But this is a superficial reading: there is a lot more going on in how people and technologies interact, and in how people think of them. The very idea of progress has undergone significant change over time, and is likely to continue to evolve. It will help if we look at technology not as a bunch of hardware, but as a social, economic and political phenomenon. A series of short historical cases will help illustrate the utility and power of this approach.

Volti, Rudi. (2000). *Society and Technological Change*, 4th ed. (New York: Worth Publishers), chapter 3, "Sources of technological change," pp. 33-53, chapter 5, "The diffusion of technology," pp. 68-87.

Pacey, Arnold, *The Culture of Technology*, (London: MIT Press, 1983), chapter 2, pp. 13-34.

Marx, Leo, "Does improved technology mean progress?" *Technology Review*, vol. 90, Jan. 1987, p. 32+.

Halstead, Ted, "American paradox: the country with the most patents, Nobel laureates, and millionaires is also the country with the highest levels of poverty, homicide and infant mortality," *The Atlantic Monthly*, vol. 291, issue 1, Jan/Feb. 2003, pp. 123-125.

Kapur, Akash, "Poor but prosperous: development and quality of life can't always be measured purely in economic terms. The Indian state of Kerala is a case in point," *The Atlantic Monthly*, vol. 282, issue 3, Sept. 1998, pp. 40, 42+.

Session 4: Technology, Work and Culture

Technological change in work drives much social change and is at the heart of many of the dilemmas of modernization. This session will discuss the challenges people face from technological innovation. We will see how technical systems are embedded and institutionalized in our lives in ways we hardly notice, but that define our social and organizational existence.

Volti, Rudi, *Society and Technological Change*, 4th ed. (New York: Worth Publishers, 2000), chapter 8, "Work in non-industrial societies," pp 127-144, chapter 9, "Technology and jobs: more of one, less of the other?" pp. 145-158, chapter 10, "Technological change and life on the job," pp. 159-176.

Street, John, "The political effects of technology," in *Politics and Technology*, (New York: Guilford Press, 1992,) chapter 5, pp. 92-114.

Miller, Barbara D., "Cultures in motion—snowmobile and Sami reindeer herding," *Cultural Anthropology*, Boston: Allyn and Bacon, 2002), n.p.

Zuboff, Shoshana, "In the age of the smart machine," in *Technology and the Future*, 7th ed., Albert H. Teich, ed. (New York: St. Martin's Press, 1997), pp. 370-379.

Lindholdt, Paul, "Luddism and its discontents," review of Kirkpatrick Sale, *Rebels Against the Future*, in *American Quarterly*, vol. 49, no. 4, Dec. 1997, pp. 866-873.

Berry, Wendell, "Why I am not going to buy a computer," in *Technology and the Future*, Al Teich, ed., 9th ed. (Belmont, CA: Wadsworth/Thomson, 2003), pp. 31-36. Originally published in *What Are People For?* in 1990. Available at: <http://www.tipiglen.dircon.co.uk/berrynot.html>

Session 5: Controlling technologies

In this session, we move from a discussion about *understanding* technologies as they affect individuals, organizations, society and cultures, to one about *controlling* them. In so doing, we will learn ways to reduce the likelihood that technologies will result in harm to, or so that they will function in ways more consistent with norms of democratic societies. Technological controversies suggest that the interests of technology designers and promoters are out of alignment with the interests of at least part of the public, but controversies can also provide the means for technology designers to incorporate feedback.

Brown, George E., Jr., "Technology's dark side," *The Chronicle of Higher Education*, vol. 39, issue 43, June 30, 1993, p. B1.

Nelkin, Dorothy, "Science, technology, and political conflict: analyzing the issues," in *Controversy: Politics of Technical Decisions*, Dorothy Nelkin, ed., (Beverly Hills, CA; SAGE Publications, 1979), pp. 9-22.

Street, John, "Democracy and technology," in *Politics and Technology*, (New York: Guilford Press, 1992,) chapter 9, pp. 177-197.

Sclove, Richard, "Technological politics as if democracy mattered," in *Technology and the Future*, 7th ed., Albert H. Teich, ed. (New York: St. Martin's Press, 1997), 223-245.

Morone, Joseph G. and Woodhouse, Edward J., *Averting Catastrophes: Strategies for Regulating Risky Technologies*, (Berkeley: University of California Press, 1986), pp. 150-202, in *Technology and the Future*, 7th ed., Albert H. Teich, ed. (New York: St. Martin's Press, 1997), pp. 132-156.

Florman, Samuel C. "Technology and the tragic view," in *Blaming Technology: The Irrational Search for Scapegoats*, (New York: St. Martin's Press, 1981), pp. 181-193.

Session 6: Language, Politics and Culture

Language shapes how we think and act. The words and metaphors we use to think and communicate can shape how we perceive the world, and thereby enable or constrain certain types of action. They also may contain hints of individuals' moral foundations, which in turn can affect policy and culture. Despite the fact that language is shared, words that mean one thing in one context can mean something quite different in another. Unraveling how language, metaphors, morality, power and culture are linked is the purpose of this session.

Orwell, George, "Politics and the English language," in *1984* (New York: New American Library, 1945, 1981). Available at:
<http://www.lexrex.com/informed/otherdocuments/politics.html>

Lakoff, George, "Simple framing," Rockridge Institute website, Dec. 20, 2004. Available at:
http://www.rockridgeinstitute.org/projects/strategic/simple_framing

Rockridge Institute, "The nation as family," "The Progressive Worldview," and "The Conservative Worldview," [n.d.] linked articles at
<http://www.rockridgeinstitute.org/projects/strategic/nationasfamily/nationasfamily>

Lakoff, George, *Moral Politics: How Liberals and Conservatives Think*, 2nd ed., (Chicago: Univ. of Chicago Press, 1996, 2002), chapter 2, "The worldview problem for American politics," pp. 24-37, and chapter 10, "Social programs and taxes," pp. 179-196.

Lutz, William, "The world of doublespeak," in *Doublespeak* (New York: Harper & Row, 1989), chapter 1, pp. 1-21.

Recommended: 1984, book or film

Session 7: Organizations: Principles and Perspectives

Human life is so entangled with organizations that we hardly consider them a second glance. Yet taking a few steps back and seeing what organizations really are, what they do, and how they operate is critical for being able to work effectively with them. This session will sharpen our understanding of organizations by introducing us to several perspectives on them, each with its own consequences for personal satisfaction, economic success and social power. We'll also connect technologies to organizational structure and change.

Morgan, Gareth, *Images of Organization*. 2nd ed., (Thousand Oaks, CA: SAGE Publications, 1997)
chapter 1, "Mechanization takes command: organizations as machines," pp. 11-31, chapter 2, "Nature intervenes: organizations as organisms," pp. 32-71,
chapter 3, "Learning and self-organization: organizations as brains," pp. 72-118.

Elwell, Frank, "The sociology of Max Weber," Rogers State University, unpublished Web text. Available at <http://www.faculty.rsu.edu/~felwell/Theorists/Weber/Whome.htm> or in reformatted form from instructor.

Taylor, Fredrick W., *The Principles of Scientific Management* (excerpt), 1911.

Ritzer, George, *The McDonaldization of Society*, (Pine Forge Press, 1993), chapter 1, pp. 1-17.

Recommended: Schlosser, Eric, *Fast Food Nation*. (New York: Houghton Mifflin, 2001), especially Part 1, pp. 1-107.

Session 8: Organizational Analysis

This session will introduce the basic methods for conducting organizational analyses, which fall under the general term *ethnography*. We start off with a discussion of "thick description" by a giant in the field of anthropology, Clifford Geertz, who argues that symbols and context are critical to understanding not just what things are, but more important, what they mean. Meaning and context are difficult to establish without getting as close to the action, and then viewing it with as much objectivity and sensitivity as possible. We then move on to more nuts and bolts discussion of qualitative research methods commonly used in doing ethnography: participant observation, intensive interviewing, and focus groups, and how data is recorded and analyzed.

Geertz, Clifford, "Thick description: toward an interpretive theory of culture," chapter 1 in *The Interpretation of Cultures*, (New York: Basic Books, 1974), pp. 3-30.

Schutt, R. K., "Qualitative methods: observing, participating, listening," chapter 8 in *Investigating the Social World: The Process and Practice of Social Research*, 3rd ed., (Thousand Oaks, CA: Pine Forge Press, 2001), pp. 263-325.

Frechtling, Joy and Laurie Sharp, eds., "Common qualitative methods," chapter 3 in *the User Friendly Handbook for Mixed Method Evaluations*, NSF97-153, 1997. Available at <http://www.nsf.gov/pubs/1997/nsf97153/start.htm>

U.S. Government Accounting Office, *Ethnographic Studies Can Inform Agencies' Actions*, GAO-03-455, March 2003, (see especially pp. 1-14). Available at <http://www.gao.gov/new.items/d03455.pdf>

Schwartzman, Helen. *Ethnography and Organizations*, (Beverly Hills, CA: SAGE, 1993), pp. 27-46.

Session 9: Organizational Culture and Management

An important aspect of organizations is their operating style or culture, which in many cases can be the source of great strength and success, or sometimes of serious trouble or problems, even failure. This session introduces us to the concept of organizational culture from a management perspective. Understanding how organizations work in practical terms, and how to diagnose their problems, is important for staff and management in any organization, in any setting.

Schein, Edgar H., *Organizational Culture and Leadership*, 2nd ed., (San Francisco: Jossey-Bass, 1992), chapters 1-5, pp. 1-93. An outline of the entire text by Ted Nellen is available at: <http://www.tnellen.com/ted/tc/schein.html>

Ledeneva, Alena V. (2001). *Unwritten Rules: How Russia Really Works* (London: Centre for European Reform).

Practitioner example: Richard Seel, "Describing culture: From diagnosis to inquiry," Oct 2001, http://www.new-paradigm.co.uk/describing_culture.htm and "Organizational culture check list," <http://www.new-paradigm.co.uk/checklist.htm>

Session 10: Social Networks and Social Capital

In this session, we'll discuss the basic tools of social network analysis, and how they can be applied. Our main focus will be networks within and between organizations, communities, groups, institutions, and nations.

Watts, Duncan, "Decentralized Intelligence." *Slate*, 2004. Available at: <http://slate.msn.com/id/2104808>

Granovetter, Mark, "The Strength of Weak Ties." *American Journal of Sociology* vol. 78, no. 6, 1973, pp. 1360-80.

Castells, Manuel, "Prologue," in *Rise of the Network Society*, (London: Blackwell Publishers, 1996, pp. 1-28.

Castells, Manuel. "Culture, institutions and economic organization: East Asian business networks," *End of Millennium*, vol. 1, pp. 188-215.

Sampson, Steven, "Missing Fingers and White Jeep States: Mafia Kingdoms in Post-Communist Europe," unpublished paper, Lund University Department of Social Anthropology, October 1998.

Fukuyama, Francis, *Trust: The Social Virtues and the Creation of Prosperity*, (New York: Free Press, 1995), chapters 1-6, pp. 1-57.

Recommended film: *The Godfather*

Session 11: Cultures, Values and Civilizations

This session will take up the question of the role values that may underlie the many of ways nations are organized politically and economically, and the role of values and norms, and of organizations and institutions in establishing and sustaining these systems. The question of culture change, and culture's relationship to democracy will also be discussed. Finally, the session is also about qualitative and quantitative methods of measuring or assessing culture, and an introduction to two large-scale survey projects and their results.

Griswold, Wendy, "Culture and the cultural diamond," chapter 1 and "Culture and organization: getting things done in a multicultural world," chapter 6, in *Cultures and Societies in a Changing World*, (Pine Forge Press, 1994), pp. 1-17, pp. 116-137.

Hofstede, Gert and Hofstede, Geert-Jan, *Cultures and Organizations: Software of the Mind*, 2nd ed., (New York: McGraw-Hill, 2005),
chapter 2, "More equal than others," pp. 39-46,
chapter 3, "I, we, and they," pp. 73-85.
Notes on Hofstede from an Andrews University course by Prof. Charles Tidwell are available at: <http://www.andrews.edu/%7Etidwell/bsad560/Notes2004.html>

Inglehart, Ronald, "Globalization and post-materialist values," *Washington Monthly*, vol. 23, no. 1, Winter 2000, pp. 215-228. Available at: <http://wvs.isr.umich.edu/papers/globaliza.pdf>
See also figures illustrating findings of several World Values Survey researchers, available at: <http://wvs.isr.umich.edu/fig.shtml>

Inglehart, Ronald and Norris, Pippa, "The true clash of civilizations," *Foreign Affairs*, vol. 82, no. 2, March/April 2003, pp. 67-74. Available at: <http://wvs.isr.umich.edu/papers/FornPol2.pdf>

Session 12: Culture and Economic Development

Anthropologists have been studying cultures for decades, and have developed deep understanding of how they work by seeing them from the inside and from close up. Such approaches emphasize such concepts as roles, authority structures, formal and informal rules, beliefs, rituals,

and the like. Such ethnographic accounts strive to make no value judgments, but some have criticized practitioners for bending too far backward to defend a culture even when it violates certain basic human rights, such as ritual murder, genital mutilation, slavery, and the like. The issue has long been debated in anthropological circles, and is today still not resolved.

A recent strand of thinking (or rather a reworking of an older tradition) holds that culture may account for economic failure in many countries in Africa, Latin America and parts of Asia. Authors in this school want to explain, and to change, such cultural elements to improve economic and social well-being. The following chapters, all taken from the edited volume of a symposium at Harvard University in 1998, *Culture Matters*, (New York: MIT Press, 2004), provide a starting point for our own discussion of what culture is, and how and why it matters in public policy.

Landes, David, "Culture makes almost all the difference," chapter 1 in *Culture Matters*, (New York: MIT Press, 2004), pp. 2-13.

Grondona, Mariano, "A cultural typology of economic development," chapter 4 in *Culture Matters*, (New York: MIT Press, 2004), pp. 44-55.

Etounga-Manguelle, Daniel, "Does Africa need a cultural adjustment program?" chapter 6 in *Culture Matters*, (New York: MIT Press, 2004), pp. 65-77.

Shweder, Richard A., "Moral maps, "First World" conceits, and the new evangelists," chapter 12 in *Culture Matters*, (New York: MIT Press, 2004), pp. 158-176.

Session 13: Civilizations, Contact and Conflict

Conflicts over fundamental values can lead to polarized positions, sometimes with dramatic and tragic results, as we have recently seen with the September 11th attack and Middle Eastern politics, from Israel and Palestine to Iraq, Iran, Afghanistan, and beyond. Regrettably, these are no longer extreme cases. They point the urgent need for much greater cultural sensitivity if they are to be solved, and if more such conflicts are to be avoided. How much of this conflict is due to forces of economic and technological change and modernization? What might have been done to minimize the chances of a destructive outcome? We will dip a toe into these roiling waters with a discussion of "Muslim rage" and revisit the clash of civilizations argument of Samuel Huntington.

Lewis, Bernard, "The roots of Muslim rage." *Atlantic Monthly*, vol. 266, no. 3, September 1990, pp. 47-60.

Huntington, Samuel, "The clash of civilizations?" *Foreign Affairs*, vol. 72, no. 3, Summer 1993, pp. 22-50.

Said, Edward, "Islam through Western eyes," *The Nation*, April 26, 1980,
<http://www.thenation.com/docprint.mhtml?i=19800426&s=19800426said>

Zakaria, Fareed, "The politics of rage: why do they hate us?" *Newsweek*, vol. 138, no. 16, October 15, 2001, pp. 22-40.

Antran, Scott, "Mishandling suicide terrorism," *The Washington Quarterly*, vol. 27, no. 3, Summer 2004, pp. 67-90.

Session 14: International Contact and Dynamics

This session is about the conflicts and dynamics experienced by organizational representatives operating in one cultural context as they do business in or with representatives of other cultures. In addition, we'll discuss what happens when representatives of nations (for example, diplomats, NGOs, and other organizations) deal with each other across cultures.

Mann, Jim, *Beijing Jeep: A Case Study of Western Business in China*, (New York: Harper-Collins, 1997).

Wedel, Janine R., "Tainted transactions: Harvard, the Chubais clan and Russia's ruin," *The National Interest*, no. 59, Spring 2000, pp. 23-34.

Session 15: Final exam