

# Culture, Organization, and Technology

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Office hours: Every other Monday 4-6:30; and alternative weeks 5:30 to 6:30  
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Room 201

**PUBP 503.005 Spring Semester, 2007 Monday 7:20-10 pm**

Room \_\_\_\_\_

Increasingly working in organizations involves an international context and individuals from very different backgrounds. Understanding cultures, organizations and technologies and how they interact with one another is often a key element in today's work environment. 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 an understanding of cultures and organizations can result in friction and failure.

This course is designed to help develop sensitivities, understanding and critical skills to help in the work environment and in better understanding the world around us. If successful these skills may help to increase your success in organizational and societal contexts. Effective policy analysis, program design, implementation, and management often depend on or can be enhanced by these skills.

“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 interacting, often shaping and being shaped by technology, one another, and as influenced by, influencing, or otherwise interacting with the processes of globalization.” (Todd LaPorte). As a required graduate course a number of core objectives have been established over time. This syllabus attempts to build upon some of the approaches taken by GMU faculty and utilizes readings and approaches that they have found successful in the past.

Thus, the objectives of the 503 Culture, Organization and Technology course include learning to:

- Understand the context and framing of policy questions
- Approaches to the observe, describe and understand cultural and organizational differences
- Better understand the critical role of technologies and technology change and their interactions with organizations and culture in global context
- Identify and understand enablers and barriers to effective policy development, program design, and implementation

The class will introduce to a number of methodological skills and will participate in some individual and group exercises.

- Open-ended interviewing
- Participant observation
- Social network analysis
- Negotiation- cultural and societal differences
- Technology assessment

The required readings in the course will introduce many different constructs/approaches to organizing understanding of cultures, organizations and technologies.

Communicating results a core goal of this semester including individual and group written assignments and individual and group oral class presentations. Active involvement in class, asking questions, answering questions, relating the literature to the discussion are a key part of the course. Working in teams, participating in panels as well as individual presentations are geared to providing experience in getting up in front of a group and in responding to questions that may be raised.

See for example, Barbara Minto, *The Pyramid Principle: Logic in Writing and Thinking*.

**Required books:**

Geert Hofstede and Gert Jan Hofstede, *Cultures and Organizations: Software of the Mind*, McGraw Hill, 2005

Gareth Morgan, *Images of Organization*, 2<sup>nd</sup> edition (SAGE Publications, 1997)

Edgar Schein, *Organizational Culture and Leadership*, 3<sup>rd</sup> edition (Jossey-Bass, 2004)

Rudi Volti *Society and Technological Change*, (Worth Publishers, 5<sup>th</sup> Edition, 2006)

Jim Mann, *Beijing Jeep: A Case Study of Western Business in China*, (Westview Press, 1997)

The first four books are broad, provocative and challenging introducing many terms and organizational constructs. Students are expected to read all the required readings with some portions specifically identified in the syllabus. The issues that are raised in these books are central to helping to obtain a broader understanding of the world in which we live: or at least experiencing vicariously a variety of competing approaches and paradigms that can be used. There is an enormous literature (academics, popular authors, management consultants etc.) seek to analyze and explain public policy successes and failures in areas ranging from foreign relations to economic competitiveness, to democracy and happiness). These books are candid in recognizing their limits.

The course is intended to introduce students to the wide variety of academic 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," "French," 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 science, the new digital society, of business consultants or engineers, of the FBI or the Departments of Energy or Homeland Security, or the State Department).

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. We will address the issue of control of technology as a policy matter and how public policy influences technology choices in energy and other fields.

Efforts will be made to draw upon the particular experiences and subject matter expertise of students in the class as well as to draw upon the cultural, technological and organizational experiences policy experience of the instructor.

**Requirements, Grades and Examinations** (to be discussed in the first class January 22<sup>nd</sup>)

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

Written assignments	50%
Exam(s)	20%
Class panels, presentations and discussions	30%

A variety of types of written assignments will be required to help develop communications skills along with in-class assignments intended to increase class participation and help develop oral communication and presentation skills.

**Written assignments:** (no long papers or “term papers” will be required). In all cases the purpose is to provide experience in a variety of communications modes often used in work environments. For each session a number of issues and questions have been raised with the intent of helping you identify possible topics and questions you want to write about and/or present to the class (with the agreement of the instructor). This will be discussed in the first session. The examples are only examples and you are encouraged to suggest your own topics (that fit in topical areas we are addressing in the course).

- 1) 2 1-page memos intended to communicate a policy recommendation to a senior official.
- 2) 2 2-page memos recommending a particular methodology to study or analyze a cultural, technological or organization issue.
- 3) 2- 1-2 page briefing reports on assigned readings (or other literature that you feel adds value to the topical discussion). These will be assigned on a weekly basis and will support students acting as animators/rapporteurs during the class discussions.
- 4) 1 5-page paper to examine the social properties of a technology by doing without a technology that you rely on heavily for one week, and analyzing how a technology that you hate might be improved. Individual self-observation and analysis is the focus of this assignment.
- 5) 1 10-15 page research paper can be submitted for extra credit on a topic of your choosing after consultation with the instructor.

**Individual class presentations:**

6) Each student will have two or more opportunities to make formal presentations in class of not more than 20 minutes. The presentations (at least one in each class session) are intended to help students get some experience in communicating to their colleagues in a work environment. A panel format may be used to encourage dialogue and questioning with students identified to lead and animate the questioning.

- A 15-20 minutes presentation (not more than 20 overheads) to discuss how an organization you have attended or participated in actually works. You can 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. A very brief part of this presentation will include the techniques that you used ( e.g. an interview protocol, negotiating permission to interview where necessary, keeping detailed interview notes, and analyzing your data to find patterns and gain insight). In addition a self-critique of the experience and responding to questions.
- A presentation based upon an interview(s) you have conducted with 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. The presentation is intended to draw out cross-cultural issues and to be based upon the various interviewing techniques presented in the literature. Both the methodology you have used as well as the results you have found are part of the presentation. (not more than 20 overheads/PowerPoints are to be used). 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.

A Q&A will follow each presentation.

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.

### **Group work and group class presentations:**

- 7) Reality is that almost all "work" is done in groups or with participation by others. Part of the course experience will be in working with your colleagues and in producing 2 joint products. Contact information will be exchanged at the first class session to help you get into study/assignment groups. See # 6 above.

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>

### **Examination(s):**

- 8) Testing options or alternatives will be discussed in the first session. Options include open book, take home, in class, mid-and or final exams.

### **Missed class sessions**

Missing class is discouraged but sometimes necessary. (March 26<sup>th</sup> the instructor has commitment at a Workshop in Canada and will try to arrange an opportunity to make up the class perhaps using an audio teleconference). This will be discussed in class. More than two absences will jeopardize your participation in class and can impact your grade. Please talk with me if you must miss a class and how you would like to demonstrate that you have done the required assignments for the week. (For example, providing a written summary and analysis of the week's reading).

### **Guest Lectures:**

The GMU Public Policy program has arranged for two guest lectures which will be held in ARL 329 February 20<sup>th</sup> and March 21<sup>st</sup>. The First will be on External Perspectives on America: The View of the Muslim World and the second on Cultural and Organizational-Technological Change in the U.S. These 2 sessions are **IN LIEU OF THE REGULARLY SCHEDULED CLASSES FOR THOSE TWO WEEKS**. Students are strongly urged by all 503 faculty to attend and we are encouraged to follow up the lectures in our classes. In addition, a number of other guests with particular backgrounds and expertise will be invited to join us in class. We can further discuss the number of class sessions, and there is some flexibility of what we might do.

## **Plagiarism:**

All work must be your own. In general, where the work of others is used, even in paraphrased form, it must be referenced. Here follows the official GMU 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 a student's transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.*

*To help enforce the SSP 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 SSP 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>)*

## **Student Journal**

*New Voices in Public Policy.* In consultation with other faculty the very best papers may be nominated for publication in the student and faculty reviewed journal that shares SPP's finest student work with the rest of the world. As a graduate student at Michigan State University I was an editor of such a journal.

## **Course Outline:**

### **Session 1: Introduction to the Topic and Overview of the Course**

This session will introduce the course and its key topics. We will talk about the syllabus, the readings and the course requirements and possible options and approaches that we might take.

The course consists of three broad topics/themes which are all interrelated. We will begin to get to know each other and divide into groups. The class which meets in the evening will have a break.

The literature related to the three course themes is enormous. All the readings will be made available through the library or electronically.

### **Session 2: Language, Politics and Culture**

Culture as the "software" of the mind is the focus of this session based on the stimulating concepts presented in Hofstede's provocative book. We will discuss and examine how language, metaphors, morality, power and culture are linked. What are the most important understandings that you are able to draw from Hofstede? What are the questions that you would most feel need to be answered to help

understanding a culture? What dimensions introduced by Hofstede do you feel are the most useful or profound?

- Hofstede Chapters 1 through 6
- Lakoff, George, “Simple Framing,” Rockridge Institute website, December 20, 2004. See [http://www.rockridgeinstitute.org/projects/strategic/simple\\_framing](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: <http://www.rockridgeinstitute.org/projects/strategic/nationasfamily/nationasfamily>
- Lutz, William, “The world of doublespeak,” in *Doublespeak* (Harper & Row, 1989), chapter 1, pp.1-21.

### **Session 3: Organizations: Principles and Perspectives**

Reviews various perspectives on organizations, each with its own impacts on personal satisfaction, economic success and social power. Seeing what organizations are and establishing your own conceptual framework for understanding and examining them is critical for being able to work effectively within them. What approach do you find most powerful and would recommend to better understand an organization with which you have experience? What are the key questions that you might need to answer to better understand how to function effectively?

- Gareth Morgan, *Images of Organization* Chapter 1 “Mechanization takes command: organizations as machines,” pp.11-31, Chapter 2, “Nature intervenes: organizations as organisms,” pp.32-71, and Chapter 3, “Learning as self-organization: organizations as brains,” pp.72-118.
- George Ritzer, *The McDonaldization of Society*, (Pine Forge Press, 1993) pp.1-17.
- Hofstede Chapter 8 pp.279-309

### **Session 4: Organizational Analysis**

Reviews some of the basic methods for conducting organizational analysis, which fall under the general term ethnography. Clifford Geertz 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 close to the action, and then viewing it with as much objectivity and sensitivity as possible. Various qualitative research methods in doing ethnography: participant observation, intensive interviewing and focus groups, and how data is recorded and analyzed. How would you evaluate the value of different approaches? Are some better than others? In using different approaches what are their strengths and weaknesses? Can you provide some illustrations? What does data fit in? What about the strength of qualitative vs. quantitative data in your own work environment – how are they both used?

Clifford Geertz, “Think description: toward an interpretative theory of culture,” Chapter 1 in *The Interpretation of Cultures* (Basic Books, 1974) pp.3-30.

R. K. Schutt, “Qualitative methods: observing, participating, listening,” chapter 8 in *Investigating the Social World: The Process and Practice of Social Research*, (Pine Forge Press, 2001), pp.263-325.

U.S. Government Accounting Office, *Ethnographic Studies Can Inform Agencies’ Actions*, GAO-03-455, March 2003 (see p.p. 1-14) Google: title

## Session 5: Organizational Culture and Management

Organizations have operating styles or cultures with explicit and often implicit rules. Organizational culture is addressed 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. Both Schein and Morgan provide conceptual approaches to understanding the functioning, success and failure of organizations. Using current examples like the situation with MCI or Enron how can you explain what has taken place? Is organization as important (or more important) than technology per se in explain organizational success? Using an organization with which you are familiar how would you a) diagnose as problem and b) analyze it and recommend a solution to senior officials responsible for the organization.

Edgar Schein. *Organizational Culture and Leadership* (Jossey-Bass, 1992) Chapters 1-5 pp. 1-93 See an outline of the entire text by Ted Nellen at <http://www.tnellen.com/ted/tc/schein.html>

Practitioner example: Richard Seel, "Describing culture: From diagnosis to inquiry," October 2001, and "Organizational culture check list: These can be found at: (or Google Richard Seel). <http://www.new-paradigm.co.uk/articles.htm>

## Session 6: Social Networks and Social Capital

Focuses on social network analysis, and how they can be applied. Networks exist within and between organizations, communities, groups, institutions and nations. How do social networks actually function in an organization with which you are familiar? How would you study this? What are the criteria upon which you would judge the strength of social networks? How would you recommend in a specific case the situation be improved?

Duncan Watts, "Decentralized Intelligence," *Slate*, 2004: See: <http://www.commerce.net/blog/?post=/2004/08/091917.70efdf2ec9b086079795c442636b55fb.html>

Mark Granovetter, "The Strength of Weak Ties," *American Journal of Sociology* Vol 78, No. 6, 1973, pp.1360-1380

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

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

## Session 7: Cultures, Values and Civilizations

Considers the question of the role values may play in the many ways nations are organizations 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. The session also considers qualitative and quantitative methods of measuring or assessing culture, and considers two large-scale longitudinal survey research projects and their results. How well are democracies handling externalities? Given various trends including population growth, demographic trends (long life spans), climate change, resource consumption, population movements etc. chose an issue and discuss it; identify the key issues, key metrics and describe how it is being addressed.

Wendy Griswold, "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), p. 1-17, pp. 116-137.

Review Gert Hofstede, *Cultures and Organizations: Software of the Mind* (McGraw-Hill, 2005) See class notes on Hofstede by Professor Charles Tidwell at Andrews University <http://www.andrews.edu/%7Etidwell/bsad560/Notes2004.html>.

Ronald Inglehart, "Globalization and post-materialist values," *Washington Monthly* Vol. 23 No. 1, Winter 2000, pp. 215-228. See <http://www.mitpressjournals.org/doi/abs/10.1162/016366000560665>

Also see findings from World Values Survey at: <http://margaux.grandvinum.se/SebTest/wvs>

Ronald Inglehart and Pippa Norris, "The true clash of civilizations," *Foreign Affairs*, Vol. 82, No. 2, March/April 2003, pp.67-74. See:

[http://www.globalcontact.idv.tw/Download/PDF/The\\_True\\_Clash\\_of\\_Civilizations.pdf](http://www.globalcontact.idv.tw/Download/PDF/The_True_Clash_of_Civilizations.pdf)

## **Session 8: Realities of Organizations**

Guest speaker from the U.S. Department of Energy, Office of Energy Efficiency and Renewable Energy will focus on working in a government bureaucracy in an often changing environment, the nature of social research and the increasing use of metrics in focusing on whether organizations are succeeding in their missions.

The session will also focus on the challenges of working in an international organization with people from different countries. Additional readings may be suggested.

How do you measure the value(s) of work, time and leisure in a modern work environment? How is accomplishment measured? What is the most satisfying aspect of the organizational environment? What is the least satisfying? How could the problem you have identified be addressed? Propose a solution to your senior management?

## **Session 9: Culture and Economic Development**

Anthropologists have been studying cultures for many decades, and have developed deep understanding of how they work by seeing them from the inside. Such approaches have emphasized such concepts as roles, authority structures, and formal and informal rules, beliefs, rituals etc. Such accounts strive to make no value judgments, but some have criticized practitioners for defending a cultures that violate certain basic human rights such as ritual murder, genital mutilation, slavery etc. The issue of the independence of researchers continues to be debated.

Recent literature has focused on culture and its relationship to economic success and or failures in Africa, Latin America and parts of Asia. Some authors try to explain, and to change various cultural elements to improve economic and social well-being.

The following readings are from the Harvard University 1998 Symposium, *Culture Matters* (MIT Press 2004) provide a basis for discussing this issue of what culture is and why it matters in public policy.

David Landes, "Culture makes almost all the difference," Chapter 1 pp. 2-13

Mariano Grondana, "A Cultural typology of economic development," Chapter 4 pp.44-55

Richard Shweder, "Moral Maps, "First World" conceits, and the new evangelists," Chapter 12 pp. 158-176

## **Session 10: Technology in Economy, Society and Culture**

This session addresses technology as a social, organizational and cultural phenomenon and situating the concept in historical context. Technologies have provided the underpinnings of economic growth and development and rising standards of living. They have provided the underpinnings of not only economic,

but also social and cultural life, and they both shape and are shaped by non-technological factors. What was the most important thing you learned from reading Volti? What are the 4 most important issues that are raised? What are the three most important technologies impacting your life today? How has new technology been changing in your work environment? In your home? How is technology and the availability of technology changing the culture of society?

Rudi Volti, *Society and Technological Change*. This book is the basis for discussion in the next sessions of the course and should be read in its entirety. Chapters 1 and 2 pp.3-32

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

Langdon Winner, "Do artifacts have politics?" in *The Whale and the Reactor* (University of Chicago Press, 1986) pp. 19-39.

See <http://www-personal.si.umich.edu/~rfrost/courses/Women+Tech/readings/Winner.html>

## Session 11: Technology and Progress

What is progress? Is technology the driver? How do people and technologies interact? How is technology changing our society? It will help if we look at technology not only as hardware, but as a social, economic and political phenomenon. A number of the brief histories in Volti illustrate these points: Chapters 3, "Sources of technological change," pp.33-53 and "The diffusion of technology," pp.68-87.

Pacey Arnold, *The Culture of Technology* (MIT Press, 1983) p. 13-34.

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

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

## Session 12: Technology Work and Culture

Technological change in work has driven social change and is central to many of the dilemmas of modernization. What are the challenges facing our current civilization and how do these relate to technology innovation? How have modern technologies permeated modern work? What are the positive and negative aspects of these changes?

Rudi Volti Chapters 8-10 pp. 127-176.

John Street, "the Political effects of technology," in *Politics and Technology* (Guilford Press, 1992) Chapter 5, pp. 92-114.

Shoshana Zuboff, "In the age of the smart machine," in *Technology and the Future*, 7<sup>th</sup> edition, Albert H. Teich, editor (St. Martin's Press, 1997) pp. 370-379.

Paul Lindholt, "Luddism and its discontents," review of Kirkpatrick Sale, *Rebels Against the Future*, in *American Quarterly*, Vol. 49, No. 4, December 1997, pp. 866-873.

Wendell Berry, "Why I am not going to buy a computer," in *Technology and the Future*, Albert H. Teich, editor, (Wadsworth/Thomson, 2003) pp.31-36 see: <http://home.btconnect.com/tipiglen/berrynot.html>

In this case we will look at some of the changes over the past 100 years and consider the role that technology has played.

## Session 13: Controlling Technologies

How do societies control technology? What ways are being used to reduce the likelihood that technologies will result in harm, or so they will function in ways more consistent with norms of democratic societies? Are the actions of technology designers and promoters out of alignment with the interests of at least part of public? How are controversies resolved? Take an example of a technology controversy today and describe the central issue or questions? Is there a constructive path forward? How does the economics of the technology interact with the culture, with the political system? Looking forward 50 years into the future of this technology what will be the importance of or the problem(s) created by this technology?

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

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

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

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

## Sessions 14-15: Civilizations, Contact, Conflict and Dynamics

How much of modern conflict is due to forces of economic and technological change and modernization? What might be done to mitigate negative impacts? These are profound and daunting challenges that are impacting our world. Conflicts over fundamental values can lead to polarized positions, sometimes with dramatic and tragic results as has been demonstrated recently. The interface of politics, policies and economics have come to the fore over the past 25 years with globalization and increasing recognition of cross-national problems. Conflict and dynamics abound in our increasingly interdependent world as we operate in different cultural and organizational contexts during our work careers. What happens when representatives of nationals (e.g. diplomats, NGOs, and other organizations) deal with each other across cultures. Take a country/culture with which you are not directly familiar and describe three of the key issues that you would have to face in moving there, or working with colleagues from this country/culture? How might you resolve these issues?

Bernard Lewis, "The roots of Muslim rage," *Atlantic Monthly*, Vol. 266, No. 3 September 1990, pp.47-60.  
Samuel Huntington, "The clash of civilizations?" *Foreign Affairs*, Vol. 72, No. 3 Summer 1993, pp.22-50

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

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

## Possible Supplementary Readings Related to Methodologies

"Issues Around Qualitative Research and Ethnography" by Mark Addleson

How To" Ethnographic Materials—organizational and cultural audits, open-ended interviewing, and participant observation):

Basic, brief introduction to observation, interview, focus groups, and other qualitative methods, put together by NSF.

Frechtling, Joy and Laurie Sharp, eds. 1997. "Common Qualitative Methods," Chapter 3 in *The User Friendly Handbook for Mixed Method Evaluations*, NSF97-153.  
<http://www.nsf.gov/pubs/1997/nsf97153/start.htm>

What ethnography is and how can it inform what is going on in organizations.

Schwartzman, Helen. *Ethnography and Organizations*. Sage Series, 1993.  
This is a small, very readable monograph of 70-some pages (pp. 27-46 in particular are recommended).

#### Ethnography and Case Studies

Schein, Edgar. *Organizational Culture and Leadership*, (San Francisco, CA: Jossey-Bass, 1997), Chapter 3 (pp. 28-48).

Agar, Michael. *The Professional Stranger*. (Chapters 1 and 2; Chapter 6 (optional), available via GMU e-reserve)

5. Also see William M.K. 2005 *Trochim's Research Methods: The Concise Knowledge Base* (Cincinnati: Atomic Dog Publishing) is available in the bookstore.

#### Social network analysis:

Boissevain, Jeremy. *Friends of Friends: Networks, Manipulators, and Coalitions* (New York: St. Martin's Press, 1974) (Chapter 2, pp. 24-48; Chapter 3, pp. 49-66, available via GMU e-reserve).

\*\*Watts, Duncan. "Decentralized Intelligence: What Toyota Can Teach the 9/11 Commission about Intelligence Gathering," August 5, 2004. (Available at: <http://slate.msn.com/id/2104808>)