Instructor: Richard M. Ingersoll
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office hours - Wednesdays 2:00-4:00 in 415 GSE, or by appointment

GSE Office: room 415, 3700 Walnut St., Graduate School of Education, 215-573-5674
CPRE Office: room 531, suite 560, 3440 Market St., Science Center, 215-573-0700 ext. 226

Class Hours and Location: Tuesdays 4:30-7:00 in GSE room 400.

Course Description: Schools are places of learning--but they are also workplaces, teachers are employees and teaching is a job. This course focuses on theory and research concerned with the organizational and occupational side to schools and 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 character of the teaching occupation and the organization of schools.

Required Readings:

There are 4 required texts, which are available for purchase at Penn Book Center (130 S. 34th St.) and are also on reserve at Van Pelt Library’s Rosengarten Reserve Room:


In addition, a set of required readings are available for purchase as a bulk pack from The Campus Copy Center (3907 Walnut St.). These readings are listed below in the Course Outline.

Also on reserve are three of the books from which a number 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:
20% - Summaries of Weekly Readings
40% - Take-home Mid-term Exam
40% - Take-home Final Exam
Course Outline:

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

Week 1  (Jan. 20)  The Theory of Bureaucracy and Organization

   W. Richard Scott – “The Rational Systems Perspective”

Week 2  (Jan. 27)  Schools as Bureaucratic Systems

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

Week 3  (Feb 3)  Schools as Businesses

   Raymond Callahan – chapters 1, 5, 9, 10 from Education and the Cult of Efficiency
   Ted Sizer – Prologue; Part III, chapter 1 (“Three Teachers”), chapter 5 (“Teachers”)
   and Part IV, chapter 1 (“Hierarchical Bureaucracy”), chapter 2 (“Better Schools”),
   chapter 3 (“A Paralysis of Imagination”) from Horace’s Compromise

Week 4  (Feb. 10)  Schools as Loosely Structured Organizations

   Charles Bidwell - "The School as a Formal Organization"
   Dan Lortie - "The Balance of Control and Autonomy in Elementary School Teaching"
   Karl Weick – “Educational Organizations as Loosely Coupled Systems”

Week 5  (Feb. 17)  Schools as Decoupled Systems

   John Meyer and Brian Rowan - "The Structure of Educational Organizations"

Week 6 (Feb. 24)  Schools as Bureaucracies vs. Schools as Markets

   John Chubb and Terry Moe - chapters 1,2,6 from Politics, Markets and America's
   Schools
Week 7 (March 3) Debate and Take-Home Midterm Exam

Week 8 (March 10) Spring Break – No Class

Week 9 (March 17) Schools as Bureaucracies vs. Schools as Communities

Gerald Grant - The World We Created at Hamilton High
(especially Part II)

Week 10 (March 24) Teaching as Disempowered Work

Richard Ingersoll - Who Controls Teachers’ Work?

Week 11 (March 31) Teaching as Uncertain Work

Dan Lortie. School Teacher
(especially chapters 1-6)

Week 12 (April 7) Teaching as Women’s Work, Administration as Men’s Work

Adria Reich - "Teaching is a Good Profession for a Woman"
Myra Strober and David Tyack - “Why Woman Teach and Men Manage”
Jim Allan - “Male Elementary Teachers.”

Week 13 (April 14) Annual Meeting of American Educational Research Assoc. – No Class

Week 14 (April 21) Teaching as Deprofessionalized Work

Richard Ingersoll – Is There Really A Teacher Shortage?
Richard Ingersoll - “The Problem of Underqualified Teachers in American Secondary Schools.”

Week 15 (April 28) Review and Final Exam

Week 16 (May 5) Final Exams Due