

Social Goals, Motivation, and Behavior in Organizations

Sociology 187.37
Fall 2006
Brown University
Thursdays 4:00-6:20

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Introduction

Put simply, people do stuff. Why do they do what they do when they do it? A partial and simple answer to this complex question is because we have goals that motivate us to act in certain ways under certain conditions. For instance, we sleep when tired, eat when hungry, drink when thirsty. These behaviors are motivated by what I call basic individual goals, or goals that take into consideration only the needs of the individual. However, we also have basic social goals such as status, reciprocity, and group solidarity that take into consideration not only our individual needs, but also the social context. In this course we will learn about these three social goals, various types of organizational motivation, and the role the social goals may play in influencing people's behavior when they work in groups.

Themes of the course

- What social goals are
- How each social goal works
- Various forms of motivation
- Behavior in groups and organizations

Course objective

This course is a seminar, which means each class will involve lively and intelligent discussion of the day's topic. My role as professor will be more along the lines of facilitator, rather than director, of the discussion. I hope to learn new ideas and perspectives from you regarding these topics. Please note that most of the readings for this course come from academic journals so they may be rather intense, and even somewhat dense. Students are expected to come to class having read each paper and thought carefully about what its major messages are regarding the day's topic. You should also consider how the readings tie in with past discussions. For everyone to receive the full learning potential of this course everyone must participate fully and actively in every class. I'm looking forward to hearing what you have to say!

Course Requirements

Access to and proficiency with WebCT will be essential for taking this course. Your final projects will be submitted through this on-line system. In addition, some of your course readings and other important content may be posted on WebCT. If you have pre-registered for the course, you will already be able to access the WebCT site for Soc. 187.37; if you have not pre-registered, you need to get registered as soon as possible in order to access the site.

Grading Policy

Grading for this course is pretty straight-forward. You will be graded **50%** for your **class participation** and **50%** for your **final project**. We will discuss possibilities for projects once the course starts. The class size is small and, as I mentioned above, people cannot receive the full potential of the class discussion if only some people participate. As you will see, this is the crux of the Tragedy of the Commons. But I digress... You are expected to attend all classes unless you have a family tragedy or a doctor's note saying you were too ill to attend class. Whenever possible, please tell me *in advance* when you will not be in class or if you have to arrive late or leave early. You will not receive class participation credit for classes you do not attend.

Stellar performance will receive an A+

93-96 = A	80-82 = B-	67-69 = D+
90-92 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-62 = D-
83-86 = B	70-72 = C-	<60 = Failure

Reading list

The course has a heavy reading load—two or three academic papers week. With the exception of the the book chapters listed below, the course readings will be available electronically to students registered in the class via WebCT. Printed course packets will also be available for purchase at Allegra Printing. The book chapters will be available in the library. **It is not necessary to purchase the books themselves.**

The chapters are:

- Damasio, A. R. (1998). Gage's brain revealed and A modern Phineas Gage. *Descartes' Error: Emotion, Reason, and the Human Brain*. New York: Quill.
- Sober, E. & Wilson, D. S. (1998). *Unto Others*. Cambridge, MA: Harvard University Press. Chapter TBA.
- Barkow, J. H. (1989). Relative standing, prestige, and self-esteem. In *Darwin, Sex and Status* (pp. 179-212). Toronto: University of Toronto Press.
- Easterlin, R. (1973). Does economic growth improve the human lot? Some empirical evidence. In P. David & M. Reder (Eds.), *Nations and Households in Economic Growth: Essays in Honor of Moses Abramovitz*. Palo Alto, CA: Sanford University Press.
- Landy, F. J. (1989). The motivation to work (chapter 10). In *Psychology of Work Behavior* (pp. 366-428). Belmont, CA: Wadsworth
- Roethlisberger, F. J. (1941). The Hawthorne experiments. In *Classic Readings in Organizational Behavior* (pp. 36-47). Belmont, CA: Wadsworth.
- Janis, I. L. (1999). Victims of Groupthink (pp. 30-35). In D. P. Barash (Ed.), *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford University Press.

The syllabus is organized by general topic; **the dates given are the last day by which you should have read the material**. The lectures will cover the main points reading and build upon them. It is *essential* to your success in this course that you keep up with the reading.

Enjoy the class and have fun!

Part I—Social goals

September 7:

- Kenrick, D. T., Li, N. P. & Butner, J. (2003). Dynamical evolutionary psychology: Individual decision rules and emergent social norms. *Psychological Review*, vol. 110(1): 3-28.
- Kenrick, D. T., Maner, J. K., Butner, J., Li, N. P., Becker, D. V. & Schaller, M. (2002). Dynamical evolutionary psychology: Mapping the domains of the new interactionist paradigm. *Personality and Social Psychology Review*, vol. 6(4): 347-356.

September 14:

- Pierce, B. D. & White, R. (1999). The evolution of social structure: Why biology matters. *Academy of Management Review*, vol. 24(4): 843-853.
- Damasio, A. R. (1998). Unpleasantness in Vermont (pp. 3-19); Gage's brain revealed (pp. 20-33); A modern Phineas Gage (pp. 34-51). *Descartes' Error: Emotion, Reason, and the Human Brain*. New York: Quill.

September 21:

- Fiske, A. P. (1992). The four elementary forms of sociality: Framework for a unified theory of social relations. *Psychological Review*, vol. 99: 689-723.
- Fiske, A. P. (2002). Socio-moral emotions motivate action to sustain relationships. *Self and Identity*, vol. 1: 169-175.

September 28:

Reciprocity

- Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American Sociological Review*, vol. 25(2): 161-178.
- Trivers, R. L. (1971). The evolution of reciprocal altruism. *The Quarterly Review of Biology*, vol. 46: 35-57.

October 5:

- Sober, E. & Wilson, D. S. (1998). A unified evolutionary theory of social behavior (pp. 14, 55-100). *Unto Others*. Cambridge, MA: Harvard University Press.
- Panchanathan, K. & Boyd, R. (2004). Indirect reciprocity can stabilize cooperation without the second-order free-rider problem. *Nature*, vol. 432: 499-502.

Optional: Fehr, E. & Gächter, S. (2002). Altruistic punishment in humans. *Nature*, vol. 415: 137-138.

October 12:

Group solidarity

- Baumeister, R. F. & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, vol. 117(3): 497-529.
- Stevens, L. E. & Fiske, S. T. (1995). Motivation and cognition in social life: A social survival perspective. *Social Cognition*, vol. 13(3): 189-214.

October 19:

- Tajfel, H. (1970). Experiments in intergroup discrimination. *Scientific American*, vol. 223: 96-102.
- Kurzban, R., Tooby, J. & Cosmides, L. (2001). Can race be erased? Coalitional computation and social categorization. *PNAS*, vol. 98: 15387-15392.

Optional: Bernhard, H., Fehr, E. & Fischbacher, U. (2006). Group affiliation and altruistic norm enforcement. *American Economic Review*, vol. 96(2): 217-221.

October 26:

Status

- Barkow, J. H. (1989). Relative standing, prestige, and self-esteem. In *Darwin, Sex and Status* (pp. 179-212). Toronto: University of Toronto Press.
- Easterlin, R. (1973). Does economic growth improve the human lot? Some empirical evidence. In P. David & M. Reder (Eds.), *Nations and Households in Economic Growth: Essays in Honor of Moses Abramovitz*. Palo Alto, CA: Stanford University Press.
- DeNoon, D. (2006). Tension, not happiness, comes with higher income. *WebMD Medical News*. <http://www.webmd.com/content/Article/124/115671.htm>.

November 2:

- Ridgeway, C. L. & Johnson, C. (1990). What is the relationship between socioemotional behavior and status in task groups? *American Journal of Sociology*, vol. 95: 1189-1212.
- Huberman, B. A., Loch, C. H. & Öncüler, A. (2004). Status as a valued resource. *Social Psychology Quarterly*, vol. 67(1): 103-114.

Optional: Waldron, D. A. (1998). Status in organizations: Where evolutionary theory ranks. *Managerial and Decision Economics*, vol. 19: 505-520.

Part II—Motivation

November 9:

- McClintock, C. G. (1972). Social motivation—A set of propositions. *Behavioral Science*, vol. 17: 438-454.
- Landy, F. J. (1989). The motivation to work (chapter 10). In *Psychology of Work Behavior* (pp. 366-428). Belmont, CA: Wadsworth

November 16:

- Roethlisberger, F. J. (1941). The Hawthorne experiments. In *Classic Readings in Organizational Behavior* (pp. 36-47). Belmont, CA: Wadsworth.
- Deci, E. & Ryan, R. (1980). The empirical exploration of intrinsic motivation processes. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*, vol. 13. Academic Press.

November 30:

- Amabile, T. M., Hennessy, B. A. & Grossman, B. S. (1986). Social influences on creativity: The effects of contract-for-reward. *Journal of Personality and Social Psychology*, vol. 50: 14-23.
- Eisenberg, R. & Armeli, S. (1997). Can salient reward increase creative performance without reducing intrinsic creative interest? *Journal of Personality and Social Psychology*, vol. 72: 652-663.

Part III—Behavior in organizations

December 7:

- Barsade, S. (2002). The ripple effect. *Administrative Science Quarterly*, vol. 42: 644-675.
- Jehn, K. A. & Chatman, J. A. (2000). The influence of proportional and perceptual conflict composition on team performance. *The International Journal of Conflict Management*, vol. 11(1): 56-73.

December 14:

- Hardin, G. (1968). The Tragedy of the Commons. *Science*, vol. 162: 1243-1248.
- Levy, P. F. (2001). The Nut Island Effect: When good teams go wrong. *Harvard Business Review*, vol. 9(3): 51-59.
- Janis, I. L. (1999). Victims of Groupthink (pp. 30-35). In D. P. Barash (Ed.), *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford University Press.

Optional: Janis, I. L. (1982). The groupthink syndrome (pp. 174-197) and Preventing groupthink (pp. 260-276). *Groupthink*. Boston: Houghton Mifflin.