



## Syllabus

### SCHOOL OF BUSINESS AND MANAGEMENT

### CJ 465: Bureaupathology

5 Credits

Effective: Spring 2020/2021

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

This course shows relationships between the structures/processes of organizations and the "pathologies" to which organizations are prone. Students learn to apply and sharpen their understanding of the nature and causes of organizational pathology by closely examining case studies on failure to apply those lessons. Students also gain a deeper understanding of how management policy and employee behavior can undermine the efficient, effective, and lawful delivery of goods and services by public and private sector organizations.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage ("Find Your Textbook" button).

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **CITYU LEARNING GOALS**

This course supports the following City University learning goals:

- Professional competency and professional identity

## **COURSE OUTCOMES**

In this course, learners:

- Study the relationship between the fundamental structures/processes of organization and the "pathologies" to which organizations are prone, with particular emphasis on law enforcement organizations.
- Consider how decision-makers, in both simple and complex situations, make choices having unforeseen, unintended and negative consequences.

- Understand how structural pathologies, decisional challenges and human nature and culture can interact to undermine the efficient, effective and lawful delivery of goods and services.
- Study and assess how leadership, oversight, structural reform and enhanced decision-capacity can help renew organizations beset by critical and/or chronic failures of performance.
- Demonstrate their understanding of the causes, symptoms, progression and treatment of organizational pathology in general and with respect to a specific organization

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Structural Pathologies
- Goal Displacement
- Organizational Effectiveness
- Complex Systems and Normal Accidents
- Oversight Failures
- Mission Maladaptation
- Organizational Culture
- Resource Diversion
- Fundamental Structures and Processes of Organizations

## **OVERVIEW OF COURSE GRADING**

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<b><i>Overview of Required Assignments</i></b>	<b><i>% of Final Grade</i></b>
<b>Course activities/Participation</b>	<b>30%</b>
<b>Midterm</b>	<b>20%</b>
<b>Final Project</b>	<b>30%</b>
<b>Application papers</b>	<b>20%</b>
<i>The DeMenezes Case Assessment</i>	5%
<i>The Fukushima Daiichi Reactor Comparison</i>	5%

<i>Final Project Prospectus</i>	5%
<i>Research Progress Report (Annotated Bib.)</i>	5%
<b>TOTAL</b>	<b>100%</b>

## **SPECIFICS OF COURSE ASSIGNMENTS**

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Course activities

Students will be evaluated on their participation in classroom discussions; their ability to present, explain, or defend alternative viewpoints- verbally or in writing; and the degree to which they have mastered the concepts and principles in the course. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation. Course activities in a totally online course will be different from other formats. In an online class participation through discussion board (DB) activities are integral to the success of the course.

The DBs activities and their particular instructions will be provided in the course itself; however, they are an excellent place for students to debate and critically analyze ideas. These activities provide a superior forum for students to bring their own backgrounds and insights in to the learning environment. In a traditional or hybrid class setting course activities may include, to a lesser degree than an online course, DBs; however, the professor will determine which specific course activities will be more relevant and the instructions and details will be provided through Blackboard. In this course discussions or activities will include a combination of the following course outcomes: Structural Pathologies, Goal Displacement, Organizational Effectiveness, Complex Systems and Normal Accidents, Oversight Failures, Mission Maladaptation and Organizational Culture.

## Midterm

Students will apply materials referenced in the first half of the course to a contemporary organizational failure present in either an organization they belong to or a prominent organization within their present area of residence.

**Scope, Background:** You are a skilled tactician for an organizational pathology consulting firm and have been called to investigate whatever failure you've identified by the relevant shot-callers of your organization. The organization asks you to analyze:

- what went wrong
- at what point it started to go wrong
- who was responsible and
- what they might be able to do in the future to improve or avoid similar failure

**Format:** Write an executive summary memo to the otherwise extensive report you would have written, addressed to the ultimate decision makers you've identified, answering the questions they've posed.

No title page necessary. In-text citations and sources page as necessary if you are using sources. 12 pt font, TNR. 750 words max.

**Eligible O'Hara 'Categories':** Normal Accident, Structural Failure, Oversight Failure

I expect to see:

- Summary of organizational failure - do NOT drone on throughout the whole memo
- Answers to questions posed
- Applicable O'Hara 'category of failure' identified
- Professional prescription for future avoidance of failure

## Application Papers

In two of the application papers, students will provide preliminary material to be used in completion of the term project.

These two activities are:

1. Submit a final term project prospectus in which the student offers his/her selection of topic or case for professor approval. It should take the form of a brief outline.
2. Submit an interim research progress report naming sources and citations for material that is intended to be presented in the final project. It will take the form of an annotated bibliography, examples of which will be available on BlackBoard.

In the two case study papers, students will craft a written response to specific scenarios where they will apply policy assessment concepts in practice. These papers are:

3. "*The DeMenezes Case Assessment.*" This is a preparatory exercise that tests the student's assimilation of knowledge in the course and will help to develop analytic skills. A police operation has gone horribly wrong and you must draft a detailed analysis of the organizational and leadership pathologies that precipitated the tragic results. Your recommendations for

corrective action must be included. Students will need to research the case and apply relevant material from O'Hara and Dorner.

4. In the "*The Fukushima Daiichi Reactor Comparison*" students will research similar "normal accidents" (i.e., Three Mile Island, Chernobyl, etc.) and discuss the various degrees of operator and organizational culpability (think pathologies) versus the prevailing environmental challenges that contributed to the disasters.

The typical length of an application paper response is between 600-750 words. Specific issues or questions will include some combination of the following course outcomes: Structural Pathologies, Goal Displacement, Organizational Effectiveness, Complex Systems and Normal Accidents, Oversight Failures, Mission Maladaptation and Organizational Culture.

While it might be necessary, on occasion, to directly quote a source the point of this exercise is for students to synthesize the concepts and present their own analysis and arguments. Thus, students are expected to be exceptionally prudent and limited in their use of direct quotes. Students are expected and encouraged to use the assigned readings, videos, and other materials used throughout the quarter on this project. In some case students may utilize additional sources that were not assigned by the professor. Papers are expected to meet the APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

### Final Project

Students will select a case study from a list provided by your professor on the Blackboard. Each case study is associated with a popular book that has been published on the subject. Students will obtain access to the book selected, read it and then synthesize the themes and concepts presented in the assigned book with the themes and concepts presented in the course modules. The ultimate objective is for the student to "become an expert" in the particular scenario, as related to Bureaupathology, through research, synthesis of the presented concepts, and creation of a research paper.

The student's analysis and solution will be presented in a paper of no less than 1500 words. In their analysis students are not held to a particular minimum number of sources, in part, they will be evaluated on their discretion and choice of appropriate sources; however, students are expected to utilize the relevant materials assigned throughout the quarter. This is a formal writing assignment and students should not merely copy information from another author, but use empirical evidence whenever possible to support their arguments and critically analyze related literature. This project has to be an analytical paper, not a summary of readings. Students are expected to address this project in their own words. While it might be necessary, on occasion, to directly quote a source the point of this assignment is for students to synthesize the concepts and present their own analysis. Thus, students are expected to be exceptionally prudent and limited in their use of direct quotes. Students are expected and encouraged to use the assigned readings, videos, and other materials used throughout the quarter on this project. In some case students may need to utilize additional sources that were not assigned by the professor. In either case they are expected to use APA formatting of citations, footnotes, and bibliography. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

## **COURSE POLICIES**

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor PRIOR TO the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

### **Participation**

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. CityU will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions

regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

### **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request a user name and password.