

SOC1001 Social Analysis

Module outline

2024-25

1. Module information

SOC1001 Social Analysis is a Year 1 30 credit module introducing you to the main themes and empirical approaches in sociology and other social sciences. The module is compulsory for BA Sociology, BSc Sociology, BSc Criminology, and BSc Social Data Science students. The main idea for the module is to focus on some concepts / issues in contemporary social sciences (such as inequality, social class, immigration and ethnicity, etc.) and to show how they can be studied empirically, using both quantitative and qualitative approaches.

The module is team taught and spans across terms 1 and 2. There will be four lecturers delivering weekly lectures (**Tuesday 12.30-2pm in Harrison 004** in Term 1; TBC in Term 2):

- Prof Alexey Bessudnov (a.bessudnov@exeter.ac.uk; module convenor; weeks 1 to 7 in term 1)
- Dr Chris Playford (C.J.Playford@exeter.ac.uk; weeks 8 to 12 in term 1)
- Dr Nitzan Peri-Rotem (N.Peri-Rotem@exeter.ac.uk, weeks 1 to 6 in term 2)
- Prof Anthony King (a.c.king@exeter.ac.uk, weeks 7 to 11 in term 2)

Please email the module convenor with questions about the module in general and the assessment, and relevant lecturers with questions about the contents of specific weeks.

Lectures will be supported by weekly tutorials run by:

- Matthew Hedrick (M.Hedrick3@exeter.ac.uk)
- Dr Jed Hilton (jh1225@exeter.ac.uk)

Please check your timetable (<https://mytimetable.exeter.ac.uk/>) for the time and location of your weekly tutorials.

Attendance of lectures and tutorials is compulsory.

2. Assessment information

Assessment for this module consists of two parts:

- **Essay** (2,000 words; 50% of the mark). The deadline for submitting your essay is **Thursday 12 December 2pm (week 12)**. Please submit on ELE. Further instructions and essay topics will be released and published on ELE separately. As a formative assessment (meaning that it would not count towards your module mark) you can also submit a 500-word essay plan if you'd like to receive feedback from a member of the teaching team. The deadline for submitting essay plans is **Thursday 14 November (week 8)**.
- **Examination** (2 hours; 50% of the mark). To be conducted during the examination period in term 3 (in person). The exam will cover the contents of all 22 weeks of the module.

The university assessment criteria for Year 1 students are available here:

https://www.exeter.ac.uk/v8media/specificsites/tqa/lts/LTS_Handbook_Chapter_4_Annex_2_Generic_Criteria_for_Assessment_RQF_at_Level_4.pdf

3. Generative AI policy

Generative artificial intelligence tools (such as ChatGPT, Claude, and others) allow you to automatically generate text in response to your prompts. The **essay** on this module can be **AI-supported**, which means that you can use AI tools for certain specific tasks when preparing and writing your essay, such as:

- Assisting with research and gathering information,
- Summarising the literature,
- Improving the structure of the essay,
- Proofreading and correcting grammar and spelling errors.

You are expected to use GenAI as an assistant (in a similar way to how you would use the spellchecker, internet search engines and electronic libraries). You still need to produce the ideas and arguments for the essay. You are not allowed to generate the whole essay or substantial parts of it automatically, without your input. This will result in a low-quality essay that will be unlikely to receive a high mark.

You must submit a declaration acknowledging the use of AI together with your essay. The template for the declaration is available on ELE. It is also recommended to keep a record of the tools that you used, the prompts and outputs.

The **exam** is **AI-prohibited**. This means that you cannot use AI tools at the exam.

For more information on the use of AI tools please see:

- Help with using AI in the Career Zone:
<https://www.exeter.ac.uk/students/careers/research/helpwith/helpwithusingai/>
- Using GenAI tools in academic work on the Library website:
<https://libguides.exeter.ac.uk/referencing/generativeai>

4. Textbook

The textbook for the module is Frank van Tubergen's *Introduction to Sociology* (Routledge 2020). It is available online via the university library:

https://librarysearch.exeter.ac.uk/permalink/44UOEX_INST/1rdi7h6/alma991006543739707446

Not all topics are covered in the textbook – see the reading lists for specific weeks below.

5. Weekly content and readings

Part I. Immigration, Ethnicity, Discrimination, Welfare State, Income Inequality (Prof Alexey Bessudnov)

Term 1, Week 1. Introduction

In week 1, I will introduce the module and review its main elements. We will discuss what social analysis is and what methodological tools we may use for it. We will also review the assessment for the module. There are no readings or tutorials in week 1.

Term 1, Week 2. Immigration

Immigration has become one of the major social issues in contemporary Western societies. In week 2 we will look at the patterns and trends in international migration, with

a specific focus on the UK. We will discuss what data sources and methodological approaches can be used to study immigration. We will also consider fiscal effects of immigration, the position of immigrants in the labour markets and educational systems, and public attitudes towards immigration. At the tutorials, you will discuss an empirical study by Min and Lee who used both quantitative and qualitative approaches to explain the educational and socio-economic success of Asian immigrants in the USA.

- F. van Tubergen. (2020). Introduction to Sociology. Section 11.2 (“International migration), pp. 369-376.
- Cuibus, M. V. (2024) Migrants in the UK: An Overview. Migration Observatory briefing, COMPAS, University of Oxford. <https://migrationobservatory.ox.ac.uk/wp-content/uploads/2017/02/MigObs-Briefing-Migrants-in-the-UK-an-overview-2024.pdf>
- Zhou, M., & Lee, J. (2017). Hyper-selectivity and the remaking of culture: Understanding the Asian American achievement paradox. Asian American Journal of Psychology, 8(1), 7–15.

Questions:

1. *What is the number of immigrants in the UK (and their proportion in the population)? What countries do they come from? What data sources are normally used to produce these figures and what are their limitations?*
2. *What are the main reasons for immigration to the UK?*
3. *Is the UK exceptional in attracting immigrants compared to other Western countries?*
4. *Discuss the concept of the selectivity of migration. Are immigrants positively or negatively selected (hyperselectivity vs hyposelectivity in Zhou and Lee’s article)? What determines the selective pattern of immigration?*
5. *What is the methodological approach Zhou and Lee used to study the selectivity of Asian immigration in the USA?*

Term 1, Week 3. Race and ethnicity

Are race and ethnicity fixed characteristics passed from parents to children? Do races and ethnic groups exist? In week 3 we will introduce different approaches to race and ethnicity proposed in the social sciences, as well as the tools for studying ethnicity empirically. At

the tutorials, you will discuss the work of Andreas Wimmer, one of the leading contemporary ethnicity scholars.

- Wimmer, A. (2013). *Ethnic Boundary Making: Institutions, Power, Networks*. Oxford University Press.
 - Ch. 2 ('Herder's heritage'), pp.16-43.
 - Ch. 5 ('Categorization struggles'), pp.113-138.
 - Ch.7 ('Culture and closure'), pp. 174-203.

Questions:

1. *What are the differences between the primordialist (Herderian) and constructivist approaches to race and ethnicity?*
2. *What is ethnic boundary making and how does it work (refer to the specific mechanisms and factors as described by Wimmer)?*
3. *How does Wimmer test his theoretical propositions with a study of ethnic (and other) boundaries in Switzerland in ch. 5 (using qualitative methods)?*
4. *How is this approach different from the study of the contribution of ethnicity to the differences in value orientations in Europe in ch. 7 (that uses statistical analysis of survey data)?*

Term 1, Week 4. Discrimination

It is against the law in the UK to discriminate against people because of their age, sex, race and some other 'protected characteristics'. Yet discrimination is pervasive and notoriously hard to prove. In week 4 we will define discrimination and discuss how we can study it empirically.

- M.Bertrand & E.Duflo. (2017). "Field experiments on discrimination". In *Handbook of Economic Field Experiments* 1, ch. 8, sections 1 and 2, pp. 309-345.
- D.Hangartner, D.Kopp & M.Siegenthaler. (2021). "Monitoring hiring discrimination through online recruitment platforms". *Nature* 589: 572-576.

Questions:

1. *What is discrimination?*
2. *How can discrimination be studied empirically? How do correspondence tests work and what are their advantages and limitations?*

3. *How do implicit association tests work?*
4. *What is list randomisation and how can it be used to ask sensitive questions in surveys?*
5. *What is the research design in Hangartner et al's paper and how is it different from correspondence studies? What are the main findings of their analysis?*

Term 1, Week 5. Welfare state

In the 20th century the welfare state became the central element of social protection in the advanced economies. Starting from the 1980s, a crisis of the welfare state has begun. We will discuss what the welfare state is, the varieties of the welfare state that exist in different countries, the reasons for the recent crisis of the welfare state and the forecasts for its future. For the tutorial, you will read a chapter from the famous book by Loic Wacquant that explores urban marginality in the USA and France in the context of the crisis of the welfare state and the system of social protection.

- D.Garland. (2016). *The Welfare State: A Very Short Introduction*. Oxford University Press.
 - Ch. 1. What is the welfare state? Pp.1-12.
 - Ch. 4. The welfare state 1.0, pp. 45-58.
 - Ch. 5. Varieties, pp. 59-80
- L.Wacquant. (2007). *Urban Outcasts: A Comparative Sociology of Advanced Marginality*. Polity Press.
 - Ch. 1. The return of the repressed. Riots, 'race' and dualization in three advanced societies, pp. 15-39.

Questions:

1. *What are the main elements of the welfare state?*
2. *What are the three types of welfare state as described by Gosta Esping-Andersen?*
3. *Why is the welfare state in crisis?*
4. *What is the connection between urban marginality as described by Loic Wacquant and the crisis of the welfare state?*

Term 1, Week 6. Reading week (no classes)

Term 1, Week 7. Income inequality

This week we will look at income and wealth inequalities both in the UK and internationally. What are the trends in income inequality? Why has it increased? What are the effects of income inequality on social life? We will discuss the work of the French economist Thomas Piketty who is well known for his studies of inequality and his proposals for reducing it.

- M.Brewer. (2019). *What Do We Know and What Should We Do About Inequality?* Sage.
Ch. 1, Introduction, pp. 1-20.
Ch. 2, Background, pp.21-39.
- T. Piketty. (2022). *A Brief History of Equality.* Harvard University Press.
Ch.7. Democracy, socialism and progressive taxation, pp.150-174.

Questions:

1. *How can we measure income / wealth inequality?*
2. *What were the trends in income inequality in the 20th and 21st centuries, in the UK and internationally?*
3. *What was Thomas Piketty's contribution to the study of inequality?*
4. *What are Piketty's proposals for reducing inequality?*
5. *What could be potential problems with these proposals?*

Part II. Social Inequalities (Dr Chris Playford)

Term 1, Week 8. Social class and social status

Many outcomes in life are patterned by inequality according to social background. This week we will explore the concept of social stratification and corresponding ways in which researchers have tried to measure dimensions of social stratification. This will include the basis and measurement of social class, and how this is related to social status. This will provide a foundation for the following weeks.

- Van Tubergen, F. (2020). *Introduction to Sociology.*
Section 9.2 (Social class and status), pp.303-306.
- Platt, L. (2011). *Understanding Inequalities: Stratification and Difference.* Cambridge: Polity Press.

Section 2.1. Concepts, definition, measurement, pp.36-44.

Section 2.2. Class distributions and inequalities, pp.44-53.

- Connelly, R., Gayle, V., & Lambert, P. S. (2016). A review of occupation-based social classifications for social survey research. *Methodological Innovations*, 9. 1-14.

Questions:

1. *What is social class and how is it measured?*
2. *Is social class different from social status? How and why?*
3. *What might each of these measurement schemes be useful for studying?*
4. *Why does what we think about social class matter for how we study inequalities?*

Term 1, Week 9. Inequalities in childhood experiences

In this session we will look at how children grow up in different circumstances and the implications this has for their education. Taking a lifecourse perspective is helpful, as this helps us to understand the roots of inequalities in later life. In particular, we will look at research by Annette Lareau and the quantitative and qualitative methods employed to investigate social class differences in early years education.

- Lareau, A. (2011). *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.
Chapter 1: Concerted cultivation and the accomplishment of natural growth, pp.1-13.
Chapter 15: Unequal childhoods in context: Results from a quantitative analysis, pp.333-341.
- Vincent, C. and Ball, S. J. (2007). 'Making up' the middle-class child: families, activities and class dispositions. *Sociology*, 41(6), 1061-1077.

Questions:

1. *What is the difference between concerted cultivation and natural growth?*
2. *How did Lareau collect the data for her main study?*
3. *Why did Lareau choose to add a quantitative element to this research?*
4. *What are the strengths and limitations of qualitative research on this topic?*
5. *What are the strengths and limitations of quantitative research on this topic?*

Term 1, Week 10. Inequalities in education and employment

This week we look at the influence that social background has on educational attainment. Alongside empirical studies which have attempted to measure this, we will look at the main theories suggested to help us understand the primary and secondary ways in which educational inequalities are manifested. We then look at how this affects differences in the jobs that young people get and the legacy of social background on pay.

- Platt, L. (2011). *Understanding Inequalities: Stratification and Difference*. Cambridge: Polity Press.
Chapter 6: Education, pp.133-162.
- Bukodi, E., Goldthorpe, J. H., & Zhao, Y. (2021). Primary and secondary effects of social origins on educational attainment: New findings for England. *The British Journal of Sociology*, 72(3), 627-650.
- Laurison, D., & Friedman, S. (2016). The Class Pay Gap in Higher Professional and Managerial Occupations. *American Sociological Review*, 81(4), 668-695.

Questions:

- 1. What are primary and secondary effects in educational outcomes?*
- 2. Why is there a social class gradient in school examination results?*
- 3. Why is the choice of qualification or subject important in understanding educational inequality?*
- 4. Do class origins still have an impact on young people in managerial and professional jobs? If so, how?*

Term 1, Week 11. Social mobility

Studies of social mobility help us to understand the relationship between social class origins and destinations. Has social mobility in Britain increased or declined over time and how has education changed this? This week we explore this topic and the challenges of measuring social mobility over time.

- Van Tubergen, F. (2020). *Introduction to Sociology*.
Section 9.5 (Social Mobility), pp.314-317.
- Goldthorpe, J. H. (2016). Social class mobility in modern Britain: changing structure, constant process. *Journal of the British Academy*, 4, 89-111.

- Social Mobility Commission. (2023). State of the Nation 2023: People and Places. <https://socialmobility.independent-commission.uk/app/uploads/2023/09/state-of-the-nation-2023.pdf>

Questions:

1. *What is social mobility?*
2. *Are social mobility and inequality the same thing?*
3. *What is the difference between intergenerational and intragenerational mobility?*
4. *What does it mean to talk about relative rates of social mobility? How is this different from absolute rates of social mobility?*
5. *Which is more important, the openness in a society or the reduction of inequalities?*

Term 1, Week 12. Culture and consumption

The social class of the family in which someone grows up influences the culture which they are exposed to and their preferences as an adult. But is this part of explanation of how social class is reproduced between generations? This week we will look at the work of Pierre Bourdieu and how this has contributed to our understanding of class and status.

- Van Tubergen, F. (2020). Introduction to Sociology.
Section 9.6 Ascription and achievement, pp.318-319.
Section 9.7 Modernization and mobility theory, pp.319-322.
Section 9.8 Cultural reproduction theory, pp.322-324.
- Grusky, D.B. and Weisshaar, K. (2014) Social Stratification: Class, Race, and Gender in Sociological Perspective.
Chapter 114. Distinction , pp.982-1003.
- Savage, M., Devine, F., Cunningham, N., Taylor, M., Li, Y., Hjellbrekke, J., Le Roux, B., Friedman, S., & Miles, A. (2013). A New Model of Social Class? Findings from the BBC's Great British Class Survey Experiment. *Sociology*, 47(2), 219-250.

Questions:

1. *What is the difference between ascription and achievement with regard to outcomes as an adult? Why does it matter?*
2. *What is cultural capital and how does it differ from economic or social capital?*

3. Are children growing up in middle class families advantaged in the educational system because of consumption of culture or is it merely epiphenomenal?
4. Savage et al. (2013) present a 'new model' of social class - how does this differ from the approaches discussed in week 8?
5. In what spheres of life do you think cultural capital might matter more and where might it matter less?

Part III. Demography, Gender, Religion, Social Capital (Dr Nitzan Peri-Rotem)

Term 2, Week 1. Population and society

Why do some populations shrink while others continue to grow? What drives population ageing and why are policy makers concerned by it? Should we be more worried about overpopulation or population decline? This session will introduce some basic concepts in demography and the social implications of population trends.

- Poston, Jr. D. L., and Bouvier, L. F. (2010). "We are all population actors": An introduction to demography. In: *Population and Society*. Cambridge University Press, pp. 3-14.
- Sigle, W. (2023). Like high cholesterol, population decline is a problem, but not in the way you might think. *Vienna Yearbook of Population Research*, 21: 15-20.

Questions:

1. Which three types of events are responsible for the population change?
2. What is the sex ratio at birth and why does it vary across countries?
3. What is the baby boom phenomenon and how does it affect society today?
4. What are the drivers of the population decline and why is it considered a problem?

Term 2, Week 2. Why fertility changes?

In the past decade, fertility levels in the UK have reached an all-time low. Other countries in Europe have seen similar declines. We will discuss theories about the drivers of the recent and historical shifts in fertility levels and how fertility levels are linked with other social, economic and environmental developments.

- Hirschman, C. (1994). Why fertility changes. *Annual Review of Sociology*, 20, 203–233.
- Ivanova, K. and Balbo, N. (2024). Societal pessimism and the transition to parenthood: A future too bleak to have children? *Population and Development Review*, 50: 323-342.

Questions:

1. *What has led to the transition from high to low fertility around the world?*
2. *What are the differences between the economic and the ideational approaches to fertility change?*
3. *In what ways can education affect fertility?*
4. *Why are people today more likely to delay childbearing to later ages than in the past?*

Term 2, Week 3. Gender in the private and public realm

Despite increases in equal opportunities in education and the labour market, there are ongoing disparities between men and women in hiring, wages and career trajectories. In addition, at home, women continue to perform the lion's share of housework and childcare in the UK and elsewhere. We will discuss different theories about the persistence of gender inequalities at home and in the workplace and how they are measured.

- Correll, S. J., Benard, S., & Paik, I. (2007). Getting a job: Is there a motherhood penalty? *American Journal of Sociology*, 112(5), 1297–1338.
- West, C. and Zimmerman D.H. (1987). Doing gender. *Gender and Society*, Vol. 1, No. 2. pp. 125-151.

Questions:

1. *What is the motherhood penalty, and what factors influence it?*
2. *Is parenthood also likely to affect men's economic outcomes?*
3. *What is the meaning of 'doing gender'?*
4. *How is doing gender associated with the gendered division of labour?*

Term 2, Week 4. Religion and secularisation

Is the world becoming more secular over time or is religion here to stay? What roles does religion fulfil in society today? This session will discuss different perspectives on religion, including the secularisation paradigm and alternative theories of religious change.

- van Tubergen, F. (2020). *Introduction to Sociology*. Taylor & Francis Group. Ch. 13: Religion. Pp. 457-487.
- Davie, G. (2015). *Religion in Britain: A persistent paradox, 2nd Ed.* Wiley-Blackwell. Ch. 1: Introduction: A framework for discussion. Pp. 3-17.

Questions:

1. *What are the key arguments of the secularization theory, and what are the main challenges to this theory?*
2. *What are the differences between age, cohort and period effects in the process of religious decline?*
3. *According to Grace Davie, what is the paradox of religion in Britain?*
4. *Do you agree or disagree that Britain is a secular country?*

Term 2, Week 5. Inequalities in health and wellbeing

Studies have shown that health indicators vary substantially across population groups. For example, married people generally have better physical and mental health compared to unmarried people. Other individual characteristics, such as educational attainment and religious involvement are also positively associated with improved health outcomes. We will discuss the potential mechanisms that underlie these patterns.

- Cohen, D. A., Scribner, R. A., and Farley, T. A. (2000). A structural model of health behavior: A pragmatic approach to explain and influence health behaviors at the population level. *Preventive Medicine*, 30(2): 146–154.
- Waite, L. J., and Lehrer, E. L. (2003). The benefits from marriage and religion in the United States: A comparative analysis. *Popul Dev Rev*, 29(2): 255-276.

Questions:

1. *How can socio-economic status influence one's health?*
2. *How can environmental factors shape health behaviours of individuals?*
3. *Why do married people tend to live longer than unmarried people? Does it vary by gender?*
4. *Is the relationship between marriage and health likely to be causal?*

Term 2, Week 6. Social networks and social capital

How are human connections formed? What determines the strength of personal ties? And how do our social networks affect our lives? The study of social networks can be applied in numerous fields, including criminology, politics, psychology and public health. We will discuss some key concepts in social network analysis and their practical applications.

- van Tubergen, F. (2020). *Introduction to Sociology*. Taylor & Francis Group. Ch. 7: Networks. Pp. 219-258.
- González-Bailón, S. & Lelkes, Y. (2023). Do social media undermine social cohesion? A critical review. *Social Issues and Policy Review*, 17, 155–180. <https://doi.org/10.1111/sipr.12091>

Questions:

1. *How would you define the concept of social capital?*
2. *How can social capital affect health and well-being?*
3. *How is social capital linked with social cohesion?*
4. *Are social media platforms more likely to contribute to or harm social cohesion?*

Part IV. Social Groups and Institutes (Prof Anthony King)

Term 2, Week 7. Shipwrecks, fires, and other disasters

In this section of the course, we look at the human social group, how they are formed, maintained, and changed; that is, how cooperation is possible? We start with crisis situations in which it might be thought human groups and human cooperation would be impossible. Yet, shipwrecks and other disasters are very useful. They show that even in extreme situations, total anarchy rarely reigns. Rather, patterns of cooperation – social groups – emerge or endure which influence the outcome of the catastrophe.

- Robb, G. (2007). ‘Come Back, You Bastards! London Review of Books 29(13), 17-18.
- Weick, K. (2000). *Making Sense of the Organization*. Oxford: Blackwell. Ch 4. ‘The Collapse of sense-making in organisations: the Mann Gulch disaster’. (Also found in: *Administrative Science Quarterly*, 1993-12, 38 (4), 628-65).
- Benjamin, C and Jing-Mao, H. (2022). ‘Network Structure in Small Groups and Survival in Disaster’ *Social Forces*, 100 (3), 1357-1384.

Questions:

1. Why might it be useful to study shipwrecks?
2. Why do some groups survive while others do not?

Term 2, Week 8. The Crowd

The crowd is an enduring feature of human society. Against accusations that the crowd is irrational and chaotic, even spontaneous, violent crowds display some order and coherence. The actions of the participants in them are understandable and they members of the crowd cooperate with each other.

- Zemon Davis, N. (1973). 'Rites of Violence: religious riot in sixteenth century France'. *Past and Present* 59 May: 51-91.
- Nassauer, A. (2016). 'From Peaceful marches to violent clashes: a micro-situational analysis'. *Social movement studies*, 15 (5), 515-530.
- Collins, R. (2020). 'Theorizing the time-dynamics of violence'. *Journal of Violence* 2020, 1 (1), 166-184.

Questions:

1. Are crowds irrational?
2. How do the dynamics of crowd action affect individual behaviour and emotion?
3. Is crowd violence inevitable?

Term 2, Week 9. The Gang

Gangs are informal groups, often organized for specific and local advantages. They have become an increasingly important part of urban existence. The gang offers an insight into how humans form groups and enforce order on their members.

- Horowitz, R and Schwartz, G. (1994). 'Honor, Normative Ambiguity and Gang Violence'. *American Sociological Review* 39(2) 1994: 238-51.

- Venkatesh, S. (2006). *Off the Books: the underground economy of the urban poor*. Cambridge, MA: Harvard University Press. Ch 6.

Questions:

1. Why have gangs become so prominent in the 21st century?
2. How do gangs form?
3. How do gangs maintain loyalty?
4. What benefits do gangs offer to their members?
5. How do gangs compete with rival groups?

Term 2, Week 10. The Team

Sports teams do not seem to be very important. Sport is supposed to be for fun. Yet, in fact, sports teams display some very intriguing elements of collective action and cooperation.

- Chambliss, D. (1989). 'The Mundanity of Excellence: an ethnographic report on stratification and Olympic swimmers'. *Sociological Theory* 7(1): 70-86.
- King, A and de Rond, M. (2011). 'Boat Race: rhythm and the possibility of collective performance'. *British Journal of Sociology* 62(4): 566-83.

Questions:

1. Why are teams useful as a sociological example?
2. What makes a good team?
3. Why do some teams fail?
4. What is the relationship between the team and the individual?

Term 2, Week 11. Organisations

Organisations have become a central part of our existence. They dominate our lives. They appear permanent, rational, and stable. In fact, the process of organising for large scale ventures is hard and fraught with difficulties. Organisations are often not very organised. This week we explore some of those challenges.

- March J and Olsen, J. (1976). *Ambiguity and Choice in Organizations*. Bergen: Universitetsforlagt. Ch.2.

- Janis, I. (1982). *Group Think: psychological studies of policy decisions and fiascos*. Ch. 1.
- Bittner, E. (1974). 'The Concept of the Organization' in Turner, R (ed) *Ethnomethodology*. Harmondsworth: Penguin.

Questions:

- 1. Why do we create organisations?*
- 2. What problems do organisations create for themselves?*
- 3. How do organisations try to overcome these problems?*
- 4. Is it possible for an organisation to make a good decision?*