LEARNING GOALS AND OBJECTIVES

This course reviews and examines theories and research on culture and how it relates to various aspects of organization and management at organizational, team, and individual levels. We will examine conceptualizations of culture, theoretical perspectives linking national and organizational culture to organizational behavior, and methodological issues in conducting cross-cultural research. You will also have opportunities to develop theoretical models and design research to test them. At the end of the course, you should have a good understanding of how culture affects individual, team, and organizational processes and outcomes, and develop basic competence in understanding, evaluating, and conducting research from a cultural perspective.

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Written Reports</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term Innovation Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final Research Proposal</td>
<td>40%</td>
</tr>
</tbody>
</table>

Class participation (15%)

Attendance is mandatory. Participation in the class involves reading the articles, being prepared, and making thoughtful comments in class discussions. In addition, students will do a book report and take turns to play the roles of a synthesizer and a critic (in place of the weekly report) as described below.

Session Leader

The success of this course depends on how students are actively engaged. Each student must be prepared to discuss all the required readings for each session. Students take turn to act as a session leader for seminar discussions.

A session leader for each class will be assigned in our first class. The session leader makes a power point presentation of the assigned readings and the current research in the topic area of the week. Leading the discussion requires a deeper understanding of the major research questions, the strengths, weaknesses, controversies, and gaps in the readings. Specifically, the session leader should:

1. Provide an organizing framework for classroom discussion of theories and empirical research;
2. Compare & contrast (as appropriate) theories or themes of research covered within a given session or between sessions;
3. Comment on the strengths and weaknesses of the week’s readings;
4. Propose a theoretical model of your own based on the week’s readings.
Please upload your presentation to the Canvas under Session Leader PPT.

**Written Reports (20%)**

Weekly Report (15%). Each week starting from Week 2, students write a 2-page report of the readings. The first page is a summary of the key points of all of the assigned readings. The second page is your personal reflections on the readings, especially new and interesting research ideas you have identified (See Key Reflection Questions for each week). Please submit the weekly report to the Canvas by 10am.

Book Report (5%). Students do a 3-page book report on one of the books listed at the end of the syllabus. In your report, present the guiding theoretical framework of the book, assess its impact (contributions or limitations) on cross-cultural research, and propose new research ideas that can be derived from the book. A session is scheduled for book report presentations.

**Mid-term Innovation Short Paper (25%)**

This is a short 4-6 page description of a novel idea or hypothesis related to the assigned readings and class discussions (something not already known or immediately obvious to cultural researchers). You should use theories from one of the topic areas covered in this class in a substantive and novel manner. You should state your hypothesis and then present a theoretical justification about why it is a good idea and how it fills a gap in existing literatures or answers important questions that researchers have overlooked (3 pages). You should also mention how you might test your ideas (1-2 pages of the total). The paper should include a figure, diagram or table that illustrates the causal relationships that you propose. The figure and/or table is not included in the page limit.

You do not need to do an elaborate literature search to make sure that your idea is new; the course readings and a quick computer search will suffice. Here are some questions that might spark your creativity:

1. Is there a theory that did not fit with your personal experiences or observations in organizations or in groups? If the theory does not fit, suggest how it might be modified and tested.
2. Did any of the theories seem to contradict each other? How can the contradiction be resolved and the amended theory be tested?
3. Is there a setting in which you could test a theory we read about and find opposite results, or no results at all? Describe how you would revise the theory and test the amended theory.
4. Was there a theory that you found to be wrong? Why? Describe how you would revise the theory and test the amended theory.

When I grade your papers I will be primarily looking for two things:

1. Your argument/idea is written clearly enough so that I can understand it; that means there is a logical structure and a clear thesis.
2. You have made reasonable arguments to support your thesis and supported those arguments with evidence from existing empirical literature.

**Additional Resources:**

The following three papers (available on Canvas) should serve as resources for you in finding an interesting topic and building the case for its interest and importance.


**Research Proposal (40%)**

The final paper is a research proposal in no more than 15 double-spaced pages of text (excluding References) due in the last sessions of the class. In the proposal, you should provide a literature review of the related work to date, construct a theoretical model consisting of hypotheses, and methodology to be used for testing the hypotheses (for the format, use AMJ publications as examples). For the proposal to benefit from the knowledge of every one in the class, each student will present the proposal and lead a discussion on his or her proposal.

It is important that you appropriately cite all references within the text of your proposal, as well as including a reference list at the conclusion of your paper. Sentences that are paraphrased and ideas that are adopted from another work must be appropriately cited. If you are including a sentence or passage verbatim from another work (published or unpublished), you must indicate this with the appropriate quotation marks and citation. Failure to do so may lead to suspicion of plagiarism or even disciplinary actions.

**ACADEMIC INTEGRITY**

*I do NOT tolerate cheating.* Students are responsible for understanding the RU Academic Integrity Policy ([http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/)).

I will strongly enforce this Policy and pursue all violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through SafeAssign or Turnitin, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See [business.rutgers.edu/ai](http://business.rutgers.edu/ai) for more details.

**OUTLINE OF CLASSES**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 –</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2 –</td>
<td>Conceptions of culture</td>
<td>Kun &amp; Yoon</td>
</tr>
<tr>
<td>3 –</td>
<td>Methodological issues</td>
<td>Aish</td>
</tr>
<tr>
<td>4 –</td>
<td>Cultural value dimensions</td>
<td>Kun</td>
</tr>
<tr>
<td>5 –</td>
<td>Values, systems, and practices</td>
<td>Wenli</td>
</tr>
<tr>
<td>6 –</td>
<td>Culture and teams</td>
<td>Ella</td>
</tr>
<tr>
<td>7 –</td>
<td>Book report</td>
<td></td>
</tr>
<tr>
<td>8 –</td>
<td>International assignment</td>
<td>Ella &amp; Yuyang</td>
</tr>
</tbody>
</table>
Spring Recess

9 – Innovation paper presentations

**Short paper due**

10 – Organizational Culture Ihsan

11 – Culture and cognition Yuyang

12 – Culture and morality Yoon

13 – Culture and organizational characteristics Aish, Ihsan and Wenli

14 – Term paper presentations

**Term paper due**

**Topics and Assigned Readings**

**Session 1. Introduction**


**Key Reflection Questions**: What is culture? Where is culture and how does it manifest?

**Session 2. Conceptions of Culture**


**Key Reflection Questions**: How is culture conceptualized by social scientists? What are the major schools of thought regarding culture and cultural studies?

**Recommended Papers**

**Session 3. Methodological Issues**


**Key Reflection Questions:** What are the opportunities and challenges (pitfalls) in conducting cross-cultural research? What do you need to be vigilant about in conducting cross-cultural research?

**Recommended Papers**


**Session 4. Cultural Value Dimensions**


**Key Reflection Questions:** What are the conceptual and methodological issues relating to research on individualism-collectivism? Think of ways in which you can incorporate this value dimension into your research.

Close reading of Earley: Insert headings: Introduction, Theory and Hypotheses; Make Hypotheses; Identify any holes or gaps for future research.

**Recommended Papers**


**Session 5. Values, Systems, and Practices**


**Key Reflection Questions:** What are other ways of unpacking culture beyond cultural dimensions? Identify a construct and develop a preliminary model around it for a cross-cultural study.

**Recommended Papers**


**Session 6. Culture and Teams**


**Key Reflection Questions:** What are the major challenges facing multinational/global teams? What are the major approaches to the study of this area? Analyze how Cramton and Hinds 2014 frame and claim their contribution and the extent to which their claim is justifiable.

**Recommended Papers**


Session 7. Book Report

Session 8. International Assignments


Key Reflection Questions: What aspects of expatriate experience did the authors examine? Are there areas neglected but worth studying? What theoretical perspectives did the authors use to study expatriate experiences and effectiveness?

Recommended Papers


Session 9. Paper Presentation


Session 10. Organizational Culture


Key reflection questions: How does organizational culture differ from organizational climate and national culture? What are the major research questions on organizational culture? Think of a research topic you would like to study on organizational culture.
Recommended Papers


Session 11. Culture and Cognition


Key Reflection Questions: What cross-cultural differences in cognition has previous research investigated? How do these differences affect organizational behavior and cross-cultural management? How can cross-cultural differences in cognition inform your research?

Recommended Articles


**Session 12. Culture and Morality**


**Key Reflection Questions:** What are the major differences between the rational and the social intuitionist model of moral judgment and decision? What is the role of culture in moral decision and behavior? Develop a research idea about culture and morality.

**Recommended Papers**


**Session 13. Culture and Organizational Characteristics**


**Key Reflection Questions:** 1. Gibson proposed three perspectives about national culture and organizational design. Compare Gibson’s views of culture with those of the major culture theorists we covered in the course. 2. Comment on Child et al.’s theories of organization.

**Recommended Papers**


**Session 14. Presentation**

**Books on Reserve in the Dana Library**

SUPPORT SERVICES


[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]
[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are pregnant, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]
[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek religious accommodations, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]
[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at http://vpva.rutgers.edu/.

[Rutgers University-New Brunswick incident report link: http://studentconduct.rutgers.edu/concern/. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]
[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7. You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does not have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via https://temporaryconditions.rutgers.edu.

If you are a military veteran or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. http://veterans.rutgers.edu/

If you are in need of mental health services, please use our readily available services.
[Rutgers University-Newark Counseling Center: http://counseling.newark.rutgers.edu/]
[Rutgers Counseling and Psychological Services–New Brunswick: http://rhscaps.rutgers.edu/]

If you are in need of physical health services, please use our readily available services.
[Rutgers Health Services – Newark: http://health.newark.rutgers.edu/]
[Rutgers Health Services – New Brunswick: http://health.rutgers.edu/]


If you are in need of **legal** services, please use our readily available services: [http://rusls.rutgers.edu/](http://rusls.rutgers.edu/)

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.
[Rutgers–Newark: PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu)
[Rutgers–New Brunswick: eslpals@english.rutgers.edu](mailto:eslpals@english.rutgers.edu)

If you are in need of additional **academic assistance**, please use our readily available services.
[Rutgers University–Newark Learning Center: [http://www.ncas.rutgers.edu/rlc](http://www.ncas.rutgers.edu/rlc)]
[Rutgers University–Newark Writing Center: [http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter)]
[Rutgers University–New Brunswick Learning Center: [https://rlc.rutgers.edu/](https://rlc.rutgers.edu/)]

[Optional items that many faculty include:]
- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.
- Students must sign, date, and return a statement declaring that they understand this syllabus.]