

FLORIDA ATLANTIC UNIVERSITY™

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG POSTED _____
 WEB POSTED _____

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: CRIMINOLOGY & CRIMINAL JUSTICE

COLLEGE OF: ARCHITECTURE, URBAN AND PUBLIC AFFAIRS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX CCJ COURSE NUMBER 6475 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, GO TO www.fau.edu/academic/registrar/UUPCinfo/)

COMPLETE COURSE TITLE: ORGANIZATIONAL CULTURE IN CRIMINAL JUSTICE AGENCIES

EFFECTIVE DATE

(first term course will be offered):

CREDITS: 3

TEXTBOOK INFORMATION: CRANK, UNDERSTANDING POLICE CULTURE (ANDERSON, 2004), ALONG WITH READINGS FROM SCHEIN, ORGANIZATIONAL CULTURE AND LEADERSHIP (JOSSEY-BASS, 1992), STOJKOVIC AND FARKAS, CORRECTIONAL LEADERSHIP: A CULTURAL PERSPECTIVE (WADSWORTH/THOMSON, 2003), AND RELATED ARTICLES.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR XX PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

EXAMINES ORGANIZATIONAL CULTURE IN CRIMINAL JUSTICE IN TERMS OF THE STRUCTURES, PROCESSES, AND VALUES SHAPING EMPLOYEE BEHAVIOR, (INCLUDING OCCUPATIONAL ISOLATION, ADMINISTRATIVE ESTRANGEMENT, TERRITORIAL RESPONSIBILITY, AND RISK-TAKING). FACTORS INFLUENCING ORGANIZATIONAL CULTURE ARE ANALYZED, ALONG WITH LEADERSHIP'S ROLE IN CREATING AND CHANGING IT.

PREREQUISITES: N/A

COREQUISITES: N/A

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL): N/A

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

PH.D. IN CRIMINOLOGY, CRIMINAL JUSTICE, OR RELATED FIELD.

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Faculty Contact, Email, Complete Phone Number: Jeanne B. Stinchcomb, Professor, Criminology and Criminal Justice, 6-5138; email: stinchco@fau.edu

SIGNATURES

SUPPORTING MATERIALS

Approved by:

Department Chair: *Jeanne B. Stinchcomb*

College Curriculum Chair: *Glenn P. Hecox*

College Dean: *Robert Lewis*

UGPC Chair: _____

Dean, Graduate Studies: _____

Date:

4/3/08

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to:

www.fau.edu/graduate/gpc/index.php to download this form and guidelines to fill out the form.

Email this form and syllabus to sfulks@fau.edu and egirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

ORGANIZATIONAL CULTURE IN CRIMINAL JUSTICE AGENCIES
Department of Criminology and Criminal Justice
Florida Atlantic University

Instructor

Jeanne B. Stinchcomb, Ph.D., Professor, Criminology and Criminal Justice, (954) 762-5138; e-mail: stinchco@fau.edu; address: Room 1009, HEC Bldg., 111 E. Las Olas Blvd., Ft. Lauderdale. Since I teach night courses, office hours are generally afternoons, but call or e-mail for an appointment at your convenience.

Course Description

Combining a variety of interactive learning techniques, this course explores the uncharted territory of the complex world "behind the badge." It examines the nature and impact of organizational culture in terms of the structures, processes, values, and underlying assumptions that shape patterns of job-related behavior. More specifically, intricate factors that influence the development and maintenance of police and correctional cultures are analyzed--ranging from personal values to occupational isolation, administrative estrangement, territorial responsibility, and job-related risks. On an operational level, agency culture is assessed in terms of how it influences staff conduct (and misconduct), as well as the role of leadership in terms of creating and changing organizational culture.

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Chapter 5, Managing Internal Integration, pp. 70-93.

Chapter 12, How Founders and Leaders Embed and Transmit Culture, pp. 228-253.

Y Stan Stojkovic and Mary Ann Farkas, *Correctional Leadership: A Cultural Perspective* (Belmont, CA: Wadsworth/Thomson, 2003):

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The format for examinations will be open-ended discussion, analysis, or completion items, along with multi-option multiple choice questions. Competencies will be provided as a study guide for exams. Since this is a graduate course, testing emphasizes the application of principles and analysis of concepts, rather than the memorization of facts. *All students are expected to take exams on the dates scheduled.* Everyone is reminded that high personal ethics are emphasized in this course. Cheating on examinations is a very serious offense. In addition to a failing grade, the university penalties are severe for engaging in such activities.

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- 25% = Written project assignment
- 30% = Final exam

Attendance

It is assumed that graduate students are responsible, mature adults who arrive on time and notify the instructor whenever they anticipate being absent from class. If that does not prove to be the case, a more specific attendance policy will be established. In any event, students are responsible for all information covered and any assignments made in every class.

Class Participation

Up to three (3) bonus points can be earned for consistent, active, and meaningful participation in classroom discussions throughout the course. Also, anyone who exceeds 5 points on the in-class written exercises can apply the additional credit to bonus points. Students can earn a maximum of 3 total bonus points through the combination of class participation and/or additional written

exercises. This is the only opportunity for earning extra credit.

Grade Distribution

A = 95 -100	C = 73 - 76
A- = 90 - 94	C- = 70 - 72
B+ = 87 - 89	D+ = 67 - 69
B = 83 - 86	D = 63 - 66
B- = 80 - 82	D- = 60 - 62
C+ = 77 - 79	F = below 60

Written Assignments

Requirements and grading procedures for the written assignments are discussed separately at the end of the syllabus. Note due dates listed in the assignment schedule below, as penalties attach to late submissions.

Schedule of Assignments

Assignments are to be read *before* the date listed, in order to come to class prepared to participate in the written exercise for that evening and to discuss each topic on the dates indicated.

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Week 2: NATURE AND DEFINITION OF ORGANIZATIONAL CULTURE

1. Edgar H. Schein, *Organizational Culture and Leadership*, (San Francisco: Jossey-Bass Publishers, 1992), Part 1: "What Culture Is and Does," pp. 1-27.
2. Text: Chapter 1, "Culture and Knowledge," pp. 1-20; (remainder of the chapter is optional); Chapter 3, "Culture and Cultural Themes," pp. 53-62.

Week 3: **ARTICLE PROPOSAL DUE**

DEVELOPING CULTURAL PERSPECTIVES

3. Text: Chapter 4, "Articulating Police Culture and Its Environments: Patterns of Line-Officer Interactions," pp. 63-73.
4. Schein, *Organizational Culture and Leadership*, Chapter 5, "Managing Internal Integration," pp. 70-93.

Week 4: CULTURE-RELEVANT THEORETICAL AND ORGANIZATIONAL ISSUES

5. Stan Stojkovic and Mary Ann Farkas, *Correctional Leadership: A Cultural Perspective* (Belmont, CA: Wadsworth/Thomson, 2003), Chapter 1, "Correctional Leadership and Organizational Culture," pp. 4-16.

Week 5: CULTURE-IN-OPERATION PROPOSAL DUE

THEMES OF POLICE CULTURE

6. Text: Section 1, "Coercive Territorial Control," pp. 77-79; Chapter 5, "The Moral Transformation of Territory," pp. 81-95; Chapter 6, "Force is Righteous," pp. 97-111; Chapter 7, "Crime is War Metaphor," pp. 113-126.

Week 6: THEMES OF POLICE CULTURE (con't)

7. Text: Chapter 8, "Stopping Power," pp. 127-39; Section 2, "Themes of the Unknown," pp. 141-42; Chapter 9, "The Twilight World," pp. 143-53; Chapter 10, "Danger through the Lens of Culture," pp. 155-62.

Week 7: ARTICLE REVIEW DUE

THEMES OF POLICE CULTURE (con't)

8. Text Chapter 11, "Anything can Happen on the Street," pp. 163-171; Chapter 12, "No Animal Out There is Going to Beat Me," pp. 173-184; Chapter 13, "Seductions of the Edge," pp. 185-196.

Week 8: MID-TERM EXAM

Week 9: CULTURE-IN-OPERATION PROJECT OUTLINE DUE

CULTURAL DIMENSIONS OF POLICE MORALITY

9. Text: Chapter 14, "Angels and Assholes: The Construction of Police Morality," pp. 201-212; Chapter 15, "Common Sense and the Ironic Deconstruction of the Obvious," pp. 213-228; Chapter 16, "No Place for Sissies," pp. 229-235; Chapter 17, "Mask of a Thousand Faces," pp. 237-252.

Week 10: INSTITUTIONAL CULTURE THEMES

10. Text: Section 4, "Loosely Coupling Cultural Themes," pp. 269-71; Chapter 19, "On Becoming Invisible," pp. 273-278; Chapter 20, "Individualism and the Paradox of Personal Responsibility," pp. 279-288; Chapter 21, "The Truth Game," pp. 289-304.

Week 11: CULTURAL IMPLICATIONS

11. Text: Chapter 22, "Cop Deterrence and the Soft Legal System," pp. 305-310; Chapter 23, "The Petty Injustice and Everlasting Grudges," pp. 311-228.

Week 12: STRESS AND ORGANIZATIONAL CULTURE

12. Jeanne B. Stinchcomb, "Police Stress: Could Organizational Culture Be the Culprit?" *Law Enforcement Executive Forum*, Vol. 4 (3), 2004; pp. 151-163.

13. Stojkovic and Farkas, Chapter 6, "Creating, Transmitting, and Transforming Correctional Culture," pp. 104-119.

Week 13: CULTURE-IN-OPERATION PROJECT DUE

THE ROLE OF LEADERSHIP IN CREATING AND CHANGING CULTURE

14. Schein, Chapter 12, "How Founders and Leaders Embed and Transmit Culture," pp. 228-253.

15. Mark Carey, "Infancy, Adolescence, and Restorative Justice: Strategies for Promoting Organizational Reform," in Gordon Bazemore & Mara Schiff, eds., *Restorative Community Justice* (Cincinnati, OH: Anderson, 2001); p. 151-67.

Week 14: FINAL NOTES

16. Text: Section 5, "Death and Police Culture," pp. 329-330; Chapter 24, "Thinking about Ritual," pp. 331-337; Chapter 25, "The Culture Eater," pp. 339-352; Chapter 26 "Goodbye in a Sea of Blue," pp. 353-63.

Week 15: FINAL EXAM

GUIDELINES FOR WRITTEN ASSIGNMENTS

ASSIGNMENT #1: ARTICLE REVIEW

Students will prepare a 6-7 page written summary and critique, (double-spaced, 1" margins) of a published article related to the culture of some component of the justice system (*not* an article from the general cultural literature).

The work selected for analysis can be either a significant article from a professional journal or a chapter from a book of edited readings. (However, no assigned readings for this course will be an acceptable source). Your review must be prepared *exclusively* for this class. This will be done through a two-step process:

STEP #1: PROPOSAL

Submit at least 2 articles for possible review, *along with copies of the articles*. Of the articles submitted, one will be approved for you to review. The proposal simply consists of a typewritten listing of the citations for the articles, *along with a copy of each article*.

All proposed articles submitted with your proposal must:

- ! Come from *different* sources.
- ! Contain *at least* 7-8 pages of narrative.
- ! Be relatively current (no older than 1992, if possible).
- ! Reflect an aspect of justice-related organizational culture.
- ! Be academically respectable (i.e., contain footnoted material and reference citations). This also means that nothing from the Internet that does not have a legitimate source citation will be acceptable.
- ! Have a logical beginning/ending (not “cut” out of context from a longer work). This does not prohibit a book chapter or a selection from a book of edited readings.
- ! *Not* be selected from the required readings for this course.

STEP #2: ARTICLE REVIEW

Each review will be composed of the following:

- ! **COVER PAGE:** Full citation of article (see above format), course number and title, student's name, and the following statement (typed verbatim):

I verify that any direct citations from the article being reviewed are placed in quotation marks and referenced by page number. If any other person's work is contained herein, it is fully referenced and properly attributed. I understand that misrepresenting another person's work as my own is plagiarism. I understand that plagiarism will result in failing this class, and subsequently can lead to formal charges. Moreover, I verify that this paper was solely researched, prepared, and written exclusively for this class by:

(Student's signature)

- ! **SECTION 1: SYNOPSIS OF THE ARTICLE (25 points)**

An analysis in your own words of: (1) the major thesis of the article, (2) significant points made in support of the thesis, methodology used, etc., (3) overall findings/results.

- ! **SECTION 2: APPRAISAL AND DISCUSSION (30 points)**

This section evaluates and further discusses the article--e.g., its greatest strengths, any

apparent weaknesses or oversights, the feasibility of its recommendations, how it contributes to understanding and/or managing organizational culture, etc.

! SECTION 3: CONCLUSIONS (20 points)

On the basis of the information contained in the article and the above discussion, this section comes to logical conclusions about the topic being addressed, (especially in terms of where we should be heading in regard to changing organizational culture).

! MECHANICS (25 points)

How well the paper is constructed in terms of grammar, punctuation, spelling, organization, writing style, etc.

Submit your review in typewritten, double-spaced format (without any special cover or bindings). *Be sure that your paper contains specific headings for each of the sections listed above* (except, of course, mechanics). Also be sure to attach a copy of the article with your submission.

See separate instructions on p. 10 regarding mandatory submission to *turnitin.com*.

It is expected that your review and analysis will primarily be in your own words, rather than close paraphrasing or direct quotes from the article. Any quoted material must be placed in quotation marks and cited by page number, but this should be limited. Be sure to pace your work accordingly, keeping in mind the 3-point penalty for late submission of either the proposal or the review (regardless of the reason/s). Grading will be based on the point distribution listed in parentheses above.

ASSIGNMENT #2: CULTURE-IN-OPERATION PROJECT

This will be an assignment of your own creation, on any topic addressed in this course. It will consist of two sections--theory and practice. For example, if you decide to focus on the behavioral norms governing organizational culture, the first part of the paper would describe and analyze findings from the literature on that topic. The second part would be a related description of your hands-on observations of behavioral norms in the police or correctional workplace. (If you are not employed in a criminal justice agency, contact the instructor about how you can obtain access in order to include relevant observations).

Your paper will be developed in a three-stage process:

- (1) PROPOSAL--a brief (3-4 page) description of what topic you intend to pursue, and how you intend to observe it in practice, along with a bibliography of any resources from the literature that you have identified to date. (NOTE: While you can cite articles that are required readings for this course in the preparation of your paper, none can be used to

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(Student's signature)

- ! **SECTION 1: SYNOPSIS OF THE ARTICLE (25 points)**

An analysis in your own words of: (1) the major thesis of the article, (2) significant points made in support of the thesis, methodology used, etc., (3) overall findings/results.

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apparent weaknesses or oversights, the feasibility of its recommendations, how it contributes to understanding and/or managing organizational culture, etc.

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It is expected that your review and analysis will primarily be in your own words, rather than close paraphrasing or direct quotes from the article. Any quoted material must be placed in quotation marks and cited by page number, but this should be limited. Be sure to pace your work accordingly, keeping in mind the 3-point penalty for late submission of either the proposal or the review (regardless of the reason/s). Grading will be based on the point distribution listed in parentheses above.

ASSIGNMENT #2: CULTURE-IN-OPERATION PROJECT

This will be an assignment of your own creation, on any topic addressed in this course. It will consist of two sections--theory and practice. For example, if you decide to focus on the behavioral norms governing organizational culture, the first part of the paper would describe and analyze findings from the literature on that topic. The second part would be a related description of your hands-on observations of behavioral norms in the police or correctional workplace. (If you are not employed in a criminal justice agency, contact the instructor about how you can obtain access in order to include relevant observations).

Your paper will be developed in a three-stage process:

- (1) PROPOSAL--a brief (3-4 page) description of what topic you intend to pursue, and how you intend to observe it in practice, along with a bibliography of any resources from the literature that you have identified to date. (NOTE: While you can cite articles that are required readings for this course in the preparation of your paper, none can be used to

meet the minimum of five reference citations. However, feel free to consult the bibliographies included in some of the articles for suggestions).

(2) DETAILED (NARRATIVE) OUTLINE--as the next step in developing the paper, this is a 3-5 page elaboration of what information will be addressed in the first two sections of the paper, (i.e., theoretical basis and practical application), along with an expanded list of the references you intend to consult. By this point, you should have developed a more explicit conceptual idea of how your paper will be developed, along with an expanded bibliography to support it. (NOTE: If you are interviewing anyone in conjunction with your project, be sure to turn in the survey instrument with your outline). Also, *be sure to attach the copy of your original proposal* to your subsequent outline.

(3) COMPLETED PAPER--which will consist of the following sections:

COVER PAGE: Title of paper, course number and title, your name, and the following statement (typed verbatim):

I verify that any other person's work contained herein is fully referenced and properly attributed. I understand that misrepresenting another person's material as my own is plagiarism. I understand that plagiarism will result in failing this class, and subsequently can lead to formal charges. Moreover, I verify that this paper was solely researched, prepared, and written exclusively for this class by:

(Student's signature)

*NOTE: IN ADDITION TO VERIFYING THAT NO PART OF YOUR PAPER IS EXTRACTED FROM A SOURCE WITHOUT PROPER CITATION, THIS VERIFIES THAT YOU PREPARED THE PAPER **COMPLETELY INDEPENDENTLY**, WITH NO ASSISTANCE WHATSOEVER FROM ANYONE ELSE FOR ANY REASON.*

SECTION 1-- THEORETICAL BASIS (30 points): Description of the theoretical foundation for your project--i.e., what various authors and studies have revealed about it, what its strengths and weaknesses are, etc., along with your analysis of the information presented. This section is designed to be heavily supported by research literature, (with at least 5-6 references, and preferably more), drawing extensively on published works in books *and* refereed journals. Be sure to relate the theory you are discussing directly to your topic--i.e., how it theoretically shapes the nature of your topic.

SECTION 2--PRACTICAL APPLICATION (20 points): A description of your observations related to the theoretical material described in Sec. 1, along with your analysis of how the theoretical concepts relate to actual practice.

SECTION 3--SUMMARY AND CONCLUSIONS (15 points): A summary of the previous sections,

along with whatever suggestions you would make to anyone attempting to deal with this aspect

of organizational culture.

SECTION 4--REFERENCES (3 points each--20 points max): An alphabetical listing of all references cited in the paper; (none that were not cited, please), using proper format. Three (3) points for each reference *cited* in the paper from books or journal articles. (Note: Your research should not be based exclusively on books). Be sure to put copies of any materials that you downloaded from the internet or copied from the library in the appendix. However, *no internet sources are acceptable that do not reflect either valid statistics* (i.e., national, state, or local databases) *or a published document* (i.e., journal article, book chapter, etc.). Additionally, while references can be used from required readings for this class, they will not count toward points in this section.

MECHANICS (15 points): Proper punctuation, grammar, spelling, organization, writing style, format, documentation, etc. throughout the paper.

APPENDIX

Actual copies of any survey instruments or interview results *that you used during your study*; (i.e., not just the original instrument, but the actual copies on which you wrote responses of those you interviewed, or on which participants wrote their own responses if they filled it out themselves). Additionally, this section should include copies of articles cited in the report, as described in Section 4, along with all previous proposals, outlines, or other materials that you submitted during the developmental stage. (No points are awarded for this section, but papers will not be accepted without it)

While there are no precise requirements concerning the length of your paper, it is unlikely that you would be able to do justice to the assignment in less than 9-10 pages. Additionally, all papers must:

1. Be typewritten, double-spaced, submitted without any special cover or bindings.
2. Contain headings for each of the sections listed above.
3. List numbers for all pages.
4. Include proper literature citations for all material quoted or paraphrased from any source, (preferably, APA format).

Deadlines and Grading

Note all above-listed deadlines for both written assignments. Students are expected to anticipate deadlines and pace their work accordingly, keeping in mind that there will be a 3-point penalty (deducted from your final grade) for any late submission(s), regardless of the reason. Grades will be based on the point distribution listed above.

Plagiarism (applies to both written assignments)

To use the ideas or writings of another and attempt to pass them off as one's own is plagiarism. Examples of plagiarism include, (but are not limited to): lifting material verbatim (or with minimal changes) directly from published works without citing the original author, as well as submitting work prepared by someone else as one's own. In addition, your work must be completely your own,

without preparatory assistance (editing, proofreading, etc.) from anyone. Plagiarism is a very serious offense, as is submitting a product which was not originally prepared for this course, or one which is used to fulfill the requirements of more than one course. In any such case, the student will receive no credit for the written work, a failing grade for the course, and, depending upon the severity of the offense, additional penalties may be assessed by the university. See *CAUPA's Recommended Student Guidelines on Ethics and Academic Integrity* for additional details.

Turnitin Submission

As a check against plagiarism and other forms of academic irregularity, students are required to submit their written products to *turnitin.com*, an Internet-based, plagiarism-detection service. A separate handout describes procedures for submitting your work to *turnitin*. (All submitted papers will be included as source documents in the *turnitin* reference database solely for the purpose of detecting plagiarism, with use subject to the terms and conditions posted on the *turnitin.com* website). To access the system, you will need an access code and password.

The class ID code is _____
The password is CULTURE (all caps).

NOTE: Electronic submission of your papers to turnitin does *not* substitute for also submitting hard copies in class. To avoid a late penalty, both the electronic version and the in-person hard copy must be submitted by the due dates listed in the syllabus.