

JUSTICE ORGANIZATIONS, Fall 2018

CRIM 740
Mondays 1:30 to 4:10 p.m.
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Fall, 2018
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COURSE DESCRIPTION

The primary objective of this course is to familiarize students with organization theory and research as ways to make sense of, navigate, and act on the criminal justice and legal systems. Class sessions will acquaint students with major frameworks in organization theory and their application to the system of criminal justice and legal organizations that implement and enforce law, especially police departments, regulatory agencies, courts, and juvenile justice and corrections.

The first section provides a general conceptual foundation for the course, including a working definition for organizations, their basic elements, and some of the key issues of concern for both researchers and practitioners. We then examine the internal dynamics of criminal justice and legal organizations from the perspectives of *rational systems* frameworks (that view organizations in terms of formal structures and goals), and then *natural systems* frameworks (that focus more on the informal, human side of organizations, including personal needs, culture, informal networks, decision making, and politics). Next, we address *open systems* frameworks that focus on the relationships between organizations and their external environments. The final part of the course investigates ten key challenges faced by all organizations: decision-making, power/politics, technology/structure, culture, conflict/resistance, social inequality, ethics/deviance, leadership, change and effectiveness while also introducing students to implementation science. Throughout the course, we relate theory and research in the lectures, readings and assignments to the experiences of people who actually work in and/or study criminal justice or legal organizations.

REQUIRED READINGS

There is one book for this course. Additionally, we will draw on an array of works written by organizational researchers (and/or researchers in other fields who use an organizational lens for examining complex problems). Some of these works cover general organizational concepts and dynamics while others use an organizational perspective to examine criminal justice or legal organizations. Students might benefit from working through the book first to lay a foundation for key concepts and then do the other readings. Class lessons both complement and supplement the readings, but do not explicitly cover each assigned reading. You should complete all reading *before* attending class or tackling the other course assignments. *All course readings are listed in the course outline under each lesson and can be printed out and/or read online via the course blackboard page.*

COURSE OBJECTIVES

- (1) Learn the basic elements of organizations and the utility of organizational analysis;
- (2) Become familiar with and understand the primary streams of organization theory, and
- (3) Be able to apply organization theory to critically analyze central challenges faced by criminal justice and/or legal organizations.

COURSE REQUIREMENTS

Reading and Discussion Forums

Students are required to do all of the course readings (prior to class each week) and attend class each week. Because much of organization theory and research developed in the contexts of private organizations and workplaces, part of this course is a translation process. That is, we will be extending many ideas that developed in organizational contexts far removed from the criminal justice or legal systems. Many of these ideas travel well to criminal justice and legal organizations, while some do not.

The vitality of any course depends in part on student questions, comments, and ideas. Student participation is especially important because the intent here is that you not simply memorize a bunch of concepts and facts, but that you are able to apply the concepts to the organizations where you work or study to understand how and why they operate as they do. Therefore, in addition to completing the readings in a timely fashion, students should take notes on the readings and come to class ready for vibrant discussions.

Article (in-class) Discussions (students chosen randomly)

To improve student thinking and retention of important material (and frankly to encourage careful and thoughtful reading), all students will be chosen at random to discuss four assigned course readings with the class. To do this, students must come to class having read all weekly assigned readings and be ready to briefly discuss one (if their name is chosen) with the class. To “discuss” each reading, students should come to class prepared to answer the following questions about each reading:

- 1) What is the **main point** or argument this author(s) is/are trying to convey?
- 2) How does this reading **advance our thinking** about the way organizations organizational actors operate, behave and/or think?
- 3) How does this reading **contribute to the overall theme**? (i.e., how does it connect with other readings from this week/topic?)
- 4) How does this reading **help you answer a particular question or set of questions** about a relevant topic in policing, courts, corrections, or juvenile justice?

For random selection, all student names will be placed into a bag **four** times (numbered 1, 2, 3, and 4). Each class, Dr. Rudes will select a number of names from the bag and those students will discuss a reading of Rudes’ choosing (from that week’s readings). To allow for some flexibility, students are permitted to “pass” on discussing a reading twice. When this happens, their name (with their number) goes back into the bag for another week’s pick. If a student’s name is chosen on a class when they have an *excused* absence, the student is not penalized; their name simply returns to the bag. If the student’s name is called during a class when they have an unexcused absence, that pick will count as a “pass” if they still have one or Dr. Rudes will record that grade as zero. These discussions should take roughly five minutes each.

Review Paper Assignment

All students will work alone or in teams of up to two students to prepare a review paper (similar to the ones published in Annual Review journals like the *Annual Review of Law & Social Sciences*, *Annual Review of Criminology* and/or *Annual Review of Sociology*). Although this may feel like writing a literature review, it is not. Annual reviews are not just reviews of existing literature. They require authors to review and synthesize the existing literature in new ways. They require evaluating existing literature and scaffolding it (putting it together) to form an argument. They require analytic thought, organization and a keen eye for identifying literature gaps, suggestions for new empirical and/or theoretical work and creativity. Please consult any annual review journal

to examine existing papers of this sort. You will build yours over the semester, piece-by-piece, and present it to the class verbally. You will also submit a final, annual review at the end of the semester that you may consider publishing. This is exceptionally helpful to you as a scholar/academic and specifically, if you are planning to take comprehensive exams in CLS or writing a Major Area Paper (MAP) or any academic publication in the future.

By week two of the semester, I will ask you to identify your top three topic areas (in class). We will then make decisions about which student or student duo will tackle each of the following topics: decision-making, power & politics, technology & structure, organizational culture, conflict & resistance, ethics & deviance, authority & leadership, implementation science and organizational change. In addition to these topics, you may also select a topic of your own (that we are not specifically covering in class). Some ideas include organizational learning, organizational cynicism, goals & control, organizations & social movements, organizations and networks, competing values within organizations, institutional logics, organizational communication, etc. Please note that your review will likely NOT be of these topics (as they are far too broad), but some component or components within them. For example, if you choose to do your topic on organizational culture, covering culture in one paper is absurd for this assignment. Instead, you will take some aspect, element or mechanism of culture (or a mix of them) and write your review on that. Try to find a topic or an insight into a topic that an annual review piece in one of the journals previously named already covers OR try to update an older review piece with new literature, new direction/ideas and insights. You may use any readings from the syllabus and/or from our optional readings on Blackboard, but these will NOT be enough. You must find many more. There is no expected number of references. You will use as many as you find/need to make your paper great! However, this is NOT a systematic review. You do not need to find EVERYTHING on your topic.

Assignments related to your final paper consist of the following:

- Choosing a topic area (broadly) and partner (optional)
- Briefs of 12 articles (over 4 weeks, see assignment schedule)
- An outline of your argument and the structure of your paper
- An expanded outline of your argument and structure of your paper
- Thematic sections one, two and three (turned in one per week over three weeks) (~6 pages each)
- Editing thematic sections and adding title, abstract, key words, introduction, discussion references, and any (optional) tables/graphics (~25 pages)
- Class presentation using PowerPoint slides (~10 minutes for each student or team)

Students will submit everything via Blackboard. Briefs can be in any format you like but should be roughly 1 page each. Outlines should be in proper outline form with roman numerals and letters as required. Thematic sections and full papers should be double-spaced with 11- or 12-point font and 1 inch margins all around and must include proper in-text citation and a full reference list in APA style. **The last day to turn in your full paper via Blackboard is Friday, December 9th at MIDNIGHT.** Each piece of your paper (in various assignments) counts for a percentage of your overall course grade. See assignment/grading section of syllabus for points/percentages.

Review Paper Grading Scale

- A** Well-organized, clear, and precise. Contains insights that go beyond the basic facts. Analyzes and provides a synthesis of information in new, original ways. Judgments are critical and reflect an awareness of alternatives, social relations and historical perspective.
- B** Well-organized, coherent, technically sound, but provides little insight beyond existing information.

- C** To the point, content is perhaps relevant, but loosely organized. Not much detail. Imprecise. May have factual errors. Meets some, but not all, requirements.
- D** Provides some relevant material, but is generally weak in organization and understanding of ideas. Does not meet all requirements.
- F** May have some relevant material but is weak in organization and understanding of ideas. Many errors, omissions and coherence problems. Does not meet requirements.

Students must complete all work on this and all assignments for this course independently or as part of your team of two (if you team up). Dr. Rudes will discuss briefs, outlines, arguments, presentations, writing, etc. with students anytime (by appointment), but will not pre-read any portion (beyond what you turn in) of a students' paper prior to the student turning it in.

Overall Course Grading Summary: (100 points possible)

- o Choose Topic (2 points) 2%
- o Article briefs (3 each week for 4 weeks = 12 total) (1 points each x 12=12 points) 12%
- o Initial outline (2 points) 2%
- o Expanded outline (3 points) 3%
- o Thematic sections (1, 2, and 3) (8 points each x 3 = 24 points total) 24%
- o Presentation to class using PowerPoint (7 points) 7%
- o Full Review Paper 30%
- o In-Class Article Briefings (4 total) (5 points each x 4 =20 points total) 20%

Note: Late assignments will only be accepted with a valid excuse (e.g., a situation beyond the control of the student).

Grading Scale

96-100 = A+	86.5-89.9 = B+	76.5-79.9 = C+	60-69.9	D
93-95.9 = A	83.5-86.4 = B	73.5-76.4 = C	<59.9--	F
90-92.9 A-	80-83.4 = B-	70-73.4 = C-		

EXPECTATIONS OF STUDENTS

Academic Integrity

Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. [See <http://academicintegrity.gmu.edu/distance>].

Honor Code

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode>].

MasonLive/Email (GMU Email)

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See <https://thanatos.gmu.edu/masonlive/login>].

Patriot Pass

Once you sign up for your Patriot Pass, your passwords will be synchronized, and you will use your Patriot Pass username and password to log in to the following systems: Blackboard, University Libraries, MasonLive, myMason, Patriot Web, Virtual Computing Lab, and WEMS. [See <https://thanatos.gmu.edu/passwordchange/index.jsp>].

Responsible Use of Computing

Students must follow the university policy for Responsible Use of Computing. [See <http://universitypolicy.gmu.edu/1301gen.html>].

SUMMARY LESSON OUTLINE WITH WEEKLY ASSIGNED READINGS

DATE	TOPIC	READINGS
8/27	<i>Conceptual Foundations</i> <u>Guiding Question(s)</u> <ul style="list-style-type: none">▪ Where does the study of organizations come from? What is an organizational approach and why is it useful for understanding justice and social control?▪ What does it mean to use an organizational lens/perspective in the social sciences?	Scott & Davis, Ch. 1

NO CLASS, September 3rd for Labor Day

9/10	<i>Rational Systems: Bureaucracy & Scientific Management</i> <u>Guiding Question(s)</u> <ul style="list-style-type: none">▪ What forces gave rise to large-scale formal organizations?▪ Which ideas shaped early development of organizational history?▪ What is organizational structure? How is it observable and measurable?▪ What influence does organizational structure have on the practices and performance of justice and social control organizations?	Scott & Davis, Ch. 2 Weber (1946) Taylor (1919) Thompson (1967) Robinson (2003)
9/10	<i>Natural Systems: Human Relations, Humanistic Management, Shadow Structures, Culture</i> <u>Guiding Question(s)</u> <ul style="list-style-type: none">▪ What accounts for the emergence of theoretical models critical of earlier perspectives?▪ How far do these new perspectives go in introducing social factors in organizations?	Scott & Davis, Ch. 3 Homans (1941) Barnard (1938) Lipsky (1980) Conover (2000)

9/17

Open Systems (part one):

Scott & Davis, Ch. 4, 5, 9 & 10
Katz et al. (2002)
Garland (2001)
Mastrofski et al. (1987)
Burns & Stalker (1961)
Gibson (1980)

Guiding Question(s)

- How did the shift in perspective—from internal organizational arrangements to technology, power, external relations and information processing—change the nature of theorizing about organizations?
- What are organizational environments?
- What are the relevant analytic dimensions for measuring environments in and around justice and social control organizations?
- What do studies show about the relevance of organizational environments for the performance of justice and social control organizations?

9/17

Open Systems II: Neo- Institutionalism

Meyer & Rowan (1977)
DiMaggio & Powell (1983)
Morrill & McKee (1993)
Edelman et al. (1999)
Matusiak et al. (2017)

Guiding Question(s)

- How and why has the conception of organizational environments and institutional analysis evolved over time?
- Why do organizations tend to look like each other (i.e., in structure, policy, performance)?

CLASS WILL NOT MEET ON 9/24, Dr. Rudes out of town. Time to get caught up, or get ahead! ☺

10/1

Decision Making

H. Simon (1945/1997)
Burawoy (1979)
Conley & O'Barr (1990)
Viglione et al. (2015)
Nardulli & Eisenstein (1984)
Weick et al. (2005)

Guiding Question(s)

- What sources, forms and uses, and factors influence organizational and individual decision making within the workplace?

10/9 *Power and Politics*

TUESDAY

Pfeffer (1980)
Jacobs (1990)
Meyerson & Scully (1995)
Bies & Tripp (1998)
Martin & Meyerson (1998)
Kras et al. (2017)

Guiding Question(s)

- What are the sources, forms and uses of power within and across organizations?
- How/why do these sources/forms/uses impact organizational structures, performance or actors?

10/9 *Technology & Structure*

Possible Guest Speaker

Scott & Davis, Ch. 6
Barley (1986)
Hagan (1977)
Chan (2001)
Koen et al. (2018)

Guiding Question(s)

- How do technology and information shape and constrain organizational structure? How do organizations set and manage boundaries?
- How does technology and structure facilitate or constrain organizational change?
- How are technologies used by justice and social control organizations?
- How much and in what ways does technology influence practice and performance in justice organizations?

10/15 *Culture*

Ouchi & Wilkins (1995)
Kunda (1992)
Terrill et al. (2003)
Edelman & Suchman (1999)
Rudes & Magnuson (2018)
Paoline & Gau (2018)

Guiding Question(s)

- What are the sources, forms, structures and uses of culture in and across organizations?
- How is organizational culture measured and observed?
- What are the consequences of organizational culture for the practices and performance of justice and social control organizations?
- What are the forces that cause organizational cultures to change and how long does it take?

10/15 *Conflict & Resistance*

Emerson & Messinger (1977)
Kolb & Putnam (1992)
Morrill (1998)
LaNuez & Jermier (1994)
Hepburn & Albonetti (1980)
Van Maanen (1992)
Balfour (2018)

Guiding Question(s)

- What are the sources, forms and uses of conflict in and across organizations?
- What does organizational resistance look like? How and why does resistance matter for organizational development, growth and change?

10/22 *Ethics & Deviance*

Vaughan (1999)
Lawrence & Robinson (2007)
Manning & Redlinger (1978)
Jesilow et al. (1993)
Monahan & Quinn (2006)
Huff et al. (2018)
Van Rooij & Fine (2018)

Guiding Question(s)

- How are organizational ethics constituted within and between organizational forms?
- What are the sources, forms and uses of deviance in and across organizations?

10/22 *Authority & Leadership*

Etzioni (1959)
McGregor (1957)
Kras et al. (2015)
Aarons (2006)
Marabito & Shelley (2018)

Guiding Question(s)

- How do leaders influence, influence, and alter organizational goals, directions, missions and reform?
- Who constitutes organizational leaders? How and why?
- What are the most important dimensions and dynamics of leadership?
- What makes an effective leader? Are these factors equally relevant to all types of organizations? Why/How?
- What are the consequences of leadership for justice and social control organizational practice?

10/29 *Implementation Science*

Guest Speaker: Dr. Faye S. Taxman

Scott & Davis, Ch. 12
Taxman et al. (2012)
Taxman & Belenko (Ch. 3 & 4)
(2011)

Guiding Question(s)

- How is effectiveness defined, considered, treated in organizational study?
- What are the sources, forms and structures in consideration when assessing organizational effectiveness? What is missing?

11/5 *Change*

Feldman (2003)
 Hannan & Freeman (1984)
 Vallas (2003)
 Ekland-Olsen & Martin (1988)
 DeCelles 2012
 Farrell et al. 2011
 Rudes (2012)
 Willis et al. (2004)

Guiding Question(s)

- How does change occur within organizations and among organizational actors?
- What are the sources and forms that constrain or facilitate organizational change/reform?

11/19 *Implementation & EBPs*
 Possible Guest Speaker(s)

Nutley (2003)
 Rousseau (2006)
 MacKenzie (2000)
 Rudes et al. (2012b)
 Viglione et al. (2017)
 Prendergast et al. (2017)

Guiding Question(s)

- How is effectiveness defined, considered, treated in organizational study?
- What are the sources, forms and structures in consideration when assessing organizational effectiveness? What is missing?

11/26 *Social Inequality & Course Wrap Up*

Scott & Davis, Ch. 7
 Kanter (1977)
 Britton (2003)
 Miller et al. (2003)
 Pager & Quillian (2005)
 Pettit & Western (2004)
 Burdett et al. (2018)

Guiding Question(s)

- What are the sources, forms and uses of social inequality in and across organizations?
- In what ways does social inequality affect other organizational features such as conflict, change, effectiveness, etc.? How does organizational inequality manifest? What, if any, could be solutions to social inequality in organizations?

12/3 Student PowerPoint presentations of Review Papers (10-12 minutes each)

ASSIGNMENT DUE DATES

Due Date	Assignment
9/7/18, Friday @ midnight via BB	Choose general paper topic and partner (optional)
9/14/18 , Friday@ midnight via BB	Brief 3 articles on topic for review paper
9/21/18, Friday@ midnight via BB	Brief 3 articles on topic for review paper
9/28/18, Friday@ midnight via BB	Brief 3 articles on topic for review paper
10/5/18, Friday@ midnight via BB	Brief 3 articles on topic for review paper
10/12/18, Friday@ midnight via BB	Initial outline
10/19/18, Friday@ midnight via BB	Expanded outline
10/26/18, Friday@ midnight via BB	Thematic section one of review paper
11/2/18, Friday @ midnight via BB	Thematic section two of review paper
11/9/18, Friday @ midnight via BB	Thematic section three of review paper
11/10 to 12/9	Revise and edit review paper adding all other paper parts
12/4/18	Present your review paper ideas to class using PP
12/9/18, Friday @ midnight via BB	Final and full review paper

REFERENCE LIST FOR COURSE READINGS

(Note: with the exception of the Scott & Davis text below, all readings are PDFs and are available on BB)

- Aarons, Gregory. A. (2006). Transformational and transactional leadership: Association with attitudes toward evidence-based practice. *Psychiatric Services*, 57(8), 1162-1169.
- Balfour, G. (2018). Searching prison cells and prisoner bodies: Redacting carceral power and glimpsing gendered resistance in women's prisons. *Criminology & Criminal Justice*, 18(2), 139-155.
- Barley, Stephen R. (1986). Technology as an Occasion for Structuring: Evidence from Observations of CT Scanners and the Social Order of Radiology Departments. *Administrative Science Quarterly* 31: 78-108.
- Barnard, Chester. (1938). *Functions of the Executive*, pp. 82-95, 165-171. Cambridge, MA: Harvard University Press.
- Bies, Robert J. & Thomas M. Tripp. (1998). Two Faces of Powerless: Coping with Tyranny in Organizations. Pp. 203-219 in Roderick M. Kramer & Margaret A. Neale's (Eds.) *Power and Influence in Organizations*. Thousand Oaks: Sage.
- Britton, Dana M. (2003). The Rest of the Job: Coworkers, Supervisors, and Satisfaction. Pp. 166-215 in *At Work in the Iron Cage: The Prison as Gendered Organization*. New York University Press.
- Burawoy, Michael. (1979). *Manufacturing Consent: Changes in the Labor Process Under Monopoly Capitalism*, Pp. 170-80 in Michael J. Handel's (Ed.) *The Sociology of Organizations: Classic, Contemporary, and Critical Readings* (2003). Thousand Oaks, CA: Sage.
- Burdett, F., Gouliquer, L., & Poulin, C. (2018). Culture of Corrections: The Experiences of Women Correctional

- Officers. *Feminist Criminology*, 13(3), 329-349.
- Burns, Tom and G. M. Stalker. (1961). The Management of Innovation. Pp. 45-51 in Michael J. Handel's (Ed.) *The Sociology of Organizations: Classic, Contemporary, and Critical Readings* (2003). Thousand Oaks, CA: Sage.
- Chan, J. B. (2001). The technological game: How information technology is transforming police practice. *Criminal Justice*, 1(2), 139-159.
- Conley, John M. & William M. O'Barr. (1990). The Jurisprudence of Informal Court Judges. Pp. 82-112 in *Rules Versus Relationships: The Ethnography of Legal Discourse*. University of Chicago Press.
- Conover, Ted. (2000). School for Jailers. Pp. 12-56 in *Newjack: Guarding Sing Sing*. New York: Random House.
- DeCelles, Katherine A., Paul E. Tesluk & Faye S. Taxman. (2012). A field investigation of multilevel cynicism toward change. *Organization Science*, DOI: 10.1287/orsc.1110.0735.
- DiMaggio, Paul & Walter Powell. (1983). The iron case revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review* 48:147-60.
- Ekland-Olsen, Sheldon & Steve J. Martin. (1988). "Organizational Compliance with Court-Ordered Reform." *Law & Society Review*, 22:2:359-384.
- Edelman, Lauren B. & Mark Suchman. (1999). When the 'Haves Hold Court: Speculations in the Organizational Internalization of Law. *Law & Society Review*, 33: 941-991.
- Edelman, Lauren B., Christopher Uggen, & Howard S. Erlanger. (1999). The Endogeneity of Legal Regulation: Grievance Procedures as Rational Myth. *American Journal of Sociology*, 105:2:406-54.
- Etzioni, Amitai. (1959). Authority Structure and Organizational Effectiveness. *Administrative Science Quarterly*, 4:1:43-67.
- Farrell, J., Young, D. W., & Taxman, F. S. (2011). The effects of organizational factors on use of juvenile justice supervision practices. *Criminal Justice & Behavior*, 38: 565-583.
- Feldman, Martha S. (2003). A Performative Perspective on Stability and Change in Organizational Routines. *Industrial and Corporate Change*, 12:4:727-52.
- Garland, David. (2001). Policy Predicament: Adaptation, Denial, and Acting Out. Pp. 103-138 in *The Culture of Control: Crime and Social Order in Contemporary Society*. University of Chicago Press.
- Gibson, James L. (1980). Environmental Constraints on the Behavior of Judges: A Representational Model of Judicial Decision Making. *Law & Society Review* 14: 343-370.
- Hagan, J. (1977). Criminal justice in rural and urban communities: a study of the bureaucratization of justice. *Social Forces* 55: 597.
- Hannan, M.T. & J. Freeman. (1984). Structural Inertia and Organizational Change. *American Sociological Review* 49:149-64.

- Hepburn, John R. & Celesta Albonetti. (1980). Role Conflict in Correctional Institutions. *Criminology*, 17:4:445-59.
- Homans, George. (1941). Pp. 56-86 & 96-99 in *Fatigue of Workers: Its Relation to Industrial Production*. New York: Reinhold Publishing Corporation.
- Huff, J., White, M. D., & Decker, S. H. (2018). Organizational correlates of police deviance: A statewide analysis of misconduct in Arizona, 2000-2011. *Policing: An International Journal of Police Strategies & Management*.
- Jacobs, Mark. (1990). "Erratic Organizational Support." Pp. 125-144 in *Screwing the System and Making it Work*. University of Chicago Press.
- Jesilow, Paul, Henry N. Pontell & Gilbert Geis. (1993). Pp. 148-151, 154-164 & 172-175 in *Prescription for Profit: How Doctors Defraud Medicaid*. University of California Press.
- Kanter, Rosabeth Moss. (1977). Some Effects of Proportions of Group Life: Skewed Sex Ratios and Responses to Token Women. *American Journal of Sociology*, 82:5: 965-990.
- Katz, Charles M., Edward R. Maguire & Dennis W. Roncek. (2002). The Creation of Specialized Gang Units: A Macro-Level Analysis of Contingency, Social Threat and Resource Dependency Explanations. *Policing: An International Journal of Police Strategies and Management*, 25:3:472-506.
- Koen, M. C., Willis, J. J., & Mastrofski, S. D. (2018). The effects of body-worn cameras on police organization and practice: a theory-based analysis. *Policing and Society*, 1-17.
- Kolb, Deborah & Linda Putnam. (1992). Introduction: The Dialectics of Disputing. Pp. 1-xx in *Hidden Conflict: Uncovering the Behind-the Scenes Disputes*. Thousand Oaks, CA: Sage.
- Kras, K. R., Portillo, S., & Taxman, F. S. (2017). Managing from the Middle: Frontline Supervisors and Perceptions of Their Organizational Power. *Law & Policy*.
- Kras, K. R., Rudes, D. S., & Taxman, F. S. (2015). Managing up and down: community corrections middle managers' role conflict and ambiguity during organizational change. *Journal of Crime and Justice*, 40(2), 173-187.
- Kunda, Gideon. (1992). Pp. 8-22, 88-91 & 108-113, & 154-159 in *Engineering Culture: Control and Commitment in a High Tech Corporation*. Philadelphia: Temple University Press.
- LaNuez, Danny & John M. Jermier. (1994). Sabotage by Managers and Technocrats: Neglected Patterns of Resistance at Work. Pp. 219-251 in John M. Jermier, David Knights & Walter R. Nord (Eds.) *Resistance and Power in Organizations*. New York: Routledge.
- Lawrence, Thomas B. & Sandra L. Robinson. (2007). Ain't Misbehavin: Workplace Deviance as Organizational Resistance. *Journal of Management*, 33:3:378-94.
- Lipsky, Michael. (1980). Pp. xi-xiii, 3-4, 13-17, 27-31, & 81-86 in *Street-Level Bureaucracy*. Russell Sage.

- MacKenzie, D. L. (2000). Evidence-based corrections: Identifying what works. *Crime & Delinquency*, 46(4), 457-471.
- Manning, Peter K. & Lawrence J. Redlinger. (1978). "Invitational Edges of Corruption: Some Consequences of Narcotic Law Enforcement." Pp. 147-166 in *Policing: A View From the Street*, edited by Peter K. Manning & John Van Maanen. Santa Monica, CA: Goodyear Publishing Co.
- Martin, Joanne & Debra Meyerson. (1998). Women and Power: Conformity, Resistance, and Disorganized Coaction. Pp. 311-348 in Roderick M. Kramer & Margaret A. Neale's (Eds.) *Power and Influence in Organizations*. Thousand Oaks: Sage.
- Mastrofski, Stephen, R. Ritti, D. Hoffmaster. (1987). Organizational Determinants of Police Discretion: The Case of Drinking Driving. *Journal of Criminal Justice*, 15:5:387-402.
- Matusiak, M. C., King, W. R., & Maguire, E. R. (2017). How perceptions of the institutional environment shape organizational priorities: findings from a survey of police chiefs. *Journal of crime and justice*, 40(1), 5-19.
- McGregor, Douglas. (1957). The Human Side of Enterprise. Pp. 108-113 in Michael J. Handel's (Ed.) *The Sociology of Organizations: Classic, Contemporary, and Critical Readings* (2003). Thousand Oaks, CA: Sage.
- Meyer, J.W. & B. Rowan. (1977). Institutionalized Organizations: Formal Structure as Myth and Ceremony. *American Journal of Sociology*.
- Meyerson, Debra E. & Maureen Scully. (1995). Crossroads Tempered Radicalism and the Politics of Ambivalence and Change." *Organizational Science*, 6:5:585-600.
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CRIM 740: Grading Rubric for Review Paper

1. PURPOSE

Addresses the assignment question/issue
Introduction: provides clear sense of content/topic
Introduction engages reader (has a hook)
Clear statement of position
Engages reader's interest
Appropriate to audience
Presentation (form/genre) is appropriate
Appropriate voice/tone

Highly Competent Competent Emerging Competence Not Competent

2. STRUCTURE OF ARGUMENT

Logical flow of introduction with purpose explicit somewhere in the introduction
Has a consistent and logical argument
Organization: well-organized flow, repetition of key words, topic sentences, transitions between paragraphs
Conceptual sophistication/style reflects complexity of thought
Accurate use of headings as appropriate

Highly Competent Competent Emerging Competence Not Competent

3. SUPPORT OF ARGUMENT

Demonstrates knowledge of material
Sources used appropriately to support points
Sources integrated into arguments
Includes empirical/reality-based evidence (quantitative or qualitative) as appropriate
Balanced treatment of ideas/issues

Highly Competent Competent Emerging Competence Not Competent

4. WRITING MECHANICS

Documentation and citation: sufficient and consistent, including one style of citation used adequately and correctly throughout the paper; adequate number of sources referenced; paraphrases and quotations used appropriately and fully cited. Correct incorporation of citation at the sentence level.
Understands how to construct sentences/paragraphs
Word choice, syntax, grammar, spelling, and punctuation
Uses consistent voice and tone
Appropriate use of first person
Uses active voice
Avoids contractions, slang, vague pronouns

Highly Competent Competent Emerging Competence Not Competent

5. INDEPENDENT THOUGHT

Develops own line of reasoning and/or applies knowledge
Synthesizes knowledge, not just regurgitation or summary
Provides interesting/valuable insights

Highly Competent Competent Emerging Competence Not Competent

OVERALL SCORE

Highly Competent Competent Emerging Competence Not Competent

Final Paper Grade _____