George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  

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<th>NEW</th>
<th>MODIFY</th>
<th>DELETE</th>
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<tr>
<td>Local Unit:</td>
<td>Public &amp; International Affairs/ADJ</td>
<td>Graduate Council Approval Date:</td>
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<tr>
<td>Course Abbreviation:</td>
<td>JLCP</td>
<td>Course Number:</td>
<td>691</td>
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<tr>
<td>Full Course Title:</td>
<td>Justice Program Planning and Implementation</td>
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<td>Abbreviated Course Title (24 characters max.):</td>
<td>Just Prog Plan/Implement</td>
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<td>Credit hours:</td>
<td>3</td>
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<td>Program of Record:</td>
<td>Justice, Law, &amp; Crime Policy</td>
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<td>Repeatable for Credit?</td>
<td>D=Yes, not within same term Up to hours</td>
<td>T=Yes, within the same term Up to hours</td>
<td>X_N=Cannot be repeated for credit</td>
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<td>Activity Code (please indicate):</td>
<td>Lecture (LEC)</td>
<td>Lab (LAB)</td>
<td>Recitation (RCT)</td>
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<tr>
<td>Catalog Credit Format</td>
<td>3:3:0</td>
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<td>Maximum Enrollment:</td>
<td>20</td>
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<td>For NEW courses, first term to be offered:</td>
<td>Fall 2005</td>
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<tr>
<td>Prerequisites or corequisites: JLCP 700 or PUAD 502 or instructor’s permission.</td>
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Catalog Description (35 words or less): Please use catalog format and attach a copy of the syllabus for new courses. JLCP 691 Justice Program Planning and Implementation (3:3:0). JLCP 700 or PUAD 502 or instructor’s permission. Examines the challenges of adapting to, planning, and implementing change in justice organizations. Hands-on experience is provided in conducting planning/implementation project.

For MODIFIED or DELETED courses as appropriate:
| Last term offered: | Previous Course Abbreviation: | Previous number: |
| Description of modification: |

APPROVAL SIGNATURES:
Submitted by: ________________________________ email: smastrof@gmu.edu
Department/Program: ________________________________ Date: __________________
College Committee: ________________________________ Date: __________________
Graduate Council Representative: ________________________________ Date: __________________
GEORGE MASON UNIVERSITY  
Course Coordination Form

Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
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Graduate Council approval: ___________________________ Date: __________

Graduate Council representative: ______________________________ Date: __________

Provost Office representative: ___________________________ Date: __________
Course Description

This course examines the challenges of adapting to, planning, and implementing change in justice organizations. Justice organizations, such as the police, courts, and corrections, are often characterized as highly resistant to change. Yet they can be among the most volatile of institutions, subject to shifts in political fashion, technological developments, economic and cultural trends, and demographic shifts. Justice organizations operate in environments filled with turbulence and uncertainty. Societies constantly reshape their definitions and standards of justice. For example, substantial changes to the criminal code occur each year at the state and federal levels — changes that profoundly affect the workload of justice agencies. Changes in laws about drugs, drunk driving, and domestic violence are only the most recent example of relatively rapid shifts in legal fashion that have influenced what justice agencies do to and for whom. Also, new gadgets to fight crime and theories about how justice officials should exercise their discretion appear with increasing frequency. Justice agency managers find it especially challenging to anticipate and cope with such changes.

Course Prerequisites

JLCP 700 or PUAD 502 or instructor’s permission.

Course Objectives and Learning Methods

Experts and consultants fill books with prescriptions about how justice agency managers can "get things done" by advancing various rational, "technical" approaches, such as management by objective, total quality management, re-engineering - to name but a few. In most cases, the experts assign agency managers key roles in reacting to changes inside and outside the organization, and also in serving as change agents themselves. Nonetheless, "justice" is multifaceted and intangible, and technologies and techniques for accomplishing justice are not developed in ways that are as precise or as predictable - the way, say, the manufacture of automobiles is. Consequently, understanding how to get things done injustice orgcmizations requires not only a grasp of the imprecise justice technologies that are available, but also a grasp of the kinds of expectations that arise about implementation from nontechnical sources. These nontechnical standards have come to be known as emanating from "cultural" or symbolic forces. Thus, before the course launches into the "how-to" plan and implement portion, students will first explore both the technical/rational and cultural theoretical perspectives. Because theory can sometimes be pretty abstract, students will use a text (The Ropes to Skip and the Ropes to Know) that presents theory in a highly personalized way - from the perspective of different people in a hypothetical organization.

Next the course will consider the processes of change and general approaches to how it is accomplished - both as a product of conscious planning and unintended consequence.

Then a large portion of the course will examine "organization development" planned interventions. Organization development (or "aD") is collaborative management of the organization's culture to accomplish both the organization's goals and those of individuals within the organization. It is perhaps the most popular approach to reforming American justice agencies at the turn of the century. Students will use a general text, but they will individually develop their own case studies to illustrate and explore the meaning and merits of this approach.

A section of the course will focus specifically on the role of strategic leadership and top executives in
The final section of the course will look at justice policy implementation at the federal level, drawing on a classic study of the implementation of federal crime policy that affected local and state justice agencies-- the Law Enforcement Assistance Administration. Lessons learned from that analysis will be applied to contemporary federal efforts to affect crime and justice policy at the local and state levels: the Crime Act of 1994. Guest speakers who are officials from federal and local governments will make presentations regarding their experiences in implementing this policy initiative.

**Course Requirements and Grading**

Students are expected to come to class prepared to discuss the assigned readings. For each class students will be asked to prepare a brief case study that is relevant to the topic for that class. This case study will normally be 5-7 double-spaced typewritten pages. Students with experience in the justice system are encouraged to draw on their own experiences. However, students may also report case studies from second hand by going to published reports, studies and documents or interviewing others. At each class 2 or 3 students will be selected to make detailed presentations of their case studies for general discussion by the class. Although the principal focus of discussion will be these case studies, other students will be encouraged to draw upon their own case studies to supplement those presentations and make points.

Students are encouraged to concentrate their case study reports on a single agency or topical area so that over the semester they accumulate a comprehensive profile on that agency or issue. This material can then be reworked and developed more easily for the final course paper. The final course paper will be a plan to respond to an issue, problem, or opportunity - written to the head of a government agency who is in a position to take action on the student's proposal.

Grades will be weighted as follows:

- Weekly case studies (30%)
- In-class presentations (20%) and general participation (20%)
- Final course paper (30%)
Required Texts


Topic Outline

Week 1 Course introduction
Week 2 Theoretical framework for organizational change: Ropes to Skip, Part 1
Week 3 Theoretical framework for organizational change: Ropes to Skip, Part 2
Week 4 Overview of dynamics of organizational change and strategies for change
Week 5 Introduction to organization development: Guest presentation by an OD consultant in law enforcement or corrections
Week 6 Team interventions in justice agencies*
Week 7 Intergroup interventions in justice agencies*
Week 8 Personal, interpersonal, and group process interventions in justice agencies*
Week 9 Comprehensive interventions in justice agencies*
Week 10 Structural interventions in justice agencies*
Week 11 Key issues: costs: & opportunities, consultant-client relations, power & politics in justice agencies*
Week 12 Strategic leadership for change: evidence on what works in justice agencies*
Week 13 Strategic leadership for change: an alternative perspective*
Week 14 Federal crime policy: A case study of federalism

Catalog Copy

**JLCP 691 Justice Program Planning and Implementation (3:3:0).** Prerequisites: **JLCP 700 or PUAD 502 or instructor’s permission.** Examines the challenges of adapting to, planning, and implementing change in justice organizations. Hands-on experience is provided in conducting