

POLS 4900
Law Enforcement Administration
Spring Semester 2016

Instructor: Dr. Dan Silk
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Office: 109B Baldwin Hall

Class time and location: Monday, Wednesday, and Friday from 11:15 to 12:05 in 314 Sanford Hall.

Office hours: I will be available directly after class on Monday and Wednesday until approximately 1:00, but I am on campus nearly every day at 286 Oconee Street, Suite 100, and can meet at other times by prior arrangement.

Primary text: Gaines L. K., & Worrall, J. L. (2012). *Police Administration* (3rd Ed.). Clifton Park, NY: Delmar Cengage Learning.

Additional readings will be assigned.

Course description: The history, development, and function of police agencies in American government and society, and a critical evaluation of administrative policies and practices in police organizations.

Course objectives: Law Enforcement Administration is designed to present an in-depth analysis of the role of police in contemporary criminal justice. Through exposure to a variety of readings, lectures, discussions, and exercises, students will have the opportunity to explore several topics. These include the development of law enforcement in democratic government, the role and organization of police in the United States, the management of police agencies, a critical evaluation of administrative policies and practices in police organizations, and contemporary issues and problems related to this segment of the justice system. At the end of the course, students should have a better appreciation of the history and complexity of policing in our society and a framework for analyzing issues related to the role and function of police in criminal justice.

Themes: Students will note that several themes will recur throughout the semester, and are worthy of additional attention from the beginning. As we emphasize the role of police executives during the course, we will also stress the competing interests that affect decision making at the "command staff" level. In particular we will discuss how topics such as police-community relations, politics, resource allocation, and civil rights and equality frame the concerns of law enforcement leaders. We will seek to consider the potential second and third order effects of police policies and actions, and contrast quick and convenient "sound bite" explanations for police activities (both the positive and negative) with the real world

Grading: Three exams will be given, each worth 25% of a student's final grade. A course research paper will also be required, and will constitute 15% of the final grade. Questions for exams may come from readings, lectures, or other materials discussed in class or given as class assignments; students are therefore expected to attend class. Attendance and class participation are worth 10%. *After three absences, each class missed will detract 1% from the 10% final grade value of attendance/participation* (i.e., four absences equate to a maximum of 90/100 for attendance/participation; five = 80/100).

*Exam make-ups will not be offered unless previously scheduled because of extenuating circumstances, or in the event of a **verifiable** emergency.* Similarly, the due dates for assignments such as papers are not negotiable unless a true emergency warrants further consideration. Late papers will be reduced in grade by 10 points per day.

100-94	A	82-80	B-	69-60	D
93-90	A-	79-76	C+	59-00	F
89-86	B+	75-73	C		
85-83	B	72-70	C-		

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Students with special needs that require accommodation should notify me and the Disability Resource Center at the beginning of the semester to facilitate appropriate arrangements.

Honor Code: *As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.*

Course Outline and Textbook Reading Assignments:¹

Week One January 11, 13, 15	Introduction and overview of the course Foundations of policing in a democratic state Historic overview of policing in the US	Chapter One Rahr, S. & Rice, S. K. (2015). <i>From warriors to guardians: Recommitting American police culture to democratic ideals</i> . New Perspectives in Policing Bulletin. Washington, DC: US Department of Justice, National Institute of Justice.
Week Two January 20, 22	Police and their environment(s) Police and government Police and the public	Chapter Two Tyler, T. R., & Fagan, J. (2008). Legitimacy and cooperation: Why do people help the police fight crime in their communities? <i>Ohio State Journal of Criminal Law</i> , 6, 231-275.
Week Three January 25, 27, 29	Police accountability Rule of law	Chapter Fourteen The US Bill of Rights Department of Justice letter concerning EHPD civil rights investigation: http://www.justice.gov/crt/about/spl/documents/easthaven_find_letter_12-19-11.pdf
Week Four February 1, 3, 5	Police organizations Classical organizational theories Criticisms of police management	Chapter Four Wilson, J. Q., & Kelling, G. L. (1982). Broken windows: The police and neighborhood safety. <i>The Atlantic</i> , 249, 29-38.
Week Five Test One February 8, 10, 12	Modern organizational theories Organizational structure	Chapter Five
Week Six February 15, 17, 19	Police leadership	Chapter Six
Week Seven February 22, 24, 26	Stress and fatigue	Chapter Nine Waters, J. A., & Ussery, W. (2007) Police stress: history, contributing factors, symptoms, and interventions. <i>Policing: An International Journal of Police Strategies & Management</i> , 30 (2), 169-188.

¹ The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. I will do my best to provide adequate warning when a change is needed. All of these requirements are from the primary text or relevant literature; **additional readings may be assigned**.

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Week Eight Feb. 29; March 2, 4	Communication Conflict	Chapter Eight Prenzler, T., Porter, L., & Alpert, G. P. (2013). Reducing police use of force: Case studies and prospects. <i>Aggression and Violent Behavior, 18</i> , 343-356.
Week Nine March 14, 16, 18	Human resource management Personnel practices Training Careers in law enforcement	Chapter Ten
Week Ten March 21, 23, 25	Labor relations	Chapter Eleven
Week Eleven Test Two March 28, 30; Apr. 1	Individuals in police organizations Police culture	Chapter Seven Woody, R. H. (2005). The police culture: Research implications for psychological services. <i>Professional Psychology: Research and Practice, 36</i> (5), 525-529.
Week Twelve April 4, 6, 8	Homeland security Terrorism Local policing and national security	Chapter Three LaFree, G., & Ackerman, G. (2009). The empirical study of terrorism: Social and legal research. <i>Annual Review of Law and Social Science, 5</i> , 347-374.
Week Thirteen April 11, 13, 15	Control and productivity	Chapter Twelve
Week Fourteen Paper due April 18, 20, 22	Planning Programming Finance	Chapter Thirteen
Week Fifteen April 25, 27, 29	Change	Chapter Fifteen President's Task Force on 21st Century Policing. (2015). <i>Final Report of the President's Task Force on 21st Century Policing</i> . Washington, DC: Office of Community Oriented Policing Services. Schulhofer, S. J., Tyler, T. R., & Huq, A. Z. (2011) American policing at a crossroads: Unsustainable policies and the procedural justice alternative. <i>The Journal of Criminal Law and Criminology, 101</i> (2), 335-374.
Week Sixteen May 2	Course summary Executive decision making/memo exercise	
Fri., May 9 12:00 - 3:00 pm	Final Exam	