

POLS 4900
Law Enforcement Administration
Spring Semester 2017

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 Journalism 504.

Office hours: I can be available directly after class on Monday and Wednesday until approximately 1:00, but I am on campus nearly every day from 8:00 to 5:00 at 286 Oconee Street, Suite 100, and can meet at other times by prior arrangement.

Primary texts:

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

Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden Biases of Good People*. New York: Bantam Books.

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, bias, 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. The course paper on bias in policing and society is worth 5% of your overall grade; the course research paper will constitute 10% 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.*

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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-		

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 6	Introduction and overview of the course Foundations of policing in a democratic state Historic overview of policing in the US	Chapter One of <i>Police Administration (PA)</i> Preface and Chapters One and Two of <i>Blindspot</i>
Week Two January 9, 11, 13	Police and their environment(s) Police and government Police and the public Bias and policing	Chapter Two of <i>PA</i> Chapters Three and Four of <i>Blindspot</i> 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 16, 18, 20	Police accountability Rule of law	Chapter Fourteen of <i>PA</i> The US Bill of Rights Chapters Five and Six of <i>Blindspot</i> Terrill, W. (2016). Deadly Force: To Shoot or Not to Shoot. <i>Criminology & Public Policy</i> , 15 (2), 491-496.
Week Four January 23, 25, 27	Police organizations Classical organizational theories Criticisms of police management	Chapter Four of <i>PA</i> Chapters Seven and Eight of <i>Blindspot</i>
Week Five Test One Jan. 30; Feb. 1, 3	Modern organizational theories Organizational structure	Chapter Five of <i>PA</i> Wilson, J. Q., & Kelling, G. L. (1982). Broken windows: The police and neighborhood safety. <i>The Atlantic</i> , 249, 29-38.
Week Six February 6, 8, 10	Police leadership	Chapter Six of <i>PA</i>

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 Seven February 13, 15, 17	Stress and fatigue	Chapter Nine of <i>PA</i> 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.
Week Eight February 20, 22, 24	Communication Conflict	Chapter Eight of <i>PA</i> Prenzler, T., Porter, L., & Alpert, G. P. (2013). Reducing police use of force: Case studies and prospects. <i>Aggression and Violent Behavior</i> , 18, 343-356.
Week Nine Bias paper due Feb. 27, 28, Mar. 3	Human resource management Personnel practices Training Careers in law enforcement	Chapter Ten of <i>PA</i>
Week Ten March 13, 15, 17	Labor relations	Chapter Eleven of <i>PA</i>
Week Eleven Test Two March 20, 22, 24	Individuals in police organizations Police culture	Chapter Seven of <i>PA</i> Woody, R. H. (2005). The police culture: Research implications for psychological services. <i>Professional Psychology: Research and Practice</i> , 36 (5), 525-529
Week Twelve March 27, 29, 31	Homeland security Terrorism Local policing and national security	Chapter Three of <i>PA</i> Rascoff, S. J. (2012). Establishing Official Islam? The Law and Strategy of Counter-radicalization. <i>Stanford Law Review</i> , 64, 125-190.
Week Thirteen April 3, 5, 7	Control and productivity	Chapter Twelve of <i>PA</i>
Week Fourteen Paper due April 10, 12, 14	Planning Programming Finance	Chapter Thirteen of <i>PA</i>
Week Fifteen April 17, 19, 21	Change	Chapter Fifteen of <i>PA</i> 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</i> , 101 (2), 335-374.
Week Sixteen April 24, 26	Course summary Executive decision making/memo exercise	
Fri., May 9 12:00 - 3:00 pm	Final Exam	