

POLS 4900
Law Enforcement Administration
Summer Semester 2022

Instructor: Dr. Dan Silk
Email: pds@uga.edu
Phone: 706.542.5813
Office: 286 Oconee Street, Suite 100

Class time and location: Tuesday and Thursday from 11:00 to 1:15 in 301 Baldwin Hall.

Office hours: I can be available directly after class on most Tuesdays and Thursdays until approximately 1:45, but I am on campus nearly every day from 8:00 to 5:00 at 286 Oconee Street, Suite 100, and can meet there 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. Discussions in POLS 4900 will emphasize the role of police leaders in the profession, and will stress the competing interests that affect decision making at the “command staff” level. In particular, the class will focus on how important topics such as police-community relations, bias, civil rights, politics, and resource allocation frame the concerns of law enforcement managers. Students will seek to consider and discuss the potential second and third order effects of police policies and actions, and wrestle with real-world challenges faced by police executives and community leaders as they seek to chart a path for future of policing in the United States.

Service-Learning: This effort to “wrestle with real-world challenges faced by police executives and community leaders as they seek to chart a path for future of policing in the United States” is a key part of the course, and facilitates three levels of important engagement for students. **First**, student will work on a paper throughout the semester that will culminate in an assignment that focuses on making recommendations to positively affecting policing in the US. We will spend a notable amount of time in class talking about this assignment. In the shortest terms, it will involve each student

POLS 4900
Law Enforcement Administration
Summer Semester 2022

creating a “white paper” that highlights a potential area of change needed in policing, using research to propose feasible solutions.

Second, the recommendations in the paper must be based on research and acknowledged, expert-informed best practices, *guided by the input from at least three individuals involved in the field*. The purpose of this engagement is to ensure students have the opportunity to interact with experienced practitioners and/or those affected by policing, and to help make sure their ideas and opinions have some influence on how students frame “what matters.” Dr. Silk will help students identify and meet the people with whom they will engage to assist in understanding and contextualizing the topic about which they choose to write.

Third, and very importantly, the white papers are designed to have an impact in the community, and a number of high-level criminal justice leaders in the Athens area will receive copies of them. This is a real world opportunity not just to learn about law enforcement in Athens, but to also have an impact on law enforcement practices in this environment. This is vital to the service-learning aspect of the course, as “a form of experiential learning in which students apply academic skills and knowledge to address a community need, issue, or problem in order to enhance learning and civic engagement.” (Click [here](#) to learn more about service-learning at UGA.)

Grading: Three exams will be given, each worth 25% of a student’s final grade. The reflection paper on policing and society is worth 5% of the 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.*

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.*

POLS 4900
Law Enforcement Administration
Summer Semester 2022

Course Outline and Textbook Reading Assignments:¹

Week One May 19	Introduction and overview of the course Foundations of policing in a democratic state Historic overview of policing in the US Police and their environment(s)	Chapters One and Two of <i>Police Administration (PA)</i> Preface and Chapters One and Two of <i>Blindspot</i>
Week Two Service Learning Engagement Week ("SLE"—no in- person class on Tuesday) May 26	Police accountability Rule of law Police and government SLE assignment: reflection paper on policing in the last ten years	Chapter Fourteen of <i>PA</i> The US Bill of Rights Chapters Three and Four of <i>Blindspot</i> Neil, R., Winship, C. (2019). Methodological challenges and opportunities for testing for discrimination in policing. <i>Annual Review of Criminology</i> , 2, 73-98.
Week Three Reflection paper due May 31, June 2	Police and the public The human brain and policing Bias and policing	Chapters Five and Six 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. Cheng, C., & Long, W. (2021). The effect of highly publicized killings on police: Evidence from large US cities. <i>Journal of Public Economics</i> , 206, 1-18.
Week Four Test one June 9 (SLE—no class on Tuesday)	Police organizations Classical organizational theories Criticisms of police management SLE assignment: identify and/or engage with community member	Chapter Four of <i>PA</i> Chapters Seven and Eight of <i>Blindspot</i>
Week Five June 14, 16	Modern organizational theories Organizational structure	Chapter Five of <i>PA</i> Tyler, T., & Fischer, C. (2014, March). Legitimacy and procedural justice: A new element of police leadership. Washington, DC: Police Executive Research Forum.
Week Six June 23 (SLE—no class on Tuesday)	Police leadership Stress and fatigue SLE assignment: identify and/or engage with community member	Chapters Six and 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 Seven June 28, 30	Communication Conflict	Chapter Eight of <i>PA</i> Smith, N.A., Vousin, D.R., Yang, J.P., & Tung, E.L. (2019). Keeping your guard up: Hypervigilance among urban residents affected by community and police violence. <i>Health Affairs</i> , 38 (10), 1662-1669.

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.**

POLS 4900
Law Enforcement Administration
Summer Semester 2022

Week Eight Test two July 7 (SLE—no class on Tuesday)	Human resource management Personnel practices Training Careers in law enforcement SLE assignment: identify and/or engage with community member	Chapter Ten 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, 18</i> , 343-356.
Week Nine July 12, 14	Labor relations Individuals in police organizations Police culture	Chapters Seven and Eleven of <i>PA</i> 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 Ten Paper due July 21 (SLE—no class on Tuesday)	Homeland security Terrorism Local policing and national security SLE assignment: final course paper	Chapter Three of <i>PA</i> Rascoff, S. J. (2012). Establishing Official Islam? The Law and Strategy of Counter-radicalization. <i>Stanford Law Review, 64</i> , 125-190.
Week Eleven July 26, 28	Control and productivity Planning Programming Finance	Chapters Twelve and Thirteen of <i>PA</i> Ferguson, A. G. (2011). Crime mapping and the Fourth Amendment: Redrawing "high-crime areas." <i>Hastings Law Journal, 63</i> , 179-232.
Week Twelve August 2 Last day of class	Change Policing in the last 10 years	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. Robinson, L. O. (2020). Five years after Ferguson: Reflecting on police reform and what's ahead. <i>The ANNALS of the American Academy of Political and Social Science, 687</i> (1), 228-239.
Final exam August 4 12:00 – 3:00 Room 301		