



## **POLS 4900 LAW ENFORCEMENT ADMINISTRATION**

\* Disclaimer: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary

Fall 2022

School of Public and International Affairs  
University of Georgia

Instructor: Dr. Inkyu Kang

Email: [inkyu.kang@uga.edu](mailto:inkyu.kang@uga.edu) (primary method of communication)

Phone: 862-600-2707 (emergency only)

Office hours: Tuesday and Thursday, 10:00am-3:30pm and 5:15pm-6:30pm at 203D Baldwin Hall

### **Course Description**

This course exposes students to the core literature of police administration in American democracy. The main disciplinary background will be public administration and public management, but insights from criminal justice, political science, sociology, and social psychology will also be combined.

### **Course Topics and Learning Objective**

Below are the topics that will be covered throughout the course. At the end of the semester, students should be able to articulate critical issues of police administration in American democracy in a systematic manner, and elaborate on their own ideas to address those issues.

- Foundations of policing in a democratic state (week 2)
- Policing, between politics and business (week 3)
- Police accountability/responsiveness, and democratic control over police (week 4)
- Structure and discretion of police (week 5)
- Goal, task, and modern policing tactics (week 6)
- Police performance measurement (week 7)
- Police leadership and human resource management (week 8)
- Police culture (week 10)
- Police legitimacy and trust in police (week 12)
- Citizen (dis)satisfaction with policing services (week 12)
- Representation and equity in policing (week 13)
- Beyond police administration: Macro challenges in policing (week 14)
- Critical examination of innovation and technology in policing (week 16)

### **Course Materials**

Book chapters and journal articles will be made available on eLC by the instructor (full list of reading materials for each week can be found on page 4). There is no required textbook.



### Important Course Policies

Below are the key course policies that all students must abide by.

- Please be respectful during all in-person and email interactions with the instructor and other colleagues. Refrain from personal attacks or demeaning comments of any kind.
- Please make sure to keep academic integrity.
- Please remember to keep confidential all issues of a personal or professional nature that are discussed in class.
- Please refrain from doing things that are not related to this course in the classroom.

### Grading

Final grading shall be on a standard scale as follows. Case study and take-home essays will be evaluated according to the course rubrics which you can access on eLC. To guarantee a fair and equal opportunity for every student, **no revise and resubmission will be allowed once the assignments are graded:**

A	100 – 94 (%)	C	75 – 73
A-	93 – 90	C-	72 – 70
B+	89 – 86	D	69 – 60
B	85 – 83	F	59 or below
B-	82 – 80		
C+	79 – 76		

#### *Class Participation (12%)*

In the classroom, students are expected to actively participate in course discussions **(12%)**. Violation of the important course policies listed above will cost you percentages of grade.

- If you have a legitimate reason for absence, **let the instructor know prior to the class.**

#### *Quiz (28%)*

Each week, students will do four quizzes **(0.5% each)** related to class discussions and reading materials on eLC.

#### *Case Study (25%)*

In lieu of mid-term exam, students will do a brief case study **(25%)**. You may identify a challenge in American policing of your interest – police brutality, rise of violent crimes in big cities, low public trust in police, racial inequity, difficulties in hiring and keeping qualified personnel, etc. Cover the following bullet points as you do your case study:

- Describe the problem – its background, scope, and depth.
- Diagnose causes of the problem.
- Argue how police administration should be done differently to address the problem better.
- Lay out possible constraints that prevent the implementation of your suggested changes.

#### *Take-home Essay (35%)*

In lieu of final exam, students will write a take-home essay. The purpose is to evaluate your ability to apply knowledge creatively to address big questions of police administration in American democracy, not to test your ability to absorb and memorize large volumes of information quickly. Pick two among four dilemmas from the list below and address the following bullet points for each dilemma of your choice **(17.5% each)**. Keep in mind that you will have to build



your own arguments. You won't be able to find answers from elsewhere.

1) "Control Dilemma"

From a normative standpoint, police performance in a democratic state should be under the control of democratic actors, such as congressional, executive, or civilian oversight. Democratic control over police, however, may inhibit police performance rather than improving it for various reasons. For example, micromanagement by external oversight may undermine professionalism and autonomy of police.

2) "Feedback dilemma"

From a normative standpoint, police performance in a democratic state should obtain positive feedback from democratic actors, such as resident satisfaction. Pursuit of positive external feedback, however, may inhibit police performance rather than improving it for various reasons. For example, officers may lose motivation to work hard when they realize resident satisfaction, which is subjective by nature, is affected by factors that are beyond officers' control.

3) "Measurement dilemma"

From a normative standpoint, police performance in a democratic state should be measured and reported for the sake of accountability. Measuring police performance, however, may inhibit police performance rather than improving it for various reasons. For example, performance measurement may incur goal displacement by which officers disregard important duties and mission if they are not in the evaluative metrics.

4) "Multidimensional responsiveness dilemma"

From a normative standpoint, police performance in a democratic state should be responsive to demands of democratic actors. However, there are often multiple, competing demands – e.g., equity versus effectiveness/efficiency – where fulfilling one demand may come at the expense of the others.

- Provide a rich background of the dilemma (refer to relevant academic publications or practical examples to enrich your description).
- (For #2 and #3) Explain how the dilemma shows that police cannot be administered like a private business.
- (For #1 and #4) Explain how the dilemma shows that police administration cannot be divorced from politics.
- Discuss prescriptions of police reform in practice that you believe are not taking the dilemma into account, and argue how you would do differently if you had the authority to write the prescription.
- Lay out your own ideas to help resolve the dilemma. If you cannot come up with any idea, articulate how challenging and complex police administration is than it seems.
- (Optional) Explain whether and how the dilemma generalizes to other types of government agencies, such as public schools.

### Class Schedule

Students must make every effort to read and understand the assigned texts before coming to classes. Reading is necessary for you to grow intellectually and earn grades. Do not just read for the sake of reading – learn how to get the crux effectively.



Week	Topics	Required Readings
Week 1 8/18	Walk through syllabus / syllabus survey	
Week 2 8/23, 8/25	Foundations of policing in a democratic state	Hobbes (1651), Chapter 13 Hinton (2015)
Week 3 8/30, 9/1	Policing, between politics and business	Rosenbloom (2008) Wilson (1989) p. 207 – 222
Week 4 9/6, 9/8	Police accountability and responsiveness Democratic control over police	Peterson and Hartz (1998) p. 196-197 Weinbeck (2010)
Week 5 9/13, 9/15	Structure and discretion of police	Lipsky (1980) part 1 Terpstra and Kort (2017)
Week 6 9/20, 9/22	Goal, task, and modern policing tactics	Wilson (1989) p. 53 – 55, p. 60 – 63 Willis (2013) p. 5 – 14
Week 7 9/27, 9/29	Police performance measurement	Charbonneau & Riccucci (2008) Gorby (2013)
Week 8 10/4, 10/6	Police leadership and human resource management	Williams & Kellough (2006) Christensen et al. (2017)
Week 9 10/11, 10/13	<b>Mid-term recess</b> <b>Case study due Oct. 15th 11:59pm</b>	
Week 10 10/18, 10/20	Police culture	Paoline III (2003)
Week 11 10/25, 10/27	Police legitimacy, trust and confidence in police	Tyler (2004)
Week 12 11/1, 11/3	Citizen (dis)satisfaction with policing services	Kang (working paper)
Week 13 11/8, 11/10	Representation and equity in policing	Riccucci & Van Ryzin (2017)
Week 14 11/15, 11/17	Beyond police administration: Macro challenges in policing	Kang (2022)
Week 15 11/22, 11/24	<b>Q&amp;A session on Nov. 22nd</b> <b>Thanksgiving break on Nov. 24th</b>	
Week 16 11/29, 12/1	Critical examination of innovation and technology in policing	Wilson (1989) – p. 276-293 Selbst (2017) p.6-36
Week 17 12/6	<b>Final exam recess</b> <b>Take-home essay due Dec. 14th</b>	

### Academic Integrity Policy

All academic work must meet the standards described in “A Culture of Honesty,” the University’s policy and procedures for handling cases of suspected dishonest, which can be found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. The UGA Student Honor Code states “I will be academically honest in all of my academic work and will



*not tolerate academic dishonesty of others.*” Lack of knowledge of the 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.

**\* Academic dishonesty violations will result in a minimum penalty of a ‘0%’ on the assignment or exam, can escalate to an academic dishonesty charge brought by the instructor, and can result in dismissal from the program of study and the University.**

### **Prohibition on Recording Lectures**

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

### **Supports and Accommodations**

#### *Disability Resource Center*

The Disability Resource Center (<https://drc.uga.edu>), works with students who have documented disabilities to access reasonable accommodations and academic supports. For more information or to speak with a coordinator, please call the Disability Resource Center at (706) 542-8719. Disability-based adjustments to course expectations can be arranged only through this process. If you determine that formal, disability-related accommodations are necessary, it is important that you be registered with the Disability Resource Center and notify the instructor of your eligibility for reasonable accommodations in order to participate in course activities or meet course requirements. We can then plan how best to coordinate your accommodations.

#### *Religious Accommodations*

UGA’s religious accommodations policy, found at <https://eoo.uga.edu/definitions/religiousaccommodations>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the Religious Holidays Attendance Policy, students can be allowed to make up work because of a religious observance provided that you notify the instructor. Please look over the course schedule and contact the instructor by the end of the second week of class if there are any classes you will miss due to a religious observance.

#### *Preferred Names/Pronouns*

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make



appropriate changes to my records.

*Mental Health and Wellness Resources*

UGA has several resources to aid in your mental and emotional health needs. You can take note of the following support resources.

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA Mobile App.