



## **POLS 4900 LAW ENFORCEMENT ADMINISTRATION**

\* Disclaimer: The course syllabus is a general plan; the instructor may announce deviations on eLc

Spring 2023  
School of Public and International Affairs  
University of Georgia

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### **Course Description**

This course exposes students to the core knowledge on police administration in American republic. The main disciplinary background will be public administration, but insights from political science, sociology, and psychology will also be combined.

### **Course Topics and Learning Objectives**

Below are the topics that will be covered in the course. At the end of the semester, students should be able to articulate critical issues of police administration in an organized and systematic manner.

- Foundations of policing in a republican state
- Police accountability and responsiveness
- Goal, task, and performance of police agencies
- Bureaucracy, structure, and police discretion
- Police human resources management
- Police leadership
- Police militarization and culture
- Police legitimacy and trust in police
- Representation and equity in policing
- Strategic planning, innovation, and technology in policing
- Community policing and cross-sectoral collaboration
- Comparative policing

### **Course Materials**

Every week after class, students will read book chapters, journal articles, or other texts related to the class and solve weekly quiz. All materials will be made available on eLC by the instructor (full reading list can be found on page 4). There is no required textbook.



### Important Course Policies

- 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.
- Make sure to keep academic integrity.
- Remember to keep confidential all issues of a personal or professional nature that are discussed in class.
- Refrain from doing things that are not related to this class in the classroom.

### Grading

Final grading shall be on a standard scale as follows. To guarantee a fair and equal opportunity for students, **1) late submissions will not be graded and 2) no revise and resubmission will be allowed once the assignments are graded.**

A	100 – 93 (%)	C	75.99 – 73
A-	92.99 – 90	C-	72.99 – 70
B+	89.99 – 86	D	69.99 – 60
B	85.99 – 83	F	59.99 or below
B-	82.99 – 80		
C+	79.99 – 76		

#### *Class Participation (10%)*

Students will earn points for their participation in the class. Students are expected to actively engage with the instructor's questions, class discussions, and activities.

#### *Weekly Quiz (25%)*

Every week after class, students solve five questions related to the lecture and reading materials on eLC **(2.5% per quiz × 10 quizzes = 25%)**. For each weekly quiz, students who get two or more questions wrong will lose 0.5% of the grade per wrong answer.

#### *Midterm Essay (30%)*

For the midterm exam, students will do a take-home comprehensive essay that addresses **one of three questions** that will be announced the week before midterm on eLC. You should incorporate learnings from the lecture, class discussions, and readings when writing the essay.

\*Format: 12 points Garamond, double-spaced, minimum 3 pages excluding title and references.

#### *Final Essay (35%)*

For the final exam, students will write a take-home essay. Students will pick **two of four dilemmas** from the list below and address the following bullet points for each dilemma of their choice. You should incorporate learnings from the lecture, class discussions, and readings when writing the essay.

\*Format: 12 points Garamond, double-spaced, minimum 5 pages excluding title and references.



#### #1 “Accountability Dilemma”

Accountability mechanisms are imposed to ensure responsiveness of police performance. Accountability mechanisms, however, sometimes do more harm than good to police performance. For example, stringent oversight without a proper understanding of the task may undermine police professionalism and autonomy.

#### #2 “Measurement dilemma”

Performance measurement aims to keep track of the quality of police performance. Performance measurement, however, sometimes do more harm than good to police performance. For example, officers may be tempted to disregard things that are not on the metrics.

#### #3 “Feedback dilemma”

Police management incorporate feedback such as from politicians, activists, or individual citizens. Incorporating external feedback, however, sometimes do more harm than good to police performance. For example, politicians often make biased assessment of police performance and make unreasonable requests for extraneous reasons, such as for reelection.

#### #4 “Multidimensional public interest dilemma”

Police agencies should respond to societal demands and fulfill public interest. However, there are often multiple and conflicting demands where pursuing one comes at the expense of the other(s). For example, aggressive stop and frisk may contribute to crime control to an extent while escalating racial profiling.

- Describe the dilemma in greater depth for an overview.
- Identify a situation of the dilemma in practice (extra points if you identify a situation other than the examples above given by the instructor).
- Explain how the dilemma shows that police agencies cannot be managed like private businesses.
- Suggest your own ideas to help resolve the dilemma and discuss potential barriers to the implementation of your ideas.

### Class Schedule

Our class will meet in-person according to the following schedule.

Week	Topics	Required Readings (read in order)
Week 1 1/10, 1/12	Course overview, Foundations of policing in a republican state	Hobbes (1651) Chapter 13, Hinton (2015)
Week 2 1/17, 1/19	Police accountability and responsiveness	Peterson and Hartz (1998) p. 196-197,
Week 3 1/24, 1/26	Goal, task, and performance of police (1)	Archbold (2021), Wilson (1989) p. 53 – 55, p. 60 – 63
Week 4 1/31, 2/1	Goal, task, and performance of police (2)	Wilson (1989) p. 207 – 222, Gorby (2013)



Week 5 2/7, 2/9	Bureaucracy, structure, and police discretion	Andrews (2014) p. 89 – 94, Lipsky (1980) part 1
Week 6 2/14, 2/16	Police human resources management	O'Malley (2019), Otto and Gatens (2022)
Week 7 2/21, 2/23	Police leadership, Course review for midterm	Williams & Kellough (2006)
Midterm 2/28, 3/2	<b>No class on 2/28, 3/2</b> <b>Comprehensive essay due 3/5 11:59pm</b>	
Spring Break 3/7, 3/9	<b>No class on 3/7, 3/9</b>	
Week 10 3/14, 3/16	Police militarization and culture	Berger and Luckmann (1966) part 1, Woody (2005)
Week 11 3/21, 3/23	Police legitimacy and trust in police	Oxford handbook p. 238 – 246, Mayer et al. (1995) p.709-720
Week 12 3/28, 3/30	Representation and equity in policing	Robert Wood Johnson Foundation (2021), Maciag (2015)
Week 13 4/4, 4/6	Strategic planning, innovation, and technology in policing	Willis (2014) p.5-14, Wilson (1989) p.276-293, Siegel (2018)
Week 14 4/11, 4/13	Community policing and cross-sectoral collaboration (1), <b>No class on 4/13 (instructor's conference)</b>	Stamper (2022)
Week 15 4/18, 4/20	Community policing and cross-sectoral collaboration (2), Comparative policing	Anderson et al. (2022), Chappell and Lanza-Kaduce (2010)
Week 16 4/25, 4/27	Course review for final, <b>No class on 4/27 (final prep day)</b>	
Final 5/2, 5/4	<b>No class on 5/2, 5/4</b> <b>Take-home essay due 5/7 11:59pm</b>	

\*Class will not meet on dates highlighted in red.

### 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. **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 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.