



POLS 4900 LAW ENFORCEMENT ADMINISTRATION Fall 2023

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

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Office hours: by appointment only

(To meet me outside of class, email me at least 24 hours in advance to set a specific time)

Course Description and Learning Objectives

This course introduces students to the fundamental principles of police administration in the American republic. The main theme of this course will be policing, which is a broader concept than law enforcement. While the primary disciplinary foundation of this course will be public administration, the curriculum will also incorporate insights from political science, sociology, and psychology. A major purpose of this course is to help student analyze pressing issues of police administration from various angles and develop relevant prescriptions.

Course Materials

Students will read book chapters, journal articles, or other relevant texts provided by the instructor through eLC (full reading list can be found on page 4). There is no required textbook. Presentation slides will be made available prior to class. Please respect the fact that they are the intellectual property of the instructor and are to be used strictly for educational purposes.

Clarifications and Expectations (important)

There are a few points I would like to clarify before students finalize their decision to remain registered for this course:

- This is not a law class. This is an interdisciplinary police “administration” class, which will cover administrative topics such as organizational structure, performance, accountability, leadership, culture, etc.
- There is no formal attendance policy for this course; however, students who do not attend classes will miss the opportunity to participate in in-class activities and debates which will contribute to a significant portion of your overall grade (see the evaluation scheme on page 2 for further details). For example, students who never show up the entire semester will lose all of debate credits and activity credits, which will result in a grade of C- or lower. If you feel that an activity-oriented course is not suitable for you, you should reconsider your decision to enroll in this course.
- Students are expected to perform and devote appropriate effort and time to earn their grades. Make sure you enroll in this course because you have a genuine interest in the subject matter and are prepared to commit. Irrelevant excuses such as ‘I took x number of classes this semester’, or ‘I am looking to apply for a professional degree’ will never be considered for grade adjustments.

Policies (important)

Classroom rules

- Laptops and other electronic devices may only be used offline for note-taking, writing, or reviewing lecture slides.
- Personal attacks or any form of demeaning comments are strictly prohibited at all times.



- Do not “monopolize” the conversation; give others a chance to contribute to the discussion.
- Violation of classroom rules may result in a reduction of your final grade tier (e.g., A → B), depending on the seriousness of the violation.

Grading policies

- Use of AI or word mixing software to create text or disguise plagiarized work is considered unauthorized assistance and a breach of academic integrity in this course.
- Late works after the due date will be accepted only by prior arrangement.
- Once the assignments are graded, revise and resubmission will never be allowed under any circumstances.
- Final grades may only be changed in the event of a clerical error (e.g., points summed incorrectly).
- No “extra credit” beyond what is indicated in the evaluation scheme will be assigned under any circumstances.
- For privacy reasons, information pertaining to course grades cannot be discussed over the telephone or via email.
- A final grade of “Incomplete” will only be given in this course under extraordinary circumstances and is solely at the discretion of the instructor.

Evaluation

Grading Scheme

A	100 – 93 (points)	C	76.99 – 73
A-	92.99 – 90	C-	72.99 – 70
B+	89.99 – 87	D	69.99 – 60
B	86.99 – 83	F	59.99 or below
B-	82.99 – 80		
C+	79.99 – 77		

20%	Weekly quiz
20%	Newspaper article critique
10%	In-class debates
20%	Classroom activities
30%	Research note

Weekly quiz (20%)

Every week after class, students will solve multi-choice questions related to the lecture and reading materials on eLC. Each question will be worth 0.5% of the grade, with a set of five questions assigned to each weekly quiz. There will be 10 weekly quizzes throughout the semester. Students will be allowed to drop two quizzes and earn up to 20% of the grade.

Newspaper article critique (20%)

Throughout the semester, students will critique 3 newspaper articles related to a topic in police administration. Each critique will contribute up to 7% of the grade. Critiques should be concise and not exceed 2 double-spaced pages (12 font), and will address the followings:

- By drawing on the lectures and readings, paraphrase the article’s core argument highlighted in red in a more organized manner.
- Evaluate the strengths and limitations of the article’s argument. Provide reasonable justifications for your critique.



- Propose an improved argument of your own.

In-class debate (10%)

At the end of the first and second half of this course, there will be an in-class debate. Each student will participate as a panelist in one debate, and as a judge in the other. The instructor will play the chairperson. The debate rules will be posted on eLC.

- Debate topic #1: Should law enforcement agencies prioritize quantitatively measured employee performance or qualitative assessments from supervisors and peers?
- Debate topic #2: Should law enforcement agencies prioritize responsiveness to external voices from the public or internal voices from employees?

The debates of the panelists will be assessed by the judges and the instructor. Panelists' grades will be calculated as the median of judges' evaluations (i.e., peer assessment), contributing to 10% of the overall grade. The evaluations will be conducted on a group basis because debate is a team effort. Also, the instructor may grant bonus credits to judges who provide insightful peer evaluations.

Classroom activities (20%)

Each week during class, there will be brief active learning sessions. Participation in each session will be worth 1% of the grade. Students who are absent will miss the opportunity to participate and collect the available credits. Active learning sessions may encompass, but are not restricted to, the following:

- Student-led Discussion
- Pro Con Grid
- Application Card
- Muddiest Point / Minute Paper

Research note (30%)

In lieu of final exam, students will write a research note that will contribute to 30% of the overall grade. The note will address the following points:

- Pick a research problem of your interest (below are some examples, but feel free to extend beyond this list):
 - Excessive use of force
 - Profit-driven, abusive asset forfeiture and fines
 - Personnel recruitment crisis
 - Racial disparities in trust in police
 - Violent crimes and threats of terrorism
 - Mission creep in modern policing
- Provide an overview of the problem and establish its significance.
- Drawing on this course, analyze the causes of the problem and propose prescriptions to address the problem.
- Make sure to present justifications for your arguments based on data, academic sources, real cases, and/or logical reasoning.
- Discuss broader implications of your analysis.
- Research note must span at least 5 double-spaced pages (12 font), excluding title page and references.



Class Schedule

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

Week	Topics	Required Readings Prior to Class (<u>read in order</u>)	After-class Assignments
1 (Aug 17)	Syllabus and course overview		
2 (Aug 22, 24)	Foundations of policing in a democratic republic	Hobbes (1651), Chapter 13 McCartney et al. (2015)	Weekly quiz
3 (Aug 29, 31)	Influence of politics on police administration	Wilson (1887) p.209-211 Wilson and Kelling (1982)	Newspaper article critique / Weekly quiz
4 (Sep 5, 7)	Police accountability, discretion, and control	Peterson and Hartz (1998) p. 196-197 Lipsky (1980) part 1 Whitaker (1979)	Weekly quiz
5 (Sep 12, 14)	Bureaucracy and structure of police agencies	Principles of Management Chapter 7.3 Terpstra and Kort (2017)	Newspaper article critique / Weekly quiz
6 (Sep 19, 21)	Goal, task, and performance of police agencies	Wilson (1989) p. 53 – 63, p. 207 – 222 Chun and Rainey (2005) p.1-4	Weekly quiz
7 (Sep 26, 28)	CompStat and performance measurement No class on Sep 28 (instructor SECoPA conference)	NYPD CompStat (July 2023) Bjørnholt and Larsen (2014)	Weekly quiz
8 (Oct 3, 5)	In-class debate First-half review		
9 (Oct 10, 12)	No class on Oct 10, 12 (Midterm week)		
10 (Oct 17, 19)	Police leadership and human resource management	The justice corner IACP (2023)	Weekly quiz
11 (Oct 24, 26)	Police culture	Woody (2005) Ray (2020)	Weekly quiz
12 (Oct 31, Nov 2)	Police legitimacy and procedural justice	Tyler (2004)	Weekly quiz
13 (Nov 7, 9)	Representation and equity in policing No class on Nov 9 (instructor APPAM conference)	Abate (2020)	Newspaper article critique / Weekly quiz
14 (Nov 14, 16)	Collaboration in policing Special topics: Terrorism, police militarization, and carceral state	Hinton (2015) Katzenstein (2020)	



15 (Nov 21, 23)	Special topics: Big data, AI, and surveillance-driven policing No class on Nov 23 (Thanksgiving)	Bachner (2013) Foucault (1995) p.195-228
16 (Nov 28, 30)	In-class debate Second-half review	
17 (Dec 5)	Online class on Dec 5 (Research note Q&A session)	Research note

Special Needs and Academic Honesty

Students with special needs that require accommodation should notify the Office for Disability Services and me as soon as possible so the appropriate arrangements can be made. All information as well as documentation is considered confidential. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. Use of AI or word mixing software to write your paper or disguise plagiarized work is considered unauthorized assistance in this course. Suspected unauthorized assistance, or other violations of UGA’s “A Culture of Honesty,” will be reported to the Office of Academic Honesty. The link to more detailed information about academic honesty can be found at:

http://www.uga.edu/honesty/ahpd/culture_honesty.htm.

UGA Student Honor Code: *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

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.

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.

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.

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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.