

# POLS 4900: Law Enforcement Administration

## Spring 2025

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

Instructor Inkyu Kang, Ph.D.

[inkyu.kang@uga.edu](mailto:inkyu.kang@uga.edu)

<https://spia.uga.edu/faculty-member/inkyu-kang/>

Office hours: by appointment only  
(email me at least 24 hours in advance)

---

### Course Description and Learning Objectives

This course introduces students to the fundamental principles of police administration in the US. While the primary disciplinary foundation of this course will be public administration and criminal justice, the curriculum will also incorporate insights from political science, sociology, and psychology. A major purpose of this course is to help students systematically analyze pressing issues in police administration from various perspectives.

### Course Materials

Students will read book chapters, journal articles, or other relevant texts provided by the instructor through eLC. There is no required textbook. Presentation slides will be made available prior to class. Please respect that these slides are the intellectual property of the instructor and are to be used strictly for educational purposes.

### Clarifications and Expectations

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

- i. This is an interdisciplinary police administration class, not a law class. The course will cover various topics related to policing strategies and the administration of police agencies.
- ii. This is an activity-intensive course. Although there is no formal attendance policy, students who do not attend classes will miss the opportunity to earn credit from participating in activities. If you are looking for a class where you can earn a good grade without attending regularly, you should reconsider enrolling in this course.
- iii. Students are expected to devote appropriate effort and time to earn their grades. Irrelevant excuses such as 'I took x number of classes this semester', 'I'm on y scholarship that

requires a passing grade', or 'I am looking to apply to a law school' will never be considered for grade adjustments.

## **Grading Policies**

### *Demeanor*

- i. Personal attacks or any form of demeaning comments are strictly prohibited during all in-person and email communications. Be respectful to other classmates and the instructor at all times. Violation of this rule may result in a reduction of your final grade tier (e.g., A → B) at the instructor's discretion, depending on the seriousness of the violation.

### *Plagiarism*

- i. Do not use any writing assistance software other than MS Word, including tools like Grammarly, ChatGPT, or other text-editing/generating software. All assignments must be the result of the student's own effort. Papers flagged as AI-generated by more than 50% in the Turnitin report will receive penalties.
- ii. Do not recycle papers that have been previously submitted elsewhere. This is self-plagiarism and is considered a violation of academic integrity. Violation of the academic integrity policy may lead to sanctions depending on its severity, such as a "0" score on the assignment or a final grade of F.

### *Grading*

- i. Late works after the due date will be accepted only by prior arrangement.
- ii. Once the assignments are graded, revise and resubmit will never be allowed.
- iii. Final grades may only be changed in the event of a clerical error (e.g., points summed incorrectly).
- iv. No "extra credit" beyond what is indicated on the syllabus will be assigned under any circumstances.
- v. A final grade of "Incomplete" will only be given under extraordinary circumstances and is solely at the discretion of the instructor.
- vi. For privacy reasons, information pertaining to grades cannot be discussed via email. Meet me in person after class or set up an office hour appointment if you have questions about your grade.

### *Activity make-up*

- i. Students who miss classroom activities for legitimate reasons will be provided with an alternative assignment. The instructor may request documentation, as outlined in the following list:
  - a. Medical reasons
  - b. Family emergencies
  - c. Religious observances

- d. Civic obligations (e.g., Jury duty, military service)
- e. UGA-sponsored activities (e.g., field trips, conferences)

## 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
15%	Weekly group activities
10%	Takeaway notes
10%	Policy brief & Mock policy council
15%	Reflection essay
30%	Research note

### *Weekly quiz (20%)*

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

### *Weekly group activities (15%)*

Every Thursday class will be dedicated to group activity presentations. Each activity session will contribute 1.5% of the final grade (1.5% per activity × 10 activity sessions = 15% of the grade). No free riders are allowed; the instructor may withhold points from students who do not actively contribute. Extra credit may be awarded at the end of the semester to highly engaged students at the instructor's discretion.

### *Takeaway notes (10%)*

Throughout the semester, students will submit five takeaway notes where they summarize key takeaways from the lecture and the readings (maximum one page, 12 font, single-spaced). Each note will contribute 2% of the final grade (2% per journal × 5 journals = 10% of the grade).

### *Policy brief & mock policy council (10%)*

Throughout the semester, students will produce two policy briefs related to a weekly topic. Each policy brief will contribute 5% toward the final grade. Each brief should be a maximum of two

pages and take the form of a poster, featuring primarily data, charts, and figures, with some supporting text (precaution: avoid text-heavy poster). In the policy brief, you should address the following points:

- i. Highlight a problem in a police agency/department in the US (at any level of government) related to a weekly topic.
- ii. Propose a policy prescription or reform to address the problem.
- iii. Provide justification for your proposal based on the lecture, reading, activities.

At the end of the first and the second half of the semester, there will be online mock policy councils. The instructor will serve as the moderator. Students who volunteer to present their policy briefs can earn up to 3 bonus points (each session will have a maximum of three presentations). If there are not enough volunteers, the instructor will select presenters at their discretion, and no bonus points will be awarded for those presentations. Students in the audience will earn 1 bonus point for attending and an additional bonus point by actively participating in the Q&A sessions.

#### *Reflection essay (15%)*

Students will write a reflection essay which will contribute 15% toward the final grade. The essay cannot exceed 7 double-spaced pages (12 font), excluding title page and references. Below is the essay structure:

- i. Introduction (overview): Provide an overview of a weekly topic(s) you will be reflecting on.
- ii. Body (reflection): Discuss your personal experiences or views regarding the topic prior to taking this class. Reflect on how the course materials have changed or advanced your understanding of the topic. Connect your reflections to the theories, concepts, or readings discussed in class.
- iii. Conclusion: Summarize your main points and end with forward-looking statements or questions to consider.

#### *Research note (30%)*

In lieu of final exam, students will write an in-depth research note that will contribute to 30% toward the overall grade. Your research note must be firmly grounded on theories and concepts discussed in class, and ideally, further draw from external statistics data (for example, some useful websites: <https://www.statista.com/>, <https://uga.policymap.com/newmaps#/>), academic sources, anecdotal cases, and/or logical reasoning. Your research note must span at least 10 double-spaced pages (12 font), excluding title page and references. For this assignment, you may choose one of the two problem sets below:

##### Problem set #1: Policing strategy

- i. Provide a conceptual overview of the rational choice model of crime.
- ii. Describe the expected benefit of the three primary crime deterrence strategies in policing:
  - a. War on Crime or similar initiatives (e.g., War on Drugs)

- b. Police militarization (arming up police officers)
- c. Broken windows policing, stop and frisk
- iii. Examine how those crime deterrence strategies fail to effectively reduce crime as intended and, in some cases, may lead to various adverse consequences.
- iv. Critically analyze a real-life case where a policymaker, journalist, or a police leader advocates for a crime deterrence strategy while overlooking its potential limitations.

Problem set #2: Police accountability

- i. Provide a conceptual overview of police accountability.
- ii. Describe the expected benefit of three primary police accountability mechanisms:
  - a. procedural rules (e.g., use of force rules)
  - b. performance measurement
  - c. external oversight (e.g., legislative oversight, civilian oversight).
- iii. Examine how those accountability mechanisms fail to improve officer behavior as intended and, in some cases, may even promote undesirable or counterproductive outcomes.
- iv. Critically analyze a real-life case where a policymaker, journalist, or a police leader advocates for a police accountability method while overlooking its potential limitations.

**Class Schedule** (no class on red dates | online Zoom class on blue dates)

<i>Week</i>	<i>Topic</i>	<i>Required reading before class</i>
1 (Jan 7, 9)	Syllabus overview / <a href="#">Syllabus Q&amp;A</a>	
2 (Jan 14, 16)	Foundations of policing as public service	McCartney et al. (2015)
3 (Jan 21, 23)	Policing: Between politics and evidence	Wilson (1887)
4 (Jan 28, 30)	Rational choice vs. legitimacy model of crime	Wilson and Kelling (1982) Jackson et al. (2012)
5 (Feb 4, 6)	The (hidden) perils behind the urge for crime prevention	Dressel and Farid (2020) Foucault (1995)
6 (Feb 11, 13)	Policing the police: Opportunities and challenges with police accountability	UNODC article Lipsky (1980) Whitaker (1979)
7 ( <b>Feb 18, 20</b> )	<b>Instructor conference travel</b>	
8 ( <b>Feb 25, 27</b> )	<b>Mock policy council #1</b> <b>Reflection essay submission week #1 (Feb 24 – 28)</b>	
9 ( <b>Mar 4, 6</b> )	<b>Spring break</b>	

Part 1: Policing and society

Part 2: Inside the police	10 (Mar 11, 13)	Red tape or green tape? Procedural rules in policing	Maynard-Moody and Musheno (2000) Terpstra and Kort (2017)
	11 (Mar 18, 20)	Measuring the unmeasurable: Police performance metrics	NYPD compstat Bjørnholt and Larsen (2014)
	12 (Mar 25, 27)	Officers are human: Motivation and satisfaction	IACP (2023) Bautista (2023)
	13 (Apr 1, 3)	<b>Instructor conference travel</b>	
	14 (Apr 8, 10)	Behind the blue wall: Police occupational culture	Woody (2005) Ray (2020)
	15 (Apr 15, 17)	Diversity and merit in police hiring and promotion	Portillo et al. (2020) Foley et al. (2021)
	16 (Apr 22, 24)	<b>Mock policy council #2</b> <b>Reflection essay submission week #2 (Apr 21 –25)</b>	
17 (Apr 29)	<b>Final exam</b> <b>Final research note due May 2, 11:59pm</b>		

## 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](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.

### *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.