

POLS 4910
Innovation and Change in American Policing
A Survey of Key Issues in Modern American Policing—Ten Topics over Ten Years

Instructor: Dr. Dan Silk
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Office: Baldwin Hall, room 180E

Class Time and Location

8:15-9:35 on Mondays and Wednesdays in room 301, Baldwin Hall.

Office Hours

I welcome the chance to meet and engage with students. I am available directly after class in room 180E of Baldwin Hall, which is in the main Department of Political Science office suite on the first floor of Baldwin. However, I am also on campus nearly every weekday from 8:00 to 5:00 and can meet during those times by prior arrangement.

Primary Text:

Sparrow, M. K. (2016). *Handcuffed: What Holds Policing Back, and the Keys to Reform*. Brookings Institution Press.

Additional readings will be assigned, and are included below.

Course Description

This course will explore innovation in American law enforcement by focusing on ten key areas of public concern that have been identified in the last decade. The class will begin with a discussion of historic calls for change that received attention in the 20th Century. The class will then shift to look at current areas of focus in policing, and examine how scholarship describes the related challenges governments and communities face in creating safer cities. Students will engage with diverse sources of information to contextualize the manifold legal, social, historical, political, and psychological factors that affect public safety efforts. At the end of the course, students will have a better appreciation of the complexities of policing, and develop the ability to thoughtfully address key public safety issues that face society.

Course Objectives

The course is designed to facilitate four key objectives. During the class, students will develop the following:

- An awareness of historic calls for change in American policing in the 20th Century
- An understanding of key concerns regarding American policing expressed in the 21st Century, with a specific focus on the decade following the death of Michael Brown in Ferguson, Missouri in 2014
- An awareness of interdisciplinary scholarship that describes key issues in American policing
- An awareness of legal, social, historical, political, and psychological factors that affect public safety efforts

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Themes

Students will note that several key themes will recur throughout the semester, and are worthy of additional attention from the beginning. Discussions in this course will focus on framing the modern environment in which policing occurs and identifying important factors that affect the profession and its areas of focus, especially during the ten-year period between 2014 and 2023. In particular, the class will emphasize how we can use important considerations like constitutionality, the rule of law, the psychology and neurobiology of decision-making, and community input to frame the concerns of government leaders, academia, and the public. Students will seek to consider and discuss the potential second and third order effects of modern police policies and actions, and wrestle with real-world challenges faced by police and communities as they seek to chart a path for the future of policing in the United States.

Grading

Three exams will be given, each worth 25% of a student's final grade. The course research paper will constitute 15% 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).

Make-up exams 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 or extenuating circumstance 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 team in Accessibility and Testing at the beginning of the semester to facilitate appropriate arrangements.

University Honor Code and Academic Honesty Policy

Please strive to live by the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/. This resource specifically notes that:

- No student may complete, attempt, or help another engage in academic dishonesty on academic work. Any dishonest act can be a violation of the policy, whether intended or not.
- Students must be vigilant to avoid accidental plagiarism or assisting other students without authorization.
- Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the list of examples.

You may not use generative artificial intelligence to write any portion of any class assignment.

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Mental Health, Wellness, and Safety Resources

UGA well-being resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Accessibility and Testing: accessibility.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

If you are ever concerned about your safety or the safety of others, you can reach the UGA Police Department by calling 911 or (706) 542-2200. You can also visit their website: <https://police.uga.edu/>, and learn more about public safety resources on campus via <https://staysafe.uga.edu/>

The UGA Safe App is the university's mobile safety app that offers important emergency information and resources. You can find links to download it here: <https://prepare.uga.edu/uga-safe/>

Class Policy on Recording Lectures

- In the absence of written authorization from the UGA Accessibility and Testing, 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.

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Course Outline and Reading Assignments:¹

Week One	<p>Introduction and overview of the course</p> <p>Overview of policing in the US: systems and history</p> <p>Reflecting on policing</p>	<p>Chapter One of <i>Policing in America, 9th Edition</i>, ("The police in American society") by Gaines, Kappeler & Powell, available to read for free via the publisher's website (click "Preview PDF"): https://www.taylorfrancis.com/books/mono/10.4324/9781315267456/policing-america-zachary-powell-larry-gaines-victor-kappeler</p> <p>Sparrow, M. K. (2016). <i>Handcuffed: What Holds Policing Back, and the Keys to Reform</i>. Brookings Institution Press. (Read Chapters 1-4.)</p>
Week Two	<p>Conceptualizing the environment of policing</p> <p>2014: Ferguson and the death of Michael Brown</p>	<p>Read the online Department of Justice memo titled "Justice Department Announces Findings of Two Civil Rights Investigations in Ferguson, Missouri": https://www.justice.gov/opa/pr/justice-department-announces-findings-two-civil-rights-investigations-ferguson-missouri</p> <p>Weber, K., & Waeger, D. (2017). Organizations as polities: An open systems perspective. <i>Academy of Management Annals</i>, 11(2), 886-918.</p>
Week Three	<p>The history of change and policing in the US</p>	<p>King, D., & Conley, J. A. (1994). The 1967 president's crime commission report: its impact 25 years later. <i>Police Journal</i>, 67(3), 269-274.</p> <p>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.</p> <p>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</i>, 687 (1), 228-239.</p> <p>Skogan, W. G. (2014). Why reforms fail. In <i>Police Reform from the Bottom Up</i> (pp. 144-155). Routledge.</p> <p>Listen to the Brookings Institution interview with Malcolm Sparrow, the author of <i>Handcuffed</i>: https://www.brookings.edu/books/handcuffed/</p>

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**.

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Week Four	Constitutional policing	<p>The US Bill of Rights; the 14th Amendment</p> <p>Vitiello, M. (2020). Introducing the Warren Court's criminal procedure revolution: A 50-year retrospective. <i>University of the Pacific Law Review</i>, 51(4), 621-632.</p> <p>Sweeten, G. (2016). What works, what doesn't, what's constitutional. <i>Criminology & Public Policy</i>, 15, 67.</p>
Week Five	Constitutional policing, continued Mental health	<p>Erickson, B. (2021). Deinstitutionalization through optimism: the community mental health act of 1963. <i>American Journal of Psychiatry Residents' Journal</i>.</p> <p>Syed, S., Ashwick, R., Schlosser, M., Jones, R., Rowe, S., & Billings, J. (2020). Global prevalence and risk factors for mental health problems in police personnel: a systematic review and meta-analysis. <i>Occupational and Environmental Medicine</i>, 77(11), 737-747.</p> <p>Rogers, M. S., McNiel, D. E., & Binder, R. L. (2019). Effectiveness of police crisis intervention training programs. <i>The Journal of the American Academy of Psychiatry and the Law</i>, 47(4), 414-421.</p> <p>Watch the CBS Minnesota news report video "Police crisis intervention training: How it works, who it best works for": https://www.youtube.com/watch?v=isRBmJtNOrI</p> <p>Listen to the WHYY story on crisis intervention: https://www.npr.org/sections/health-shots/2023/11/09/1203342875/cities-know-the-way-police-respond-to-mental-crisis-calls-needs-to-change-but-ho</p>
Week Six	Bias	<p>Charlesworth, T. E., & Banaji, M. R. (2023). Evidence of covariation between regional implicit bias and socially significant outcomes in healthcare, education, and law enforcement. In <i>Handbook on Economics of Discrimination and Affirmative Action</i> (pp. 593-613). Singapore: Springer Nature Singapore.</p> <p>Neil, R., & Winship, C. (2019). Methodological challenges and opportunities for testing for discrimination in policing. <i>Annual Review of Criminology</i>, 2, 73-98.</p>

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		<p>Listen to the discussion of stop and frisk in Philadelphia on PBS affiliate WHYY “Understanding the mental health impact of stop and frisk and frequent police stops”: https://whyy.org/articles/stop-and-frisk-philadelphia-mental-health-implications/</p>
Week Seven	Bias, continued Funding Test one	<p>Beck, B., & Goldstein, A. (2018). Governing through police? Housing market reliance, welfare retrenchment, and police budgeting in an era of declining crime. <i>Social Forces</i>, 96(3), 1183-1210.</p> <p>Koziarski, J., & Huey, L. (2021). # Defund or # Re-Fund? Re-examining Bayley’s blueprint for police reform. <i>International Journal of Comparative and Applied Criminal Justice</i>, 45(3), 269-284.</p>
Week Eight	Use of force	<p>Quattlebaum, M., & Tyler, T. (2020). Beyond the law: An agenda for policing reform. <i>BUL Rev.</i>, 100, 1017.</p> <p>Oramas Mora, D., Terrill, W., & Foster, J. (2023). A decade of police use of deadly force research (2011–2020). <i>Homicide Studies</i>, 27(1), 6-33.</p> <p>Ross, D. L. (2002). An assessment of Graham v. Connor, ten years later. <i>Policing: An International Journal of Police Strategies & Management</i>, 25(2), 294-318.</p> <p>Watch Fox 10 Phoenix news report “Activist critical of police undergoes use of force scenarios”: https://www.youtube.com/watch?v=yfi3Ndh3n-g</p>
Week Nine	Transparency and accountability	<p>Walker, S. (2022). The Justice Department’s pattern-or-practice police reform program, 1994–2017: Goals, achievements, and issues. <i>Annual Review of Criminology</i>, 5, 21-42.</p> <p>Chanin, J., & Espinosa, S. (2016). Examining the determinants of police department transparency: The view of police executives. <i>Criminal Justice Policy Review</i>, 27(5), 498-519.</p> <p>Bloch-Wehba, H. (2021). Visible policing: technology, transparency, and democratic control. <i>Cal. L. Rev.</i>, 109, 917.</p> <p>Listen to the NPR story “How the police became untouchable”: https://www.npr.org/2023/03/06/1161296280/how-the-police-became-untouchable</p>

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Week Ten	Violent extremism	<p>Fromkin, D. (1975). The strategy of terrorism. <i>Foreign Affairs</i>, 53(4), 683-698.</p> <p>Logan, M. K., Windisch, S., & Simi, P. (2022). Adverse childhood experiences (ACE), adolescent misconduct, and violent extremism: A comparison of former left-wing and right-wing extremists. <i>Terrorism and Political Violence</i>, 1-20.</p> <p>Rascoff, S. J. (2012). Establishing official Islam? The law and strategy of counter-radicalization. <i>Stanford Law Review</i>, 64, 125-190.</p>
Week Eleven	Technology Test two	<p>Papachristos, A. V. (2022). The promises and perils of crime prediction. <i>Nature and Human Behaviour</i>, 6(8), 1038-1039.</p> <p>Hummer, D., & Byrne, J. (2017). Technology, innovation and twenty-first-century policing. <i>The Routledge Handbook of Technology, Crime and Justice</i>, 375-389.</p> <p>Joh, E. E. (2019). The consequences of automating and deskilling the police. <i>UCLA L. Rev. Discourse</i>, 67, 133.</p> <p>Read the online <i>Verge</i> article “Heat listed”: https://www.theverge.com/c/22444020/chicago-pd-predictive-policing-heat-list</p>
Week Twelve	Staffing Draft papers due for extra credit	<p>Dau, P. M., Vandeviver, C., Dewinter, M., Witlox, F., & Vander Beken, T. (2023). Policing directions: A systematic review on the effectiveness of police presence. <i>European journal on criminal policy and research</i>, 29(2), 191-225.</p> <p>Ferguson, A. G. (2011). Crime mapping and the Fourth Amendment: Redrawing “high-crime areas.” <i>Hastings Law Journal</i>, 63, 179-232.</p> <p>Read the online article <i>St. Louis Dispatch</i> article: “St. Louis police ranks hit a new low after years of departures” : https://www.stltoday.com/news/local/crime-courts/st-louis-police-ranks-hit-a-new-low-after-years-of-departures/article_0928f476-946b-11ee-b0a1-1baa916f7c7b.html</p>
Week Thirteen	Training	<p>Di Nota, P. M., & Huhta, J. M. (2019). Complex motor learning and police training: Applied, cognitive, and clinical perspectives. <i>Frontiers in Psychology</i>, 10, 1797.</p>

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		Blair, J. P., & Duron, A. (2023). How police officers are shot and killed during active shooter events: Implications for response and training. <i>The Police Journal</i> , 96(3), 411-429.
Week Fourteen	Training, continued Final copy of papers due	Schuck, A. M., & Rabe-Hemp, C. E. (2022). Breaking the code of silence: The importance of control systems and empathy toward outgroups. <i>Criminal Justice and Behavior</i> , 49(11), 1637-1655.
Week Fifteen	What other topics need attention? Where do we go from here?	Neyroud, P., & Weisburd, D. (2014). Transforming the police through science: The challenge of ownership. <i>Policing: A Journal of Policy and Practice</i> , 8(4), 287-293. 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</i> , 101(2), 335-374.
Final Exam		