

POLS 4900
Law Enforcement Administration

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

Class time and location: Tuesday and Thursday from 8:15 – 9:35 in 301 Baldwin Hall.

Office hours: I can be available directly after class on most Tuesdays and Thursdays until approximately 10:00, but I am also on campus nearly every day from 8:00 to 5:00 at 286 Oconee Street, Suite 286, and can meet there by prior arrangement.

Primary texts

Gaines L. K., & Worrall, J. L. (2012). *Police Administration* (3rd Ed.). Clifton Park, NY: Delmar Cengage Learning.

Additional readings will be assigned.

Course description: The history, development, and function of police agencies in American government and society, and a critical evaluation of administrative policies and practices in police organizations.

Course objectives: Law Enforcement Administration is designed to present an in-depth analysis of the role of police in contemporary criminal justice. Through exposure to a variety of readings, lectures, discussions, and exercises, students will have the opportunity to explore several topics. These include the development of law enforcement in democratic government, the role and organization of police in the United States, the management of police agencies, a critical evaluation of administrative policies and practices in police organizations, and contemporary issues and problems related to this segment of the justice system. At the end of the course, students should have a better appreciation of the history and complexity of policing in our society and a framework for analyzing issues related to the role and function of police in criminal justice.

Themes: Students will note that several themes will recur throughout the semester, and are worthy of additional attention from the beginning. Discussions in POLS 4900 will emphasize the role of police leaders in the profession, and will stress the competing interests that affect decision making at the “command staff” level. In particular, the class will focus on how important topics such as police-community relations, bias, civil rights, politics, and resource allocation frame the concerns of law enforcement managers. Students will seek to consider and discuss the potential second and third order effects of police policies and actions, and wrestle with real-world challenges faced by police executives and community leaders 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**

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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.

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.

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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 Assignments¹

Week One Aug. 18, 20	Introduction and overview of the course Foundations of policing in a democratic state Historic overview of policing in the US Police and their environment(s)	Chapters One and Two of <i>Police Administration (PA)</i> Baraka, R., Brooks, R., Friedman, B., Lopez, C. E., Meares, T. L., O'Hara, B., & Sharkey, P. (2024). Crime and punishment: Can American policing be fixed? <i>Harpers</i> , 348 (2087), 24-35.
Week Two Aug. 25, 27	Police accountability Rule of law Police and government	Chapter Fourteen of <i>PA</i> The US Bill of Rights Walker, S. (2016). Governing the American police: Wrestling with the problems of democracy. <i>U. Chi. Legal F.</i> , 615.
Week Three Sept. 1, 3	Police and the public The human brain and policing Bias and policing	Donald, B. B. (2021). Implicit bias: The science, influence, and impact on justice. In <i>Sedona Conf. J.</i> (Vol. 22, p. 583). Tyler, T. R., & Fagan, J. (2008). Legitimacy and cooperation: Why do people help the police fight crime in their communities? <i>Ohio State Journal of Criminal Law</i> , 6, 231-275. Cheng, C., & Long, W. (2021). The effect of highly publicized killings on police: Evidence from large US cities. <i>Journal of Public Economics</i> , 206, 1-18.
Week Four Sept. 8, 10	Police organizations Classical organizational theories Criticisms of police management	Chapter Four of <i>PA</i> Martin, P., & Mazerolle, L. (2016). Police leadership in fostering evidence-based agency reform. <i>Policing: A Journal of Policy and Practice</i> , 10(1), 34-43.,
Week Five Sept. 15, 17 Test One on Sept. 15	Modern organizational theories Organizational structure	Chapter Five of <i>PA</i> Tyler, T., & Fischer, C. (2014, March). Legitimacy and procedural justice: A new element of police leadership. Washington, DC: Police Executive Research Forum.
Week Six Sept. 22, 24	Police leadership Stress and fatigue	Chapters Six and Nine of <i>PA</i> Di Nota, P. M., Kasurak, E., Bahji, A., Groll, D., & Anderson, G. S. (2021). Coping among public safety personnel: A systematic review and meta-analysis. <i>Stress and Health</i> , 37(4), 613-630. Riedy, S. M., Dawson, D., & Vila, B. (2019). US police rosters: fatigue and public complaints. <i>Sleep</i> , 42(3), 1-10.
Week Seven Sept. 29, Oct. 1	Communication Conflict	Chapter Eight of <i>PA</i> Bennell, C., Jenkins, B., Blaskovits, B., Semple, T., Khanizadeh, A. J., Brown, A. S., & Jones, N. J. (2022). Knowledge, skills, and abilities for managing potentially volatile police-public interactions: A narrative review. <i>Frontiers in Psychology</i> , 13, 818009.

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 Eight Oct. 6, 8	Human resource management Personnel practices	Chapter Ten of <i>PA</i> Prenzler, T., Porter, L., & Alpert, G. P. (2013). Reducing police use of force: Case studies and prospects. <i>Aggression and Violent Behavior</i>, 18, 343-356.
Week Nine Oct. 13, 15	Training Careers in law enforcement	Engel, R. S., Corsaro, N., Isaza, G. T., & McManus, H. D. (2022). Assessing the impact of de-escalation training on police behavior: Reducing police use of force in the Louisville, KY Metro Police Department. <i>Criminology & Public Policy</i>, 21(2), 199-233.
Week Ten Oct. 20, 22 Test Two on Oct. 22	Labor relations Individuals in police organizations Police culture	Chapters Seven and Eleven of <i>PA</i> Dharmapala, D., McAdams, R. H., & Rappaport, J. (2022). Collective bargaining rights and police misconduct: Evidence from Florida. <i>The Journal of Law, Economics, and Organization</i>, 38(1), 1-41.
Week Eleven Oct. 27, 29	Labor relations Individuals in police organizations Police culture, continued	Chapters Seven and Eleven of <i>PA</i> Silver, J. R., Roche, S. P., Bilach, T. J., & Bontrager Ryon, S. (2017). Traditional police culture, use of force, and procedural justice: Investigating individual, organizational, and contextual factors. <i>Justice Quarterly</i>, 34(7), 1272-1309.
Week Twelve Nov. 3, 5 Paper extra credit due Nov. 5	Homeland security Terrorism Local policing and national security	Chapter Three of <i>PA</i> Borum, R., & Neer, T. (2017). Terrorism and violent extremism. In <i>Handbook of behavioral criminology</i> (pp. 729-745). Cham: Springer International Publishing.
Week Thirteen Nov. 10, 12	Control and productivity Planning Programming Finance	Chapters Twelve and Thirteen of <i>PA</i> Sparrow, M. K. (2015). Measuring performance in a modern police organization. <i>Psychosociological Issues in Human Resource Management</i>, 3(2), 17-52. Rushin, S., & Michalski, R. (2020). Police funding. <i>Fla. L. Rev.</i>, 72, 277.
Week Fourteen Nov. 17, 19 Paper due Nov. 19	Change Policing in the last 10 years Where do we go from here?	Chapter Fifteen of <i>PA</i> 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. Engel, R. S., Isaza, G. T., & McManus, H. D. (2022). Owning police reform: the path forward for practitioners and researchers. <i>American Journal of Criminal Justice</i>, 47(6), 1225-1242.
Week Fifteen Final exam Dec. 8, 8:00 AM		