

**CLEVELAND STATE UNIVERSITY
FALL SEMESTER 2007**

PSM 451/PAD 593 Public Safety Management

Time:	Monday, 6 - 9:50 p.m.
Instructor:	Dr. Ronnie Dunn
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Classroom:	Urban Affairs Building, Room 351
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Office hours:	Mon., 3:00 – 5:00 pm and by appointment

Course Description:

This course examines the public sector management of law enforcement, fire safety and related public safety agencies. We will study issues pertaining to the administration of public safety services within an increasingly diverse urban context. The class will explore the dynamics of race, class, and culture confronting street-level administrators in the delivery of public services. Local public safety agencies will be used to analyze the issue of diversity both within the organizations and the communities they serve. A particular emphasis will be placed on law enforcement and the complex issue of racial profiling. An interdisciplinary approach will be used to study the complexities of these issues in public safety at the local and national level. This course will consist of readings, lectures, use of audiovisual materials, class discussions, written assignments, class presentations, and guest speakers.

Course Objectives:

This course is designed to provide students with better understanding of:

- Issues and challenges confronting public safety personnel in urban America
- Public policy and politics relevant to race, ethnicity, gender, and class
- Organizational culture and behavior, institutional racism, and discriminatory practices
- Diversity and the appreciation and management of differences within public organizations
- And how these various elements coalesce to affect the delivery of public safety services by public safety forces personnel

Required Texts:

Steven Maynard-Moody and Michael Musheno, 2003
Cops, Teachers, Counselors: Stories from the Front Lines of Public Service
Ann Arbor/The University of Michigan Press

Mitchell F. Rice (ed.), 2005
Diversity and Public Administration: Theory, Issues, and Perspectives
Armonk, New York/M.E. Sharpe

David A. Harris, 2005
Good Cops: The Case for Preventive Policing
New York/The New Press

Additional readings may be passed out in class or placed on Electronic Reserve in the University Library.

Course Requirements:

1. Attendance and punctuality are expected in all classes. If an absence is unavoidable, the student should notify the professor in advance, if possible, and the student is still responsible for any assignments made or due during their absence.
2. Reading assignments are to be completed before the class for which they are assigned and students should come to class prepared to discuss the readings with a reasonable level of understanding. Each student will help lead the class discussion on assigned readings on at least two occasions. Students should outline and summarize the readings (book chapters only including dissertation research), highlighting the main points for the weeks they are to lead the discussion.
3. Each student will select a local public safety agency e.g. police, or fire department, within the Greater Cleveland area as the subject of an 8-10 page paper. The paper should focus on the administration of public safety services in relation to diversity both internal and external to the agency. The paper should include recent historical (over the last 10 years) and current demographic data on the composition of the community and the agency's public safety forces. The paper should look at the impact the demographics are having on the provision of services by the agency and any resulting problems, or conflicts that may have arisen. The paper should also include any recent media coverage of relevant issues pertaining to the agency and the student should interview at least one public safety official, e.g. safety director, division chief, commander, or human resources personnel etc. that can speak to the issues of diversity confronting the agency, and its policies and practices to address such issues. Students will present their papers in class.

4. All written assignments must be word processed, double spaced, grammar and spell checked. Term papers should adhere to the APA style guide. *Late assignments will be penalized.* A letter grade will be deducted from the final grade for an assignment each day that the assignment is late. Assignments more than three (3) days late will not be accepted.
5. This is a seminar format class therefore student participation is essential to the learning process.
6. Given the highly sensitive nature of the subject matter that this class addresses, respect for the views, opinions, experiences, and backgrounds of others, which may differ from ones' own is essential.

Grading:

Family History	10%
Class participation/facilitation	20%
Midterm and final exams (20% each)	40%
Final paper	25%
Class presentation	<u>5%</u>
	100%

Course Outline and Reading Schedule

August 27

Review of syllabus and introduction to course and key concepts
Maynard-Moody Part I, Ch. 1 – 2
Rice, Ch. 1

Assignments:

There is an online psychological test called the Implicit Association Test that was developed at Harvard University to test people's implicit (or often unconscious) preferences. The test can be taken online at <https://implicit.harvard.edu/implicit/>. Go to the website, read the instructions and take the racial preference (Black/White) test. Please print or record your test results and bring them to the next class. (Do not be too upset by your test results, we all very likely harbor some racial preferences that we are unaware of or may not be comfortable acknowledging.)

Family History – Write a brief, 2-3 page family history. Discuss your family's place of origin, racial/ethnic background, where your family immigrated or migrated from, and what brought them (or yourself) to the Greater Cleveland area. Discuss family member's occupations and aspirations. Interview older family members for information on your family's history (to the extent possible). For students that have done this exercise in a prior class or cannot

trace their family history for some reason, write about the experience of your particular racial/ethnic group in the immigration/migration process.

September 3

Labor Day (University Holiday)
Maynard-Moody Part I, Ch. 3
Rice, Ch. 2 – 3

September 10

Maynard-Moody Part I, Ch.4
Rice, Ch. 4 & 6
Family History due
[Video: Crash](#)

September 17

Maynard-Moody Part II, Ch.5 – 7
Articles (ECR): *Driving While Black: A Statistician Proves that Prejudice still rules the Road* (Lamberth)
[Video: A Pattern of Suspicion](#)

September 24

(ECR) *Dunn*, Spatial Profiling: To What Extent Do the Cleveland Police Department's Traffic Ticketing Practices Target Blacks? Ch. 1 – 3; *Tale of Two Roads reveals Racial Divide*, and *Traffic Tickets for One and All* (Brett)
[Video: Spatial Profiling \(TV 8\)](#)

October 1

Dunn, Spatial Profiling: To What Extent Do the Cleveland Police Department's Traffic Ticketing Practices Target Blacks? Ch. 4 –5; *More questions after police study* (Brett); *City police stop blacks more often, study says* (Vinella & Perkins); *Follow-up traffic study* (Editorial); and *Data show Cleveland Police target blacks*(Dunn)

October 8

Columbus Day (University Holiday)
Maynard-Moody Part III, Ch.8 – 9
Article (ECR): *Changing the Police Paradigm* (Price)

October 15

Rice, Ch. 7
Maynard-Moody Part III, Ch.10 – 12
Midterm review

October 22

[Midterm exam](#)

October 29

Guest speaker (TBA)

November 5

Rice, Ch. 10 & 12

Harris, Part I, Ch. 1 – 2

November 12

Harris, Part II, Ch. 3 – 4

November 19

Harris, Part II, Ch. 5 – 7

Guest speaker (TBA)

November 26

Harris, Part III, Ch. 8 – 9

Final paper due

December 3

Paper presentations

Final review

December 10

Final exam Monday, 8-10 pm