CLEVELAND STATE UNIVERSITY
SPRING SEMESTER 2006

PAD 693-50 Public Safety Management

Time: Thursday, 6 - 9:50 p.m.
Instructor: Dr. Ronnie Dunn
Office: Urban Affairs Building, Room 314
Classroom: Urban Affairs Building, Room 246
Telephone: (216) 687-5494
E-mail: r.dunn@csuohio.edu
Office hours: 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. Students are expected to outline and summarize the readings (book chapters only including dissertation research) for each week, highlighting the main points. Each student will be responsible for facilitating the class discussion on assigned readings on at least two occasions.

3. Each student will select a local public safety agency e.g. a 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:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family History</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation/facilitation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm and final exams (20% each)</td>
<td>40%</td>
</tr>
<tr>
<td>Final paper</td>
<td>25%</td>
</tr>
<tr>
<td>Class presentation</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Course Outline and Reading Schedule**

**January 19:**
Review of syllabus and introduction to course and key concepts

**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/](https://implicit.harvard.edu/implicit/). Go to the website, read the instructions and take the racial preference 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).
January 26
*Maynard-Moody* Part I, Ch. 1 – 2
*Rice*, Ch. 1

February 9
*Maynard-Moody* Part I, Ch. 3
*Rice*, Ch. 2 – 3
Family History due
Article (ECR): *Dissecting Diversity*
Video: *Crash*

February 16
*Maynard-Moody* Part I, Ch. 4
*Rice*, Ch. 4 & 6
Video: *A Pattern of Suspicion*

February 23
*Maynard-Moody* Part II, Ch. 5 – 6
Articles (ECR): *Driving While Black: A Statistician Proves that Prejudice still rules the Road* (Lamberth); *Tale of Two Roads reveals Racial Divide, and Traffic Tickets for One and All* (Brett)
Video: *Spatial Profiling (TV 8)*

March 2
*Dunn*, Spatial Profiling: To What Extent Do the Cleveland Police Department’s Traffic Ticketing Practices Target Blacks? Ch. 1 – 3
*Maynard-Moody* Part II, Ch. 7
Article (ECR): *Profiling report leads to demotion* (Lichtblau)

March 9
*Dunn*, Spatial Profiling: To What Extent Do the Cleveland Police Department’s Traffic Ticketing Practices Target Blacks? Ch. 4 – 5
*Maynard-Moody* Part III, Ch. 8 – 9
Article (ECR): *Changing the Police Paradigm* (Price)

March 16 *(Spring Recess)*
Midterm review

March 23
Midterm exam
*Rice*, Ch. 7
*Maynard-Moody* Part III, Ch. 10 – 12

March 30
Guest speakers (TBA)
April 6
   Rice, Ch. 10 & 12
   Harris, Part I, Ch. 1 – 2

April 13
   Harris, Part II, Ch. 3 – 4

April 20
   Harris, Part II, Ch. 5 – 7

April 27
   Harris, Part III, Ch. 8 – 9
   Final paper due

May 4
   Paper presentations
   Final review

May 11
   Final exam Monday, May 8th