

SPP 586, Section 003
Public Management: Police Reform as Strategic Management
Winter 2019

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Office hours Tuesday 1:00-3:00, 4122 Weill Hall; Thursday 1:00-2:00 Art & Architecture Bldg.

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Course Description

This course will use the case of police reform to explore the concept and practice of strategic management in public organizations. We will begin by considering the role that public managers play in defining an organization's purpose, both at a general level (what is this organization's mission?) and more concretely (what work do front-line staff need to do to accomplish that mission?). We will then explore a variety of tools that managers can use to guide and support front-line workers, including performance measurement, compliance review, complaint processing, and various elements of human resources management.

Although these ideas and tools play a central role in many areas of public management, class readings and lectures will introduce them by exploring their application to contemporary police reform. In particular, we will consider how the tools of strategic management might (and sometimes have) helped police organizations to control the way officers use their authority and to accomplish the public safety mission that they are responsible for. During class discussions and online Canvas postings, students will have the opportunity to consider how these ideas and practices in police management might apply to other human services contexts.

Course Requirements and Expectations

There are three written assignments in this course, due January 29, February 15, and March 1. Each of them will ask you to write a short memo evaluating a plan for organizational reform. We will provide more information about each assignment, as well as relevant case study materials, one week before the assignment is due. Each assignment will be worth 25% of your grade for the course.

Class participation will account for the remaining 25% of your grade. This course will use a discussion format. While I will do everything I can to plan and moderate constructive discussions, in the end the quality of class discussions depends to an important degree on you. I will do my best to assign provocative and useful readings, and each week I will post study questions on Canvas for you to consider. You should do your best to attend class regularly and punctually, to read and prepare conscientiously, and participate constructively in classroom discussions.

For the purpose of your class participation grade, your contributions can take several forms: engaging in discussion in class, contributing to discussions on the Canvas website, and taking part in small group exercises and discussions. I recognize that some people find it difficult to speak publicly in large classes. This is a skill you should work on, since speaking publicly in large groups is important in most policymaking contexts. At the same time, I will also provide many opportunities for you to contribute to class discussions in a more intimate environment.

The Canvas site will be an integral part of the class. I will post assignments, study questions, and readings on the website. In addition, students will be asked to sign up for three Canvas discussion posts (one each from part of the course) as part of their class participation. These posts should be brief (300-500 words) but focused reactions to one of the themes covered by the week's readings. Submit your post for each session you have chosen at least two hours before class begins (i.e., 8:00 AM), and preferably the night before. Each of your three submissions will not be graded but marked as complete or incomplete.

For guidance about academic integrity and other expectations for your work for this class, please see the Ford School's useful "academic expectations" document at <http://fordschool.umich.edu/academics/expectations>.

If you believe you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat any information you provide as private and confidential.

Finally, the University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>

Schedule of Class Sessions and Reading Assignments

I. INTRODUCTION

January 10 **Introduction to the course**

II. DEFINING ORGANIZATIONAL PURPOSE

January 15 **The Concept of Strategic Management**

Mark Moore and Darrell Stephens. *Beyond Command and Control: The Strategic Management of Police Departments*. (Washington, DC: PERF, 1991), ch 1-2.

Strategic Planning in the Greenville, North Carolina Police Department
Hassan Aden, “Inviting the Community into the Police Strategic Planning Process,” *The Police Chief* vol. 80 (October 2013), pp. 28-31.

Greenville Police Department. *Strategic Plan, 2014-2016*.

Optional: Robert K. Merton. “Bureaucratic Structure and Personality”, in Social Theory and Social Structure (New York: Free Press, 1957), pp. 249-59

January 17 **The Problems of Policing**

Theodore M. Shaw. “Introduction,” *The Ferguson Report* (New York: The New Press, 2015), pp. vii-xvii

Brad Heath. “Baltimore Police Stopped Noticing Crime after Freddie Gray’s Death. A Wave of Killings Followed.” *USA Today*, July 12, 2018

“‘Ghettoside’ Author Jill Leovy on What We Have Learned Since Rodney King”, *The Marshall Project*, March 3, 2016.

Paul Butler. “Sexual Torture: American Policing and the Harassment of Black Men”, *The Guardian*, August 14, 2017.

Art Swift. “Blacks Divided on Whether Police Treat Minorities Fairly”, *Gallup.com*, August 2015.

Egon Bittner. “The Capacity to Use Force as the Core of the Police Role”, in *Aspects of Police Work* (Boston: Northeastern Univ. Press, 1990), pp. 120-132

Optional: Malcolm Sparrow. Handcuffed: What Holds Policing Back, and the Keys to Reform (Washington: Brookings, 2016), pp. 1-40.

January 22 **Rethinking Police Work**

Peter Moskos. “911 is a Joke”, in *Cop in the Hood* (Princeton: Princeton Univ. Press, 2008), pp. 89-110.

Herman Goldstein, “Improving Policing: A Problem-Oriented Approach.” *Crime & Delinquency* vol. 25 (1979), pp. 236-58.

Tracey Meares. “Rightful Policing”, *New Perspectives in Policing*. (Washington, DC: National Institute of Justice, 2015)

William Bratton and Jon Murad. “Precision Policing: A Strategy for the Challenges of 21st Century Law Enforcement”, in *Urban Policy 2018* (New York: Manhattan Institute, 2018)

III. TOOLS OF ACCOUNTABILITY

January 24 **Performance Measurement**

Mark Moore. *Recognizing Public Value* (Cambridge: Harvard Univ. Press, 2013), pp. 19-71.

Susan Shah and Jim Burch. “How to Build Trust in Policing: Measure What Really Matters”, *The Marshall Project*, October, 2015.

Optional: James Willis. “Compstat,” in eds. David Weisburd and Gerben Bruinsam. Encyclopedia of Criminology and Criminal Justice (New York: Springer-Verlag, 2014), pp. 496-505.

January 29 **Compliance Review**

Samuel Walker and Carol Archbold, *The New Police Accountability* (Los Angeles: Sage, 2014), chs. 3, 6.

United States Department of Justice, Civil Rights Division. “Investigation of the Ferguson Police Department”, March 4, 2015, pp. 28-41

January 31 **Learning from Failure**

Carl Klockars. “A Theory of Excessive Force and Its Control,” in eds. William Geller and Hans Toch. *Police Violence*. (New Haven: Yale Univ. Press, 1996), pp. 1-19 [focus on pp. 8-18; skim the rest]

Seth Stoughton, Geoffrey Alpert, and Jeff Noble. “Why Police Need Constructive Criticism,” *The Atlantic*, December 24, 2015.

John Hollway, Calvin Lee, and Sean Smoot. “Root Cause Analysis: A Tool to Promote Officer Safety and Reduce Officer Involved Shootings Over Time”, *Villanova Law Review*, vol. 62 (2017), pp. 883-924.

February 5 **Complaints as Managerial Information**

Malcolm Sparrow. “Complaints Against Police and Departmental Management: Making the Connection,” *Police Chief*, vol. 59 (1992), pp. 65-78.

Samuel Walker and Carol Archbold, *The New Police Accountability*, 3d edition (Los Angeles: Sage, 2019), pp. 139-176.

Rod Brunson. ““Police Don’t Like Black People’: African-American Young Men’s Accumulated Police Experiences,” *Criminology & Public Policy*, vol. 6 (2007), pp. 71-101 [*focus on pp. 81-94*]

February 7 **Supervising Employees**

Police Executive Research Forum. *Promoting Excellence in First-Line Supervision: New Approaches to Selection, Training, and Leadership Development*. (Washington, DC: PERF, 2018)

IV. MANAGING HUMAN RESOURCES

February 12 **Training**

James Fyfe, “Training to Reduce Police Violence”, in eds. William Geller and Hans Toch. *Police Violence*. (New Haven: Yale Univ. Press, 1996), pp. 165-178.

Tom James. “Can Cops Unlearn Their Unconscious Biases?” *The Atlantic*, Dec. 23, 2017.

Lorie Fridell. “This Is Not Your Grandparents’ Prejudice: The Implications of the Modern Science of Bias for Police Training”, *Translational Criminology* Fall 2013, pp. 10-11

Phillip Goff, Jillian Swencionis, and Susan Bandes. “Why Behavioral Reforms are More Likely than Implicit Bias Training to Reduce Racial Conflicts in U.S. Policing”, *Scholars Strategy Network*, March 8, 2018.

Kimberly Kindy, “Creating Guardians, Calming Warriors” *Washington Post*, December 10, 2015

Optional: David Klingler. “Police Training as an Instrument of Accountability,” Saint Louis University Public Law Review, vol. 32 (2012), pp. 111-121

February 14 **Hiring**

Guest Lecture: Robert Pfannes, Chief of Police, Ann Arbor Police Department

Jeremy Wilson et. al. *Police Recruitment and Retention for the New Millennium* (Santa Monica: RAND, 2010), chs 2, 4.

“Police Leaders Discuss Challenges in Recruiting At PERF Town Hall Meeting in Nashville”, *Subject to Debate* vol. 32 (June 2018)

February 19 **Diversity in Police Organizations**

James Forman, Jr. *Locking Up Our Own: Crime and Punishment in Black America* (New York: Farrar, Strauss, and Giroux, 2017), pp. 78-115.

Devon Carbado and L. Song Richardson. “The Black Police: Policing Our Own” [excerpt], *Harvard Law Review* vol. 131 (2018), pp. 1989-2023,

David Sklansky. “Not Your Father’s Police Department: Making Sense of the New Demographics of Law Enforcement”, *The Journal of Criminal Law and Criminology*, vol. 96 (2006), pp. 1209-1243.

Dan Hinkel and Jennifer Smith Richards. “Despite hiring push, Chicago police still falling short in attracting black officers”, *Chicago Tribune*, May 4, 2018

February 21 **Employee Review**

Samuel Walker and Carol Archbold, *The New Police Accountability* (Los Angeles: Sage, 2014), ch. 5.

U.S. Department of Justice, Civil Rights Division. *Investigation of the Baltimore Police Department*. August 10, 2016, pp. 134-6.

Vernon Herron. “New Approach to Early Intervention: Baltimore Police Department Case Study”, *The Police Chief*, 2016

Baltimore Police Department, policy 1707. “Early Intervention System”, May 2018.

February 26 **Conclusion**