SPP 586, Section 1
Police Reform as Public Management
Fall 2023

Professor David Thacher
dthacher@umich.edu
Office hours Tuesdays & Thursdays 1:00-2:00, Weill 4122; or by appointment

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 exploring a variety of tools that public managers can use to guide and support front-line workers, including performance measurement, compliance review, and various aspects of human resources management. Recognizing the limited influence that any one of these managerial tools can have on its own, we will then consider how effective leaders can use them in a coordinated way. To do that, we will explore the role of organizational mission and strategy as touchstones for guiding organizational change, and the role that organizational leaders should play in shaping them.

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, online Canvas postings, and some of the class writing assignments, students will have the opportunity to consider how these ideas and practices in police management might apply to other human services contexts.

Canvas Site and Reading Materials. The Canvas site will be your chief resource for each class session. Each session's Canvas "module" contains all of the materials you will need for that session. At the top of each module you will find a written overview of the session, which will outline the questions and themes you should keep in mind as you engage with the material. Below that, you will find links to the readings, discussion board, and other relevant materials for that session.

Class Requirements (*% of final grade associated with each requirement listed in parentheses*)
1. **Class Participation.** Regular attendance, preparation, and participation in class discussions is expected of all students—*i.e.*, do the readings and come to class ready to talk about them. In the final sessions of the class, I will ask you to work with other students to make a short presentation to the class *(20%)*
2. **Canvas Discussion Board.** The Canvas discussion board will be an important part of the course. Everyone should post at least once a week (i.e. either for our Tuesday or our Thursday class session each week). Aim to develop a single important point in detail rather than to try to cover multiple points. While there is no required length for your discussion posts, in general you should expect to write a couple of paragraphs for each post (~300-500 words). *(20%)*

3. **Writing Assignments.** There are two written assignments in this course, due September 22 (*25%*) and October 13 (*35%*). Each assignment will ask you to write a short memo related to the class material we have covered up to that point. I will provide more information about each assignment, as well as relevant case study materials, at least one week before the assignment due date.

For further information about academic expectations, accommodations, and resources for student-well being and mental health in this class and elsewhere in the Ford School, please visit http://fordschool.umich.edu/academics/expectations. Because of the nature of the topics we discuss in this course and the way we will discuss them, the Ford School's Statement on Inclusivity merits especially close attention. The diverse perspectives and experiences that you and your classmates bring to class are an invaluable resource for our discussions and your learning. Be open to and respectful of the contributions that others make.

Ford School Inclusivity Statement: Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:
- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal or professional nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Ford School Public Health Protection Policy: In order to participate in any in-person aspects of this course--including meeting with other students to study or work on a team project--you must follow all the public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School. Up to date information on U-M policies can be found here. It is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19

Student Mental Health and Wellbeing: The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students' academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

You may access counselors and urgent services at Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer. You can find additional resources both on and off campus through the University Health Service and through CAPS.

Accommodations for Students with Disabilities: If you believe you need an accommodation for a disability, please reach out to U-M [Services for Students with Disabilities (SSD)](#) office to help determine appropriate academic accommodations and how to communicate about your accommodations with your professors. Any information you provide will be treated as private and confidential.

Academic Integrity: The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one's own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. The Ford School's policy of academic integrity can be found in the [MPP/MPA,](#) [BA](#), and [PhD Program](#) handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available at: http://www.rackham.umich.edu/current-students/policies/academic-policies/section11#112

Use of Technology: Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor. If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. ***Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.***

Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at:
https://intranet.fordschool.umich.edu/academic-expectations2

Schedule of Class Sessions and Reading Assignments

I.	INTRODUCTION

August 29   **Introduction to the Class**

August 31   **The Problems of Policing**

Washington Post, "[Fatal Force](#)"

Seth Stoughton, Jeffrey Noble, and Geoffrey Alpert. *Evaluating Police Uses of Force* (New York: NYU Press, 2020), pp. 1-4, 136-44, 155-8.

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

Victor Rios. *Punished* (New York: NYU Press, 2011), pp. 43-4, 52-63.

Rod Brunson. "Protests Focus on Over-policing. But Under-policing is Also Deadly." *Washington Post,* June 12, 2020.

> *Optional: Egon Bittner*. The Functions of the Police in Modern Society *(Washington: National Institute of Mental Health, 1970), pp. 42-53, 101-4*

II.   ACCOUNTABILITY

September 5   **Compliance Monitoring**

Samuel Walker and Carol Archbold, *The New World of Police Accountability,* 3d. edition (Los Angeles: Sage, 2019), pp. 66-85.

United States Department of Justice, Civil Rights Division. "Investigation of the Ferguson Police Department", March 4, 2015, pp. 28-41; and excerpts from consent decree

September 7   **Performance Measurement**

Case Study: NYPD Takes on Crime in New York City Parts (A) & (B)

Phillip Atiba Goff and Kim Shayo Buchanan. "A Data-Driven Remedy for Racial Disparities: COMPSTAT for Justice", *NYU Annual Survey of American Law*, vol. 76 (2021), pp. 375-95.

> *Optional: Mark Moore. Recognizing Public Value. (Cambridge: Harvard Univ. Press, 2013), pp. 42-52, 63-4, 84-93.*

September 12 **Learning from Failure**

Complaints and Lawsuits as Managerial Information
Malcolm Sparrow. "Complaints Against Police and Departmental Management", *Police Chief*, vol. 59 (1992), pp. 65-78.

Joanna Schwartz. "Learning from Lawsuits" [excerpt], in *Shielded: How the Police Became Untouchable*. (New York: Viking, 2023), pp. 209-19.

> *Recommended: Samuel Walker and Carol Archbold,* The New Police Accountability, 3d ed. *(Los Angeles: Sage, 2019), pp. 144-169.*

Use of Force as a System Failure

James Doyle. "We Need to Learn from Criminal Justice Mistakes", *Commonwealth,* March 21, 2023.

David Thacher, "The Learning Model of Use-of-Force Reviews" [excerpts], *Law and Social Inquiry,* vol. 45 (2020), pp. 755-756, 764-779.

III. SUPPORT

September 14 **Training**

Rosa Brooks. *Tangled Up in Blue* (New York: Penguin, 2021), pp. 63-8, 72-87, 94-100, 120-31

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.

Implicit Bias Training
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.

September 19 **Wellness**

Leslie Rubin and Chitra Kalyandurg. *Mental Health Services for Employees in Montgomery County First Responder Departments,* OLO Report 2022-4, April 19, 2022, pp. 67-84.

Colleen Copple *et. al. Law Enforcement Mental Health and Wellness Programs: Eleven Case Studies* [excerpts]. (Washington, DC: Office of Community Oriented Policing Services, 2019), pp. 11-16, 59-63.

Bryan Vila and Dennis Kenney. "Tired Cops: The Prevalence and Potential Consequences of Police Fatigue", *NIJ Journal*, vol. 248, 2002.

September 21 **Tools**

Matt Stroud. "The Problem with Solutionism", in *Thin Blue Lie: The Failure of High-Tech Policing* (New York: Metropolitan Press, 2019), pp. 211-217.

Brandon del Pozo. "We Need to Change How Officers View Their Guns", *New York Times* Nov. 13, 2019.

John Kleinig. "Ethical Constraints on Taser Use by Police", *Policing* vol. 1 (2007), pp. 284-92.

Mary Fan. *Camera Power: Proof, Policing, Privacy, and Audiovisual Big Data.* (New York: Cambridge Univ. Press, 2019), pp. 43-58.

Christy Lopez. "Don't Overlook One of the Most Brutal and Unnecessary Parts of Policing: Police Dogs", *Washington Post* July 8, 2020.

Ashley Remkus. "We Spent A Year Investigating Police Dogs. Here Are Six Takeaways", *The Marshall Project*, October 2, 2020. [*Read this overview and as many of the linked articles as you're able*.]

IV.   HUMAN RESOURCES

Septmber 26   **Hiring**

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

Ian Adams, Justin Nix, and Scott Mourtgos. "Memphis police numbers dropped by nearly a quarter in recent years – were staffing shortages a factor in the killing of Tyre Nichols?" *The Conversation,* February 7, 2023.

Police Executive Research Forum. *Responding to the Staffing Crisis: Innovations in Police Recruitment and Retention.* (Washington, DC: Author, 2023), pp. 19-41.

> **_Recommended_**: *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.*

September 28   **Discipline**

Violet Ikonomova. "'Deeply Broken:' How Detroit Lets Bad Cops Off The Hook", *Deadline Detroit*, April 28, 2022.

Rocco Parascandola, "79th Precinct Cops Claim Retribution", *New York Daily News*, April 10, 2012

Samuel Walker and Carol Archbold, *The New World of Police Accountability,* 3d. ed. (Los Angeles: Sage, 2019), pp. 177-200.

Aaron Chalfin and Jacob Kaplan. "How many complaints against police officers can be abated by incapacitating a few 'bad apples?'" *Criminology and Public Policy* vol. 20 (2021), pp. 351-370.

> *Optional: Office of the Inspector General, City of Chicago.* Fairness and Consistency in the Discipline Process for Chicago Police Department Members, *June 16, 2022.*

V.	ORGANIZATIONAL STRATEGY

October 3   **The Concept of Organizational Strategy**

Mark Moore. *Creating Public Value* (Cambridge, Mass.: Harvard Univ. Press, 1995), pp. 13-21.

Mark Moore and Darrell Stephens. *Beyond Command and Control: The Strategic Management of Police Departments.* (Washington: PERF, 1991), pp. 1-6, 14-28.

October 5   **Policing Strategies (part 1)**

Procedural Justice
Final Report of the Task Force on 21ˢᵗ Century Policing, May 2015, pp. 5-18.

Tracey Meares. "Rightful Policing", *New Perspectives in Policing.* Washington, DC: National Institute of Justice, 2015.

Precision Policing
William J. 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).

Anthony Barksdale. "We Cannot Afford to Wait", *Quality Policing*, 2020.

October 10   **Policing Strategies (part 2)**

Reimagining Policing
Barry Friedman. "Disaggregating the Policing Function" [excerpt], *University of Pennsylvania Law Review,* vol. 169 (2021), pp. 930-1, 945-67, 979-91.

Problem-Oriented Policing
Herman Goldstein, *Problem-Oriented Policing* (New York: McGraw-Hill, 1990), ch. 4.

October 12   **Conclusion**