



Syllabus

Course Title: Law Enforcement: History, Practice, and Policy

Program and Date: London Winter: December 26 2026 – January 7, 2027

Instructor Name: Dr. Frederick A. Williams Jr.

Instructor Home Institution: Kentucky State University

Instructor Email: Frederick.williams1@kysu.edu

Academic Department: School of Criminal Justice and Government Relations

Get to Know Your Professor

Hello Scholar! I bring more than two decades of distinguished service and leadership to the fields of criminal justice and government relations. With a strong academic foundation and extensive professional experience, I have established myself as a respected voice in both public service and higher education. After earning degrees at Tennessee State University and the University of Louisville, I had a twenty-year career with the Kentucky State Police, before starting a new career in higher education. I served as Director of Criminal Justice Studies at Spalding University before becoming chairperson of the School of Criminal Justice and Government Relations at Kentucky State University. In London, I am looking forward to leading students in an examination of how British policing practices compare and contrast with the American model and beyond that to re-evaluating our own systems.

Course Description

This course compares law enforcement in the United States and London, contrasting the U.S. constitutional model with the U.K. tradition of "Policing by Consent." Using *Policing in America* as a guide, students will examine structural differences, legal frameworks, and recruitment and socialization. A central focus is the evaluation of use-of-force and armament, comparing London's unarmed patrol model with U.S. practices to explore modern police legitimacy and community-safety strategies. Through academic analysis and observation, the course identifies global best practices for policing in diverse, multicultural societies.

Course Level and Credit Hours

Undergraduate; 3 semester hours

Prerequisite(s)

None



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Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

- **Analyze** the philosophical and historical foundations of law enforcement, specifically comparing the U.K. "Policing by Consent" model, rooted in the Peelian Principles, with the U.S. Constitutional "Due Process" model.
- **Evaluate** the operational and cultural impacts of officer armament, contrasting London's unarmed patrol and "tactical communication" strategies with standard U.S. use-of-force continuums and critical incident responses.
- **Discuss** and compare the legal frameworks governing police operations—specifically search and seizure and interrogations—by contrasting U.K. standards like PACE and the "Police Caution" with U.S. standards like *Terry v. Ohio* and the *Miranda* warning.
- **Synthesize** the organizational and structural differences between centralized law enforcement systems (e.g., the Metropolitan Police) and fragmented U.S. systems, evaluating how these structures impact recruitment and socialization, oversight (IOPC vs. Internal Affairs), and public trust.
- **Propose** and justify policy recommendations for American law enforcement by critically analyzing critical incidents (such as officer-involved shootings) and applying global best practices observed in London to address systemic issues of legitimacy and community relations.

Required Readings and Materials

Peak, K. J., & Sousa, W. H. (2022). *Policing America: Challenges and Best Practices* (10TH Edition). Upper Saddle River, NJ: Pearson/Prentice Hall.

Laptop with Wi-Fi capability.

Assignments and Grades

ASSIGNMENT	POINTS
Pre-Departure Modules (Chapters 1-4) x 100 points	400
Prompted Field Journals (3) x 50 points	150
Bow Street Police Museum Reflection	50
London Participation (Discussions/Tours)	100
OIS Argumentative Presentation (Post-Trip)	150
OIS Oral Presentation (Post-Trip)	150
Total Points	1000

Chapter/Module 1: Foundations — The Peelian Principles vs. The Bill of Rights



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Assignment: Philosophical Comparison Paper

Chapter/Module 2: Recruitment — The "Citizen in Uniform" Identity

Assignment: Digital Media Content Analysis

Chapter 3/Module: Patrol — Virtual Environmental Scan & Surveillance Culture

Assignment: Observational Field Study

Chapter 4/Module: Community Policing — The Crisis of Legitimacy

Assignment: Comparative Case Study

Journals and Reflections – Journals 1-3 and Bow Street Police Museum Reflection

Capstone Project: Officer-Involved Shooting (OIS) Argumentative Presentation

Grading Scale

The following scale will be used to compute your grade.

ASSIGNMENT	POINTS
Pre-Departure Modules (Chapter 1-4) x 100 points	400
Prompted Field Journals (3) x 50 points	150
Bow Street Police Museum Reflection	50
London Participation (Discussions/Tours)	100
OIS Argumentative Presentation (Post-Trip)	150
OIS Oral Presentation (Post-Trip)	150
Total Points	1000

Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

Phase / Week	Date(s)	Location	Topic / Activity	Assignments Due
Phase 1: Pre-Departure	Dec 12 - 18	USA (Online)	English Origins to the US, Recruitment & Training	Pre-Departure Modules 1 & 2
Phase 1: Pre-Departure	Dec 19 - 25	USA (Online)	Patrol Methods, Community Policing, Use of Force	Pre-Departure Modules 3 & 4



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Phase 2: London Lab	26-Dec	Transit	Departure from USA to London	None
Phase 2: London Lab	27-Dec	London	Arrival; Tower of London walking tour; Welcome dinner & in-person discussion	None
Phase 2: London Lab	28-Dec	Nottingha m	Early day trip to Nottingham (Regional policing focus)	None
Phase 2: London Lab	29-Dec	London	Legal District walking tour; Old Bailey (Central Criminal Court) live court case	None
Phase 2: London Lab	30-Dec	Dover & Bath	Full program day trip to Dover and Bath	None
Phase 2: London Lab	31-Dec	London	Parliament & Whitehall Walk (Morning); New Scotland Yard / Met Police (Afternoon)	Prompted Field Journal #1
Phase 2: London Lab	1-Jan	London	Westminster Abbey (Morning); Historical intersections debrief (Evening)	None
Phase 2: London Lab	2-Jan	London	Bow Street Police Museum (Morning)	Bow Street Reflection
Phase 2: London Lab	3-Jan	London	The British Museum (Afternoon)	Prompted Field Journal #2
Phase 2: London Lab	4-Jan	Oxford	Open day trip to Oxford	None
Phase 2: London Lab	5-Jan	London	Formal Classroom Session: Synthesis & De-escalation (Morning); Farewell in- person discussion (Evening)	None
Phase 2: London Lab	6-Jan	London	Free day for final exploration	Prompted Field Journal #3
Phase 2: London Lab	7-Jan	Transit	Departure; Return to USA	None
Phase 3: Post- Return	Jan 8 - 14	USA (Online)	Independent research and preparation for Capstone Project	OIS Incident Selection & Outline
Phase 3: Post- Return	Jan 15 - 21	USA (Online)	Finalizing OIS Project	OIS Argumentative & Oral Presentations



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Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.

Academic Integrity Policy

AI Policy

Artificial Intelligence Tools: All assignments in this course must reflect your own independent work. The use of AI generated content (including but not limited to ChatGPT, Copilot, Gemini, or similar tools) is not permitted unless I explicitly authorize it for a specific assignment. Submitting AI generated work as your own will be treated as an academic integrity violation.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.