

PSYCH 475 – PSYCHOLOGY OF POLICING

Spring 2019

Instructor: Giles H. Feinberg M.A.
Office Location: EP 307
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Classroom Location: Burke Hall 1
Time: Wednesday 7-9:45pm
Office Hours: Wednesday 5:45-6:45pm

Course Description: Have you ever been stopped or pulled over by a cop? How did that interaction go? Were you given a ticket, warning, citation or worse? This may have been your first personal experience with law enforcement and perhaps the criminal justice system. More importantly this experience likely helps form your attitude toward the police, and rightfully so. Your opinion may also be influenced by interactions with the police you've witnessed, stories from friends and family, and events covered by the media. The police both hold a public job and serve the public, they work for us. Thereby the police are inherently privy to our scrutiny, observation, recording, criticism, questions, praises, accolades and acknowledgement.

This course is designed to give you a unique opportunity to engage directly with law enforcement officers from varying levels of rank, experience, and expertise. You will also get to meet and hear from community partners and government agencies that intersect directly with the duties of law enforcement, as a form of checks and balances. The distinguished speakers made available to you in this course are unlike any you have encountered in your academic career. The ambition in bringing in these experts is to engage you, demonstrate what you can do with your degree, and to dispel myths (or not).

The course is not designed to advocate one perspective over another, to like or dislike the police. Together we will survey the landscape of policing as we see it today and highlight central psychological principles that are relevant to the job. The ambition is that through our discussions, readings, and findings you will have a more informed perspective on the psychology of policing. Welcome.

Required Textbooks and Readings:

- **Required:** *To Protect and Serve: How to Fix America's Police.* (2016). Norm Stamper.
- **Supplemental:** *Law Enforcement in the Age of Black Lives Matter. Policing Black and Brown Bodies.* Weissinger & Mack. (2018).
Emotional Survival for Law Enforcement. Kevin Gilmartin Ph.D. (2002).
- Additional readings will be made available online via iLearn (denoted on schedule by "I")

Academic Integrity:

I expect all students to demonstrate academic integrity in this course. You are expected to do your own work. Cheating and plagiarism are unacceptable: this means that assignments I consider to involve cheating or dishonesty will receive NO CREDIT. In addition, I maintain the right to seek additional penalties consistent with university policy. If you have questions or concerns about this, you should speak with me directly, or review the CSU Standards of Conduct.

ADA Accommodation:

Students who need accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email dprc@sfsu.edu

Attendance, Promptness, Class Participation:

I strongly encourage you to attend lectures, for several reasons. To begin with, my lectures will nearly always cover material not included in the readings and there will be no good way for you to access this information without coming to lectures. Even more important, your individual perspectives and insights are what make a class like this interesting and dynamic—if you are not present, you will be depriving me (and your colleagues) of the opportunity to learn from your perspective and experiences.

In order to encourage attendance, on several occasions throughout the semester I will ask all of those present to take a few moments to complete a short writing assignment in class. These in-class assignments are intended to give you a chance to share your thoughts and opinions about the issues we are discussing. While I will not score these responses for right or wrong answers, I will be reading each one and will use them to take attendance. Your responses will comprise the largest part of your class participation grade for the semester. It will not be possible to make up an in-class writing assignment if you are not present in class when it is assigned and collected. These assignments and your active class participation will be used to determine your participation grade. Please note: participation is 10% of your final grade. This is significant. If you are not coming to class, your final grade will suffer. Don't think that you will do well in this class if you don't attend—you will not.

I will begin class meetings promptly--please be on time. Please make sure that cell phones are silent during class meetings.

Grading Criteria and Assignments:

- Quiz #1 and #2 and #3: 30% each

Quizzes may include multiple choice, true/false, and short answer or short essay questions.

The final quiz will include multiple choice, true/false, short answer, and one essay question. The multiple choice, true/false, and short answer questions will not be cumulative. However, the final essay question may ask you to integrate material from the entire semester. The final quiz for this class is scheduled for **May 15th, 2019 from 7pm-9:45pm.**

*Please note: You are required to take the quizzes for this course during the time that they are scheduled. In the event of a legitimate emergency, it is your responsibility to contact me via email, telephone, or in person, before the scheduled quiz.

- Class Participation- 10%

As an active participant in this course, you are expected (1) to complete assigned readings, (2) to come to class prepared to engage in discussions, and (3) to think critically about the issues and material being addressed both in the readings and in lectures. Class participation will be based on several in-class writing assignments (described above), as well as your attendance, engagement, effort, and class participation. You should note that this is a significant percentage and will definitely impact your final grade if you fail to attend class.

Grading Scale

93-100 = A	77-79.9 = C+
90-92.9 = A-	73-76.9 = C
87-89.9 = B+	70-72.9 = C-
83-86.9 = B	67-69.9 = D+
80-82.9 = B-	60-66.9 = D
	00-59.9 = F

Credit (CR) = .70 (C) or higher;

No Credit (NC) = 0-.69

Important University Dates and Deadlines:

Friday February 15th: Audit Deadline

Friday February 15th: Last Day to Drop without a “W” grade

Tuesday March 26th: Last day to request CR/NC

Saturday February 16th: Last Day to Withdraw for serious/compelling reason (with “W” grade)

Overview of Topics and Assignments		
Date	Topic	Reading Assignment
January 30 th	First Class/Overview The Legal System	
February 6 th Lt. Liza Tiffe SVU	The Academy & Patrol	<i>Reading:</i> Preface, Chapters 1 & 2 Stamper.
February 13 th Gang Task Force	Expert Testimony	<i>Reading:</i> Chapters 3 & 4 Stamper
February 20 th Dept. of Police Accountability	Citizen Oversight Quiz #1 Review	<i>Reading:</i> Chapters 5 & 6 Stamper
February 27th	QUIZ #1	SCANTRON E882
March 6 th Lt. Wilfred Williams SVU	Implicit Bias & Policing	<i>Reading:</i> Chapters 7 & 8 Stamper
March 13 th Lt. Joe Nannery (retired)	Investigating Suspects	<i>Reading:</i> iLearn
March 20 th <i>Field Trip*</i>	Police Headquarters	<i>Reading:</i> iLearn
March 27th	SPRING BREAK	SPRING BREAK
April 3 rd SF Sheriff	In-Custody Enforcement Quiz #2 Review	<i>Reading:</i> Chapters 9 & 10 Stamper
April 10th	QUIZ #2	SCANTRON E882
April 17 th SVIP	Community Organizations	<i>Reading:</i> Chapters 11 & 12 Stamper
April 24 th Asst. Chief Sainez SFPD	Policy Evaluation	<i>Reading:</i> Chapter 13 & 14 Stamper
May 1 st Brody Elton SFPD	LGBT Community	<i>Reading:</i> Chapter 15 & 16 Stamper
May 8 th SF Public Defender	Evaluation Systems Final QUIZ Review	<i>Reading:</i> Chapter 17 Stamper
May 15 th	FINAL QUIZ 7PM-10PM	SCANTRON E882

*Still working on a field trip for a class of this size. Please note: I reserve the right to make any changes necessary to this schedule. Any changes will be announced in class at least a week in advance of the change whenever possible. If you are unable to attend a lecture, it is your responsibility to check on announcements made while you were absent.