



Psychology in Criminal Justice Leadership

CJ 663

Spring 2008

Sun: 8:00-5:00 PM; Rm: A 205*

R.L. Garner, Ph.D.

RGARNER@SHSU.EDU

Office: C219 / (936) 294-4646

Office Hours: Sun: 5 – 7 PM

Other Times By Appointment

TEXTBOOKS:

- Myers, David G. (2008). *Social Psychology* (9th Ed.), McGraw-Hill. ISBN 978-0-07-353189-2
- Other materials, as directed by the instructor.

COURSE DESCRIPTION AND OBJECTIVES:

DESCRIPTION: Utilizing unique examples in the areas of criminal justice, law enforcement, corrections, and probation / parole, social psychological principles will be utilized to explore the impact of our social and cognitive processing on our leadership and management decisions and thinking. Understanding the importance of key psychological influences in our understanding of human interaction in complex criminal justice settings is inextricably related to success as effective leaders.

This course will combine the formats of lecture, classroom presentations, and group discussion.

OBJECTIVES: (a) Using examples from policing, corrections, and parole, acquaint the participant with the basic principles of social psychology and its relevance to understanding behavior in the context of criminal justice leadership settings; (b) Examine some of the basic social beliefs and the associations between attitude formation and behavior and how that impacts everyday interactions; (c) Introduce the relevance of issues such as social influence, conformity, persuasion, and group influence on successful criminal justice leadership. Examine how these influences can play a major role in social interactions; (d) Cover the major topics on matters of prejudice, aggression, and altruism from a social psychological perspective and how a better understanding of these issues can improve ones understanding of leadership and management concerns; (e) Examine the role of culture, gender, and genetics in social thinking related to criminal justice leadership and policy decisions, and; (f) Examine ways in which an understanding of social psychology can be beneficial in real-world, applied criminal justice settings. Throughout a particular focus will be placed on the impact of social psychological principles as they relate to the criminal justice and leadership environments. Specifically, the way in which these social influences impact our understanding of others, our “world”, and ourselves will be discussed. Significant implications for the way we “manage” ourselves and others---and the impact this has in our roles as leaders will be addressed. Further, practical criminal justice considerations such as issues involving memory, eyewitness identification, courtroom testimony, jury deliberations, and influences on judgment will be examined.

E-MAIL COMMUNICATION: All correspondence sent to the instructor via e-mail must include the following format in the Subject line: CJ 663<> Last Name, First Initial <>Topic / Assignment (<> = space)

REQUIREMENTS AND KNOWLEDGE EVALUATION:



ATTENDANCE: As most know, attendance is usually correlated with a better understanding of key concepts and better course results (scores), thus, is strongly encouraged. The responsibility of acquiring information, notes, etc. from lecture on any day missed or time absent rests SOLELY with the student. It is a good idea to coordinate with another class member *in advance*, so that you can obtain copies of class notes for any absence that might unavoidably occur. Attendance will be taken and recorded pursuant to University policy. Any student who is chronically absent or late as determined by the instructor is subject to being summarily dropped from the course. Additionally, excessive absence or tardiness may result in other sanctions including, but not limited to, reduction in grade, ineligibility to participate in extra credit (if available), and exclusion from certain class functions such as exam reviews. *More than 8 class hours of absences will result in failure of this course.* It is the responsibility of each class member to insure that they are properly registered for this section. (See exam Absences below.)

GRADING: Grades will be based on the instructor's evaluation of student performance. Students have complete responsibility for their effort and attention to the class and, thus, their ultimate grade in the course. Students have some latitude in their final course grade depending on their individual needs by selecting one of two options. General grading standards apply to each assignment with a score of 90 or better equaling an A; 80 – 89 equaling a B; 70 – 79 results in a C; and 69 or less is an F (there are no D's in graduate school).

Option 1:

Students can complete both exams and have the option to decline completing the paper requirement. Those who complete the two exams with a mean grade of 80 or better will receive a "B" in the course. Those who complete the two exams with a mean grade of 70-79 will receive a "C" in the course. Scores of 69 or less will result in failure of the course. Notice that this option does not require completion of the paper / writing assignment and those selecting this option are not eligible to receive an "A" in the course.

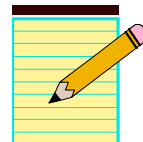
Option 2:

Students who select this option have the *opportunity* to earn an "A" in the overall course; obviously this is dependant upon the performance on each of the two exams and the completion of the research paper / writing assignment. In this option, the final grade will be based on both exams and the research paper / writing assignment. Each of the three elements will be valued equally (100 possible points each) and the final course grade will be the mean of the three scores.

The instructor will announce a deadline for student's decisions on which option they wish to pursue. After that time, students will not be allowed to change their decision (Like the 'final answer' in "Who Wants to be a Millionaire"). If a student elects Option 2, for example, but fails to complete the paper, the result will be a failure of the class.

Exams may include essay, short answer, fill-in-the-blank, matching, multiple choice, or any other configuration. Exams may include an allotment of points that encompass in-class exercises or assignments.

EXAM ABSENCES: Absences on exam days are extremely problematic. Make-up exams will be given ONLY in the event of (1) illness substantiated by a physicians note or (2) other VERIFIABLE and SUFFICIENT extenuating circumstances (as determined solely at the instructor discretion). The student must submit their explanation and verification / documentation in writing (typed). The instructor or his designate will review and verify the reason for the absence before approving the make-up of a missed exam. Such make-up exams will be of a different construction than the original and will usually not be administered until the end of the semester. (Based on past experience, it is MUCH better to take the original exam. Those taking the make-up exams typically score much lower.) If the absence is not deemed acceptable, a score of "0" will be entered for the missed exam.



WRITING ASSIGNMENT: (Option 2). Each student selecting Option 2 will be responsible for writing a comprehensive paper based on the material and readings relevant to this class. The paper will adhere to the APA style manual, with all appropriate heading and format requirements. If not specifically assigned,

topics must be evaluated and approved by the instructor. The ability to follow instructions, grammar, punctuation, sentence structure, as well as content will be evaluated. It is anticipated that this proposal will be of such quality that upon completion of the proposed endeavor, the paper would be immediately worthy of submission to a peer-reviewed journal. Additional information regarding this assignment will be provided in class.

READINGS: Most classes have assigned chapter(s) / readings. It is expected that each participant will be able to adequately explain the major thrust of these readings and their relevance to the scheduled topic. Students should “brief” each of the readings in such a way that a discussion of the topic could be comprehensible to your metaphorical grandmother.

ACADEMIC HONESTY:

The Faculty of the College of Criminal Justice expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion – the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, and misrepresentations of credentials or accomplishments as a member of the college. The University’s policy on academic honesty and appeal procedures can be found in the manual entitled Student Guidelines, distributed by the Division of Student Services. Also see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Criminal Justice is a field in which high standards and expectations must exist. Each student is to review the current edition of the *Guidelines* concerning general University policy on this matter. Any violation of the policy will result in failure of this course and the initiation of proceedings for expulsion from this institution.

DISABLED STUDENT POLICY:

“Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.” The physically impaired should review the following policies for more information:

http://www.shsu.edu/~vaf_www/aps/811006.html

Information on services for disabled students can be found at:

<http://www.shsu.edu/~counsel/sswd.html>

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

University policy 861001 provides the procedures to be followed by the student and instructor. Please see detailed information at:

<http://www.shsu.edu/catalog/scholasticrequirements.html#holyday>

CLASSROOM DECORUM:

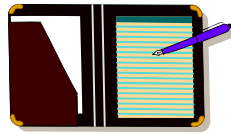
Pursuant to University and other guidelines, Food, Drink, or active Pagers and Cell Phones may not be permitted in the classroom. Each student is expected to behave in a manner that is respectful of the class, the instructor, guests, and fellow students. Students are expected to have prepared adequately for each class meeting, having completed all assignments and readings. Recording devices are not permitted without the expressed written consent of the instructor. Laptop computer may be used for off-line note-taking only. During class time laptop computers must not be logged onto any outside messaging service or internet connection.

NINETY SECOND PAPERS:

In order to help insure a better understanding of the material, the last few minutes of each class period will be available for students to write and turn in SPECIFIC questions about any of the topics presented during that class period. This is an optional process and the papers can be submitted with your name affixed or anonymously. The instructor will evaluate all of the submitted questions and make sure that those most frequently asked are addressed during the next class meeting. In some cases (if your name is attached) the

instructor may provide you information directly on the page and return it to you before the beginning of the next class.

***TENTATIVE* COURSE SCHEDULE**



- 1/13 Introduction to Course; Review Syllabus; Study Recommendations.
* Chapters refer to Myers text.
Chapter 1: Introduction to the entire topic of social psychology; comparison to other disciplines; what is studied by social psychologists; how this relates to leadership.
- 2/3 **Social Thinking (Part I)**
Chapter 2: This section will examine the concept of the self in how we present, bias, and “manage” our self-view.
Chapter 3: This discussion will review the ways in which we form beliefs and social judgements. Particular emphasis will be placed on the biases and errors we all tend to make in viewing the social world and making judgements about others.
Chapter 4: Examines the relationship between the formation of attitudes and their consistency with our behavior.
- 2/24 **Social Influence (Part II)**
Chapter 5: Looks at the role of biology and culture in our social process.
Chapter 6 and 7: Conformity / Persuasion studies. Examines the pressure to conform, and factors that influence such behavior.
- 3/9 **EXAM I**
Chapter 8: The persuasion factors will be applied to a group setting; influences of an individual on a group, as well as group influence on an individual will be explored.
- 3/30 **Social Relations Part III**
Chapter 9 Prejudice and disliking: social, emotional, and cognitive sources.
Chapter 10 Aggression: What influences aggression? How can we reduce or influence aggressive actions?
Chapters 11 & 12: Influences of liking / attraction and the concept of altruism will be discussed.
- 4/20 Chapter 15: Social Psychology in Court: Ultimate application to a criminal justice setting. Chapter 13: Conflict and peacemaking. We will examine the role of contact, cooperation, communication, and conciliation.
*Writing Projects DUE during the first 15 minutes of class - no late submissions without substantial penalty (minus 40 points).
Exam Review
- 5/3 **EXAM II**

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Disclaimer: All issues contained herein are subject to change without notice; substantial penalty may apply for early withdrawal; Tax, title, license not included; object may be closer than they appear; syllabus may be a choking hazard to small children.

