Psychology & Law – Fall 2023 Syllabus
This syllabus is subject to change based on the needs of the class. Please check it regularly.

PSYC 3315: Psychology & Law
Fall 2023

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>April Gile Thomas, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:Athomas5@utep.edu">Athomas5@utep.edu</a></td>
</tr>
<tr>
<td>Location:</td>
<td>Virtually via Blackboard (asynchronously)</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Wednesdays 10:00 – 11:00 am MT</td>
</tr>
<tr>
<td>Office Hours Location:</td>
<td>In person (Vowell Hall, room 205) Virtually (Zoom Meeting ID 810 314 6095)</td>
</tr>
</tbody>
</table>

WHAT WILL YOU LEARN IN THIS CLASS?

Students will be provided with an introduction to the field of psychology and the law, particularly in relation to key debates, theories, and application of research to real-world settings. The course will highlight the challenges associated with working at the intersection of the fields of psychology and law and with efforts to integrate ideas, findings, and logic between the fields. Overall, students will gain general knowledge about how psychological research can inform legal contexts, how psychological research is used in legal contexts, and exciting new directions in the study of psychology and law.

At the end of this course, you should be able to:

1. Describe the different ways that psychologists interact with the legal system and describe careers within the field.
2. Describe the basic systems and procedures of the U.S. legal system.
3. Comprehend the major findings of experimental and developmental psychology that inform the legal system (e.g., eyewitness memory, jury decision-making).
4. Describe the ways that clinical psychologists’ evaluations can inform legal proceedings (e.g., insanity defense, competency).

5. Communicate effectively about key issues and research pertaining to legal psychology.

COURSE MATERIALS & BLACKBOARD

We will use the textbook and assigned memoir frequently and you should have a copy of each before class begins. Purchase, ebook, and rental options can be compared in the UTEP bookstore or on various websites. The textbook is supplemented by empirical, theoretical, and review articles and chapters from a variety of journals and books that will be provided as the course progresses to download via the Blackboard system. Blackboard is also where you will find assignment descriptions and submission portals, lectures and lecture notes, and other materials relevant to the course. I will make announcements regarding the course via Blackboard periodically, so please check Blackboard and your email several times per week.

COURSE COMMUNICATION

Because this is an online class, we will not see each other in the ways you may be accustomed to in face-to-face courses. However, there are several ways we can keep the communication channels open:

- **Office Hours:** My office hours will be held both in person (Vowell Hall, room 205) and on Zoom on Wednesdays from 10:00 - 11:00 am MT (using this link). If this time does not work well for your schedule, please email me and I will try to accommodate your scheduling needs.
  
  o **Note:** Vowell Hall is not equipped with an elevator so if you are unable to use the stairs, please email me in advance so we can arrange an alternate meeting location.

- **Email:** UTEP e-mail is the best way to contact me (my email is athomas5@utep.edu). I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

  o **Note:** Due to FERPA regulations regarding privacy, I am not allowed to discuss grades via email unless you email from your UTEP email address, and it is a private message with no other individuals copied. For tips on how to email your professor: http://www.wikihow.com/Email-a-Professor
Psychology & Law – Fall 2023 Syllabus
This syllabus is subject to change based on the needs of the class. Please check it regularly.

- **Discussion Board**: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard.
  - *Students will receive extra credit for responding correctly to students' discussion board questions.* You will receive 1 point of extra credit if you are the first student to offer a correct answer to another student’s question; you can earn a maximum of 5 extra credit points for this.

- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages. I will typically send an announcement at least once per week.

**TECHNOLOGY REQUIREMENTS**

- **High-Speed Internet Access**: Please make sure you have sufficient WiFi connectivity as this is an online course. If you find that your Internet speed is contributing to difficulties in the course (such as problems submitting assignments, watching course videos, or completing exams), please reach out to the *Technology Support Center for assistance*.

- **Blackboard**: Course content is delivered via the Internet through the Blackboard learning management system (LMS). You should login to the LMS at least twice a week. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. *Google Chrome is the best browser for Blackboard; other browsers may cause complications.* When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

- **Word Processing Software**: If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about *Microsoft Office 365* and follow the instructions.

- **Webcam**: You will need a webcam for this course’s video discussions. If you do not have a webcam on your computer, you may use a webcam on a smartphone or tablet device. If you do not have access to a device with a webcam, please contact the *UTEP Technology Support Center* to check out a laptop.

**IMPORTANT**: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!
Psychology & Law – Fall 2023 Syllabus
This syllabus is subject to change based on the needs of the class. Please check it regularly.

CLASS FORMAT
This is an online course and will differ from a traditional face-to-face course in important ways. Please review this section in detail to decide if this class format is right for you, as this class is also offered in a traditional format.

Traditional:
- Class/lecture time: 3 hours per week
- 3-4 multi-topic exams to assess course understanding
- Large project or paper to apply course knowledge
- In-class discussions

Online:
- Class/lecture time: 30 minutes to 1-1/2 hours per week
- Weekly topic quizzes to assess course understanding (no exams)
- Frequent small written assignments to apply course knowledge (no large course paper or project)
- Video discussion posts

It can be difficult to watch long lectures online, so in this format the lectures are broken into brief mini-lessons. To ensure adequate content understanding despite the shorter lecture time, you will complete more frequent course activities that allow you to use the knowledge you have learned. Typically, each week you will need to complete one quiz, discussion post, journal entry, and small assignment related to that week’s topic. The benefit of this approach is that you can focus in-depth on one topic for a given week and then move on from this content in the next week.

All course materials for a given week will be posted on Monday morning and any coursework for that week will be due by Sunday at 11:59pm. This allows you flexibility to complete the coursework at a time that is convenient for your schedule.

HOW WILL YOUR GRADE BE DETERMINED?
Grades are weighted such that quizzes are worth 50% of your grade and all other coursework (assignments/discussion posts/journal entries) is worth the remaining 50% of your grade.

90% and above = A
Psychology & Law – Fall 2023 Syllabus
This syllabus is subject to change based on the needs of the class. Please check it regularly.

80 to 89% = B
70 to 79% = C
60 to 69% = D
59% and below = F

Quizzes
Quizzes will be administered via Blackboard. You will complete one quiz per topic/chapter of the course (usually 1 per week). The quizzes consist of multiple choice and true/false questions. These quizzes are open book/open note and will use Respondus Lockdown Browser to ensure no other materials are used and that no other people are present during the quiz. They are timed to discourage cheating and encourage studying in advance.

Assignments
Assignments provide an opportunity to take a “deep dive” into the content, to help ensure your understanding of course material, provide real life examples of course applications, and supplement course discussion. All assignments should be submitted in Blackboard as a Word document attachment. Assignments should be approximately 1-2 pages, double spaced, APA format, with 1" margins, 12-point font (Arial, Calibri, or Times New Roman). You do not need a title page; however, you should include APA-formatted in-text citations and a reference page as appropriate (you do not need to cite the textbook or lecture materials but if you use other non-assigned references, they should be appropriately cited). Points will be deducted for assignments that fail to address all elements of the assignment or have improper formatting.

Journal Entries
Throughout the semester, you will be reading from the memoir Just Mercy, which provides real-world examples of some of the concepts we will encounter during the course. You will be expected to write one journal entry per chapter as you read Just Mercy. Journal entries should be a minimum of ½ page, single-spaced, and uploaded as a Word document attachment in Blackboard. In writing your journal entries, you should reflect on and demonstrate your understanding of the reading. Journal entries should not summarize the chapter. Basic entries may note what was surprising or interesting about the reading; however, to earn full points, your entry must go beyond surface-level reflections by trying to connect the reading to course content or other sources, applying the reading in some way to experiences outside of the classroom, or discussing lessons learned.

Discussion Videos
The class will utilize Flip (details and link on Blackboard) to generate discussion videos (usually 1 per week) to talk about and reflect on course concepts in greater detail. Please use your UTEP email address to sign in. These video posts are graded as Pass/Fail. To receive full points, you simply need to address all
components of the discussion prompt and follow our class rules for discussion post etiquette. Videos should be no more than 3 minutes in length. **You must also respond to at least 2 other students per post (you may respond via text or video comments).** If you are shy about showing your face on screen, you may use the face-blurring option provided in Flipgrid, but I encourage you to show your face if you are willing as it helps students connect with one another.

**DISCUSSION POST ETIQUETTE**

1. **Respect each other.** To create a climate for open and honest dialogue and to encourage the broadest range of viewpoints, it is important for class participants to treat each other with respect. Name calling, accusations, verbal attacks, sarcasm, and other negative exchanges are counterproductive to successful teaching and learning about topics. If something was said by anyone in class that made you feel uncomfortable, please talk to me about it (anonymous feedback is also an option).

2. **Discuss with the purpose of generating greater understanding.** The purpose of class discussions is to generate greater understanding about different topics. The expression of the broadest range of ideas, including dissenting views, accomplishes this goal. However, in expressing viewpoints, students should try to raise questions and comments in way that will promote learning, rather than defensiveness and conflict in other students.

3. **Don’t personalize the dialogue.** Keep the discussion and comments on the topic, not on the individual. Don’t personalize the dialogue. Rather than personalizing the dialogue, please direct challenging comments or questions to the instructor or the entire class.

4. **Agree to disagree.** Remember that it is OK to disagree with each other. The purpose of dialogue and discussion is not to reach a consensus, nor to convince each other of different viewpoints. Rather, the purpose of dialogue in the classroom is to reach higher levels of learning by examining different viewpoints and opinions.

5. **Participate and share.** Everyone is expected to participate and share during class discussions.

6. **Do not use any vulgar language or derogatory terms.**

**WHAT DOES SUCCESS IN THIS CLASS LOOK LIKE?**

This class will require more than mere memorization. My goal is to teach you how to apply the information you have learned. To be successful in this course, you not only need to know the material, but must also be able to integrate it into a broader framework and use it in different situations. I will try to not just teach you about psychology and the law, but to **THINK** scientifically about it.
COURSE EXPECTATIONS & POLICIES

Participation
Not all course material will be covered in the readings; therefore, viewing lectures and participating in class discussions will be vital to gaining a full understanding of the course material. **Complete all readings before viewing the associated lecture** and make notes on the readings to prepare to discuss the main points, theories, methods, results, implications, and any questions you have. Every time you read something, think about the implications of the reading for law, policy, and future psychological research, and jot them down. Assignments are to help ensure your understanding of course material, provide real life examples of course applications, and supplement course discussion.

Late Work Policy
Because of the format of our class, I strongly encourage you to stay up to date on your coursework as we move at a quick pace, and it may be difficult to catch up if you fall behind. However, I understand that life happens and can sometimes interfere with our best intentions, so I try to be flexible to ensure an occasional missed deadline does not derail your success in this class.

**Late work will be accepted up to three weeks past the deadline;** however, it will be penalized at the following schedule:

- 10% of total score up to one week past the deadline
- 25% of total score up to two weeks past the deadline
- 50% of total score up to three weeks past the deadline
- Late work will not be accepted beyond three weeks past the deadline except in very rare and extenuating circumstances (which will require an agreement with the instructor and documentation).

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) to a cloud-based storage (OneDrive is provided to UTEP
Psychology & Law – Fall 2023 Syllabus
This syllabus is subject to change based on the needs of the class. Please check it regularly.

students for free). This way, you will have evidence that you completed the work and will not lose credit.

The last day to turn in late work is 12/10/2023 to provide adequate time for grading, as grade reporting is due to the registrar by 12/19/2023.

Extra Credit
Students in this course are eligible to receive 10 points of extra credit via participation in the Psychology Research Participation System (aka SONA). This is equivalent to 2 hours of SONA credit. **You must register your credits for this class for them to count** (you cannot double dip for credit in multiple courses). Details about SONA can be found on Blackboard under Course Resources. Additional extra credit assignments may be posted on Blackboard throughout the course and are sometimes posted on my Twitter account (@AprilGileThomas) or lab Facebook page (@ThomasADDLab).

Alternate Means of Submitting Work in Case of Technical Issues
I strongly suggest that you submit your work with plenty of time to spare in case you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document to a cloud-based storage system (OneDrive is provided to UTEP students for free) rather than entering it in Blackboard directly. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

Academic Integrity & Scholastic Dishonesty
Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](https://utep.edu/studentconduct).

Test Proctoring Software
Our course quizzes will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first quiz.
Please review the following guidelines:

- The quizzes will only be available at the times identified on the course calendar.
- You may take the test at any time during the testing window.
- A reliable Internet connection is essential to completing the exam.
- You will have 1 attempt to take the quiz. Once the window closes, your answers will be saved, and no changes can be made.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

**Plagiarism Detecting Software**

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

**Guidance on Artificial Intelligence**

The use of generative AI tools such as Chat GPT is permitted in this course for the following activities, which must be noted or cited:

- Finding literature to complete an assignment, creating a study guide. *If you feel there are other uses for AI in this course, please check with me prior to using them.*

However, you may not use AI tools to complete the following activities:

- Quizzes, writing your assignment/journal entry/discussion post

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

**Course Drop Policy**

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. The FINAL drop/withdrawal date
without the Deans’ approval is **November 3rd**. Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. If you chose to drop at this point, please talk to me in advance. If you do not, you are at risk for an ‘F’ grade.

**Incomplete Grade Policy**
Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

**Accommodations Policy**
The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**COURSE ETIQUETTE**

**Recording of classes**
No student may record any classroom activity that I provide without express written consent from me (unless you have an accommodation that specifically permits this). Further, no student may share any of the class recordings that I provide. Doing so may result in disciplinary action. If you have (or think you may have) a disability such that you need to record or tape classroom activities, please contact the Center for Accommodations and Support Services.

**How to Address Me** *verbiage borrowed from Dr. Jeanne Dyches*
Names matter. Just like you, professors and instructors have preferences for what their students call them. I prefer you call me by my professional name, Dr. Thomas or Professor Thomas (I’m also okay with Dr. T for short). For more information on the importance of honoring professional titles in relation to equity, check out this article: "**Why are female doctors introduced by first name while men are called ‘Doctor’?**"

**Diversity and Inclusion**
I recognize that within the class we each bring forth our own experiences and perspectives from our lived experiences. I aim to create a learning community in which those diverse thoughts and experiences are valued. I aim to value and respect your unique identities (including race, gender, class, sexuality, religion, ability, etc.). If you feel comfortable sharing, please let me know your preferred pronouns and/or if you have a name that differs from the official course record. I realize we are living in tumultuous times and there may be times when your life outside the class affects your performance within the class. I encourage you to be open with me when you are struggling so I can be a resource for you. I want each student to be successful in this class and will do my best to support you.

Content Warning
In this class, we will learn about sensitive topics that may be emotionally challenging for some individuals (for example, rape, domestic violence, hate crimes, mass shootings/violence, racial injustice, etc.). Some of the content may make you feel uncomfortable or challenge your current way of thinking, which can be difficult. If you feel any of our course topics may cause you undue distress, please let me know in advance so I can try to work with you and provide an alternate assignment.

Copyright Statement
All the materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated. You do not have the right to copy or distribute these items unless I specifically grant you permission.

IF YOU ARE STRUGGLING IN THIS CLASS...
The sooner you come to me with problems you are facing in the class, the sooner and more effectively I can help you; if you wait until the end of the semester to reach out, my ability to assist will be severely limited.

Please notify me and contact the Center for Accommodations and Student Support as soon as possible, as you may be entitled to receive extensions or additional time on assignments and quizzes if you are deemed eligible. Accommodations can be made for things like injuries, illnesses, caring for family members, learning disabilities, pregnancy, etc.

Online courses present many benefits (such as flexibility in scheduling and the opportunity to work at your own pace), but also unique challenges. For example, students need to be self-directed and organized to avoid falling behind. I am happy to discuss strategies for success if you find yourself struggling in this course.

Struggles Due to Parenting or Employment
The struggles of balancing school and parenting or employment can be exhausting at times, but especially so during a pandemic. I hope you feel
comfortable disclosing your student-parent or student-employee status to me. This is the first step in my being able to accommodate special needs that arise. While I maintain the same high expectations for all students in my class regardless of parenting or employment status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school/life balance. As someone who worked full time during my undergraduate studies and was a parent during graduate school, I understand the hurdles that sometimes present themselves and want to be a resource to help you overcome such challenges.

**Illness Precautions & Challenges**

If you become ill, need to care for someone who is ill, or have experienced the death of a loved one, please notify me and contact the Center for Accommodations and Student Support as soon as possible as you may be eligible for accommodations, such as extensions on coursework. If you are unable to complete the course, options may include taking a withdrawal or an incomplete (after discussion with myself and your academic advisor).
### ADDITIONAL ASSISTANCE

<table>
<thead>
<tr>
<th><strong>Center for Accommodations and Support Services (CASS)</strong></th>
<th>Assists students with ADA-related accommodations for coursework, housing, and internships. See additional information above or visit the link.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Support Services</strong></td>
<td>Provides students with innovative programs, services, and facilities to enhance their academic experience.</td>
</tr>
<tr>
<td><strong>University Writing Center</strong></td>
<td>Provides writing assistance and editing services. Students get writing coaching on specific course papers or projects.</td>
</tr>
<tr>
<td><strong>Financial Assistance/UTEP CARES</strong></td>
<td>Emergency grants are available to provide financial assistance for unexpected expenses (for example, emergency loans to purchase textbooks).</td>
</tr>
<tr>
<td><strong>Technology Support</strong></td>
<td>Provides technological support for students. This should be your first contact if you are experiencing problems with Blackboard, email, or other university software.</td>
</tr>
<tr>
<td><strong>Counseling and Psychological Services</strong></td>
<td>We all can feel overwhelmed at times. I encourage all students to care for their mental health and visit the counseling services as needed.</td>
</tr>
<tr>
<td><strong>Military Student Success Center</strong></td>
<td>Assists personnel in any branch of service to reach their educational goals.</td>
</tr>
<tr>
<td><strong>Food Pantry</strong></td>
<td>Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.</td>
</tr>
</tbody>
</table>
# Psychology & Law – Fall 2023 Syllabus

This syllabus is subject to change based on the needs of the class. Please check it regularly.

## COURSE SCHEDULE

*All coursework for the week will be due by 11:59pm on Sunday of that week.*

<table>
<thead>
<tr>
<th>Week in Semester</th>
<th>Due Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
<th>Flip Post</th>
<th>Just Mercy Chapter &amp; Journal Entry</th>
<th>Quiz #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/03/23</td>
<td>Introduction to Psychology &amp; Law</td>
<td>Textbook Ch. 1</td>
<td>Serial podcast (episode 1) and writeup</td>
<td>Watch instructional video &amp; post introduction</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>09/10/23</td>
<td>Overview of the Legal System</td>
<td>Textbook Ch. 2</td>
<td>Serial podcast (episode 2) and writeup</td>
<td>Supreme Court Justice Appointments</td>
<td>Chapter 1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>09/17/23</td>
<td>Psychology of Crime</td>
<td>Textbook Ch. 3</td>
<td>Fictional character and theory of crime assignment</td>
<td>n/a</td>
<td>Chapter 2 &amp; 3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>09/24/23</td>
<td>Punishment &amp; Sentencing</td>
<td>Textbook Ch. 14</td>
<td>Purposes of punishment video assignment</td>
<td>Felicity Huffman case</td>
<td>Chapter 4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>10/01/23</td>
<td>Eyewitness Memory &amp; ID (except child witness portion)</td>
<td>Textbook Ch. 5</td>
<td>Eyewitness activity and writeup</td>
<td>Case of Ronald Cotton</td>
<td>Chapter 5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>10/08/23</td>
<td>Child Victims &amp; Witnesses;</td>
<td>Textbook Ch. 5 (child witness portion only) &amp; Textbook Ch. 6</td>
<td>Sexual Harassment video</td>
<td>Child testimony</td>
<td>Chapter 6</td>
<td>6</td>
</tr>
</tbody>
</table>
Psychology & Law – Fall 2023 Syllabus

This syllabus is subject to change based on the needs of the class. Please check it regularly.

<table>
<thead>
<tr>
<th></th>
<th>Psychology of Victims</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10/22/23</td>
<td>Juvenile Justice System &amp; Transfer</td>
<td>Textbook Ch. 10 (juvenile transfer section only) Woolard, J.L., Odgers, C., Lanza-Kaduce,</td>
<td>Case of 10-year-old tried as adult</td>
<td>Status offenses</td>
<td>Chapter 8</td>
</tr>
</tbody>
</table>
### Psychology & Law – Fall 2023 Syllabus

This syllabus is subject to change based on the needs of the class. Please check it regularly.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
<th>Notes</th>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10/29/23</td>
<td>Traditional Prosecutions &amp; Plea Bargaining</td>
<td>Textbook Ch. 8</td>
<td>Kalief Browder case writeup</td>
<td>Chapter 9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Should cash bail be eliminated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/05/23</td>
<td>Competence &amp; Insanity Defense</td>
<td>Textbook Ch. 10 (except juvenile transfer)</td>
<td>Panetti v. Quarterman (2007) case</td>
<td>Chapter 10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Forcible medication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chapter 11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Textbook Ch.</td>
<td>Supplemental Reading</td>
<td>Video Activity</td>
<td>Final Exam</td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>------------------------</td>
<td>--------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>12</td>
<td>11/19/23</td>
<td>Profiling &amp; Detecting Deception</td>
<td>Ch. 7 – part 1</td>
<td>None</td>
<td>TBD</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>14</td>
<td>12/3/23</td>
<td>Corrections</td>
<td>Ch. 15</td>
<td>Design a re-entry program</td>
<td>Visitation &amp; phone privileges during incarceration</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>15</td>
<td>Finals week</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>Chapter 15, Chapter 16</td>
</tr>
</tbody>
</table>