

*Please note that this syllabus is subject to change based on the needs of the class. Please check it regularly.

Psychology & the Law

Fall 2018

COURSE INFORMATION

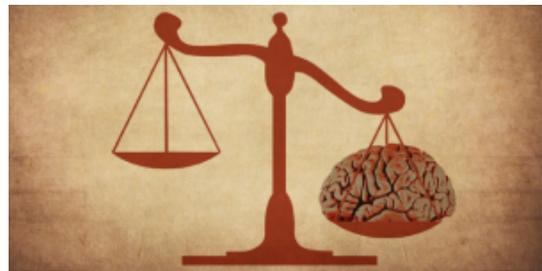
Instructor:	April Gile Thomas, Ph.D.
Office:	Jack C. Vowell Hall, room 205
Office hours:	Tuesdays, 2-3pm *By appointment
Email:	Athomas5@utep.edu
Course time:	Tuesdays & Thursdays, 10:30-11:50am
Location:	Physical Sciences Building, room 115
Required materials:	Greene, E., & Heilbrun, K. (Eds). (2014). <i>Wrightsmen's Psychology & the Legal System</i> (8 th Ed.). Belmont, CA: Wadsworth.

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. Describe the major findings of experimental 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).



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COURSE MATERIALS & BLACKBOARD

We will be using the textbook frequently, and you should have a copy no later than the end of the first week of class. 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, lecture notes, and other materials relevant to the course. I will make announcements regarding the course via Blackboard periodically, so please check Blackboard several times per week.

HOW WILL YOUR GRADE BE DETERMINED?

Your grade for the course will be based on exams and quizzes, assignments, attendance and participation.

Exams (35%)

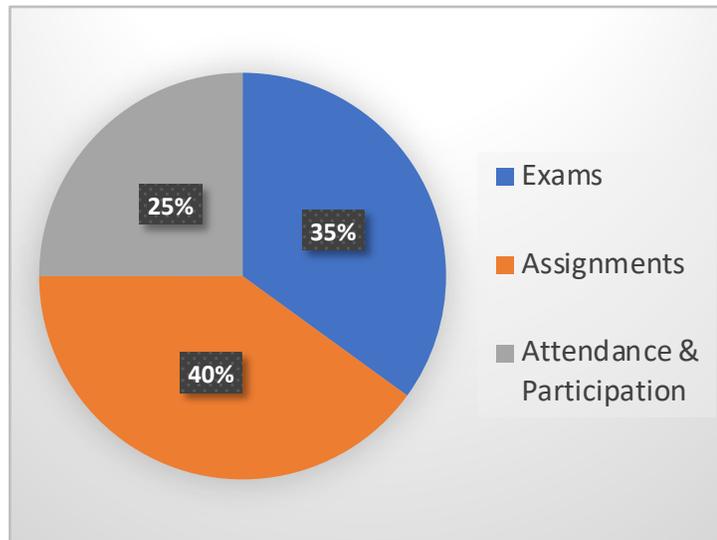
- Midterm
- Final Exam (non-cumulative)

Assignments (40%)

- Paper
- Discussion posts
- Video reaction essays
- Check your understanding
- “Getting to know you” activity
- Other course assignments

Attendance & Participation (25%)

- Reef Polls
- Class discussion
- In-class activities



WHAT DOES SUCCESS 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.

EXPECTATIONS

Attendance and Participation

Not all course material will be covered in the readings; therefore, attending lectures and participating in class discussions will be vital to gaining a full understanding of the course material. Complete all readings before class and make notes on the readings to prepare to

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discuss the main points, theories, methods, results, implications, and any questions you have. Every time you read something, think about the implications of readings 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. Assignments are due by 11:59pm on the day before the next class (unless otherwise posted). For example, Tuesday assignments are due by 11:59pm on Wednesday and Thursday assignments are due by 11:59pm on Monday.

Missed Class

If you are unable to attend class, please do the following: (1) If possible, get a copy of the lecture notes from a friend or classmate. (2) Carefully read and study the chapter/readings associated with the lecture you missed. (3) After reading and studying the reading materials, check the questions from the class outline posted on the website and make sure you can answer all of them. (4) If there are any questions that you can't answer – or if you have any questions about anything you read in the chapter or saw in the notes – please come see the TA or myself during office hours and we would be happy to go over any material you have questions about.

Make-up Exams

Make-up exams must be completed **within 1 week** of the original exam date. You **MUST** notify me in advance if you need to schedule a make-up exam. Make-up exams will only be given in special circumstances, as noted by UTEP policy or in emergency situations.

Tips for Success:

1. Attend lecture and pay attention (it does you no good to show up and sleep or surf the web).
2. Ask questions – in class, after class, through email or Blackboard, during office hours, etc.
3. Do the reading BEFORE class and take notes on key terms and concepts.
4. Take notes during lecture and synthesize your notes into a summary for each topic or chapter.
5. Focus on understanding rather than memorizing. The best way to know you've mastered the material is to try to teach this information to someone else.

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DISCUSSION GROUND RULES

1. **Respect Each Other.** In order 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 counter productive to successful teaching and learning about topics.
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 share. Keep in mind that the role of the instructor is to make sure that everyone's voice is heard in class.

CLASSROOM ETIQUETTE

Tardiness

Please be courteous to others and arrive to class on time. *If you must be late, please sit in the back of the room and come in quietly.*

Cell phones

Students must silence cellular phones during class as well as any other electronic device (e.g., the volume on your laptop) that may ring or otherwise disrupt class.

Recording of classes

No student may record any classroom activity without express written consent from me. 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.

Laptops

Students are permitted to bring laptops to class in order to take or refer to notes; however, I ask that you refrain from using your computer to check email and surf the Internet while the class is underway, as this is inconsiderate to those around you. Please note, if laptops become too distracting during class, they will no longer be permitted.

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Communication

I am happy to talk with students after class and during my office hours. Quick questions regarding the course can also be handled by email (please do not call my office). I will do my best to respond to your messages within 24 hours, but responses will likely take longer on weekends and holiday breaks. Please include your full name in all messages you send me, and put "PSYC 3315" in the subject line so I will know the message is from a student. Due to regulations regarding privacy, I am not allowed to discuss grades via email; please visit me in office hours for questions regarding grades. For tips on how to email your professor: <http://www.wikihow.com/Email-a-Professor>

Copyright Statement

The materials used in this course are copyrighted. This includes, but is not limited to: syllabi, exams, in-class activities, review sheets, homework, solutions, class notes, supplemental materials. You do not have the right to copy or distribute these items, unless I specifically grant you permission.

UTEP POLICIES

Academic Integrity & Scholastic Dishonesty

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Cheating or plagiarism in this class will result in penalties that may include a letter in the student's file as well as failing the course. The academic honesty code is available online at: <http://sa.utep.edu/osccr/academic-integrity/>

Excused Absences

Students who will be absent from class due to the aforementioned reasons may be excused and will not be penalized, provided they provide documentation of their absence according to the university policies listed in the student handbook.

Incompletes & Add/Drop

Incompletes will not be given in this course except under extremely rare circumstances that require documentation and adherence to University policies. The FINAL drop date without the Deans' approval is **ADD**. Students will not be able to drop the course after this date without the Dean's approval

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ADDITIONAL ASSISTANCE:

Classroom Accomodations	If you have a documented disability that requires assistance, please contact the Center for Accommodations and Support Services (CASS) by phone at 747-5148 or by email at cass@utep.edu or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass .
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Student Support Services	http://studentaffairs.utep.edu/Default.aspx?tabid=73311
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University Writing Center	http://uwc.utep.edu
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Financial Assistance	For example, emergency loans to purchase textbooks: http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/payingforcollege
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Technology Support	http://admin.utep.edu/Default.aspx?tabid=74092
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Counseling Services	http://sa.utep.edu/counsel/
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Course Schedule & Outline

Week	Date	Topic	Readings	Assignments
1	8/27/18	Welcome/Syllabus review Graduate school workshop		Review syllabus "Getting to know you" activity
	8/30/18	Psychology & the Law Intro	Chapter 1	<i>Serial</i> (http://serialpodcast.org/). In this serial podcast, a spin-off from NPR's "This American Life," reporter Sarah Koenig investigates and presents a true story of crime. Listen to at least one of the 12 one-hour sessions (but I think you will want to hear them all!). Bring to class a list of ways that psychology and law intersect. <u>Optional:</u> Careers in Psychology & Law http://www.apadivisions.org/division-41/education/students/career-guide.pdf
2	9/4/18	Overview of the Legal System	Chapter 2	Procedural justice activity Quizlet chart
	9/6/18	Offending	Chapter 3 Moffitt, T. (1993). Adolescence-limited and life-course persistent antisocial behavior: A developmental taxonomy. <i>Psychological Review</i> , 100, 674-701.	Fictional character & theory of crime activity
3	9/11/18	Arrest & Trial, Sentencing	Chapter 8	Infographic activity

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	9/13/18	Plea Bargaining	<p>Abrams, D.S. (2011). Is pleading really a bargain? <i>Journal of Empirical Legal Studies</i>, 8, 200-221.</p> <p>Redlich, A.D. & Summers, A. (2012). Voluntary, knowing, and intelligent pleas: Understanding plea inquiries. <i>Psychology, Public Policy, and the Law</i>, 18, 626-643.</p> <p>Bibas, S. (2004). Plea bargaining outside the shadow of trial. <i>Harvard Law Review</i>, 117 (8).</p>	<p>American Violet movie & video reaction.</p> <p>Discussion post: Why might an innocent person plead guilty to a crime he or she did not commit?</p>
4	9/18/18	Paper overview & library workshop		
	9/20/18	Profiling & Detecting Deception	Chapter 7	Discussion post: Should lie detection methods (such as polygraph or fMRI) be used? Why or why not? Cite research to support your argument.
5	9/25/18	Interrogations & Confessions	<p>Costanzo, M. A., & Gerrity, E. (2009). The effects and effectiveness of using torture as an interrogation device: Using research to inform the policy debate. <i>Social Issues and Policy Review</i>, 3(1), 179-210.</p> <p>Russano, M. B., Meissner, C. A., Narchet, F. M., & Kassin, S. M. (2005). Investigating true and false confessions within a novel experimental paradigm. <i>Psychological Science</i>, 16, 481-486.</p> <p>Kassin, S. M., Drizin, S. A., Grisso, T., Gudjonsson, G. H., Leo, R. A., & Redlich, A. D. (2010). Police-induced</p>	<p>Discussion post: What types of tactics have been used when questioning suspects about alleged crimes? What are the effects of different tactics on suspect disclosures (true and false)?</p>

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			<p>confessions: Risk factors and recommendations. <i>Law & Human Behavior</i>, 34, 3-38.</p> <p>Meissner, C. A., Redlich, A. D., Michael, S., Evans, J. R., Camilletti, C. R., Bhatt, S., & Brandon, S. (2014). Accusatorial and information-gathering interrogation methods and their effects on true and false confessions: A meta-analytic review. <i>Journal of Experimental Criminology</i>, 10, 459-486.</p>	
9/27/18	Interrogations & Confessions in Special Populations	<p>Pimentel, P.S., Arndorfer, A., & Malloy, L.C. (2015). Taking the blame for someone else's wrongdoing: The effects of age and reciprocity. <i>Law and Human Behavior</i>, 39, 219-231.</p> <p>Owen-Kostelnik, J., Reppucci, N.D., & Meyer, J. (2006). Testimony and interrogation of minors: Assumptions about maturity and morality. <i>American Psychologist</i>, 61, 286-304.</p> <p>Cloud, Morgan, et al. "Words without meaning: The Constitution, confessions, and mentally retarded suspects." <i>The University of Chicago Law Review</i> (2002): 495-624.</p> <p>Norris, R., & Redlich, A. D. (2011). At-risk populations under investigation and at trial. In B. Cutler (Ed.), <i>Conviction of the innocent: Lessons from psychological</i></p>	Watch Brenden Dassey YouTube clip; video reaction	

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			research (pp. 13-32). Washington, DC: APA Press.	
6	10/2/18	Jury Selection & Jury Decision Making	Chapter 12	Jury deliberation activity
	10/4/18	Juries: Competence & Bias	Chapter 13	Discussion post: Does the jury system work? Is it possible to have a competent and unbiased jury? Would you trust your fate to a juror or would you prefer that a judge make the determination of guilt or innocence?
7	10/9/18	Exam Review		
	10/11/18	Midterm Exam		
8	10/16/18	Competence	Chapter 10 (g. 213-225) Grisso, T., Steinberg, L., Woolard, J., Cauffman, E., Scott, E., Graham, S., Lexcen, F., Reppucci, N., & Schwartz, R. (2003). Juveniles' competence to stand trial: A comparison of adolescents' and adults' capacities as trial defendants. <i>Law and Human Behavior, 27</i> , 333-363.	Administer a competence evaluation to someone you know outside of class. Write up a brief report of your determination and how you came to your conclusion (keep the report anonymous).
	10/18/18	Insanity Defense	Chapter 10 (pg. 226-239)	Discussion post: Should the Insanity Defense be reformed? Why or why not? If yes, how?
9	10/23/18	Victims of Crime	Chapter 6	Submit paper outline and reference page for review
	10/25/18	Children Victim-Witness Involvement	Milojevich, H., Quas, J. A., & Yano, J. (2015). Children's participation in court proceedings: Stress, coping, and consequences. In M. Miller and B.H. Bornstein (eds.) <i>Advances in psychology and law</i> . American Psychological Association.	Check your understanding: A. What are the effects of legal involvement on children, and do these effects vary depending on how children are involved? B. At what age do children understand what is

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			<p>Nathanson, R., & Saywitz, K. J. (2015). Preparing Children for Court: Effects of a Model Court Education Program on Children's Anticipatory Anxiety. <i>Behavioral sciences & the law</i>, 33(4), 459-475.</p> <p>Quas, J.A., & Goodman, G. S. (2012). Consequences of criminal court involvement for child victims. <i>Psychology, Public Policy, and Law</i>, 18, 392-414. DOI: 10.1037/a0026146.</p> <p>Quas, J. A., Wallin, A. R., Horwitz, B., Davis, E., & Lyon, T. (2009). Maltreated children's understanding of and emotional reactions to dependency court involvement. <i>Behavioral Sciences and the Law</i>, 27, 97-117.</p>	<p>happening in dependency hearings?</p> <p>C. What can we do to assist children involved in legal cases?</p>
10	10/30/18	Punishment & Sentencing	Chapter 14	Debate: Sex offender registration
	11/1/18	Death Penalty	<p>Summers, A., Hayward, R. D. & Miller, M. K. (2010). Death qualification as systematic exclusion of jurors with certain religious and other characteristics. <i>Journal of Applied Social Psychology</i>, 40, 3218–3234. doi: 10.1111/j.1559-1816.2010.00698.x</p> <p>Donohue, J.J., & Wolfers, J. (2005). Uses and abuses of empirical evidence in the death penalty debate. <i>Stanford Law Review</i>, 58(3), 791-845.</p>	Discussion post: Should the death penalty be eliminated? State three arguments for or against and support with research.

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11	11/6/18	Corrections	Chapter 15	Design a re-entry program or alternative to prison. Specify the population that your program is appropriate for, identify the core elements of the program, and list the specific aims of the program. What existing evidence suggests your program would be effective?
	11/8/18	Solitary Confinement	<p>Smith, P. S. (2006). The effects of solitary confinement on prison inmates: A brief history and review of the literature. <i>Crime and Justice</i>, 34(1), 441-528.</p> <p>Reiter, K. A. (2012). The most restrictive alternative: A litigation history of solitary confinement in U.S. Prisons, 1960-2006. <i>Studies in Law, Politics, and Society</i>, 57, 71-124.</p>	Does solitary confinement meet the current legal definition of "cruel and unusual punishment"? Find someone who takes a different stance than you and discuss the issue for 15 minutes. Write a half page reflection essay on the experience.
12	11/13/18	Juveniles in the Justice System - Culpability	<p>Cauffman, E., Cavanagh, C., Donley, S., & Thomas, A.G. (2015). A developmental perspective on adolescent risk-taking and criminal behavior. In A. Piquero (Ed.), <i>Handbook of Criminological Theory</i>. Oxford: Wiley-Blackwell.</p> <p>Cohen, A. O., Breiner, K., Steinberg, L., Bonnie, R. J., Scott, E. S., & Casey, B. J. (2016) When is an adolescent an adult? Assessing cognitive control in emotional and nonemotional contexts. <i>Psychological Science</i>, 1-14. doi: 10.1177/0956797615627625</p>	<p>Discussion post: What are the main ways that adolescents differ from adults? How does this affect their criminal culpability?</p> <p>Listen to one episode of <i>Caught</i> (podcast series) and write a half page reaction.</p>

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	11/15/18	Juveniles in the Justice System – Transfer to adult court; Status Offenses	<p>Woolard, J.L., Odgers, C., Lanza-Kaduce, L., & Daglis, H. (2005). Juveniles within adult correctional settings: Legal pathways and developmental considerations. <i>International Journal of Forensic Mental Health, 4</i>, 1-18.</p> <p>Thomas, A. G., & Cauffman, E. (2015). Youth sexting as child pornography? Developmental science supports less harsh sanctions for juvenile sexters. <i>New Criminal Law Review, 17</i>(4), 631-651. doi: 10.1525/nclr.2014.17.4.631</p>	Read NY Times OpEd article and write a brief essay (1pg. double spaced) on when juveniles should be tried as adults and why.
13	11/20/18	Guest Speaker		
	11/22/18	NO CLASS - Holiday		
14	11/27/18	Eyewitness ID	<p>Chapter 5</p> <p>Lindsay, R. C. L., Pozzulo, J. D., Craig, W., Lee, K., & Corber, S. (1997). Simultaneous lineups, sequential lineups, and showups: Eyewitness identification decisions of adults and children. <i>Law and Human Behavior, 21</i>, 391-404.</p> <p>Clark S. E. (2012). Costs and benefits of eyewitness identification reform: Psychological science and public policy. <i>Perspectives on Psychological Science, 7</i>, 238-259.</p>	Discussion post: What are the different formats for line-ups and how do the different formats affect true and false IDs? Which is the best format?
	11/29/18	Memory	Gabbert, F., Memon, A., & Allan, K. (2003). Memory	Provide 3 explanations for true loss of traumatic memories and explain

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			<p>conformity: Can eyewitnesses influence each other's memories for an event?. <i>Applied Cognitive Psychology</i>, 17(5), 533-543.</p> <p>Goodman, G. S., Ghetti, S., Quas, J. A., Edelstein, R., Alexander, K., Redlich, A. R., Cordon, I., & Jones, D. (2003). A prospective study of memory for child sexual abuse: New findings relevant to the repressed/lost memory controversy. <i>Psychological Science</i>, 14, 113-118.</p> <p>Loftus, E. F. (1993). The reality of repressed memories. <i>American psychologist</i>, 48(5), 518.</p> <p>Patihis, L., Ho, L. Y., Tingen, I. W., Lilienfeld, S. O., & Loftus, E. F. (2014). Are the "memory wars" over? A scientist-practitioner gap in beliefs about repressed memory. <i>Psychological Science</i>, 25(2), 519-530.</p>	<p>how these might be accounted for by science.</p>
15	12/4/18	Race, SES, & Crime	<p>Mekawi, Y., & Bresin, K. (2015). Is the evidence from racial bias shooting task studies a smoking gun? Results from a meta-analysis. <i>Journal of Experimental Social Psychology</i>, 61, 120-130.</p> <p>Najdowski, C. J., Bottoms, B. L., & Goff, P. A. (2015). Stereotype threat and racial differences in citizens' experiences of police encounters. <i>Law and Human Behavior</i>, 39, 463-477.</p>	<p>*Paper due*</p>

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			Richardson, L. S. & Goff, P. A. 2012. Implicit racial bias in public defender triage. <i>The Yale Law Journal</i> , 122, 2626-2649.	
	12/6/18	Exam Review	Barnes, M. L., & Chemerinsky, E. (2009). The disparate treatment of race and class in constitutional jurisprudence. <i>Law and Contemporary Problems</i> , 72(4), 109-130.	
16	12/13/18	Final Exam		