

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

# PSYC 3315: Psychology & the Law

## SPRING 2020

### COURSE INFORMATION

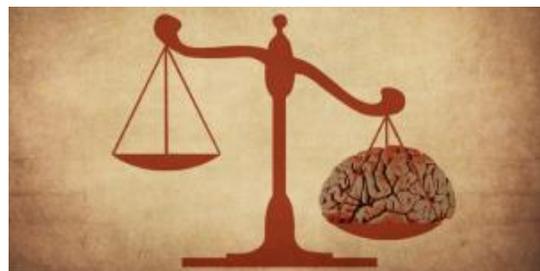
<b>Instructor:</b>	April Gile Thomas, Ph.D.
<b>Office:</b>	Jack C. Vowell Hall, room 205
<b>Office hours:</b>	Thursdays, 2-3:30pm *By appointment
<b>Email:</b>	<a href="mailto:Athomas5@utep.edu">Athomas5@utep.edu</a>
<b>Course time:</b>	Tuesdays & Thursdays, 9:00am – 10:20am
<b>Location:</b>	Undergraduate Learning Center room 216
<b>Required materials:</b>	Greene, E., & Heilbrun, K. (Eds). (2019). <i>Wrightsman's Psychology &amp; the Legal System (9<sup>th</sup> Ed.)</i> . Wadsworth.
<b>Recommended materials:</b>	American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association (7<sup>th</sup> Ed.)</i> .  This website also is a helpful APA Style resource: <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</a>  *Previous edition is acceptable, but note the main changes here: <a href="https://www.scribbr.com/apa-style/apa-seventh-edition-changes/">https://www.scribbr.com/apa-style/apa-seventh-edition-changes/</a>

### 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.



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3. Describe 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).

## **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%)**

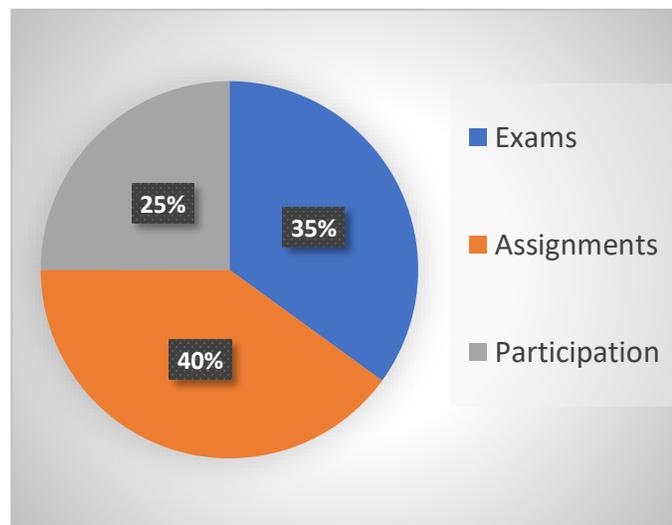
- 4 exams
- Exams will include multiple choice, short answer, and essay-style questions.

### **Assignments (40%)**

- Term paper
- Weekly assignments

### **Participation & Professionalism (25%)**

- Reef Polls
- Class discussion
- In-class activities



**Grades will be based on the quality of the course requirements using the following scale:**

90% and above	=A
80 to 89%	=B
70 to 79%	=C
60 to 69%	=D
59% and below	=F

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### **Term Paper Assignment**

Conduct a 4-5 page (double-spaced) literature review on an approved psychology and law topic in APA-format. Details available on Blackboard under "Paper Assignment" folder.

### **Weekly Assignments**

Assignments should be completed in Word and uploaded to Blackboard. All assignments should be in APA format, 1 page, double-spaced (references additional) unless indicated otherwise. Points will be deducted for assignments that are over or under the page requirement by ½ page or greater, have errors in APA formatting, or fail to address all elements of the assignment. Assignments are due by 11:59pm on Sunday each week.

### **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 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. Assignments are due by 11:59pm on Sunday each week unless otherwise stated.

Course participation is recorded using REEF polling, in-class assignments, and class discussions. Students can access the REEF system using a laptop, tablet, or smartphone. \*If students do not have access to one of these devices, they are available for checkout in the UTEP library. Please see the student setup document on Blackboard for instructions on how to create an account and use the REEF polling system.

#### *Professionalism*

Students will lose points in the Participation and Professionalism grading category for: 1) failing to actively participate in larger group or smaller group discussions (please talk to me if you find it difficult to speak up in class or engage in small group discussions), 2) failing to read the syllabus (i.e., repeatedly asking questions that are answered on the syllabus) or requesting the rules to be changed for you (see the section of accommodations), 3) poor email etiquette (e.g., failing to indicate your name, id number, and course name in your email;

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improper addressing of emails), and 4) disruptive or distracted behavior in class (e.g., repeatedly coming to class late, repeatedly responding to chats and emails while in class, being on one's cell phone during class).

### *Missed Class*

I recognize that there may be times when you are unable to attend class; if this occurs, 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.

### *Late Assignments*

Assignments will be accepted up to 3 days after the deadline; however, the assignment will be penalized 10% of the total score for each day it is late.

### *Children in Class (policy adapted from Dr. Melissa Cheyney's syllabus)*

Breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. You and your nursing baby are welcome in class anytime.

For older children and other babies, I understand that minor illnesses and unforeseen disruptions to childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

In all cases where babes and children come to class, I ask that you sit close to the exit so that if your little one needs special attention and is disrupting learning for other students, you may step outside until your child's need has been met. Non-parents in the class, please reserve the seats near the door for your parenting classmates.

The struggles of balancing school and parenting can be exhausting at times. I hope you feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my class regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

### *Excused Absences for University-Recognized Activities, Military Leave, and Religious Holy Days.*

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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.

### *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. Make-up exams will be administered in an essay format, rather than the traditional exam format.

### *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 in order for them to** count (you cannot double dip for credit in multiple courses).

#### **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.

### **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 counterproductive 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.

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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

*Please note that professionalism points may be lost if these policies are not adhered to.*

### *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. If you need to use your phone, please step out of the classroom. It is disrespectful to me and distracting to the other students to be on your cell phone during 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.

### *Communication*

I am happy to talk with students during my office hours. Questions regarding the course can also be handled by email (please do not call my office); however, the teaching assistant should be your first point of contact. 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 and student ID number 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 FERPA regulations regarding privacy, I am not allowed to discuss grades via email; please visit me in office hours for questions regarding grades.

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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/>

#### *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 **March 27**. Students will not be able to drop the course after this date without the Dean's approval.

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### ADDITIONAL ASSISTANCE:

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Classroom Accomodations	If you have a documented disability or need that requires assistance, please contact the Center for Accommodations and Support Services (CASS) by phone at 747-5148 or by email at <a href="mailto:cass@utep.edu">cass@utep.edu</a> or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a> .
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Student Support Services	<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=73311">http://studentaffairs.utep.edu/Default.aspx?tabid=73311</a>
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University Writing Center	<a href="http://uwc.utep.edu">http://uwc.utep.edu</a>
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Financial Assistance	For example, emergency loans to purchase textbooks:  <a href="http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/payin_gforcollege">http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/payin_gforcollege</a>
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Technology Support	<a href="http://admin.utep.edu/Default.aspx?tabid=74092">http://admin.utep.edu/Default.aspx?tabid=74092</a>
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Counseling Services	We <b>all</b> can feel overwhelmed at times. I encourage all students to care for their mental health and visit the counseling services as needed. <a href="http://sa.utep.edu/counsel/">http://sa.utep.edu/counsel/</a>
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### Course Schedule & Outline

Week	Date	Topic	Readings <i>(Read before class)</i>	Assignments <i>(Due by Sunday at 11:59pm)</i>
1	1/21/20	Welcome  Unit 1: Introduction to Psychology & Law	Chapter 1	Set up REEF using Blackboard link  Purchase textbook  <i>Serial</i> ( <a href="http://serialpodcast.org/">http://serialpodcast.org/</a> ). Listen to Season 3, Episode 1. In Blackboard, describe at least 3 ways that psychology and law intersected in the podcast.  Syllabus Quiz
	1/23/20	Unit 2: Overview of the Legal System	Chapter 2	
2	1/28/20	Unit 3: Juvenile Justice System & Transfer	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</i> , 4, 1-18.  Redding, R. E., & Fuller, E. (2004). What do juvenile offenders know about being tried as adults? Implications for deterrence. <i>Juvenile and Family Court Journal</i> , 35-44.  Optional: Juvenile Offenders & Victims: 2014 National Report	Listen to an episode of <i>Caught: The Lives of Juvenile Justice</i> ( <a href="https://www.npr.org/podcasts/589480586/caught">https://www.npr.org/podcasts/589480586/caught</a> ) and write a reaction paper.
	1/30/20	Unit 4: Arrest, Trial, & Sentencing	Chapter 8	

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3	2/4/20	Unit 5: Psychology of Crime	Chapter 3	Fictional character & theory of crime activity
	2/6/20	Unit 6: Race, SES, & Crime	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.  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.	
<b>Exam 1 – Units 1 through 6 Due by Monday at 11:59pm</b>				
4	2/11/20	Unit 7: Punishment & Sentencing	Chapter 14	
	2/20/20	Unit 8: 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?
5	2/25/20	Unit 9: Death Penalty	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.	

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	2/27/20	Unit 10: Solitary Confinement	Owen, M., & Goldhagen, J. (2016). Children and solitary confinement: A call to action. <i>Pediatrics</i> , 137(5).  Reiter, K. (2018). The international persistence and resilience of solitary confinement. <i>Oñati Socio-legal Series [online]</i> , 8(2), 247-266.	PICK ONE: Does solitary confinement OR the death penalty 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. Use research to support your argument. Write a reflection essay on the experience.
6	3/3/20	<b>Paper Overview</b>		
	3/5/20	<b>Guest Speaker</b>		<b>Paper topic selection</b> <b>Identify key search terms for literature search</b>
7	3/10/20	Unit 11: Insanity Defense	Chapter 10	Read vignette of a case and decide whether the defendant meets the criteria for NGRI under a) the Brawner rule, and b) the M’Naghten rule. Explain your reasoning for each, referring to what criteria is/is not met for each rule.
	3/12/20	Unit 12: Competence	Chapter 10  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</i> , 27, 333-363.	
<b>Exam 2 – Units 7 through 12</b> <b>Due by Monday at 11:59pm</b>				
8	3/17/20	<b>Spring Break – no class</b>		

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	3/19/20	<b>Spring Break – no class</b>		
9	3/24/20	Unit 13: Eyewitness Memory	Chapter 5	
	3/26/20	Unit 14: Eyewitness Identification & Testimony	Lin, W., Strube, M. J., & Roediger III, H. L. (2019). The effects of repeated lineups and delay on eyewitness identification. <i>Cognitive Research: Principles and Implications</i> , 4(16), 1-19.	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?
10	3/31/20	Unit 15: Jury Selection	Chapter 12	
	4/2/20	Unit 16: Jury Decision Making & Competence	Chapter 13	
11	4/7/20	<b>Mock Jury Day</b>		
	4/9/20	<b>Paper Outline Review Session</b>		<b>Bring your paper outline to class for peer reviews</b>
12	4/14/20	Unit 17: Psychology of Victims	Chapter 6	Watch the video “Why hasn’t sexual harassment disappeared?” and write a reaction. Discuss how the way we view sexual harassment has changed across history. Consider how the #metoo movement has affected these changes, as well as how it affects victims and offenders.
	4/16/20	Unit 18: Child Victims & Witnesses	Quas, J. A., Wallin, A. R., Horwitz, B., Davis, E., & Lyon, T. D. (2009). Maltreated children’s understanding of and emotional reactions to dependency court involvement. <i>Behavioral</i>	

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			<p><i>Sciences and the Law</i>, 27, 97-117.</p> <p>Lyon, T.D., Malloy, L.C., &amp; Quas, J.A., &amp; Talwar, V. (2008). Coaching, truth induction, and young maltreated children's false allegations and false denials. <i>Child Development</i>, 79, 914-929.</p>	
<p><b>Exam 3 – Units 13 through 18</b></p> <p><b>Due by Monday at 11:59pm</b></p>				
13	4/21/20	Unit 19: Profiling & Detecting Deception	Chapter 7	Discussion post: Should lie detection methods (such as polygraph or fMRI) be used? Why or why not? Under which conditions would their use be acceptable or not? Support your argument using research.
	4/23/20	Unit 20: Juvenile Culpability	<p>Cauffman, E., Cavanagh, C., Donley, S., &amp; 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>Steinberg, L. (2013). The influence of neuroscience on US Supreme Court decisions about adolescents' criminal culpability. <i>Nature Reviews Neuroscience</i>, 14(7), 513-518.</p>	<p>Read NY Times OpEd article and write a brief essay on when juveniles should be tried as adults and why.</p> <p><a href="https://www.nytimes.com/2016/05/01/opinion/sunday/dont-treat-young-adults-as-teenagers.html">https://www.nytimes.com/2016/05/01/opinion/sunday/dont-treat-young-adults-as-teenagers.html</a></p>
14	4/28/20	Unit 21: Interrogations & Confessions	<p>Meissner, C. A., Redlich, A. D., Michael, S., Evans, J. R., Camilletti, C. R., Bhatt, S., &amp; Brandon, S. (2014). Accusatorial and information-gathering</p>	<b>Final paper due</b>

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			<p>interrogation methods and their effects on true and false confessions: A meta-analytic review. <i>Journal of Experimental Criminology</i>, 10, 459-486.</p> <p>Kassin, S. M., Drizin, S. A., Grisso, T., Gudjonsson, G. H., Leo, R. A., &amp; Redlich, A. D. (2010). Police-induced confessions: Risk factors and recommendations. <i>Law &amp; Human Behavior</i>, 34, 3-38.</p>	
	4/30/20	Unit 22: Interrogations & Confessions in Special Populations	<p>Norris, R., &amp; Redlich, A. D. (2011). At-risk populations under investigation and at trial. In B. Cutler (Ed.), <i>Conviction of the innocent: Lessons from psychological research</i> (pp. 13-32). Washington, DC: APA Press.</p> <p>Malloy, L.C., Shulman, E.P., &amp; Cauffman, E. (2014). Interrogations, confessions, and guilty pleas among serious adolescent offenders. <i>Law and Human Behavior</i>, 38, 181-193.</p>	Watch the Brendan Dassey interrogation video and write a reaction paper identifying the factors that may have contributed to a false confession (for example, you should identify different types of interrogation techniques, personal factors, etc.). Describe what the research suggests about how these factors affect the likelihood of false confession.
15	5/5/20	Unit 23: Plea Bargaining	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.	Watch <i>American Violet</i> film and write a paper discussing the role of race and class in plea decisions.
	5/7/20	<b>Exam Review</b>		
<p><b>Final Exam – Units 19 through 23</b>  <b>Due by Monday at 11:59pm</b></p>				