



Survey of Legal Psychology
PSYC 5344
University of Texas at El Paso
Spring, 2015

INSTRUCTOR

Jennifer Eno Louden, Ph.D.

E-mail: jlenolouden@utep.edu

Office: Vowell Hall room 204

Office hours: before class or by appointment

COURSE TIME AND LOCATION

MW 1:30-2:50, Hudspeth Hall room 114

REQUIRED MATERIALS

Readings for this course consist of the articles and handbook chapters listed in the course schedule below.

COURSE DESCRIPTION

Provides an introduction to the field of Legal Psychology, with an overview of important theoretical and applied issues. Topics may include: Eyewitness identification; juror decision making; memory and suggestibility of witnesses and victims; causes and predictors of violence, domestic violence and child abuse; decision processes in the legal system; expert testimony, and cultural issues.

LEARNING OUTCOMES

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

1. Locate legal scholarship and public policy statements relevant to psychological science
2. Interpret legal scholarship
3. Describe primary research findings in legal psychology
4. Generate novel research questions that apply psychological science to the law or public policy

ACADEMIC DISHONESTY

Academic dishonesty in any form will not be tolerated. Academic dishonesty includes: cheating on exams or assignments, forgery, and plagiarism. Students caught engaging in academic dishonesty may receive an "F" for the course. Please review UTEP's policy statement on academic dishonesty: <http://academics.utep.edu/Default.aspx?tabid=23785>

DISABILITY ACCOMMODATIONS

If you have a disability and require accommodation, please contact the Center for Accommodations and Support Services at 915-747-5148 or via e-mail (cass@utep.edu) during the first week of the semester. They will help you with the required paperwork necessary to obtain accommodation.

COURSE REQUIREMENTS

Information literacy pre- and post-test. 5 percent of final grade. Each student will complete a pre-test on information literacy (including literacy related to legal scholarship) during the first week of class. At the end of the semester, students will complete a post-test assessing the same skills. Your grade is based on (a) completing the pre-test on time and (b) the score on the post-test. Both tests will be available on Blackboard.

Attendance and participation, 15 percent of final grade. Each student is expected to attend every class session and participate in the discussion on the readings for that week. Unavoidable absences should be communicated to the instructor via email. Each week, each student should email the instructor 2 discussion questions pulled from the readings for that week. Each discussion question should begin with a paragraph summarizing points from the readings followed by questions for discussion by the class as a whole. The purpose of these questions is to encourage deeper thinking of the concepts presented in the readings, critical evaluation of research and theory, and presenting ideas for practical application or ramifications of issues presented in the readings. Discussion questions are due by 5:00pm each Sunday for that week's readings.

Law and policy review: 20 percent of final grade. At least once during the semester, each student will be responsible for presenting legal scholarship relevant to the topic discussed in that week's readings. For example, during the week where eyewitness memory is discussed, one student will seek legal scholarship relevant to this issue to present during class. You are encouraged to use PowerPoint or handouts to educate your classmates on the legal scholarship you found, and be able to lead a discussion on the application of psychological science to this legal scholarship. We will spend time at the beginning of the semester learning how to find and interpret legal scholarship. Students should work with a librarian to ensure they locate adequate information and interpret it correctly. Librarians assisting with this course can be contacted via Blackboard.

Final project: 60 percent of final grade. Each student will produce a final project on a psychological topic relevant to public policy and/or law. The topic of your final project cannot overlap with any of the topics covered in the class; instead, it should be a topic that you identify as being in need of attention from psychological researchers.

The final project consists of two parts: a presentation and a paper. Each presentation will be approximately 15 minutes in length, and accompanied by PowerPoint slides or other relevant presentation aides. The presentation should serve as a forum for your instructor and classmates to give feedback on your ideas before you turn in the paper. The paper must conform with the standards in the 6th edition of the APA style guide and must include discussion of legal scholarship and/or policy statements. Papers are due via hardcopy to the instructor's mailbox on the date listed in the course schedule. No emailed papers will be accepted.

At minimum, the paper should be of high quality and present novel ideas about the application of psychology to the legal system. Ideally, the paper would be something that is of sufficient quality and impact that it would be suitable for publication (i.e. in *Psychology, Public Policy, and Law*). Students who want to pursue publication of their final project may work together in a team if doing so will increase the likelihood of publication.

GRADING

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

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

COURSE SCHEDULE

Adjustments to the course schedule are unlikely, but may occur. Adjustments will be announced in class and via email. Readings are listed for the week—please complete all readings for the week by Sunday of each week.

Date	Topics	Readings/Assignments
1/20	Course introduction	<i>Complete Information Literacy pre-test on Blackboard</i>
1/26-1/28*	Social science and the law Introduction to criminal justice research	Read: Cox, T. L. (2006). Legal research for the social scientist. In I. B. Weiner & A. K. Hess (Eds.), <i>The Handbook of Forensic Psychology</i> (3 rd Ed.), pp. 59-72. New York: Wiley. <i>Complete library tutorial on Blackboard</i> <i>*Class will meet in the library on 1/28, room TBA</i>
2/2*-2/4*	Legal research	Read legal research guides (Blackboard) <i>*Class will meet in the library both days, room TBA</i>
2/9-2/11	How can psychology inform the legal system? How can psychology inform public policy?	Read: Costanzo, M., & Krauss, D. (2012). <i>Forensic and legal psychology: Psychological science applied to the law</i> (pp. 1-28). New York: Worth. Read: APA site on amicus briefs: http://www.apa.org/about/offices/ogc/amicus/index-issues.aspx Read: Halpern, D. Applying psychology to public policy. <i>Observer</i> , 27. Retrieved from: http://www.psychologicalscience.org/index.php/publications/observer/2014/january-14/applying-psychology-to-public-policy.html
2/16-2/18	Cognitive psychology and the law	Read: Wells, G., & Loftus, E. (2013). Eyewitness memory for people and events. In I. Weiner, D. Freedham, & A. Goldstein (Eds.), <i>Handbook of Psychology: Forensic Psychology</i> (pp. 617-629). New York: Wiley.

		Meissner, C., Redlich, A., Michael, S., Evans, J., Camiletti, C., Bhatt, 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> , online ahead of print.
2/23-2/25	Developmental psychology and the law	Read: Goodman, G., Quas, J., & Ogle, C. (2010). Child maltreatment and memory. <i>Annual Review of Psychology</i> , 61, 325-351. Larsson, A. S. & Lamb, M. E. (2009). Making the most of information-gathering interviews with children. <i>Infant and Child Development</i> , 18, 1-16.
3/9-3/11	No Class: Spring break	
3/16-3/18	Behavioral neuroscience and the law	Read: Martell, D. A. (2009), Neuroscience and the law: Philosophical differences and practical constraints. <i>Behavioral Sciences & the Law</i> , 27, 123-136.
3/23-3/25	Cross cultural psychology and the law	Read: Castillo, P., & Mallard, D. (2012). Preventing cross-cultural bias in deception judgments: The role of expectancies about nonverbal behavior. <i>Journal of Cross-Cultural Psychology</i> , 43, 967-978. Behiery, V. (2013). Bans on Muslim facial veiling in Europe and Canada: A cultural history of vision perspective. <i>Social Identities: Journal For The Study Of Race, Nation And Culture</i> , 19, 775-793.
3/30-4/1	Social psychology and the law	Read: Groscup, J., & Tallon, J. (2009). Theoretical models of jury decision-making. In J. Lieberman & D. Krauss (Eds.), <i>Jury psychology: Social aspects of trial processes</i> . Burlington, VT: Ashgate. Wiener, R., & Georges, L. (2013). Social psychology and problem-solving courts: Judicial roles and decision making. In R. L. Wiener, E. M. Brank (Eds.), <i>Problem solving courts: Social science and legal perspectives</i> (pp. 1-20). New York, NY, US: Springer Science + Business Media.
4/6-4/8	Clinical psychology and the law	Read: Zeanah, C. H., Berlin, L. J. and Boris, N. W. (2011), Practitioner Review: Clinical applications of attachment theory and research for infants and young children. <i>Journal of Child Psychology and Psychiatry</i> , 52, 819-833.

		Duvall, J. C., & Morris, R. J. (2006). Assessing mental retardation in death penalty cases: Critical issues for psychology and psychological practice. <i>Professional Psychology: Research And Practice</i> , 37, 658-665.
4/13-4/15	Personality psychology and the law	Read: Jones, S., Miller, J., & Lynam, D. (2011). Personality, antisocial behavior, and aggression: A meta-analytic review. <i>Journal of Crime and Justice</i> , 39, 329-337. Sanders, B. (2008). Using personality traits to predict police officer performance. <i>Policing: An International Journal of Police Strategies & Management</i> , 31, 129-147.
4/20-4/22	Evolutionary psychology and the law Future directions in psychology and law	Read: Quinsey, V. (2001). Evolutionary theory and criminal behaviour. <i>Legal and Criminological Psychology</i> , 7, 1-13. Petrila, J. (2009). Finding common ground between scientific psychology and the law. In J. Skeem, K. Douglas, & S. Lilienfeld (Eds.), <i>Psychological science in the courtroom: Consensus and controversy</i> . New York: Guilford.
4/27-4/29	Student presentations	
5/4-5/6	Student presentations	
5/11	Complete information literacy post-test (Blackboard) Final papers due	