



**Survey of Legal Psychology**  
PSYC 6344  
**University of Texas at El Paso**  
**Fall, 2018**

**INSTRUCTOR**

Jennifer Eno Louden, Ph.D.

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**Office:** Vowell Hall room 204

**Office hours:** after class or by appointment

**COURSE TIME AND LOCATION**

TR 1:30-2:50, Classroom Building C203

**REQUIRED MATERIALS**

Readings for this course consist of the articles and 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. This course is structured a bit differently than a traditional graduate course on legal psychology. Although we will spend some time reviewing the foundational topics of psycho-legal research (e.g., eyewitness identification; juror decision making; memory and suggestibility of witnesses and victims; causes and predictors of violence), we will also spend time on newer areas of psycho-legal research (e.g., neuroscience, cross-cultural issues, evolutionary psychology). Students will be encouraged to think about how psychological science can be applied to the legal and criminal justice systems in novel ways.

**LEARNING OUTCOMES**

At the end of this course, you 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**

I have no tolerance for academic dishonesty in any form. 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: <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

**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](mailto: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 two weeks 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.* As a graduate course, attendance and participation at every class session is expected. You should come to class ready to engage in discussion on the assigned readings. Unavoidable absences should be communicated via email. Each week, each student should email me 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. If at any point during the semester I get the impression that students are not completing the readings, I reserve the right to replace the discussion questions with quizzes. Discussion questions are due via email by 9:00am each Monday 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. You should work with a librarian to ensure you locate adequate information and interpret it correctly.

*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. You should get approval of your topic before you put too much work into your project.

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 6<sup>th</sup> edition of the APA style guide and must include discussion of legal scholarship and/or policy statements. Papers will be submitted via Blackboard.

At minimum, your paper should be of high quality and present novel ideas about the application of psychology to the legal system. Ideally, your paper should be something that is of sufficient quality and impact that it would be suitable for publication (i.e. in *Psychology, Public Policy, and Law*).

## 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
8/28	Course introduction	
8/30	How can psychology inform the legal system?	Read: Costanzo, M., & Krauss, D. (2012). <i>Forensic and legal psychology: Psychological science applied to the law</i> (pp. 1-28). New York: Worth.
9/4	How can psychology inform public policy?	Read: APA site on amicus briefs: <a href="http://www.apa.org/about/offices/ogc/amicus/index-issues.aspx">http://www.apa.org/about/offices/ogc/amicus/index-issues.aspx</a>  Read: Halpern, D. Applying psychology to public policy. <i>Observer</i> , 27. Retrieved from: <a href="http://www.psychologicalscience.org/index.php/publications/observer/2014/january-14/applying-psychology-to-public-policy.html">http://www.psychologicalscience.org/index.php/publications/observer/2014/january-14/applying-psychology-to-public-policy.html</a>
9/6	Legal 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 <sup>rd</sup> Ed.), pp. 59-72. New York: Wiley.  Read: Zottoli, T., & Edkins, V. (2018, Feb.). Ignorance of the law can no longer be a defense for researchers. <i>American Psychology-Law Society Newsletter</i> , 1-5.
9/11-9/13	Legal research	Read legal research guides (Blackboard)
9/18-9/20	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</i>

		<p><i>Psychology</i> (pp. 617-629). New York: Wiley.</p> <p>Read: Wixted, J. T., Mickes, L., &amp; Fisher, R. (2018). Rethinking the reliability of eyewitness memory. <i>Perspectives on Psychological Science</i>, 13, 324-335.</p> <p>Read: 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>, 10, 459-486.</p>
9/25-9/27	Developmental psychology and the law	<p>Read: Cohen, A., Breiner, K., Steinberg, L., Bonnie, R., Scott, E., Taylor-Thompson, K.... (2016). When is an adolescent an adult? Assessing cognitive control in emotional and non-emotional contexts. <i>Psychological Science</i>, 27, 549-562.</p> <p>Read: Goodman, G., Quas, J., &amp; Ogle, C. (2010). Child maltreatment and memory. <i>Annual Review of Psychology</i>, 61, 325-351.</p> <p>Read: Brown, D., &amp; Lamb, M. (2015). Can children be useful witnesses? It depends on how they are questioned. <i>Child Development Perspectives</i>, 9, 250-255.</p>
10/2-10/4	Behavioral neuroscience and the law	<p>Read: Martell, D. A. (2009), Neuroscience and the law: Philosophical differences and practical constraints. <i>Behavioral Sciences &amp; the Law</i>, 27, 123-136.</p> <p>Read: Steinberg, L. (2013). The influence of neuroscience on U.S. Supreme Court decisions about adolescents' criminal culpability. <i>Nature Reviews Neuroscience</i>, 14, 513-518.</p> <p>Read: Ling, S., &amp; Raine, A. (2018) The neuroscience of psychopathy and forensic implications. <i>Psychology, Crime &amp; Law</i>, 24, 296-312.</p> <p>Read: McSwiggan, S., Elger, B., &amp; Appelbaum, P. (2016). The forensic use of behavioral genetics in criminal proceedings: Case of the MAOA-L genotype. <i>International Journal of Law and Psychiatry</i>, 50, 17-23.</p>
10/9-10/11	Social psychology and the law	<p>Read: Groscup, J., &amp; Tallon, J. (2009). Theoretical models of jury decision-making. In J. Lieberman &amp; D. Krauss (Eds.), <i>Jury psychology: Social aspects of trial processes</i>. Burlington, VT: Ashgate.</p>

		<p>Read: Dinos, S., Burrowes, N., Hammond, K., &amp; Cunliffe, C. (2015). A systematic review of juries' assessment of rape victims: Do rape myths impact on juror decision-making? <i>International Journal of Law, Crime, and Justice</i>, 43, 36-49.</p> <p>Read: Correll, J., Park, B., Wittnebrink, B., Sadler, M. S., &amp; Keesee, T. (2007). Across the thin blue line: Police officers and racial bias in the decision to shoot. <i>Journal of Social and Personality Psychology</i>, 92, 1006-1023.</p>
10/16	Controversy in psychology and the law	Read: Blum, B. (2018). The lifespan of a lie. <a href="https://medium.com/s/trustissues/the-lifespan-of-a-lie-d869212b1f62">https://medium.com/s/trustissues/the-lifespan-of-a-lie-d869212b1f62</a>
10/18	Applied psychology and the law: Investigative psychology	Read: Taylor, P. Bennell, C., Snook, B., & Porter, L. (2014). Investigative psychology. In: <i>APA handbook of forensic psychology</i> . American Psychological Association, Washington, DC.
10/23-10/25	Cross cultural psychology and the law	<p>Read: Castillo, P., &amp; 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.</p> <p>Read: O'Neill, B., Gigengil, E., Cote, C., &amp; Young, L. (2015). Freedom of religion, women's agency and banning the face veil: The role of feminist beliefs in shaping women's opinion. <i>Ethnic and Racial Studies</i>, 38, 1886-1901.</p> <p>Read: Shepherd, S., &amp; Lewis-Fernandez, R. (2016). Forensic risk assessment and cultural diversity: Contemporary challenges and future directions. <i>Psychology, Public Policy, &amp; Law</i>, 22, 427-438.</p>
10/30-11/1	Personality psychology and the law	<p>Read: Jones, S., Miller, J., &amp; Lynam, D. (2011). Personality, antisocial behavior, and aggression: A meta-analytic review. <i>Journal of Crime and Justice</i>, 39, 329-337.</p> <p>Read: Tarescavage, A., Corey, D., &amp; Ben-Porath, Y. (2015). Minnesota Multiphasic Personality Inventory-2-Restructured Form (MMPI-2-RF) predictors of police office problem behavior. <i>Assessment</i>, 22, 116-132.</p>
11/6-11/8	Clinical psychology and the law	Read: Peterson, J., Skeem, J., Kennealy, P., Bray, B., & Zvonkovic, A. (2014). How often and how consistently do symptoms directly preceded criminal behavior among offenders with mental illness? <i>Law and Human</i>

		<p><i>Behavior</i>, 38, 439-449.</p> <p>Read: Douglas, K., Guy, L., &amp; Hart, S. (2009). Psychosis as a risk factor for violence to others: A meta-analysis. <i>Psychological Bulletin</i>, 135, 679-706.</p> <p>Read: Duvall, J. C., &amp; 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.</p>
11/13-11/15	Applied psychology and the law: Correctional psychology	<p>Read: Neal, T. M. S. (2018). Forensic psychology and correctional psychology: Distinct but related subfields of psychological science and practice. <i>American Psychologist</i>, 73, 651-662.</p> <p>Read: Andrews, D., &amp; Bonta, J. (2010). Rehabilitating criminal justice policy and practice. <i>Psychology, Public Policy, and Law</i>, 16, 39-55.</p>
11/20	Positive Psychology and the law	Read: Woldgabreal, Y., Day, A., & Ward, T. (2014). The community-based supervision of offenders from a positive psychology perspective. <i>Aggression and Violent Behaviour</i> , 19, 32-41.
11/22	<b>No class, Thanksgiving</b>	
11/27	Evolutionary psychology and the law	Read: Quinsey, V. (2001). Evolutionary theory and criminal behaviour. <i>Legal and Criminological Psychology</i> , 7, 1-13.
11/29	Future directions in psychology and law	Read: 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.
12/4-12/6	<b>Student presentations</b>	
12/10	Complete information literacy post-test (Blackboard)	
	<b>Final papers due</b>	