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Psychology 460: Advanced Legal Psychology

Fall 2011
MWF 10:00-10:50am
Classroom Building C303A

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Professor:	**Jenn Hunt, Ph.D.**	Office hours:	MW 2:00-3:00, F 11-12
Office:	**Classroom Building C308**		Other hours by appointment
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Please read this syllabus carefully – it contains important information that you need to succeed in this class. All students are responsible for knowing and following the policies in this syllabus.

Course Description & Goals:

This course provides an in-depth examination of how social, cognitive, and developmental psychological processes influence the behavior of people participating in the legal system. Topics include how eyewitnesses are influenced by cognitive processes and social interactions, how citizens understand police interactions, how jurors evaluate trial evidence, how members of a jury influence each other, how race influences treatment in the legal system, how the legal system deals with societal discrimination, and children's participation in the legal system.

My goals for this class are for you to 1) understand how important legal behaviors reflect social, cognitive, and developmental processes, 2) learn how legal questions can be addressed through empirical psychological research, and 3) explore how psychological research can inform the law and public policy. To achieve these goals, we will examine a number of legally-relevant behaviors from both psychological and legal perspectives. We also will prepare and stage a mock trial related to class material.

Prerequisite:

Introduction to Psychology (PSY101) + at least one of the following courses: PSY325 (Social), PSY340 (Cognitive), PSY375 (Forensic).

Required Readings:

Based of the specialized nature of this course, we will read a number of book chapters and journal articles instead of a single textbook; a list of these readings is on pp. 6-7 of the syllabus. All of the readings are posted on Angel in pdf format. *You need to print out these articles so you can highlight them, bring them to class, and use them to study for exams.*

Attendance:

Due to the nature of this course, attendance is required. Students are expected to arrive on-time for all class sessions and to complete the assigned readings *prior* to class. Class participation (i.e., discussion, group activities) is worth 10% of your grade. In addition, **after 3 unexcused absences, your final grade will be lowered by a letter grade; after 6 unexcused absences, you will automatically fail the course.** Excused absences include documented illnesses, documented family emergencies, and Buffalo State activities.

All students are responsible for knowing material presented in lectures, class discussions, videos, and small group activities. Please note that much of this information will *not* be in the readings, and that the professor will *not* provide notes to students who miss class.

Disruptive Student Policy:
Behaviors that disrupt other students' ability to learn (e.g., text messaging, talking with other students, reading non-class material) will not be tolerated. Out of respect for others, please be on time for class and turn off all cell phones, iPods, pagers, watch alarms, etc. If you engage in behavior that I deem disruptive, I will take your technological device and/or ask you to leave.

Safe Classroom Policy:
This class needs to be a safe, supportive environment for individuals regardless of their gender, race, ethnicity, religion, cultural or national background, sexual orientation, or gender identity or expression. Disrespectful or derogatory words or treatment will not be tolerated. If you have specific needs or concerns related to the classroom environment, please see me as soon as possible.

Use of Angel:
Course readings, handouts, and grades will be posted on Angel on an ongoing basis. In addition, if I need to contact the class, I will send or post a message on Angel, so you need to check your Angel account regularly.

Evaluation:
Your grade in this course will be based upon three examinations, participation in a mock trial, two trial-relevant papers with a related homework assignment, and class participation.

Examinations (140 points; ~47% of grade):
There will be three exams, one on each of the following dates: **September 30, October 28, and December 14**. Exams will cover material presented in class and the readings. All exams will consist of multiple-choice and short answer questions. The third (final) exam also will contain a cumulative essay question. The essay will be the only cumulative aspect of the final, and students will be given potential questions in advance. (Please note: the cumulative essay on the final is the *only* question you will receive in advance.) The first and second exams are worth 40 points each, and the third exam is worth 60 points (40 points regular questions + 20 points essay).

> *Make-up exams only will be given for documented emergencies (e.g., documented illness, death of a family member). College policy states that, if you have three final exams scheduled on a single day, you may reschedule one of them. If you are in this situation, please see Dr. Hunt no later than two weeks before the final (i.e., April 26).*

Mock Trial (45 points; 15% of grade):
To give us a chance to apply what we are learning to an actual legal scenario, the class will prepare and stage a mock trial on a psychologically-relevant topic. Each student in class will portray a person in the trial (e.g., attorney, witness). The case will be judged by a student jury.

In order for the mock trial to be successful, each student in class will have to develop his or her character and research psychological and legal issues that are relevant to the case. Students also

will need to work as a team (i.e., plaintiff's side, defendant's side) to plan and prepare various aspects of the trial (e.g., legal strategy). Activities to help prepare for the trial will be worth a total of 20 points, and your performance in the actual trial will be worth 25 points. Grades will be based on ratings from the professor as well as the other members of your team. More information about the mock will be given in class.

Papers *(85 points; ~28% of grade):*
To prepare for the mock trial, students will write two papers. In the first paper, students will describe their characters / roles in the trial and begin planning their testimony. This paper will be approximately 3 pages (including testimony); it is worth 25 points and due on **November 2**. In the second paper, students will discuss research related to two psycholegal issues and discuss how those issues are related to the mock trial case. This paper will be approximately 7 pages; it is worth 50 points and due on **November 21**. More specific information about the papers will be given in a handout.

> ***Avoiding Plagiarism Assignment*** (the other 10 of the 85 points):
> Before you write your application papers, you will do an on-line homework assignment to learn about paraphrasing and rules for citing outside sources so that you know how to avoid plagiarism. This assignment will be completed on Angel and is due on **October 7**.

To prevent plagiarism, all papers will be turned in electronically using the Turn It In program on Angel. More information on this program is given below in the section on academic misconduct.

In-Class Participation *(30 points; 10% of grade):*
A substantial portion of this class involves discussion and small-group activities. The success of the class depends on the willingness of class members to discuss issues, raise questions, and share ideas. Members of the class are expected to listen and show respect for each others' opinions, even if they disagree with them. Students should be prepared to learn from, as well as to teach each other, as we explore the course material.

Class participation will be worth 30 points. The first 15 points will reflect your participation in discussions involving the whole class. You can earn these points by making comments, sharing ideas, and answering questions from the professor throughout the semester. Each student will receive 10 "credit slips." Each time you make a meaningful contribution to class, you will be asked to turn in a slip. If you turn in all of your credit slips by the end of the semester, you will earn full participation points; if you do not, you will receive a prorated number of points based on the number of contributions you made.

The other 15 points will reflect in-class activities, usually in small groups. You will receive credit for every activity in which you actively participate. The number of points per activity will depend on the total number of activities across the semester, but your grade will be the proportion of activities for which you have credit X 15 (e.g., if you have credit for 8/10 activities, your grade would be .80 X 15 = 12). In-class activities CANNOT be made up if you miss class. Please note that some activities will take place during the first 5 minutes of class, so you must be on time to class to earn all of the activity points.

Policy on Late Assignments
Assignments are due by the *beginning* of class on the day they are due. Ten percentage points will be deducted for every 24 hour period that assignments are late. After 10 days, assignments will not be accepted unless you have a documented emergency.

Course Grades:
To foster a cooperative rather than competitive atmosphere, course grades will be based on total points rather than a curve system. There are a total of 300 points (3 exams = 140 pts; mock trial = 45 pts; papers = 85 pts; class participation = 30 pts).

Course grades will be determined as follows:

Grade	Percent	Points	Grade	Percent	Points
A	93.0 – 100.0%	279 – 300	C	73.0 - 76.9%	219 – 230.5
A-	90.0 – 92.9%	270 – 278.5	C-	70.0 – 72.9%	210 – 218.5
B+	87.0 - 89.9%	261 – 269.5	D+	67.0 - 69.9%	201 – 209.5
B	83.0 - 86.9%	249 – 260.5	D	60.0 - 66.9%	180 – 200.5
B-	80.0 – 82.9%	240 – 248.5	F	below 60.0%	below 180
C+	77.0 - 79.9%	231 – 239.5			

Please note that you must earn 65% or higher (at least 195 points) to earn a passing grade on the pass-fail system.

Extra Credit:
You can earn up to 12 extra credit points participating in psychological research studies and/or attending events (e.g., campus lectures) related to psychology. Studies will be announced in class and/or posted on bulletin boards in the Psychology department. Announcements for approved events will be made in class. You will earn 3 extra credit points for each research study or event. These points will be added to your point total at the end of the semester.

If you participate in a research study, you do not need to turn in anything. Each researcher provides professors with a list of student participants so that credit can be assigned. This often happens at the end of the semester, so don't worry if it takes a little while for the credit to appear. However, in case of disputes, you should keep a personal record of your extra credit activities.

To earn extra credit for an event you attended, you need to write a 1 page summary of what you learned and how it relates to class. These summaries must be turned in *no later than two weeks after the event*.

All extra credit must be completed by **December 7**. However, I strongly encourage you to get started on extra credit early; if you wait until the end of the semester, you risk the (strong!) possibility that there will not be enough studies or events left to earn all of the possible points.

Also, it is very important that you **do not miss research sessions**. When you sign up for a study, you are forming a contract with the researcher to arrive on-time for your research session. *Be sure to write down the DATE, TIME, and PLACE of your session* when you sign up for a study. If you must cancel, you need to inform the researcher *before your session starts*.

COURSE SCHEDULE

Monday	Wednesday	Friday
8/29 Introduction to the Course	8/31 Overview of Criminal Justice & Legal Systems Reading 1	9/2 Overview of Criminal Justice & Legal Systems
9/5 *No Class – Labor Day*	9/7 Case Study	9/9 Eyewitness Accuracy and Estimator Effects Reading 2 (pp. 54-55, 65-68)
9/12 Eyewitness Estimator Effects	9/14 Eyewitness Lineup Debate Reading 3	9/16 Eyewitness Memory and Questioning Techniques Reading 4
9/19 Eyewitness Memory and Questioning Techniques Reading 2 (pp. 55-60)	9/21 **Mock Trial Planning**	9/23 Recovered Memories Reading 5
9/26 Children as Witnesses Reading 6	9/28 Children as Witnesses	9/30 **Exam 1**
10/3 Legal Attitudes and Understanding of Rights Reading 7	10/5 Confessing to Crime Reading 8	10/7 Confessing to Crime *Avoiding Plagiarism Assignment Due*
10/10 *No Class – Fall Break*	10/12 Juror Selection & Evaluation of Evidence Reading 9	10/14 Juror Evaluation of Evidence Reading 10
10/17 Jurors – Decision Models & Civil Cases Reading 11	10/19 Juries & Deliberation Reading 12	10/21 **Mock Trial Work Day**
10/24 Juries & Death Penalty Cases Reading 13	10/26 Jury Nullification	10/28 **Exam 2**
10/31 Discrimination – Introduction & Policing Reading 14	11/2 Discrimination in Jury Selection Reading 15 + *Paper 1 Due*	11/4 Discrimination in Jury Decision Making & Sentencing
11/7 Employment Discrimination Reading 16	11/9 Employment Discrimination	11/11 *No Class – Veterans' Day*

11/14 **Trial Depositions**	11/16 Hate Crimes Reading 17	11/18 Sexual Orientation and the Law Reading 18
11/21 Sexual Orientation and the law ***Paper 2 Due***	11/23 *No Class – Thanksgiving*	11/25 *No Class – Thanksgiving*
11/28 **Final Trial Preparation**	11/30 **Mock Trial**	12/2 **Mock Trial**
12/5 TBA TBA	12/7 Wrap-Up / Spillover ***Last day for extra credit***	12/9 *No Class - Study Day*
	12/14 (Wed), 9:40-11:30am **Exam 3**	

Please note: The class schedule and readings are subject to change. Any changes will be announced in class.

List of Readings

1.   Myers, J.E.B. (1992). Overview of the American legal system. In *Legal issues in child abuse and neglect* (pp. 1-28). Newbury Park CA: Sage.

2.   Wells, G.L., Memon, A., & Penrod, S.D. (2006). Eyewitness evidence: Improving its probative value. *Psychological Science in the Public Interest, 7*, 45-75.

3.   Brewer, N., & Palmer, M.A. (2010). Eyewitness identification tests. *Legal and Criminological Psychology, 15*, 77-96.

4.   Wright, D.B., Memon, A., Skagerberg, E.M., & Gabbert, F. (2009). When eyewitnesses talk. *Current Directions in Psychological Science, 18*, 174-178.

5.   Loftus, E.F., & Davis, D. (2006). Recovered memories. *Annual Review of Clinical Psychology, 2*, 469-498.

6.   Greene, E., Heilbrun, K., Fortune, W.H., & Nietzel, M.T. (2007). Children as witnesses. In *Wrightsman's psychology and the legal system* (6th ed., pp. 402-412). Belmont CA: Thomson Wadsworth.

7.   Rogers, R. (2008). A little knowledge is a dangerous thing… Emerging Miranda research and professional roles for psychologists. *American Psychologist, 63*, 776-787.

8.   Kassin, S.M. (2008). False confessions: Causes, consequences, and implications for reform. *Current Directions in Psychological Science, 17*, 249-253.

9.   Lieberman, J.D. (2011). The utility of scientific jury selection: Still murky after 30 years. *Current Directions in Psychological Science, 20*, 48-52.

10.   Daftary-Kapur, T., Dumas, R., & Penrod, S.D. (2010). Jury decision-making biases and methods to counter them. *Legal and Criminological Psychology, 15*, 133-154.

11.   Mott, N.L., Hans, V.P., & Simpson, L. (2000). What's half a lung worth? Civil jurors' accounts of their award decision making. *Law and Human Behavior, 24*, 401-420.

12.   Salerno, J.M., & Diamond, S.S. (2010). The promise of a cognitive perspective on jury deliberation. *Psychonomic Bulletin & Review, 17, 174-179.*

13.   Lynch, M. (2009). The social psychology of capital cases. In J.D. Lieberman & D.A. Krauss (Eds.), *Jury psychology: Social aspects of trial processes* (Vol. 1, pp. 157-181). Burlington, VT: Ashgate Publishing Co.

14.   Peruche, B.M., & Plant, E.A. (2006). The correlates of law enforcement officers' automatic and controlled race-based responses to criminal suspects. *Basic and Applied Social Psychology, 28*, 193-199.

15.   Cohn, E.S., Bucolo, D., & Sommers, S.R. (2012). Race and racism. In B.L. Cutler (Ed.), *Conviction of the innocent* (pp. 279-301). Washington DC: American Psychological Association.

16.   Costanzo, M., & Krauss, D. (2012). Workplace law: Harassment, discrimination, and fairness. In *Forensic and legal psychology: Psychological science applied to law* (pp. 325-347). New York, NY: Worth Publishers.

17.   Gerstenfeld, P.B. (2010). Hate crimes. In C.J. Ferguson (Ed.), *Violent crime: Clinical and social implications* (pp. 257-275). Thousand Oaks, CA: Sage Publications.

18.   Herek, G.M. (2006). Legal recognition of same sex relationships in the United States: A social science perspective. *American Psychologist, 61*, 607-621.

Other Important Information

Incompletes:
A grade of "Incomplete" ("I") will be given only for extenuating circumstances or personal emergencies (e.g., severe illness, death in family) that can be documented and are acceptable to the professor. Extenuating circumstances do *not* include vacation, travel, employment, or heavy course loads.   Please see Dr. Hunt *as soon as possible* if you think you may need an incomplete.

Accommodations for Students with Disabilities:
It is my policy, as well as the college's, to provide reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact me within the first two weeks of the semester to discuss their needs. In addition, please contact the director of the Disabilities

Services Office, 120 South Wing, 878-4500. All such discussions will be held in strict confidence.

Available Support Services:
If, during this course, you realize that you need assistance with academic skills not directly related to psychology, such as writing, note-taking, computers, or math, please contact the Academic Skills Center, South Wing 330, 878-4041.

Academic Misconduct:
There is a zero tolerance policy toward academic misconduct in this class. Students who engage in any form of academic misconduct, including plagiarism, cheating on exams, turning in another person's work as your own, turning in the same paper in more than one course, or engaging in behaviors that prevent other students in the class from succeeding, will be sanctioned. At a minimum, you will receive a grade of zero for the exam or assignment; in all likelihood, you will receive a grade of "E" for the course. All cases of academic misconduct will be reported to the college, which may impose additional penalties. *If you choose to cheat or plagiarize, you are choosing to fail this course.*

To prevent plagiarism, students will submit their papers electronically using Turn It In, a textual similarity detection program. Textual similarity detection software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection service. When similarities between student text and an existing document are found, the software identifies those similarities for instructor and/or student review. (Similarity alone is not evidence of academic misconduct, as such material may be correctly cited.) This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.

More information about plagiarism and how to avoid it will be provided during the semester. If you have any questions about appropriate paraphrasing, citations, etc., please see the professor.