



Psychology 3710: Psychology and the Law
12:55-2:15pm, Tuesdays & Thursdays
Field House 1260
Spring 2018

Professor: Alissa Anderson Call, M.A.
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Office Location: UH 1900H
Office Hours: Tuesday & Thursday 2:30 – 4:30pm
Email Office Hours: MTWRF 10am – 10pm

Course Website: <https://blackboard.utdl.edu/>

University of Toledo Course Catalog Description

Emphasizes the utilization of theoretical and empirical notions of psychological science as they apply to both civil and criminal law. *Credit Hours: 3.00*

Course Description

The purpose of this course is to provide a general introduction to the field of legal/forensic psychology. Legal psychology is the application of psychological theory, practice, and research methods to the study of the law. The subject matter of this course is defined broadly to include empirically, clinically, and legally relevant topics, as the field is truly interdisciplinary. By the end of this course, you should be able to 1) define the scope of the field, 2) identify and describe the foundational topics within the field, and 3) articulate points of debate and research questions relevant to psychology and the law.

Course Objectives

The interface between psychological principles and our legal system will be explored. Topics include but are not limited to:

- a. Theories of criminal behavior
- b. Eyewitness identification and accuracy
- c. Competency to stand trial
- d. The insanity defense
- e. Analysis of victims and perpetrators

Required Textbook & Other Necessary Materials

Greene, E., & Heilbrun, K. (2013). *Wrightsmen's psychology and the legal system* (8th ed). Belmont, CA: Wadsworth Cengage Learning. ISBN-10: 1133956564. ISBN-13: 978-1133956563.

The text will provide you with a broad theoretical background of the field while the supplemental materials (e.g., articles, podcasts, etc.) will give you some real life examples of how psychology affects the real world. Additional required readings and podcasts will be announced in class and will be posted online. Guest speakers will be announced prior to visiting the class.

Communication with Instructor

If you have questions regarding course material and assignments, please feel free to visit me in my office during my office hours or set up an appointment to chat. I will also be available via email. My “email office hours” are Monday through Friday from 10am to 10pm.

If the grade you receive on an exam or a paper is not what you expected based on the amount of effort you put into studying, please email me and/or come see me during my scheduled office hours! I would be more than happy to go over your study habits with you and possibly give you some ideas for how to study more efficiently. However, I cannot give you help if you do not tell me that you need it.

Class Attendance

Regular class attendance will not be recorded and will not count towards your grade. However, this is an upper level course and as such, your attendance and active participation during each class meeting is expected. In order to get to know you all, I will probably go through the class roster a few times at the beginning of the semester to put names to faces 😊

Class Cancellations

Although it is unlikely that a lecture will be canceled, it is always a possibility. If something does happen where I need to cancel class I will send out an email to your **UT Rockets email address**.

Student Engagement with Course

It is important that you remember that this is a 3000 level course. It is expected that you keep up with the readings/assignments and come to class fully prepared to discuss the readings and course topics. Classes will consist of lectures and discussions designed to expand on the material covered in the readings. PowerPoint slides **will** be uploaded to blackboard prior to each class meeting. These slides are outlines for content that will be presented in class. It is your responsibility to take notes and review the course materials on your own time. Please remember that PowerPoint slides are a privilege that can be taken away at my discretion.

In practical terms, students should expect to spend two to three hours of studying for every hour of class time. This course includes 3 hours a week in the classroom, meaning that you should be spending between 6-9 hours a week studying outside of the classroom. Success in this class requires that you put in this effort!

Course Requirements

Your knowledge of the material covered in the book, supplemental materials, **and** lectures will be assessed with four exams. In addition, there will be 11 mini quizzes, two required class assignments, and one final group project.

Mini Quizzes –25% of total grade, 110 points

There will be 11 online mini quizzes, comprised of 5 questions, worth 10 points (2 points per question) each. Each mini quiz will represent the chapter(s) we go over in class during the week. Mini quiz questions will include multiple choice and true and false items. Mini quizzes will be administered via Blackboard and will be due on Thursdays by 11:59pm. You will have 30 minutes to complete each Mini Quiz. See syllabus schedule for exact due dates. No late mini quizzes will be accepted, **NO EXCEPTIONS!**

Exams – 25% of total grade; 400 points

There will be four non-cumulative exams. Each exam will contain 50 question items, worth 100 points (2 point per question) each. Question items will be a mix of both multiple choice and true and false questions. Exams will cover the material from the lecture, text book, readings, and in-class discussions. Keep in mind that some questions will require you to apply learned information to real world situations. Exams will be held during designated class meetings (see schedule below). Exams will be administered via paper and pencil (or pen). Please make sure to bring a writing utensil.

Writing Assignments – 25% of final grade, 200 points

For this course, you will be required to complete two of four writing assignments. Each writing assignment is worth 100 points. Failure to complete these two writing assignments will severely compromise your final grade. Assignment descriptions are provided later in the syllabus.

Assignments have specific due dates that are listed on the class schedule. You will be docked 10 points for every day that you wait to submit your paper. Because you have been told about these assignments in advance there will be no exceptions to this rule. If you will be attending a University sponsored event on the due date of an assignment, you will be expected to make arrangements with me to turn the assignment in early.

I expect that you will consult outside sources when you write your papers. It is **VERY** important that you cite things that are not your own thoughts. This includes, but is not limited to, direct quotations. Make it clear to me which source(s) you have gotten the information from and if you do quote something give the page number from that direct source. If you get information from your text book please cite the text as your source. Your paper should include a reference section.

Check out this website to learn more about how to cite your references in accordance with APA: <https://owl.english.purdue.edu/owl/resource/560/01/>

For your benefit, I have posted an example paper to blackboard for you to review and tailor your paper to, accordingly. Let me know if you have questions.

The following grading criteria will be used for the class assignments (worth 100 points each)

- ◆ Overall comprehension of articles and clarity of personal ideas, opinions, and thoughts (60 points)
- ◆ Spelling and grammar (20 points)
- ◆ Title page with creative title, student name, course name, and due date (5 points)
- ◆ References page is required (10 points)
- ◆ Paper follows APA format (e.g., page numbers, double space, Times New Roman 12-point font, etc.; 5 points)

Things to keep in mind when writing your assignments:

- ◆ **DO NOT use contractions** (e.g., don't, can't, I'll), spell these words out (e.g., do not, cannot, I will....).
- ◆ Make sure that your thoughts make sense and that you have explained things in full.
 - Err on the side of giving too much information than not making it clear what your thought is by writing too little.
 - However, **DO NOT** go over the maximum page limit of 3 pages. I will stop reading after 3 pages.
- ◆ Do not simply give me a book report – I have read the articles/listened to the podcasts already. I want to read about your thoughts and reactions to these issues.

- ◆ Do not use too many quotes – paraphrase!
- ◆ Plagiarism will not be tolerated.

Final Group Project: Diggin’ Deeper – 25% of final grade, 150 points

You are required to complete a final group project for this course. This project counts for 150 points and 25% of your final grade. Groups will consist of 5 students. Student groups will complete and present a project on a selected topic in the field of forensic or legal psychology. The project instructions are described at the end of the syllabus and additional information will be posted to the course blackboard site.

Extra Credit Opportunities

Extra credit opportunities will be offered in this course. Each opportunity is worth **up to 3 points added to your exam grade for the current unit**. Only one extra credit assignment per unit is allowed. In order to earn extra credit, you must locate and print out a relatively recent (within the past 7 years, circa 2011 and after) news article that relates back to the course material that we are currently covering in class.

To earn 2 points, you must turn in the printed news article and your printed paper explaining how the article relates to class. You can earn 1 additional extra credit point (*3 total added to your unit exam grade*) for presenting to the class the article you found and your reaction. You are not required to present your article to the class but I encourage you all to practice your public speaking to a group of your peers. Class presentations should last 5 minutes max and will occur before the class lecture. The additional extra credit point will be awarded to the **first 3 students** who volunteer to orally present their news article and reflection.

To earn extra credit, you **MUST**:

- Print out the actual news article, do not turn in a link to the article.
- Type your paper. Times New Roman, 12-point font, double spaced.
- Stick to 1-page max for your typed response. I will not read your response past the 1-page limit.
- Attach both the news article and your reaction paper together to turn in as one item.
- Turn in your extra credit assignments to me after your presentation.

Grading

Assignment	Total Assigned	Points per Assignment	Total Points Possible	Grade Percentage
Exams	4	100	400	25%
Mini Quizzes	11	10	110	25%
Class Assignments	2 (of 4)	100	200	25%
Final Project	1	150	150	25%
Total			860	100%

Letter Grades

A	93+%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 60%

IMPORTANT GRADING POLICY If you are on the borderline between two grades, do not ask me to round your grade up. At the end of the semester, I may bump a particular grade but only if the student has done everything possible to get the higher grade (e.g., completed extra credit assignments, participate regularly in class, perfect attendance, etc.). Generally, I round grades up to the next whole number.

HOW DO I CALCULATE MY GRADE? Sum your scores for your exams, quizzes, and papers separately, divide by the number of points possible given the point in the semester (e.g., if you want to calculate your exam score at the midpoint in the semester, make sure to divide your accumulated exam points by the points possible [200 rather than 400]). Multiply that number by 33.3% for each grade category (since you and your team will not submit your final project till the end of the semester) for a rough estimate of your final grade. Please contact me if you have questions calculating your grade throughout the semester!

Class Etiquette

Eating in Class is fine with me. However, if your snack or meal is bothering myself or other students I will ask you to please put your food away.

Electronics

Cell phones should be put away during class meetings. Students who persistently have their cell phones in hand/out during lecture will be politely asked to leave the classroom. If I see your cell phone out during an exam I will take it from you and will return it to you after you submit your exam to me. Laptops are allowed in class. However, if you abuse this luxury I will take this privilege away from the entire class. Inappropriate laptop activity includes (but is not limited to): Facebook-checking, shopping, emailing, working on other course assignments, etc.

Respect is a must in this course. Please respect your fellow class mates, their questions, their responses, their views and personal attitudes. Some course materials are presented to get you all thinking about how you would respond, react, and/or your attitudes about various sensitive subjects/situations. I expect you all to participate and discuss topics during class and for the classroom to be a safe area where ideas and attitudes can be freely expressed without judgment. If you have questions about this course policy, please come see me as soon as possible.

Sleeping in Class is not tolerated. You will be asked to leave if I catch you sleeping during lecture.

Course Policies

Late Exams, Mini Quizzes, and Class Assignments:

No make-up exams will be offered unless your absence is excused by a University-sponsored activity or under unusual circumstances, such as personal hardship. Students are required to show proper documentation and should contact the instructor in advance of the excused absence. You must make arrangements with me to complete the exam before the due date if you will be absent on the day of the in-class unit exam.

No make-up mini quizzes will be offered, period. All mini quizzes will be available to students at the beginning of the semester. If you expect an emergency that will prevent you from completing the assigned mini quiz for the current week, I suggest that you plan to take the quiz prior to the deadline. Please contact me ASAP if you have questions.

Late writing assignments ARE accepted. Your grade will be reduced by 10 points for each day (including weekends) that the assignment is late. The best advice I can offer is to plan ahead! If you know that you will not be able to turn in an assignment on the due date you should contact me ASAP to make arrangements to submit your assignment early. Email me directly if you have questions.

Statement of Academic Honesty:

Cheating will not be tolerated. The first instance of cheating will result in a zero (0) for the assignment or exam and a note in your college file. A second instance will result in an F grade for the course and a note in your college file. A low grade that results from cheating will not be deleted if you retake the course for a higher grade. Cheating includes (but is not limited to) **use of non-permitted resources** for exams or assignments such as friends, internet, books, etc. Using a **cell phone** during an exam for any reason. Plagiarism (use of another person's words without citing a reference to assign credit to them); always use your own words in all assignments. See the [UToledo Policy on Academic Dishonesty](#).

Academic Accommodations and/or Special Needs:

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#). Students with special needs should contact the instructor about possible accommodations **within the first week of class**.

Resources Related to Sexual or Gender-based Violence and Harassment:

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

Recommendation Letters:

I will not write a recommendation letter for you unless we have met outside of class enough for me to have something substantial to comment on. I welcome you to drop by my office to chat about interesting material, current events, or your future plans.

THIS SYLLABUS IS SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION. CHANGES WILL BE ANNOUNCED IN CLASS OR VIA EMAIL. YOU ARE RESPONSIBLE ACKNOWLEDGING AND ADHERING TO ALL CLASS ANNOUNCEMENTS.

Tentative Course Schedule | Psychology and Law | Spring 2018

Week	Day	Date	Topic	Readings Due	Assignments Due
1	T	16-Jan	Introduction & Course Syllabus	Syllabus	
	TR	18-Jan	Psychology and the Law	CH 1	Mini Quiz 1 (CH 1)
2	T	23-Jan	The Legal System	CH 2	
	TR	25-Jan	Psychology of Crime	CH 3	Mini Quiz 2 (CH 2 & 3)
3	T	30-Jan	Psychology of Police	CH 4	
	TR	1-Feb	<i>Extra Class Day</i>		Writing Assignment #1 Mini Quiz 3 (CH 4)
4	T	6-Feb	Unit 1 Exam		(in class only)
	TR	8-Feb	Eyewitnesses to Crime & Accidents	CH 5	Mini Quiz 4 (CH 5)
5	T	13-Feb	Child Witnesses		
	TR	15-Feb	Psychology of Victims of Crime & Violence	CH 6	Mini Quiz 5 (CH 6)
6	T	20-Feb	Psychology of Victims of Crime & Violence cont.		
	TR	22-Feb	Evaluating Criminal Suspects	CH 7	Mini Quiz 6 (CH 7)
7	T	27-Feb	<i>Extra Class Day</i>		Writing Assignment #2
	TR	1-Mar	Unit 2 Exam		(in class only)
8	T	6-Mar	☺ <i>Spring Break No Class</i> ☺		
	TR	8-Mar	☺ <i>Spring Break No Class</i> ☺		
9	T	13-Mar	Traditional Prosecutions	CH 8	
	TR	15-Mar	Forensic Assessment in Juvenile & Criminal Cases	CH 10	Mini Quiz 7 (CH 8 & 10)
10	T	20-Mar	Forensic Assessment in Juvenile & Criminal Cases cont.		
	TR	22-Mar	Forensic Assessment in Civil Cases	CH 11	Mini Quiz 8 (CH 11)
11	T	27-Mar	<i>Extra Class Day</i>		Writing Assignment #3
	TR	29-Mar	Unit 3 Exam		(in class only)
12	T	3-April	Preparing for Trials	CH 12	
	TR	5-April	Preparing for Trials cont.		Mini Quiz 9 (CH 12)
13	T	10-April	Jurors and Juries	CH 13	
	TR	12-April	Jurors and Juries cont.		Mini Quiz 10 (CH 13)
14	T	17-April	Punishment & Sentencing	CH 14	
	TR	19-April	Juvenile & Adult Corrections	CH 15	Mini Quiz 11 (CH 14 & 15)
14	T	24-April	<i>Extra Class Day</i>		Writing Assignment #4
	TR	26-April	Unit 4 Exam		(in class only)
15	T	1-May	FINAL EXAM PERIOD @ 12:30 – 2:30pm		Final Project Presentation

Writing Assignment Information

DIRECTIONS: Select two of the four writing assignments described below to complete. Write a 2 (minimum) to 3 (maximum) page paper for each assignment. More information on the formatting of these papers, grading criteria, as well as do's and don'ts are listed in the syllabus. Please email me immediately if you have any questions regarding these writing assignments.

Writing Assignment #1: "Buried Bodies Case" and Attorney Obligations

Listen to the "Buried Bodies Case" podcast located on the blackboard course site. Pick one side of the argument described in the podcast and explain your point of view. Use the information we went over in class about attorneys and their duties to their clients to evaluate whether your opinion coincides with the law or goes against attorneys' legal responsibilities.

Writing Assignment #2: Victim-Blaming and Rape Myth Acceptance

Take the *Illinois Rape Myth Acceptance Scale—Short Form* (Payne, Lonsway, & Fitzgerald, 1999; McMahon & Farmer, 2011). Scale can be found on blackboard. Report your score and reflect on the results. Next, describe some of the myths of rape. Based on the text and discussion in class, who is more likely to believe these myths?

Writing Assignment #3: Criminal Competence to Stand Trial/Insanity Defense Cases

Choose a recent case (i.e., within the past 10 years) in which competency to stand trial and/or an insanity defense was raised by a defendant. Research the case and describe the facts of the case, the evidence and/or arguments in support of the claim(s), the standard of competency and/or insanity that was or would be used in the case, and the outcome. If an outcome in the case has not been determined, report and explain your position as to whether the defendant is not competent to stand trial and/or was insane at the time of the offense and the reasoning for your decision.

Writing Assignment #4: The Effects of Extralegal Factors on Juror Decision-Making in Various Court Cases

Conduct a literature review and write a short paper addressing the influences of at least two extralegal factors (i.e., aside from evidence) on jurors' decision-making for a specific type of case. Case options: (1) rape, (2) child sexual abuse, or (3) murder.

Final Group Project Information: Diggin' Deeper

For this final project, students will dig deeper into a topic in either forensic or legal psychology. Students will be divided into groups of five. Each group will rank their top three chapters to investigate further for their respective projects. I will determine final project chapter assignments, if there is a tie. Each group will select a specific issue or topic to investigate further and present as their final group project during the final exam period at the end of the semester. Final project topics must be approved by me.

Groups will submit a final project progress report to me before spring break (see syllabus). Instructions for said progress reports will be provided via Blackboard later on in the semester. Progress reports will account for a portion of your final project grade.

Each group will present their final projects during the final exam period (see syllabus for date and time). Final project presentations should be created using PowerPoint. Slides and notes from the presentation will be submitted to me via email and physically to me on the final exam day. Final project presentations should last at least 12 but not more than 15 minutes. Attendance during the final exam period is mandatory, **NO EXCEPTIONS!** Part of your final project grade will be attending the final exam period. You will also be asked to evaluate yourself and your group members on their contributions to the project to ensure that everyone is pulling their weight!! More information concerning final group projects will be explained later in the semester. Feel free to contact me with questions. Most of all, the purpose of this project is to stimulate curiosity in the field of forensic/legal psychology and for you all to have fun digging deeper into this field! ☺

Available chapters to choose from:

Psychology of Police (Chapter 4)
Eyewitnesses to Crime & Accidents (Chapter 5)
Psychology of Victims of Crime & Violence (Chapter 6)
Evaluating Criminal Suspects (Chapter 7)
Forensic Assessment in Juvenile Cases (Chapter 8)
Forensic Assessment in Adult Criminal Cases (Chapter 8)
Forensic Assessment in Civil Cases (Chapter 11)
Jurors and Juries (Chapter 13)
Punishment & Sentencing (Chapter 14)
Juvenile Corrections (Chapter 15)
Adult Corrections (Chapter 15)