

PSYCHOLOGY AND THE LAW
(Psychology and Legal Studies Minor Elective)
Fall 2014

Professor: Dr. Erin Dupuis

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Office Hours: MWF 12:00-1:00, T 2:00-3:00

Course Time: MWF 1:30-2:20

Course Room: TBD

Books:

Ewing, C. P., & McCann, J. T. (2006). *Minds on Trial: Great Cases in Law and Psychology*. New York: Oxford University Press. (EM on calendar)

Costanzo, M., & Krauss, D. (2012). *Forensic and Legal Psychology: Psychological Science Applied to Law*. New York: Worth Publishers. (Text)

Articles will be available on Blackboard (See calendar).

OVERVIEW OF THE COURSE

In recent years, the issues of psychology and law have come to the forefront in many cases including those of O.J. Simpson, Andrea Yates, Scott Peterson, and Chris Brown. Many questions were raised in these cases, including the competency of juries, the rights of the victim versus the rights of the accused, and the credibility of witnesses. In this course, we will explore many of the same issues as well as others raised by these cases.

The purpose of the present course is to take an overview of the contributions of Psychology to the field of Law. This course is intended as a course for Psychology majors or minors and Legal Studies Minors. The format of the course will be a combination of lectures and discussions. It is expected that everyone in the class will participate by keeping up with the readings and attending all classes.

COURSE OBJECTIVES

By the end of this course, you should be able to:

1. Describe the key topics and issues related to psychology and the law (by being able to learn concepts, theories, terms and facts of the field).
 2. Apply more than one of the major concepts to either a service learning experience or jury observation.
 3. Understand how psychology applies to the law including the importance of psychology in jury selection, eyewitness testimony, punishment, and the effect of crime on victims.
 4. Develop an appreciation for social justice and an ability to think and act justly especially in terms of law and justice including issues regarding gender, race/ethnicity, and disability.
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GRADING

Below are the requirements for your grade:

<u>Requirements</u>	<u>Points</u>
Exams	400 points (4 exams = 100 pts each)
Chosen assignment	200 points
Reaction papers	100 points (5 papers = 10 pts each)
Reading quizzes	100 points (10 quizzes at 10 points)
Total	800 points

A = 750-800	C+ = 616-639	F = Below 480
A- = 720-749	C = 584-615	
B+ = 696-719	C- = 560-583	
B = 664-695	D+ = 520-559	
B- = 640-663	D = 480-519	

Participation/Attendance

A large part of the learning in this course comes from attending and participating in the class discussions. Please notify me if you are going to miss class for an extended period of time. I don't take official attendance, but it is in your best interest to attend all of the classes (and you're only wasting your money if you don't show up).

Exams

The three exams will be based on the class discussions as well as the readings. They will consist of multiple choice, short answer, and essay questions.

Reading Quizzes

Periodically, I will administer in-class multiple choice/short answer quizzes to assess that you have done the readings. It is important that you keep up with the readings in order to participate in class discussions.

Reaction Papers

A reaction paper is a 1.5-2 page reaction to the readings. It is not a summary of the readings but your critical response to what you read. In your reaction paper you might do the following: 1) point out the strengths and weaknesses of the studies and/or chapters that you read for the week, 2) show how the articles and/or the chapter are related, and 3) relate the readings to the cases you read or to something you know from reading, observing, watching and/or listening, or your service learning. You might relate the readings to something else you read in this course or another course. You might relate the readings to something you read in the newspaper or in a magazine or saw on television or in a movie.

Jury Observation Paper OR Service at an Agency: See guidelines

Writing assignments should be clearly organized and concise. Papers will be graded on content, organization, use of psychological terms, and editing.

All assignments should be typed and stapled/clipped - no hand written assignments, loose documents will be accepted. Do NOT email me your assignment.

*Please see me at any time during the course of the semester with concerns or questions. I value your input and will take any suggestions you offer seriously. *

STATEMENT ON PLAGIARISM

Plagiarism is a form of cheating, punishable (at the discretion of the instructor) by failure in the course in which it occurs and possibly (at the discretion of the dean) by suspension or dismissal from the University.

Plagiarism can take a number of forms, including the re-use of your own written work without appropriate modifications and/or without the permission of your instructor.

Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is quoted directly, it must appear in quotation marks and be properly cited either in the text or in a footnote. A citation without quotation marks is not adequate since it implies that the material quoted is your wording. It is even less acceptable to simply put the source of material in a bibliography at the end of your paper, with neither quotation marks nor references made in the text or notes.

Indirectly quotations—that is, points taken from some source but restated in your own words—should not appear in quotation marks, but the source from which they come should be cited in the text or in a footnote, depending on the reference style your instructor prefers.

If necessary, ask me for further clarification. Remember that a course grade or even your undergraduate career could be jeopardized by ignorance in this matter. Ignorance does not constitute an excuse for plagiarism.

NO LAPTOPS, CELLPHONES TO BE USED IN CLASS

COURSE TOPICS

<i>Date</i>	<i>Topic</i>	<i>Reading Due</i>
8-25	Introduction	
8-27	Overview of Psychology and Law	EM: Chapter 6, p. 69-80 (Dan White) Text Ch. 1

8-29	Finish Overview Start Legal System and It's Players	
9-3	Interrogation & Confessions	BB: Kassin: Police interviewing... Text Ch. 2
9-5	Interrogation & Confessions	EM: Ch. 4, p. 45-55 (Guildford Four) BB: Kassin: Why confessions...
9-8	Lie Detection	BB: fMRI lie detection Text Ch. 3
9-10	Lie Detection Continued	
9-12	Forensic Identification of Criminal Suspects	Text Ch. 4
9-15	Profiling	Text Ch. 5
9-17	Profiling	
9-19	TEST 1	
9-22	Jury and Trial Process	EM: Ch. 9, p. 103-113 (Judas Priest) Text Ch. 6
9-24	Jury and Trial Process Continued	
9-26	Jury Selection	BB: Race and jury selection
9-29	Jury Selection	
10-1	Jury Reforms	BB: Jurors and social loafing Text Ch. 13
10-3	Jury Reforms	
10-6	Film: 12 Angry Men	
10-8	Finish 12 Angry Men	
10-10	Eyewitness Identification	BB: Law enforcement and eyewitnesses BB: Loftus Text Ch. 7

10-15	Eyewitness Identification	
10-17	TEST 2	
10-20	Competence & Insanity	Text Ch. 8
10-22	Competence & Insanity	EM: Ch. 8, p. 91-101 (John Hinckley) EM: Ch.19, p. 229-240 (Andrea Yates) Text Ch. 9
10-24	Competence & Insanity	
10-27	Psychology of Victims	EM: Ch. 3, p. 31-43 (Patricia Hearst) BB: FBI: Stockholm syndrome
10-29	Psychology of Victims	Text Ch. 10
10-31	Children & Adolescents	Text Ch. 11 Come dressed up for extra 5 points on lowest test score
11-3	Children & Adolescents	
11-5	Corrections: Sentencing and Imprisonment	Text Ch. 16
11-7	The Death Penalty	Text Ch. 17
11-10	The Death Penalty	
11-12	FILM	
11-14	TEST 3	
11-17	Psychology of Crime: Biological Explanations	BB: Lykken: Parental licensure
11-19	Psychology of Crime: Social Explanations	BB: Human aggression
11-21	Psychology of Crime: Criminal Psychopathy	BB: Porter & Woodworth: 'I'm sorry I did it...' EM: Ch. 12, (Jeffrey Dahmer)
12-1	Psychology of Crime: Terrorism	EM: Ch 1, George Metesky BB: Miller, L. (2006). The terrorist mind
12-3	Psychology of Police	BB: Lersch & Mieczkowski (2005)
12-5	Torture	BB: Norris, Larsen, & Stastny (2010)

12-8	Last Class Day!	
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Jury Observation OR Service Learning (200 points)

You must decide which assignment you will complete by the end of the second week of class. Once you have chosen your assignment you will not be able to change it.

1. **Write a 5-6 page paper based on your observations of at least one day in court observing one trial.** You can go to any courthouse in any state that has jury trials. **For example**, you might observe a case at the Louisiana Supreme Court (<http://www.lasc.org/default.asp>), the Jefferson Parish Court in Gretna (<http://www.jpclerkofcourt.us/indexPage.asp>), the Parish of Orleans Civil District Court (<http://www.orleanscdc.com/>), or the Fifth Circuit Court of Appeals (<http://www.ca5.uscourts.gov/>).

The paper will include a summary of your observations in court. Then you will select an aspect of juries discussed in the course (e.g., jury selection). Analyze whether the trial you described was consistent with the current literature in the area and why. You must use at least 2 outside scholarly journal sources (not those already required for the course). These sources should be integrated and not simply one line stating what the article was about. You should turn in the jury observation form, available at the end of this syllabus.

For additional information visit, <http://www.courtreference.com/Louisiana-Courts.htm>. **You will need to call the court the day before you plan to visit to find out whether cases are being held.** I have also placed a PDF file of Louisiana court rules on the BB site.

Observation with sheets = 100 points

Paper = 100 points

OR

2. **Service Learning** is meant to enhance the learning experience of the classroom with meaningful real world experiences. If you elect to complete the service learning option, you will be expected to complete **at least 20 hours** of service learning at a local agency (you will receive a transcript notation). You will not be able to complete this project if you wait until the last minute. Furthermore, waiting until the last minute will reflect poorly on you and me. It will also create headaches and additional work for the kind folks in the service learning office. **Remember that completing the assignment and connecting with an agency is ultimately your responsibility.**

Your grade for this project will be composed of your service (130 points) and your paper (70 points).

Service: You will be evaluated by your supervisor at the agency you choose to work for.

PAPER:

Reflection papers should be at least 3 pages in length. Papers should be double spaced and stapled. You should use Times New Roman (size 12) font with 1inch margins. Your paper should include:

1. A brief summary of what your service learning entailed (i.e., what did you do while at the agency?)
2. What did you expect the people (clients and supervisors) to be like? Did your expectations/attitudes change after engaging in the service learning? If so, how?
3. *How does what you learned at the agency exemplify or contradict what you have learned from class/readings? Did your experiences make this area clearer - how?
4. What did you learn about yourself through this experience? What did you learn about others?
5. How can you use what you learned through experience in your future coursework or in your future career? Will you continue to be of service in the future? Why or why not?

Please include information from your readings when relevant and make sure to cite information/ideas that are not your own.

*You should focus the most on question #3 and integrate at least two concepts that could be applied to your experiences.

LIST OF APPROVED AGENCIES:

1. Orleans Public Defender (* NOTE – 40 hours REQUIRED)
2. Hagar's House
3. New Orleans Family Justice Center

You will be expected to keep up with the hour sheets provided by the OSL (believe me, this is for the best).

Jury Observation Sheet

1. Court observed (city, county, state, Federal): _____ 2. Date(s): _____

3. Location: _____

4. Kind of case (check one): 1. criminal ___ 2. civil ___

5. Nature of the charges

6. Who was involved in the case?

7. Describe the following actors in the legal proceeding as to their sex, approximate age, race and general impression.

	<u>Sex</u>	<u>Approximate age</u>	<u>Race</u>	<u>General impression</u>
Judge				
Defense Attorney				
Prosecuting Attorney				
Defendant				
Victim/ Plaintiff				

8. Now describe the jury members:

- a. What was their sex breakdown?
- b. What was their age breakdown?
- c. What was their race breakdown?
- d. What is your general impression of the jury?

8. What was the jury decision in the case: 1. acquit ___ 2. convict ___

9. If the jury convicted the defendant, what was the sentence?

Observation Sheet for _____

Date _____ Time _____

1. Portions of trial observed (e.g., prosecution opening statement, direct examination of witness by defense attorney)

2. Describe what was going on.

3. Portions of trial observed (e.g., prosecution opening statement, direct examination of witness by defense attorney)

4. Describe what was going on.

5. Portions of trial observed (e.g., prosecution opening statement, direct examination of witness by defense attorney)

6. Describe what was going on.