

## PSYC 3310, Psychology and Law (Fall, 2013)

### Instructor

### Teaching Assistants

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<b>Office hours:</b>	By appointment	Fridays 11-12pm	Mondays 11-12pm
<b>Office location:</b>	321G BSB	059 BSB	264 BSB
		Surnames A through K	Surnames L through Z
<b>Lectures:</b>	Friday 2:30-5:30pm	<b>Location:</b> CLH D	
<b>Course secretary:</b>	Agnes Levstik, 281 BSB, 416-736-5125, alevstik@yorku.ca		
<b>Prerequisite:</b>	Introduction to Psychology (PSYC 1010 6.0) with a minimum grade of C. <i>If you have registered for this course without this, the university may withdraw you without reimbursement.</i>		

### Textbook

The readings for the course are contained in a customized text for PSYC3310 that is available in the bookstore – the nine chapters have been selected from the following text: J. Pozzulo, C. Bennell, & A. Forth (2012). *Forensic Psychology* (3<sup>rd</sup> Edition). Pearson Prentice Hall: Toronto. You can purchase the entire text if you like, but not all chapters will be covered in the course. This is the same course pack that was used last year so the instructor is listed as Regina Schuller.

### Course Objectives

The course explores the relationship between psychology and the legal system by examining applications of psychology to legal issues and procedures. Drawing on research from a variety of areas including social, cognitive, developmental and clinical psychology, we will look critically at the trial process – both centre stage and behind the scenes. Many of the legal assumptions about human nature that underlie legal procedures and practices will be scrutinized from a psychological perspective. That is, the law's informal theories of human behaviour will be compared to what psychologists know on the basis of theory and research. The course will explore the usefulness of social science information in the practice of law, while at the same time critically examining the problems and pitfalls of using such information. We will cover topics like police interrogations and confessions, eyewitness testimony, child witnesses, jury selection, decision making, and discrimination/biases in employment contexts.

### Class Format

This course is one 3 hour lecture each week. Each week's lecture may include a research demonstration, video, and class discussion. The lecture will be related in part to an assigned chapter from the textbook and will often include an additional journal article. Lectures are designed to stimulate your interest in the field of psychology and law and not all of the information presented in the text will be covered in class. My job as a course instructor is to motivate you to learn and to highlight what I think are some interesting issues that are related to the weekly topic. You are responsible, however, for covering the text and any additional readings in their entirety. In addition, some of the lectures will contain information that is not in the text. Anything from class (including videos) or the readings may appear on exams, and it is in your best interest to borrow notes

from a classmate if you must miss a class. Research demonstrations may also be conducted in class and questions pertaining to these research demonstrations also may appear on exams. Some relevant materials will be posted on Moodle (<https://moodle.yorku.ca/>) and you will need to sign in to access the postings. If you are unfamiliar with Moodle, refer to the student resources that are available to you on their main webpage.

### Assistance outside of class

The teaching assistants and I are happy to help you with any questions you might have outside of class. Please direct any questions to the TA's first and if the issue cannot be resolved after talking to them, then contact me. Try to make use of the TA's office hours whenever possible.

### Requirements

Your final grade will be out of 100% and will be based on two in-class midterms and a final exam. The midterms and final exam will consist of multiple choice questions (*approximately*  $\frac{3}{4}$  of the test) and short answer questions (*approximately*  $\frac{1}{4}$  of the test). Midterms will take up the first half of each class in which they are assigned and the final exam will be 2 hours. The tests will focus on the material covered since the last test. That is, they will be non-cumulative except in cases when current material builds on past material in a direct way.

There will be no make-up tests except under extraordinary circumstances (see below regarding Guidelines for Missed Tests/Exams).

### Important Dates to Keep in Mind

- Friday, October 11 – Midterm 1 (30%)
- Friday, November 15 – Midterm 2 (30%)
- Final Exam, date to be announced (40%). The exam period is December 10 -23, so do not plan to leave campus until the end of this period.

The last date to drop course without academic penalty is November 8, 2013. This date is different than the dates for tuition refunds. For those dates see: <http://www.yorku.ca/sfs/refunds/tables/>

Other important dates can be found here:

<http://www.registrar.yorku.ca/enrol/importantDatesFW13/calendar-fall.php>

### Grading

<u>Percentage</u>	<u>Letter Grade</u>
90+	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E
0-39	F

### General information

Important information for students regarding University policies, including Academic Honesty/Integrity (see below as well) can be found at: <http://www.yorku.ca/secretariat/policies/>

### Learning Disability Services

York University has policies in place to ensure that all students have equal opportunity to attain their educational goals. If you have a diagnosed learning disability and would like confidential support or academic accommodations, please visit: <http://lds.info.yorku.ca/>

### Missing a test or exam

Students are expected to write each test on the dates specified. There will be no make-up tests, except under extraordinary documented circumstances. If you miss a mandatory piece of course work for no documented reasons, you will receive a grade of zero.

### Important information about make-up tests or exams

If you have a legitimate reason (e.g., death in the family, severe illness, etc.) for being excused from a test/exam, and have documentation to verify your absence (please see below), you may take a make-up test/exam in lieu of the missed test/exam. Please note that I am extremely strict about the conditions that will allow you to write a make-up examination – nonetheless, you should contact me regardless of your reason if you have or will miss an examination. You must email me, cc'd to your course TA, within 48 hours of the scheduled test and provide documentation in order to be permitted to take a make-up exam/test. In the case of an emergency, email me, cc'd to your course TA, as soon as possible. In this email, please (a) outline the reason for your absence, and (b) confirm that you have medical or other relevant documentation to support this reason. Again, be sure to note your full name and student number in the subject header of your email. Although email is preferred, you may leave a phone message with the course secretary if you cannot access email within the 48 hour time frame. Be sure to leave your name, course, and student number.

Note that there will be one set date for the make-up test/exam arranged by the TA's. If you are unable to make this date, other arrangements might not be possible until the end of term – so please make every effort to make this date and we will do our best to provide graded feedback before the drop date. Please also note, however, that if you miss a test(s) and the make-up of the test prior to the drop date, regardless of your reason, you have waived the right to have a specific percentage of graded feedback available to you prior to the drop date.

The nature of the makeup test will be at my discretion; if Midterm 1 is missed and a make-up cannot be arranged, you might be asked to write a joint Midterm1/Midterm2 examination worth 60% of your final grade (although this is not the norm). Note also that deferred final exams are held on a single common date determined by the Department of Psychology. No individualized testing is available unless arranged formally through one of the offices at the university (e.g., Learning Disability Services).

### Documentation when missing an exam/test

If you produce a valid medical document of severe illness, signed by a physician, stating that you were medically unable to take the exam/test for a specific time period, you will be able to take a makeup exam/test. If you miss an exam/test for non-medical reasons, you still must produce supporting documentation (e.g., death certificate, obituary notice, automobile accident report, airline ticket for emergency travel). Missing an exam/test for a vacation, etc., is not an acceptable reason. If you are ill or facing extreme personal

circumstances and are unable to get the required documentation, I highly recommend that you consider dropping the course.

Once you have contacted the course instructor and your TA, you will need to have completed the attending physician's statement found at: <http://www.registrar.yorku.ca/exams/deferred/>. This should be brought to your instructors' mailbox (101 BSB) or faxed to the psychology department (Attention Justin Friesen) at 416-736-5814. You will need to receive confirmation of the make-up examination date from your TA; you should be back in touch within a few days with your TA if you have not heard back. It is your responsibility to find out the information about when the make up test/exam is and ensure that you are set to write the make-up test/exam.

### Cheating/Plagiarism

The University does not look favourably on cheating of any kind and the penalties for doing so are very harsh. Become familiar with the rules and regulations regarding cheating/plagiarism and academic honesty. See: <http://www.yorku.ca/academicintegrity/> and read the section 'For Students.'

**Cheating:** Cheating is the attempt to gain an improper advantage in an academic evaluation. Among the forms this kind of dishonesty can take are: obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available; copying another person's answer to an examination question; consulting an unauthorized source during an examination; obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor; or changing a score or a record of an examination result.

**Impersonation:** It is a breach of academic honesty to have someone impersonate one's self in class, in a test or examination, or in connection with any other type of assignment in a course. Both the impersonator and the individual impersonated may be charged. **Plagiarism and other misappropriation of the work of another:** Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of all or part of another person's published work as something one has written. However, paraphrasing another's writing without proper acknowledgment may also be considered plagiarism. It is also a violation of academic honesty to represent another's artistic or technical work or creation as one's own. This is not to say that students should not use the work of others with the proper acknowledgment.

### **Sanctions for Academic Misconduct**

When verified, a violation of academic honesty may lead to the following penalties:

1. Oral or written disciplinary warning or reprimand
2. A make-up assignment or examination
3. Lower grade or failure on assignment or examination
4. Failure in the course
5. Suspension from the University for a definite period
6. Notation on transcript
7. Withholding or rescinding a York degree, diploma or certificate

For more detailed information you may visit: <http://www.yorku.ca/academicintegrity/students/index.htm>

**Weekly Topics & Readings**

	Date	Topic	Readings
1	September 13, 2013	An Introduction to Forensic Psychology	Chapter 1
2	September 20	The Psychology of Police Investigations (1): Investigation, interrogation, confessions	Chapter 2
3	September 27	Deception - <i>Instructor absent this week</i>	Chapter 3
4	October 4	The Psychology of Police Investigations (2): Profiling and racial bias	Moore, Copeland, & Schuller (2009)
5	October 11	Midterm 1*	
6	October 18	Eyewitness Testimony	Chapter 4
7	October 25	Child Victims & Witnesses	Chapter 5
	November 1	<i>No class: Co-Curricular days</i>	
8	November 8	Juries: Fact Finders	Chapter 6; Schuller, Kazoleas, & Kawakami (2009); Schuller & Hastings (2002)
9	November 15	Midterm 2*	
10	November 22	The Role of Mental Illness in Court	Chapter 7
11	November 29	Psychopaths	Chapter 9
12	December 6	Discrimination in Employment Contexts	Fiske et al., (1991); Sinclair & Kunda (2000)
	December 10-23, date TBD	Final exam	

\* The midterms will not take up the full class in which they're scheduled and so there will also be content on these days. That said, I realize that it may be difficult to concentrate on lecture material afterwards, so when possible I will save videos for these test days.

Readings

*Because of copyright law, links to these articles will be posted on Moodle but I cannot post the files directly.*

Fiske, S. T., Bersoff, D. N., Borgida, E., Deaux, K., & Heilman, M. E. (1991). Social Science Research on Trial: Use of Sex Stereotyping Research in *Price Waterhouse v. Hopkins*. *American Psychologist*, 46(10), 1049–1060.

Sinclair, L., & Kunda, Z. (2000). The motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin*, 26, 1329-1342. **[You are only responsible for the introduction and Study 2]**

Moore, T.E., Copeland P., & Schuller, R.A. (2009). Deceit, betrayal and the search for truth: Legal and psychological perspectives on the “Mr. Big” strategy. *Criminal Law Quarterly*, 55, 358-413. **[You are responsible only for Section 4 "Psychological perspectives" (pp. 388-413)]**

Schuller, R.A. & Hastings, P. (2002). Complainant sexual history evidence: Its impact on mock jurors’ decisions. *Psychology of Women Quarterly*, 26, 252-261.

Schuller, R.A., Kazoleas, V., & Kawakami, K. (2009). The impact of prejudice screening procedures on racial bias in the courtroom. *Law and Human Behavior*, 33, 320-328.