

**Faculty of Health
Department of Psychology
PSYC 3310 3.0 Section: M PSYCHOLOGY AND LAW
Mondays and Wednesdays, 11:30am – 2:30pm/Online via Zoom
S2/2021**

Lectures will be delivered in the form of a Zoom meeting during the allotted course time. A link to access the lecture will be emailed to students the night before and also posted on the eClass website.

During the Zoom meeting, the lecture slides will be displayed on-screen, while I speak over them (closely mirroring the manner this course is typically delivered in-person). Using break-out groups in Zoom, lectures will sometimes also include small, ungraded group discussions and ungraded “Kahoot” quizzes that are designed to engage you in the material and help you test your understanding of the course content.

Although you are strongly encouraged to attend the live zoom sessions, lectures will be recorded and posted online through the course website for students who are unable to attend the live lectures or those who experience technical difficulties. Because lectures will be recorded, students may wish to turn their webcams off.

This class or portions of this class will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course.

Instructor and T.A. Information

Instructor: Logan Ewanation
Office Hours: by appointment
Email: lewan@yorku.ca

T.A.	Amir Zarie	Lana Vedelago
Email	am1r@my.yorku.ca	lvedelag@yorku.ca
Office Hours	TBD	TBD

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials (e.g., assigned readings, assignment instructions, etc.)

Course Description

The law and legal system governs our lives from the time before we are born until years after we die, with rules and laws touching on every aspect of life in between. In doing so, the law relies on a number of assumptions about how and why people think and behave the way they do. Empirical research has demonstrated that many of these assumptions are incorrect. This course examines how psychological science can test these assumptions, explore the consequences of faulty assumptions, and offer solutions for improvement. Students will be exposed to a wide range of topics derived from work in social, clinical, cognitive, and developmental psychology, with a particular focus on the Canadian context. Major topics include false confessions, wrongful convictions, police interrogation, lie detection, eyewitnesses, jury bias, sentencing and incarceration, “the insanity defense,” and psychopathy.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in psychology and the law.
2. Articulate trends in psychology and the law.
3. Express knowledge of psychology and the law in written form.
4. Develop understanding of the research processes used in psychology and law.
5. Describe and explain limits to generalizability of research findings in psychology and law.
6. Demonstrate ability to relate information in psychology and the law to their own and others’ life experiences.
7. Think critically about psychology and law research and its day-to-day applications.

Specific Learning Objectives

Students will develop skills to think critically about how psychology applies to the law and legal system and whether our assumptions about human behaviour and cognition are accurate. Together, we will consider controversial topics related to psychology and law, such as the effect of mandatory minimum sentences, whether people falsely confess to crimes they did not commit, whether recovered/repressed memories are real, whether juries are able to make decisions free of bias, and how to respond to mentally ill defendants. Many of these topics are covered widely in media outlets, often in inflammatory and inaccurate ways. Upon completion of this course, students develop an understanding of the strengths and limitations of the Canadian legal system.

Required Text

There is no textbook for this course. Instead, assigned readings will consist of 1-2 journal articles which will be posted online on the eClass site. I have made this decision for a number of reasons, but it is primarily to get students more comfortable reading empirical journal articles.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Blog Post	Due July 12	10%
Midterm Exam	Due July 20	30%
Participation Quizzes	Recurring	5%
Paper	Due August 9	25%
Final Exam	Final Exam Period	30%
Total		100%

Description of Assignments

BLOG POST (10%) – Due by 11:00 pm on July 12, 2021

Each student will prepare a short blog (approximately 1 page double-spaced) about a study of their choice that relates to forensic psychology/psychology and the law. The blog must be written in a way that captures the reader's interest and is widely accessible in terms of writing style and language.

MIDTERM EXAM (30%) – Due by 7:00 pm on July 20, 2021

Halfway through the course, there will be a 2-hour online exam consisting of multiple-choice and short-answer questions covering material from lectures 1-6. Questions will cover both the lecture and reading material. Students will be able to write the online exam anytime between July 15 at 8am EST and July 20 at 7 pm EST.

Those with appropriate medical documentation will have the opportunity to reschedule their mid-term (see below).

PARTICIPATION QUIZZES (5%)

Students will take 10 online quizzes on eClass. The quizzes will be *participation-based*, meaning students will receive full marks for each quiz completed. The purpose of these quizzes is to better-learn the material covered in lectures and readings. A new quiz will be available after each lecture other than our first and last lecture. You will have until 11:59 pm the following day after lecture to complete the quiz.

PAPER (25%) – Due by 11:00 pm on August 9, 2021

For the paper, you will be asked to conduct a literature review relating to a topic of your choice within the field of forensic/legal psychology. The literature review will consist of 3 primary empirical journal articles relating to your selected topic. The paper should be approximately 4-5 pages in length. More details concerning this assignment will be posted on the course's eClass website.

FINAL EXAM (30%) – Final Exam Period

The final exam will consist of multiple-choice and short-answer questions covering material from lectures 8-13. Questions will cover both the lecture and reading material. Students will be given two hours to complete the exam.

Class Format and Attendance Policy

As described above, lectures will be delivered during class via Zoom, with recorded lectures posted on the course webpage that afternoon. Although attendance is not mandatory, it is strongly encouraged.

Technical requirements for taking the course: Students should have zoom installed on their computers in advance of the class to take part in weekly lectures and for any meetings with the TA or instructor. You will need access to high speed internet to watch videos when you are able to. You will also need to have wifi access to upload assignments and complete exam responses.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#)

Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment, students MUST complete the following online form found at [HH PSYC: Missed Tests/Exams Form](#), which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided. Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Summer 2021 Important Dates](#)

Event	S2
Last date to add a course without permission of instructor	02-Jul
Last date to add a course with permission of instructor	09-Jul
Last date to drop course without receiving a grade	23-Jul
Course Withdrawal Period (withdraw from course and receive a "W" on transcript – see Add and Drop Deadline Information below)	July 24-Aug. 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

Students will be required to submit the blog and paper to Turnitin to ensure that all work is original content. Student work showing evidence of plagiarism or improper citation may result in penalty, failure, or reporting for academic dishonesty. If you are unfamiliar with how to properly cite your sources, please reach out to the instructor or your TA for assistance.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic

accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 3310 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

Date	Lecture Topic	Readings
June 28	Introduction	n/a
June 30	Police Interrogations *Quiz 1 must be completed by 11:59 pm, July 1st	Clarke, C., Milne, R., and Bull, R. (2011). Interviewing Suspects of Crime: The Impact of PEACE Training, Supervision and the Presence of a Legal Advisor. <i>Journal of Investigative Psychology and Offender Profiling</i> , 8, 149-162. Vrij, A., Mann, S., & Fisher, R. P. (2006). An empirical test of the behaviour analysis interview. <i>Law and Human Behavior</i> , 30(3), 329-345.
July 5	False Confessions *Quiz 2 must be completed by 11:59 pm, July 6th	Kassin, S. M., & Kiechel, K. L. (1996). The social psychology of false confessions: Compliance, internalization, and confabulation. <i>Psychological Science</i> , 7(3), 125-128. Kassin, S. M., Meissner, C. A., & Norwick, R. J. (2005). "I'd know a false confession if I saw one": A comparative study of college students and police investigators. <i>Law and Human Behavior</i> , 29(2), 211-227.
July 7	Lie Detection & Polygraphs *Quiz 3 must be completed by 11:59 pm, July 8th	Mann, S., Vrij, A., & Bull, R. (2002). Suspects, lies, and videotape: An analysis of authentic high-stake liars. <i>Law and Human Behavior</i> , 26(3), 365-376. Vrij, A., Granhag, P. A., & Porter, S. (2010). Pitfalls and opportunities in nonverbal and verbal lie detection. <i>Psychological Science in the Public Interest</i> , 11(3), 89-121.
July 12	Criminal Profiling *Quiz 4 must be completed by 11:59 pm, July 13th	BLOG DUE Alison, L., Smith, M. D., Eastman, O., & Rainbow, L. (2003). Toulmin's philosophy of argument and its relevance to offender profiling. <i>Psychology, Crime & Law</i> , 9(2), 173-183. Snook, B., Cullen, R. M., Bennell, C., Taylor, P. J., & Gendreau, P. (2008). The criminal profiling illusion: What's behind the smoke and mirrors?. <i>Criminal Justice and Behavior</i> , 35(10), 1257-1276.

<p>July 14</p>	<p>Eyewitnesses</p> <p>*Quiz 5 must be completed by 11:59 pm, July 15th</p>	<p>Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. <i>Journal of verbal learning and verbal behavior</i>, 13(5), 585-589</p> <p>Platz, S. J., & Hosch, H. M. (1988). Cross-racial/ethnic eyewitness identification: A field study. <i>Journal of Applied Social Psychology</i>, 18(11), 972-984.</p>
<p>July 19</p>	<p>MIDTERM EXAM</p>	
<p>July 21</p>	<p>Child Witnesses & False Memories</p> <p>*Quiz 6 must be completed by 11:59 pm, July 22nd</p>	<p>Havard, C., & Memon, A. (2013). The mystery man can help reduce false identification for child witnesses: Evidence from video line-ups. <i>Applied Cognitive Psychology</i>, 27(1), 50-59.</p> <p>Talwar, V., Lee, K., Bala, N., & Lindsay, R. C. L. (2002). Children's conceptual knowledge of lying and its relation to their actual behaviors: Implications for court competence examinations. <i>Law and Human Behavior</i>, 26(4), 395-415.</p>
<p>July 26</p>	<p>Jury Selection & Bias Screening</p> <p>*Quiz 7 must be completed by 11:59 pm, July 27th</p>	<p>Ewanation, L. A., Yamamoto, S., Monnink, J., & Maeder, E. M. (2017). Perceived realism and the CSI-effect. <i>Cogent Social Sciences</i>, 3(1)</p> <p>Kerr, N. L., Hymes, R. W., Anderson, A. B., & Weathers, J. E. (1995). Defendant-juror similarity and mock juror judgments. <i>Law and Human Behavior</i>, 19(6), 545-567.</p>
<p>July 28</p>	<p>Jury Deliberation</p> <p>*Quiz 8 must be completed by 11:59 pm, July 29th</p>	<p>Ruva, C., McEvoy, C., & Bryant, J. B. (2007). Effects of pre-trial publicity and jury deliberation on juror bias and source memory errors. <i>Applied Cognitive Psychology</i>, 21(1), 45-67.</p> <p>Sommers, S. R. (2006). On racial diversity and group decision making: identifying multiple effects of racial composition on jury deliberations. <i>Journal of personality and Social Psychology</i>, 90(4), 597-612.</p>

<p>August 2</p>	<p>Mentall Illness in the Courts</p> <p>*Quiz 9 must be completed by 11:59 pm, Aug 3rd</p>	<p>Butler, B. (2006). NGRI Revisited: Venirepersons' attitudes toward the insanity defense. <i>Journal of Applied Social Psychology</i>, 36(8), 1833-1847.</p> <p>Maeder, E. M., Yamamoto, S., & Fenwick, K. L. (2015). Educating Canadian jurors about the not criminally responsible on account of mental disorder defence. <i>Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement</i>, 47(3), 226 - 235.</p>
<p>August 4</p>	<p>Psychopathy & Risk Assessment</p> <p>*Quiz 10 must be completed by 11:59 pm, Aug 5th</p>	<p>Hanson, R. K., & Morton-Bourgon, K. E. (2009). The accuracy of recidivism risk assessments for sexual offenders: A meta-analysis of 118 prediction studies. <i>Psychological Assessment</i>, 21, 1–21.</p> <p>Robbins, P. C., Monahan, J., & Silver, E. (2003). Mental disorder, violence, and gender. <i>Law and Human Behavior</i>, 27(6), 561-571.</p>
<p>August 9</p>	<p>Sentencing</p>	<p>PAPER DUE</p> <p>Balfour, G. (2013). Do law reforms matter? Exploring the victimization– criminalization continuum in the sentencing of Aboriginal women in Canada. <i>International Review of Victimology</i>, 19(1), 85-102.</p> <p>Roberts, J. V., Crutcher, N., & Verbrugge, P. (2007). Public attitudes to sentencing in Canada: Exploring recent findings. <i>Canadian Journal of Criminology and Criminal Justice</i>, 49(1), 75-107.</p>
<p>August 12-19</p>	<p>FINAL EXAM</p>	