

Psy 3860
Law and Psychological Science
Fall 2007

Instructor: Denis M. McCarthy
Office: 213 McAlester Hall
Phone: 882-0426
Email: mccarthydm@missouri.edu
Office Hours: Mon 10-11 or by appointment

Teaching Assistant: Hayley Treloar

Office: 201 Noyes Hall
Phone: 882-1885
Email: hrtfk2@mizzou.edu
Office Hours: Mondays 12-1

Course Description

This course surveys the interaction of law and psychology as it occurs across the justice system. The role of psychologists in the legal system and the impact of psychological research on important legal questions, procedures, and assumptions are reviewed. Supreme Court cases that involve psychological issues, or make use of psychological research, are also reviewed.

Required Text:

Greene, E, Heilbrun, K., Fortune, W. H., & Nietzel, M. T. (2006). *Wrightsmen's Psychology and the Legal System (6th edition)*. Belmont, Ca: Wadsworth/Thomson Learning.

Other Readings:

In addition to the text, a number of articles will be discussed over the course of the semester. Some of these articles are available on the web, and I have provided a link to them on the appropriate schedule day below. Others are available at the course site on Blackboard.

Weekly Schedule:

Wk	Date	Topic	Readings
1	8/20	Introduction	
	8/22	Psychology and the Law	Chapter 1 Fiske S.T. et al. (1991). Social science research on trial. <i>American Psychologist</i> , 46, 1049-1060.
2	8/27	Debate 1 – Therapists and Confidentiality	<i>Tarasoff v. Regents of the University of California</i> . Finish Chapter 1
	8/29	The Legal System	Chapter 2
3	9/3	LABOR DAY NO Class	
	9/5	Debate 2 – Drug Crime Psychology of Crime	Chapter 3
4	9/10	Psychology of Crime	Finish Chapter 3 Galdwell, M. (1997) Damaged. <i>New Yorker</i> , 132-147. http://www.gladwell.com/1997/1997_02_24_a_damaged.htm
	9/12	Psychology of Police	Chapter 4 <i>Tennessee v. Garner</i>
5	9/17	Debate 3: Eyewitness testimony Crime Investigation: Witnesses	Chapter 5
	9/19	Witnesses (cont)	In Class Movie
6	9/24	Debate 4: Polygraph Testing Identification and Evaluation of Suspects	Chapter 6 <i>Daubert v. Merrell Dow Pharmaceuticals, Inc.</i>
	9/26	Identification and Evaluation of Suspects	Finish Chapter 6
7	10/1	Between Arrest and Trial	Chapter 7
	10/3	Catch up/Exam Review	
8	10/8	Exam 1	
	10/10	Introduction to Assessment	
9	10/15	Forensic Assessment: Competence	Chapter 8 <i>Ford v. Wainwright</i>

	10/17	Debate 5: Insanity Defense Forensic Assessment: Insanity	Finish Chapter 8 Rogers, R. (1987). APA's position on the insanity defense: Empiricism versus emotionalism. <i>American Psychologist</i> , 42, 840-848.
10	10/22	Forensic Assessment: Civil Cases	Chapter 9
	10/24	Civil Issues	Worthington et al. (2002). Hindsight bias, Daubert, and the silicone breast implant litigation. <i>Psychology, Public Policy and Law</i> , 8, 154-179.
11	10/29	Debate 6: Jury Nullification The Trial Process	Chapter 10
	10/31	Debate 7: Jury Consultants Juries: Selection	Chapter 11
12	11/5	Juries: Reform	Chapter 12
	11/7	Psychology of Victims	Chapter 13
13	11/12	Psychology of Victims (cont)	
	11/14	Children, Adolescents and the Law	Chapter 14
14	11/19	THANKSGIVING	
	11/21	BREAK	
15	11/26	Punishment and Sentencing	Chapter 15
	11/28	Debate 8: Death penalty	Nietzel, M.T., Hasemann, D., & McCarthy, D.M. (1998). Psychology and capital litigation: Research contributions to courtroom consultation. <i>Applied and Preventive Psychology</i> , 7, 2, 121-134.
16	12/3	Catch up day Exam 2 Review	
	12/5	Exam 2	

Please note:

This schedule is preliminary. Changes may be made to the lecture schedule if some sections require more time or discussion. However, this flexibility does NOT apply to the debates or to the exam. They will be held at the scheduled times to allow students to prepare/plan.

Attendance Policy:

You are strongly encouraged to attend all lectures. There will often be information presented in class that is not included in the text or the power point slides, and will be included on the tests. Because of this, it will be difficult to do well on exams without attending almost all classes.

In addition, attendance at all debates is **required**. I consider it a question of courtesy to your fellow classmates that you are in class and on time when they will present their debate. Attendance will be taken these days, and arriving more than 5 minutes late will be counted as an absence. Students missing a debate without a documented emergency will lose points equivalent to 1 letter grade from their own debate score (10 pts).

Exams:

We will have one mid-term and a final. The final exam is NOT cumulative. Your grade will be based largely on exam scores (40% per exam), as well as your debate participation and position paper (20%).

In Class Debates:

In class debates will be held on topics of particular interest or controversy. There will be a total of 8 of these debates during the course of the semester. Each debate will be for 30 minutes during class time according to the schedule listed above.

Students will sign up for debate “teams” the first week of classes. Each team will consist of 5 or 6 members for each side (total of 10-12 students each debate). Although each team member is NOT required to speak during the debates, effort should be made to distribute speaking and preparation responsibilities. It is up to each debate team to alert me (privately) in the event a team member does not contribute to their team’s debate.

Position Papers:

In addition, each team member is required to turn in a 2 page typewritten position paper the class after their debate. This paper should briefly lay out a thoughtful position on the debate topic. Team members should feel free to take a position differing from that expressed during the debate. However, position papers should demonstrate the knowledge of the topic the student gained from preparing for the debate.

Grade Breakdown:

There will be two exams. Both exams will be during class time. The second exam is NOT cumulative.

Students are required to participate in 1 debate and to do a position paper on the debate topic. Full points for the debate and paper (100 total) are awarded to all students who complete their debate and turn in a (reasonable) paper on time. Students can lose points from this total for failing to meet debate requirements. These include (but are not limited to) 1) not contributing to their team debate (missing team meetings, not contributing research on the topic), 2) not turning in a paper or turning one in late, 3) unexcused absences from other debates.

Mid-Term: 200 points (40%)

Final Exam: 200 points (40%)

Debate Participation and Position Paper: 100 points (20%)

Total possible points: 500

Final grades will be computed as a percentage of the possible points earned:

A	93% or more	465-500
A-	90-92.9%	450-464
B+	87-89.9%	435-449
B	83-86.9%	415-434
B-	80-82.9%	400-414
C+	77-79.9%	385-399
C	73-76.9%	365-384
C-	70-72.9%	350-364
D+	67-69.9%	335-349
D	60-66.9%	300-334
F	59.9% or less	299 points or less

Missed Exam/Assignment:

Make up exams are only permitted in the case of documented emergencies. Please notify me as soon as possible in person, by phone or by email. Late assignments will be penalized ½ grade a day, except in cases of documented emergencies.

Academic dishonesty:

Academic dishonesty is considered to be an offense against the University, and I am obligated to report any incident to the Provost (or Vice Provost for Academic Affairs) and to inform the Department Chair. Academic dishonesty includes (but is not limited to): cheating or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., tests, reserve materials), and unauthorized changing of one's grade.

Academic honesty is fundamental to the activities and principles of a university. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Note to Students with Special Needs:

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office.

To request academic accommodations (for example, a notetaker), students must also register with the Office of Disability Services, S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students *with disabilities*, click on "*Disability Resources*" on the MU homepage.