

PSYC 493	Psychology and Law	Summer: 2019
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Instructor:	Sasha Reid	Lecture Location:	SH 274
Phone:	1-(403)-220-4665	Lecture Days/Time:	M/W 9:00am – 11:45am
Email:	sasha.reid@ucalgary.ca		
Office:	SS 1004		
Office Hours:	By Appointment		

Course Description

Consideration of the contributions of psychological theory and research to the understanding of crime investigation, courtroom dynamics, and the legal system. Specific topics may include eyewitness testimony, police practices, judge and jury decision making, lie detection and confessions, and expert testimony. Topics will be discussed from the perspectives of social and cognitive psychology.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Apply psychological principles to the legal system	Critical Commentaries, Class Presentation and Slides	1,2,5,6,7	I, C, A
Describe the current state of scientific literature in forensic psychology	Critical Question and Reflection, Class Presentation and Slides, Case Document	1, 2, 3, 7	I, C, A
Analyze the appropriateness of psychological research and methods in various arenas of forensic psychology	Critical Commentaries, Critical Question and Reflection, Class Presentation and Slides, Case Document	1,2,3,4,5	C, A
Critically reflect on common myths and misperceptions about psychology and the legal system	Critical Commentaries, Critical Question and Reflection	2, 3, 6, 7	C, A

Explain the dialectical relationship between the fields of psychology and law as related to prevailing morals and legal statutes	Critical Commentaries, Critical Question and Reflection, Class Presentation and Slides	1, 2, 3, 4, 5, 6, 7,	I, C, A
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Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

[Psychology 312](#) or *Psychology 300 and 301 and admission to the Psychology major or Honours program.*

Required Text

- There is no required textbook.
- All readings for this course will be uploaded on to D2L.
- Case videos will be posted each week.

Class Structure and Expectations

This class has been designed, pedagogically, around the experiential method. This method is immersive, fluid, collaborative, dynamic, and interactive. Students will be assigned a group project, thus the ability to engage in group work is a requirement; as is active class participation and discussion. To help facilitate this classes will be broken down, timewise, as follows: 9:00 – 10:00am (class), 10:00 – 10:10am(break), 10:10 – 11:10am (class), 11:10am – 11:45am (group work).

Assessment Methods

1. Critical Commentaries (20%) | Due: Throughout the Semester

Each week students will be assigned to watch or read either a documentary or a journal article. The article or documentary will expand on the topic of a lecture in any given week. Some weeks there will be a documentary, some weeks there will be an article, and other weeks there will be an option to choose between either a documentary or an article. When assigned, students will engage in a critical viewing or reading of the article or the documentary. Students will then, by way of a critical commentary, reflect on the broader issues that were raised. The commentary is not meant to be a summary. Rather, it must be framed an integrated synthesis of thoughts, ideas, and critical concepts that you learned. There is no minimum or maximum word/page limitations. To help guide students with this process, students will be introduced to the DEAL model (Describe (D), Explain(E), Articulate Learning (AL)). All commentaries must follow the DEAL model. Journals must be submitted each Friday by 11:00pm (with the exception of Week 6 as that is presentation week). Each submission counts for 4% of your final grade. Without appropriate documentation, late assignments will be penalized 10% per day, including weekends. A rubric for commentaries will be provided.

2. Critical Question (5%) and Reflection (10%) (Total 15%) | Due: During Week 6

Students are expected to attend presentation week. Students will be randomly chosen to ask a critical question at the end of each presentation. Questions should reflect engagement and critical thought; therefore, it is imperative for students to pay close attention to the presentations. The student assigned to ask a question will then write a short reflection (similar to the critical commentaries) on the topic presented in class. The reflection is to be between 400 – 700 words. If the student is not present the day that they are chosen to ask a question they will not have the opportunity to be assigned a question again and they forfeit the 15%. Only in documented and approved instances of absence will this instruction be waived. The student has one full week to submit their reflection after which time the student forfeits the 10% for the reflection grade.

3. Class Presentation (30%) + Slides (10%) (Total 40%) | Due: Week 6

The students will be expected to present on their case during the last week of class. The guidelines/rubric for the presentation and the slides will be discussed at the beginning of the semester. The presentation will be 50 minutes long (including time for questions). The PowerPoint slides must be submitted to the D2L Drobox folder the day of the presentation. Students are expected to contribute equal amounts of work to their overall project. An accountability form will be distributed to students near the end of the semester. If a lack of participation and collaborative work is indicated by group members, the student will receive a 10% deduction to their Class Presentation + Slides Grade.

4. Case Document (20%) + Reflection (5%) (Total 25%) | Due Week 6

In groups, students will compile a case document reiterating the major issues and elements of your selected case. Components of the Case Document include: (1) A Person Reflection from each individual group member, (2) Case Summary (wherein you will provide a brief overview of the case), (3) Interviews (if/when appropriate you will include interview information from people who were involved in the case), (4) a list of Laws, Policies, and Psychological Issues That Will Be Addressed (list the major laws, policies, and psychological issues that you will address in the larger document), (5) Legal Issues (what are the major legal issues of this case? Go into detail), (6) Broad Issues (Beyond the legal implications, what are the broader psychological, social, justice, and/or equity issues found in the case?) (7) Examination of Psychology, Policy, and Legislation (what psychological phenomenon, policies and/or existing legislation contributed to the injustice seen in this case? What role can psychologists play in helping to reform law and policy), (8) Recommendations and Future Directions (put forward recommendations), and (9) Resources (list any resources that the reader or the audience may wish to visit if they would like to learn more about the case, how to get involved in advocacy issues pertaining to the case, or how to get in touch with people actively working in the field), (10) References. Students are expected to contribute equal amounts of work to their Case Document. An accountability form will be distributed to students near the end of the semester. If a lack of participation and collaborative work is indicated by group members, the student will receive a 10% deduction to their Case Document Grade.

Documents are expected to be intellectually compelling, informative, visually appealing, formatted for visual clarity, easy to read (refrain from heavy academic jargon), and evidence based. The Case Document will be graded based on the following two themes: Visual Composing and Written Composition. A rubric and exemplar for the case document will be provided at the beginning of the semester. Late assignments will not be accepted without appropriate documentation. Without appropriate documentation, late assignments will be penalized 10% per day, including weekends.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-

D Range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date
W July 3	Summer Term Lecture begins. Introduction to the Class, An Introduction to Psychology and the Law, and Introduction to Your Case
M July 8	Last day to add/drop or swap summer courses. An Introduction to Psychology and the Law Continued: What is crime? Biological and Psychological Explanations of Crime.
W July 10	<u>Menendez Brothers</u> : Implicit bias, Stereotypes, Professional Ethics, Grief theory, Psychology of Child Sexual Abuse, and Mitigating Circumstances.
M July 15	<u>OJ Simpson</u> : Juries, Jury Bias, Preemptory Challenges, Voir Dire, Confidence Heuristic, Scapegoating, Social Identity Theory.
W July 17	<u>Aileen Wuronos</u> : Death Qualified Juries, Aggravating Circumstances, Chivalry/Paternalism, Evil Woman Hypothesis, Mitigation and Mental Illness.
M July 22	<u>Ted Bundy</u> : Psychopathy, Othering, Criminal Blameworthiness vs Moral Blameworthiness, the Insanity Defense
W July 24	<u>Paul Bernardo</u> : Sex Offenders, Treatment Options, and Rehabilitation, The Problem of Stigma, Civil Commitment and the Constitution
M July 29	<u>Slenderman</u> : Fitness to Stand Trial, Not Guilty by Reason of Insanity (NGRI), The Brain of a Child, Rehabilitation vs Punishment
W Jul 31	<u>Super Predator</u> : Age of Criminal Responsibility, History of Juvenile Justice, Programming to Recidivism Reduction, Juvenile Life Sentences and the Death Penalty
M Aug 5	University Closed Heritage Day
W Aug 7	Class Presentation Groups (1 – 3)
M Aug 12	Class Presentation Groups (4 – 6)
T Aug 13	Summer Term Lectures End. Last day to withdraw from full session Summer Term courses.
August 15-19	Final exam dates for full session Summer Term courses

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. Students in faculties without a departmental structure should take the matter to the dean, or designate, of the

faculty offering the course. The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal.

The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students requesting a reappraisal of a final grade must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

For information relating to Law, Veterinary Medicine and the Cumming School of Medicine (MD) courses, please refer to the faculty section.

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision.

Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final for a maximum of two courses in one academic year (September 1 – August 31).

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment

is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. **Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam.** At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>.

If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating**

circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Extra Research Participation Course Credit is Not Offered for this Course.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>
Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic

careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca
(<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **July 8, 2019**.
Last day for registration/change of registration is **July 8, 2019**. The last day to withdraw from this course is **August 13, 2019**.