

UMBC UGC New Course Request: PSYC 350 Psychology and the Law

Date Submitted: 2/6/2020

Proposed Effective Date:

	Name	Email	Phone	Dept
Dept Chair or UPD	Anne Brodsky <i>AB</i>	brodsky@umbc.edu	410-455-2567	PSYC
Other Contact	Eileen O'Brien	eobrien@umbc.edu	4104552365	psyc

COURSE INFORMATION:

Course Number(s)	Psyc350
Formal Title	Psychology and the Law
Transcript Title (≤30c)	Psychology and the Law
Recommended Course Preparation	PSYC 100 and one other PSYC course both with a C or better.
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	PSYC 100 and one other PSYC course both with a C or better.
# of Credits Must adhere to the <u>UMBC Credit Hour Policy</u>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Max. Total Credits	<small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course is designed to give students an overview of theories, research, and practical implications of the intersection of psychology and the law. We will discuss major topics in legal psychology such as the psychology of interrogations, eyewitnesses, confessions, competence, trials and juries, plea bargaining, sentencing, and juvenile justice. During this course, we will also examine the various roles psychologists can play in the legal system and the decision-making practices of various legal actors. The textbook will be supplemented with additional materials that may include documentary films, Supreme Court decisions, or guest speakers.

RATIONALE FOR NEW COURSE:

The field of psychology and law has grown over the past few decades and as a result, there are over 50 graduate and doctoral programs across the country offering degrees in forensic psychology and related fields. Currently, the psychology department at UMBC does not offer a course on psychology and the law and thus does not prepare undergraduates for this growing field. This course has been taught as a "special topics" course at UMBC and has served students from psychology, sociology, INDS, political science, and pre-law students. Given its broad reach it could be offered each semester or annually. This course should be offered at the 300 level because while it is not writing intensive (400) it does cover advance topics in psychology and law, assumes students have a basic understanding of general psychological theories and principles, requires an awareness and understanding of research methods, and includes some writing. For this reason, it is recommended that students interested in taking this course have already taken and passed PSYC 100 and at least one other PSYC course with a grade of C or better.

ATTACH COURSE SYLLABUS (mandatory):

PSYC 393-01
Special Topics in Psychology:
Psychology and the Law
Fall 2020

Class Meetings: Monday & Wednesday (10:00 – 11:15am)
Location: TBD
Office Hours: Tuesday 11:00am-12:00pm or *by appointment*

Professor: Dr. Erika Fountain
Office: Math/Psychology 316
Phone: 410.455.2208 (office)
E-mail: Efount@umbc.edu

Required Textbook:

Greene, E., Heilbrun, K. (2018). *Wrightsmen's Psychology and the Legal System* (8th Edition). Belmont, CA: Wadsworth/Thomson Learning.

Course Objectives

This course is designed to give students an overview of theories, research, and practical implications of the intersection of psychology and the law. We will discuss major topics in legal psychology such as the psychology of interrogations, eyewitnesses, confessions, trials and juries, plea bargaining, sentencing, and juvenile justice. During this course, we will also examine the various roles psychologists can play in the legal system and the decision-making practices of various legal actors. The textbook will be supplemented with additional materials that may include documentary films, Supreme Court decisions, or guest speakers.

Learning Outcomes

Upon successful completion of this course you will: (1) demonstrate an understanding of a variety of topics at the intersection of psychology and the law such as areas of conflicts between psychology and the law, roles of legal and forensic psychologists, competence, investigative interviewing, jury decision making, juvenile justice issues, sentencing policies, and the death penalty, among others; (2) think critically about how psychology can impact the legal system; (3) demonstrate an understanding of the practical implications of various legal policies, some of which are outlined above; and (4) assess the strengths and weaknesses of various existing practices within the criminal legal system.

Prerequisite(s) To be enrolled in this course you should have completed PSYC 100 and one other PSYC course both with a C or better.

How this course fulfills UMBC Bachelor's Degree requirement(s) Credits from this course may be applied to fulfill the Upper Level Course Requirements.

How this course fulfills Psychology Major (BA and BS degree)/Minor requirements. Credits from this course may be applied to fulfill the elective requirements for Psychology Major (BA and BS degree).

Communication. The best way to reach me is via email. I do my best to respond within 24 hours. Ideally, all emails should originate from your UMBC account; if they do not it is possible they will be rejected by a spam filter. Please include your full name in the email and use language and format that is appropriate and professional.

UMBC Statement on Disabilities and Information for Obtaining Accommodations

Student Disability Services (SDS)

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act of 1990, the ADA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow for students to have equal access and inclusion in their courses.

If you have a documented disability and need to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information or visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us at disAbility@umbc.edu or (410) 455-2459. If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations

UMBC Honor Statement on Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.

Psychology Department Statement on Diversity

UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity. Diversity is defined in its fullest scope embracing racial and ethnic identity, gender identity, sexual orientation, religious affiliation, disability, foreign nationality, non-traditional student status, family income, body size, and other important characteristics. All participants in this class—including the professor, teaching assistant(s), and students—should strive to create an atmosphere that welcomes, encourages, and respects all members of the class and diverse viewpoints. During this course, many viewpoints may challenge your thinking on a topic.

Psychology Statement on UMBC Title IX Policy

Title IX is a federal law that guarantees equal access to educational opportunities and prohibits gender- or sex-based discrimination in educational settings. According to Title IX, all forms of discrimination based on “**sex (including pregnancy), gender, sexual orientation, or gender identity or expression**” are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Discrimination and harassment include **sexual and gender-based harassment, sexual violence, sexual exploitation, and sexual intimidation, as well as relationship violence and sex- and gender-based stalking**. UMBC policies on Title IX are posted here: <https://humanrelations.umbc.edu/sexual-misconduct/>

According to this policy, all UMBC faculty, staff, and graduate students (including your instructors and teaching assistants) are considered **Responsible Employees**. As such, they are required to share any disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment (regardless of where or when it took place), including the names of involved individuals, with the University's Title IX Coordinator, Bobbie Hoye (bhoye@umbc.edu, 410-455-1606). Responsible Employees also have a mandatory obligation to report disclosures of or suspected child abuse or neglect

(www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf). After this mandatory referral is made, a student's involvement with Bobbie Hoye and the University Title IX processes are at the student's discretion.

Quasi-confidential Reporters may submit reports of possible Title IX violations without identifying information. Dr. Shawn Bediako (bediako@umbc.edu; 410-455-2349), who is a Psychology Department faculty member, is a quasi-confidential reporter. Staff at UMBC's Women's Center are also quasi-confidential reporters (womenscenter@umbc.edu; 410-455-2714). A list of the quasi-confidential resources on campus is available at: <https://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/>

Confidential support resources are not required to report possible Title IX violations. These resources include the University Health Center (410-455-2542) and the Counseling Center (410-455-2472).

If you or someone you know has been harassed, stalked, or assaulted, please contact the following UMBC Confidential Resources:

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

(After-hours counseling and care available by calling campus police at 410-455-5555)

Other on-campus supports and resources:

The Women's Center, 410-455-2714

Title IX Coordinator, 410-455-1606

Additional resources are available here: <https://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/>

To file a report: <https://humanrelations.umbc.edu/sexual-misconduct/file-a-complaint/>

What this means for you as a student:

- The university cares about you and takes the guarantee of equal access to educational opportunities and prohibition against gender- or sex-based discrimination in educational settings very seriously.
- If you disclose an incident that falls under the examples above to any faculty, staff, or graduate student, they are a "Responsible Employee" and are required to report the incident, along with your name, to the Title IX office. You will not be required to engage with the Title IX office in any way based on this report.
- If you disclose an incident that falls under the examples discussed above to a *Quasi-confidential Reporter*, they may submit a report to the Title IX office, but will do so without using your name.
- If you disclose an incident that falls under the examples discussed above to a *Confidential reporting source*, they are not required to submit a report to the Title IX office.
- If you or someone you know has experienced gender- or sex-based discrimination, UMBC is here to help and provides many resources. Please don't hesitate to contact one of the resources, above.

Assessments

Assignment/Exam	Total Points Possible
Participation Evaluation	20
2 Self-assessments: 5 points each	
1 Instructor assessment: 10 points	
Reading Quizzes (unannounced)	30
5 quizzes: 6 points each	
Thought Papers	50
2 papers: 25 points each	
Exams	150
3 in-class exams: 50 points each	
Final Score	250

Grading Scale

A:	90	-	100.00%
B:	80	-	89.99%
C:	70	-	79.99%
D:	60	-	69.99%
F:	0	-	59.99%

Class Assessments and Expectations

1. Participation Evaluation:

You will receive a grade for your participation and it is your responsibility to ensure the high quality of your contributions to the class. Class participation will be measured through two self-assessments that will occur during the semester. I will also complete an evaluation of your performance at the end of the semester. I will not only evaluate you on how often you participate in class but also on the quality of your participation. Higher ratings will be given to students who demonstrate that they have read material before class, ask questions, display civility, and whose comments prompt class discussion. You should strive to participate at least once a week, while keeping in mind the *classroom expectations* (listed below) in order to earn the highest participation points.

2. Reading Quizzes:

You will have **six** in-class *unannounced* quizzes that are designed to help you stay on track with your reading and studying of your textbook, and to help ensure that you understand the material presented in class. **To account for unforeseen circumstances, ONE quiz grade will be dropped from your final grade (only your best 5 quizzes will count towards your grade).** However, no make-ups will be allowed for quizzes.

3. Thought Papers:

You will be asked to complete two thought papers throughout the semester that are designed to evaluate your ability to apply the material we are learning in class. Each thought paper should be 2-pages double spaced.

4. Exams:

You will have three in-class written exams, each comprised of multiple-choice questions, fill-in questions and short/long essays. All exams will be non-cumulative and closed-book. The essays on the exams will allow you to expand on the concepts we have discussed in class. Many of the topics we will cover in class will have diverse angles or viewpoints. The essays will allow you to work through these different lenses and to come up with your own interpretation of the literature through critical thought.

Policy and procedure regarding requests for exceptions to course requirements

There will be no make-ups or extensions without penalty, except in instances such as the following:

- Hospitalization or illnesses whose symptomatology has been documented by a health professional and judged by your professor as preventing sufficient test preparation or your ability to sit for a scheduled test;
- A death or serious illness in the family;
- Court appearances.

Documentation must be provided by: health officials (e.g., a physician or Member of the Student Health Center staff) in the case of illnesses and official paperwork in the case of court dates. Students failing to produce such documentation will be penalized one full letter grade. In all cases, the decision to allow a student to make up a test or assignment, as well as the time period for any extension if granted, is left to the discretion of the professor.

Classroom Expectations

In order to create the lively classroom experience that will best facilitate our learning, each student is responsible for active class participation, by arriving to class on time, coming prepared to class, contributing to discussions, asking questions, and responding to ideas presented in class. Active participation also includes completion of any class-prep assignments, which will require minimal outside of class work but are designed to facilitate in-class demonstrations or activities. Remember, the class is largely based on discussion and I am eager to hear your thoughts and impressions on the material.

Class Schedule

Date		Topic	Reading
Week 01	Monday 8/31/20	Introduction & Syllabus	
	Wednesday 9/02/20	Choices & Roles	Chapter 1: <i>Choices and Roles</i>
Week 02	Monday 9/07/20	Labor Day: No Class	
	Wednesday 9/09/20	Choices & Roles	Chapter 1: <i>Choices and Roles</i>
Week 03	Monday 9/14/20	The Legal System	Chapter 2: <i>The Legal System: Issues, Structure, and Players</i>
	Wednesday 9/16/20		
Week 04	Monday 9/21/20	Psychology of Crime	Chapter 3: <i>Psychology of Crime</i>
	Wednesday 9/23/20	Criminal Investigations: Witnesses	Chapter 5: <i>Eyewitnesses to Crimes and Accidents</i>
Week 05	Monday 9/28/20		
Wednesday 9/30/20			
Week 06	Monday 10/5/20	Exam 1: Chapters 1-3 & 5	
	Wednesday 10/7/20		
Week 07	Monday 10/12/20	Interrogation Techniques	Chapter 7: <i>Evaluating Criminal Suspects</i>
	Wednesday 10/14/20	Miranda & Confessions	Russano, Meissner, Narchet & Kassin (2005).
Week 08	Monday 10/19/20	Detecting Deception	3/12/2018: Thought Papers Due
	Wednesday 10/21/20	Between Arrest and Trial	Chapter 8: <i>Traditional Prosecutions- Arrest, Bail, Plea Negotiation /Settlement and Trial</i>
Week 09	Monday 10/26/20		
Wednesday 10/28/20	Jury Selection	Chapter 12: <i>Preparing for Trials</i>	
Week 10	Monday 11/2/20	Jury Decision Making	Chapter 13: <i>Jurors and Juries</i>
	Wednesday 11/4/20	Exam 2: Chapters 7-8; 12-13	

Week 11	Monday 11/9/20	Competence & Insanity	Chapter 10: <i>Forensic Assessment in Juvenile and Criminal Cases</i> (Stop at Juvenile Transfer
	Wednesday 11/11/20		
Week 12	Monday 11/16/20	Juvenile Issues	Chapter 10, pp. 236-240 (begin at juvenile transfer); Chapter 14, pp. 329-331 (begin at sentencing juveniles); Chapter 15, pp. 346-355 (stop at adult corrections)
	Wednesday 11/18/20		
Week 13	Monday 11/23/20	Punishment & Sentencing Policies	Chapter 14: <i>Punishment & Sentencing</i> 11/25/20: Thought Papers Due
	Wednesday 11/25/20		
Week 14	Monday 11/30/20	Death Penalty	Chapter 15: Corrections; pp. 356-370 (begin at adult corrections)
	Wednesday 12/2/20	Corrections	
Week 15	Monday 12/7/20	Exam 3: Juveniles, Chapters 10, 14-15	