

Psychology 4960: Social Psychology and the Law
Spring 2006
3 credits
N227 Elliott Hall
M/W 6:25 P.M. - 7:35 P.M.

Course Description

Social psychology addresses the question of how individuals' thoughts, feelings, and behaviors are influenced by the environment and by other people. This includes how we understand and make sense of other people and how we influence and are influenced by other people.

Psychology 4960 is designed to be an extensive, but not an exhaustive, overview of the various arenas in which social psychology has - or could - be applied to the legal system. Specific topics covered include: perceptions of culpability, interrogations and confessions, eyewitness identification, juror decision-making, death-qualified juries, social psychology's role in landmark legal cases, and social psychologists' role as experts and advocates in the courtroom.

The course will alternate between traditional lectures and graduate-level, small-group discussion of assigned readings and their implications for the topics covered to date and the legal system more generally.

Instructors:

Anita Kim
Office: N355 Elliott Hall
Office Hour: Tuesday, 3:00-4:00 p.m., or by appointment
Email Address: kimx0917@umn.edu

Brad Lippmann
Office: N352 Elliott Hall
Office Hour: Monday 11:00 – 12:00 or by appointment
Email Address lipp0040@umn.edu

Course Text and Prerequisites

Required Text:

Costanzo, M. (2004) *Psychology Applied to the Law*. Belmont, CA: Wadsworth,
Thompson Learning, Inc.

*** Additional readings will be provided via the website, in class, or copies will be provided for you to make your own. The class will be fluid, and readings will be assigned based

on how the course proceeds. All readings for a given topic will be assigned at least one week before the topic commences

Course Prerequisite: Psychology 1001 (Introduction to Psychology) or an equivalent course. Psy 3201 and Psy 3005 are both *strongly* recommended.

Website: <http://www.psych.umn.edu/courses/spring06/kima/psy4960/default.htm>

Course Structure and Requirements

Lectures: In order to engage all students, a variety of teaching methods will be used during this course. These include lectures, in-class demonstrations, group work, writing, and video presentations. Please be prepared to participate actively in lectures. You are encouraged to ask questions at any time. If you miss a lecture, please get the notes from one or more of your classmates. The readings will serve as a foundation on which to build during class. As such, lecture material will often differ **substantially** from the material presented in the text. To benefit maximally from lectures, discussions, and activities in class, students are strongly advised to complete the assigned readings before the class.

Discussion Sessions: At the conclusion of most topics, we will spend some time considering the implications of what we've read and discussed up to that point, both for the research literature and for the legal system itself. These sessions will approximate a graduate-level seminar, wherein students discuss issues with the articles and the implications each reading has for the other readings covered. For each discussion session, a subset of students will be charged with the task of providing thought questions and leading the class in a discussion of the critical issues that have arisen while examining that particular topic. Additionally, discussion leaders will submit a three (3) page thought assignment to Brad or Anita – to be completed individually – on the day of the session. Although discussion leaders are in charge of providing discussion questions and facilitating the discussion, all students are expected to read the assigned papers and to come to class prepared to discuss the readings (see Assignments section below for greater detail).

Assignments and Grading

Daily Reading Assignments: The list of readings is located in this syllabus. You are expected to complete all readings before the class session in which they are assigned, in order to participate fully in class. Because we are trying to cover a vast research area in minimal time, there is a lot of reading for you to keep up with. You are all advanced students who have shown an interest in psychology and, as such, we don't expect the reading load to pose a burden. **Changes in readings (including additions) may be added as we progress; if there are changes, they will be communicated to you with reasonable notice and you are responsible for all assigned readings.** A schedule of assigned readings appears on page 6 of this syllabus.

Discussion Session Assignments: A subset of students will be assigned to be discussion leaders for any given topic. Discussion leaders have three tasks. **First**, each leader will read an additional article (to be assigned) in advance of the discussion class. **Second**, discussion session leaders will generate a written assignment, no more than three double-spaced pages, due at the beginning of the discussion session. The assignment will a) summarize the article in no more than half of a page, b) tie the assigned article to the readings and lectures to date, and c) raise and attempt to answer at least 2 thoughtful questions prompted by the readings. The assignment will be graded. **Third**, discussion leaders will, obviously, lead the class discussion for the day.

*** We'll talk about the writing assignment a bit more during the first class, but do not hesitate to ask Anita or Brad for guidance if you're not sure how to approach this. As always, all assignments must be typed and no late assignments will be accepted.

Again, although discussion leaders are responsible for providing thought questions and facilitating the group discussion, all students are expected to have completed all readings and prepared to participate in these discussions. In fact, you will be graded on your participation on these discussion days, for another total of 25 points. Thus, a total of 50 points comes from discussion – 25 from the day you lead a discussion and 25 (total) from your participation.

Exams: There will be two exams. Each exam will cover the readings and lectures up to the day before the exam. The exams will be made up of questions taken from lectures, from the textbook, and from outside readings. Each exam will consist of a mix of multiple choice, short answer, and essay questions and will be worth 100 points.

There will be 2 tests in this course. Please note the following dates in your schedule:

Test #1 Midterm	Wednesday, March 8
Test #2 Final Exam	Wednesday, May 3

Exams will take place in the same classroom as lectures on the dates listed above. The second exam will **not** be cumulative, so students will be tested only on material from the respective part of the course. The items will be designed to test your understanding of basic terminology, your grasp of elementary concepts, your knowledge in support of these concepts (research results), and your ability to integrate these concepts and apply them to novel situations. **Each exam will be worth 100 points, for a total 200 exam points.**

A note about make-up exams: Make-up exams will not be given for this class. A make-up exam will be given **ONLY** if: 1) an official, University sponsored event requires you to be off campus during the regularly scheduled examination time; 2) a medical emergency prevents you from attending class; 3) a family emergency prevents you from attending class; 4) jury duty, military service, a religious observance, or a similar obligation prevents you from attending class. If you are going to miss an exam for any of the above reasons, you **must** contact the instructor **before**

the exam and you must provide written documentation of the event or emergency in order to schedule a make-up exam. *No exams will be given after the date on the schedule (May 3rd).*

Table 1: Scores for each activity

<u>Class Assignment</u>	<u>Possible Points</u>
Exam 1	100
Exam 2	100
Discussion Response Paper	25
Discussion Participation	5 (x5)
Total	250

Table 2: Letter grades based on points earned

Points Earned	Letter Grade
232-250	A
224-231	A-
216-223	B+
206-215	B
199-205	B-
191-198	C+
182-190	C
174-181	C-
167-173	D+
156-166	D
149-155	D-
fewer than 149	F

Incompletes:

A grade of “incomplete” (“I”) will be entered for any student who—due to extenuating circumstances or personal emergencies explained to and acceptable to the professor—does not complete all of the requirements for this course by the time of the regularly scheduled final examination. Such extenuating circumstances may include major emotional traumas (i.e., death or major illness in the family), or personal injury or illness. Such extenuating circumstances do not include missing examinations or deadlines because of vacations, travel, out-of-town parties or weddings, forgetfulness, employment, or heavy course loads. The professor will require documentation of personal emergencies that interfere with completion of course work. All students are expected to anticipate examination conflicts and conflicting deadlines, and should plan for them accordingly (e.g., please do not make air travel reservations that interfere with your

ability to complete the two exams when they are regularly scheduled). Additionally, assignment of a grade of “I” may not be used to forestall a failing grade; students who do not complete all the course requirements will receive a grade of “I” only if they have earned passing grades on the work they have completed. If students have not done passing work, they will receive a grade of “F” in the course. All outstanding work must be completed by the end of the semester immediately following the semester in which the “I” was assigned. An incomplete that is not finished up by that time will convert to a grade of “F.”

Course Schedule

Date	Day	Who	Topic	Readings
January				
18 th	W	--	Introduction	
23 rd	M	AK	Overview of Legal System and Issues surrounding Psych and Law	Costanzo 1
25 th	W	BL	Social Psychology Theories of Crime	Ross & Nisbett 1, 3
30 th	M	BL	Police Selection and Personality	Wrightsmen 6
February				
1st	W	BL	Interrogation, Confession, and Lie Detection I	Costanzo 2; Lesko 4
6th	M	BL	Interrogation, Confession, and Lie Detection II	Cialdini 2, 6; Kassin 1997
8th	W	BL	Interrogation, Confession, and Lie Detection III	Lesko 6; Ekman & O'Sullivan 1991
13th	M	--	Discussion: Interrogation, Confession, Detection	TBD; TBD; TBD
15th	W	--	Reading Day – NO CLASS	
20th	M	AK	Eyewitness Identification I	Costanzo 6, pp. 170 - 189
22nd	W	AK	Eyewitness Identification II	TBD
27th	M	AK	Eyewitness Identification III	TBD
March				
1st	W	AK	Discussion: Eyewitness Identification IV	Shaw, et al. (1999); Kassin, et al. (1989); TBD
6th	M	--	Review Day	
8th	W	--	Midterm Exam	
20th	M	AK	Juries - Selection	Costanzo 5 pp. 122 – 140
22nd	W	--	Juries – Selection guest speaker Anita Kim	Visit www.rd-ss.com ; www.decisionquest.com
27th	M	BL	Juries - Pre-trial Publicity	MacCoun 1989; Wrightsmen 278-288
29th	W	BL	Juries - Deliberations - Heuristics and Biases	Costanzo 5 150-159; Ellsworth (1989)
April				
3rd	M	BL	Discussion: Juries	TBD; TBD; TBD
5th	W	AK	Capital Sentencing	Costanzo 9
10th	M	--	Discussion: Capital Sentencing	Ogloff & Chopra, 2004
12th	W	--	Reading Day	
17th	M	AK	Social Science as Evidence - Brown v Board of Ed	Oskamp, 8; 1954 Social Science Statement; APA amicus brief on behalf of Lynn School Committee
19th	W	AK	SSaE – Affirmative Action Michigan case; Gender Stereotyping	Costanzo 8 Fiske, et al., 1991; Borgida et al., 2005
24 th	M	AK	Discussion: SSaE	
26 th	W	--	Special Guest: Dr. Gene Borgida	Borgida & Kim, in press
May				
1st	M	--	Final thoughts	
3rd	W	--	Final Exam	

Accommodations for Special Needs

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. In order to receive accommodations for disabilities, the student *must* be registered with Disability Services. You may contact Disability Services at (612) 624-4037. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations. If you have special needs requiring accommodation, *please contact the instructor during the first week of class.*

Grade Disputes

If you wish to dispute the grade assigned on an exam, your dispute must be presented to the instructor **IN WRITING** within one week after the exam has been returned. You must include a specific rationale for why your answer is correct. "I think I deserve a better grade" does **NOT** constitute a rationale. Please note that if you choose to submit your exam for a re-grade, the entire exam is subject to be re-graded. Thus, although there is a chance that your score will improve, there is also the chance that your score will be reduced.

Academic Misconduct

The following is the University of Minnesota Policy on Scholastic Misconduct:

"Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work."

Scholastic dishonesty includes, (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

If you are found to be cheating on examinations or to be engaging in scholarly dishonesty in your work, you will receive NO CREDIT, although the instructor has the prerogative to judge case by case in such circumstances. Note that this will most likely result in your failing the entire course. In addition, the academic misconduct will be reported to the CLA Scholastic Conduct Committee.

The Syllabus May Change

The syllabus may change to accommodate the needs of the class and the instructor. You are responsible for all such changes announced in class.

Notes from CLA

The College of Liberal Arts (CLA) has asked us to include the following notes on several academic regulations as a reminder to students enrolled in CLA classes:

1. The two grading systems used are the A-F and the S-N. Departmental majors must take major courses on the A-F system; non-majors may use either system. In all courses, the bottom line for the S grade is the equivalent of the C- grade; in other words, what is normally considered as D-level work will be assigned a grade of N in the S-N system. All students, no matter which system used, will be expected to do all work assigned in the course, as determined by the instructor. Any changes you wish to make in the grading base must be done in the first two weeks of the semester.
2. The instructor will specify the conditions, if any, under which an “incomplete” will be assigned instead of a grade. The instructor may set dates and conditions for make-up work, if it is to be allowed.
3. Inquiries regarding any change of grade should be directed to the instructor of the course; you may wish to contact the Student Ombuds Service for assistance.
4. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. The instructor will specify whether class attendance is required or counted in the grade for a class.
5. The College of Liberal Arts does not permit a student to submit extra work in an attempt to raise his or her grade, unless the instructor has specified at the outset of the class such opportunities afforded to all students.
6. The College of Liberal Arts has defined academic misconduct broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments and examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the consent of all professors concerned; depriving another student of necessary course materials; or interfering with another student’s work.” Instructors may define additional standards beyond these.
7. Students with disabilities that affect their ability to participate fully in class or meet all course requirements are encouraged to bring this to the attention of professors so that appropriate accommodations can be made.
8. University policy prohibits sexual harassment as defined in the 5/15/97 policy statement. Copies of the 5/15/97 policy statement on sexual harassment are available at 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.