



Department of Psychology

A01



Psychology and Law

Spring (Jan-Apr) 2021

**Please note: Although an unlikely event, I reserve the right to modify this course outline. Any changes will be announced to you in advance (both in class and posted on Brightspace).*

©Dr. Jessica Rourke

Psyc 431i A01 ±Psychology and Law

Course Description

In this course, we will explore the role that psychology plays in our criminal justice system.

6SHFLILFDOO\ ZH¶OO VHHN WR XQGHUVWDQG KRZ SV\FKRO contribute to aspects of criminal investigations and courtroom dynamics.

During this course, we will cover a wide array of topics including:

- police practices
- lie detection
- jury decision-making
- false confessions
- restorative justice
- and Gladue reports

Course Delivery

Our class will be synchronous, with classes being live on Zoom.

The reason our classes are synchronous (live) is because this is a 4th year seminar class in which you are expected to contribute to the learning of your peers. I want this to be a collaborative learning environment and have tried to optimize opportunities for you to learn from each other (class leaders, in-class group activities). Because this is a 4th year class, although I will do some lecturing, a large portion of it will be discussion-based. I highly encourage you to bring additional readings, knowledge, and insights from personal experiences into the course.

Learning Outcomes

My goals are that by the end of this course you will be able to:

- Explain the ways in which psychology intersects with law at all points of our criminal justice system
- Critically examine our criminal justice system, with a specific focus on biases

Course Website

On Brightspace I will post:

- the course syllabus
- information about assignments
- information necessary for in-class activities
- relevant announcements (e.g., grades)

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announcements posted to Brightspace will be sent to that email.

Brightspace is where you will submit your assignments. There will also be some informal discussion forums so you can connect with your classmates (e.g., to form a study group).

Grades

If you are disappointed with a grade, it is your responsibility to arrange to meet with me to review the marking at the time the material is graded, not at the end of the semester. Contact me at iarim4BT/G23004860050>1100444004C

Extensions

Should you need an extension, please feel free to speak to me about it **BEFORE** the due date.
Extensions will not be granted on or following, the due date.

If you are having trouble getting started on an assignment, do not hesitate to make use of my office hours. I would love to help you!

For information on Academic Concessions (e.g., Deferred Status Due to Imiidoul0.00000912 0 612 792 reW* nl

FEB 08, 11	Class presentation prep; Presentation (deception)	Watch (4 minutes): https://www.youtube.com/watch?v=nyDMoGjKvNk
Feb 15-19: Reading break, no class, no readings		
FEB 22, 25	Investigations (techniques); False confessions; Test Review	Stratton, G. (2015). Transforming the Central Park jogger into the Central Park Five: Shifting narratives of innocence and changing media discourse in the attack on the Central Park jogger, 1989 ± 2014. <i>Crime, Media, Culture</i> , 11(3), 281-297. http://dx.doi.org.ezproxy.library.uvic.ca/10.1177/1741659015592794
Feb 28 Last day to officially withdraw from course without penalty of failure		
MAR 01		

<p>MAR 29, APR 01</p>	<p>Presentation (prison environment & parole); Sexual Assault</p>	<p>Watch (6 minutes): https://www.youtube.com/watch?v=y-daYflbwc8</p> <p>Krishnan, M. (2016). What day two of the Ghomeshi trial tells us about victim blaming, credibility, and traumatic memories. <i>Vice</i>. Access it at: https://www.vice.com/en_ca/article/yvxj4j/what-day-two-of-the-ghomeshi-trial-tells-us-about-victim-blaming-credibility-and-traumatic-memories</p> <p>Gray, E. (2016). This letter from the Stanford sex offender's dad epitomizes rape culture. <i>HuffPost</i>. Access it at: http://www.huffingtonpost.ca/entry/brock-turner-dad-letter-is-rape-culture-in-a-nutshell_us_57555bace4b0ed593f14cb30</p>
<p>APR 05, 08</p>	<p>Restorative Justice; Test Review</p>	<p>Gavrielides, T. (2017). 7 KH Y L F W L P V ¶ G L U H F W L Y H D Q G Z K D W i d i u s F W & Offenders, 12(1), 21-42. doi: http://dx.doi.org.ezproxy.library.uvic.ca/10.1080/15564886.2014.982778</p> <p>Dalhousie University (May 2015). 3 D U W L F t a c e D n Q W V ¶ ¶ from the Restorative Justice Process at the Faculty of Dentistry. Access it at: https://cdn.dal.ca/content/dam/dalhousie/pdf/cultureofrespect/RJ2015-Statement.pdf</p>
<p>APR 12</p>	<p>TEST 2</p>	<p>The test will be on APR 12 and will cover material since Test 1</p>

***Writing both tests is D P D Q G D W R U \ F R P S O H W L R Q U H T X L U H P H Q W W R S D V V W K L V F R X U V H L I \ R X G R Q R W**

Progress Evaluation and Due Dates

Due Date	Value	Brief Description
Bonus Grade! Due January 14 th , 6pm (via CourseSpaces)	0.5 added to your final grade	In one document, Submit a recent picture, along with a few sentences telling me about yourself , ¶ G O R Y H W R J H W W R N Q R Z D O L W help me to learn your name quickly!
Class Participation	10%	Contribute in a way that promotes discussion and demonstrates enthusiasm and preparedness. This is an interactive class; attendance and participation in the group activities will enrich your learning environment. Attending most classes, submitting feedback for the class presentations, and participating in the in-class group activities will get you a participation grade of 75%. Grades above that are based on individual contributions to class discussions.
Personal Reflections You choose the due date ±your 1 st must be submitted by FEB 08 th and must be on one of the assigned class readings (not videos). Your 2 nd must be on one of the class presentation topics and must be submitted by APR 01 st	20% (2 @ 10% each)	You must submit 2 personal reflections. For each reflection, please submit a question/thought/opinion that stems from the weekly reading/class presentation.
Class Presentation You will sign up for a date on which to present: FEB 11 MAR 04, 15, 18, 25, 29	15%	In a group of 4 or 5, you will lead the class for 50 minutes. I will give you some time in class to work on your presentations.
Court Report (TBD) Due MAR 8 th	22%	Typically, this assignment requires you to observe court proceedings and write an 8 ±10 page paper. Given COVID-19 restrictions, this likely won ¶ be possible. I ¶n looking into various alternatives and will try and create a similar style of assignment.
2 Tests MAR 01 & APR 12	33% (1 st @ 18%; 2 nd @ 15%)	We will do test reviews. Both tests are open book. **To pass this course, you must write both tests (including both sections of test 1). If you do not, you will E H D V V L J Q H G D J U D G H R I ³ 1 ´

Taking Care of Yourself

Being a student can be stressful! Please take care of yourself ±

Important UVic Course Policy Information

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Prerequisites: Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements: For more information see the UVic Calendar January 2021:
<https://www.uvic.ca/calendar/future/undergrad/index.php#/content/5db888a563f365001a66a44b>

Registration Status: Students are responsible for verifying their registration status. Registration status may be verified using *My Page, View Schedule*. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity: The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- What to do if you miss the final exam scheduled during the formal exam period
 - \$SSO\ DW 5HFRUG *Request for Academic Concession*, '3 Q RUPDOO\ within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered RQ WKH VWXGHQW¶V DFDGHPLF UHFRUG
 - OR, you can download the *Request for Academic Concession form* here:
<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>
- What to do if you miss an exam other than one scheduled during the formal exam period
 - Do not apply at Records Serv LFHV IRU D 35HTXHVV IRU \$FDGHPLF Instead, submit documentation of the illness, accident, or family affliction directly to your course instructor (or designated teaching assistant).
- What to do if you require additional time to complete course requirements
 - \$SSO\ DW 5HFRUG *Request for Academic Concession*, '3 Q RUPDOO\ within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will

determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an *N* grade will

- o OR, you can download the *Request for Academic Concession form* here:
<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

Policy on Academic Integrity including Plagiarism and Cheating: The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic
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\$FDGHPLF , <https://www.uvic.ca/calendar/future/undergrad/index.php#/policies>

It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its

Grading: The table below shows the official grading system used by UVic instructors in arriving at final assessments of student performance. <https://www.uvic.ca/calendar//future/undergrad/index.php#/policies>

A+	90 - 100	Earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	85 - 89	
A-	80 - 84	