Department of Psychology

**Psyc 431i (A01): Psychology and Law (Fall 2018)**

**Instructor:** Jessica Rourke

**Class location:** CLE C111

**Class time:** M, W, TH 2:30pm – 3:20pm

**Office hours:** M 11am-12pm

**Office location:** Cornett A215

**Contact:** jrourke@uvic.ca

**Course Description**

In this course, we will explore the role that psychology plays in our criminal justice system. Specifically, we’ll seek to understand how psychologists and psychological theory/research contribute to aspects of criminal investigations and courtroom dynamics. 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 a bit of 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.

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. By the end of this course, my goal is for you to understand the ways in which psychology intersects with law at all points of our criminal justice system. I also hope you will think critically about our criminal justice system and the ways in which knowledge from psychology might help to improve it.

**About Me**

I enjoy all aspects of social psychology, however, my main area of research is forgiveness, and I have studied it from both the victim and perpetrator perspectives. I obtained my degrees in social-personality psychology and in addition to teaching at UVic, I teach on-line at Thompson Rivers University, and I work at Restorative Justice Victoria.

**Course Readings**

There is no textbook for this course. Instead, you will be reading selected articles, all of which are available online through the library or a website for which I have provided the address. In the class schedule below, you will see the reading assigned to be completed prior to class each week.

**Course Website**

On CourseSpaces I will post the course syllabus, information about assignments, information necessary for in-class activities, and any relevant announcements (e.g., grades). CourseSpaces is where you will submit most of your assignments.
Course Policies

Contacting Me:
- Please come to my office hours, or contact me at: jrouke@uvic.ca
- Do not contact me through CourseSpaces
- Please include “Psyc 431i” in the subject line of your e-mail and make sure you put your name and student number at the end of your message
- Please allow 2 business days for a reply. If I have not replied within that time frame, resend your message and let me know it is the second time you are sending it
- Please do not contact me to find out when assignments or exams will be graded. As soon as the grades are ready I will let you know
- You do not have to make an appointment to see me during my office hours, however, priority will be given to those students who have booked an appointment

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 term when the final grade is awarded. I will not review a grade/assignment if you come to see me later than 1 week after the grade was first posted.

In determining your final letter grade in the course, anything .5 and above will be rounded up to the next percentage score; anything .4 and below will be rounded down to the previous percentage score. For example, 74.4% will be rounded to 74%, whereas 74.5% will be rounded to 75%. Letter grades and corresponding percentages are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 – 100</td>
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<tr>
<td>A</td>
<td>85 – 89</td>
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<tr>
<td>A-</td>
<td>80 – 84</td>
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<tr>
<td>B+</td>
<td>77 – 79</td>
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<tr>
<td>B</td>
<td>73 – 76</td>
</tr>
<tr>
<td>B-</td>
<td>70 – 72</td>
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<tr>
<td>C+</td>
<td>65 – 69</td>
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<tr>
<td>C</td>
<td>60 – 64</td>
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<td>D</td>
<td>50 – 59</td>
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<td>F</td>
<td>0 – 49</td>
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<td>N</td>
<td>Incomplete</td>
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Extensions: Should you need an extension, please feel free to come and 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 Illness, Accident or Family Affliction) please see the information beginning on page 9 of this course outline.

University Policies: Please familiarize yourself with the university’s standards of academic integrity (e.g., plagiarism and cheating). Information about these regulations can be found beginning on page 10 of this course outline.

*Please take a moment to review the policy! For instance, did you know that distribution of course materials (e.g., lecture notes) without the professor’s permission is a breach of academic integrity?
## Weekly Topics and Readings

<table>
<thead>
<tr>
<th>DATES</th>
<th>LECTURE TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td><strong>SEP 21</strong>:</td>
<td><strong>Last day to officially register in course</strong> <em>For your work to be accepted and to receive a course grade, you MUST be officially registered</em>*</td>
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<tr>
<td>OCT 01, 03, 04</td>
<td>Class Presentation prep; Presentation (deception)</td>
<td>Watch (4 minutes): <a href="https://www.youtube.com/watch?v=nyDMoGjKvNk">https://www.youtube.com/watch?v=nyDMoGjKvNk</a></td>
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<tr>
<td>OCT 15, 17, 18</td>
<td>Catch-up; Test Review; Test (2 days)</td>
<td>NO READINGS; In-class test Oct 17 &amp; 18 (class is only 50 minutes long and I don’t want you to be stressed about time, so I’ve divided the test into two sections)</td>
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| OCT 29, 31, NOV 01 | **Presentation (mental illness in the courtroom); Aboriginals and our CJS; Presentation (jury selection, decision-making & sentencing)** | Watch (11 minutes; information on collaborative courts…might be interesting for your essay): https://www.youtube.com/watch?v=3WxvUFzrMDc
Watch (3 minutes): https://www.youtube.com/watch?v=rJgGvY8YeYg |
|-------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| **OCT 31**: Last day to officially withdraw from course without penalty of failure | **Trauma-informed practice; Presentation (youth offenders)** | Trauma-Informed Practice Guide – read pgs. 2, 3-7, 9, 10, 12-15; 19-26. Access it at: http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf
Watch (3 minutes): https://www.youtube.com/watch?time_continue=3&v=QlUeMgH0HrQ |
| NOV 05, 07, 08 | NO CLASS – reading break + extra day of no class | **ALSO no class Nov 15…this is to make up for some of the time you had to take outside of class to attend a court proceeding** |
| NOV 12, 14, 15 | NO CLASS | **ALSO no class Nov 15…this is to make up for some of the time you had to take outside of class to attend a court proceeding** |
| DEC 03, 05 | **Catch-up/review; TEST** | NO READINGS; Take-home/in-class test due (Dec 05) |
Course Evaluation and Due Dates

<table>
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<tr>
<th>Due Date</th>
<th>Value</th>
<th>Brief Description</th>
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<tr>
<td><strong>Bonus Grade!</strong></td>
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<td><strong>Due September 9th, 6pm (via CourseSpaces)</strong></td>
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<td></td>
<td>0.5 added to your final grade</td>
<td>Submit a recent picture, along with a few sentences telling me about yourself (Word or pdf document). I’d love to get to know a little bit about you and this will also help me to learn your name quickly!</td>
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<tr>
<td><strong>Class Participation</strong></td>
<td>13%</td>
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<td><strong>Personal Reflections</strong></td>
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<td><strong>You choose the due date – your 1st must be submitted by OCT 10th and must be on one of the assigned class readings (not videos). Your 2nd must be on one of the class presentation topics and must be submitted by NOV 21st</strong></td>
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<td></td>
<td>20% (2 @ 10% each)</td>
<td>You must submit 2 personal reflections. For each reflection, please submit a question/thought/opinion that stems from the weekly reading/class presentation. Word or pdf document please.</td>
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<td><strong>Class Presentation</strong></td>
<td>15%</td>
<td><strong>You will sign up for a date on which to present:</strong></td>
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<td><strong>OCT 04, 25, 29      NOV 01, 08, 19</strong></td>
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<td>In a group of 4 or 5, you will lead the class for 50 minutes.</td>
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<td><strong>Court Report</strong></td>
<td>22%</td>
<td><strong>Due at the start of class (hard copy), NOV 5th</strong></td>
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<tr>
<td><strong>2 Tests</strong></td>
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<td><strong>OCT 17 &amp; 18 and DEC 05</strong></td>
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<td></td>
<td>30% (2 @ 15% each)</td>
<td>We will do test reviews. The first test is over a 2-day period (because class is only 50 minutes long, I don’t want you to feel stressed out about time); The second test is a take-home test and is due in class Dec 05. If you prefer, you can write it in class, or start it at home and finish it during class time on Dec 05.</td>
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Assignment Details

Writing both tests (this includes both sections of test 1) is a mandatory completion requirement to pass this course (if you do not, you will be assigned a grade of “N”). If you do not submit/complete an assignment, you will be given a grade of zero and that zero will be used in the calculation of your final course grade.

A table outlining each assignment, its worth, and its due date can be found above, on page 5. To reward students handing in their work on time, each day that an assignment is late (without a proper extension/proper documentation such as a doctor’s note) 5% will be deducted from the total mark.

Please submit assignments to CourseSpaces in either Word or PDF format. (NOTE: Your Court Report is not submitted to CourseSpaces)

More detailed criteria for each assignment is posted in the “Assignments” folder on CourseSpaces.

Personal Reflections – MAX 2 pages, double-spaced (due dates vary)
Please submit (via CourseSpaces) a total of 2 personal reflections throughout the semester. If you submit more than two, only the first two that you submit will be graded.

Your 1st reflection must be on one of the assigned class readings (not videos). Your 2nd must be on one of the class presentation topics.

Your 1st personal reflection must be submitted via CourseSpaces no later than 6pm October 10th. Your second reflection must be submitted via CourseSpaces no later than 6pm November 21st.

For each of the personal reflections, you are asked to submit ONE question/thought/opinion that comes to mind when doing the reading. Elaborate on how you arrived at this question/thought/opinion (e.g., tell me why you are questioning this particular thing and what you think the answer might be/how we might discover the answer; if you believe something should be different in the world, tell me why and suggest an idea about how that change could be made). I may randomly choose some of the questions/thoughts to present to the class to promote discussion of the readings.

Class Group Presentation – Length: 50 minutes (presentation dates vary)
You will sign up to present on one of the following dates: OCT 04, 25, 29 NOV 01, 08, 19. You will be presenting in groups of four or five.

As class leader, your group must keep the class engaged for a duration of 50 minutes by stimulating class discussion and running one or more in-class activities. You must use at least one visual (e.g., PPT, a poster board, etc.). Be creative – the options are endless, and how you construct your lesson is entirely up to you. The evaluation criteria are posted on CourseSpaces. I highly recommend that you look at them and make sure that you are covering all aspects on which you will be graded. I understand that presenting to the class can cause anxiety – if you are
feeling extremely anxious about this, please come and see me so that we can discuss ways in which you can try and reduce your anxiety.

**Court Report – MAX 10 pages, APA style, hard copy due in class NOV 05**

You are required to attend and observe (for a period of 1 hour) a criminal case in Provincial or Supreme Court at the Victoria or Western Communities Courts. Briefly describe what you observed (e.g., who were the parties, what were the crimes, what were the decisions). Elaborate on aspects of the proceedings – based on your knowledge of psychology, were there aspects you liked/agreed with? What aspects would you change and why? How would you change these aspects? Support your answers with psychological theory/research. Take a moment to do a bit of research on Victoria’s Integrated Court (and if you’re feeling really motivated, attend a session! They take place on Tuesday mornings at the Victoria Court House). In your opinion (and from a psychological standpoint), does the Integrated Court do a “better” job than the traditional court? Why/why not? If you could wave a magic wand and create a perfect (from a psychological standpoint) court system, what would it look like and why? Support your vision with psychological theory/research.

Your paper should be double-spaced and 8 – 10 pages in length (excludes title page and references). You must use at least 3 scholarly articles (i.e., journal articles). The grading criteria for your term paper are posted on CourseSpaces. Your paper must be in APA format (see CourseSpaces for an APA guide).

Your paper (hard copy; CourseSpaces and email submissions will not be accepted) is due to me at the beginning of class, Nov 05th.

*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 CourseSpaces).
TAKING CARE OF YOURSELF

Being a student can be stressful! Please remember to take care of yourself. Try your best to eat well, exercise, get enough sleep, take some time to relax, and talk to someone if you’re feeling overwhelmed. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.  
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.  www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.  www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations  www.uvic.ca/services/cal/  
The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders’ Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.  www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community:  www.uvic.ca/mentalhealth/undergraduate/
IMPORTANT UVIC COURSE POLICY INFORMATION

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. Please note that Psyc 431I was formerly Psyc 380. If you took the course as Psyc 380, you will not be granted credit for Psyc 431I.

Program Requirements
For more information see pages 313-317 of the UVic Calendar September 2018.

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 and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See also UVic Calendar, September 2018, p. 48-50)

- What to do if you miss the final exam scheduled during the formal exam period
  - Apply at Records Services for a “Request for Academic Concession,” normally 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 on the student’s academic record.
  - 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 Services for a “Request for Academic Concession.” 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
  - Apply at Records Services for a “Request for Academic Concession,” normally 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 be entered on the student’s academic record.
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 (p. 45-47, UVic Calendar January 2018)
The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity http://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#

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 implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include:

- the assignment of seating for examinations,
- asking students to move during examinations,
- requests to see student identification cards,
- and other measures as appropriate.

Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46 in January 2018).

The definitive source for information on Academic Integrity is the University Calendar http://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html# (p. 45-47 in September 2018)

Other useful resources on Plagiarism and Cheating include:
1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/