San José State University
Psychology Department
PSYC 153 Psychology in the Court Room, Section 01,
Fall 2013

Instructor: Roger Karlsson, PhD, ABPP
Office Location: DMH 232
Telephone: (408) 924-5658 (instructor only checks the voice mail on a weekly basis, instead use e-mail below)
Email: roger.karlsson@sjsu.edu (faster and preferred line of communication)
Office Hours: Mondays 17:15 – 18:00 and 20:45 – 21:00 (the latter in the class room)
Class Days/Time: Mondays 18:00 – 20:45
Classroom: DMH 359
Prerequisites: Psyc 1 (Introductory Psychology)

Course Description
Role of psychology in the legal system: legal procedure and the adversary system, jury selection, jury decision-making, eyewitness testimony, mental health law, criminal responsibility and legal insanity, expert psychological testimony, and criminal profiling.

Course Learning Objectives (CLOs)
Upon successful completing the course, participants should be able to understand:

CLO1: the basics of the practice and science of psychology in a forensic setting
CLO2: the basics of how the court system functions
CLO3: usual forensic issues that a forensic psychologist assesses and testifies about
CLO4: various controversies that are related to the use of expert witnesses in the court system and apply critical thinking to such controversies.

Course Goals
• The objective of this course is to provide an introduction to various subjects that interface psychology and the law. The course will cover forensic psychology practice and research in regards to both criminal and civil law, with an emphasis on mental health related issues. Examples of mental health issues are competency to stand trial, the insanity defense, and risk assessments of violent and sexual offenders. The course will also cover how forensic psychology can assist in investigating crimes, criminal profiling, child custody evaluations, jury selection, and help establish the occurrence of discrimination and sexual harassment.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements:

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society

Required Texts/Readings

Required Textbook:


This book should be available at the Spartan Bookstore and also accessible through internet booksellers.

Other Readings:

Your writing assignments will consist of reviewing and critiquing the following two articles that can be found through PsychInfo (use MLK library website):

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Grading Policy

The course is primarily lecture based. Grading will reflect your performance on three formal in-class exams and three shorter papers. The instructor is granted the right to administer surprise quizzes in the beginning of each class, which will measure how prepared you are in reading the book chapters prior to class. These quizzes will consist of six questions in multiple choice or short-answer style and the results will be factored in to your final grade.

The SVP-paper is a thought paper where you are expected to define the SVP-statute, discuss the implications of the court case Kansas v. Hendricks, 521 U.S. 346 (1997) (see link in the course schedule below), and consider the difficulties in how to conduct an adequate cost/benefit analysis between the rights of an individual and the State’s right to protect the community.

There are several weblinks provided in the course schedule below, which will orient you in the subject matter and hopefully inspire you in your writing. You are required to watch the movie A Place for Paedophiles on the youtube link and apply your thinking to that movie. I recommend you read the court case and examine the additional weblinks prior to watching the movie. The paper should not be longer than 4 pages, double-spaced APA format (but no reference list or abstract needed), and must be printed out and brought into the class room and handed to the instructor prior to the beginning of the class on 09/09/13. Any significant variation from these instructions will result in dropped points, 1 point for each infraction, and 1 point for each day the paper is late (since the maximum score is five points, losing points is not advisable).

Each of the two article based papers should be no more than 4 pages long, double-spaced, in APA format, and must be printed out and brought into the class room and handed to the instructor prior to the beginning of the class on the date of the deadline (see due dates below). Do not include an abstract, but do cite the article correctly. Use your 4 pages
wisely. Ideally, after thoughtfully reading the articles a few times, you will have more to say than what can be contained within four pages and you must pick and choose the most poignant arguments. The papers should review and critique the two articles listed above by addressing the following issues: (1) What are the author(s) main points/findings; (2) what kind of evidence/reason does s/he/they present in support for their points/findings; (3), what would be a reasonable critique of their findings/points? What would be the take-home message for a forensic psychologist? Do not use numbers or describe statistical procedures in the papers, instead state, “The results of the study indicated that…” Any significant variation from these instructions will result in dropped points, 1 point for each infraction, and 1 point for each day the paper is late (since the maximum score is ten points, losing points is not advisable).

The course will be graded out of 100 points. Each midterm is worth 20 points, the final is worth 35 points, and the article based papers are worth in total 20 points (10 points each) and the SVP-paper is worth 5 points. The final will roughly consists of 60% of questions from Chapters 11-15 and 40% from Chapters 1-10. Extra credit is not available unless otherwise announced by the instructor. This grading system will be based on a normal curve distribution and the following guidelines are highly tentative and will be subjected to revisions pending statistical analysis of the test results:

| A+ = 100-97% | A = 96-93% | A- = 92-90% |
| B+ = 89-87% | B = 86-83% | B- = 82-80% |
| C+ = 79-77% | C = 76-73% | C- = 72-70% |
| D+ = 69-67% | D = 66-63% | D- = 62-60% |
| F = 59-0% Unsatisfactory |

**Classroom Protocol**

- Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. In fact, recording a person without his or her permission in California might be a violation of California Penal Code 632(a) and result in an up to $2500 fine and/or up to a year in jail. Hence, you must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

- **Permission for recording lectures** will only be granted after a written request, clearly stating why the student need to record lectures, and whether the student wants to record a particular lecture or every lecture for the semester.

- When recording lectures that involves active participation of students or guests, permission of those students or guests must be obtained as well.
• **Course material developed by the instructor** is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

• **Disrespectful behavior** will not be tolerated and will result in a lower grade (this might be one of the few classes where it will be obvious that the future of humanity must be built on following social rules and show each other respect). Late arrival is not tolerable. If you are late, enter the class room discreetly. If you plan to be late frequently, you should contact the instructor to explain your situation. Unless otherwise noted, tardiness will affect your grade.

• **Electronic devices (Cell-phone, iPad, laptop, etc.) use** is not allowed inside the classroom during lectures. Also, turn off your ringer. If you absolutely need to take a phone call or send a SMS, go outside the classroom discreetly. If you are observed to be using electronic devices in the classroom your name will be noted and you will be asked to leave the class room. It will affect your grade.

• **Classroom discussions** are encouraged and will affect your grade in a positive direction. In general, a fair involvement in the classroom will result in an increase in final grade (i.e., from C to C+). An extensive involvement in the classroom might affect your grade to a larger degree. You are not expected to participate in discussions as if you already were a forensic psychologist. You are predominately neophyte students of forensic psychology and, hence, expected to discuss the subject at a beginner’s level. Disagreements with the instructor based on common sense or actual knowledge are encouraged and indicates prefrontal brain activity and usually result in a higher grade.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

### University Policies

#### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/aars/policies/integrity/policy/) located at
http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study
and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. 

(Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
**Course Schedule**

The schedule is subject to change with fair notice ahead of time through e-mail by your instructor and/or by announcement in class – If you are not in class you might miss the information.

The readings assigned for each class below is referred to as Green and Heilbrun (GH) and chapter #.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 08/26/13| • Three page paper to discuss the SVP law (SVP paper): *A Place for Paedophiles* – A visit to Coalinga State Hospital – California’s high security state hospital for sexually violent predators, accessible at: [http://www.youtube.com/watch?v=IEt3-kuV15Y](http://www.youtube.com/watch?v=IEt3-kuV15Y)  
  • Websites that should be reviewed before you watch the movie above: [http://www.dsh.ca.gov/forensics/SVP.asp](http://www.dsh.ca.gov/forensics/SVP.asp)  
  [http://www.youtube.com/watch?v=OoOKdnCoDgg](http://www.youtube.com/watch?v=OoOKdnCoDgg)  
  [http://www.youtube.com/watch?v=H1KmKFJQcw8](http://www.youtube.com/watch?v=H1KmKFJQcw8)  
| 2    | 09/02/13| • Labor Day – Campus Closed                                                                                |
| 3    | 09/09/13| • GH Ch. 1 Psychology and the law;  
  • GH Ch. 2 The Legal System  
  **SVP-paper due** |
| 3    | 09/16/13| • GH Ch. 3 Psychology of Crime                                                                             |
| 4    | 09/23/13| • GH Ch. 4 Psychology of Police  
  **Paper 1 (Ragatz et al. 2012) due**                                                                       |
| 5    | 09/30/13| • GH Ch. 5 Eyewitnesses to Crimes and Accidents                                                            |
| 6    | 10/07/13| • MIDTERM 1: 18:00 – 19:00 (Chapters 1-5, SVP subject, and Ragatz et al. paper)  
  • GH Ch. 6 Psychology of Victims of Crime and Violence                                                  |
<p>| 7    | 10/14/13| • GH Ch. 7 Evaluating Criminal Suspects                                                                     |
| 8    | 10/21/13| • GH Ch. 8 Traditional Prosecutions                                                                       |
| 9    | 10/28/13| • GH Ch. 9 Alternatives to Traditional Prosecutions                                                        |
| 10   | 11/04/13| • GH Ch. 10 Forensic Assessment in Juvenile and Criminal Cases                                              |
| 11   | 11/11/13| Veteran’s Day – Campus Closed                                                                               |
| 11   | 11/18/13| • MIDTERM 2, 18:00 - 19:00 (Chapters 5-10)                                                                  |</p>
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<td>• GH Ch. 11 Forensic Assessment in Civil Cases</td>
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<td>• <strong>Paper 2 (Kois et al. 2012) due</strong></td>
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<td>12</td>
<td>11/25/13</td>
<td>• GH Ch. 12 Preparing for Trials</td>
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<td>13</td>
<td>12/02/13</td>
<td>• GH Ch. 13 Jurors and Juries</td>
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<td>14</td>
<td>12/09/13</td>
<td>• GH Ch. 14 Punishment and Sentencing</td>
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<td>• GH Ch. 15 Juvenile and Adult Corrections</td>
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<tr>
<td>FINAL EXAM</td>
<td>12/16/13</td>
<td>• <strong>CUMULATIVE FINAL EXAM</strong> (Chapters 1-15, the SVP subject, Ragatz et al. and Kois et al. papers)</td>
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<td><strong>DMH 359, 17:15 – 19:30</strong></td>
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