

**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/17/2014

1b. Department/Division: Psychology

1c. Contact Person:

Name: Dr. Jonathan Golding

Email: golding@uky.edu

Phone: 257-4395

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

U.S. Citizenship, Community, Diversity

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: Yes<sup>4</sup>

2b. Prefix and Number: PSY 320

2c. Full Title: Introduction to Forensics: Psychology and Legal Issues

2d. Transcript Title: Forensic Psychology

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: This course examines the implications of psychological theory and methods for law and the criminal justice system. There is a concentration on psychological research on legal topics (e.g., confessions, eyewitness testimony, jury decision-making, sentencing), social issues (e.g., theories of crime, the death penalty, children and the legal system, race and legal issues, victims of crime), and on psychologists as an important component of the legal system (, assessing insanity, competence to testify, criminal profiling)

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 50

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: As a UK Core course it will be of interest to students across UK.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name: Dr. Jonathan Golding

Instructor Email: golding@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course is designed so that students be in constant communication with the Instructor and TA through email, Blackboard and (for those who choose so) Facebook (the course will have a Facebook group). The course syllabus conforms to the University Senate Syllabus Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The course is designed to be extremely similar to a face-to-face course. The readings, written assignments course goals, assessment of student learning outcomes, and General Education requirements are all the same as the face-to-face course.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course will use Blackboard for all exams and written graded assignments; a password will be required to use Blackboard. Students will be able to complete examinations either at a set time in the morning or evening on exams days. However, different versions of the exam will be given to prevent a sharing of information. For those students who choose to be part of the the Facebook group for the class participation requirement, this group is a closed group. Therefore, only students who were allowed to be members of the group are allowed to post comments and to view posts and comments. Membership to the group is only allowed by me or the TA based on class enrollment. Finally, the academic offense policy is the same as with a face-to-face course.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No. This course will be offered as a General Education course in the "Citizenship/Diversity/Community" category.

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? All students in this online course have equal access to all student services at the University of Kentucky for which they qualify and those student services are similar to those available to individuals taking this class in a tradition (i.e. face-to-face) classroom setting. Access to student services are explicated on the University of Kentucky websites including but not limited to: (<http://www.uky.edu.TASC/>) and (<http://www.uky.edu/UKIT/>). Students who have special needs or require accommodations of any kind will be advised to register with the UK Disability Resource Center for assistance. The course instructor will work with students on an individual basis to make appropriate accommodations to participate in the class and complete work.

6. How do course requirements ensure that students make appropriate use of learning resources? The selected readings will be available through the University of Kentucky Libraries online reserve system or posted on the course website. Additionally, the course will provide support to students encountering technology problems in accessing the course content.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access is provided via students' personal computer proxy access to online library resources (see syllabus).

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students are informed of the availability of University of Kentucky services in the syllabus (CELT, Blackboard, Canvas) help desk UK IT Customer Service Center as described in the syllabus. Blackboard / Canvas instructors have received required training in the use of the Course management System, UK Libraries online resources (and EZ Proxy tools) and will assist students as needed. In sum, all students in this course have equal access to all student services at the University of Kentucky for which they qualify. Access to student services are explicated on the University of Kentucky websites including but not limited to: (<http://www.uky.edu/UKIT/>) (see syllabus).

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Dr. Jonathan Golding

SIGNATURE|RLOCH|Robert F Lorch|PSY 320 NEW Dept Review|20140312

SIGNATURE|RHANSON|Roxanna D Hanson|PSY 320 NEW College Review|20140417

SIGNATURE|JMETT2|Joanie Ett-Mims|PSY 320 NEW UKCEC Expert Review|20150114

SIGNATURE|JMETT2|Joanie Ett-Mims|PSY 320 NEW UKCEC Review|20150114

SIGNATURE|JMETT2|Joanie Ett-Mims|PSY 320 NEW Undergrad Council Review|20150114

**Courses** | **Request Tracking**

**New Course Form**

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

ID	Attachment
Delete 3393	PSY 320 UKC Diversity-Citizenship Form AS April 17
Delete 4264	Iq Forensics syl facetoface (revised 1-14-15).docx
Delete 4265	PSY 320 Forensics syl online (revised 1-14-15).doc

1

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year

e.

Should this course be a UK Core Course?  Yes  No

**If YES, check the areas that apply:**

Inquiry - Arts & Creativity  Composition & Communications - II

Inquiry - Humanities  Quantitative Foundations

Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning

Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity

Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory <sup>4</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

j. \* Course Description for Bulletin:

This course examines the implications of psychological theory and methods for law and the criminal justice system. There is a concentration on psychological research on legal topics (e.g., confessions, eyewitness testimony, jury decision-making, sentencing), social issues (e.g., theories of crime, the death penalty, children and the legal system, race and legal issues, victims of crime), and on psychologists as an important component of the legal system (, assessing insanity, competence to testify, criminal profiling)

k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 50

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

As a UK Core course it will be of interest to students across UK.

8. \* Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere
- Relatively New - Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	PSY 320	Date:	11/8/2013
Instructor Name:	Dr. Jonathan Golding	Instructor Email:	golding@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

### Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

The course is designed so that students be in constant communication with the Instructor and TA through email, Blackboard and (for those who choose so) Facebook (the course will have a Facebook group). The course syllabus

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, ; of student learning outcomes, etc.

The course is designed to be extremely similar to a face-to-face course. The readings, written assignments course goals, assessment of student learning outcomes, and General Education requirements are all the same as the face-to-

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.

The course will use Blackboard for all exams and written graded assignments; a password will be required to use Blackboard. Students will be able to complete examinations either at a set time in the morning or evening on exams

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via any of as defined above?

No. This course will be offered as a General Education course in the "Citizenship/Diversity/Community" category.

Which percentage, and which program(s)?

N/A

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

All students in this online course have equal access to all student services at the University of Kentucky for which they qualify and those student services are similar to those available to individuals taking this class in a

### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The selected readings will be available through the University of Kentucky Libraries online reserve system or posted on the course website. Additionally, the course will provide support to students encountering technology

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Access is provided via students' personal computer proxy access to online library resources (see syllabus).

### Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Students are informed of the availability of University of Kentucky services in the syllabus (CELT, Blackboard, Canvas) help desk UK IT Customer Service Center as described in the syllabus. Blackboard / Canvas instructors have

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

N/A

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's **virtual** office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dliservice@email.uky.edu](mailto:dliservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/ilibpage.php?web\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/ilibpage.php?web_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Dr. Jonathan Golding

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- ⓘ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ⓘ The chair of the cross-listing department must sign off on the Signature Routing Log.
- ⓘ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Lab meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ⓘ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ⓘ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

**Course Review Form  
U.S. Citizenship/Diversity/Community**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** PS 320 Introduction to Forensic: Psychology and Legal Issues

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Week 2: Laws/Legal System

Week 3: Crime

Week 7: Evaluation of Criminal Suspects: Lie Detection and Confessions

Week 8: Between Arrest and Trial

Week 9: Forensic Assessment: Competence and Insanity

Week 10: The Trial Process

Week 13: Victims of Crime

Week 14-15: Developmental Issues and the Law

Week 16: Punishment & Sentencing

Brief description or example:

One example of these differences concerns the material presented about crime victims (Week 13). This presentation includes information about how crime victims are viewed in various ways by society (i.e., with sympathy vs. blame for being a victim). I present demographic data of crime victims with regard to race, gender, and location (e.g., rural vs. urban) and discuss how historical differences have emerged in designating whether certain actions are now viewed as crimes (e.g., cyber-crimes, bullying). This section also examines how the status of crime victims has changed such that today there are "victim advocates". Finally, this section of the course examines differences in the status of certain crime victims (e.g., battered spouses) and how changes in laws have been made due to changing political viewpoints.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Weeks 10-12. These weeks cover the sections of The Trial Process and Jury Trials. These sections focus on how justice is exercised within our society through courtroom trials and how it is applied to various social classes (i.e., social justice). With regard to civic responsibility, students are presented with material about jury trials. This section emphasizes one's responsibility as a citizen to be an active participant in the justice process (e.g., as a politician, judge or juror).

Brief description or example:

An example of the materials that foster student understanding of civic responsibility include the lengthy coverage of juries (Weeks 10 - 12). Several weeks are devoted to the trial process (e.g., trial by jury vs. judge), jury selection (e.g., jury duty, voir dire, juror competency), and jury decision-making (e.g., theoretical viewpoints, jury nullification).

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Week 2: Laws/Legal System  
Week 3: Crime  
Week 8: Between Arrest and Trial  
Week 9: Forensic Assessment: Competence and Insanity  
Week 10: The Trial Process  
Week 13: Victims of Crime  
Week 14-15: Developmental Issues and the Law  
Week 16: Sentencing & Punishment

Brief description or example:

An example to illustrate how historical, societal and cultural contexts are presented are Weeks 14-15 that cover children and the law. The lecture and presentations begin with examples of when children are either witnesses or witness-victims of crime. Next students are presented a history of how the legal system has viewed children as participants in the system. Included in this discussion are famous cases involving children (e.g., McMartin Daycare trial). To better understand children's cognitive ability as witnesses to crime there is a section that discusses developmental psychology research investigating memory development. This research includes data that has shown children to be highly suggestible (especially due to social/motivational factors), whereas other research findings show very little suggestibility with regard to memory of sexual abuse.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

Week 3: Laws/Legal System  
Week 7: Evaluation of Criminal Suspects: Lie Detection and Confession  
Week 8: Between Arrest and Trial  
Week 9: Forensic Assessment: Competence and Insanity  
Weeks 10-12: The Trial Process, Jury Trials

Brief description or example:

During the coverage of Forensic Assessment: Competence and Insanity (Week 9) students will be given a specific in-class assignment. This assignment will involve having some students research how legal views of insanity and competence have changed over time. In addition, other students will research how thinking about mental illness from a psychological perspective has changed over time. We will then compare and contrast these changing views, making sure to emphasize how society, culture, and institutions, (e.g., justice system, professional organizations) have impacted these views.

During the coverage of The Trial Process and Jury Trials (Weeks 10-12) there will be an in-class assignment that engages students in understanding civic engagement. A controversial issue in jury selection pertains to the composition of juries. Specifically, there have been arguments raised against allowing individuals to avoid jury duty. The students will be asked to design a jury selection system that emphasizes the importance of civic engagement to all potential jurors.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Gen Ed Assignment 1--Forensic Profiling  
Gen Ed Assignment 2--Serving as a Juror

Brief description or example:

For Assignment 1 students will assume the role of a forensic scientist. They will read the facts from a specific case and make various decisions that involve profiling a perpetrator of a violent criminal. Their decisions will be written in a 3-5 page "report to the police" (12-point font, double-spaced) answering specific question that relate the specific case to legal issues that have been discussed in the course regarding profiling. The paper must include at least 3 references from scientific or legal publications that you retrieve from UK Libraries.

For Assignment 2 students will assume the role of a juror. They will read a case and make various decisions (e.g., verdict, strength of evidence presented). In addition, they will write a 3-5 page paper (12-point font, double-spaced) answering specific question that relate the specific case to legal issues that have been discussed in the course (e.g., child abuse laws). The paper must include at least 3 references from scientific or legal publications that you retrieve from UK Libraries.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

In-class assignments--there will be approximately 30 of these assignments during the course  
Gen Ed Assignment 1--Forensic Profiling  
Gen Ed Assignment 2--Serving as a Juror

Brief description or example:

For the in-class assignments, students will sometimes be required to use the Internet or other library data resources (e.g., PsycInfo, HeinOnline) in order to answer questions. For the Gen Ed assignments students must include several references from scientific or legal publications that you retrieve from UK Libraries.

Reviewer Comments:

# **Introduction to Forensics: Psychology and Legal Issues**

## **Instructor**

Dr. Jonathan Golding  
118 Kastle Hall  
111A Kastle Hall (mailbox)  
257-4395 (Dr. Golding's office)  
257-9640 (Psychology Department Office)  
email: golding@uky.edu

## **Office Hours**

Tuesday 10:00 – 11:00 AM or by appointment

## **Blackboard (Bb)**

The course will use Bb (accessed through Link Blue) to present all information about class, including grades

## **Course Facebook Group**

The course has a Facebook group that it is recommended that you join and that will help with various aspects of the class. First, as you all know Facebook has bulletin boards, instant messaging, email, and the ability to post videos and pictures. Thus, we can all communicate about class in a seamless manner. Second, Facebook will allow you to connect with other students in the class, which is an important aspect of student education. For example, you can use Facebook to contact classmates about questions regarding class assignments, class notes, or help one another prepare for exams.

The course Facebook group is available through Bb or you can access it at:

## **Golding: Forensics Fall 2014 (University of Kentucky)**

**IMPORTANT:** You have 2 weeks to request to be added as a “member” of the Facebook group.

## **The Course**

*Purpose.* This course is part of the UK Core, designed to provide all UK undergraduates with a comprehensive liberal arts education. The course can be taken to fulfill the US Citizenship area requirement that allows students to demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world. The course will examine the research and application of psychology knowledge or concepts to the legal system, emphasizing issues regarding societal and institutional change over time (e.g., changing legal statutes and legal proceedings) and civic engagement (especially pertaining to citizens being a part of the legal process).

*Course Goals/Objectives:*

1. Demonstrate a basic understanding of psychological principles as they relate to the legal system.
2. Recognize common myths and misperceptions about psychology and the legal system.
3. Appreciate that there are times when psychology and the law are at odds with respect to what is “right vs. wrong”, and at times legal precedent goes against prevailing morals and principles.
4. Become familiar with the application of psychological principles to criminal investigations, and with various ways psychologists can assist police departments.
5. Understand issues related to the involvement of psychologists at the trial level.
6. Understand the legal system with regard to societal and institutional change over time.
7. Appreciate the importance of civic engagement in the legal system.
8. Develop and refine writing and critical thinking skills.

*Student Learning Outcomes*

- 1) After completing the course you will increase your understanding of:
  - a. the importance of laws and the legal system
  - b. the role of psychologists in the legal system
  - c. various theories of crime and criminality
  - d. the concept of psychopathology/mental illness
  - e. cases of mistaken eyewitness identification
  - f. common issues that arise when children are involved in legal issues
  - g. the basic trial process
  - h. the process of jury selection and jury decision-making
  - i. myths and truths about criminal profiling
  - j. how suspects are evaluated through the interrogation process
  - k. the idea of legal competence and the insanity defense
  - l. victims of crime
  - m. the use of punishment (including the death penalty) by the legal system
- 2) You will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.
- 3) You will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class, and how these differences influence issues of social justice.
- 4) You will appreciate the dilemmas, conflicts, and trade-offs involved in personal and collective decision making;
- 5) You will better appreciate psychological approaches to studying legal issues, problems in studying these issues, historical antecedents, and research findings, concepts, and methodologies (including ethical issues).
- 6) You will demonstrate an ability to identify and use appropriate information resources (e.g., Internet, library) to substantiate evidence-based claims.
- 7) You will begin developing an ability to identify a well-formulated question pertinent to psychology and to employ specific conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.
- 8) The knowledge you gain from this course should increase your tolerance of the behavior and mental processes of others. It should also give you a better understanding of the forces that limit your behavior and mental processes, stimulate your curiosity to explain why people behave as

they do, and allow you be more critical of the "truth" often expressed by "experts."

*Specific goals.* I would like this course to be something very special for you, to be something you enjoy, look forward to, and will remember long after you leave the University of Kentucky. For this goal to be realized, we must all work together to create a unique educational experience. This will mean that you must stop thinking of yourself as a "passive academic garbage can" into which words are dumped and only retrieved for exams. You must contribute your curiosity, unique experiences, time, effort, and concern for constantly getting the most out of the course while trying to improve any aspect of class that is less than perfect. For me, this has meant rethinking my role as professor, being open to all suggestions for change, and being willing to invest time, energy, and enthusiasm into this course

### **Required Readings**

The required readings will be Internet articles, research articles and/or chapters. The research articles will be available through the UK Libraries website. Please note that the reading list is not comprehensive, as a thorough coverage of the literature would require even more readings! You should contact me for additional references if you become interested in a course topic and would like to explore it further, or if a topic of interest is not represented in the course readings. Also, there may be other readings that are added throughout the semester.

**All articles from scientific journals are available from UK Libraries e-reserve.**

### **Class Lectures**

MWF 10-10:50 in CB 110

**IMPORTANT--please note the following:**

**1) You must have access to the Internet (with an email account). It does NOT matter if you access the Internet from home or a UK computer.**

**2) My overheads and handouts are protected by state common law and federal copyright law. They are my own original expression. Whereas you are authorized to take notes in class based on my overheads and handouts, this authorization extends only to making one set of notes for your own personal use, sharing one copy of those notes with a student who is enrolled in this class for his/her own studies, and no other use. You are not authorized to make any commercial use of my overheads and handouts without express prior written permission from me.**

**3) Whatever seat you choose by Day 2 will be your seat for the remainder of the semester, and your seat will be numbered. This seat number will be important for receiving credit for class participation, distributing/collecting activities and exams.**

**4) Be considerate of others. Please make sure that:**

**all cellular phones are on silent ring in class**

**NO text messaging on cell phones is done while in class**

**NO "surfing" the Web is done while in class.**

**The penalty for NOT following any of the above rules may be a "0" on the current or next in-class/out-of class activity or exam.**

### **Class Lecture Schedule (subject to change)**

**Note: All readings are due the day they are listed**

**Date**

**WEEK 1: Introduction**

- 1) Brigham, J. C. (2000). What is forensic psychology, anyway? *Law and Human Behavior*, 23, 273 – 298.

**Week 2: Laws/Legal System**

- 2) KY Drug Court

**<http://courts.ky.gov/resources/publicationsresources/Publications/P28DrugCourtGeneralBrochure811.pdf>**

**Week 3: Crime**

**EXAM 1**

**Week 4: Witnesses I**

- 3) Buckhout, R. (1974). Eyewitness testimony. *Scientific American*, 231, 23-31.

**Week 5: Witnesses II**

- 4) Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of Verbal Learning and Verbal Behavior*, 13, 585-590.

**Week 6: Evaluation of Criminal Suspects: Profiling**

- 5) Criminal profiling: the reality behind the myth, APA, <http://www.apa.org/monitor/julaug04/criminal.aspx>

**GEN ED ASSIGNMENT 1 DUE**

**Week 7: Evaluation of Criminal Suspects: Lie Detection and Confessions**

- 8) Grubin, D., & Madsen, L. (2005). Lie detection and the polygraph: A historical review. *Journal of Forensic Psychiatry & Psychology*. 16(2), 357-369.
- 9) Kassin, S. M., & Kiechel, K. L. (1996). The social psychology of false confessions: Compliance, internalization, and confabulation. *Psychological Science*, 7(3), 125-128.

**EXAM 2**

**Week 8: Between Arrest & Trial**

- 10) Frontline <http://www.pbs.org/wgbh/pages/frontline/shows/plea/faqs/>

**Week 9: Forensic Assessment: Competence and Insanity**

- 11) Does Jodi Arias Have Borderline Personality Disorder? *Psychology Today*, March 30, 2013, <http://www.psychologytoday.com/blog/reading-between-the-headlines/201303/does-jodi-arias-have-borderline-personality-disorder>

- 12) Pogash, C. (2003, November 23). Myth of the 'Twinkie defense'/The verdict in the Dan White case wasn't on the ingestion of junk food. SF Gate. Available at <http://www.sfgate.com/health/article/Myth-of-the-Twinkie-defense-The-verdict-in-2511152.php>

### **Week 10: The Trial Process**

- 12) Bornstein, B. H. Judges vs. Juries  
<http://aja.ncsc.dni.us/courtrv/cr43-2/CR43-2Bornstein.pdf>

### **Week 11: Jury Trials I**

- 13) Administrative Office of the Courts (2011). *You, the jury: Juror handbook*. Retrieved from <http://courts.ky.gov/resources/publicationsresources/Publications/P7YoutheJury.pdf>

- 13) Brewer, N., S. Harvey, et al. (2004). Improving Comprehension of Jury Instructions with Audio-Visual Presentation. *Applied Cognitive Psychology* 18(6): 765-776.

## **GEN ED ASSIGNMENT 2 DUE**

### **Week 12: Jury Trials II**

- 14) Winter, R. J., & Greene, E. Juror decision-making.  
<http://www.uccs.edu/Documents/egreene/Cognition%20and%20juror%20decision-making.pdf>

- 15) Frazier, P., & Borgida, E. (1985). Rape trauma syndrome evidence in court. *American Psychologist*, 40, 984-993.

## **EXAM 3**

### **Week 13: Victims of Crime**

- 16) Savage J. Battered Woman Syndrome  
[http://heinonline.org/HOL/Page?handle=hein.journals/grggen17&div=33&g\\_sent=1&collection=journals#771](http://heinonline.org/HOL/Page?handle=hein.journals/grggen17&div=33&g_sent=1&collection=journals#771)

### **Week 14: Developmental Issues and the Law I**

- 17) Golding, J. M., Yozwiak, J. A., Kinstle, T. L., & Marsil, D. F. (2005). The effect of gender in the perception of elder physical abuse in court. *Law and Human Behavior*, 29, 605-614.

### **Week 15: Developmental Issues and the Law**

### **Week 16: Punishment & Sentencing**

- 19) Diamond, S. S. (1993). Instructing on death: Psychologists, juries, and judges. *American Psychologist*, 48, 423-434.

## **EXAM 4**

### **Evaluation Criteria**

## **Your final grade point total in this course is from 0-100 points.**

*Class Participation.* 6% of your grade is based on class participation. Participation is defined as any meaningful spoken contribution to the entire class (comment or question) that pertains to class material. (Note: Even if you give an incorrect answer, your effort still will typically earn you credit.) Each time you participate in class you will turn in a 3 x 5 card (with your name, seat number, and date) that day to Dr. Golding (i.e., no late cards will be accepted). **You must participate at least 6 times. If you do not fulfill this requirement your final letter grade for the course will be dropped 2 letter grades. That is, if you had a final grade of "A" in the course, you will be dropped to a final grade of "C" in the course.**

*Writing Assignments (QUIZZES).* 10% of your grade will be based on your performance in numerous assignments that will either be completed during lecture or out-of-class (e.g., via email). These assignments: (1) may be completed by you alone, or Dr. Golding may ask you to work with one or more other students on an assignment; (2) may include discussing a particular reading, doing library research, using the Internet, answering a survey about class, etc; and (3) are graded from 0-100. Note that there may be more than one writing assignment per class meeting.

**You must have a score above "0" on at least 80% of all in-class/out-of-class activities. If you do not fulfill this requirement your final letter grade for the course will be dropped 2 letter grades. That is, if you had a final grade of "A" in the course, you will be dropped to a final grade of "C" in the course.** There will be a minimum of 20 of these activities. That is, if there are 10 activities and you miss 5 or more activities without having an excused absence for each activity you miss, your final letter grade for the course will be dropped 2 letter grades. To be clear about this grading policy: your in-class/out-of-class activities grade is based on the total number of these activities. Although you may miss one or more activities due to an unexcused absence and still pass the course, you will receive a 0 for each activity missed due to an unexcused absence when your in-class/out-of-class activity grade is calculated.

*General Education Assignments.* 16% of your grade will be based on a on your performance on two General Education assignments. The assignments will be graded on a 0 to 100 scale (e.g., 90 to 100 = A).

For Assignment 1 you will assume the role of a forensic scientist. You will read the facts from a specific case and make various decisions that involve profiling a perpetrator of a violent criminal. Your decisions will be written in a 3-5 page "report to the police" (12-point font, double-spaced) answering specific question that relate the specific case to legal issues that have been discussed in the course regarding profiling. The paper must include at least 3 references from scientific or legal publications that you retrieve from UK Libraries.

For Assignment 2 you will assume the role of a juror. You will read a case and make various decisions (e.g., verdict, strength of evidence presented). In addition, you will write a 3-5 page paper (12-point font, double-spaced) answering specific question that relate the specific case to legal issues that have been discussed in the course (e.g., child abuse laws). The paper must include at least 3 references from scientific or legal publications that you retrieve from UK Libraries.

*Examinations.* 68% of your grade will be based on 4 exams (17% each exam) that cover material from the lectures and readings. The exams may include multiple-choice, short answer/identification, and essay questions. The exams will be graded on a 0 to 100 scale (e.g., 90 to 100 = A).

### **Extra Credit**

The possibility of extra credit will be discussed during the course of the semester.

### **Grades**

90-100	A
80-89.99	B
70-79.99	C
60-69.99	D
Below 60	E

### **Attendance Policy**

Attendance must be discussed with regard to lecture and exams. First, attendance at lectures is not a specific course requirement. However, you are strongly encouraged to be present for lectures. Moreover, whether you are present or not, you will be responsible for material covered, written activities, and/or relevant announcements. It is most unlikely that you will be able to do well in this course without regular lecture attendance.

Second, attendance at exams is a specific course requirement. Make-up exams will only be offered in the case of an "excused" absence. Excused absences are defined by the *University of Kentucky Bulletin*--you should consult the *Bulletin* for a description of what is an excused absence. An excused absence from an exam must be verified by presenting documentation to me. If you know before the excused absence is to occur that you will be absent, then present documentation to me ahead of time. Unexcused absences are any cases of absence that do not meet the University's definition. An unexcused absence from a lecture exam will result in a grade of 0 for that particular exam.

### **Make-Up Policy**

In the event of an excused absence from a lecture exam, writing assignment or Gen Ed assignment you have the right to make up the work. The following conditions apply to making up the work due to an excused absence:

- 1) For a missed lecture exam, you must present documentation of the absence to Dr. Golding by the time you return to lecture and be prepared to take the make-up exam within 5 school days.
- 2) For a missed writing assignment, you must present documentation of the absence to Dr. Golding by the time you return to lecture and a make-up activity will be provided for you within 2 school days of your return.
- 3) If you miss turning in a Gen Ed assignment you must present documentation of the absence to Dr. Golding by the time you return to lecture and turn in the part of the paper you missed at that time.

Failure to make up an excused lecture exam, writing assignment or Gen Ed assignment by following the conditions specified above will result in a grade of zero (0).

### **Americans with Disabilities Act (ADA)**

The ADA requires that all qualified persons should have equal opportunity and access to education regardless of the presence of any disabling conditions. If you have a documented disability that requires academic accommodations, please notify the instructor as soon as possible. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym,

859-257-2754, email Jake Karnes at [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

### **Etiquette**

I place a premium on respect in the classroom. This takes the form of coming to your lectures prepared (well-rested, having read the assigned work) and respecting others' thoughts and opinions. Distracting behaviors should be minimized.

### **Cheating and Plagiarism:**

The academic honor code holds each student responsible for 1) upholding the highest standards of academic integrity in the student's own work, 2) refusing to tolerate violations of academic integrity in the University community, and 3) fostering a high sense of integrity and social responsibility. All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2). The Ombud site also has information on plagiarism.

For Assignment 1 you will assume the role of a forensic scientist. You will read the facts from a specific case and make various decisions that involve profiling a perpetrator of a violent criminal. Your decisions will be written in a 3-5 page "report to the police" (12-point font, double-spaced) answering specific question that relate the specific case to legal issues that have been discussed in the course regarding profiling. The paper must include at least 3 references from scientific or legal publications that you retrieve from UK Libraries.

For Assignment 2 you will assume the role of a juror. You will read a case and make various decisions (e.g., verdict, strength of evidence presented). In addition, you will write a 3-5 page paper (12-point font, double-spaced) answering specific question that relate the specific case to legal issues that have been discussed in the course (e.g., child abuse laws). The paper must include at least 3 references from scientific or legal publications that you retrieve from UK Libraries.

*Examinations.* 68% of your grade will be based on 4 exams (17% each exam) that cover material from the lectures and readings. The exams may include multiple-choice, short answer/identification, and essay questions. The exams will be graded on a 0 to 100 scale (e.g., 90 to 100 = A).

### **Extra Credit**

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### **Grades**

90-100	A
80-89.99	B
70-79.99	C
60-69.99	D
Below 60	E

### **Attendance Policy**

It is unlikely that you will pass this course if you do not maintain regular online attendance. Moreover, whether you partake in the online activities or not, you will be responsible for material covered, written activities, and/or relevant announcements.

Attendance at exams is a specific course requirement. Make-up exams will only be offered in the case of an "excused" absence. Excused absences are defined by the *University of Kentucky Bulletin*--you should consult the *Bulletin* for a description of what is an excused absence. An excused absence from an exam must be verified by presenting documentation to me. If you know before the excused absence is to occur that you will be absent, then present documentation to me ahead of time. An unexcused absence is any case that does not meet the University's definition. An unexcused absence from a lecture exam will result in a grade of 0 for that particular exam.

### **Make-Up Policy**

In the event of an excused absence from an exam, written assignment, or Gen Ed assignment you have the right to make up the work. The following conditions apply to making up the work due to an excused absence. For any missed work you must present documentation

(e.g., a scanned doctor's note) of the absence to Dr. Golding within 1 day, and be prepared to take a make-up of that work within 2 additional days. Failure to make up an excused exam, writing assignment or Gen Ed assignment by following the conditions specified above will result in a grade of zero (0).

### **Americans with Disabilities Act (ADA)**

The ADA requires that all qualified persons should have equal opportunity and access to education regardless of the presence of any disabling conditions. If you have a documented disability that requires academic accommodations, please notify the instructor as soon as possible. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, email Jake Karnes at [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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The academic honor code holds each student responsible for 1) upholding the highest standards of academic integrity in the student's own work, 2) refusing to tolerate violations of academic integrity in the University community, and 3) fostering a high sense of integrity and social responsibility. All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2). The Ombud site also has information on plagiarism.