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Office of Teaching Resources in Psychology

**PSYCHOLOGY AND LAW: A TEACHING RESOURCE**  
(2002 OTRP Instructional Resource Award)

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**Overview**

This document contains an annotated bibliography of materials relevant to the study of psychology and law. The bibliography includes major journal articles, books, court cases, and films on these issues organized by source type. Also included are links to a variety of psychology and law Internet resources including information related to graduate program, career, professional organizations, and journal information. Sample syllabi and course lecture and discussion suggestions also are provided.

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## Introduction

Juxtaposed with other well-defined areas of psychological research and practice, psychology and law has evolved as a highly popular and well-defined content area. Over the last three decades, myriad academic programs with an emphasis on the interface of psychology and law have developed on the undergraduate, graduate, and postgraduate levels. Currently, the American Psychology-Law Society (Division 41, American Psychological Association) recognizes approximately 20 psychology and law graduate programs throughout the United States and Canada (American Psychology-Law Society, 2005). Growing academic and professional interest in the interface of psychology and law has resulted in the creation of the American Psychology-Law Society (Division 41) of the American Psychological Association. Division 41 is dedicated to promoting psychology and law as a scholarly field of inquiry and a practical content area.

Notwithstanding this growing interest in the integration of psychology and the law, much of the increasing public awareness is narrowly focused on issues restricted to crime perpetration. The nexus of psychology and law is, however, quite vast. Psychology functions to benefit the discipline of law by helping to bring comprehension to some aspects of the law, by helping to evaluate the law and its processes, or by helping to improve upon the administration of justice. The law, along with professional regulatory boards, also serves to regulate the practice of psychology both inside and outside the courts of law. In the aforementioned capacities, law and psychology are melded on topics such as, but not limited to, child maltreatment, child custody, competence, insanity, policing, jury selection and decision making, rights of the mentally ill, evidence admissibility, gay and lesbian adoption, zoning, taxation, negligence, obscenity, legislative and judicial motivation and decision-making, and operationalizing constitutionality.

Although there is immense interest in the field, there is a dearth of integrated resources. Teachers on all levels greatly benefit from information regarding content-related research and theory, field-related practice, applicable texts, technological resources, possible courses, sample syllabi, classroom suggestions, and existing integrated academic programs.

### **Resource Limitations**

This resource does not represent an exhaustive bibliography of materials related to the topics of psychology and law. Rather, it is designed as a resource guide for the psychology professor who may be otherwise unfamiliar with this body of literature as well as for individuals already working in the area of forensic psychology. Resources that are out of print or not easily available, such as special monographs or copies of conference addresses, are not included.

## **Annotated Bibliography of Primary Resource Materials**

### ***Psychology and Law Textbooks (General Forensic)***

Arrigo, B. A. (2000). *Introduction to forensic psychology: Issues and controversies in crime and justice*. San Diego, CA: Academic Press.

Explores the field of forensic psychology from the criminal justice vantage point. Accordingly, the text is divided into three sections focusing on police and law enforcement, courts, and corrections. The author further subdivides these three parts into chapters focusing on adults, juveniles, families, and civil concerns as each relates to the respective foci. The text discusses relevant issues in crime and justice as well as non-crime related

topics such as civil commitment and confidentiality. Chapters include an overview, literature review, delineation of future directions for research and case illustrations to support application of theory and research. Appropriate in construction and content for a graduate course on forensic psychology with a crime and justice focus. May also be useful for senior level undergraduates with some prior course work related to the integration of psychology and law.

Gudjonsson, G. H., & Haward, L. (1998). *Forensic psychology: A guide to practice*. London: Routledge.

A comprehensive guide to forensic psychology practice in the United Kingdom. Laudable for its understanding of the breadth and depth of the content area. Accordingly, the text goes well beyond criminality and looks at the roles of forensic psychology in both criminal and civil spheres touching on little explored areas such as the psychology of contracts, torts, and defamation laws. Includes discussion of the psychology of crime, the forensic practice of actuaries and experimental psychologists, as well as issues related to psychological testing, mercantile law, maritime law, and equity. Traditional concerns such as expert witness testimony are also explored. Contemporary problems in forensic psychology and the future of forensic psychology complete the text. An excellent way to introduce students to the field of forensic psychology with consideration given to a more global approach to the content area. A good text for graduate and upper level undergraduate students in psychology and law overview courses.

Hess, A. K., & Weiner, I. B. (Eds.). (1999). *The handbook of forensic psychology* (2<sup>nd</sup> ed.). New York: Wiley.

Renders a comprehensive overview of focal topics in forensic psychology with an eye toward applying psychological theory and research to legal issues with psychological foundations. The text is divided into six parts with sections explaining the context of forensics, the application of psychology to civil legal issues, the application of psychology to criminal processes, expert witness issues, criminal intervention, and professional responsibility. An introduction to the history of forensic psychology is offered in the introductory chapter that paves the way for the subsequent exploration of forensic research, theory, and practice. Written as a handbook for professionals, the text is indispensable for senior level undergraduate and graduate students interested in forensic research and practice.

Kuther, T. L. (2004). *Your career in psychology: Psychology and the law*. Belmont, CA: Wadsworth/Thomson Learning.

This supplemental text addresses career paths available in psychology and law. Topics addressed include: Forensic evaluation, correctional and police psychology, research, treatment, consulting, public policy, and social advocacy. Also included are profiles of prominent researchers and practitioners in the field. Text is a nice addition to an introduction to law and psychology course.

Levine, M., & Wallach, L. (2002). *Psychological problems, social issues, and law*. Boston: Allyn and Bacon.

A very comprehensive text that delves into the relationship between psychosocial issues and the law. For the benefit of psychology students, the author provides a very helpful comprehensive introduction to the American legal system followed by a chapter devoted to

psychological and social influences in law. From there, the text turns to issues inherent in the interface of psychology and the law such as predictions of dangerousness, competences, insanity, juries, eyewitness testimony, death penalty concerns, juvenile issues, domestic violence, abortion, sexual harassment, psychological testing, and discrimination. The text's focus on current social issues and public policy render the publication timely and engaging for students interested in understanding the far reaching complexity of social science and the law. Cases and examples are used throughout along with introductions, summaries, discussion questions, and key terms to help make a challenging topic more accessible. A glossary is found at the end of the text. A bank of questions and teaching suggestions are also available for instructors. A solid primary text for senior level forensic psychology courses.

Memon, A., Vrij, A., & Bull, R. (2003). *Psychology and law: Truthfulness, accuracy, and credibility*. New York: Wiley.

A very topic specific anthology on selected issues related to investigatory and pre trial aspects of the legal process. Topics such as witness credibility and accuracy, the role of expert witnesses and juries, eyewitness testimony, suspect interviewing, memories, and false beliefs are covered in the text chapters. This text is appropriate as a supplemental topical text in traditional undergraduate and graduate courses in law and psychology, social psychology, learning, and physiological psychology.

Ogloff, J.R.P (Ed.). (2002). *Taking psychology into the twenty-first century: Perspectives in law and psychology*. New York: Plenum Press.

Presents research reviews addressing timely psycholegal topics with attention given to issues surrounding assessment, evidence, juries and competence. Useful in a general law and psychology course.

Roesch, R., Hart, S. D., & Ogloff, J. R. P. (Eds.). (1999). *Psychology and law: The state of the discipline* (Perspectives in Law and Psychology (Vol.10)). New York: Plenum Press.

Psycholegal scholars come together in this text to provide a review of the role of psychology in the legal processes. Authors offer commentary on many issues of interface in civil and criminal domains. Specific attention is given to topics related to juries, evidence, assessment, and the law of discrimination. A helpful list of forensic practice guidelines is included. A good introductory text.

Schuler, R., & Ogloff, J. R. P. (2001). *Introduction to psychology and law: Canadian perspectives*. Toronto: University of Toronto Press.

A "must have" for Canadian academics in psychology and law. This Introductory law and psychology text is designed to remedy the dearth of attention to the integration of Canadian law and psychology in traditional American forensic texts and research. Addresses various areas of psycholegal concern in the civil and criminal arenas.

Swenson, L. C. (1997). *Psychology and law for the helping professions* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

The text focuses on how psychological and legal practitioners address the same issues from the perspectives of their respective traditions arriving at varying conclusions. Swenson begins the text with an overview of the legal and psychological professions, followed by

chapters related to mental health law, professional issues and ethics, malpractice, expert testimony, family issues, and juvenile concerns. Each chapter starts with a list of key terms and concludes with a summary and questions. Key terms are also highlighted within-text to assist with comprehension of concepts in context. Suggestions for additional readings are found throughout the text. This work will prove most beneficial to students in upper level undergraduate and graduate forensic psychology courses as they seek to fully comprehend the interface of psychology and the law and its practical applications.

Wrightsmann, L. S., & Fulero, S. M. (2005). *Forensic psychology*. Belmont, CA: Wadsworth/Thomas.

This new text provides a rather global integration of the study of psychology and law with a major focus on criminality. An overview of the definition and functioning of forensic psychology is provided in the first chapter with subsequent chapters addressing issues such as the role and responsibilities of forensic psychologists and police. A highlight of the text is the attention given to criminal investigations, profiling, interrogations, hypnosis, lie detection, insanity, incompetence, and confessions. Notwithstanding the attention given to crime related topics, the text also addresses such areas as alternative dispute resolution and trial preparation, jury selection, domestic violence, rape trauma syndrome, child sexual abuse, child custody, discrimination, sexual harassment, the death penalty, and public policy. Key terms and summaries are found in each chapter. A good text for upper level undergraduate and graduate students seeking a more holistic view of the nexus of psychology and the law.

### ***Psychology and Law Textbooks (Topical Forensic)***

Abramson, J. (2000). *We, the jury: The jury system and the ideal of democracy*. Cambridge, MA: Harvard University Press.

This text is a responsive publication related to public cynicism regarding juries and the justice system. Accordingly, text chapters are devoted to issues such as scientific jury selection, stratification and jury demographics, jury bias, jury decision-making, nullification, stereotyping, party demographics, politics, and economics. Premier cases are used to illustrate the author's main points. An excellent text for both social psychology and decision-making courses.

Abu-Jamal, M. (1996). *Live from death row*. New York: Avon Books.

A collection of writings from the once prominent journalist and radio reporter while on death row. The text tells the author's story of life on death row and the horrors of life in prison. The author indicts judicial system bias and racism in the controversies surrounding crime, punishment, and the death sentence. An after word provided by the author's attorney paints a lucid picture of the social, political, and legal issues surrounding the author's case. A compelling first-hand account of living with a death sentence. An appropriate supplemental text for classes in punishment, ethics, criminology, and general courses on psychology and law at both the graduate and undergraduate levels.

Ackerman, M. J. (1999). *Essentials of forensic psychological assessment*. New York: Wiley.

Provides a broad overview of issues relevant to forensic assessments. Ackerman offers an understanding of the appropriate criteria for employing forensic assessments including detailed discussions of correct circumstances, populations, and methodology. The chapters

are devoted to supplying the reader with essentials of specific forensic assessments such as child custody, personal injury, competence to stand trial, civil commitment, juvenile delinquency, substance abuse, and domestic violence. Notably, the text addresses ethical challenges throughout. The text functions as a handbook with summaries, important questions, and key points highlighted for quick referencing. Appropriate for junior and senior level students in counseling, ethics, and assessment courses as well as students in general forensic psychology classes. Graduate level students, however, will also find the text a useful reference manual.

Adams, T. F., & Krustinger, J. L. (2000). *Crime scene investigation*. Upper Saddle River, NJ: Prentice Hall.

Explains the essentials of effective and comprehensive crime scene investigations. The chapters include discussions on the physical and mental elements of crime as well as crime scene tools for evidence gathering. Crime conditions and documentation of evidence are central points in the text, along with crime typing and issues related to expert witness testimony. The text contains chapter discussion questions, suggestions for projects, and summaries that enhance the chapter discussions. A good primary text for classes addressing the issue of forensic diagnosis and profiling as well as courses in research methods and physiological psychology.

Albanese, J. S. (1993). *Dealing with delinquency: The future of juvenile justice* (2<sup>nd</sup> ed.). Chicago: Nelson-Hall.

This is a compact text providing a cursory look at delinquency. Addressed are issues such as the definition and scope of delinquency, the juvenile justice system, and constitutional issues for children. The rudimentary and simplistic nature of the text renders it useful as a supplemental text in a course touching on the issues of delinquency or as a main text for an upper level high school course on delinquency.

Alderman, E., & Kennedy, C. (1997). *The right to privacy*. New York: Vintage Books.

The authors provide real life stories and cases to explore the complicated issue of privacy and why people harbor such strong feelings about intrusions. Provocative questions related to strip-searching, school searches, euthanasia, alternative conception, birth, abortion, adoption, televised death, peeping toms, privacy in the workplace, and psychological testing are explored in this text. A good reader for courses in social issues, ethics, and general courses integrating psychology and the law on all levels.

Alexander, R. (2000). *Counseling, treatment, and intervention methods with juvenile and adult offenders*. Belmont, CA: Wadsworth.

Offers a comprehensive overview of both legal and psychosocial issues relevant to the treatment of children and adults with documented histories of criminal and antisocial behavior patterns. The introductory chapter explores critical and relevant research. The subsequent chapters discuss legal issues and patients' rights in the context of offender treatment, treatment theories, assessment and diagnosis, and therapeutic modalities. Each chapter begins with an outline of key chapter topics and ends with a chapter summary and a list of key terms, helping the reader to focus learning and glean the most salient text issues. The text is appropriate for junior, senior, and graduate level students in counseling, ethics, and assessment courses as well as students in general forensic psychology classes.

Banner, S. (2002). *The death penalty: An American history*. Cambridge, MA: Harvard University Press.

Offers a well-researched and comprehensive historical expose on the ultimate punishment of death. The text spans four centuries and considers the evolution of capital punishment. The author provides a focused historical look at the penalty of death in the United States. Interspersed pieces of poetry and photographs make real the central theme of the text. Provocative chapters such as "Terror, Blood, and Repentance" explore the concept of the death penalty as a general deterrent based upon vicarious learning. An appropriate supplemental text for learning and motivation, social psychology, ethics, criminality, delinquency, and general courses in forensic psychology.

Barr, R. D., & Parrett, W. H. (2001). *Hope fulfilled for at-risk and violent youth: K-12 programs that work* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

Provides a look at program creation for children who are at higher than average risk for poor developmental outcomes. Special attention is paid to educational and community programs geared toward intervention with violent youth. The text is focused on identifying initiatives that might be successful as opposed to identifying that which does not work with violent and at-risk youth. A helpful text for any student in behavior management or juvenile delinquency courses. Probably most useful for students interested in careers that intersect education, psychology or social work, and the law.

Bartollas, C. (2003). *Juvenile delinquency* (6<sup>th</sup> ed.). Boston: Allyn and Bacon.

A foundational delinquency text focusing on the nature and extent of delinquency, the causes of delinquency, prevention and treatment of delinquency, and social control of delinquency. Subsumed under the major topical areas are topics such as the historical treatment of juveniles, relevant statistics, individual and social causation, gangs, police relations, the courts, institutionalization, and educational issues. Notably, the text devotes specific attention to issues of delinquency related to gender, race, and class giving special focus to females and delinquency. The chapters include summaries, key terms, critical thinking questions, Internet resources, and social policy thinking activities. A solid primary text for undergraduate juvenile delinquency courses. Might also be of benefit to students in adolescent issues courses.

Berry, D. B. (2000). *The domestic violence sourcebook* (3<sup>rd</sup> ed.). Lincolnwood, Ill: Lowell House.

A simplistic text that defines domestic violence and explains the phenomenon in a historical context. Psychological and sociocultural explanations regarding antecedents and consequences of domestic abuse are explained with general attention given to children and adolescents in domestic violence situations. Legal system issues are discussed along with information related to prevention and intervention. Practical strategies for dealing with domestic violence are offered as well as a list of community resources and suggested readings. Helpful as a supplemental text in a domestic violence, child maltreatment, counseling, ethics, women's issues, or adjustment course.

Boland, M. L. (2002). *Sexual harassment: Your guide to legal action: What you should know and what you can do*. Naperville, IL: Sphinx Publishing.

A comprehensive introductory primer on the psychology and law of sexual harassment. The text explains behavioral indicators of sexual harassment, workplace and school related

sexual harassment, the creation of hostile environment, the causes of sexual harassment, and appropriate prevention and intervention activities. An easy to read supplemental guide for students interested in workplace ethics and social behaviors.

Botkin, J. R., McMahon, W. M., & Francis, L. (Eds.). (1999). *Genetics and criminality: The potential misuse of scientific information in court: Psychology and the social sciences*. Washington, DC: American Psychological Association.

A wonderful supplemental text for physiological psychology or ethics courses. This book considers the issue of the extent to which behavior is biologically determined and the appropriateness of using such information in legal determinations of criminality and guilt. The authors further consider the nature nurture debate and provide an analytic look at balancing science and jurisprudence.

Burnett, C. (2002). *Justice denied: Clemency appeals in death penalty cases*. Boston: Northeastern University Press.

Text looks at final appeals to a governor in death penalty cases and revolves around implementation of the death penalty process with emphasis on jury consideration of evidence, conviction of innocents, possibilities of misconduct, effectiveness of assistance of counsel, and political issues. Clemency, which is the focus of the text, is the only process that allows a defendant to fully tell his or her story. Specific attention is given to the state of Missouri due to Missouri's active participation in execution processes. Information from actual clemency petitions is provided along with comprehensive analyses of clemency petitions in the state of Missouri. Chapter one focuses on the social context of capital cases and gives an overview of the death penalty process followed by an analysis of police behavior that taints the reliability of death penalty convictions. Subsequent chapters include case illustrations and address problems related to ineffective assistance of counsel. Issues of judicial and governor bias are elucidated with recommendations for reformation. This is a good supplemental text for punishment, criminality, social psychology, ethics, and decision-making courses.

Burnett, D. G. (2001). *A trial by jury*. New York: Vintage Books.

An autobiographical account of one man's experience of being summoned to jury duty, his consequential selection, and his service as a jury member and foreman. The book recounts the author's intimate and humorous understanding of the case itself, the courtroom experience, and the story of what happened in secret during jury deliberations. An interesting text to supplement a course on decision-making, social psychology and a general course in forensic psychology.

Bynum, J. E., & Thompson, W. E. (2002). *Juvenile delinquency: A sociological approach*. Boston: Allyn and Bacon.

The text subtitle is somewhat misleading as the text actually offers a general overview and focus on delinquency from all of the traditional perspectives of biology, psychology, and sociology. The text explores delinquency from these perspectives offering chapters on definitions of delinquency, theoretical causes of delinquency, understandings of delinquency in social contexts, and the social control of delinquency via the justice system. A discussion concerning treatment and prevention is also offered. The text provides numerous statistics in the form of tables and figures to assist the reader in understanding the complexity of the delinquency dynamic. Each chapter consists of a statement of

objectives as well as a summary and activities for integration of the chapter concepts. Chapter references are included at the end of each chapter, facilitating recognition of information sources. This text is a general undergraduate text appropriate for use in a general introductory course on delinquency or childhood psychopathology.

Campbell, A., & Ohm, R. C. (2002). *Legal-ease: A guide to criminal law, evidence, and procedure*. Springfield, IL: Charles C. Thomas.

Provides a comprehensive and helpful guide to criminal law, the law of evidence, and procedure. A useful history of law is included with an explanation of the trial process and relevant Constitutional issues.

Ceci, S. J., & Bruck, M. (1999). *Jeopardy in the courtroom: A scientific analysis of children's testimony*. Washington, DC: American Psychological Association.

This text looks at the highly contested issue of the credibility of child testimony. The authors provide a detailed analysis of factors to be considered in evaluating and comprehending the statements of children. There is a particular focus on the credence given to child evidence in instances where the child is the most crucial witness. Uppermost, the book provides information regarding appropriate processes for eliciting accurate cognitive recall from children in legal settings.

Crosson-Tower, C. (2002). *Understanding child abuse and neglect* (5<sup>th</sup> ed.). Boston: Allyn and Bacon.

Offers a comprehensive psychological perspective on the issues of child abuse and neglect while considering religious, historical, and legal foundations. The text discusses child abuse and neglect as a systemic phenomenon and addresses the issues of child maltreatment both inside of the family and outside of the family unit. The author offers insight into intervention strategies, legal responses, and prevention. The author also offers a chapter devoted to adult survivors of abuse, which gives the reader a more complete lifespan understanding of child maltreatment. Some attention is also given to cultural competence in intervention. The chapters include a summary, exploration questions, and suggested readings for those readers interested in further understanding of the topic. This text would be appropriate as a primary text in an upper level undergraduate or graduate course on child abuse and neglect, counseling, ethics, and in practicum or internship courses related to working with children and families where abuse has been found or suspected.

Curry, H., Clifford, D., & Hertz, F. (2002). *A legal guide for lesbians and gay couples* (11<sup>th</sup> ed.). Berkeley, CA: Nolo.

A comprehensive primer addressing many practical and elusive legal concerns confronting gay and lesbian individuals and couples. Very timely and little discussed issues such as co-parenting agreements, child adoption, domestic partnership agreements, same sex marriage, adult adoption, foster parenting, medical decision making, and child custody and visitations are all explored and explained in this text. State laws related to the sexual relationships of gay and lesbian couples are provided along with legal referral information and resources for individuals with AIDS. A very easy reader and great handbook. Appropriate for classes looking at issues of sexuality, adjustment, human development, diversity, and counseling as well as practicum and internship courses serving gay and lesbian clients.

Dobash, R. P., & Dobash, R. E. (1998). *Rethinking violence against women*. Thousand Oaks, CA: Sage.

The text is part of a series on violence against women. This work is an anthology on issues related to violence against females. Cross discipline exploration sets the tone for the text as various authors from disciplines such as psychology, sociology, anthropology, criminology, and philosophy seek to expand knowledge and thinking on the issue of violence against females. The authors push for and demonstrate the need for cross discipline understandings of the phenomena of violence against women. Chapters consider topics related to sexual violence, gender politics, contextual male violence and domestic violence. International and cross-cultural issues are explored as the text considers violence against women in the context of culture. Geared toward upper level undergraduate and graduate students in courses related to social violence, gender, cultural diversity, sexuality, family issues, and women's issues.

Donnelly, J. (Ed.). (1998). *Suicide: Right or wrong?* (2<sup>nd</sup> ed.) (Contemporary Issues Series). Amherst, NY: Prometheus.

Compilation of views on the suicide question. Looks at the legal, psychological and social issues surrounding suicide. Explores the conditions that influence decisions about suicide, suicide demographics, and suicide prevention. The text defines suicide and offers the philosophical arguments asserted by individuals such as St. Thomas Aquinas, Kant, Hume, Seneca, and Kevorkian regarding the suicide debate. Specific attention is given to Jack Kevorkian's reputation in the physician-assisted suicide controversy. Provocative supplemental text for courses in health psychology, physiological psychology, prevention, counseling, ethics, adulthood and aging, adjustment, and general courses on forensics.

Douglas, J., & Singular, S. (2003). *Anyone you want me to be: A true story of sex and death on the Internet*. New York: Scribner.

An exposé on sadomasochism and stalking on the Internet told in the context of the story of John Robison, the Internet's first serial sexual predator/killer. The author chronicles how the perpetrator carried out the crimes. Coverage of the trial, jury deliberations, and interviews with law enforcement and web experts complete this case illustration. An informative supplemental text for psychopathology, criminology, victimology, human sexuality, aggression, and general forensic psychology courses.

Dow, D., & Dow, M. (Eds.). (2002). *Machinery of death: The reality of America's death penalty regime*. New York: Routledge.

An anthology of diverse views on capital punishment to illustrate the actualities of the death sentence. The text explores defects in the criminal justice system and uncovers how innocent people can be wrongfully accused, convicted, and executed in the name of justice. The denial of Constitutional rights, racism, inept judges and defense attorneys, death qualified juries, and faulty jury selections are asserted as the root of injustice within the system. The authors argue for the abolition of the death penalty for both the innocent and the guilty. An enlightening supplemental or primary text for death penalty, punishment, and ethics courses.

Dowbiggin, I. (2003). *A merciful end: The euthanasia movement in modern America*. New York: Oxford University Press.

Provides a chronicle of the eugenics and euthanasia movement of the twentieth century. Issues related to privacy, personal autonomy, government intrusion, and the right to die in the twentieth century are central to this text. Living will laws, medical power of attorney, and physician-assisted suicide are considered in a social, historical, and cultural context. The text also looks at the individual and social impact of these controversial issues. An interesting supplemental text for adulthood and aging, lifespan development, physiological psychology, and ethics courses as well as general courses looking at the intersection of psychology and law.

Duff, A., & Garland, D. (Eds.). (1994). *A reader on punishment (Oxford readings in socio-legal studies)*. New York: Oxford University Press.

An anthology of essays on the philosophy of punishment and the penal system. The contributors focus on institutional practices, pragmatic interventions, and the practicality of punishment. Theoretical justifications for punishment are discussed with special attention given to the dynamics of the retribution theory of justice and deterrence theory. Both general and specific deterrence and punishment as forms of communication are explored. The concept of just deserts permeates the text with some attention given to intermediate sanctions such as probation and community service. A discussion on punishment efficacy, cost, and inequality in punitive systems helps to round out this text. A good supplemental text in courses on criminology, punishment, social psychology, and learning.

Dunne, D. (2001). *Justice: Crimes, trials, and punishments*. New York: Three Rivers Press.

The author weaves a telling tale of justice denied and conformed relative to some of the most attended and atrocious crimes of current day beginning with the murder of the author's own child. The author chronicles the cases of Martha Moxley and O.J. Simpson. Graphic and shocking depictions and reflections on crime and punishment are found within this text. A compelling read on crime and punishment and the world of the forgotten victims. A good supplemental text for courses in criminality, deviance, victimology, and social issues.

Dunne, K. (1996). *Death scenes: A homicide detective's scrapbook*. Los Angeles: Feral House.

A collection of pictorial illustrations of murder victims. A good reference for courses in criminality, victimology, and punishment.

Ellis, R. A., & Sowers, K. M. (2001). *Juvenile justice practice: A cross disciplinary approach to intervention*. Belmont, CA: Wadsworth.

Ellis and Sowers offer a text full of basic skill development activities related to delinquency interventions from various perspectives. Information on theories and research relevant to appropriate intervention serves as the foundation for student skill building and practical application of competences. Chapters focus on practitioner issues, interdisciplinary teamwork, juvenile assessment, interventions with social systems, and best practices. Inclusion of graphs, tables, case studies, learning activities, discussion questions and a list of key terms and concepts facilitate acquisition of reader knowledge. The structure of the text makes it useful as a teacher's handbook as well as a guide for students in upper level assessment and practicum courses.

Finkel, N. J. (2001). *Not fair! The typology of commonsense unfairness*. Washington, DC: American Psychological Association.

A very provocative look at the concepts of fairness and unfairness. Provides multidisciplinary analysis of issue of unfairness along sociocultural lines. Looks at personal determinations of fairness based upon personal demographics. A great reader for courses in ethics and social psychology.

Garner, B. (Ed.). (1999). *Black's law dictionary* (7<sup>th</sup> ed.). St. Paul, MN: West Group.

An exhaustive dictionary of legal terminology and concepts. Useful in any forensic course and particularly with courses employing case books as primary or supplemental texts.

Goldstein, R. J. (2000). *Flag burning and free speech: The case of Texas versus Johnson*. Lawrence, KS: University of Kansas Press.

Looks at the act of symbolic speech represented in the seminal *Texas versus Johnson* "flag desecration case." The author explores the sociolegal significance of the Supreme Court decision in support of Johnson's behavior. In this text, the flag burning behavior is considered in relation to "free speech" and other prominent political issues. Goldstein looks at early flag desecration controversies as well as behavioral responses to the Supreme Court decision. A good supplemental reader for social psychology courses.

Greene, E., & Bornstein, B. H. (2003). *Determining damages: The psychology of jury awards (Law and Public Policy)*. Washington, DC: American Psychological Association.

A timely critique on jury decision making regarding compensation for harm. Considers the complexity of the task of determining wrong and the construal of punishment. The authors help the reader understand the moral and intellectual dynamics inherent in the damage awarding process. A wonderful resource for students in social psychology and decision making courses.

Harr, J. (1996). *A civil action*. New York: Random House.

A true story of problems in the legal system directly traceable to human error, mixed motivations, economics, and politics. The psychology behind legal processes such as depositions, witness interviewing, legal strategy, and jury decision-making are all touched on in this text. The law of torts is central to this text. A highly beneficial text for illustrating the complexities of a legal process, the economics of law, and the treatment of victims by the legal system. A useful supplemental text for general courses in forensic psychology and victimology.

Henry, S., & Einstadter, W. (Eds.). (1998). *The criminology theory reader*. New York: New York University Press.

An anthology of theories on the causes of crime. The text looks at diverse theoretical vantage points on the topic of criminology with a decided focus on psychosocial explanations. The integration of feminist and postmodern theory adds to the fullness of the text. The book is intended as a supplemental text to a primary text in criminality or deviance.

Herman, J. L. (2000). *Father daughter incest*. Cambridge, MA: Harvard University Press.

Poignantly addresses the issue of father daughter sexual abuse. The text begins with a compelling note to the reader on historical/mythical theories of father daughter incest followed by a discussion on the commonplace occurrence of this form of child maltreatment. The text evaluates the issue of harm and the question of blame. A very detailed discussion of the demographics of incest is provided along with a discussion on the price of secrecy, the crisis associated with disclosure, and the legal system response to allegations of child sexual abuse by children. Prevention information is addressed and a reflection on the original publication (written twenty years prior) of the text is offered. Helpful incest statutes are also listed at the end of the text. Students at all levels will find this book informative and thought provoking. Useful in classes related to domestic violence, child maltreatment, women's issues, child psychology, adolescent psychology, adjustment, masculinity, and deviance.

Houde, J. (1999). *Crime lab: A guide for non-scientists*. Ventura, CA: Calico Press.

Looks at the science of criminal investigation via a look behind the scenes at the complexities of evidence gathering and evidence analysis. For the reader, complex ideas are reduced to basic terms complete with explanatory graphics. The text strives to simplify a very complicated process. A very helpful handbook for students with a beginning interests in crime scene investigation.

Hull, N. E. H., & Hoffer, P. C. (2001). *Roe v. Wade: The abortion rights controversy in American history (Landmark law cases and American society)*. Lawrence, KS: Kansas University Press.

Looks at the legal and social issue of privacy and female reproductive health and control in relation to the Roe v. Wade decision and its aftermath. Authors attempt to offer clarity to both sides of the right to life and pro-choice controversy while attempting to elucidate the legal foundation of the Court's ruling. The human impact of the Court's decision on individuals and society is explained along with basic insights and information regarding the landmark case. The authors approach the abortion issue historically considering the criminalization and legalization of other forms of birth control. The politics of abortion is also given great weight in this text. A very helpful reader for general psychology and law courses as well as classes on sexuality, reproductive health, women's issues, and human development.

Humes, E. (1996). *No matter how loud I shout: A year in the life of juvenile court*. New York: Touchstone.

Humes offers the reader an in depth analysis of the functioning of a prototypical juvenile court system in California. The text spans one year and uses the participant-observer model to tell the story of the lives of children, families, and professionals involved in Los Angeles juvenile courts and child service agencies. The characters and their stories are factual. The book takes the reader on a tour that includes arrests, lock ups, social service and court proceedings, and personal reflections from the child characters and professionals. The structure of the text gives the reader a sense of intimacy with the juvenile justice system that is not readily attainable with traditional delinquency texts. An easy and engaging read, the text is appropriate for all undergraduate levels and is particularly useful as a supplemental text in courses on juvenile delinquency, child maltreatment, child and adolescent psychology, and childhood psychopathology.

Jackson, M. S., & Knepper, P. (2003). *Delinquency and justice: A cultural perspective*. Boston: Allyn and Bacon.

This text explores juvenile delinquency from multiple perspectives. The initial chapter provides the historical backdrop for the roots of a separate system of justice for children involved in criminal activities with some discussion of specific treatment issues. The text is both research and theory focused providing insight on the questions surrounding delinquent behavior from a psychological, social, and biological perspective. Most helpful are the text chapters focusing on understanding delinquency from a systemic perspective. Accordingly, there is a focus on the role of families, school, gangs, police, courts, and the community systems. Notably, there is specific attention given to issues of race, sex, gender, class, and culture relevant to the delinquency question. Each chapter begins with an outline of objectives and culminates with a summary, key concepts, discussion questions, and learning activities. The text is appropriate for an undergraduate general introductory course on juvenile delinquency and as a supplemental text for child and adolescent psychology and development courses.

Kalichman, S. C. (2000). *Mandated reporting of suspected child abuse: Ethics, law and policy* (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association.

An invaluable resource offering psycholegal guidelines for responding to child maltreatment. The text utilizes a case method to elucidate critical issues related to child abuse and neglect intervention. The author also touches upon issues related to other vulnerable populations and provides a useful glossary and directory of local and national resources for those interested in more specific information related to familial abuse.

Kleespies, P. M. (2003). *Life and death decisions: Psychological and ethical considerations in end of life care*. Washington, DC: American Psychological Association.

Offers a realistic consideration of concerns those involved in end of life decisions invariably face regarding the issues of death and dying. Concepts related to self determination and integrity are woven throughout the text. This is a very useful supplemental text for human development and ethics courses.

Kemp, A. (1998). *Abuse in the family: An introduction*. Pacific Grove, CA: Brooks/Cole.

Offers a comprehensive survey of family abuse. Appropriately, the text explores issues related to victimization and perpetration of domestic violence. Kemp does a good job of describing the “landscape” of family abuse and goes on to make clear theories related to the causes and consequences of abuse in families. The book discusses child physical abuse, child emotional abuse, child sexual abuse, child neglect, child maltreatment investigations, sexual offenders, domestic partner abuse, and elder abuse. The author, understanding the audience, also offers support and encouragement to students that may be dealing around the issue of abuse in families. Key terms are highlighted within the text calling the students’ attention to important concepts. All chapters include summaries, suggested activities, review guides, suggested readings, a solid chapter glossary, legal and ethical concerns and critical thinking questions. The text is a very comprehensive learning tool and would be useful for undergraduate students in domestic violence or child abuse and neglect classes well as students enrolled in family therapy courses.

Krieger, L. H. (2003). *Backlash against the ADA: Reinterpreting disability rights*. Ann Arbor, MI: University of Michigan Press.

A collection of articles addressing the resistant and obstructive behavioral response known as “backlash” to the Americans with Disabilities Act. The authors explore the relationship between the law and social change. The text strives to advance systematic multidisciplinary thinking on the issue of disabilities rights. Judicial response patterns, judicial confusion over definitions of disability, judicial refusal to engage in sociological jurisprudence related to the issue of disability, refusal to define disabled individuals as minorities, and mitigation measures used to narrow the scope of ADA coverage are central themes in this collection. A good supplemental text for human development and general forensic psychology courses.

Lee, H. C., O’Neil, T. W., & Gill, C. D. (2002). *Cracking the case: The science of solving crimes*. Amherst, NY: Prometheus.

An investigative exposé on five infamous murders including the Mathison murder case. The author provides a helpful definition of the field of forensics and offers relevant case illustrations and detailed information on crime scene investigation. The author further offers easy to understand scientific explanations regarding his investigations, findings and analyses. A good text for general forensic psychology, criminality, and physiological psychology courses.

Levesque, R. J. R. (2001). *Culture and family violence: Fostering change through human rights law*. Washington, DC: American Psychological Association.

The author, an attorney and psychologist, looks at the ecosystem construction of the family in his attempt to unveil the evolution of violence within the family unit. Focusing on family violence in context, the author considers the ways in which societal norms and mores may unintentionally support violence among family members. An excellent text for use in social psychology and family systems courses.

Loftus, E., & Ketcham, K. (1996). *The myth of repressed memory: False memories and allegations of sexual abuse*. New York: St. Martin’s Press.

Argues for caution in the area of recovered memories. Includes a critical analysis of the methods employed by clinicians in service of unearthing repressed memories of child maltreatment. Portions of the text are useful for discussions of learning, memory, motivation, and psychological assessment.

Lynn, S. J., Lock, T., Loftus, E. F., Krackow, E., & Lilienfeld, S. O. (2003). The remembrance of things past: Problematic memory recovery techniques in psychotherapy. In S. O. Lilienfeld, S. J. Lynn, & J. M. Lohr (Eds.), *Science and pseudoscience in clinical psychology* (pp. 205-239). New York: Guilford Press.

Authors examine the research addressing whether the current techniques used to recover past memories of childhood abuse are prone to produce distortion. Research includes an analysis of commonly used therapeutic procedures of symptom interpretation, hypnosis, and dream interpretation. The authors conclude that some techniques can lead to memory distortion. This material is especially appropriate for cognitive psychology courses, introduction to psychology courses, and introduction to counseling classes. Graduate classes would also benefit from this material.

Maples, W. R., & Browning, M. (1994). *Dead men do tell tales: The strange and fascinating cases of a forensic anthropologist*. New York: Broadway Books.

The authors look at the determination of victim demographics in this text with a focus on memorable and infamous crime investigations. The text includes crime scene photographs that make real the stories told by the authors and further engage the reader in this complicated and intriguing aspect of forensics. A provocative text for students interested in victim typing and criminal profiling.

Mauer, M., & Chesney-Lind, M. (Eds.). (2002). *Invisible punishment: The collateral consequences of mass imprisonment*. New York: The New Press.

An anthology chronicling the individual and social cost of mass incarceration and prison industry growth while examining the fairness of the criminal justice system. Activists and scholars come together in this text to address covert consequences and disenfranchisement resulting from evolving “get tough” policies. Authors look at the impact on neighborhoods and families of those incarcerated and ultimately urge a reconsideration of the substance and process of crime intervention and prevention. Issues of power, economics, race and culture as well as the international impact of U.S. policies are addressed in this timely text. A useful supplemental text for courses focusing on crime, punishment, and social issues.

Mink, G. (2000). *Hostile environment: The political betrayal of sexually harassed women*. Ithaca, NY: Cornell University Press.

While explaining the issue of sexual harassment in legal terms and exploring its judicial and legislative evolution, the author critiques societal responses to sexual harassment. The author argues that feminists have betrayed harassment victims. Specifically considered are the sexual harassment allegations against President Clinton and Clarence Thomas and the issues of consensually and power in workplace relationships. The author uses seminal legal case opinions to support and explain relevant issues. Structural legal advantages to perpetrators and disadvantages to victims are explored. A useful supplemental text for sexual harassment, sexuality, women’s issues, men’s issues, and human diversity courses.

Moghaddam, F. M., & Marsella, A. J. (Eds.). (2003). *Understanding terrorism: Psychological roots, consequences, and interventions*. Washington, DC: American Psychological Association.

A text that explores the issue of terrorism from a psychological perspective. Scholars offer critical analyses of the psychological and contextual foundations of terrorism along with a look at the relevance of morality. Systemic prevention and intervention strategies are also provided along with a look at the relationship between terrorism and the emerging field of peace psychology.

Monahan, J., & Walker, L. (2002). *Social science in law: Cases and materials* (5<sup>th</sup> ed.) (University Case book). Westbury, CT: The Foundation Press.

Drafted as a traditional law school casebook on the interface of the social sciences and law, the text is also appropriate for graduate level students and very senior undergraduates in forensic psychology courses. Monahan stresses the application of social science research and theory in the United States legal system. The text explores jurisprudential origins of social science in law and further looks at legal rules, legal methods, law relevant social science findings, the meaning of social science research, and the social science method. The text has a non traditional structure opting to present the law and psychology interface conceptually while unearthing inconspicuous relationships such as the psychology behind

the laws related to obscenity, racial discrimination, and jury instructions. The text further seeks to integrate the disciplines and increase accessibility across disciplines by providing a primer of both legal and social science methods. The text is full of illustrative cases in service of understanding the connections between social science and the law.

Murdoch, J., & Price, D. (2001). *Courting justice: Gay men and lesbians' relationship with the United States Supreme Court*. New York: Basic Books.

An in-depth and comprehensive exploration of the historical relationship between gays and lesbians and the United States Supreme Court. The text explores the relationship in the context of gay and lesbian activism and the Supreme Court's response to such activism. The history of gay and lesbian rights is examined with a focus on Constitutional rights and freedoms. The text spans five decades and considers the psychology, politics, and law that serve to influence Supreme Court decision-making. Issues of discrimination and political empowerment are central to the text. Text is particularly relevant given the 2003 Supreme Court ruling overturning the Texas sodomy laws. A very solid primary or supplemental text for any class considering sexuality, prejudice and discrimination, diversity, and adjustment.

Nelson, J. (Ed.). (2000). *Police brutality: An anthology*. New York: Norton.

An anthology explaining the history of legalized violence known as police brutality. Issues related to race and culture are explored with a call for reformation of abusive systems of law enforcement. A good supplemental text for courses in criminality and deviance as well as classes in social psychology, social issues, and psychopathology.

Parenti, C. (1999). *Lockdown in America: Police and prisons in the age of crisis*. London: Verso.

A reader on the tragedies and irony of the criminal justice system. The text argues that the growth of the prison system is a direct outgrowth of capitalistic economies. Explores the economic and political foundations of the criminal justice system growth along with an examination of various types of policing and police policies. The politics of prison life are discussed with a focus on abuses. Issues related to race and class are discussed. A good text for courses on social issues, punishment, and criminality.

Patterson, J. T. (2001). *Brown v. Board of Education: A civil rights milestone and its troubled legacy*. New York: Oxford University Press.

Part of a series in *Pivotal Moments in American History* that looks contextually at historical challenges and events. The text provides a concise narrative of the fifty-year aftermath of the *Brown v. Board of Education* decision and the chain of events that led to the monumental case. The author also shares the subsequent invocations of the *Brown* decision to support and break down related affirmative action initiatives. Social, political, and legal consequences of the *Brown* decision are explained along with a look at the extent to which the *Brown* decision, mandating integration, impacted the academic achievement of African American children. Historical pictures are included to add to the understanding of the text issues. A good reader for students in both undergraduate graduate courses in psychology and law and history and systems.

Pelzer, D. (1995). *A child called "it": Once child's courage to survive*. Deerfield Beach, FL: Health Communications.

An autobiographical account of the author's childhood filled with life-threatening parentally inflicted torture and psychological abuse. The text is a wake up call regarding the hidden reality of child maltreatment and the need for responsive social, legal, and political action. A touching text that will be most useful as a supplemental text in child development, child and adult psychopathology, family therapy, child maltreatment, and domestic violence courses.

Posner, E. A. (2002). *Law and social norms*. Cambridge, MA: Harvard University Press.

Focuses on the role law plays in fostering prosocial norms while discouraging antisocial norms. In service of this focus, the text explores the theoretical ideas surrounding rational choice theory, game theory, and public policy. The author argues for a methodology that includes a systematic analysis of the relationship between the law and societal instruments of cooperation. The text looks at the models of cooperation employed in the creation and maintenance of social norms while considering issues related to families, criminal law, discrimination, distributive justice, privacy, and symbols in relation to law and politics. An interesting integration of law, psychology, sociology, economics, and politics. A beneficial addition to social psychology and decision-making courses.

Posner, R. A. (1998). *Sex and reason*. Cambridge, MA: Harvard University Press.

A comprehensive look at sexual behavior theories in relation to social and legal regulation of sexuality. Issues related to the economics of sexuality and the legal and social implications of sexual behaviors are explored within the text. The chapters include topics such as polygamy, adultery, artificial insemination, abuse, pederasty, homosexuality, and eugenics. The text also attends to the cross-cultural history of sexual mores and the label of deviant sexuality. Sex crimes and punishment are discussed as well as discrimination based on sex. A very in-depth and analytical text for advanced undergraduate and graduate students seriously interested in the intersection of sexuality and the law.

Quinsey, V., Skilling, T., Lalumiere, M., & Craig, W. (Eds.). (2003). *Juvenile delinquency: Understanding the origins of individual differences (Law and public policy: Psychology and the social sciences)*. Washington, DC: American Psychological Association.

This text takes a decidedly physiological look at understanding child criminal behavior. The authors consider current findings and theoretical understanding of antisocial child behavior within in a developmental framework. Most useful as a supplemental text in a juvenile delinquency course.

Prejean, H. (1996). *Dead man walking: An eyewitness account of the death penalty in the United States*. New York: First Vintage Books.

An account of a Roman Catholic nun's pen pal friendship with and spiritual support of a Louisiana inmate on death row convicted of murdering two adolescents. The text offers a compassionate look at the parties involved and the human consequences of capital punishment. Students at all levels who are interested in crime, punishment, and transpersonal psychology will appreciate this text.

Ramsland, K. M. (2001). *The forensic science of C.S.I.* New York: Berkley Boulevard Publishing Group.

Examines the world and work of crime scene investigators via looking at issues of crime scene evidence collection, analyses, and expert witness testimony regarding forensic

findings. Provides a basic step-by-step approach to looking at investigations of crime scenes beginning with the initial call. The text covers most topics related to processing the crime scene. Issues such as handling of bodies subsequent to murder are addressed as well as profiling and typing of victims. Matters related to intuition, criminal logic, and deception detection fills the pages of this text. A helpful overview of forensic specialties is provided along with a glossary and within-text definitions of key terms. Students interested in profiling and forensic evaluations will find this text beneficial.

Remley, T. P., & Herlihy, B. (2001). *Ethical, legal, and professional issues in counseling*. Upper Saddle River, NJ: Merrill/Prentice Hall.

This text, drafted primarily for students in counseling programs, offers a comprehensive overview of legal and ethical issues inherent in counseling relationships. Appropriately, the text begins with an introduction that identifies the origins of law and the foundations of ethics. Recognition of legal issues is addressed in the first chapter. Subsequent topics include professional practice issues such as licensing, professional politics, the rights of patients and clients, record keeping, subpoenas, competence, malpractice, boundary issues, child client rights, and confidentiality. Chapters on ethics and multiculturalism are included. A useful chapter covering ethical and legal decision-making rounds out the text. The text provides summaries, key points, and case analyses to encourage active learning. The text is clearly appropriate as a primary text for students in graduate counseling programs and as a supplemental text for undergraduate students enrolled in counseling, ethics, and service provision practicum courses.

Rosen, J. (2001). *The unwanted gaze: The destruction of privacy in America*. New York: Vintage Books.

This text argues that ever-increasing small intrusions into privacy via a variety of new technologies known as the “unwanted gaze” cause immeasurable injury. The author suggests that nonconsensual invasions into privacy result in inaccurate assumptions and inappropriate behavioral responses by the “eavesdroppers.” The text spends a great deal of time focusing on legal, technological, and cultural developments that infringe upon one’s ability to control personal and interpersonal communication. The author offers an alternative view of behaviors typically deemed sexually harassing. The text asserts that such behaviors can also be understood as invasions of privacy. Discussion about former President Clinton, Monica Lewinsky, and Paula Jones serve to weave this complicated topic into a story students can embrace. A good reader for general law and psychology courses as well as social issues and ethics classes.

Rosenthal, E., Kubby, S., & Newhart, S. (2003). *Why marijuana should be legal*. New York: Thunder’s Mouth Press.

Asserts that marijuana should be legalized because the benefits outweigh the harm. The authors analyze the human impact of marijuana and the impact of marijuana laws on individuals. The text takes a sociocultural and legal look at the reasons marijuana is illegal and argues that misinformation fuels the current laws and debate on the subject. The text also looks at the medical benefits of marijuana and offers resources for the legalization of marijuana across the country. A provocative reader that will be of interest to students in physiological psychology, social psychology, social issues, and deviance courses.

Sachs, J. S. (2001). *Corpse: Nature, forensics, and the struggle to pinpoint time of death*. Cambridge, MA: Perseus Books Group.

Looks at the forensic evidence issues around determining the time of death to create a more complete understanding of the circumstances surrounding the crime of murder. This text is a simple explanatory look at the ever-growing field of forensics. A fascinating supplemental text in courses focusing on physiological psychology, criminology, psychopathology, and general forensics.

Schewe, P. A. (Ed.). (2003). *Preventing violence in relationships: Interventions across the life span*. Washington, DC: American Psychological Association.

Various contributors provide a developmental perspective on understanding the dynamics of familial and other interpersonal relationship violence. This text goes beyond simply looking at the context of domestic violence. It goes on to offer a comprehensive look at appropriate intervention with a focus on developing adaptive interpersonal relations in service of decreasing incidents of domestic violence. A useful text for assisting students with applying domestic violence and social psychology theories to real life circumstances.

Scheck, B., Neufeld, P., & Dwyer, J. (2001). *Actual innocence: When justice goes wrong and how to make it right*. New York: Penguin.

A nonfiction exposé on the human error, corruption, inhumanity, and injustice inherent in the United States criminal justice system. Social and economic issues associated with the realization of justice for groups and individuals are explored. True stories, personal experience, court transcripts, and legal documents are the sources for this text. Issues of system incompetence are addressed along with a discussion on the human cost associated with justice gone wrong for victims and alleged/actual perpetrators of crime. Dialogue based on interviews provides a dose of reality. A very engaging supplemental text for social issues, general forensics, and victimology courses.

Schopp, R. F. (2001). *Competence, condemnation, and commitment: An integrated theory of mental health law (Law and public policy: Psychology and the social sciences)*. Washington, DC: American Psychological Association.

Looks at the legal constructs of competence and commitment through a psychological lens. The author discusses the legal definition and psychological concept of competence while considering how psychological theory informs the administration of justice related to competence, culpability, and legal seclusion. A useful supplemental text for students in general psychology and law course as well as those in abnormal psychology courses.

Siegel, L. J. (2002). *Juvenile delinquency: The core*. Belmont, CA: Wadsworth.

A well-structured and student-friendly text on the topic of juvenile delinquency. The text first considers the nature of childhood in a historical and legal context. This introductory chapter is followed by a chapter that looks at the nature and extent of delinquency via statistical research. Psychological, sociological, and systemic explanations for delinquency are explored in subsequent chapters with a focus on families, schools, and peers. A helpful history of the juvenile justice system is offered along with attention to the relationship between juveniles, the police, and the courts. This text is organized to encourage active learning with its use of color graphics, check points, web citations and resources, a running glossary, tables, focus boxes, summaries, key terms, and discussion questions. Appropriate primary text for undergraduate students in juvenile delinquency courses.

Siegel, L. J., & Senna, J. J. (2000). *Juvenile delinquency: Theory, practice, and law* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth.

A traditional delinquency textbook organized to focus on the concept, theories, and antecedents of delinquency. In addition, the juvenile justice system and the social control of delinquency are examined. The text begins by providing an understanding of the concept of childhood and adolescence and the definitions of delinquency with minor attention given to youth crime around the world. Juvenile crime rates are explored and biopsychosocial theories of causation are discussed. The history of the juvenile justice system is offered somewhat later in the text, followed by a look at the laws and policies that shape the current juvenile justice system. A helpful look at correctional programs for delinquency rounds out the text. Cases, questions for discussion, and highlighted key terms with a running glossary all assist in making the text more assessable. Overall, a solid primary undergraduate text for students studying juvenile delinquency and criminality.

Sifakis, C. (2003). *The encyclopedia of American prisons*. New York: Checkmark Books.

This is an A-Z reference manual on the total institutionalization process of imprisonment. The text provides three hundred entries that include a historical overview of the American prison system. The author examines prison reformation and the growing historical pressures to rehabilitate prisoners. Information on famous wardens, prisons, prisoners, uprisings, and riots is provided along with psychosocial issues related to prison life. The text also covers topics such as recidivism and capital punishment of the mentally retarded. This publication is complete with numerous photographs and illustrations that make it a necessity for courses addressing penology, punishment, and social reform.

Stefan, S. (2002). *Hollow promises: Employment discrimination against people with mental disabilities*. Washington, DC: American Psychological Association.

Stefan provides a critical analysis of the laws that govern the rights of citizens with disabilities. The text focuses on discrimination against individuals with mental challenges. Particular attention is given to the administration of justice related to the Americans with Disabilities Act and the role of employers in the efficacious implementation of the Act.

Strum, P. (2002). *Women in the barracks: The VMI case and equal rights*. Lawrence, KS: University of Kansas Press.

Provides a look at issues of sex, gender roles, and discrimination in the United States through an examination of the sex discrimination lawsuit file against the Virginia Military Institute. The text gives a thorough legal history of the case and explains the Court's thinking and decision-making in the context of evolving thought about the roles of males, females, masculinity, and femininity. A solid supplemental text for graduate students and senior level undergraduate students enrolled in classes related to gender studies, prejudice and discrimination, and general courses in psychology and law.

Sunstein, C. R., Hastie, R., Payne, J. W., Schkade, D. A., Viscusi, W. K., & Priest, G. L. (2002). *Punitive damages: How juries decide*. Chicago: University of Chicago Press.

An anthology on jury behavior in the context of deciding economic punishment. Much experimental data offered to explain how juries go about making decisions related to awards of punitive damages. Psychology, economics, and law are considered as the authors attempt to explain the jury process. Controlled experiment findings on jury

deliberations and jury nullification are provided along with a look at judicial versus jury decision-making. Jury outrage and corporate recklessness are addressed and a sample of jury instructions is provided for reader understanding. A great reader for students in social psychology, decision making, and general courses in forensic psychology.

Taylor, J. K. (1999). *What to do when you don't want to call the cops: A non-adversarial approach to sexual harassment*. New York: New York University Press.

This text argues that too much legal control, pressure, and demand fuel the problem of sexual harassment in the workplace. The author explores the history of sexual harassment law with an eye toward research findings related to sexual harassment as a problem of poor interpersonal communication, gender role confusion about sexual communication, and cultural assumptions about male and female communication styles. The text is directed toward females and has a non-apologetic victim-blaming tone that will encourage critical debate in courses related to women's issues, sex and gender, sexual harassment, and social psychology.

Tonry, M. (1998). *Sentencing matters (Studies in crime and public policy)*. New York: Oxford University Press.

A look at the sentencing process and sentencing reform in the criminal justice system. Provides a summary of the literature on sentencing while examining the impact of penalties. Discusses new developments in policy and research and the issue of sentencing and politics. Chapters focus on research related to sentencing laws and practices, intermediate sentencing, three strikes laws, and cross cultural issues in sentencing. A very useful supplemental text for any courses looking at issues of criminality, learning, or clinical forensic practice.

Van Koppen, P. J., & Penrod, S. (2002). *Adversarial versus inquisitorial justice: Psychological perspectives on criminal justice systems*. Plenum Publishing Corporation.

A psycholegal comparison and contrast of United States and European systems of justice. This text looks specifically at the nuances of legal investigatory and trial procedures inherent in the diverse justice systems. A very helpful way to integrate an international perspective into the study of psychology and law.

Wells, G. L., & Loftus, E. F. (2003). Eyewitness memory for people and events. In A. M. Goldstein (Ed.), *Handbook of psychology: Forensic psychology, Vol. 11* (pp. 149-160). New York: Wiley.

Authors review the research on eyewitness memory. The first section deals with theory and research for events. The results suggest that event memory is very malleable. The second section addresses eyewitness memory for people. The authors conclude that mistaken identification rates are high. Specific procedures to avoid such mistakes are provided. This material can easily be incorporated into a cognitive, social, or introductory psychology course.

Williams, C. R., & Arrigo, B. A. (2002). *Law, psychology and justice: Chaos theory and the (dis)order*. Albany, NY: State University of New York Press.

Looks at the interface of psychology, psychiatry, and law in the context of chaos theory. The mix of order and disorder are explored as possible explanations for the failings of

forensic psychology. The text focuses on issues related to forensic mental health assessment and treatment. Useful for discussion on assessment, treatment and mental health policy.

Wilson, J. Q. (2002). *The marriage problem: How our culture has weakened families*. New York: Harper Collins.

Provides an analysis of the legal and social institution of marriage from a historical, cross-cultural, and social perspective. The author talks about the purpose and function of marriage and family and the cultural dynamics that have weakened this legal and social union. The text considers whether marriage has become a dispensable entity based upon evolution of its structure. The relationship between sex and marriage is explored along with attention to African American families, single parent households, and working mothers. A text that will challenge students in marriage and family, women's issues, social psychology, and adjustment classes.

Winick, B. J., La Fond, J. Q., Kalichman, S. C., & Sales, B. D. (Eds.). (2003). *Protecting society from sexually dangerous offenders: Law, justice, and therapy (Law and public policy: Psychology and the social sciences)*. Washington, DC: American Psychological Association.

A truly interdisciplinary resource that looks at commitment laws, policies, and ethical decision making related to commitment of sexual predators. Under the concept of least restrictive alternative, the authors consider Constitutional challenges related to treatment and punishment of offenders while providing a concise look at reducing recidivism among dangerous sexual predators. Particularly useful in abnormal psychology, ethics, and learning and cognition courses.

Winton, M. A., & Mara, B. A. (2001). *Child abuse and neglect: A multidisciplinary approach*. Needham Heights, MA: Allyn and Bacon.

Offers an introductory, yet comprehensive, multidisciplinary understanding of child maltreatment, focusing on child physical abuse, child sexual abuse, child emotional and psychological abuse, and child neglect. The text commences with a chapter on recognizing child abuse and neglect and understanding the theoretical explanations of child maltreatment. The text is complete with attention to diagnosis, assessment, and interviewing, as well as treatment and prevention. Interesting case studies throughout the text assist with synthesizing the information and applying such to hypothetical situations. Case studies revolving around topics such as Munchausen Syndrome by Proxy and writing letters to judges serve to enhance the reader's understanding of the myriad issues surrounding child abuse and neglect. Appendices covering epidemiology, child abuse reporting, and journal resources make this text a valuable resource. This text is appropriate as a primary text in an undergraduate course on child abuse and neglect or domestic violence and as a supplemental text in other child-focused classes.

### ***Psychology and Law Articles (Psychology Journals)***

Arrigo, B. A., & Tasca, J. J. (1999). Right to refuse treatment, competency to be executed, and therapeutic jurisprudence: Toward a systematic analysis. *Law and Psychology Review*, 23, 1-47.

Article presents a sociohistorical analysis on the right to refuse treatment doctrine. In addition, the authors explore how this right was extended to incompetent death row

inmates. Finally, the authors explore the concept of therapeutic jurisprudence and comment on the applicability of this concept to death row inmates engaged in treatment refusal. Article would be useful in an abnormal psychology class.

Barton, T. D. (1999). Therapeutic jurisprudence, preventative law, and creative problem solving: An essay on harnessing emotion and human connection. *Psychology, Public Policy, and Law*, 5, 921-943.

This article raises the possibility that legal professionals overuse a “judging” problem solving approach that emphasizes power, order, and normative expectations. Emotions and interpersonal relationships are often overlooked. The author recommends the use of therapeutic jurisprudence, preventative law, and creative problem solving. Article could be a useful addition to a cognitive psychology or community psychology course.

Beh, H. G. (2002). The role of institutional review boards in protecting human subjects: Are we really ready to fix a broken system? *Law and Psychology Review*, 26, 1-47.

Article discusses historical and current cases where the Institutional Review Board (IRB) failed to protect study participants, offers reasons why IRBs may fail to protect human subjects, and offers suggestions to reform the system. Article is a good supplement to an upper division research methods class.

Brakel, S. J. (2003). Competency to stand trial: Rationalism, “contextualism” and other modest theories. *Behavioral Sciences and the Law*, 21, 285-295.

Explores the complicated and confusing process of competence to stand trial with particular attention given to issues of rationality and levels of competence necessary to halt the adjudication process. The article goes on to look at the overall procedural implications of making incompetence to stand trial determinations and considers the impact of sentencing, pleading, and waiving the right to counsel.

Brainerd, C. J., & Reyna, V. F. (2002). Recollection rejection: How children edit their false memories. *Developmental Psychology*, 38, 156-172.

Authors discuss fuzzy-trace theory, present a new methodology for studying recollection rejection, and describe implications for child forensic interviewing. The article is well suited for integration into a cognitive, developmental, or topics course in memory.

Brigham, J. C. (1999). What is forensic psychology, anyway? *Law and Human Behavior*, 23, 273-298.

The author offers an indispensable discussion on the definition of forensic psychology. Using a psycho-historical approach, the author explains the interesting evolution of the field. Moreover, the author discusses the major contrasts between the fields of law and psychology and the areas of interface while focusing on current issues of controversy.

Brooks, R. W., & Jeon-Slaughter, H. (2001). Race, income, and perceptions of the U.S. court system. *Behavioral Sciences and the Law*, 19, 249-264.

An empirical report on the relationship between income, race, and perceptions of the United States court system. The study confirmed previous findings that suggested Black Americans with higher incomes tend to have a higher level of skepticism regarding the

fairness of systems of justice. Interestingly, the article points out that Blacks with higher incomes tend to have more faith in the possibility of justice related to actions of the U.S. Supreme Court as opposed to the actions of intermediate courts.

Brown, P., & Dean, S. (2002). Assessment as an intervention in the child and family forensic setting. *Professional Psychology: Research and Practice, 33*, 289-293.

Authors discuss the importance of the clinical assessment often ordered before a Children's Court decision is rendered. According to the authors, this assessment is often the first time children, adolescents, and families are introduced to a clinical psychological assessment. Research was conducted in Australia. The material in the article can easily be incorporated into adolescent psychology or abnormal psychology courses.

Bruck, M., Ceci, S. J., & Hembrooke, H. (2002). The nature of children's true and false narratives. *Developmental Review, 22*, 520-554.

Authors provide a comprehensive review of the research on the credibility and reliability of young children's narratives. Researchers conducted a study to address some unanswered questions. Results revealed that fictional narratives were more aggressive, spontaneous, and elaborative than true narratives. In addition, false narratives were less consistent when children were asked to repeat themselves. Consequently, the authors question the credibility of children's reports in certain situations. This material can be incorporated into a cognitive, developmental, social, and introduction to psychology courses.

Campbell, T. (2003). Sex offenders and actuarial risk assessments: Ethical considerations. *Behavioral Sciences and the Law, 21*, 269-279.

Considers the issues of sex offender recidivism rates in the context of risk assessments. The article looks at the issues of inconsistency and inaccuracy in the context of predictive limitations of instruments while addressing ethical challenges inherent in using relevant forensic assessments.

Carlsmith, K. M., Darley, J. M., & Robinson, P. H. (2002). Why do we punish? Deterrence and just deserts as motives for punishment. *Journal of Personality and Social Psychology, 83*, 284-299.

Authors compare two popular justifications for punishment. The just deserts approach is the assertion that a person deserves punishment proportionate to the crime. The deterrence approach is the notion that punishment reduces the likelihood of future criminal activity. The research suggests that participants preferred to utilize the just deserts approach. Implications for public policy are discussed. The subject matter can easily be incorporated into social psychology and topics classes in aggression. Furthermore, the article can provide the backdrop for an interesting discussion of the death penalty in an advanced introductory psychology class.

Clark, J. W. (2000). The social psychology of jury nullification. *Law and Psychology Review, 24*, 39-57.

Article describes the historical use of jury nullification, examines various psychosocial antecedents and evaluates the decisional law involving juror nullification, and finally concludes an instruction on jury nullification is essential to a system of justice concerned

with equity. This thought provoking piece would be a nice addition to a social psychology course.

Cohn, E. S., White, S. O., & Sanders, J. (2000). Distributive and procedural justice in seven nations. *Law and Human Behavior, 24*, 553-579.

Authors present international perspectives on the impact of distributive justice and procedural justice on decision making in Bulgaria, France, Hungary, Poland, Russia, Spain, and the United States. Procedural justice focuses on impartiality while distributive justice focuses deservingness. Provides an interesting comparative analysis useful for students in decision making, ethics, and cross cultural psychology courses.

Collet, M. E., & Kovera, M. B. (2003). The effects of British and American trial procedures on the quality of juror decision-making. *Law and Human Behavior, 27*, 403-422.

These authors contrast British and American trial procedures in their analysis of juror decision making efficacy. The article explores the extent to which the lower level of distraction in British courts results in better jury decisions. The research uncovered that although the participants experienced the British procedures as more fair, jurors were not necessarily more attuned to nuances in evidentiary offerings. A good comparative analysis that yields some interesting debate on perception of judicial processes and jury decision making.

Cooper, V. G., & Zapf, P. A. (2003). Predictor variables in competency to stand trial decisions. *Law and Human Behavior, 27*, 423-436.

This article considers the legal criterion for competency decisions and the possibility of bias related to clinical, criminological, and socio-demographic variables in criminal defendants participate in competency evaluations. The authors' findings suggest that the competency examination process is relatively unbiased.

Cunningham, M. D., & Vigen, M. P. (2002). Death row inmate characteristics, adjustment and Confinement: A critical review of literature. *Behavioral Sciences and the Law, 20*, 191-210.

Summarily provides a review of research on death row inmates. Provides demographic analyses, psychological and physical morbidity data and incarceration-related factors that tend to exacerbate inmate pathology. Article contradicts some assumptions regarding behavioral characteristics of death row inmates and discusses implications for forensic research, practice, and policy.

Edens, J. F., Hart, S. D., Johnson, D. W., & Olver, M. E. (2000). Use of the Personality Assessment Inventory to assess psychopathy in offender populations. *Psychological Assessment, 12*, 132-139.

Authors investigated the efficacy of the Antisocial Features (ANT) subscale of the Personality Assessment Inventory (PAI) to measure psychopathy. Results revealed high correlations between the Hare Psychopathy Checklist and the Antisocial Features subscale of the PAI. Aspects of the article would be a useful addition to an abnormal psychology, personality psychology, or topics classes in assessment or aggression.

Fabian, J. M. (2003). Death penalty mitigation and the role of the forensic psychologist. *Law and Psychology Review, 27*, 73-120.

Article focuses on cases addressing death penalty mitigation, explores the purpose and strategy of mitigation during the capital sentencing phase, describes the role of the forensic psychologist in death penalty sentencing evaluations, and examines problems associated with death penalty mitigation, specifically focusing on Antisocial Personality Disorder and mental retardation. The article is a nice supplement to any abnormal or counseling psychology course.

Farkas, G. M., DeLeon, P. H., & Newman, R. (1997). Sanity examiner certification: An evolving national agenda. *Professional Psychology: Research and Practice, 28*, 73-76.

Authors report the results of a national survey to assess the degree to which psychologists are able to serve as forensic experts. The authors discuss whether there should be specialized training for forensic professionals. Article might be useful for inclusion in an abnormal psychology or an introduction to counseling class. Some aspects may also be appropriate in an introduction to psychology class.

Fox, D. R. (1999). Psycholegal scholarship's contribution to false consciousness about injustice. *Law and Human Behavior, 23*, 9-30.

The author looks at the original purpose of the nexus of the fields psychology and law in relation to the current integrated functioning in the administration of justice and the development of false legal consciousness. This interesting article explores legal doctrines that, via false consciousness, may lead to inequity and injustice. Very appropriate for a history and systems course and general and topical courses in law and psychology.

Fulero, S. F., Greene, E., Hans, V., Nietzel, M. T., Small, M. A., & Wrightsman, L. (1999). Undergraduate education in legal psychology. *Law and Human Behavior, 23*, 137-153.

An indispensable article elucidating the many ways that forensic psychology can be integrated across the undergraduate psychology curriculum. Useful for any educator seeking to create a law and psychology course or looking to simply consider psycholegal topics in the context of traditional psychology courses.

Green, E., Johns, M., & Smith, A. (2001). The effects of defendant conduct on jury damage awards. *Journal of Applied Psychology, 86*, 228-237.

Authors discuss the tendency for jurors to be influenced by the reprehensibility of the defendants' conduct versus severity of the plaintiff's injuries when making decisions about damage awards. Article would be an interesting addition to social psychology courses, particularly the social cognition section. In addition, the article could be the basis for an interesting discussion on the appropriateness of high damage awards.

Greenberg, L. R., & Gould, J. W. (2001). The treating expert: A hybrid role with firm boundaries. *Professional Psychology: Research and Practice, 32*, 469-478.

The authors discuss the boundaries that must be maintained in child custody cases in order for a therapist to support a child's needs, accomplish interventions, or provide information to the court. The authors utilize Greenberg & Shuman's (1997) article as a framework for discussing their results. Article would be useful in a child psychology or introduction to counseling class.

Greenberg, S. A., & Shuman, D. W. (1997). Irreconcilable conflict between therapeutic and forensic roles. *Professional Psychology: Research and Practice*, 28, 50-57.

The ethics of engaging in dual clinical and forensic roles is discussed. Article may provide useful information for an introduction to counseling course.

Groscup, S. D., Penrod, S. D., Studebaker, C. A., Huss, M. T., & O'Neil, K. M. (2002). The effects of Daubert on the admissibility of expert testimony in state and federal criminal cases. *Psychology, Public Policy, and Law*, 8, 339-372.

Authors discuss the criteria that judges have historically used with respect to the admissibility of expert testimony. Authors discuss the Frye standards (1923), Federal Rules of Evidence (1976), and the recent Daubert criteria (1993) for admissibility. The Daubert opinion encouraged judges to evaluate scientific evidence based on methodology and created a set of four factors to be considered. The effect of the Daubert criteria is analyzed and discussed. Material from the article can be easily incorporated into social psychology and cognitive psychology courses. In addition, existing sections in an introductory psychology course dealing with eyewitness testimony or critical thinking can be augmented with a discussion of aspects of this article.

Guy, L. S., & Edens, J. F. (2003). Juror decision making in a mock sexually violent predator trial: gender differences in the impact of divergent types of expert testimony. *Behavioral Sciences and the Law*, 21, 215-237.

Explores the impact of expert witness testimony on juror decision making with a decided focus on evaluation of violence risk. The study seeks to explore the impact of testimony resulting from clinical opinion, actuarial assessment, and psychopathy ratings on juror perception. The article suggests that the sex of a juror may play a part in the decision making process regarding dangerousness and risk among sexual predators. This article is useful in courses considering gender differences.

Haney, C. (1997). Commonsense justice and capital punishment: Problematizing the "will of the people." *Psychology, Public Policy, and Law*, 3, 303-337.

Article discusses the role of commonsense justice in capital jurisprudence. Specifically, the problems that often result when a jury is too reliant on this perspective are discussed. Aspects of the article could be incorporated into topics classes on group dynamics and social cognition or a cognitive psychology course.

Hess, A. K. (1998). Accepting forensic case referrals: Ethical and professional considerations. *Professional Psychology: Research and Practice*, 29, 109-114.

Author discusses the many potential ethical, legal, and professional dilemmas that need to be considered when entering into the legal system as a consultant or expert. Issues raised in this article are germane to an introduction to counseling course.

Horowitz, I. A., & Bordens, K. S. (2002). The effects of jury size, evidence complexity, and note taking on jury process and performance in a civil trial. *Journal of Applied Psychology*, 87, 121-130.

This study examines the effect of 6- and 12 person juries, evidence complexity, and juror note taking on compensatory and punitive damage awards. The results reveal that 12-

person juries are more restrained, that is, not as variable in their compensation awards, than their 6-person jury counterparts. In addition, it appears that allowing the jury to take notes reduces the tendency for extreme punitive damage awards. This effect was most pronounced in the 6-person jury. This study provides a wealth of material for a social psychology class and can easily be incorporated into the group decision-making material.

Hunsley, J., & Bailey, J. M. (2001). Whither the Rorschach? An analysis of the evidence. *Psychological Assessment, 13*, 472-485.

The use of the Rorschach in clinical, legal, forensic, and occupational settings is discussed. The authors conclude that continued use of the Rorschach in these settings is unwarranted. Directions for future Rorschach research are provided. This article can serve as the springboard for a discussion regarding the validity of the Rorschach and would be appropriate for a personality psychology or advanced introduction to psychology class.

Jernigan, A. S. (2000). Driving while black: Racial profiling in America. *Law and Psychology Review, 24*, 127-138.

Timely article examines racial profiling. Cases are cited as well as some potential solutions. Nice article for inclusion in a social psychology course or a topics course in prejudice and discrimination.

Kovera, M. B., & Cass, S. A. (2002). Compelled mental health examinations, liability decisions, and damage awards in sexual harassment cases: Issues for jury research. *Psychology, Public Policy, and Law, 8*, 96-114.

The implications of compelled mental health examinations for jury decision making in sexual harassment cases is examined in this article. This material may be useful in a topics course on sexual aggression/harassment. Aspects of the article could also be incorporated into the social cognition portion of a social psychology course.

Krauss, D. A., & Sales, B. D. (2000). Legal standards, expertise, and experts in the resolution of contested child custody cases. *Psychology, Public Policy, and Law, 6*, 843-879.

Authors compared the best-interest-of-the-child standard (BICS) used in child custody disputes with the least detrimental alternative standard. The authors conclude, based on their analysis of existing empirical research, forensic practice of mental health professionals, available instruments, and ethical issues, that the BICS does not reflect the needs of the legal system or psychologists. Article might be an interesting addition to a child psychology or introduction to counseling course.

Krauss, D. A., & Sales, B. D. (2001). The effects of clinical and scientific expert testimony on juror decision making in capital sentencing. *Psychology, Public Policy, and Law, 7*, 267-310.

Article contains a wealth of information in the introductory section regarding the use of expert testimony and the effect of such testimony on jury decisions. The study found that mock jurors weighed clinical opinion expert testimony more heavily than scientific expert testimony even when the clinical expert's testimony was successfully attacked during cross-examination. This study provides fertile ground for discussion in cognitive psychology courses. Portions of this material may provide examples of various phenomena discussed in the social cognition portion of social psychology classes. In addition, this material could

also be integrated into the existing eyewitness and expert testimony material present in many introductory psychology textbooks.

Loftus, E. F., (1993). The reality of repressed memories. *American Psychologist*, 48, 518-537.

Author provides a very comprehensive review of the repressed memory controversy. Article was released at the height of this controversy and serves as a nice introduction to the topic. Material can easily be incorporated into a cognitive, social, or introductory psychology course.

Loper, A., Hoffschmidt, S. J., & Ash, E. (2001). Personality features and characteristics of violent events committed by juvenile offenders. *Behavioral Sciences and the Law*, 19, 81-96.

This article offers a study on the distinct personality features that tend to be associated with antisocial acting out behaviors in children. In service of addressing the topic, the author looks at childhood psychopathology and emotional reactivity related to violent acts committed by children.

Lovoy, L. (2001). A historical survey of the glass ceiling and the double bind faced by women in the workplace: Options for avoidance. *Law and Psychology Review*, 25, 179-203.

Article looks at the history of the discrimination of women and examines the vestiges of such discrimination in the modern-day workplace – specifically the glass ceiling. Policy suggestions aimed at eliminating the glass ceiling are provided. In addition, the author provides legal theories of sexual harassment, an in depth examination of the antecedents of sexual harassment, and a critique of the current legal statutes designed to eliminate sexual harassment. This is a good supplement for courses on gender and sexual harassment.

Mumley, D. L., Tillbrook, C. E., & Grisso, T. (2003). Five year research update (1996-2000): Evaluations for competence to stand trial. *Behavioral Sciences and the Law*, 21, 320-350.

Provides a comprehensive evaluative review of literature from 1996-2000 on the issue of evaluating litigants for competence to stand trial. Although the type of studies reviewed varied, issues related to assessment methods, psycholegal abilities, special needs populations, and empirical reports were addressed. The important challenge of restorative treatment is also explored along with suggestions related to improving the quality of psychological evaluations of competence to stand trial. A good resource for students interested in working with special needs populations as well as students in development and psychopathology courses.

Ogloff, J. R. P. (2000). Two steps forward and one step backward: The law and psychology movement(s) in the 20<sup>th</sup> century. *Law and Human Behavior*, 24, 457-483.

Provides a summary of the historical evolution of law and psychology over the last one hundred years. Author questions the extent to which the joint law and psychology movement has actually been impactful within the respective disciplines of law and psychology. A very useful piece for integration in introductory psychology and law courses.

Ogloff, J. R. P., & Cronshaw, S. F. (2001). Expert testimony: Assisting or misleading the trier of fact? *Canadian Psychology*, 42, 87-91.

Authors briefly address the circumstances under which psychological testimony should be admitted into evidence at trial. Article represents an introduction to a special section on expert testimony in the *Journal of Canadian Psychology*. Aspects of the introduction and subsequent articles from the special section could be incorporated into a cognitive psychology, introduction to counseling, or the eyewitness/expert testimony portion of an introduction to psychology course.

Orth, U. (2003). Punishment goals of crime victims. *Law and Human Behavior, 27*, 173-186.

This article addresses the perspectives of actual adult crime victims related to their desires for the punishment of their criminal perpetrators. Research results revealed five types of punishment goals that include: recognition of victim status, retaliation, victim security, societal security, and confirmation of societal values. This article will spark provocative discussions in learning and motivation and introductory psychology courses.

Otto, R. K., & Heilbrun, K. (2002). The practice of forensic psychology: A look towards the future in light of the past. *American Psychologist, 57*, 5-18.

Authors presented the current state of forensic psychology. Aspects that point to the health of the discipline include the development of professional organizations, publications, and certification requirements. The authors also discuss future challenges for the field. The article provides a very comprehensive view of the field, aspects of which can be incorporated into the portion of the introductory psychology course that discusses subfields. In addition, aspects of the article can be helpful in an abnormal psychology or introduction to counseling course.

Penrod, S., & Cutler, B. (1995). Witness confidence and witness accuracy: Assessing their forensic relation. *Psychology, Public Policy, and Law, 1*, 817-845.

Authors discuss jurors' willingness to believe eyewitnesses and overestimate the reliability of this testimony. In addition, given jurors' insensitivity to factors that have been shown to impact eyewitness testimony, the authors recommend increased use of eyewitness testimony experts in the courtroom. This study provides fertile ground for discussion in cognitive psychology courses. Portions of this material may provide examples of various phenomena discussed in the social cognition portion of social psychology classes. In addition, this material could also be integrated into the existing eyewitness and expert testimony material present in many introductory psychology textbooks.

Perlin, M. L., Gould, K. K., & Dorfman, D. A. (1995). Therapeutic jurisprudence and the civil rights of institutionalized mentally disabled persons: Hopeless oxymoron or path to redemption? *Psychology, Public Policy, and Law, 1*, 80-119.

The authors examine the rights of the institutionalized mentally disabled as a vehicle for determining the effectiveness and appropriateness of the therapeutic jurisprudence perspective. Article provides a wealth of information that may be useful in an abnormal psychology class.

Peters, M. (2001). Forensic psychological testimony: Is the courtroom door now locked and barred? *Canadian Psychology, 42*, 101-108.

In an interesting contrast to the United States, the article details the fact that in Canada it is becoming increasingly more difficult to have psychological testimony admitted into evidence

at trial. The author provides suggestions to help psychologists ensure that their testimony will be held admissible in court. This article would provide an interesting addition to an introduction to counseling course.

Petrila, J. (2003). The emerging debate over the shape of informed consent: Can the doctrine bear the weight? *Behavioral Sciences and the Law*, 21, 121-133.

This article looks at the possible need to expand the ethical mandate of informed consent to include non-treatment related information. The author considers whether informed consent might also include information such as psychologist credentials, financial incentives, and cost containment in light of emerging legal developments. Explores the extent to which too much information may actually erode the therapeutic relationship.

Redding, R. E. (2002). The impossibility of parental licensure. *American Psychologist*, 57, 987-988.

The author discusses Lykken's (2001) American Psychological Association award address in which he called for parental licensing. According to Lykken, parents would need to meet legislatively defined criteria before they could conceive or adopt. The current author addresses the likelihood that this requirement will be enacted and suggests alternative strategies for ensuring the welfare of children. This article and the Lykken address would provide fodder for an interesting discussion in a child psychology or community psychology class.

Redding, R. E., & Reppucci, N. D. (1999). Effects of lawyers' socio-political attitudes on their judgment of social science in legal decision making. *Law and Human Behavior*, 23, 31-54.

Explores the use or nonuse of social science research in the administration of justice. This article delves into the role lawyer preconceptions play in the decision to include or exclude psychosocial findings in court proceedings. The article focuses on decision making related to the death penalty, but the findings can be extrapolated to decision making on myriad psycholegal issues. An excellent article for use in a social psychology course focusing on prejudice and discrimination.

Roberts, J. W. (2003). Between the heat of passion and cold blood: Battered woman's syndrome as an excuse for self-defense in non-confrontational homicides. *Law and Psychology Review*, 27, 135-156.

This author does a very good job describing the history and classification of battered woman's syndrome. He also devotes time to discussing controversy regarding the syndrome's existence and use in the legal setting. Finally, the need for a jury instruction on self-defense and expert testimony on battered woman syndrome is discussed as the only means to obtain a fair trial for a woman claiming self-defense. This article would be useful in a counseling or sexual aggression class.

Roesch, R., Hart, S. D., & Zapf, P. A. (1996). Conceptualizing and assessing competency to stand trial: Implications and applications of the MacArthur Treatment Competence Model. *Psychology, Public Policy, and Law*, 2, 96-113.

Authors described the similarities and differences between the American and Canadian approach to determining competency to stand trial. Article could be useful in an abnormal psychology class.

Rogers, R. (2000). The uncritical acceptance of risk assessment in forensic practice. *Law and Human Behavior, 24*, 595-605.

The author addresses concerns regarding the accuracy of forensic risk assessments and discusses examining the merits of risk assessments in clinical practice. This article contains an important discussion and critique of the current system of risk assessment that will be useful in an assessment course.

Salekin, R. T., Yff, R. M. A., Neumann, C. S., Leistico, A. R., & Zalot, A. A. (2002). Juvenile transfer to adult courts: A look at the prototypes for dangerousness, sophistication-maturity, and amenability to treatment through a legal lens. *Psychology, Public Policy, and Law, 8*, 373-410.

Study examines the criteria judges use to determine dangerousness, sophistication-maturity, and amenability to treatment. In addition, judges provide the characteristics of juveniles they felt warranted a transfer to adult criminal courts. Policy implications are discussed. This article would be a useful addition to an adolescent psychology class and could be used in the social cognition section of a social psychology course.

Sands, D. C., III. (2003). To turn the black box translucent: Decision heuristics, deterrence, punitive damages, and future directions of inquiry. *Law and Psychology Review, 27*, 157-170.

Article addresses the importance of considering the jurors tendency to use cognitive shortcuts or heuristics when determining punitive damages in the civil justice system. This reliance on heuristics distorts a juror's perceptions of the frequency of events that punitive damages are supposed to prevent. Article provides a nice set of examples of everyday heuristic use for use in a social psychology class.

Schopp, R. F. (1995). Sexual predators and the structure of the mental health system: Expanding the normative focus of therapeutic jurisprudence. *Psychology, Public Policy, and Law, 1*, 161-192.

Author discusses the notion of therapeutic jurisprudence, mental health law, and social control. The author provides an in depth analysis of many ways by which mental illness is perceived and addressed in the legal system. Finally, sexual predator statutes are examined to illustrate the benefits and shortcomings of the current system. This article contains valuable insights into the role of mental illness in the legal system and would be of benefit to students in an abnormal psychology class.

Seto, M. C., Lalumiere, M. L., & Kuban, M. (1999). The sexual preferences of incest offenders. *Journal of Abnormal Psychology, 108*, 267-272.

Authors examine the inclusive fitness theory within the context of incest offenders. The results of their analysis do not support this theory. Consequently, an alternative theory to explain biological father incest is presented. Aspects of this article could be incorporated into an abnormal psychology, child psychology, or a topics course on child abuse.

Skeem, J. L., & Golding, S. L. (1998). Community examiners' evaluations of competence to stand trial: Common problems and suggestions for improvement. *Professional Psychology: Research and Practice, 29*, 357-367.

Authors discuss the problem of clinical psychologists with little forensic training providing assessments of a defendant's competence to stand trial. Suggestions for improvement include more comprehensive, focused programs with more stringent certification requirements. Aspects of the article are well suited for discussion in an abnormal psychology class.

Skeem, J. L., & Golding, S. L. (2000). Describing juror's personal conceptions of insanity and their relationship to case judgments. *Psychology, Public Policy, and Law*, 7, 561-621.

The authors investigate jurors' preconceptions of insanity and the nature of these preconceptions or prototypes. Results reveal that participants appear to use three prototypes in determining insanity: 1) severe mental disability, 2) moral insanity, and 3) mental state at time of offense. Importantly, these prototypes appear to be related to the way in which participants interpret case information and rendered verdicts. These findings can be incorporated into the social cognition and group dynamics material in social psychology courses, abnormal psychology courses, and the cognition portion of introductory psychology courses.

Small, M., & Kimbrough-Melton, R. (2002). Rethinking justice. *Behavioral Sciences and the Law*, 20, 309-315.

The authors take a sociological jurisprudence look at the concomitant evolution of small and large social units in the United States legal system. This provocative article explores new theoretical paradigms related to restorative justice and community justice while offering the argument that family structure and function plays a crucial role in the realization of goals embodied in the concept of justice. A very useful article for a class exploring or focusing on family systems theory or social psychology.

Soper, J. (1999). Straddling the line: Adolescent pregnancy and questions of capacity. *Law and Psychology Review*, 23, 195-216.

Article addresses the ability of adolescents to make critical decisions in an informed manner within the context of adolescent pregnancy. The article examines the philosophical and historical roots of children's policy in the United States, the problems currently faced by pregnant adolescents, the validity of the assertion that adolescents do not have the capacity to make decisions in a mature fashion, and the social ramifications for adolescent parents. This article would be a welcome addition to an adolescent psychology class.

Stockdale, M. S., O'Connor, M., Gutek, B. A., & Geer, T. (2002). The relationship between prior sexual abuse and reactions to sexual harassment: Literature review and empirical study. *Psychology, Public Policy, and Law*, 8, 64-95.

The study examines whether past experience with sexual harassment influences current perceptions and evaluations of sexual harassment in the workplace. Article provides an extensive literature review and an empirical study investigating this relationship. Material from this article could be incorporated into an introduction to counseling class or a topics class in sexual aggression/harassment.

Trivits, L. G., & Reppucci, N. D. (2002). Application of Megan's Law to juveniles. *American Psychologist*, 57, 690-704.

Positive and negative aspects of Megan's Law are addressed. The article primarily examines characteristics, treatment, and recidivism rates for juvenile sexual offenders. The authors also discuss the appropriateness of treating juvenile sexual offenders in the same manner as adult sexual offenders in the criminal justice system. Article provides information that would be appropriate for an abnormal psychology, adolescent psychology, or a topics class in sexual aggression.

Tucillo, J. A., DeFilippis, N. A., Denney, R. L., & Dsurney, J. (2002). Licensure requirements for interjurisdictional forensic evaluations. *Professional Psychology: Research and Practice, 33*, 377-383.

Increased use of psychologists as expert witnesses has resulted in a rising number of psychologists working in jurisdictions outside their licensure. This study surveyed the psychology regulatory boards of the United States, nine Canadian provinces, and several U.S. territories to assess the legal, practical and ethical implications that result from interjurisdictional practice. The results of this study can be easily incorporated into abnormal psychology and introduction to counseling classes.

Wiener, R. L., Hackney, A., Kadela, K., Rauch, S., Seib, H., Warren, L., & Hurt, L. E. (2002). The fit and implementation of sexual harassment law to workplace evaluations. *Journal of Applied Psychology, 87*, 747-764.

The authors examine how people make evaluations of social-sexual conduct at work. They also tested the effectiveness of three different legal standards that define sexual harassment in the workplace and assessed the errors full-time workers make when applying these standards. The results of this article can be incorporated into applied social psychology courses and topics classes on sexual harassment.

Wiener, R. L., & Hurt, L. E. (1999). An interdisciplinary approach to understanding social sexual conduct at work. *Psychology, Public Policy, and Law, 5*, 556-595.

Authors review whether sexual harassment laws are in agreement with social science empirical research. Results suggest that a more interdisciplinary approach is warranted. Article would be an important addition to a sexual harassment course.

Wilson, R. J., Auculak, B., & McWhinnie, A. (2002). Restorative justice innovations in Canada. *Behavioral Sciences and the Law, 20*, 363-380.

Looks at restorative, as opposed to retributive, justice in relation to initiatives currently utilized in Canada. The principles of the restorative justice continuum and community participation are addressed in the context of correctional interventions and communal empowerment. Social control theory is at the heart of this article that also looks at issues of accountability and recidivism.

Winick, B. J. (1995). Ambiguities in the legal meaning and significance of mental illness. *Psychology, Public Policy, and Law, 1*, 534-611.

The author discusses the Supreme Court's 1992 decision of *Foucha v. Louisiana*. This case dealt with the constitutionality of the state's ability to confine to a mental hospital, criminal defendants who have successfully plead not guilty by reason of insanity. Winick uses this case as the vehicle for discussing the definition of mental illness in the legal system, the appropriateness of the insanity defense for certain disorders, the conditions under which

the state can impose civil commitment or involuntary mental health treatment, and the implications this decision has on therapy. The article provides a wealth of information that can easily be incorporated into abnormal psychology courses. In addition, the issue of involuntary commitment is an area ripe for discussion that may serve to add depth to the abnormal portion of an introductory psychology course.

Yarmey, A. D. (2001). Expert testimony: Does eyewitness memory research have probative value for the courts? *Canadian Psychology, 42*, 92-100.

The author presents some of the challenges that an eyewitness memory expert may face during a trial. In addition, research is discussed in the context of responding to criticisms regarding expert eyewitness testimony. The article provides a different perspective – that of the eyewitness memory expert. Furthermore, this article is written from the viewpoint of a Canadian. Each of these unique aspects further warrants the inclusion of this article in social psychology courses, cognitive psychology courses, or a topics class in eyewitness memory. In addition, this material can be incorporated into an introductory psychology class.

Yen, R. J. (2003). Tourette's Syndrome: A case example for mandatory genetic regulation of behavioral disorders. *Law and Psychology Review, 27*, 29-54.

Article examines the ethical issues that surround genetic testing for behavioral disorders. Tourette's Syndrome was chosen by the author as a case example of the potential implications of mandatory testing. This very thought provoking piece could be easily incorporated into an abnormal or counseling psychology class.

### ***Psychology and Law Articles (Law Journals) – Access by LexisNexis***

Blumenthal, J. A. (2002). Law and social sciences in the twenty-first century. *Southern California Interdisciplinary Law Journal, 12*, 1-53.

A wonderful article for helping to conceptualize the common roots of psychology and law and the integration of the two disciplines as a growing and unique content area. The author looks at issues that researchers in the field have addressed and considers their achievements and challenges. A brief overview of the current state of the field is offered as well as information on discipline related challenges and some suggestions for psycholegal reformation. An indispensable reading for general psychology and law courses and any course seeking to integrate forensic topics into the curriculum.

Connolly, K. D. (2003). Promoting justice through interdisciplinary teaching, practice, and scholarship elucidating the elephant: Interdisciplinary law school classes. *Washington University Journal of Law and Policy, 11*, 11-61.

An article looking at interdisciplinary education inside and outside the law school education process. The author asserts that interdisciplinary education facilitates a legal professional's ability to comprehend client related challenges and increase cultural competence. This article looks at the benefit of integrating the knowledge and skills from various disciplines to create a well rounded and integrated education. An excellent reading for general psychology and law courses.

Duncan, W. C. (2003). Sexual orientation bias: The substantive limits of the ethics rules. *The American University Journal of Gender, Social Policy, & the Law, 11*, 85-100.

Examines allegations of sexual orientation bias as such relates to the justice system. This article focuses on the American Bar Association's denouncement of bias based upon sexual orientation. The author looks at examples of sexual orientation bias and the regulation of covert acts of discrimination. The article also focuses on legal profession ethical mandates regarding sexual orientation bias and the limits of such codified provisions.

Elkins, L. A. (2003). Five foot two with eyes of blue: Physical profiling and the prospect of a genetics-based criminal justice system. *Notre Dame Journal of Law, Ethics, & Public Policy*, 17, 269-305.

This article addresses the controversial topic of using biological data as markers to profile individuals in criminal processes. The author examines the age-old notion that crime and deviance are biologically based and more prevalent in certain biologically similar groups of people and looks at the potential usefulness of genetics in decreasing social and racial criminal profiling. This is a provocative article that will be useful in physiological psychology, social psychology, criminality, and social issues classes.

Jensen, P. J. (2003). Frye versus Daubert: Practically the same? *Minnesota Law Review*, 87, 1579-1620.

Compares and contrasts two landmark cases related to the use of social science data to improve upon the administration of justice. The cases relate to the admissibility of evidence and the author concludes that the cases, themselves, are less significant than external factors that weigh in on the decision of evidence admissibility. This is a good read for students in research methods, ethics, and general psychology and law courses.

Petrosino, A. (2003). Standards for evidence and evidence for standards: The case of school-based drug prevention. *The Annals*, 587, 180-207.

This article addresses the development of evaluative standards in relation to research on school-based drug prevention programs. The author looks at that which is essential to efficacy in prevention programming and the necessary standards for determining programmatic success. A helpful article for students in classes related to childhood psychopathology, child and adolescent development, research methods, counseling, physiological psychology, delinquency, and educational psychology.

Sharpe, D. J. (2003). The use of evidence in admiralty proceedings: Judges evaluate seafarers as eyewitnesses. *Journal of Maritime Law and Commerce*, 34, 87-96.

A nontraditional look at the relationship between psychology and the law. In this article, the author looks at judicial determination of the accuracy of eyewitness testimony. The author asserts that judges are critical of the credibility of much of the eyewitness testimony offered in maritime cases. A good supplement to social psychology courses.

Shoenfelt, E. L., Maue, A. E., & Nelson, J. (2002). Reasonable person versus reasonable woman: Does it matter? *The American University Journal of Gender, Social Policy, & the Law*, 10, 633-672.

Examines the controversy surrounding the use of the reasonable person versus the reasonable woman standard in sexual harassment case determinations related to the

creation of a hostile work environment. Pertinent Supreme Court cases are discussed to elucidate the legal analysis of the debate. This article explores the extent to which further debate on the issue may be futile. The authors provide a helpful background on sexual harassment law and address empirical data and future research directions.

Solan, L. M., & Tiersma, P. M. (2003). Hearing voices: Speaker identification in court. *The Hastings Law Journal*, 54, 373-435.

This article looks at voice recognition and identification in legal processes in relation to admissibility as evidence. The authors summarize data on the issue of reliability and the factors that impinge upon reliability as well as the role of expert witness testimony related to speaker identification. Challenges related to voice identification technologies are discussed and suggestions for better practices are offered. Appropriate for integration in physiological psychology and social psychology courses.

Vojdik, V. K. (2002). Gender outlaws: Challenging masculinity in traditionally male institutions. *Berkeley Women's Law Journal*, 17, 68 -121.

This article examines the sociopolitical dynamics inherent in sex discrimination cases. The author suggests that the legal system needs to address the issue of gender inequality in the context of the culture of respective social institutions. The author begins by focusing on remedial analyses used in education-related racial desegregation cases and uses theories of gender and masculinity to argue that gender must be reconceptualized as a social institution. A very useful reading for social psychology, prejudice and discrimination, women and psychology, and gender/sex-focused courses.

Walker, B. A. (2003). The color of crime: The case against race-based suspect descriptions. *Columbia Law Review*, 103, 662-688.

Discusses race relations in a sociohistorical context as such relates to the criminal justice system. The author asserts that race-based suspect descriptions increase discrimination and hampers law enforcement legitimacy. This article explores the implications of race-based suspect descriptions and the inherent injustices of such a classification system. The authors suggest the development and use of a universal complexion chart in lieu of using race as an identifier. Appropriate for social psychology, criminality, prejudice and discrimination, research methods and physiological psychology courses.

### ***Psychology and Law Cases – Access by LexisNexis***

*Barefoot v. Estelle* (1983). 463 U.S. 880.

Supreme Court case looks at the use of expert mental health witness testimony to predict future behavior. Appropriate for abnormal psychology, psychological assessment, history and systems, and ethics courses.

*Brown v. Board of Education of Topeka* (1954). 347 U.S. 483.

Supreme Court case looks at the effects of segregation and involves the use of social science research and theory to create law. Useful for courses exploring prejudice and discrimination and, more pointedly, classes in history and systems, research methods, and psychological assessment.

Daubert v. Merrell Dow Pharmaceuticals (1993). 113 S. Ct. 2786.

Supreme Court case addresses the usefulness of social science evidence in judicial proceedings. Excellent for discussions in research methods, history and systems, assessment, and ethics courses.

Frye v. United States (1923). 293 F. 1013.

Supreme Court case discusses social science expert witness evidentiary requirements. Helpful for discussions in courses addressing research methods, history and systems, assessment, and ethics.

Furman v. Georgia (1972). 408 U.S. 238.

Supreme Court case considers social science research in relation to capital punishment and deterrence theory. Helpful for discussions in learning and motivation, history and systems, social psychology, and research methods.

Kent v. United States (1966). 383 U.S. 86.

United States Supreme Court case addresses the psychosocial criteria used in determining whether a child will stand trial as an adult. Appropriate for discussions in child and adolescent psychology, adjustment, assessment, social psychology, childhood psychopathology, physiological psychology, and learning.

Mississippi University for Women v. Hogan (1982). 458 U.S.718.

United States Supreme Court case used social science to examine sex discrimination and affirmative action in higher education. Useful for discussions in women and psychology, adjustment, and social psychology classes.

Paris Adult Theatre I v. Slaton (1973). 413 U.S. 49.

United States Supreme Court case looks at the admissibility of social science evidence of obscenity. Useful for classroom discussions, debates, and reflections in social psychology.

People v. Bledsoe (1984). 36 Cal.3d 236.

California case looks at the use of evidence Rape Trauma Syndrome in rape prosecutions. Helpful for class discussions in adjustment, women and psychology, child and adolescent psychology, abnormal psychology, and assessment.

Plessy v. Ferguson (1896). 163 U.S. 537.

United States Supreme Court case addresses Constitutional law and the use of social science evidence to create law. Useful for history and systems and social psychology course discussions.

State v. Jarzbek (1987). 204 Conn. 683.

Connecticut case looks at the admissibility of videotaped child testimony outside the presence of the alleged perpetrator in child sexual abuse trials. Will be helpful in

discussions related to child development, learning, memory, social psychology, perception, and adjustment.

*Tarasoff v. Regents of University of California* (1976). 17 Cal.3d 425.

California Supreme Court case focuses on professional tort liability of mental health clinicians when dealing with potentially dangerous clients. A useful case illustration for ethics, abnormal psychology, and clinical service practice.

*Yeager v. Greene* (1985). 502 A.2d. 980.

Case looks at the issue of juror note taking to assist with recall, attention, and understanding. A useful case for classes addressing sensation and perception and learning and memory.

### ***Forensic Psychology Film List (Documentary and Educational Films)***

*Aileen: Life and Death of a Serial Killer* (2003, Columbia Tristar): A film portraying the life of serial killer Aileen Wuornos. A follow up to Nick Broomfield's first film on Aileen.

*Aileen Wuornos - The Selling of a Serial Killer* (1992, Metro-Goldwyn-Mayer): This is Nick Broomfield's first film on Aileen Wuornos – detailing the life of America's first female serial killer after her incarceration.

*Anatomy of a Trial* (1992, West Educational Publishing): Depicts the various aspects of the trial process.

*Assault on Gay America: The Life and Death of Billy Jack* (2000, PBS Video): A film addressing sexual orientation, human rights, and hate crimes.

*Battered Hearts* (1996, World Photo Images): Addresses domestic violence.

*Criminals* (1995, Image Entertainment): Film portrays criminals talking openly about their crimes – from petty thieves to more serious crimes.

*Gacy* (2002, DEJ Productions): This film deals with serial killing (John Wayne Gacy).

*International Law Video Course* (Programs 7 and 9) (1995, WTL Productions): These programs explore international human rights and international criminal law.

*Interrogation* (2001, New Video Group): A film focusing on crime investigation

*Jonesboro Schoolyard Ambush* (1998, Kurtis Productions and Towers Productions): Violent delinquency is the focus of this film.

*Just Get It* (1994, Video Publishing House): Race discrimination and sexual harassment are examined in this film.

*Mississippi, America* (1996, PBS Video): An illustrative special on civil rights.

*Nova - Mind of a Serial Killer* (1992, Image Entertainment): Documentary profiles the FBI's members of an elite team of investigators as they seek to uncover serial murders.

*Nuremberg* (2000, Warner Brothers): A production dealing with the famous Nazi perpetrated genocide and crimes against humanity trial process.

*Serial Killers* (1994, Wavelength Video Productions): A documentary looking at notorious serial killers.

*Sex, Power, and the Workplace* (1993, Lumina Productions): A dramatization of issues related to sexual harassment.

*Sexual Harassment Awareness* (1998, American Media, Inc.): A film that addresses sexual harassment dynamics.

*Sexual Harassment: Building Awareness on Campus* (1998, Media Education Foundation): A dramatization of issues related to sexual harassment in educational settings.

*Silent Witnesses: The Kitty Genovese Murder* (1999, New Video Group): The issues of crime and bystander responsibility are examined in this film.

*The Death Penalty* (1996, PBS Video): This production focuses on the death penalty.

*The Brandon Teena Story* (1999, New Video Group): Issues of civil rights, hate crimes, and the death penalty are the focus of this production.

*The Constitution: That Delicate Balance* (1984, The Annenberg CBP Collection): Programs 5 and 6 from this series examine the relationship between crime and insanity and crime and punishment.

*The Day Reagan Was Shot* (2001, Paramount Pictures): A docudrama focusing on crime and insanity.

*The Element of Crime* (1990, Danish Film Institute): This film explores crime profiling.

*The Lessons of Littleton* (1999, Quality Educational Media Incorporated – 2 Videos): Juvenile violence, serial murder, and suicide are the focus of these productions.

*The Road to Bloody Sunday: How the Troubles in Northern Ireland Began* (1999, Oregon Public Broadcasting): This production addresses international civil rights.

*The Rosa Parks Story* (2002, Xenon Pictures): Jim Crow Laws and civil rights are examined in this film.

*The Trial* (1999, Milestone Film and Video): This film illustrates issues related to capital punishment.

*When the Bough Breaks* (2001, Filmmakers Library): A documentary looking at issues surrounding maternal imprisonment.

*Women's Rights* (1995, Globalvision): A production examining rape, ethnic cleansing, and crimes against humanity.

## Lecture/Discussion Suggestions and Sample Syllabi

### ***Lecture/Discussion Suggestions***

Although the lecture and discussion topics are listed under a single psychology content area, many can be used in various content areas. For instance, the topic of juror bias in predictions of dangerousness can be explored in a course, lecture, or discussion on Cognition, Social Psychology, or Abnormal Psychology. Of course, some topics lend themselves to the construction of entire courses.

#### History and Systems

- History of Forensic Psychology
- The Life and Times of Hugo Munsterberg
- The Evolution of Psychology and Law since the Brown Decision
- The Development of Therapeutic Jurisprudence
- Early Biopsychosocial Theories of Criminality
- The Evolution of the Doctrine of Parens Patriae
- The Evolution of the Doctrine of In Loco Parentis
- The Roots of the Integration of Psychology and the Law
- The Evolution of the Child Welfare Movement
- The Development of the Battered Women's Movement
- The Evolution of the Civil Rights Movement
- Future Directions in the Field of Psychology and Law
- Sociological Jurisprudence

#### Research Methods

- Legally Reliable Social Science
- The Use of Social Science Research in Legal Contexts
- The Use of Pseudoscience in Legal Contexts
- The Frye Evidentiary Standard
- The Daubert Evidentiary Standard
- The Differences between Legal Research Methods and Social Science Methodology
- Social Science Methods used to Determine Gender or Sex Discrimination in Employment Situations
- Social Science Methods used to Determine Race or Age Discrimination in Educational Settings
- Validity and Reliability of the Methods Employed
- Pros and Cons of using Social Science Research to Answer a Legal Question of Ultimate Fact
- The Science of Eyewitness Testimony

#### Biological Bases of Behavior

- The Relationship between Fetal Alcohol Syndrome and Criminal Behavior
- Intoxication as a Defense to Criminal Behavior
- The Use of Psychotropic Medications to Achieve Legal Competence to Stand Trial
- Beneficial and Harmful Physiological, Cognitive, and Emotional Aspects of Marijuana Usage
- Legal Consequences of Illicit Drug Usage

- Advances in Genetics and the Impact on Jurisprudence
- Sociopolitical and Economic Reasons for the Criminalization of Marijuana Usage
- Current Biological Explanations for Criminal Behavior
- Overview of Historical Explanations for Criminal Behavior
- The Role of Hormones in Male Antisocial Behavior
- Post Partum Psychosis as a Defense to Mother Perpetuated Infanticide

### Learning, Cognition, and Motivation

- The Use of the “Matrix” and “Professional Wrestling” Defenses in Criminal Defense Strategies
- Punishment Efficacy
- Pros and Cons of Capital Punishment
- Pros and Cons of Corporal Punishment
- Psychology of the Jury Selection Process
- Impact of Expert Witness Testimony on Jury Decision Making
- Misperceptions about the Insanity Defense
- The Impact of Crime Reconstruction on Jury Decision Making
- Juror Perceptions about the Insanity Defense
- The Role of Moral Development in the Development of Antisocial Behavior
- Problems Inherent in Eyewitness Testimony
- Research and Theories on the Correlations between Media Violence and Child Violence
- Objectivity and Values in Legal Decision Making
- The Challenge of Infantile Amnesia Related to Child Testimony in Maltreatment Cases
- The Repressed Memory Controversy
- Legal Competence to Understand the Concept of Truth and the Consequences of Lying
- Proving the Mens Rea (Culpable Mental State) Element in Crime Commission

### Human Development

- Credibility and Accuracy of Young Witnesses in Child Abuse Cases
- The Development of Pediatric Jurisprudence
- Legal Competence of Children
- Treating Juvenile Incompetence
- Adjudicating Children as Adults
- The Appropriateness of Capital Punishment for Children
- Should Children be Allowed to Make Independent Decisions regarding Abortion?
- Should Children be Allowed to Marry without Parental Approval?
- Children’s Rights versus Parents Rights
- The Risk Factors for Elder Abuse
- Local Family Violence Intervention Services
- Child Custody and the Tender Years Doctrine
- Best Interest of the Child and the Concept of the Psychological Parent
- Legal Issues Related to Gay and Lesbian Parenting
- Psychological Issues Related to Trans-racial Adoption
- The Indian Child Welfare Act
- Impact of Divorce on Adult Developmental Outcomes
- The Pros and Cons of Sole Custody
- The Challenge of Alzheimer’s in Guardianship Determinations

## Adjustment

- The Neuropsychological Consequences of Child Abuse
- The Legalization of Physician-Assisted-Suicide
- Psychosocial Antecedents of Suicide
- Psychosocial and Legal Consequences of Physician Assisted Suicide and Euthanasia
- Criminal Behavior as Problem Solving
- Defining Sexual Harassment
- Sexual Harassment Prevention in Schools
- The Underreporting of Male Sexual Victimization
- The Role of Rape Crisis Counseling
- Peer Mediation as Violence Prevention in Schools
- Law Related Education as Drop Out Prevention in Schools

## Abnormal Psychology

- Assessing Dangerousness and the Duty of Reasonable Care
- Appropriate Use of Risk Assessment Instruments
- Distinctions between Insanity, Incompetence, and Guilty But Mentally Ill
- Psychological Evaluations for the Insanity Defense
- Psychological Evaluations for Competence Determinations
- Error Rates in Predictions of Dangerousness
- The Role of Prejudice and Discrimination in Clinical Predictions of Dangerousness
- The Legal and Practical Impact of the *Tarasoff* Decision
- Juror Biases in Predictions of Dangerousness
- The Use of Psychological Syndromes as Defenses to Crime
- Diagnostic Criteria for Battered Woman's Syndrome
- Diagnostic Criteria for Battered Child Syndrome
- Diagnostic Criteria for Rape Trauma Syndrome
- Diagnostic Criteria for Post Traumatic Stress Disorder
- Concerns Related to the use of Syndromes in Criminal Proceedings

## Social Psychology

- Racial Profiling and Issues Related to Person Perception
- The Impact of Impression Error in Legal Processes
- Social and Legal Implications of Racial Profiling
- Psychological Consequences of Employment Discrimination
- Defining the Reasonable Woman, Person, or Victim in Harassment Cases
- The Evolution of Hate Crimes in the United States
- Group Dynamics in the Jury Decision Process
- Attraction Research and the Jury's Perception of Defendants and Perpetrators (What is Beautiful is Good)
- The Legislation of Xenophobia
- Stanford Prison Experiment and the Impact of Roles, Norms, and Conformity
- The Role of Power Differential in Harassment by Teachers
- Defining a Hostile Environment
- Ingroup/Outgroup Bias and the Police

- The Psycholegal Implications of Chaos Theory for Prevention Services

### **Sample Syllabi for Undergraduate Courses**

For additional syllabi related to psychology and law, go to:

<http://www.unl.edu/ap-ls/syllabus.htm>

## **COURSE TITLE: PSYCHOLOGY AND LAW**

(May also be titled Forensic Psychology)

### COURSE DESCRIPTION

Explores the interface of psychology and the law. Discussion will focus on the psychological underpinnings of legislation, common law, and the administration of justice. Students will also gain an awareness of the ways in which the law functions to regulate the practice of psychology. Prior psychological knowledge is required for this course.

### COURSE OBJECTIVES

- Students shall demonstrate a comprehension of psychology and law as a content area.
- Students shall demonstrate an understanding of the four-fold relationship between psychology and the law.
- Students shall demonstrate a comprehension of the philosophical and social science underpinnings of substantive and procedure law.
- Students shall demonstrate command of the methods of psycholegal research and writing.
- Students shall demonstrate a comprehension of the methods of psycholegal problem analysis.
- Students shall develop the ability to relate psycholegal theories to “real life” situations.

### TEXT

Wrightsman, L. S., Greene, E., Nietzel, M. T., & Fortune, W. H. (2002). *Psychology and the legal system (5<sup>th</sup> ed.)*. Belmont, CA: Wadsworth.

### SCHEDULE OF COURSE EVENTS

#### Week 1

Focus: Class Overview and Introduction of Psychology and Law as a Content Area  
Psychology, Legal, and Computerized Psycholegal Research

#### Week 2

Focus: Introduction to the Law and Psychology as a Content Area & Ethics vs. Law

Read: Chapter 1: Psychology and the Law

Chapter 2: Psychologists and the Legal System

Handouts: Frye, Daubert, and Tarasoff Cases, Federal Rules of Evidence, & State Practice Guidelines

Film: Mumford (excerpts) & Prince of Tides (excerpts)

#### Week 3

Focus: Philosophical and Social Science Foundations of Legal Theory and Practice

Read: Handout: Moral Development  
Chapter 3: Legality, Morality, and Justice

#### Week 4

Focus: Understanding the Legal Process and the Administration of Justice  
Read: Chapter 4: The Legal System and Its Players

#### Week 5

Focus: Biological, Psychological, & Sociological Explanations of Adult Deviance & Juvenile Delinquency  
Read: Chapter 5: Theories of Crime  
Film: A Clockwork Orange (excerpts) & When a Child Kills  
Due: General Integrative Research Paper #1

#### Week 6

Focus: The Role of the Executive Branch in the Administration of Justice  
Read: Chapter 6: The Police and the Criminal Justice System

#### Week 7

Focus: Criminal Profiling, Interviewing/Interrogations, Entrapment, & Eyewitness Testimony  
Read: Chapter 7: Crime Investigation: Witnesses  
Chapter 8: Pages 230-232: Entrapment on the Internet  
Handout: In re Gault  
Film: The Critical Issues: Eye Witness Testimony  
Guest: Lecture on the Realities of Criminal Profiling: Police Detective

#### Week 8

Focus: Legally Sound Forensic Interviewing & Biopsychosocial Evaluations  
Insanity Defense, Competence, & Amenability to Treatment  
Expert Witness Testimony  
Read: Chapter 11: Forensic Assessment in Criminal Cases

#### Week 9

Focus: Social Learning Theory & Treatment vs. Rehabilitation  
Matching Causal Theories of Crime with Theories of Intervention  
Read: Chapter 17: Punishment and Sentencing  
Guest: Juvenile Crime Responses: Member – U.S. House of Representatives  
Exam: Mid Term Exam

Week 10 Semester Break

#### Week 11

Focus: Child Custody Evaluations, Civil Competence, & Disability  
Read: Chapter 12: Forensic Assessment in Civil Cases  
Due: General Integrative Research Paper # 2

#### Week 12

Focus: Special Role of the Jury, Jury Selection, & Death Qualified Juries  
Read: Chapter 14: Jury Trials I

#### Week 13

Focus: Jury Decision Making & Jury Nullification  
Read: Chapter 15: Jury Trials II

#### Week 14

Focus: Battered Child Defense & Battered Woman Defense  
Rape Trauma Syndrome, PTSD, & Reactive Attachment Disorder  
Read: Handout: Reasonable Woman Standard  
Chapter 16: Psychology of Victims  
Film: Television Special: Reactive Attachment Disorder and Child Homicide

#### Weeks 15 & 16

Due: Service Learning Projects Presentations & Reports  
Exam: Final Examination (Comprehensive)

### COURSE ACTIVITIES

#### Midterm and Final Examinations:

The course assessments (tests) shall be completed twice a semester. The format of the assessments will be written with test items comprised of multiple choice, fill-in-the-blank, true/false, and short answer essay questions. The purpose of the periodic course assessment (test) is to give you the opportunity to demonstrate (and reflect upon) your acquisition of basic theories and concepts related to psychology and law.

#### Self Assessments:

At the completion of the mid term and final examination, you shall complete a self assessment reflecting on your growth in the class. The assessment may be typed or handwritten. You may complete the assessment at home or immediately following the mid term and final course assessment. Your self assessment will be graded based upon your ability to identify and reflect on relevant academic, professional, and personal growth during the course. The purpose of the self assessment is to facilitate your ability to introspect and articulate your knowledge and abilities related to the integration of psychology and law.

#### Service Learning Activity:

General Instructions: You will select and complete a service learning activity related to the interface of psychology and law. You will present your reflections on your experience to the class. The purpose of the service activity is to foster your ability to identify psycholegal service entities and to cultivate your ability to apply course knowledge to the external world and to your life.

Possible Service Activities: 1) On Site Training Initiatives, 2) Direct Services to Clients, 3) Direct Services to Agencies, 4) Other Activity as Agreed Upon with Instructor.

#### Research Papers:

You will compose two research papers focusing on the interface of law and psychology. Your papers shall be general integrative papers on relevant topics of your choice. Each paper shall be ten pages in length. Through the research paper assignments, you will learn to identify the psychological underpinnings of the law and to further develop your research skills, critical reading skills, writing skills, and reflective thinking skills.

For each research paper, you will select a specific branch of the federal, state, or local government. Identify a critical legal action taken by your selected branch of government. For instance, you may select a new piece of legislation enacted, a change in public policy, or a change in governmental functioning. Identify the psychological theories that might serve to explain and/or understand the specific actions taken. Identify public policy related to the actions identified. Choose articles from professional law and psychology journals. You may also use either one book or one Internet reference. Utilize common law and statutory law whenever necessary. Be cautious about using popular press and Internet sources that do not include references for their information.

#### METHOD OF EVALUATION

Your final course grade will be comprised of: Research Papers (100 points – 50 points each), Mid Term (100 points), Final Exam (100 points), Service Project and Presentation (50 points), Self Assessments (50 points – 25 points each), Attendance and Participation (50 points).

### **COURSE TITLE: DOMESTIC VIOLENCE**

#### COURSE DESCRIPTION

This course will explore the legal, historical, social, psychological and political underpinnings of the various forms of domestic violence in the United States. The class will examine the myriad antecedents and consequences of domestic violence. This course will explore the overall administration of justice related to domestic violence. No prior psycholegal experience or knowledge is required for this course.

#### COURSE OBJECTIVES

- Students shall gain a comprehension of key terms, concepts, principles, and theories related to domestic violence.
- Students shall demonstrate a comprehension of legal, historical, social, psychological and political underpinnings of domestic violence.
- Students shall understand the basic psychological and sociological implications of domestic violence.
- Students shall grasp the basic underlying concepts as well as the substance of various areas of law concerning domestic violence.
- Students shall relate course content and process to “real life” situations.

#### TEXT

Gosselin, D. K. (2000). *Heavy hands: An introduction to the crimes of domestic violence*. Upper Saddle River, NJ: Prentice Hall.

#### SCHEDULE OF COURSE EVENTS

##### Week 1

Focus: Course Overview, Defining Domestic Violence, & Types of Violence in the Family  
Read: Pages 1-14

##### Week 2

Focus: Prevalence of Domestic Violence & Relevant Local/National Statistical Data  
Social and Legal Definitions of Family  
A Global View of Family Social and Legal Relations  
Read: Pages 4-46

#### Week 3

Focus: Domestic Violence: A Global Concern & Relevant International Stat Data  
Read: Pages 46-60.  
Film: Battered Hearts  
Guest: Speaker – History of the Battered Women’s Movement

#### Week 4

Focus: Theoretical Models  
Read: Pages 61-90.

#### Week 5

Focus: Sexual Assault, Domestic/Acquaintance Rape, & Marital Rape Shield Laws  
Read: Pages 91-122.  
Handout: (People vs. Bledsoe)  
Guest: Speaker: Psychological Implications of Family Violence Theories  
Film: Women’s Rights

#### Week 6

Focus: Abuse Survivors, Short & Long Term Psychological Consequences of  
Victimization, & Legal Consequences of Family Violence  
Read: Pages 123-152.

#### Week 7

Focus: Legal, Legislative, Executive, & Judicial Responses to Domestic Violence  
Read: Pages 153-188.

#### Week 8

Exam: Mid-term examination

#### Week 9

Focus: The Role of the Police, Police Training, & Law Enforcement Goals  
Relationship between Police and Prosecutor Goals  
Read: Pages 189-219.

#### Week 10

Focus: Law Enforcement Response, Prejudicial Responding, Appropriate Training  
To Arrest or Not to Arrest & Lower Level Prosecutorial Discretion  
Read: Pages 220-251.

#### Week 11

Focus: Recognizing Child Maltreatment, Abuse, & Neglect  
Mandated Reporting of Child Abuse, Legislative Directives and Protections  
Limits of Confidentiality  
Read: Pages 253-285.

#### Week 12

Focus: Recognizing the Primary Forms of Elder Abuse & Relevant Statistical Data

Elder Abuse Prevention and Appropriate Intervention  
Read: Pages 286-314.

Week 13

Focus: Stalking and Associated Crimes, Domestic Homicide, & Infanticide  
Read: Pages 315-345.

Week 14

Focus: Domestic Violence on the Internet  
Pedophilia, Pederasty, & Technophilia  
Read: Pages 349-366.

Weeks 15 & 16

Due: Prevention & Community Service Learning Projects  
Exam: Final Examination

## COURSE ACTIVITIES

### Midterm and Final Examinations:

The course assessments (tests) shall be completed twice a semester. The format of the assessments will be written with test items comprised of multiple choice, fill-in-the-blank, true/false, and short answer essay questions. The purpose of the periodic course assessment (test) is to give you the opportunity to demonstrate (and reflect upon) your acquisition of basic theories and concepts related to domestic violence.

### Self Assessments:

At the completion of the mid term and final examination, you shall complete a self assessment reflecting on your growth in the class. The assessment may be typed or handwritten. You may complete the assessment at home or immediately following the mid term and final course assessment. Your self assessment will be graded based upon your ability to identify and reflect on relevant academic, professional, and personal growth during the course. The purpose of the self assessment is to facilitate your ability to introspect and articulate your knowledge and abilities related to domestic violence.

### Service Learning Activity:

General Instructions: You will select and complete a service learning activity related to domestic violence. You will present your reflections on your experience to the class. The purpose of the service activity is to foster your ability to identify domestic violence service entities and to cultivate your ability to apply course knowledge to the external world and to your life.

Possible Service Activities: 1) On Site Training Initiatives, 2) Direct Services to Clients, 3) Direct Services to Agencies, 4) Other Activity as Agreed Upon with Instructor

### Prevention Project Activity:

Each student will be assigned a Prevention Project group. Each group will select a population at risk for experiencing some form of domestic violence. Each group will locate an agency that provides services to the identified group. Each group will create a prevention pamphlet for each identified group and agency. The pamphlet will provide information about the definitions of the

relevant form of domestic violence. The pamphlet will provide relevant statistical data regarding domestic violence. The pamphlet will include relevant data on prevention, intervention, and safety planning. Each group will identify and include appropriate local, national, and international resources. Each group will make arrangements with the identified organization or agency to make the pamphlet available to the identified clientele. Each group is free to select the appropriate population and service agency. The purpose of the prevention project is to assist your ability to integrate relevant acquired knowledge and apply your knowledge to the world outside of the classroom.

#### METHOD OF EVALUATION

Your final course grade will be comprised of: Midterm Examination (100 Points), Final Examination (100 Points), Prevention Project (100 Points), Service Learning Project (50 Points), Self Assessments (50 Points), Class Participation (25 Points), Class Attendance (25 Points)

### **COURSE TITLE: JUVENILE DELINQUENCY**

#### COURSE DESCRIPTION

This course examines the various explanations and theories of delinquency, focusing on the psychosocial concepts and processes. Examines how the various explanations/theories of delinquency influence social policy, social agencies, and intervention strategies. No prior psycholegal knowledge is required for this course.

#### COURSE OBJECTIVES

- Students shall learn the causal explanations for delinquency.
- Students shall learn the psychosocial and political underpinnings of delinquency.
- Students shall learn intervention strategies for delinquency.
- Students shall learn the overall functioning of the juvenile justice system in relation to delinquency and child welfare.

#### TEXTS

1) Trajanowicz, R., Morash, M., & Schram, P. (2001). *Juvenile delinquency: Concepts and control (6<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.

2) Humes, E. (1996). *No matter how loud I shout: A year in the life of juvenile court*. New York: Touchstone.

#### SCHEDULE OF COURSE EVENTS

##### Week 1

Focus: Introduction, Overview, & Defining Delinquency

Text 1: Chapter 1: Issues in Understanding Delinquency

Chapter 2: Delinquents in and out of the Juvenile Justice System

##### Week 2

Focus: Understanding the Causal Theories of Deviance

Text 1: Chapter 3: Biological and Psychological Explanations of Delinquency

### Week 3

Focus: Understanding the Causal Theories of Deviance (Continued)  
Text 1: Chapter 4: Sociological Explanations of Delinquency  
Film: Sleepers (excerpts)  
Exam: Quiz 1

### Week 4

Focus: Understanding Adolescent Biopsychosocial Development  
Text 1: Chapter 5: The Adolescent

### Week 5

Focus: Understanding the Microsystem: Parenting, Sibling Relations, Discipline, & Social Control  
Text 1: Chapter 6: The Family and Juvenile Delinquency  
Film: When the Bough Breaks  
Exam: Quiz 2

### Week 6

Focus: Understanding the Microsystem: Peer Relations, Social Learning, Group Dynamics, Learning Challenges, Attachment, & Reciprocal Causation  
Text 1: Chapter 7: Schools, Peers, and Gangs

### Week 7

Topic: Legal Responses to Juvenile Delinquency, Police and Juveniles, & Delinquency Investigation Processes  
Text 1: Chapter 8: Handling the Juvenile Delinquent  
Handouts: In re Gault, Kent, and Winship Cases

### Weeks 8 & 9

Exam: Mid Term Examination  
Semester Break

### Week 10

Focus: Delinquency Interventions and Treatment: Detention & Diversion  
Labeling Theory  
Text 1: Chapter 9: Prevention and Diversion  
Chapter 10: Intermediate Sanctions and Alternatives

### Week 11

Focus: Institutionalization as Treatment, Multisystemic Therapy, Mandatory Sentencing, & The Pros and Cons of Treatment Alternatives  
Text 1: Chapter 11: Institutions for Juveniles  
Chapter 12: Methods of Treatment  
Chapter 13: Delinquency Control-A Look to the Future  
Exam: Quiz 3

### Week 12

Focus: The Role of the Juvenile Judge  
Text 2: Prologue  
Chapters 1 - 5

### Week 13

Focus: Child Welfare Systems  
Text 2: Chapters 6 - 9  
Exam: Quiz 4

#### Week 14

Focus: Child Welfare Reforms, Federal Initiatives, & Local Initiatives  
Text 2: Chapters 12 - 19  
Epilogue

#### Weeks 15 & 16

Focus: Community Outreach  
Due: Completion of Service Projects  
Exam: Final Examination

### COURSE ACTIVITIES

#### Quizzes, Midterm, and Final Examinations:

The major course assessments (tests) shall be completed twice a semester. The format of the assessments will be written with test items comprised of short answer essay questions. Four quizzes will be administered during the semester. The format for the quizzes will be multiple-choice. The purpose of the periodic course assessments (tests and quizzes) is to give you the opportunity to demonstrate (and reflect upon) your acquisition of basic theories and concepts related to delinquency.

#### Self Assessments:

At the completion of the mid term and final examination, you shall complete a self assessment reflecting on your growth in the class. The assessment may be typed or handwritten. You may complete the assessment at home or immediately following the mid term and final course assessment. Your self assessment will be graded based upon your ability to identify and reflect on relevant academic, professional, and personal growth during the course. The purpose of the self assessment is to facilitate your ability to introspect and articulate your knowledge and abilities.

#### Service Learning Activity:

General Instructions: You shall complete four hours of community service related to juvenile delinquency. You will select and complete a service learning activity related to juvenile delinquency. You will present your reflections on your experience to the class. The purpose of the service activity is to foster your ability to identify juvenile service providers and to cultivate your ability to apply course knowledge to the external world and to your life.

Possible Service Activities: 1) On Site Training Initiatives, 2) Direct Services to Clients, 3) Direct Services to Agencies, 4) Other Activity as Agreed Upon with Instructor

### METHOD OF EVALUATION

Your final course grade will be comprised of: Quizzes (100 Points – 25 points each), Midterm examination (100 points), Final examination (100 points), Service Learning (50 Points), Self Assessments (50 Points), Attendance and Participation (50 points).

## **Internet Resources**

### ***General Information***

American Psychology-Law Society – Division 41, American Psychological Association.  
(<http://www.unl.edu/ap-ls/>)

Web site includes information about the Society, conferences, graduate programs including internship information, jobs, teaching, and links.

Career information from the American Psychology-Law Society.  
(<http://www.unl.edu/ap-ls/careers.htm>)

Invaluable information related to everything from employment opportunities and salary information to subspecialties and training.

Graduate program information from the American Psychology-Law Society.  
(<http://www.unl.edu/ap-ls/graduateprograms.htm>)

Includes information related to clinical and non-clinical Ph.D./Psy.D. programs as well as Masters program related to psychology and law.

PsycLAW.org: Linking Psychology and Law.  
(<http://www.apa.org/psyclaw/>)

American Psychological Association web site focusing on the link between psychology and law. Includes recent news, APA Amicus briefs, and links to a wide variety of on-line and print resources.

Social Psychology Network Links to Social Psychology Topics.  
(<http://www.socialpsychology.org/social.htm>)

Includes links to a broad range of social psychological topics. While not all topics are directly related to psychology and law, a number are associated with psychology and law topics such as civil rights and domestic violence. Also includes links to sites focused on psychology and law as well as forensic psychology.

### ***Organizations***

American Academy of Forensic Psychology  
(<http://www.abfp.com/>)  
Phone: (800) 255-7792

American Academy of Forensic Sciences  
(<http://www.aafs.org/>)  
PO Box 669  
Colorado Springs, CO 80901-0669  
Phone: (719) 636-1100

American College of Forensic Examiners International  
(<http://www.acfei.com/>)  
2750 East Sunshine  
Springfield, MO 65804  
Phone: (417) 881-3818

American College of Forensic Psychology  
(<http://www.forensicpsychology.org/>)  
PO Box 5870  
Balboa Island, California 92662  
Phone: (949) 673-7773

Australian And New Zealand Association Of Psychiatry, Psychology And Law  
(<http://www.med.monash.edu.au/psychmed/anzappl/>)

European Association of Psychology and Law  
(<http://www.law.kuleuven.ac.be/eapl/>)  
c/o Department of Psychology  
University of Erlangen-Nuremberg  
Bismarckstr. 1  
D-91054 Erlangen, Germany  
Phone: +49-(0)9131-8522330

Institute of Forensic Psychology  
(<http://www.ifp-testing.com/>)  
5 Fir Court, Suite 4  
Oakland, New Jersey 07436  
Phone: (201) 337-4996

International Academy of Law and Mental Health  
(<http://www.ialmh.org/>)  
Académie internationale de droit et de santé mentale  
c/o Chaire de psychiatrie légale et d'éthique biomédicale Philippe Pinel  
Faculté de médecine  
Université de Montréal  
C.P. 6128, Succ. Centre-Ville  
Montréal, Québec, H3C 3J7  
Canada  
Phone: +1 (514) 343-5938

### **General Forensic Psychology Journals**

*Behavioral Sciences & the Law*  
(<http://www.interscience.wiley.com/jpages/0735-3936/>)

*Law and Human Behavior* – Journal of the American Psychology-Law Society  
(<http://www.kluweronline.com/issn/0147-7307>)

*Law and Psychology Review*  
(<http://www.law.ua.edu/lawpsychology/>)

*Psychology, Public Policy, and Law* – Journal of the American Psychological Association  
(<http://www.apa.org/journals/law.html>)

### **Topical Web Sites**

Death Penalty Information and Resources  
(<http://www.soci.niu.edu/~critcrim/dp/dp.html>)

This web page is maintained by the Critical Criminology Division of the American Society of Criminology. Includes general information and statistical data from the Department of Justice, a variety of papers, fact sheets, legislative information, and links.

Eyewitness Consortium  
(<http://eyewitnessconsortium.utep.edu/>)

This consortium was created by six eyewitness researchers. The Eyewitness Consortium is devoted to education, research and training concerning the scientific fundamentals that underlie eyewitness identification and its proper administration in law enforcement. The site includes several useful media links.

Eyewitness Evidence: A Guide for Law Enforcement  
(<http://www.ncjrs.org/txtfiles1/nij/178240.txt>)

This National Criminal Justice Reference Center research report includes information related to the initial crime report, the use of mug shots, witness interviews, field identification procedures, and suspect line-ups. Includes an appendix of additional readings.

### **Reference**

American Psychology-Law Society. (2005). Graduate programs: Clinical PhD/PsyD programs. Retrieved February 6, 2005, from <http://www.ap-ls.org/students/graduateIndex.html>

### **Author Note**

The authors would like to thank Linda M. Woolf for her comments and suggestions during the development of this manuscript.