PSYCHOLOGY AND LAW 1996
Steve Penrod

COURSE REQUIREMENTS
All class members will write a brief, give an oral presentation, and serve in the role of appellate judges or legislators during the oral arguments of others. Oral presentations will be made at the end of the course by two-member teams with one person per side. Some student presentations will be based on the appellate argument model and others will be simulated legislative hearings or debates. You will write a 12-15 page brief, 5-page opinions on two other assigned presentations, and 2-page opinions on two other topics/presentations. To the extent possible, presentations and 5-page opinions will be on topics of your choice.

The first portion of the course will be devoted to readings, lecture, and discussion of social science research methods, techniques for evaluating social science research, and techniques for locating research studies. These tools will then be applied to an examination of amicus briefs, social science research, and appellate opinions on topics not selected for student presentations.

In addition to the classroom sessions, the instructor will meet with the two-member teams throughout the course in order to develop the issues to be addressed in the presentations and provide each team with guidance to recent legal opinions, social science research findings, and bibliographies.

A. WRITTEN WORK ASSOCIATED WITH PRESENTATIONS

1. Written work required of students taking the affirmative
in oral argument:

You must prepare a brief or position paper and serve a copy of the brief or paper on the opposing side and on the instructor ten days before the presentation. Two copies of the brief must also be placed on reserve in the library for other students in the class to read in preparation for classroom presentations. Briefs and position papers are limited to 15 pages (typed and double spaced)

2. Written work required of students taking the negative in oral argument:

You must prepare a brief or position paper and serve one copy of the brief or paper on the opposing side and on the instructor one week before your presentation. Two copies of the brief must also be placed on reserve in the library for other students in the class to read in preparation for classroom presentations. Briefs and position papers are limited to 15 pages (typed and double spaced)

3. Written work required of all presenters:

A. At least a week before the presentation, you must place an annotated bibliography on reserve and give one copy of the bibliography to the instructor. The bibliography should contain one-paragraph descriptions of the fifteen social science and law sources you consider most significant.

B. The annotated bibliography should be supplemented with the output (preferably in IBM-compatible format) from a computer-based search of recent social science research.

C. Each side will identify a single article of no more than 20 pages that will be placed on reserve--class members are expected to read these in advance of the presentation. (Both
sides may agree on a single, longer article for background reading). Reserve readings must be approved, in advance, by the instructor. All students will complete each week's readings as part of their regular class assignment--you will be surveyed at the end of the course about compliance with this requirement.

4. Cooperation policy:

Cooperation with the opposing side is limited to developing focal issues for the briefs and presentations, exchanging bibliographic references and the like. You may not read the text of drafts produced by the opposing side before they are filed. Each side must produce its own bibliography.

5. Judges and Legislators:

Several presiding judges/legislators will be selected for each week's presentations. These judges/legislators will have primary responsibility for questioning presenters. One week after the presentation judges will deliver a short oral opinion on the case and will submit a five-page written opinion. The remaining class members may choose cases on which they write their 2 page opinions.

B. ORAL PRESENTATIONS

Designated class members and the instructor will play the role of appellate judges/legislators and may ask questions during the oral arguments.

Direct: appellant/proponent and appellee/opponent will have up to 20 minutes each for argument. Persons playing the role of appellate court members/legislators may ask questions.

Rebuttal: appellant and appellee will have up to 15
minutes each for rebuttal. The team member who did
not argue on direct will do the rebuttal.

II. GRADING: (There is NO final examination)

Class grades will be based upon:

25% Written Briefs
15% Classroom presentation
20% Classroom participation
20% Written and oral opinions
20% Completion of readings

READINGS

Psychology in the Law

Domestic Violence
1/18 Straus, M. A., & Gelles, R. J. (1986). Societal change and change on family violence from '75 to '85 as revealed by two national surveys. *Journal of Marriage and the Family, 48*, 465-

**The Death Qualified Jury**


**Eyewitness Evidence**


2/8 *State v. Chapple* 660 P2d 1208 (1983)


**Child Witnesses**


**Child Sexual Abuse**


**Recovered Memories**

**Sexual Harrassment**

**The Insanity Defense**

**Psychology in the Law II**
Roesch, R., Golding, S. L., Hans, V. P., & Reppucci, N. D.

4/18 Presentations 1 & 2
4/23 Presentations 3 & 4
4/25 Presentations 5 & 6