

**PSY 459- ADVANCED TOPICS IN SOCIAL PSYCHOLOGY;  
PSYCHOLOGY, CULTURE & LAW**

Fall 2018

Professor Justin Levinson  
Class hours & location: TBD Machida  
Office Hours: TBD

3 credits (note: This syllabus assumes a 1 class/ week seminar format)

Designations: Oral Communication and Writing Intensive (pending approval)

Course Summary:

Psychology is at the heart of legal systems around the world. Courts, law enforcement officers, judges, and lawmakers make a variety of assumptions about how citizens act, both inside and outside of the legal system. Psychological research has taught us that laws and legal systems indeed have a lot to learn from psychology. This course examines the ways in which psychology teaches us how to improve legal systems, both in the United States and abroad. After establishing core principles in psychology and law, a particular focus will be made on psychology in Japan and on the impact of psychological research on the Japanese legal system, especially considering the country's newer jury-like "saiban-in" system in criminal trials.

Materials:

The primary course materials are handouts and articles. Articles are available through the Laulima course homepage.

Course Objective and Learning Outcomes:

This course aims to develop students' critical thinking and problem-solving skills in a global and interconnected environment. It engages students by introducing an interdisciplinary approach to law, psychology, and policy, and it follows this approach through both an individual and collaborative format. By the end of the semester, students will know how to explore legal and policy issues in unique ways, and will have contributed to the design and writing of their own experimental study.

Various "Student Learning Outcomes," are embraced by this course, including: the development of problem solving, research, written and oral communication skills; critical thinking designed to serve life-long learning, and the connectedness of a diverse and

cross-cultural world; understanding the ethical responsibilities of lawyers in a global world; and the effect of legal institutions on society.

Course Schedule and Assignments

Class	Topic	Readings
1	Introduction to Psychology and Law	
2	Understanding Psychology and Law: Research Methodology	(1) Handout on Research Methods (2) Review Implicit Association Test online at <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a>
3	The Role of Psychology in the Courts- US and Japan	(1) Posted readings on Clark Doll Study and <u>Brown v. Board of Education</u> (2) M. Wilson, <i>The Dawn of Criminal Jury Trials in Japan</i> (2006)
4	Eyewitness Identification in Japan and the US	(1) Makiko Naka et al., Japanese Psychological Association: <i>Eyewitness testimony after three months: A field study on memory for an incident in everyday life</i> (2) Meissner & Brigham, <i>Thirty Years of Investigating the Own Race Bias</i> (2001)
5	Psychology and The Death Penalty- US and Japan	(1) Maiko Tagusari, <i>The Death Penalty in Japan</i> (2) Handout with excerpts from famous U.S. death penalty cases ( <u>Witherspoon</u> , <u>Grigsby</u> , & <u>Lockhart</u> )
6	Implicit Bias: United States and Japan	(1) Introduction & Chapter 1, IMPLICIT RACIAL BIAS ACROSS THE LAW (2) Yarrow et al., <i>From American City to Japanese Village: A Cross-Cultural Investigation of Implicit Race Attitudes</i> , Child

		<i>Development (2006)</i>
7	Psychology and Legal Dispute Resolution: US & Japan	(1) Eric A. Feldman, <i>Law, Culture and Conflict: Dispute Resolution in Post-War Japan</i> (2006) (2)
8	Cultural Psychology: East Asia and the West- Part 1	(1) R. E. Nisbett & T. Masuda, <i>Culture and Point of View</i> , 100 Proceedings of the National Academy of Sciences, 11163 (2003)
9	Cultural Psychology and Culturally Competent Laws- Part 2	(1) Reading excerpts from famous cases on “the Cultural Defense”
10	International Negotiations: Focus on East Asia and Japan	(1) Hal Movius et al., <i>Tailoring the Mutual Gains Approach for Negotiations with Partners in Japan, China, and Korea</i> , Negotiation Journal (2006) (2) John Oetzel et al., <i>Face and facework in conflict: a cross-cultural comparison of China, Germany, Japan, and the United States</i> , Communication Monographs (2001).
11	Access to Education: Stereotype Threat, Identity & Culture	(1) C. Steele & J. Aronson, <i>Stereotype Threat and the Intellectual Test Performance of African Americans</i> , J PERSONALITY SOCIAL PSYCHOL. (1995) 797-811  (2) M. Shih, T. Pittinsky & Ambady, N. <i>Stereotype susceptibility: Identity salience and shifts in quantitative performance</i> . 10(1) PSYCHOL. SCI., 80-83 (1999).
12	Lie Detection	(1) Paul Wolpe et al, <i>Emerging neurotechnologies for lie-detection: promises and perils</i> ,

		5 AMERICAN JOURNAL OF BIOETHICS (2005). (2) Frank & Feeley, <i>To Catch a Liar</i> , 31 J. Applied Communication 58 (2003) Research. <u>Read pages 58-67</u>
13	Behavioral Law and Economics	(1) BEHAVIORAL LAW & ECONOMICS, (Cass Sunstein ed.) Introduction, pp. 1-10 (2) Birte English, <i>Hindsight Bias in Courts</i> , 4 LAW & POLICY (2006).
14	Advanced Negotiations in Global Perspective	(1) Deepak Malhotra & Max Bazerman, <i>Psychological Influence in Negotiation: An Introduction Long Overdue</i> , JOURNAL OF MANAGEMENT (2008)
15	Research Presentations and Q&A	

### Class Exercise Design and Facilitation

During the semester, you and a partner will act as Class Exercise designers and facilitators for approximately 20-30 minutes of one class. That is, for that portion of class, in addition to completing the required reading, you will be responsible for generating an in class study or exercise designed to expand upon the readings. Preparing for your in class exercise will require time and effort. You will likely have to conduct research in psychology journals. You will also have to brainstorm and generate ideas with your partner. You will then have to come up with a creative way to engage the class to demonstrate how the psychological research you found interacts with legal theory or practice. After the in-class exercise, you will engage the class in a short but meaningful discussion wrapping up the exercise.

The class exercise you design and implement will count for 20% of your grade. I expect to work with you as you plan your exercise. All groups should plan on meeting with me no later than the Friday before your exercise. However, I encourage you to see me much sooner.

### Reaction Papers

You will turn in four reaction papers during the semester. These reaction papers (2-3 pages each) will give your impressions and reactions to the readings. For example, if you believe that the readings of the psychological research discussed on “implicit bias” illuminate additional points about the legal process in Japan, a reaction paper would be a great place to do it. Or, if you think that a case you read has misapplied or misused empirical psychological research, you could make that point. You are encouraged to play to your own strengths and be creative in the reaction papers. The goal of the reaction papers is to encourage pre-class reflection and reactions, which will ultimately enhance class discussions. All reaction papers are due by 11am, on the day of the class for which the reading is assigned. You can write reaction papers for any class after Week 2, except during the week of your class exercise facilitation. Please keep a copy of all your papers. The reaction papers will be graded and will count for 20% of your grade.

### Final Projects

You, individually or as part of a team (no more than three students per team) will design and implement a course related experiment, and produce a written report (the “paper”) writing up the results of your study. As class progresses, you will see various examples of this type of work. The paper will be at least 12 pages long. Your topic need not be one specifically covered in detail in class, but should be clearly relevant to law and psychology. I expect that you will discuss your project ideas with me and meet with me as your project progresses. A complete draft of the paper is due by 4pm on Nov. X, 2018. The final paper is due by 4pm on Jan. X, 2019. Please keep a copy of your papers. The paper will be graded and will count for 40% of your grade.

Note: This option requires early action, as conducting studies takes time. In addition, it may be necessary to receive approval or exemption from the University of Hawaii IRB. The IRB indicates that “[non-thesis or dissertation] graduate-level work and most undergraduate activities performed to meet class requirements typically do not require IRB approval. However, if the research will be published or presented in a public forum, the study will require prior approval.” For more information on the IRB approval and exemption process, see the IRB website. Students interested in selecting this option are encouraged to meet with me early in the semester.

### Official Title IX Policy:

Please refer to the University resources, including the Student Handbook, for detailed information on the campus Title IX policies. Sexual misconduct will NOT be tolerated. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy educational environment, and should I learn of any sexual misconduct I must report the matter to the Title IX Coordinator, who oversees the University’s centralized review, investigation, and resolution process for reports of sexual misconduct, and also coordinates the University’s compliance with Title IX.

If you want direct services offered by confidential resources within the University, you are encouraged to contact the following resources:

University Health Services Mānoa | 808.956.8965 | 1710 East-West Road  
Counseling & Student Development Center | 808.956.7927 | 2600 Campus Road QLCSS  
312  
Office of Gender Equity | 808.956.9977 | 2600 Campus Road QLCSS 210

These are only a few of the many resources available. For a more comprehensive list, please see the following link: <http://manoa.hawaii.edu/genderequity/resources/>

#### Note

This syllabus is subject to change. I will inform you in class when changes are made.

#### Attendance, Preparation, and Participation.

This is a seminar-style class. Attendance in class is expected and your participation is crucial. I would very much appreciate it if you arrive on time for class, stay throughout class (except, of course, if it's necessary to leave), and turn cell phones off. Please use computers appropriately in order to avoid distracting others.

I expect that you will be prepared for class and ready to participate. Because of the importance of participation in this seminar, 20% of your grade will be based on attendance and participation.