Faculty of Health
Department of Psychology
HH/PSYC 3310M Psychology and Law
Mondays and Wednesdays Eastern Standard Time
Summer 2024

Please note that this course will be offered in person, meaning that **students are expected to attend our classes on Campus on Mondays and Wednesdays from 11:30AM to 2:30PM.**

Instructor: Dr. Sayyed Mohsen Fatemi

Email: smfatemi@yorku.ca

Office Hours: Based on appointment.

T.A.	Seyyedeh Elham Tabatabaei
Email	elliettb@schulich.yorku.ca
Office Hours	By appointment

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology).
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to York Courses Website for a listing of any course credit exclusions.

Course website: eClass

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. Slides, notes, and mini reflection questions will all be posted on the course eClass site.

Course Description

The legal system governs our lives from the time before we are born until years after we die, with rules and laws touching on every aspect of life in between. In doing so, the law relies on a number of assumptions about how people think and behave, many of which are faulty. This course examines how psychological science can test these assumptions, explore the consequences of faulty assumptions, and offer solutions for improvement. Students will be exposed to a wide range of topics derived from work in social, clinical, cognitive, and developmental psychology. Major topics include false confessions, wrongful convictions, police interrogation, lie detection, eyewitnesses, jury behaviour, sentencing and incarceration,

"insanity" and psychopathy.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in psychology and the law.

2. Articulate trends in psychology and the law.

3. Express knowledge of psychology and the law in written form.

4. Describe and explain limits to generalizability of research findings in psychology and law.

5. Demonstrate ability to relate information in psychology and the law to own and others' life experiences.

Specific Learning Objectives

1. Students will acquire in-depth knowledge in psychology and the law

2. Students will artciluate trends in psychology and the law

3. Students will describe and explain limits to generalizability of research findings in psychology and law

4. Students will demonstrate ability to relate information in psychology and the law to own and others' life experiences

5. Students will learn to express knowledge of psychology and the law in written form.

Required and Recommended Readings

Davies, G. & Beech, A. (2018)/Forensic Psychology: Crime, Justice, Law, Interventions 3e. Wiley

Pozzulo, J. & Forth, A. (2022). Forensic Psychology, 6th edition, Pearson Canada 2022

Costanzo, M., Krauss, D., Schuller, R.A., & McLachlin, K. (2014).

Forensic and Legal Psychology, Psychological Science Applied to Law

(First Canadian Edition). New York: Worth Publishing

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Participation ad Group Activity	Ongoing	20%
Mini Reflection	Ongoing	10%
Term Paper	August 12, 2024	30%
Peer Group Presentation	August 7, 2024	10%
Exam	August 21, 2024	30%
Total		**100%**

Course Evaluation / Description of Assignments

Class Participation

Your proactive participation is an essential factor in your successful completion of the course. Your consistent attendance, your active involvement in the class discussions, your mindful participation in class presentations and your responses to readings will substantiate your proactive participation.

Group Activity

Each class, students will be engaged in a series of experiential and group activities to enhance their learning performance in the area of psychology and law. The details of each activity will be posted on eClass for each day. You need to make sure to mindfully participate in the group activity which takes places right after lectures. Details will be discussed in the first day of the class. The TA will let you know which group you are placed in. It is your responsibility to meet up with your group members during the time that is provided in each class. Some of our classtime will be allocated to the group activity. Each time one group member will be the leader who will be resoponsible for leading the discussion. Each group member should upload a minimum five sentence summary of the discussion along with examples and analyses based on the specific activity. Group activity will be worth a total of 20%.

Mini-reflections (P/F; for Engagement Points)

Mini-reflections will be completed in class, and must be submitted to eClass by *11:59pm one the day after each class (Tuesday and Thursday).* These reflections will be based on provided questions regarding your learning and experiences throughout the course, and should take approximately 10 minutes to complete. if you are unable to participate in a class, for whatever reason, you will lose the opportunity to receive marks for whatever you miss. **The mini-reflections will be worth a total of 10%.**

Term Paper

Written Assignment: You will also have one paper to write for the course. This paper is worth 30% of your final grade. The deadline for the ONLINE submission will be August 12, 11:59 pm (online submission to TurnItIn). More information regarding the paper will be provided later in the term.

Peer Review

You will be required to submit a rough draft of your Final paper by August 7, 2024. Upon submission, you will receive drafts from other peers to review. The purpose of the peer review is to help your peer improve his/her paper. You will be evaluated on the quality of your suggestions and the thoroughness of your reading. Failure to submit a draft will result in not having the opportunity to participate in peer review and losing the mark. **This will be worth a total of 5%.** In reviewing the paper, you may want to follow the six section headings listed below.

1.   What is good about the paper (in being critical, we must not forget to be encouraging and supportive as well!)?

2.   Is the purpose of the paper clearly laid-out in a succinct introduction?

3.   Are there any terms or concepts that need further clarification?

4.   Is the evidence that the author provides to support his/her position good? Sufficient?

5.   Are there other factors that the author might want to consider (other types of evidence, other points of view, etc.)?

6.   Anything else that might be helpful to the author.

Write the peer review as though it were a letter to the author. Speak to him or her directly; there is no need to refer to him/her in the third person.

There is no need to summarize the work either. The author knows what he/she has written. Include in the peer review only suggestions on how to improve the paper and what you have found valuable in the work.

If you wish, the peer review can be written in bullet format (as long as you can still clearly express your suggestions to the author). I would expect that the review would be about 2-3 pages long.

Exams:

The exam will be based on lectrues and all course materials and will be worth 30% of your final grade.

The exam is worth 30% of your final grade. The exam date cannot be changed. The exam will consist of a series multiple choice questions. The exam will take place online on August 21, at 19:00 through eClass.

Class Format and Attendance Policy

This will be an in -person class and your attendance and your active participation play significant roles in your successful completion of the course. Various media types (standard lecture,videos, and research articles) will be presented in order to help guide your learning. There will be several in class exercises that you will be encouraged to participate in, as they are designed to assess your learning and stimulate deeper encoding of class material.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – Grading Scheme for 2023-24

Missed Tests/Midterm Exams/Late Assignment

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

HH PSYC: Missed Tests/Exams Form. Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

Late Work/Missed Tests or Exams

Late assignments will be accepted up to one week after the deadline including weekend days. If your assignment is late, you will be deducted a late penalty of 5% per day, including weekend days. **Late assignments will not be accepted after one week of the missed deadline (35% penalty).**

Students with a documented reason for missing a deadline, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

If you are missing a deadline due to illness, compassionate grounds, etc., you must contact me (smfatemi@yorku.ca or smfatemi@hotmail.com) to submit documentation within 48 hours of missing the deadline in order to have your work considered for grading without a late penalty.

Important New Information Regarding Missed Tests

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. HH PSYC: Missed Tests/Exams Form. Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

Add/Drop Deadlines
For a list of all important dates please refer to: Summer 2 Important Dates

EVENT	SU (SENATE ADJUSTED)	SE	S1	S2 (SENATE ADJUSTED)
Course start date	May 21	May 6	May 6	July 2
Last date to add a course without permission of instructor	May 28	May 13	May 13	July 8
Last date to add a course with permission of instructorJuly	June 11	May 27	May 21	July 15
Last date to drop course without receiving a grade	July 23	July 8	June 3	July 29
Summer break	June 18-21	June 18-21	N/A	N/A
Study days	August 15	August 7	June 18	August 15
Course Withdrawal Period (withdraw from course and receive a "W" on transcript – see **Add and Drop Deadline Information** below)	July 24-August 13	July 9-August 6	June 4-June 17	July 30-August 13
Course end date	August 13	August 6	June 17	August 13
Examinations	August 16-23	August 8-15	June 19-21	August 16-23
Notes	August 12 is a make up day for the July 1 (Canada Day) University Closure; August 13 is a make up day for the August 5 (Civic Holiday) University Closure.	August 6 is a make up day for the July 1 (Canada Day) University Closure.		August 12 is a make up day for the July 1 (Canada Day) University Closure; August 13 is a make up day for the August 5 (Civic Holiday) University Closure.

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the Refund Tables.

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

Turnitin Service and Moodle: Students will hand in all written assignments to Turnitin – a service that York University has enrolled in, which helps professors identify plagiarism and helps students maintain academic honesty. You will be able to access Turnitin through the Moodle application for this course. Please note that I will be making use of Moodle to post important information and any changes to the course – be sure to check Moodle regularly

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with Information about the Senate Policy on Academic Honesty.

It is recommended that you review Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty Quiz

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require

reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

https://accessibility.students.yorku.ca/

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

Course Materials Copyright Information

These course materials are designed for use as part of the HH PSYC 3310 B course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement.

Calumet and Stong Colleges' Student Success Programming:

Calumet and Stong Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- Orientation helps new students transition into university, discover campus resources, and establish social and academic networks.
- Peer Mentoring connects well-trained upper-year students with first year and transfer students to help them transition into university.
- Course Representative Program supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- Peer-Assisted Study Sessions (PASS) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- Peer Tutoring offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.

- Calumet and Stong Colleges also support students' Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, Career Exploration, Indigenous Circle, awards and recognition, and provide opportunities to students to work or volunteer.
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites (Calumet College; Stong College), email scchelp@yorku.ca, and/or follow us on Instagram (Calumet College; Stong College), Facebook (Calumet College; Stong College) and LinkedIn.
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadmn@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your Passport York personal profile to make sure you receive important news and information.

Instructor's Bio:

Sayyed Mohsen Fatemi, Ph.D. completed his postdoctoral studies in the department of psychology at Harvard University where he has also served as a Teaching Fellow, an Associate, and a Fellow. His publications appear in Springer, Wiley, Templeton Press, Routledge, Cambridge University Press, Oxford University Press, Lexington publication, Roman & Littlefield, Palgrave McMillan, American Psychiatric Association, and Journals such as APA's Journal of Theoretical and Philosophical Psychology and International Journal of Clinical and Experimental Hypnosis.

In addition to teaching at Harvard, he has also taught for the department of psychology at the University of British Columbia, Western Washington University, the University of Massachusetts in Boston, University of Toronto, York University, Endicott College, and Boston Graduate School of Psychoanalysis.

Sayyed Mohsen Fatemi, Ph.D. is also an adjunct faculty member in the Graduate Program in Psychology in the Department of Psychology at York University, Canada. He exclusively uses hypnotherapy for his clients. He integrates Langerian mindfulness with hypnotherapy in a wide variety of contexts.

He has supervised both master and doctoral students for their research projects and dissertations. He has served as a keynote speaker of several international conferences and run workshops and seminars across the USA, Canada and overseas.

Fatemi is the recipient of the Ellen Langer International Mindfulness Award and is an active member of the APA with numerous presentations at APA annual meetings.

Here are the new links for his new books:

Fatemi, S.M. (2023). Therapeutic applications of Langerian Mindfulness. Wiley.

Fatemi, S.M. (2021). The Psychology of Inner Peace. Cambridge University Press.

Fatemi, S.M. (2021). Film Therapy: Practical Applications in a Psychotherapeutic Context. Routledge: New York.

Fatemi, S.M. (2018). The psychological power of language. Routledge: New York.

Fatemi, S.M. (2018). Phenomenological psychology of mindfulness: psychology of presence. Lexington: New York.

Fatemi, S.M. (2016). Critical mindfulness: Exploring Langerian models. Springer: New York.

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TA's Bio
Seyyedeh Elham Tabatabaei

Hi everyone! I'm Elham, but feel free to call me Eli. I'm currently in my third year of a PhD in Finance at the Schulich School of Business, York University. My research primarily focuses on Behavioral Finance, Fintech, and Empirical Asset Pricing, with a keen interest in applying

Machine Learning techniques such as Neural Networks and Natural Language Processing (NLP) to solve complex problems. I'm excited to be your Teaching Assistant for the upcoming winter semester. If you have any questions or need assistance during the semester, please don't hesitate to contact me. I'm here to help!