

Course Outline

COURSE:	LAWS 5903F – Law and Psychology
TERM:	Fall 2026
PREREQUISITES:	N/A
CLASS:	Day & Time: Fridays 11:35 – 14:25 Room: Please check Carleton Central for current Class Schedule
INSTRUCTOR:	Evelyn Maeder, Ph.D., M.L.S. (she/her)
CONTACT:	Office Hrs C566 Loeb / Location: By appointment Email: Evelyn.maeder@carleton.ca (Please use your Carleton email and include the course code [LAWS 5903A] in the subject line. Email correspondence should be reserved for scheduling appointments or brief administrative questions; please make an appointment for office hours for discussion of class content or more involved questions.)
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/450812

CALENDAR COURSE DESCRIPTION

A research seminar which explores a selected topic from current debates in legal studies.

COURSE DESCRIPTION

Exploration of psychological phenomena in the legal system. Discussion of theory and method, level of analysis, and limits to understanding. Application of psychological principles to multiple stages/actors within the legal process, with particular focus on the criminal legal system. Students will engage with psycholegal scholarship from Canadian, U.S., and global contexts.

LEARNING OUTCOMES

- 1) Critically evaluate psychological research as applied to law

- a. Identify strengths, limitations, and implications of psychological inquiry in this area
 - b. Evaluate and engage with psychological theory and methods
- 2) Apply psychological concepts to other areas of academic interest
- 3) Compare, contrast, and synthesize peer perspectives from within and outside of psychology and law
- 4) Demonstrate broad understanding of psycholegal literature and its associated theory and methods

REQUIRED TEXTS

Students are not required to purchase textbooks or other learning materials for this course. Weekly readings will be available on Brightspace.

SUPPLEMENTARY TEXTS

Supplementary readings will also be provided on Brightspace.

EVALUATION

Assessment	LO	Weight	Timing
Reading Responses	1, 2	15%	Ongoing
End-of-Class Reflections	1, 2	10%	Ongoing
Discussion Facilitation / On-Call	1, 2, 3	25%	Ongoing
Class Participation	1, 2, 3	25%	Ongoing
Knowledge Consolidation Interviews	1, 2, 4	25%	Week of 11/30 – 12/04

All components must be successfully completed in order to receive a passing grade.

Note that the majority of these assessments will be conducted in class. As such, attendance is required in order to submit the written assignments and be evaluated for discussion facilitation and participation. However, your lowest two scores for each of these ongoing components will be dropped. This means that you can miss up to two classes without penalty, with no need to provide a reason, allowing for flexibility in case of illness, life events, conference travel, etc.; or curation of your best scores if you are able to attend every week. If for any reason you anticipate missing more than two classes, please consult with me as soon as possible.

Reading Responses (15%)

At the beginning of each class in which readings were assigned, you will be asked to respond to one or more prompts regarding one or more of the readings. These prompts are meant to get

you to think critically about what you have read and prepare you for the group discussion to follow. These responses will be evaluated on a pass/fail basis.

End-of-Class Reflections (10%)

At the end of each class, you will be asked to respond to a prompt regarding the class discussion and/or the week's topic. These reflections are meant to get you to think more broadly about what we have discussed and how it might apply to other areas. These reflections will be evaluated on a pass/fail basis.

Discussion Facilitation (25%)

Each week, you will be assigned to a group that will be responsible for leading discussion on one of the week's readings. This means that you and the rest of your group will guide your fellow students on discussing the work, and that you will be "on call" for questions about that piece from both your fellow students and me (the instructor). Facilitation will be graded on an 8-point scale:

Criterion	1	2	3	4
<i>Knowledge/Engagement with the Reading</i>	Demonstrates little to no familiarity with the reading, makes no, inaccurate, or unrelated contributions	Demonstrates partial understanding of the reading, makes general or superficial contributions	Demonstrates good understanding of the reading, makes relevant contributions	Demonstrates strong command of the reading, contributes specific and original insights
<i>Facilitation/Discussion Leadership</i>	Makes little to no effort in facilitating discussion	Participates in facilitation but does not advance discussion beyond initial questions	Sustains engagement, generates suitable questions and follow-up discussion	Poses thoughtful questions, engages with the class, follows up on discussion points, makes connections across ideas

Class Participation (25%)

Discussion is the essence of a graduate seminar. This course is structured around group-based learning rather than lecture. In each class we will talk about the week's readings, and on some

weeks we will do group activities to foster additional discussion. Your participation in these discussions and activities is paramount to the success of the course, and therefore it is essential that you come to class prepared to discuss the week's readings and the topic more generally. Participation will be graded on a 4-point scale:

- 1 – Demonstrates little to no engagement or preparation; participates minimally or not at all in discussions/activities; contributes little or none to group learning
- 2 – Demonstrates inconsistent engagement and preparation; participates intermittently and/or superficially in discussions/activities; contributes somewhat to group learning
- 3 – Demonstrates solid engagement and preparation; participates meaningfully in discussions/activities; contributes well to group learning
- 4 – Demonstrates consistent and strong engagement and preparation; makes thoughtful and substantive contributions to discussions/activities; contributes substantially to group learning

Knowledge Consolidation Interviews (25%)

In the last week of classes, in lieu of a class, I will hold 30-minute one-on-one sessions with each of you to talk about what you have learned over the previous weeks. These discussions will be open-ended but are meant to assess to what degree you have met the course learning outcomes, engaged with the course material, and synthesized information across the term. These interviews will be graded out of 12 (essentially replicating Carleton's letter grade system). *This assessment will occur on campus outside of regular class time.*

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

POLICY ON LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Written assignments will be submitted in class; therefore, late assignments cannot be accepted. If an extension is needed for the knowledge consolidation interview (i.e., if for any reason this cannot be completed during the scheduled week), this should be requested as soon as possible.

The granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page. All requests must be submitted to the instructor before the assignment due date or, in the case of

exam deferrals, directly to the Registrar's Office. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

AI use in this course: Students may ***but are in no way required to*** use AI tools for ideas or clarifying challenging concepts. Some acceptable uses include:

- Providing explanations of statistical analyses in assigned readings
- Creating concept maps for the week/course
- Generating discussion questions

Documenting use of AI: It is necessary to document your use of AI in this course, using the following guidelines:

- Clearly identify and cite AI-generated discussion questions
- Clearly identify in reading responses and class discussion when you have used AI to help you interpret a text
- Review, edit, and ensure accuracy of what AI-generated information you use

Why have I adopted this policy? This policy supports the use of AI as a supplementary tool, helping students develop ideas and structure their work while emphasizing the importance of transparency and personal engagement with the content. AI can be used for inspiration and foundational support and can encourage students to critically assess and refine AI-generated material. ***Please note that this is no way meant to encourage the use of AI, and that the use of AI is not necessary to perform well in this course.***

Note: As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

Credit: portions of this policy were adapted from sample statements provided to instructors (<https://carleton.ca/ai/instructors/sample-syllabus-statements/>)

POLICY ON CLASSROOM RECORDING

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy. Students requesting the use of assistive technology as an accommodation should contact the [Paul Menton Centre](#). Unauthorized use of classroom

recordings – including distributing or posting them – is also prohibited. Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as lecture slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor’s written permission. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

SCHEDULE

Please note that this is a tentative schedule and is subject to change.

Date	Topic	Reading Assignment
September 11	Syllabus / Course Overview / Introduction to Psychology and Law / Method & Theory	None
September 18	Policing / Interviewing / Investigation / Deception Detection	Snook et al. (2021) Fix et al. (2023) Smith et al. (2012) Worden et al. (2024)
September 25	Lawyers	Cokley et al. (2022) Collins et al. (2017) Katzman & Kovera (2024) Leonard et al. (2023)
October 2	Plea Negotiations	Helm & Reyna (2017) Henderson et al. (2022) Kutateladze et al. (2016) Wilford et al. (2021)
October 9	Jury Selection	Abramowitz & Bradfield Douglass (2023) Bertrand et al. (2017) Clark et al. (2007) Schuller et al. (2015)
October 16	Jury Decision-Making	Bertrand & Jochelson (2018) Hoetger et al. (2022) Maeder et al. (2026) Lynch & Haney (2015)
October 23	Judicial Decision-Making / Sentencing	Bordalo et al. (2015) Kentthirarajah et al. (2023) Lehmann (2023) O’Sullivan et al. (2022)

October 30	No Class – Fall Break	
November 6	Punishment	Bregant et al. (2020) Haney et al. (2022) Haney (2018) Yamamoto & Maeder (2019)
November 13	Post-Release	Mackey et al. (2023) Saad et al. (2022) Saunders & Midgette (2023) Thomas et al. (2016)
November 20	Competency and Criminal Responsibility	Crocker et al. (2015) Gowensmith et al. (2013) Viljoen et al. (2003) Yamamoto & Maeder (2021)
November 27	Psychological Assessment and the Law	Hart (2016) Mossman (2006) Shepherd & Lewis-Fernandez (2016) Zapf et al. (2018)
December 4	No scheduled class – knowledge consolidation interviews held this week	

STATEMENTS ON ACADEMIC INTEGRITY

Please consult Carleton's [Academic Integrity Policy](#).

Submitting Substantially the Same Piece of Work: Due to the nature of the assessments in this course, this policy is likely inapplicable. Nonetheless, if students find that an in-class activity or assessment has substantial overlap with work they are completing for another course, they should speak with the instructor.

Group or Collaborative Work: This seminar is largely comprised of collaborative discussion, and in-class group work is built into the course. Collaboration in these activities is expected (and will be evaluated as noted above). When activities are individual (e.g., reading responses, end-of-class reflections), students will be expected to complete their work independently.

STATEMENT ON PLAGIARISM

The University Academic Integrity Policy defines plagiarism as *'presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.'* This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation

or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

STATEMENT ON STUDENT MENTAL HEALTH

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy and Family-Status Related Accommodations

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

Religious Obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of

Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information, please visit: <https://students.carleton.ca/services/accommodation/>

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).