

### **INSTRUCTOR CONTACT INFORMATION**

Cynthia J. Najdowski, Ph.D.  
Assistant Professor  
University at Albany, School of Criminal Justice, Draper Hall 210B  
518-591-8786  
cnajdowski@albany.edu  
Student drop-in hours: Tuesday & Thursday 11:45am-12:45pm and by appointment

---

### **COURSE DESCRIPTION & OBJECTIVES**

More and more children are becoming involved in our legal system, a system that was designed for adults. Special issues arise when children enter the legal system, issues that receive a considerable amount of attention from psychological researchers. In this course, you will learn about psychological research investigating a number of those issues, particularly the nature of and societal response to child maltreatment, the reliability of children's eyewitness testimony, juvenile justice, legal decision makers' perceptions of children, and unique concerns related to juvenile sex offenders. We will focus on how psychological research and the use of psychological theories can contribute to a better understanding of the issues, how the legal system can be informed by the results of research, and how to design future research to address remaining questions. The research in this field is interdisciplinary, so theories and methods from nearly every subdiscipline of psychology will be featured, including cognitive, clinical, and community psychology, but because your professor is a social psychologist, there will be special emphasis throughout on understanding the issues in their social context.

By the end of the semester, you should have acquired:

- Specific knowledge about various issues that affect children who enter the legal system,
- The ability to identify legal assumptions that can be addressed through psychological research,
- An understanding of how psychological science can be used to address issues related to children, psychology, and the law,
- The ability to think critically and write clearly about research as it relates to children, psychology, and the law.

Because this course provides undergraduate students with specialized knowledge about a particular content area, it is an advanced course that can be completed in fulfillment of the criminal justice minor or major.

---

### **COURSE MATERIALS**

1. Bottoms, B. L., Najdowski, C. J., & Goodman, G. S. (Eds.). (2009). *Children as victims, witnesses, and offenders: Psychological science and the law*. New York: Guilford Press.
2. Required readings (empirical, theoretical, and review journal articles and book chapters listed in the course calendar and available on Blackboard under Electronic Reserves)

---

## COURSE FORMAT, REQUIREMENTS, & GRADING

This course will be conducted as a seminar course. Weekly classes will generally include two parts: (a) discussion of key points from the weekly readings and (b) student debates. Emphasis will be placed on the preparation and active participation of *all* seminar members during each class. The success of the course will depend, in large part, on student preparation and participation at a level appropriate for upper-division undergraduate students. Class preparation includes completing all readings prior to class and making notes that will prepare you to discuss the main points, theories, methods, and/or empirical findings from all readings. You should also be prepared to discuss the implications of readings for future psychological research related to children and the law. The “class preparation questions” are assigned to help you achieve the level of preparation necessary to participate in class. If you are unwilling to speak up in class often, you will not do well in this course, and you should drop it.

Your performance in this course will be evaluated based on class participation (15%), class preparation questions (20%), a team debate oral presentation (15%), an individual argument paper (20%), and a final exam (30%). I will not curve any grades and I will not issue extra credit on an individual basis.

### **CLASS PARTICIPATION = 15%**

Class participation reflects in-class contributions to discussion, not simply class attendance or coming to class on time, which are assumed. **(More than two unexcused absences will result in the loss of most, if not all, participation points.)** Participation means self-motivated, regular, and thoughtful in-class verbal comments and questions that illustrate your mastery of the readings (scientific observations and thoughts, not just unfounded opinions). Class discussions will focus on thinking critically about and applying the readings. Therefore, when reading, you should be thorough and analytical—make sure you understand the authors’ point, critically analyze the method or results of a study, point out contradictions, think about questions for discussion, relate the reading to real-world events, etc. Reading in this way will help you with class participation and discussion. Therefore, you *must* read the assigned material prior to each class and participate in class discussion. You must also bring the assigned material to class and be ready to discuss your class preparation questions each week (see below).

Participation will be graded as A–E (95%, 85%, 75%, 65%, 55%) and is worth 1.37% of your grade per class (not counting the final exam day), for a total of 15% of your final grade. Although it may seem at first glance like this is a small percentage of your grade, please realize that even if you score all possible points on all other assignments (which is unlikely), you cannot make higher than a “B” if you do not participate in class.

### **CLASS PREPARATION QUESTIONS = 20%**

To encourage critical thinking and engagement with the material (not just passive absorption of it), you are required to bring in 2 or 3 typed questions about the readings assigned for each of the 10 classes between September 12<sup>th</sup> and November 14<sup>th</sup>. These questions should be brief and focused, but with enough detail that they are clear, well developed, and reflect that you have thought critically about the readings. Participating in class would be difficult if you hadn’t read and thought about the main points in the articles. These questions are designed to help you do that, and to help you anticipate and prepare for the exams, and they will also help you gain a deeper understanding of the kinds of questions researchers in this field ask and the ways they go about answering these questions. Your questions can be about methods, theories, things that you don’t understand in a reading, or about how existing research findings might tie together. I especially encourage you to develop questions that go beyond the readings by considering implications of the readings for future research (do you have a novel research question? a new hypothesis to test?) or policy or law (do the research findings suggest specific social policies or

laws that should be changed or created?). I recommend that you make notes in the margins of your readings as you read—notes about even your most trivial reactions. When you're done reading, you'll have plenty of thoughts on which to base your questions.

These questions will be used to facilitate class discussion, and as such, they are **due by 8pm on the Wednesday before class**. Late submissions will not be accepted except in the case of *documented* medical or family emergencies. All questions must be submitted electronically via Blackboard. You should also bring a copy of your questions to class to guide your comments during discussion.

Questions will be graded as A–E (95%, 85%, 75%, 65%, 55%) and are worth 2% for each class they are assigned.

### **TEAM DEBATE ORAL PRESENTATION = 15%**

You will be asked to choose a controversial topic in children, psychology, and the law, and work with a partner to debate another team (meaning each team will argue one side of the issue). Debate topics have been selected to correspond to the readings assigned for each week. In the first class meeting, you will be asked for your top 3 choices and assigned to a topic. We will have our first debate September 12<sup>th</sup>, and we will have one debate presentation each week through November 14<sup>th</sup>.

To prepare for the debate, you and your partner should conduct a literature review of psychological research and legal principles relevant to the topic. References should be professional, scholarly sources such as empirical articles, law reviews, and legal cases (not popular press articles or internet sites such as Wikipedia). Thus, your arguments should be based on empirical research, not personal opinion. Your job is to summarize the literature so that everyone understands what the research shows about the side of the issue you're arguing. What is the empirical evidence and law that support's your argument?

Your team oral presentation should be a 5-7 minute presentation that summarizes your argument. In this presentation, you and your partner should (a) briefly outline the controversy under investigation and its relevance to the assigned readings for the week, and (b) summarize psychological and legal research relevant to your side of the issue. If applicable, summarize empirical study findings and/or court cases that support your argument. At the end of the presentation, integrate the principles and research to make conclusions. Have a succinct statement summarizing your reasons for why your side "wins." Your team should also be ready to give a 2-3 minute rebuttal of the other team's argument. Thus, you should be prepared by knowing and understanding the main arguments of the other side of your issue. When both teams are done, the class will have the opportunity to ask questions, and you should be prepared to answer them. The prepared part of the debate (including presentations from both sides) should last no more than 20 minutes, but the class discussion can make the debate last longer. In fact, a goal of the debate is to promote discussion, and the very best presentations will encourage this.

Your team must submit a typed 1- to 2-page summary of relevant points and references to documents relevant to your argument (e.g., empirical study summary, summary of Supreme Court decision) **by email no later than 8pm on the Wednesday before your debate**. I will make copies of the summary to distribute to your classmates. In class, you should deliver your presentation in PowerPoint. For help on creating a presentation, visit [www.actden.com/pp/](http://www.actden.com/pp/). Because your presentation should be brief, you should have 5 slides or less (not including the title slide). Review your materials carefully—typos and such will negatively impact your grade.

In general, the importance of expressing ideas orally is often overlooked in undergraduate training, but it is essential for success in any career you may choose to pursue. Students may be nervous at first about giving oral presentations, but after we get comfortable with one another, the presentations will be easier and go quite smoothly. Here are a few guidelines that will be helpful.

- If you don't understand something about the materials you're reviewing, see me well before your presentation so I can help you.
- Focus on your main points and explain them clearly, assuming your audience knows almost nothing about the topic. You can assume that your classmates have completed the assigned readings but otherwise, do not assume any prior knowledge on the part of your classmates beyond that. One of the most common mistakes made by unskilled speakers is to assume people understand things you haven't explicitly stated. Give the report as if you were giving it to an 8th grader who has never studied anything about children, psychology, or law. I'm totally serious.
- Don't be nervous. Give your report in a relaxed, but professional manner. Nervousness usually stems from being ill-prepared, which relates to the next point.
- There is nothing more tedious and even embarrassing than being forced to sit through an ill-prepared presentation. Think about bad presentations you've attended. Make a list of the things that made the presentation horrible, and avoid them all! Make sure your reports are concise, accurate, and well-prepared—even over prepared. I suggest you prepare by writing out every word you plan to say, and then practicing your presentation several times. Advance preparation, including making sure your presentation is the appropriate length, is key to doing a good job. If you follow these recommendations, you'll find that your presentation will come out almost automatically in class.
- The best reports, and class atmosphere in general, are those given in a relaxed, but professional manner. If you don't want to be interrupted during your presentation, say so. However, it is generally helpful if we can interrupt you to ask questions or make comments.
- Give your presentation from notes rather than from articles, but do not read from your notes or "highlighted" articles (a sure way to bore us all and get a low grade). Your PowerPoint presentation and handouts should be used to help you make the main points of your argument. Your slides should consist of only a scaffolding or outline of key points, not a lot of prose. And handouts are important because they will help your classmates take notes on your presentation. Remember, the final exam may include information you present, so you must be an effective teacher.

Grading will be based on 3 factors: student ratings, instructor ratings, and partner ratings. First, each student will complete an anonymous evaluation of the persuasiveness, strength, clarity, and quality of each team's argument and a judgment regarding who "won" the debate. Classmates' ratings will comprise 4% of your grade. A further 7% of your grade will be based on my evaluation of your team's debate performance (e.g., strength, clarity of argument; ability of both partners to respond to and rebut the other team's argument; ability to respond to classmates' questions and facilitate discussion, etc.). The final 4% of your grade will be based on your partner's ratings of your collaborative teamwork. That is, you and your partner will evaluate each other in terms of communication, development of ideas, effort, etc., and these ratings will also factor into your grade.

### **INDIVIDUAL ARGUMENT PAPER = 20%**

In writing your individual argument paper, you must first document the points you made in your team debate presentation relevant to an issue within children, psychology and law. That is, your paper should include an introduction of the controversy (why is it controversial?), review the evidence for your side and why it is convincing, and discuss the opposing side with a brief discussion of why the opposing arguments are less persuasive than yours.

Second, you must propose a research question that will help to resolve the debate, for example, by resolving inconsistencies in the literature supporting the two sides of the issue, showing definitively why one side is right, etc. You should also propose a research question and testable hypothesis (a prediction) that could help to resolve the debate. You must describe why your research question is important (how does it address the issue at debate?) and explain how your hypothesis flows from prior theory and research you reviewed in making your argument (why did you make that prediction? why should that result be expected?). You must then include a clear methodological design to test your hypothesis (what kind of data should be collected to test your question? how would you go about collecting it?).

I recognize that the first part of your paper may overlap with that of your teammate from the debate. That is acceptable, but I encourage you to expand from that work by developing your own arguments, reviewing different literature, etc. The second part of your paper, however, is designed to give you the opportunity to go beyond the literature in creative and thoughtful ways. Thus, the second part must reflect completely independent and original work. Overall, my goal in assigning this paper is to help you gain a deeper understanding of the origins of questions asked by researchers in the field of children, psychology, and law and the ways they go about answering these questions.

Your writing should be clear, concise and elegant. Grammar, spelling, and punctuation must be correct and will affect your grade. I recommend that you purchase a copy of *The Elements of Style* by Strunk and White and review it. (It's short and inexpensive.) Writing beautifully is a skill that will transcend most other things you learn—its importance cannot be overstated. I hope you'll use these papers as a way to learn to write important things in concise ways.

The text of your paper should be 5- to 7- pages long, and double-spaced with 11- or 12-point font and 1-inch margins. In addition, you should list your references—a minimum of 10 scholarly sources, which will not count toward the 5-7 pages. This paper is **due via Blackboard on November 21 by 4:05pm**.

### **FINAL EXAM = 30%**

There will be a cumulative final exam, worth 30% of your grade. The exam will be composed mainly of essay questions, and it may cover information from any of the course readings, class discussions, and student debates. The exam will take place **during our final class meeting**, on Thursday December 5<sup>th</sup>, from 1:15 to 4:05pm in Room 14 of Husted Hall.

### **GRADING SUMMARY AND SCALE**

Decimal values of .5 and above will be rounded up, and all other decimal values will be rounded down.

Domain	% Possible	Total % Earned	Letter Grade Assigned
Class participation	15%	94-100	A
Class preparation questions	20%	90-93	A-
Team debate oral presentation	15%	88-89	B+
Individual argument paper	20%	84-87	B
Final exam	30%	80-83	B-
Total	100%	78-79	C+
		74-77	C
		70-73	C-
		60-69	D
		< 60	E

## COURSE EXPECTATIONS & POLICIES

**ASSIGNED READINGS:** Come to class having completed the assigned readings. Most class time will be devoted to discussing course material thoughtfully. If you do not complete the assigned readings before class, you will not be able to complete your preparation questions or participate in class discussions effectively, and you will not do well in this course. In addition, even if readings are not discussed in class, the final exam may include questions about them.

**ATTENDANCE AND MAKE-UP WORK:** You must attend class regularly to pass this course. Participation will be assessed in every class meeting and it will constitute a significant portion of your final grade, as detailed previously. If you miss a class, it is your responsibility to ask another student for notes. Please refrain from alerting me to the reasons you will not be in class unless you have a serious illness or other very special circumstances.

Late work will not be accepted nor will make-up work be permitted except in the case of *documented* medical or family emergencies. It is your responsibility to identify any scheduling conflicts that may interfere with your ability to attend class or complete coursework now.

### ACADEMIC INTEGRITY

Cheating and other forms of academic dishonesty will not be tolerated. Instances of cheating include (but are not limited to) copying from others, sharing answers, or using unauthorized notes during exams; plagiarism (i.e., using written material from others, including the Internet, for papers); etc. If I become aware that you have cheated, I will give you a failing grade for the assignment. I may also give you a failing grade for the course and/or to refer you to the University for further disciplinary action.

**RESPECT & COURTESY:** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. We will be discussing some sensitive topics. Each of us may have strongly differing opinions on some topics. The conflict of ideas is encouraged and welcome. The orderly questioning of others' ideas, including mine, is similarly welcome. I will, however, exercise my responsibility to manage the discussions so they can proceed in an orderly fashion. The ground rules for class discussions are these: (1) treat others' opinions with respect and courtesy, (2) maintain confidentiality of experiences shared by class members, (3) don't monopolize discussion, and (4) attack ideas rather than people. If your conduct during discussions disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further. You should also refrain from telling things that are too personal, and exercise your right not to share your thoughts and ideas if you are uncomfortable talking about something.

Please turn off cell phones before coming to class. Talking to each other, talking on cell phones, texting, instant messaging, social networking, browsing the Internet, etc. are prohibited. If I see this behavior, I reserve the right to ask you to leave the class that day.

Please arrive in class on time, and avoid leaving in the middle of class or before class is over. Such interruptions are very distracting to me and other students and, if frequent, will not be accepted (i.e., I will ask you to leave the class that day).

**BLACKBOARD:** I will post course materials (e.g., this syllabus, course readings) and grades on Blackboard. Although I may use Blackboard to communicate with you, I anticipate making most announcements in class.

**EMAIL:** When considering emailing me, please first try to find the answers to your questions in the syllabus and on Blackboard. If you still need to email me, *please include the course number and your*

*real name in the subject line of your email.* Make sure that any emails you send to me are professional. If you have questions about how to write a professional email, please see these links:

<http://grammar.about.com/od/developingessays/a/profemails.htm>

[http://www.ehow.com/how\\_4679819\\_write-professional-email.html](http://www.ehow.com/how_4679819_write-professional-email.html)

In general, you can expect a reply from me within 3 days. If I cannot respond to your email within 3 days, you will receive an automatic reply explaining when I will be able to respond. Please be aware that, under some circumstances, you might be able to get answers sooner by visiting me during student drop-in hours. I also reserve the right to request an appointment with you to discuss your questions rather than answer them by email.

**SYLLABUS:** This syllabus is designed to be a resource for you to use throughout the semester. However, I reserve the right to modify assignments and dates throughout the course. Any such modifications will be announced in class. Otherwise, it is your responsibility to keep up with course deadlines, as well as university deadlines for registering, dropping the course, etc., and to know whether you need to meet with me to discuss something before deadlines approach.

**RECOMMENDATION LETTERS:** I will not write a recommendation letter for you unless we have met outside of class enough for me to have something substantial to comment on. I welcome you to drop by my office to chat about interesting material, current events, or your future plans.

**ACCOMMODATIONS:** If you have a disability and require accommodations, please notify the Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide me with verification of your disability, and recommend appropriate accommodations.

---

## COURSE CALENDAR

---

---

### Week 1: Aug 29

#### Topics to be covered

Introduction to the field, course, and Professor Najdowski

Choose topics to be covered on November 14<sup>th</sup>

Assign debate topics and teams

#### Required readings

1. Bottoms, B. L., Reppucci, N. D., Tweed, J. A., & Nysse-Carris, K. L. (2002). Children, psychology, and law: Reflections on past and future contributions to science and policy. In J. R. P. Ogloff (Ed.), *Taking psychology and law into the twenty-first century* (pp. 61-117). New York: Kluwer Academic/Plenum Publishers.
  2. Mongetta, J. N., Salerno, J. M., Najdowski, C. J., Bottoms, B. L., & Goodman, G. S. (2009). Children as victims, witnesses, and offenders: An introduction through legal cases. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 1-15). New York: Guilford Press.
- 
- 

### Week 2: Sep 5

**NO CLASS**

---

---

### Week 3: Sep 12

#### Topics to be covered

Definition, measurement, and study of child maltreatment

#### Required readings

1. Rind, B., Tromovitch, P., & Bauserman, R. (1998). A meta-analytic examination of assumed properties of child sexual abuse using college samples. *Psychological Bulletin*, *124*, 22-53.
2. Dallam, S. J., Gleaves, D. H., Cepeda-Benito, A., Silberg, J. L., Kraemer, H. C., & Spiegel, D. (2001). The effects of child sexual abuse: Comment on Rind, Tromovitch, and Bauserman (1998). *Psychological Bulletin*, *127*, 715-733.
3. Chaffin, M. (2006). The changing focus of child maltreatment research and practice within psychology. *Journal of Social Issues*, *62*, 663-684.
4. Feiring, C., & Zielinski, M. (2011). Looking back and looking forward: A review and reflection on research articles published in *Child Maltreatment* from 1996 through 2010. *Child Maltreatment*, *16*, 3-8.

#### Suggested optional readings

1. Ondersma, S. J., Chaffin, M., Berliner, L., Cordon, I., Goodman, G. S., & Barnett, D. (2001). Sex with children is abuse: Comment on Rind, Tromovitch, & Bauserman (1998). *Psychological Bulletin*, *127*, 707-714.
2. Garrison, E. G., & Kobor, P. C. (2002). Weathering a political storm: A contextual perspective on a psychological research controversy. *American Psychologist*, *57*, 165-175.
3. Lilienfeld, S. O. (2002). When worlds collide: Social science, politics, and the Rind et al. (1998) child sexual abuse meta-analysis. *American Psychologist*, *57*, 176-188.



Debate topic

Is sexual contact between children and adults harmful? Is it abuse?

---

**Week 4: Sep 19**

Topics to be covered

Disclosure of abuse

Recantation of abuse disclosures

Memory for abusive experiences

Required readings

1. Lyon, T. D. (2009). Abuse disclosure: What adults can tell. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 19-35). New York: Guilford Press.
2. Malloy, L. C., Lyon, T. D., & Quas, J. A. (2007). Filial dependency and recantation of child sexual abuse allegations. *Journal of the American Academy of Child & Adolescent Psychiatry*, 46, 162-170.
3. Greenhoot, A. F., & Bunnell, S. L. (2009). Trauma and memory. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 36-56). New York: Guilford Press.
4. Blandon-Gitlin, I., & Pezdek, K. (2009). Children's memory in forensic contexts: Suggestibility, false memory, and individual differences. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 57-80). New York: Guilford Press.
5. Saywitz, K. J., & Camparo, L. B. (2009). Contemporary child forensic interviewing: Evolving consensus and innovation over 25 years. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 102-127). New York: Guilford Press.

Suggested optional reading

1. Wood, J. M., Nathan, D., Nezworski, M. T., & Uhl, E. (2009). Child sexual abuse investigations: Lessons learned from the McMartin and other daycare cases. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 81-101). New York: Guilford Press.
2. Brief for the American Psychological Association as Amicus Curiae, *Stogner v. California*, 539 U.S. 607 (2003).

Debate topic

Can victims of childhood maltreatment forget and later recover their memories? Are recovered memories reliable?

---

**Week 5: Sep 26**

Topics to be covered

Children's understanding of dependency court proceedings

Effects of dependency court involvement on children

Decisions about foster care placements

### Required readings

1. Quas, J. A., Cooper, A., & Wandrey, L. (2009). Child victims in dependency court. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 128-149). New York: Guilford Press.
2. Quas, J. A., Wallin, A. R., Horwitz, B., Davis, E., & Lyon, T. D. (2009). Maltreated children's understanding of and emotional reactions to dependency court involvement. *Behavioral Sciences and the Law*, 27, 97-117.
3. Weisz, V., Wingrove, T., Beal, S. J., & Faith-Slaker, A. (2011). Children's participation in foster care hearings. *Child Abuse & Neglect*, 35, 267-272.
4. Russell, J., & Summers, A. (2013). Reflective decision-making and foster care placements. *Psychology, Public Policy, and Law*, 19, 127-136.
5. Zeanah, C. H., Shauffer, C., & Dozier, M. (2011). Foster care for young children: Why it must be developmentally informed. *Journal of the American Academy of Child & Adolescent Psychiatry*, 50, 1199-1201.

### Suggested optional readings

1. Block, S. D., Oran, H., Oran, D., Baumrind, N., & Goodman, G. S. (2010). Abused and neglected children in court: Knowledge and attitudes. *Child Abuse & Neglect*, 34, 659-670.
2. VanMeter, S. (2003). Public access to juvenile dependency proceedings in Washington state: An important piece of the permanency puzzle. *Seattle University Law Review*, 27, 859-897.

### Debate topic

Should the doors to juvenile court be open to the public during dependency proceedings?

---

## **Week 6: Oct 3**

### Topics to be covered

Child victims as witnesses  
Reliability of children's testimony  
Jurors' beliefs about child witnesses  
Effects of criminal court involvement on child victims

### Required readings

1. Troxel, N. R., Ogle, C. M., Cordon, I. M., Lawler, M. J., & Goodman, G. S. (2009). Child witnesses in criminal court. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 150-166). New York: Guilford Press.
2. Lyon, T. D., Carrick, N., & Quas, J. A. (2010). Young children's competency to take the oath: Effects of task, maltreatment, and age. *Law and Human Behavior*, 34, 141-149.
3. Quas, J. A., Thompson, W. C., & Clarke-Stewart, K. A. (2005). Do jurors "know" what isn't so about child witnesses? *Law and Human Behavior*, 29, 425-456.
4. Quas, J. A., & Goodman, G. S. (2012). Consequences of criminal court involvement for child victims. *Psychology, Public Policy, and Law*, 18, 392-414.

### Suggested optional readings

1. Myers, J. E. B. (2009). Expert psychological testimony in child sexual abuse trials. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 167-187). New York: Guilford Press.

2. Brief for the American Psychological Association as Amicus Curiae, *Kentucky v. Stincer*, 482 U.S. 730 (1987).
3. Brief for the American Psychological Association as Amicus Curiae, *Maryland v. Craig*, 497 U.S. 836 (1990).

Debate topic

Should special accommodations be made to enable child victim-witnesses to testify?

---

**Week 7: Oct 10**

Topics to be covered

The links between child maltreatment and juvenile offending

Crossover youth

The interconnection between the child welfare and juvenile justice systems

Required readings

1. Widom, C. S., & Wilson, H. W. (2009). How victims become offenders. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 255-274). New York: Guilford Press.
2. Herz, D., Lee, P., Lutz, L., Stewart, M., Tuell, J., & Wiig, J. (2012). *Addressing the needs of multi-system youth: Strengthening the connection between child welfare and juvenile justice*. Washington, DC: The Center for Juvenile Justice Reform, Georgetown University.

Suggested optional readings

1. Herz, D. C., Ryan, J. P., & Bilchik, S. (2010). Challenges facing crossover youth: An examination of juvenile-justice decision making and recidivism. *Family Court Review*, 48, 305-321.
2. Huang, H., Ryan, J. P., & Herz, D. (2012). The journey of dually-involved youth: The description and prediction of rereporting and recidivism. *Children and Youth Services Review*, 34, 254-260.

Debate topic

Should a juvenile offender's history of experiencing child maltreatment be considered when delinquency or criminal charges are being adjudicated? If so, should it be used as a mitigating factor or as an aggravating factor?

---

**Week 8: Oct 17**

Topics to be covered

Juvenile offenders' Miranda comprehension

Juveniles' vulnerability to false confessions

Police interrogation of juvenile offenders

Required readings

1. Redlich, A. D., & Kassin, S. M. (2009). Police interrogation and false confessions: The inherent risk of youth. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 275-294). New York: Guilford Press.

2. McLachlan, K., Roesch, R., & Douglas, K. S. (2011). Examining the role of interrogative suggestibility in Miranda rights comprehension in adolescents. *Law and Human Behavior, 35*, 165-177.
3. Kostelnik, J. O., & Reppucci, N. D. (2009). Reid training and sensitivity to developmental maturity in interrogation: Results from a national survey of police. *Behavioral Sciences and the Law, 27*, 361-379.
4. Feld, B. C. (2013). Real interrogation: What actually happens when cops question kids. *Law & Society Review, 47*, 1-35.

Suggested optional readings

1. Owen-Kostelnik, J., Reppucci, D., & Meyer, J. (2006). Testimony and interrogation of minors: Assumptions about maturity and morality. *American Psychologist, 61*, 286-304.
2. Feld, B. C. (2013). *Kids, cops, and confessions: Inside the interrogation room*. New York: NYU Press.
3. Meissner, C. A., Russano, M. B., & Narchet, F. B. (2007). The importance of a laboratory science for improving the diagnostic value of confession evidence. In G. D. Lassiter & C. A. Meissner (Eds.), *Police interrogations and false confessions: Current research, practice, and policy recommendations* (pp. 111-126). Washington, DC: American Psychological Association.

Debate topic

Are special accommodations needed to protect juveniles from incriminating themselves (either falsely or truthfully)? Should special practices be implemented for the questioning of juvenile suspects?

---

**Week 9: Oct 24**

Topics to be covered

Juvenile court  
 Therapeutic jurisprudence  
 Juvenile transfer to adult criminal court  
 Juvenile culpability and sentencing

Required readings

1. Tolan, P. H., & Titus, J. A. (2009). Therapeutic jurisprudence in juvenile justice. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 313-333). New York: Guilford Press.
2. Reppucci, N. D., Michel, J. L., & Kostelnik, J. O. (2009). Challenging juvenile transfer: Faulty assumptions and misguided policies. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 295-312). New York: Guilford Press.
3. Brief for the American Psychological Association as Amicus Curiae, *Roper v. Simmons*, 125 S.Ct. 1183 (2005).

Suggested optional readings

1. Steinberg, L., & Scott, E. S. (2003). Less guilty by reason of adolescence: developmental immaturity, diminished responsibility, and the juvenile death penalty. *American Psychologist, 58*, 1009-1018.

2. Brief for the American Psychological Association as Amicus Curiae, *Graham v. Florida*, 130 S.Ct. 2011 (2010) and *Sullivan v. Florida*, 130 S.Ct. 2059 (2010).
3. Brief for the American Psychological Association as Amicus Curiae, *Miller v. Alabama*, 567 U.S. 1 and *Jackson v. Hobbs*, 567 U.S. 1 (2012).

Debate topic

Should juveniles ever be tried in adult criminal court?

---

**Week 10: Oct 31**

Topics to be covered

Jurors' perceptions of juvenile offenders  
 Influence of juveniles' confessions  
 Influence of juveniles' intellectual disability  
 Jurors' stereotypes about juvenile offenders

Required readings

1. Stevenson, M. C., Najdowski, C. J., Bottoms, B. L., & Haegerich, T. M. (2009). Understanding adults' perceptions of juvenile offenders. In B. L. Bottoms, C. J. Najdowski, & G. S. Goodman (Eds.), *Children as victims, witnesses, and offenders: Psychological science and the law* (pp. 349-368). New York: Guilford Press.
2. Najdowski, C. J., & Bottoms, B. L. (2012). Understanding jurors' judgments in cases involving juvenile defendants: Effects of confession evidence and intellectual disability. *Psychology, Public Policy, and Law*, 18, 297-337.
3. Haegerich, T. M., Salerno, J. M., & Bottoms, B. L. (2013). Are the effects of juvenile offender stereotypes maximized or minimized by jury deliberation? *Psychology, Public Policy, and Law*, 19, 81-97.

Suggested optional readings

1. Tang, C. M., & Nunez, N. (2003). Effects of defendant age and juror bias on judgment of culpability: What happens when a juvenile is tried as an adult? *American Journal of Criminal Justice*, 28, 37-52.
2. Camilletti, C. R., & Scullin, M. H. (2012). Attorney and lay beliefs about factors affecting jurors' perceptions of juvenile offender culpability. *Psychology, Crime & Law*, 18, 113-128.

Debate topic

Should expert testimony about juvenile offenders' diminished culpability be introduced when juveniles are tried by jurors?

---

**Week 11: Nov 7**

Topics to be covered

Juvenile sex offenders  
 Registry laws  
 Factors influencing support for juvenile registration  
 Juveniles' awareness of registration risk

Required readings

1. McNamara, R. H., & Bucher, C. C. (2012). Juvenile sex offenders. In R. H. McNamara & C. C. Bucher, *Problem children: Special populations in delinquency* (pp. 19-51). Durham, NC: Carolina Academic Press.
2. Salerno, J. M., Najdowski, C. J., Stevenson, M. C., Wiley, T. R. A., Bottoms, B. L., Vaca, Jr., R. A., & Pimentel, P. S. (2010). Psychological mechanisms underlying support for juvenile sex offender registry laws: Prototypes, moral outrage, and perceived threat. *Behavioral Sciences and the Law*, 28, 58-83.
3. Stevenson, M. C., Najdowski, C. J., & Wiley, T. R. A. (2013). Knowledge of juvenile sex offender registration laws as a predictor of adolescent sexual behavior. *Journal of Child Sexual Abuse*, 22, 103-118.

Suggested optional readings

1. Salerno, J. M., Stevenson, M. C., Najdowski, C. J., Wiley, T. R. A., Bottoms, B. L., & Peter-Hagene, C. L. (in press). The application of sex offender registry laws to juvenile offenders: Biases against stigmatized adolescents. To appear in M. K. Miller & J. C. Chamberlain (Eds.), *Psychology, law, and the wellbeing of children*. Oxford, OH: Oxford Press.

Debate topic

Should juveniles be required to register as sex offenders?

---

---

**Week 12: Nov 14**

Topics to be covered

Child psychopaths

Required readings

*TO BE DETERMINED*

Debate topic

Can psychopathy be diagnosed accurately in children or adolescents?

---

---

**Week 13: Nov 21**

**NO CLASS**

---

---

**Week 14: Nov 28**

**NO CLASS**

---

---

**Week 15: Dec 5**

**FINAL EXAM**