



Seminar in Social Psychology (PSCH 518): "Children, Psychology, and the Law"
Spring 2006, University of Illinois at Chicago
2:00 - 4:45 Wednesdays, BSB 1076

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Professor Bette L. Bottoms

Office: BSB 1046

Phone: (312) 413-2635

E-mail: bbottoms@uic.edu

FAX: (312) 413-4122

GENERAL COURSE DESCRIPTION AND 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 seminar, we will focus on 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, jurors' perceptions of children's testimony, and juvenile justice. 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, and this course is a Seminar in Social Psychology, there will be special emphasis throughout on understanding the issues in their social context.

READINGS:

Readings are empirical, theoretical, and review articles and chapters from journals and books.

FORMAT AND GRADING:

This course, a graduate seminar, will be conducted as a seminar, not a lecture course. Emphasis is placed on the preparation and active participation of **all** seminar members. The success of the course will depend, in large part, on student participation at a level appropriate for graduate students. This includes completing all readings prior to class and being prepared to discuss the theories, methods, and findings from all readings, as well as the implications of readings for law and for future psychological research. 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.

Grades will be assigned on the basis of in-class participation (13%), class preparation essays (10%), one in-class oral report (6%), and two exams (74%).

% Grade

Assignment

14% **1. In-Class Participation:** In-class verbal contributions and attendance, 1% per class (not counting the mid-term exam day).

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 (highly unlikely), you cannot make higher than a "B" if you do not participate in class. Participation points are meant to reflect in-class comments and questions, not simply class attendance, which is assumed. (Even so, more than two unexcused absences will result in a loss of most participation points.)

14% **2. Class Preparation Questions:** (1% per day). Each class, you are required to bring in 2 – 3 typed questions about the readings. These should be brief, but with enough detail that they are clear and

well developed. 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. They can be questions about methods, theories, things that you don't understand in a reading, and questions that go beyond the readings by considering implications of the readings for future research or law or policy, etc. Questions will be graded as A – E, but I assume most will get C or better, and that I'll be able to grade them as check + (A), check (B), and check – (C).

- 35%** **3. Final Examination:** There will be a cumulative final exam, covering information from readings, class discussion, and class reports.
- 25%** **4. Final Project:** Instead of a mid-term examination or a typical term paper, students will be given an opportunity to engage in actual research in the field of children, psychology, and law. This project is designed to give students first-hand experience in the methods of the field, on a project that is relevant and timely and that has the potential to result in a useful product such as a literature review for a manuscript or a grant proposal (rather than a paper that is written only for the purpose of the class). Specifically, I have provided access to parts of my own program of research – projects that range from a drafted manuscript, to a pile of data that could be analyzed, to one of my ideas that could be fleshed out through literature review. We will discuss each project and find one that works best for each class member, who will work in teams of two on each project.

Students will have to do work on the project each week, and report on their progress in class each week. To help with this, each student should keep a diary of work done on the project, in some type of notebook or 3-ring binder. These will be turned in with the final project.

- 12%** **5. Oral Reports:** Two in-class reports on an auxiliary reading of interest to the entire class (6% each). To reduce the number of readings assigned to the entire class, one extra reading will be assigned to one or two members of the seminar for many days of class. Students who give reports are responsible for explaining the **main points** of their article and for leading a discussion of how the article is relevant to that day's common readings. The formal, prepared part of your presentation should last no more than 15 minutes, although the class discussion can make this last longer. In fact, the very best presentations will encourage and involve class discussion.

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

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--over prepared. Write out every word you plan to say, and practice saying it several times. Advance preparation, including timing of your presentation, is key to a good report. If you don't understand something about an article, see me before class.

Your job is to summarize the reading so that everyone understands what information it contains. If the article describes an empirical study, be sure to mention the predictions, methodology, main findings, and conclusions. If the article is a theoretical piece, state the main premise and basic argument, as well as evidence used to support the thesis. For any article, present a critical analysis of the work, and begin the presentation with a short statement of what the article was about. 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, if it is generally helpful if we can interrupt you to ask questions or make comments.

Give your reports from notes rather than the article. **Do not read from a "highlighted" version of the article** (a sure way to bore us all). All students must use handouts or overhead transparencies to help make the main points of the paper.

MISCELLANEOUS:

1. Because the class meets only once per week, attending each and every class is very important. Students who miss classes are responsible for all notes, announcements, and handouts for that class.
2. Late work (on any assignment) will not be accepted. No “incompletes” will be given.
3. In fairness to the vast majority of students who take their college career seriously, no form of academic dishonesty will be tolerated. Students who cheat on any assignment (including, but not limited to, copying the words of a fellow student or of any other author on your preparation essays, or cheating on an exam) will receive an automatic “E” for the course. In addition, judicial charges will be filed. No exceptions.
4. If you have any problems or concerns throughout the class, I’m here to help you.

Children, Psychology, and Law (PSCH 518)
Professor Bette L. Bottoms
Course Schedule Spring 2007

Week 1, Jan. 17	Introduction to the field, course requirements, overview of Professor Bottoms' research related to children and the law [Choose project teams]
Week 2, Jan. 24	The science and politics of child maltreatment: Focus on sexual abuse. [Team meetings during last 20 minutes of class]
Week 3, Jan 31	The science and politics of child maltreatment: Focus on sexual abuse. [Discussion of class projects, reports of a plan from each team]
Week 4, Feb. 7	New Directions in Child Maltreatment Research (Part I: Scope of the Problem, Psychology's Response, Cultural Issues)
Week 5, Feb. 14	New Directions in Child Maltreatment Research (Part II: Etiology & Treatment)
Week 6, Feb. 21	Child Maltreatment: Disclosure of Child Sexual Abuse
Week 7, Feb. 28	Children's eyewitness testimony: Suggestibility
Week 8, Mar. 7	Children's eyewitness testimony: Stress and memory
Week 9, Mar. 14	Children's eyewitness testimony: Witnessing domestic violence, implications of research for child forensic interviews
Week 10, Mar. 21	Controversial cases, repressed memory, false memory
(Mar. 26 – 30)	**** SPRING BREAK ****
Week 11, Apr. 4	Jurors' perceptions of children's testimony; Assessing the accuracy of children's reports
Week 12, Apr. 11	Jurors' perceptions of children's testimony
Week 13, Apr. 18	Jurors' perceptions of children's testimony
Week 14, Apr. 25	Juveniles and crime: Linking child maltreatment to juvenile offending. **** PROJECTS DUE ****
Week 15, May 2	Juveniles and crime: Jurors' perceptions of juvenile offenders
Week 16, May. X	**** FINAL EXAM ****

Children, Psychology, and Law (PSCH 518)

Professor Bette L. Bottoms

Course Schedule

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Week 1, Jan. 17 **Introduction to the field, course requirements, overview of Professor Bottoms' research related to children and the law [Choose project teams]**

General Readings:

1. Bottoms, B. L., Goodman, G. S., & Najdowski, C. (in preparation). Book proposal for: *Child Victims, Child Offenders: Psychology and Law*. New York: Guilford.
2. Bottoms, B. L., Reppucci, N. D., Tweed, J., & Nysse-Carris, K. (2002). Children, psychology, and law: Reflections on past and future contributions to science and policy. In J. R. P. Ogloff & R. Roesch (Eds.), *Taking psychology and law into the twenty-first century* (pp. 61-117). Kluwer Academic/Plenum Publishers.
3. Bottoms, B. L., Harris, L., Augusti, E. M., Goodman, G. S., Oudekerk, B. A., & Wiley, T., (in press). Child maltreatment. In B. Cutler (Ed.) *Encyclopedia of Law and Psychology*.
4. Najdowski, C., & Bottoms, B. L. (in press). Jurors and children's testimony. In B. Cutler (Ed.) *Encyclopedia of Law and Psychology*.
5. Oudekerk, B., & Bottoms, B. L. (in press). Children and the law: Psychological perspectives. In D. S. Clark (Ed.), *Encyclopedia of law and society: American and global perspectives*. Thousand Oaks, CA: Sage.
6. Bottoms, B. L. (2000). Children's eyewitness testimony. In A. Kazdin (Ed.), *The encyclopedia of psychology*. American Psychological Association and Oxford University Press.

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Week 2, Jan. 24 **The science and politics of child maltreatment: Focus on sexual abuse. [Team meetings: last 20 minutes of class]**

General 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. 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.

Class project readings (team discussion):

**Team 1 (Disclosure): Disclosure of child maltreatment, other trauma, and witnessing domestic violence (product: manuscript)
(Tisha Wiley, Alaine Kalder)**

Bottoms, B. L., Rudnicki, A.G., & Epstein, M. A. (in press). A retrospective study of factors affecting the disclosure of childhood sexual and physical abuse. Chapter to appear in M.E. Pipe, M. Lamb, Y. Orbach, & A. C. Cedarborg (Eds.) *Child sexual abuse: Disclosure, delay and denial*. Erlbaum.

**Team 2 (Wrightsman): Wrightsman text revision (product: chapter revision)
(Katie Shartzter and Sylvia Perry)**

Greene, E., Heilbrun, K., Fortune, W. H., & Nietzal, M. T. (2006). *Wrightsman's psychology and the legal system*. (6th Ed.). Chapter 14: Children, adolescents, and the law. Pacific Grove, CA: Brooks/Cole.

**Team 3 (Survey): Therapists' experiences with repressed memory and recovered memory techniques (product: grant proposal)
(Cindy Najdowski, Sarah Altman)**

Bottoms, B. L., Beety [Diviak], K. R., Goodman, G. S., Tyda, K. S., & Shaver, P. R. (1995, June). *Clinical cases involving allegations of repressed memory: Therapists' experiences and attitudes*. In B. L. Bottoms (Chair), *Clinical and lay perceptions of claims of recovered repressed memories of abuse*. Symposium held at the annual meeting of the American Psychological Society, New York, NY.

Bottoms, B. L., Diviak, K. R., Epstein, M. A., Pipe, M-E., Goodman, G. S., & Shaver, P. R. (in preparation). *The Science and Controversy over Child Abuse Claims Involving Repressed Memories and Ritual Abuse*.

**Team 4 (Social Support): The influence of socially supportive interviewing, interview delay, and individual differences on children's eyewitness testimony (product: manuscript)
(Jess Salerno, Elgiz Bal)**

Bottoms, B. L., Nysse-Carris, K., Haegerich, T., & Davis, S. (in preparation). *The influence of socially supportive interviewing, interview delay, and individual differences on children's eyewitness testimony*.

**Team 5 (Juror individual differences): Jurors' perceptions of child sexual abuse: Individual differences (product: manuscript)
(Maggie Stevenson, Jenn Veilleux)**

Bottoms, B. L., Epstein, M. E., & Schmidt, E. *Gender and jury decisions in child sexual assault cases: What happens after deliberation and why*. **Or**

Bottoms, B. L., Wiley, T. R. A., Stevenson, M. C., Goodman, G. S., & Schneider, T. (in preparation). *Individual differences in perceptions of child sexual assault victim witnesses: The role of attitudes and empathy*. **and**

Stevenson, M. (2006). *Individual differences in child sexual abuse judgments*.

Week 3, Jan 31 The science and politics of child maltreatment: Focus on sexual abuse.

General Readings:

We will read the entire special issue of the *American Psychologist* [2002, Volume 57 (3)] devoted to commentary on various issues related to the controversy surrounding the Rind article. The separate, brief articles are written by:

1. Albee (161 – 164)
2. Garrison & Kobor (165 – 175)
3. Lilienfeld (176 – 188)
4. Baird (189 – 192)
5. Sternberg (193 – 197)
6. McCarty (198 – 201)
7. Newcombe (202 – 205)
8. Sher & Eisenberg (206 – 210)
9. Lundberg (211 – 212)
10. Zimbardo (213 – 214)
11. Bertenthal (215 – 218)
12. Phillips (219 – 221)
13. Levant & Seligman (222 – 224)
14. Lilienfeld (225 – 227)

Student Reports:

Discussion of class projects, reports of a plan from each team.

Week 4, Feb. 7 New Directions in Child Maltreatment Research (Part I: Scope of the Problem, Psychology's Response, Cultural Issues)

1. Bottoms, B. L. & Quas, J. A. (2006). Recent advances and new challenges in child maltreatment research, practice, and policy: Previewing the issues. In B. L. Bottoms & J. A. Quas (Eds.) *Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. Journal of Social Issues, 62, 653 - 662.*
2. Chaffin, M. (2006). The changing focus of child maltreatment research and practice within psychology. In B. L. Bottoms & J. A. Quas (Eds.) *Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. Journal of Social Issues, 62.*
3. Finkelhor, D., & Jones, L. (2006). Why have child maltreatment and child victimization declined? In B. L. Bottoms & J. A. Quas (Eds.) *Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. Journal of Social Issues, 62.*
4. Elliot, K. A. G., & Urquiza, A. (2006). Ethnicity, culture and child maltreatment. In B. L. Bottoms & J. A. Quas (Eds.) *Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. Journal of Social Issues, 62.*

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Week 5, Feb. 14 New Directions in Child Maltreatment Research (Part II: Etiology & Treatment)

1. Watts-English, T., Fortson, B. L., Gibler, N., & DeBellis, M. (2006). The psychobiology of maltreatment in childhood. In B. L. Bottoms & J. A. Quas (Eds.) *Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. Journal of Social Issues, 62.*
2. Cohen, J., Mannarino, A., & Murray, L. K. (2006). Psychosocial interventions for maltreated and violence-exposed children. In B. L. Bottoms & J. A. Quas (Eds.) *Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. Journal of Social Issues, 62.*
3. Dozier, M., Peloso, E., Lindhiem, O., Gordon, M. K., Manni, M., Sepulveda, S., Ackerman, J., Bernier, A., & Levine, S. (2006). Developing evidence-based interventions for foster children: An example of a randomized clinical trial with infants and toddlers. In B. L. Bottoms & J. A. Quas (Eds.) *Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. Journal of Social Issues, 62.*
4. Toth, S., & Cicchetti, D. (2006). Promises and possibilities: The application of research in the area of child maltreatment to policies and practices. In B. L. Bottoms & J. A. Quas (Eds.) *Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. Journal of Social Issues, 62.*

Student Reports:

Corporal punishment: TBA

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Week 6, Feb. 21: Child Maltreatment: Disclosure of Child Sexual Abuse

1. Bradley, A. R., & Wood, J. M. (1996). How do children tell? The disclosure process in child sexual abuse. *Child Abuse and Neglect, 20*, 881-891.
2. Malloy, L., Lyon, T., & Quas, J. A. (in press). Filial dependency and recantation of child sexual abuse allegations. *Journal of the American Academy of Child and Adolescent Psychiatry.*
3. London, K., Bruck, M., Ceci, S. J., & Shuman, D. W. (in press). Disclosure of child sexual abuse: A review of the contemporary empirical literature. Chapter to appear in M.E. Pipe, M. Lamb, Y. Orbach, & A. C. Cedarborg (Eds.) *Child sexual abuse: Disclosure, delay and denial.* Erlbaum.
4. Lyon, T. D. (in press). False denials: Overcoming methodological biases in abuse disclosure research. Chapter to appear in M.E. Pipe, M. Lamb, Y. Orbach, & A. C. Cedarborg (Eds.) *Child sexual abuse: Disclosure, delay and denial.* Erlbaum.

Student Reports:

1. Report from the Disclosure Team on their project
2. Reading chosen by the Disclosure Team.

Week 7, Feb. 28 Children's eyewitness testimony: Stress and memory

1. Bruck, M., Ceci, & Principe, G. F. (2006). The child and the law. *Handbook of developmental psychology*. [Read pp. 802 - 812]
2. Quas, J., Goodman, G. S., Bidrose, S., Pipe, M-E., Craw, S., & Ablin, D. (1999). Emotion and memory: Children's remembering, forgetting, and suggestibility. *Journal of Experimental Child Psychology*, 72, 235-270.
3. Eisen, M., Goodman, G. S., Qin, J. J., & Davis, S. (In press). Maltreated children's memory: Accuracy, suggestibility, and psychopathology. *Developmental Psychology*.
4. Quas, J. A., & Lench, H. C., (in press). Arousal at encoding, arousal at retrieval, interviewer support, and children's memory for a mild stressor. *Applied Cognitive Psychology*.

Student Reports:

1. [CINDY] Nathanson, R., & Saywitz, K. (2003). The effects of the courtroom context on children's memory and anxiety. *Journal of Psychiatry & Law*, 31, 67-98.
2. [JENN] Friedman, W. J., & Lyon, T. D. (2005). Development of temporal-reconstructive abilities. *Child Development*, 76, 1202-1216.

Week 8, Mar. 7 Children's eyewitness testimony: Stress and memory (for the longer term)

1. Greenhoot, A. F., McCloskey, L., & Glisky, E. (2005). A longitudinal study of adolescents' recollections of family violence. *Applied Cognitive Psychology*, 19, 719-743.
2. Alexander, K., Quas, J., Goodman, G. S., Ghetti, S., Edelstein, R., Redlich, A., Cordon, I., & Jones, D. P. H. (2005). Traumatic impact predicts long-term memory of documented child sexual abuse. *Psychological Science*, 16, 33-40.
3. Goodman, G. S., & Paz-Alonso, P. (2006). Trauma and memory: Normal versus special memory mechanisms. In R. Uttil, N. Ohta, & A. Sigenthaler (Eds). *Emotion and memory*. (pp. 233-257) London: Blackwell Press.

Student Reports:

1. [TISHA] Goodman, G. S., Bottoms, B. L., Rudy, L., Davis, S. L., & Schwartz-Kenney, B. M. (2001). Effects of past abuse experiences on children's eyewitness memory. *Law and Human Behavior*, 25, 269-298.
2. [MAGGIE] Goodman, G. S., Ghetti, R., Quas, J., Edelstein, R., Alexander, K., Redlich, A., Cordon, I., Jones, D. (2003). A prospective study of memory for child sexual abuse: New findings relevant to the repressed-memory controversy. *Psychological Science*, 14, 113 – 118.

And:

Epstein, M. E., & Bottoms, B. L. (2002). Forgetting and recovery of abuse and trauma memories: Possible mechanisms. *Child Maltreatment*, 7, 210-225. [Report on only the part relevant to understanding definitions of repressed memory.]

And if you have time...

Feldman-Summers, S., & Pope, K. (1994). The experience of "forgetting" childhood abuse: A national survey of psychologists. *Journal of Consulting and Clinical Psychology, 62*, 636-639 and correction in Vol. 62, 800.

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Week 9, Mar. 14 Children's eyewitness testimony: Suggestibility

1. Ceci, S. J., Huffman, M., Crotteau, L. Smith, E., Loftus, E. F. (1994). Repeatedly thinking about a non-event: Source misattributions among preschoolers. *Consciousness and Cognition: An International Journal*. [Special Issue: The recovered memory/false memory debate.] 3(3-4), 388-407.
2. Quas, J. A., Malloy, L. C., Melinder, A., Goodman, G. S., D'Mello, M., & Schaaf, J. (in press) Developmental differences in the effects of repeated interviews and interviewer bias on young children's event memory and false reports. *Developmental Psychology*.
3. Lyon, T. D. (1999). The new wave in children's suggestibility research: A critique. *Cornell Law Review, 84*, 1004 – 1087.
4. Ceci, S. J., & Friedman, R. D. (2000). The suggestibility of children: Scientific research and legal implications. *Cornell Law Review, 86*, 33 - 108.
5. Bruck, M., Ceci, & Principe, G. F. (2006). The child and the law. *Handbook of developmental psychology*. [Read pp. 776 – 802]

Student Reports:

1. [JESS] Goodman, G. S. (2006). Child eyewitness memory: A modern history and contemporary commentary. In B. L. Bottoms & J. A. Quas (Eds.) Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. *Journal of Social Issues, 62*.
 2. [SYLVIA] Lyon, T. D., & Saywitz, K. J. (2006). From post-mortems to preventive medicine: Next steps for research on child witnesses. In B. L. Bottoms & J. A. Quas (Eds.) Emerging directions in child maltreatment research: Multidisciplinary perspectives on theory, practice, and policy. *Journal of Social Issues, 62*.
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Week 10, Mar. 21 Children's eyewitness testimony: Implications of research for child forensic interviews

1. Poole, D., & Lamb, M. E. (1998). Chapter 3: "The development of interview protocols." *Investigative interviews of children*. Washington, DC: APA.
2. Poole, D., & Lamb, M. E. (1998). Chapter 4: "A flexible interview protocol." *Investigative interviews of children*. Washington, DC: APA.
3. Sternberg, K., Lamb, M., Esplin, P., Orbach, Y., & Hershkowitz, I. (2002). Using a structured interview protocol to improve the quality of investigative interviews. In M. L. Eisen, J. A. Quas, & G. S. Goodman (Eds.) *Memory and suggestibility in the forensic interview*. Mahwah, NJ: Erlbaum.
4. Everson, M., & Boat, B. (2002). The utility of anatomical dolls and drawings in child forensic interviews. In M. L. Eisen, J. A. Quas, & G. S. Goodman (Eds.) *Memory and suggestibility in the forensic interview*. Mahwah, NJ: Erlbaum.

Student Reports: SOCIAL SUPPORT TEAM (JESS & ELGIZ)

1. Report of the Bottoms et al. study and its findings
2. One additional reading related to the project suggested by the team.

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March 26 – 30 ** SPRING BREAK ******
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Week 11, April 4 Repressed memory, false memory

1. Lindsay, D. S., & Read, J. D. (1995). "Memory work" and recovered memories of childhood sexual abuse: Scientific evidence and public, professional, and personal issues. *Psychology, Public Policy, and Law*, 4, 846-908.
2. Bottoms, B. L., & Davis, S. L. (1997). The creation of satanic ritual abuse. *Journal of Social and Clinical Psychology*, 16, 112-132.
3. Polusny, M. A., & Follette, V. M. (1996). Remembering childhood sexual abuse: A national survey of psychologists' clinical practices, beliefs, and personal experiences. *Professional Psychology: Research and Practice*, 27, 41-52.
4. Poole, D., Lindsay, D. S., Memon, A., Bull, R. (1995). Psychotherapy and the recovery of memories of childhood sexual abuse: U.S. and British practitioners' opinions, practices, and experiences. *Journal of Consulting and Clinical Psychology*, 63, 426-437.
5. Pope, K., & Tabachnick, B. (1995). Recovered memories of abuse among therapy patients: A national survey. *Ethics & Behavior*, 5, 237-248.

Student Reports: THERAPIST SURVEY TEAM (CINDY & SARAH)

1. Report of the Bottoms et al. study and its findings.
2. Dammeyer, M. D., Nightingale, N. N., McCoy, M. (1997). Repressed memory and other controversial origins of sexual abuse allegations: Beliefs among psychologists and clinical social workers. *Child Maltreatment*, 2, 252-263.

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Week 12, Apr. 11 Expert testimony in child abuse and child witness trials; Assessing the accuracy of children's reports (lie detection)

1. Myers, J. E. B. (in press). Improving the validity and reliability of expert mental health testimony in child sexual abuse trials: is expanded use of Frye and Daubert part of the solution? In B. L. Bottoms, G. S. Goodman, & C. Najdowski (Eds.), *Child victims, child offenders: Psychology and law*. New York: Guilford. [Note: This is a draft document and the author awaits feedback, so please come prepared with your suggestions for improvement. Also note that the author is a law professor, not a psychologist.]
2. Lyon, T. D. (2002). Expert testimony on the suggestibility of children: Does it fit? In B. L. Bottoms, M. B. Kovera, & B. D. McAuliff (Eds.). *Children, social science, and the law*. Cambridge, UK: Cambridge University Press.
3. *Washington v. Schriver*, 255 F3d 45 (2001).

Student Reports:

1. Leach, A-M., Talwar, V., Lee, K., Bala, N., & Lindsay, R. C. L. (2004). "Intuitive" lie detection of children's deception by law enforcement officials and university students. *Law and Human Behavior*, 28, 661-685. (Elgiz)
2. Talwar, V., Lee, K., Bala, N., & Lindsay, R. C. L. (2006). Adults' judgments of children's coached reports. *Law and Human Behavior*, 30, 561-570. (Sylvia)
3. Edelstein, R., Luten, T. L., Ekman, P., & Goodman, G. S. (2006). Detecting lies in children and adults. *Law and Human Behavior*, 30, 1 - 10. (Katie)

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Week 13, Apr. 18 Jurors' perceptions of children's testimony (overview, juror individual differences)

1. Bottoms, B. L., Golding, J. G., Wiley, T., Stevenson, M., & Wozniak, J. (2007). A review of factors affecting jurors' decisions in child sexual abuse cases. In J. D. Read, D. Ross, M. Toglia, & R. Lindsay (Eds.), *The psychology of eyewitness memory*. Erlbaum.
2. Bottoms, B. L. (1993). Individual differences in perceptions of child sexual assault victims. In G. S. Goodman & B. L. Bottoms (Eds.), *Child victims, child witnesses: Understanding and improving testimony* (pp. 229-261). New York: Guilford.
3. Bottoms, B. L., Nysse-Carris, K. L., Harris, T., & Tyda, K. (2003). Jurors' perceptions of adolescent sexual assault victims who have intellectual disabilities. *Law and Human Behavior*, 27, 205-227.

Student Reports: JUROR INDIVIDUAL DIFFERENCES TEAM: (MAGGIE & JENN)

1. Report of the Bottoms et al. study and its findings
2. One additional reading related to the project suggested by the team.

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Week 14, Apr. 25 Juveniles and crime: Jurors' perceptions of juvenile offenders
****** PROJECTS DUE ******

1. Stalans, L. J., & Henry, G. T. (1994). Societal views of justice for adolescents accused of murder: Inconsistency between community sentiment and automatic legislative transfers. *Law and Human Behavior, 18*, 675 – 696.
2. Haegerich, T. M., & Bottoms, B. L. (2000). Empathy and jurors' decisions in patricide trials involving child sexual assault allegations. *Law and Human Behavior, 24*, 421-448.
3. Haegerich, T. M., & Bottoms, B. L. (in preparation). *Stereotypes of Juvenile Offenders and their Influence on Juror and Jury Decision Making*. [Note: This is a draft document being prepared for publication. It needs to be shortened, etc. Your specific comments and edits are very welcomed.]

Student Reports:

1. [Katie] Grisso, T., Steinberg, L., Woolard, J., Cauffman, E., Scott, E., Graham, S., Lexcen, F., Reppucci, N. D., Schwartz, R. (2003). Juveniles' competence to stand trial: A comparison of adolescents' and adults' capacities as trial defendants. *Law and Human Behavior, 27*, 333-363.
2. [Sarah] Poythress, N., Lexcen, F. J., Grisso, T., & Steinberg, L. (2006). The competence-related abilities of adolescent defendants in criminal court, *Law and Human Behavior, 30*, 141-156.
3. [Alaine] Redlich, A., & Goodman, G. S. (2003). Taking responsibility for an act not committed: The influence of age and suggestibility. *Law and Human Behavior, 27*, 141-156.

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Week 15, May 2 STUDENT PROJECT ORAL REPORTS

No readings.

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Week 16, May 9, 2:15 – 5:00 FINAL EXAM