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Forensic Psychology

Spring 2024 | (LAS 350D-1 #7875005; Cross-listed with PSYCH 590Z #732130) | 3 Credit Hours
T Th 9:30 a.m. – 10:45 a.m. | Ross Hall, Classroom 120 (In-person)

Instructor: Tess M.S. Neal, Ph.D.

Office Hours: Tues 10:45 – 11:45 a.m. & by appointment

Email: tessneal@iastate.edu

Office: Lagomarcino Hall, Room 2456

Phone: 515-294-1742

Teaching Assistant (TA): Rebecca Ying, PhD student

Office Hours: W 1:30 – 2:30 p.m. & by appointment

Office: Lagomarcino Hall, Room 0420H

Email: RYing@iastate.edu

Prerequisites

LAD 350D: None

PSYCH 590Z: 12 hours in psych, instructor permission

Required Books

Ewing, C.P. & McCann, J.T. (2006). *Minds on Trial: Great Cases in Law and Psychology*. Oxford University Press. ISBN: 0-19-518176-x

Huss, M. (2013). *Forensic Psychology* (2nd Ed). Wiley. ISBN: 978-1118554135

This course is enrolled in *Immediate Access* and the texts will be available in Canvas (more information below). Alternatively, you can purchase these books through the [ISU Bookstore](#) or through an online retailer like Amazon.com.

Additional Readings:

I'll assign supplemental readings and will provide access.

Course Description

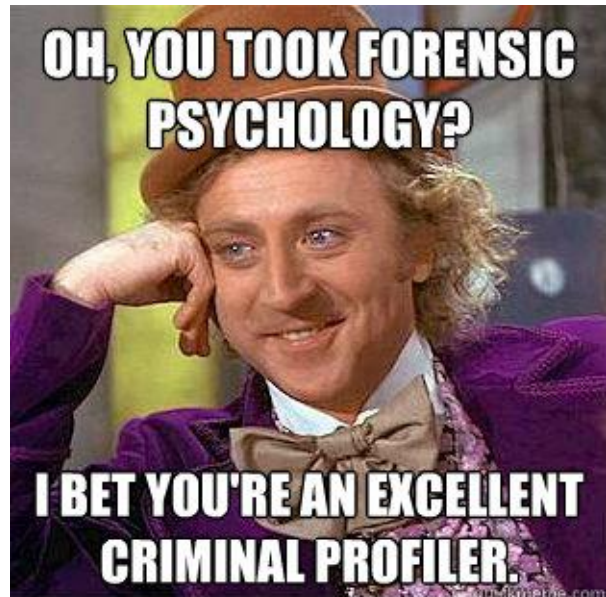
The science and practice of forensic psychology: the application of psychology to inform legal decisions when some question related to psychology is involved. Focuses especially on the ways in which psychologists do clinical work (assessment and treatment) to help courts make informed decisions about cases.

Course Overview

This course will provide you with an introduction to forensic psychology – a subfield of psychology in which basic and applied psychological science or scientifically-oriented professional practice is applied to the law to help resolve legal, contractual, or administrative matters (APA, 2013; Neal, 2018). “Forensic” comes from the Latin word for “court,” and “forensic psychologists” are psychologists who help courts make decisions about people when some question related to psychology is involved. Thus, forensic psychologists typically are involved in cases “pre-adjudication,” which means before the legal decision is made, and they help courts make informed decisions about cases. We will learn about how forensic psychology developed as a field and the major ways in which psychologists are involved in both the criminal and civil court systems. For example, in the criminal justice system, psychologists help resolve legal questions about defendants’ competency to stand trial, sanity at the time of offense, risk of future violence, and risk of future sex offenses. In the civil justice system, psychologists help resolve cases involving sexual harassment, child custody, and personal injury, among other issues. We will also learn about the paths toward careers in forensic psychology

Course Objectives

- Demonstrate an ability to think critically and analyze the issues presented in forensic psychology.
- Identify and discuss landmark cases that demonstrate the practical role of forensic psychology (such as the impact of intelligence testing in the *Atkins vs. Virginia* case).
- Explain the unique challenges that forensic psychologists face clinically, legally, and ethically.



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- Apply the concepts learned in the course to current real-life cases.
- Discover how to become a forensic psychologist and identify various careers in forensic psychology.

| Learning Outcomes. You will: | Assessment |
|---|--|
| 1. Demonstrate knowledge of forensic psychology and an ability to apply what you have learned. | 1. Exams, in-class activities, reading questions, class discussions, and op-ed assignment. |
| 2. Engage in exercises that facilitate immediate application of new knowledge to a new context. | 2. In-class activities, reading question assignments, and op-ed assignment. |
| 3. Practice and refine writing skills. | 3. Reading question assignments, in-class assignments, and op-ed assignment with feedback. |

Class Format

This paragraph contains secret information that will only be helpful to *homo sapiens* (i.e., humans). If you are not a member of this group, feel free to skip this paragraph. Research indicates that people learn material better and retain it longer when they actively participate in the learning process, so I encourage you to do just that. You will not learn as much by sitting in your classes passively listening to teachers and mindlessly reading the text or memorizing definitions. I strongly encourage you to talk about what you are learning with others, write about it, relate it to past experiences, and apply it to your daily life. To encourage this kind of learning, we will be asking questions, engaging each other in conversation, watching videos clips of people showing the symptoms of the disorders we learn about and discussing the legal and ethical issues involved in these cases, and reading voraciously. Please note that classes will not always closely follow the books. Although I will discuss some of the concepts covered in the books, most class time is intended to get you more involved with the material and to give you additional information. Thus, we'll do a variety of things in class: lectures, small group discussions and activities, classroom exercises and demonstrations, brief writing assignments, and videos among other things.

Course Requirements

1. **Attendance and Participation:** Classroom attendance and regular participation are fundamental to your success in this course. Active participation in classroom discussions will improve the quality of the course for everyone, and has also been demonstrated to improve learning. Attendance is important for a number of reasons. For one, it's impossible to learn from class discussions and activities if you're not in class. Class notes will tell you facts... class attendance will enable you to synthesize those facts into new knowledge that will transfer into many other areas (such as better understanding other classes and even your ability to critically evaluate T.V. commercials). In addition, class time provides an ideal opportunity to raise questions and ask for clarification. Please take discussions, activities, and writing assignments seriously and ask questions. You should also ask questions. Oh yeah, did I mention to ask questions? I will do my best to answer them, and if I can't, I'll find the answer.
 - a. **Tardiness: Please be on time.** It's a simple matter of professionalism and courtesy. If you are late, enter quietly and sit in the back to minimize disruption. Consistently walking into class late is disruptive and disrespectful to me and to your fellow students.
 - b. **Policy:** Attendance is expected and necessary in order for you to do well in this class, though formal attendance will not be taken. Your in-class participation will be vital to not only your ability to learn and enjoy this class, but also your letter grade. In lieu of passing around a sheet everyday, there will be unannounced in-class activities and assignments that count toward your grade, and I will pay attention to who pays attention. For details, check out the list of Assignments below.
2. **Assigned Readings and Reading Questions (10%):** Forensic psychology is a fascinating application of psychology every single day in courtrooms around the world. To help you learn to understand how psychologist help inform legal decisions, you will be reading the assigned readings and answering reading questions as "homework" on selected topics. (This is also a way to help you digest the material.) I will provide reading prompts/questions for 10 of the assigned readings. You need to complete all 10 of these assignments for full credit (each is worth 1% of your final grade). Your responses must be submitted before class through Canvas. Hand-written and late responses will not be accepted. These assignments cannot be emailed to me or made up later (except for excused absences related to religious observances/practices or university sanctioned events/activities). The majority of these assignments will ask you to focus on a topic from the section and explain an example of the concept in real life. So, for example, when we cover the "Not Guilty by Reason of Insanity" defense, I might ask you to find a current or recent news story about a defendant claiming this defense, and to analyze the information

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available about the defendant's mental state at the time of the crime – what information is consistent with mental illness and inability to recognize right from wrong, and what information is inconsistent with those criteria? In grading these assignments, I will look for a concise, accurate, and sophisticated analysis based on the reading material. The material covered in our course is often both thought provoking and awesome, so feel free to clap a little or do a little dance when we cover something cool.

3. **In-Class Activities (10%):** In-class activities are brief assignments (such as reading quizzes, short writing assignments, small group activities, class debates, and games) that will be given throughout the semester. In-class activities are designed to encourage you to keep up with the readings, give you an opportunity to illustrate your preparation for class meetings, and apply what you've learned in the readings to everyday situations. Often, these activities will be given during the first 5 minutes of class and they cannot be made up (except for excused absences related to religious observances/practices or university sanctioned events/activities. If you are late for class or absent, your score will be recorded as a zero. Each activity is worth 2 points. There will be 6 "for credit" in-class activities offered, and you are expected to complete 5 for full credit. Participation in the 6th available activities will result in extra credit.
4. **Op-Ed Assignment (20%):** Op-eds are written articles often published in newspapers, magazines, or online platforms that offer analysis, commentary, or informed opinions on current events, issues, or trends. They are commonly written by experts, guest contributors, or people with a strong understanding of the subject matter. Graduate students will help Professor Neal develop and implement a novel op-ed assignment for this course. They will work together and with Professor Neal on the development and implementation plan, and then they will work with undergraduate students to implement the assignment. Grad students' grade will come from the development and implementation of the assignment. Undergraduate students will engage in the assignment and write an op-ed according to the instructions provided, and their grade will come from their performance on the assignment itself. The op-eds written for this class will be related to course content and current events. Professor Neal will help curate the op-eds, and if fitting, will mentor the best op-eds in the class toward actual publication.
5. **Exams: These requirements differ for LAS 350D [undergraduate students, exams worth a total of 60% of grade] and PSYCH 590Z [graduate students, exams worth a total of 45% of grade].** There will be **two exams** and a **non-cumulative final exam (three total)**. The final exam is scheduled for Tuesday, May 7th from 9:45 – 11:45 am. Any of the material covered in class lectures, class activities, and assigned readings will be fair game for the exams. Each exam is worth 20% of your final grade (undergrads) and 15% of your final grade (grad students). I will provide you with a study guide for each exam. You will come to love these study guides. In the past, the study guides have been the subject of love poems. Ok, not really. But they help on the exams.
 - a. **Make-up Exam Policy.** No make-up exams will be given except in the case of extreme circumstances such as serious illness or accident requiring hospitalization or death in the family. Common illnesses and prior travel arrangements do not qualify (COVID-19 does). Proper documentation **will** be required for missing an exam. Proper medical documentation includes (a) date and time of visit, (b) clear description of why you could not take the exam at the scheduled time, and (c) name and phone number of the physician, or (d) proof of positive COVID-19 test. Further documentation may be requested. Make-up exams can be provided if the reason for absence was related to religious observances/practices or university sanctioned events/activities. Make up tests may be in a different format than the original exam. To qualify for a make-up exam, I must be notified either prior to the exam (highly preferable) or as soon as possible afterward. If you miss an exam without appropriate documentation, you will receive a score of zero for the exam.
6. **Final paper (applies to PSYCH 590Z – graduate students only) = 15% of grade:** Graduate students will work together with Professor Neal on a final paper project. Further details and specific requirements will be provided.

Extra Credit

There are one and only one way to earn extra credit in this course. Please don't ask for other opportunities – it's annoying. Specifically, there are 6 opportunities for in-class assignments and only 5 are required for full credit, so you may earn up to 2 points of extra credit on your final grade if the 6th activity is completed. This extra credit is worth raw credit toward your final grade in the class. So come to class and participate!

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Grading Scale

| | | | | |
|----------------|----------------|---------------|----------------|-------------|
| A+..... 97-100 | B+ 87-89 | C+..... 77-79 | D+67-69 | F ≤59 |
| A 93-96 | B83-86 | C73-76 | D63-66 | |
| A- 90-92 | B-80-82 | C-70-72 | D- 60-62 | |

Grading System

LAS 350D (Undergraduate students): Final grades consist of participation during in-class activities (10%), completion of reading questions (10%), op-ed assignment (20%), and 3 exams (60% total). Grades can be determined with this chart:

| | Points Earned | | Raw Final Grade Percent |
|---|---------------------|--|-------------------------|
| Reading questions | _____ (out of 10) = | | _____ |
| In-class assignments | _____ (out of 10) = | | _____ |
| Op-Ed Assignment | _____ (out of 20) = | | _____ |
| Exam 1 | _____ x .20 = | | _____ |
| Exam 2 | _____ x .20 = | | _____ |
| Exam 3 (Final Exam) | _____ x .20 = | | _____ |
| Extra Credit | _____ = | | _____ |
| FINAL GRADE (total from above) = _____ | | | |

PSYCH 590Z (Graduate students): Final grades consist of participation during in-class activities (10%), completion of reading questions (10%), op-ed assignment (20%), 3 exams (45% total), and final paper project (15%). Grades can be determined with this chart:

| | Points Earned | | Raw Final Grade Percent |
|---|---------------------|--|-------------------------|
| Reading questions | _____ (out of 10) = | | _____ |
| In-class assignments | _____ (out of 10) = | | _____ |
| Op-Ed Assignment | _____ (out of 20) = | | _____ |
| Exam 1 | _____ x .15 = | | _____ |
| Exam 2 | _____ x .15 = | | _____ |
| Exam 3 (Final Exam) | _____ x .15 = | | _____ |
| Final paper project | _____ (out of 15) | | _____ |
| Extra Credit | _____ = | | _____ |
| FINAL GRADE (total from above) = _____ | | | |

Content-Generating AI is Not Allowed: This course assumes that all work submitted by a student will be generated independently by the student or as part of an assigned group. Any substantive portion of an assignment done by someone else, including AI-generated content, is not allowed and will be treated as academic misconduct.

Prep Week: This class follows the Iowa State U. Prep Week policy as noted in section 10.6.4 of the [Faculty Handbook](#).

Immediate Access: This course is enrolled in the ISU's *Immediate Access* program, a collaborative affordability initiative between the ISU Book Store, faculty, and publishers. Students receive access to all required digital course materials the first day of class and at a reduced cost compared to the national average. The digital content will be available on the Navigation Menu of the Canvas course called *Immediate Access*. The title and price of required content for the course is posted in your student booklist through Access Plus. You will be automatically charged on your u-bill for this digital content. Students who drop the course within the first 10 days of class will receive a refund on their u-bill (5 days for courses 8 weeks or shorter). You do not have to notify the bookstore if you drop the class, as this is an automated process. Finally, you may choose to opt out of the program. Opting out does not mean you are dropping the course; it simply means you choose not to receive the digital content from the bookstore and you must acquire it another way to complete assignments. You have within the first 10 days of class to opt out and receive a refund to you u-bill (5 days for courses 8 weeks or shorter). For more information, see the welcome email you receive 1-2 weeks prior to the start of classes or go to

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<https://www.isubookstore.com/immediate-access-students>. For further questions about Immediate Access please email immediateaccess@iastate.edu.

Accessibility: Iowa State University is committed to advancing equity, access, and inclusion for students with disabilities. Promoting these values entails providing reasonable accommodations where barriers exist to students' full participation in higher education. Students in need of accommodations or who experience accessibility-related barriers to learning should work with Student Accessibility Services (SAS) to identify resources and support available to them. Staff at SAS collaborate with students and campus partners to coordinate accommodations and to further the academic excellence of students with disabilities. Information about SAS is available online at www.sas.dso.iastate.edu, by email at accessibility@iastate.edu, or by phone at 515-294-7220.

Religious Accommodation: Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the **Dean of Students Office** at 515-294-1020 or the **Office of Equal Opportunity** at 515-294-7612.

Code of Conduct and Academic Dishonesty: Students in this course are responsible for being familiar with the Iowa State U. **Student Code of Conduct** in the ISU Policy Library. The class will follow ISU's policy on academic misconduct (**5.1 in the Student Code of Conduct**). Students are responsible for adhering to university policy and the expectations in the course syllabus and on coursework and exams and for following directions given by faculty, instructors, and ISU Test Center regulations related to coursework, assessments, and exams. Anyone suspected of academic misconduct will be reported to the **Office of Student Conduct in the Dean of Students Office**. Information about academic integrity and the value of completing academic work honestly can be found in the **Iowa State University Academic Integrity Tutorial**.

Discrimination and Harassment: Iowa State U. does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, IA 50011, Tel. 515-294-7612, Hotline 515-294-1222, email eooffice@iastate.edu

Useful Websites

Canvas: For easy access to announcements, assignments, handouts, grades, and the syllabus.

<https://canvas.iastate.edu>

Mental Health and Well-Being Resources

At Iowa State, we're committed to your success and well-being. As a Cyclone, you can access 24/7 resources, services, and people dedicated to helping you achieve your goals and be your best in and out of the classroom. Whether you need academic support or just someone to talk to, we're here for you at Cyclone Support (cyclonesupport.iastate.edu).

Psychology as a major and/or career: <http://www.apa.org/topics/psychologycareer.html>

Forensic Psychology and Psychology-Law Graduate Programs and Careers – explore the American Psychology-Law Society website: <http://www.apadivisions.org/division-41/>

Classroom Expectations

- **Free Expression:** Iowa State University supports and upholds the First Amendment protection of **freedom of speech** and the principle of **academic freedom** in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.
- **Classroom Civility:** One of the most valuable aspects of college is exposure to a variety of life experiences and differing viewpoints. Please be respectful of other students. Some topics of discussion may be sensitive or controversial. Keep this in mind as you share your opinions, and be considerate of others when they are sharing.
- **Electronic Devices:** Please turn off or silence cell phones and electronic devices for class...I start off every class by turning my own off. Do not send texts or check email, social media, etc. during class. I really can see you no matter how fast your thumbs are and it's not too difficult to notice when you aren't paying attention. During exams, electronic devices of any kind will not be allowed on your person or near your desk.

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- **Class Time:** I will not keep you after class time is up. But please do not begin packing up until I dismiss you. This is distracting and disrespectful to me and your fellow students. If you have a reason to leave class early tell me prior to the start of class and sit in the back to minimize distractions as you leave.
- **Course Content Copyright:** Course content, including lectures, are copyrighted material.
- **Email:** Please email me or our TA Rebecca Ying with questions or comments. Please reach out again if I do not respond within 48 hours. My inbox may be full, but I want to hear from you. I will appreciate the gentle reminder.

Survival Guide for This Class

- Take the class seriously.
- Come to class. Regularly – (as in, come to class everyday).
- Read the assigned text *before* coming to class.
- Respond to the reading assignments *before coming to class*.
- Take good notes. If you aren't sure whether your notes are good notes, ask me to look over them.
- Get organized and manage your time (do not procrastinate).
- Complete all assignments. On time.
- Be active and engaged in class discussions.
- Ask questions.
- Draw examples from your personal experiences to illustrate the topics.
- Come visit me and our TA Rebecca Ying in office hours. We're there for you and hope you come to see us.
- Make friends. Get contact info from a few other students in case you miss a day and need notes, etc.
- Review exams. Come see your exam and the answer key in office hours to identify problem areas.
- Use the resources available to you. Each other, the instructor, campus resources, etc.
- Have fun!

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Tentative Course Schedule*

| Class Dates | Topic(s) | Reading(s) to be completed before class |
|-----------------|--|---|
| 1/16 | What is Forensic Psychology? | Ewing & McCann book: Preface & Introduction Huss book Chapters 1 & 2 Neal, T.M.S. (2018). Forensic psychology and correctional psychology: Distinct but related subfields of psychological science and practice. <i>American Psychologist</i> , 73, 651-662. |
| 1/18 | " | |
| 1/23 | Expert Witnesses and Testimony | Ewing & McCann book: Ch. 7 "Cameron Hooker: Judging the Experts?" & Ch. 12 "Jeffrey Dahmer: Serial Murder, Necrophilia, & Cannibalism" Huss book Chapter 3 Selected readings from Brodsky's testifying in court books (see Canvas) Optional: Wonder Woman's Secret Past (New Yorker) |
| 1/25 | " | |
| 1/22, 1/29, 2/5 | Optional In-person Court Observation (more info to come, including how to sign up) | |
| 1/30 | Forensic Psychological Evidence in Court | Association for Psych Sci (2020, Feb 15). The Verdict is In: Courtrooms Seldom Overrule Bad Science Larson, C. (2020, Feb 16). Courtroom Psychology Tests May be Unreliable, Study Finds . Links to an external site. Assoc. Press Neal, T.M.S. & Grisso, T. (2014). Assessment practices & expert judgment methods in forensic psychology & psychiatry: An international snapshot. <i>Criminal Justice & Behavior</i> , 41(12), 1406-1421. Neal, T.M.S., Slobogin, C. Saks, M.J., Faigman, D., & Geisinger, K. (2019). Psychological assessments in legal contexts: Are courts keeping "junk science" out of the courtroom? <i>Psychological Science in the Public Interest</i> , 20(3), 135-164 Optional: Neal, T.M.S., Sellbom, M., & de Ruiter, C. (2022). Personality assessments in legal contexts: Introduction to the special issue. <i>Journal of Personality Assessment</i> , 102(2), 127-136 |
| 2/1 | " | |
| 2/6 | Tales of a Forensic Psychologist (Tracy Thomas, PhD, ABPP guest speaker) | |
| 2/8 | Mass Casualty Commission: A concrete case example of psychology intersecting with law and public policy (with video testimony) | Neal, T.M.S., Martire, K.A., Johan, J.L., Mathers, E., & Otto, R.K. (2022). The law meets psychological expertise: Eight best practices to improve forensic psychological assessments. <i>Annual Review of Law & Social Science</i> , 18, 169-192. Optional: Parts 1 and 2 of the Martire & Neal report to the Mass Casualty Commission |
| 2/13 | Careers in Forensic Psychology | See Canvas and read through "Current Jobs," "Job Ads," "Overview of careers" and "Guide to Grad Programs" documents. Skim through APA vs. PCSAS accreditation, psych career datapoints, grad debt: the hard truth, career exploration guide, public policy work. Optional: Neal, T., & Line, E. N. (2022). Income, demographics, and life experiences of clinical-forensic |

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| | | psychologists in the United States. <i>Frontiers in Psychology</i> , 13, 910672. |
| 2/15 | Review Day | |
| 2/20 | Exam 1 | |
| 2/22 | Competence to Stand Trial | <p>Ewing & McCann: Ch. 15 "Colin Ferguson: A Fool for a Client" & Ch. 16 "Ralph Tortorici: A Question of Competence"</p> <p>Huss Ch. 8 p. 167-184</p> <p>Dusky v. U.S. (1960) – one page SCOTUS opinion</p> <p>Optional:</p> <p>Ted Kaczynski's CST evaluation</p> <p>Unrestorable podcast</p> <p>Anderson, J. L., Plantz, J., Glocker, S., & Zapf, P. A. (2022). The MacCAT-CA and ECST-R in competency to stand trial evaluations: A critical review and practical implications. <i>Journal of Personality Assessment</i>, 104(2), 281-288.</p> |
| 2/27 | " | |
| 2/29 (Leap Day!!) | " | |
| 3/5 | Risk Assessment | <p>Ewing & McCann: Ch. 5 "Prosenjit Poddar & Tatiana Tarasoff: Where the Public Peril Begins" and Ch. 17 "Mike Tyson: Predicting the Violence of a Professional Fighter"</p> <p>Huss Ch. 4 & 5</p> <p>Hare's "Without Conscience" – psychopathy (two short chapters)</p> <p>Hughes (2010). Head Case: Science in Court. <i>Nature</i>, 464, 340-342.</p> |
| 3/7 | " | |
| 3/12 | Spring Break – no class | |
| 3/14 | Spring Break – no class | |
| 3/19 | Insanity / Mental State at Time of Offense | <p>Ewing & McCann: Ch. 8 "John W. Hinckley, Jr.: Shooting for the Stars" Ch. 19 "Andrea Yates: An American Tragedy"</p> <p>Huss Ch. 9</p> <p>Clark v. AZ (2006) – one page case brief (on Canvas)</p> |
| 3/21 | Op-Ed Assignment work | |
| 3/26 | Insanity / Mental State at Time of Offense | |
| 3/28 | " | |
| 4/2 | Review Day | |
| 4/4 | Exam 2 | |
| 4/9 | Op-Ed Assignment work | |
| 4/11 | Civil commitment | <p>Ewing & McCann Ch. 2 "Lee Harvey Oswald: The Formative Years of an Assassin"</p> <p>Huss Ch. 7</p> <p>Wyatt v. Stickney (1972) case brief (1 pg)</p> <p>Birnbaum (2012) Remembering "Right to Treatment"</p> <p>Skim: Rosenhan (1973) On being sane in insane places. <i>Science</i>.</p> <p>Skim: Birnbaum (1960). The right to treatment. <i>ABA Journal</i>.</p> |
| 4/16 | " | |

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| 4/18 | Child custody | Ewing & McCann Ch. 13 "Woody Allen and Mia Farrow: A Swing of King Solomon's Sword" Read this short but fascinating real legal case decision: <u>Painter v. Bannister, 258 Iowa 1390, 140 N.W.2d. 152 (1966)</u> Huss Ch. 12 |
| 4/23 | " | |
| 4/25 | Sexual Offender Proceedings | Grudzinskas, A.J. & Henry, M.G. (1997). Analysis and Commentary: Kansas v. Hendricks. <i>Journal of the American Academy of Psychiatry and the Law</i> , 25, 607-612. Huss Ch. 6 Read these two short news articles: <u>https://www.theguardian.com/us-news/2018/oct/03/dangerous-sex-offenders-mcneil-island-commitment-center</u> <u>http://www.startribune.com/appellate-court-affirms-constitutionality-of-minnesota-s-sex-offender-program/409518625/</u> |
| 4/30 (Prep week) | " | |
| 5/2 (Prep week) | Review Day | |
| 5/7 | Final Exam (9:45am – 11:45am) | |

* The course schedule may change (with reasonable advance notice) during the semester.