

**Resources for Teaching Undergraduate  
Psychology and Law Courses**



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## LINKS

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This information is intended for instructors of courses in psychology and law within the undergraduate curriculum. As interest in the field has grown, so too has the availability of materials that instructors can use to enhance students' experiences and deepen their understanding of core concepts, theories, and practices in psychology and law. Our goal is to gather these diverse materials and make them easily accessible to instructors.

After commenting briefly on the multitude of names attached to our field and to undergraduate courses, we describe recent increases in the number and type of undergraduate course offerings, the diverse ways in which topics in psychology and law can be integrated into the undergraduate curriculum, and some common learning objectives of these courses. We then provide listings of various course descriptions, relevant textbooks, sources for lecture material, and writing assignments. We also present ideas for involving students in active learning experiences through demonstrations, role-playing, and debates, and provide listings of relevant websites and video resources. Although we have attempted to be current and thorough, we have undoubtedly omitted something of relevance. Consider this document to be a work-in-progress and bring those items to our attention so that others might benefit from your experience and knowledge.

**What's in a name: Forensic Psychology? Psychology and Law?  
Psycholegal Psychology? Legal Psychology?**

First, we must tackle the confusing issue of what topic, exactly, we teach. Although there is not universal agreement about the scope of these names (e.g., does forensic psychology refer only to the application of clinical psychology to legal issues or does it encompass other areas of psychology as well?), we suggest that Otto and Fulero's (2006) definition is a good one. They construe these names (and more importantly, the field) as referring broadly to the application of psychological research, theory, or practice to the legal system or legal issues. Accordingly, we use the terms interchangeably.

**Increased number of course offerings**

Perhaps it began with the film *The Silence of the Lambs*. Maybe realistic television dramas such as *Hill Street Blues*, *L.A. Law*, *The Practice*, and *Law and Order* spawned our collective interest. Certainly, the advent of cable television and round-the-clock portrayals of both real and fictitious crime,

punishment, and justice further whetted our appetites. Undoubtedly, *CSI* helped to seal the deal. Students' interest in understanding how laws influence behavior and how behavior, in turn, influences laws and legal institutions has never been greater. Their curiosity about career options in the field of legal psychology has also increased in recent years.

Those interests have led to considerable growth in the number of faculty trained in scientific psychology and law, and to an increase in educational opportunities and offerings within the undergraduate curriculum. For example, whereas few such courses existed just 20 years ago, of the 25 NRC top-ranked psychology departments in the U.S., 40% listed at least one formal psychology and law course in their most recent (2006-2007) catalog and 12% offered more than one such course. Among the 10 *U.S. News and World Report* top-ranked liberal arts colleges, 50% described at least one psychology-law course in their most recent catalog.

### **Models for integrating psychology and law into the undergraduate curriculum**

Others have described models for incorporating legal issues and concepts into the psychology curriculum (e.g., Fulero, Greene, Hans, Nietzel, Small, & Wrightsman, 1999; Ogloff, Tomkins, & Bersoff, 1996; Otto and Fulero, 2006). We briefly describe these models to illustrate the diverse ways that the two fields have come together and suggest that new instructors borrow what has proven to be useful from previously-existing curricula.

At one end of the continuum are psychology courses that provide minimal coverage of topics in psychology and law. Instructors of survey courses in introductory, developmental, social, clinical, industrial/organizational, cognitive, community, applied, or biological psychology might spend a day or two or a week or two, focusing on forensic issues in their respective disciplines. An advantage of this approach is that instructors do not need specialized knowledge of the theories and research findings in psychology and law in order to incorporate forensically-relevant topics into these courses. Just as instructors of introductory psychology cover topics about which they have little formal instruction, so too, do instructors who opt to address a few forensic issues and topics that are relevant to the course. So, for example, a course in social psychology could cover the questioning techniques used to garner criminal confessions as a way to illustrate social influence processes; a course in cognitive psychology could present information related to the unreliability of eyewitness memory as illustration of memory fallibility; and a course in clinical psychology might describe assessment techniques with reference to instruments used in forensic evaluations. Many textbooks that

survey an area of psychology now include chapters on real-world applications, often including legal applications, so instructors might be able to simply amplify or supplement textbook coverage.

Somewhat more narrowly focused are the many courses offered at colleges and universities that are stand-alone survey courses in psychology and law. These courses cover issues at the juncture of law and many sub-fields of psychology (e.g., the developmental psychology of child witnesses, clinical aspects of victimology, physiological psychology involved in lie detection, and social psychological aspects of jury decision making). A number of textbooks (described below) are available for use in survey courses in psychology and law; although coverage varies, they typically cover a wide variety of topics in somewhat limited detail. Many of the demonstrations and films that we describe below could easily be incorporated into undergraduate survey courses in psychology and law.

At the other end of the continuum are seminars that focus exclusively on specific topics in psychology and law such as the psychology of police, eyewitness testimony, family violence, juvenile justice, and race and gender issues. These advanced seminars are usually taught by faculty with specialized knowledge or research interests in a particular sub-field of psychology and law and typically have smaller enrollments than survey courses. Many require a survey course in psychology and law as a prerequisite. Instructors tend to utilize readings from original sources such as academic journals, law reviews, or case law rather than textbooks.

Finally, although most legal psychology courses are offered within psychology departments and count toward a psychology major, some colleges and universities offer courses in criminal justice, legal studies, and forensic sciences (often in interdisciplinary programs) that also include coverage of topics in psychology and law. Some of these programs have a distinct applied orientation (e.g., focusing on court administration, police training, or forensic nursing practices) whereas others take a more scholarly, liberal arts approach, examining social justice issues, for example.

### **Learning objectives of courses in psychology and law**

Courses that integrate psychology and law tend to have a common focus. In general, these courses illustrate how principles of scientific psychology can be applied to legal issues. This decidedly practical approach is often a welcome contrast to more theoretically-based coursework and can spark students' interests in applications of psychological science in other settings including health care, business, government, and the military.

Psycholegal courses tend to have more specific objectives, as well. The law makes a number of assumptions about human behavior and these courses encourage students to find and evaluate the appropriateness of these assumptions in light of findings from empirical psychological research. They also help students to understand the diverse ways that psychologists can interact with the legal system—as “pure scientists” who conduct research that others use to shape legal policy, as “problem solvers” who formulate and evaluate programs that address various societal issues such as drug abuse or domestic violence, and as “technicians” who apply their technical skills and knowledge in the delivery of services to the legal system as expert witnesses, evaluators, or clinicians (Small, 1993). Finally, these courses can convey to students that the law is a fascinating and constantly evolving human institution that is amenable to analysis using psychological concepts and research findings.

### Course descriptions

The website of the American Psychology-Law Society ([www.ap-ls.org](http://www.ap-ls.org)) provides links to approximately 20 syllabi from undergraduate courses in psychology and law. Articles describing both survey courses and seminars are published in *Teaching of Psychology* and *Law and Human Behavior* (e.g., Greene, 1987; Greene, 2007; Liss, 1992; Miller, 1997; Swenson, 1983).

### Textbooks

Several textbooks are available for undergraduate survey courses in psychology and law or as supplements in more general courses in abnormal, social, cognitive, and developmental psychology, for example. These are authored books rather than edited books; the latter might be used more often in undergraduate seminars or graduate level courses that focus on a narrower range of issues.

- Arrigo, B., & Shipley, S. (2004). *Introduction to forensic psychology: Issues and controversies in crime and justice* (2<sup>nd</sup> edition). Academic Press.
- Bartol, C., & Bartol, A. (2004a). *Psychology and law: Theory, research, and application* (3<sup>rd</sup> edition). Wadsworth/Thomson.
- Bartol, C., & Bartol, A. (2004b). *Introduction to forensic psychology: Research and applications*. Sage.

- Costanzo, M. (2004). *Psychology applied to law*. Wadsworth/Thomson.
- Greene, E., Heilbrun, K., Nietzel, M., & Fortune, W. (2007). *Wrightsmen's Psychology and the legal system* (6<sup>th</sup> edition). Wadsworth/Thomson.
- Horowitz, I., Willging, T., & Bordens, K. (1998). *The psychology of law* (2<sup>nd</sup> edition). Addison-Wesley.
- Kapardis, A. (2003). *Psychology and law: A critical introduction* (2<sup>nd</sup> edition). Cambridge University Press.
- Levine, M., Wallach, L., & Levine, D. (2006) *Psychological problems, social issues, and the law* (2<sup>nd</sup> edition). Allyn & Bacon.
- Monahan, J., & Walker, L. (2006). *Social science in law: Cases and materials* (6<sup>th</sup> edition). Foundation Press.
- Schuller, R., & Ogloff, J. (2001). *Introduction to psychology and law: Canadian perspectives*. University of Toronto Press.
- Walker, L. & Shapiro, D. (2003). *Introduction to forensic psychology: Clinical and social psychological perspectives*. Kluwer Academic/Plenum Publishers.
- Wrightsman, L., & Fulero, S. (2005). *Forensic psychology* (2<sup>nd</sup> edition). Wadsworth/Thomson.

Coverage is variable even among the books listed here. For example, some textbooks (e.g., Walker & Shapiro, 2003) focus only on the application of clinical psychology to the law whereas others (Greene et al., 2007; Schuller & Ogloff, 2001) provide broader coverage. Some textbooks (e.g., Costanzo, 2004) are geared toward beginning college students whereas others (e.g., Monahan & Walker, 2006) are intended for use in upper -level courses or in law schools. On-line instructors' manuals that include demonstration ideas, topics for debate, suggestions for additional reading, and test questions accompany some texts (e.g., Bartol & Bartol [2004a]; Greene et al.; Wrightsman & Fulero) and test banks and discussion questions are available for others (e.g., Bartol & Bartol [2004b]; Costanzo). Instructors should carefully review these texts and ancillary materials before making a decision about adoption.

### Sources for lecture material

The American Psychological Association has a website devoted exclusively to psychology and law ([www.apa.org/psychlaw](http://www.apa.org/psychlaw)). It provides links to APA *amicus curiae* briefs in cases dating back to 1962 (listed by topic, alphabetically by case name, and by date). It has links to articles published in the "Judicial Notebook" column of the *APA Monitor on Psychology*. These short articles feature a case currently in litigation, describe psychological research relevant to the case, and often suggest new areas of inquiry prompted by the facts of the case. Of interest to undergraduate instructors is the link to a section of

the APA website entitled Psychology Matters. Here, visitors can find additional links to short summaries of various topics (e.g., prison substance abuse treatment and recidivism, the psychology of fingerprints, racial bias and desegregation), each of which includes summaries of findings, the significance of the findings, and practical applications. These would be especially useful in preparation of lecture material.

*Current Directions in Psychological Science* (a journal of the Association for Psychological Science) provides 3-4 page synopses of important research programs, typically authored by leading researchers in the field. Many articles related to psycholegal issues have been published in recent years (e.g., Bruck & Ceci, 2004; Lassiter, 2002; Thagard, 2006; Wells & Hasel, 2007) and are an easily accessible source of information for instructors who may lack the relevant background on a particular topic.

### Writing assignments

McCauley (2007) provides suggestions for interesting ways to incorporate writing assignments into the legal psychology curriculum. She begins with an assignment to critique a media portrayal of forensic psychology. Students watch a feature film and comment on the extent to which the portrayal is consistent with scientific research on a particular topic. As the semester progresses, students present their findings in conjunction with coverage of their chosen topics. (Schwarzmueller [2006] suggests a similar assignment but rather than having students *write* about the media portrayal, she asks them to make presentations of video clips from television and feature films and to critique the portrayals of forensic professionals in these clips.)

The second assignment that McCauley describes is a paper in which students analyze the extent to which Supreme Court opinions accurately represent empirical research findings. This task requires students to confront the apparently difficult realization that Supreme Court justices (and by implication, other judges) sometimes make erroneous interpretations of findings in psychological science.

Finally, McCauley asks her students to prepare an amicus brief on a topic of interest and to describe a case that would benefit from the research. This assignment requires that students read at least 20 empirical articles, synthesize them, and prepare a coherent written analysis.

Greene (2007) describes a writing and presentation exercise that serves as the culmination of a semester-long advanced seminar in psychology and law. The activity mimics court hearings and requires students to function at

different times as both psychology expert and as judge. More specifically, students become psychological experts for a particular party in a legal case and must locate, write about, and present the best available empirical evidence that would help that party prevail. The cases concern issues about which somewhat conflicting psychological data exist (e.g., the validity of repressed memories; the utility of drug testing of pregnant women; conflicting rights in adoptions) so both sides of the case can be represented. Students then present their written analyses to a three-judge panel constituted of the professor and two students who have read the student-experts' papers and who question them about the basis for their findings and the validity of their conclusions. The assignment demonstrates the broad concept of applying psychological research findings to the legal system and requires students to think creatively about how to convince others of the legitimacy of their arguments.

Although conceived as an assignment for a graduate course, Knapp and VandeCreek's (2004) description of using case law to teach about ethics could easily be adapted for an advanced undergraduate seminar. These authors describe three well-known cases (*Tarasoff v. Regents of the University of California* on the duty to warn or protect potential victims, *Jaffee v. Redmond* on privileged communication, and *Osheroff v. Chestnut Lodge* on psychologists' responsibilities when their patients do not respond to treatment) and ask students to comment on how they would have responded ethically to the facts of each case.

Finally, the instructor's manuals that accompany various textbooks (see above) also include many topics for writing assignments.

### **Active learning experiences**

To enhance students' learning experiences, many instructors opt to include active learning exercises into their course schedules. Benjamin (1991) notes that the most effective teaching methods are those that promote students' active participation in the learning process. Harton (2002) encourages the use of focused interactive learning (FIL) as a tool to facilitate active student participation through directed discussion. Problem-based learning (PBL) is also frequently cited as a method to encourage active student involvement. In this type of classroom situation, small groups of students work together to solve realistic problems within the context of the psychology and law curriculum (see Amador, Miles and Peters [2006] for a general review). The instructors' manuals for the Greene et al. (2007) and Wrightsman and Fulero (2005) textbooks include ideas for interesting demonstrations, class discussions and debates, and role playing exercises. In addition, the

newsletter of the American Psychology-Law Society ([www.ap-ls.org](http://www.ap-ls.org)), published three times a year on-line, includes a column on teaching techniques. A selective list of demonstration ideas sorted by topic follows.

### *Eyewitness testimony*

Bornstein (2006) describes a demonstration in which students become the witnesses as a woman interrupts the class. He subsequently tests students' memory for the event they witnessed on two separate occasions to acquaint them with the fallibility of witness memory.

Dragon (1992) suggests a demonstration of eyewitness accuracy in which students stage and videotape an instructor's mock assassination. Less dramatic crimes (including staged assaults and purse snatchings) can be reenacted in the classroom to demonstrate the unreliability of eyewitness memory. An extension involves staging physical lineups or (as is more commonly done) showing photographic lineups to the eyewitnesses, manipulating whether the perpetrator is included in the lineup.

Miller (1997) describes a project involving the accuracy of eyewitness reports. After reading literature on the topic, students identify factors that can affect the reliability of eyewitness memory and then fabricate a crime that includes these factors. As each group presents its crime to the class, other students evaluate the crime to assess which particular factors could be influencing the witnesses' memory. A mock trial follows in which class members serve as an expert witness on eyewitness reliability and as a defense attorney attempting to discredit the memory of the eyewitness based on the factors presented in the crime.

Bennett (2000) demonstrates psychological aspects of crime investigation and eyewitness memory by staging a simulated theft from her office in front of unsuspecting students and assigning other students to take on the role of "investigators," interviewing the eyewitnesses individually and showing photographic lineups. These exercises provide fodder for discussions about eyewitness phenomena and the fragmentary nature of memory, the effects of leading questions, the difficulty of determining "the truth" from conflicting accounts, and the effects of biased and unbiased lineups and instructions.

### *Insanity defense*

Fass (1999) describes a role playing exercise to educate students on the issue of the insanity defense and related psycholegal topics. Five student volunteers randomly receive role playing profiles which they are to portray when asked questions about their behavior by fellow classmates. The profiles include details about the character's personal information and the scenario in which they were involved (e.g., an angry 5-year old who threw an electric fan

into the father's bathwater and electrocuted him; a 30-year old schizophrenic who thought the mailman was Charles Manson and shot him to death). After each role play, students discuss whether or not punitive action should be taken against the individual.

Gray (1995) uses the dramatization of a retrial of John Hinckley Jr. to teach the concept of the insanity defense. This demonstration involves a cast of six students who reenact the roles of judge, defendant, attorneys, and expert psychiatric witnesses in a moot courtroom of a law school. After the trial, students discuss criteria for the determination of insanity and judgments about the guilt or innocence of the defendant.

### ***Case negotiation and plea bargaining***

Hans (2001) suggests the use of a drunken driving case to teach students about negotiation and plea bargaining in the criminal justice system. She describes the scenario and a discussion of legal issues that it raises. She divides students into groups of four and assigns them roles as the defendant, defense attorney, victim, and prosecutor. The prosecution and defense teams meet separately to discuss their negotiation plan and conduct research to support their offer strategies.

Larsen's (1987) demonstration of the prisoner's dilemma illustrates the decisions people make when they have the choice of cooperating or competing. With some clever refinement, the demonstration can be effectively used in the context of plea bargaining and negotiating.

Westbrook (2001) describes a plea bargaining exercise concerning a heroin delivery charge to help students better understand the competing legal and moral obligations of the adversarial system. Students are divided into groups of prosecutors, defenders and observers but negotiate in teams of two. With the use of handouts the pairs discuss their negotiation strategy before meeting in pre-assigned groups to conduct the actual negotiation to reach their final settlement decisions.

### ***Litigation processes***

Tomkins (1992) describes role-playing exercises that focus on both trial-level and appellate-level litigation. Early in the course, Tomkins' students reenact a case (*In re Seiferth*) that concerns an adolescent's right to make her own medical treatment decisions. Students read the judicial opinion from the case and portray the roles of attorneys, social and health care professionals, social and developmental psychologists, and the adolescent and her family in a 3-hour videotaped trial.

After spending several class sessions examining issues related to the use of social science evidence in appellate litigation, the class “reargues” the case of *Lockhart v. McCree* on the constitutionality of death-qualified juries in capital cases. One student group argues on behalf of Lockhart for the constitutionality of Arkansas’ death-qualification procedures; another group argues on behalf of the respondent McCree; and a third group represents the APA as *amicus curiae* in order to present empirical social science evidence on this issue. Oral arguments are presented before a panel of three “Supreme Court Justices” and are videotaped. Tomkins suggests that these demonstrations serve to teach both substantive and methodological psychology as well as issues related to government, law enforcement, public policy, and the courts. He reports that because the materials are provocative and controversial, students are able to retain the information over time.

MacLin (2006) describes a class project involving a mock crime and trial to engage students and enable them to apply psycholegal principals to real-life situations. At the beginning of the semester students choose a role to play throughout the semester (e.g., law enforcement, judges, jurors, attorneys, or members of the media). The crime is staged by persons outside the course, and only those students who choose to play the eyewitness role are allowed to see the crime. The investigation and trial follows with each student maintaining his or her individual role, while the larger groups (e.g., law enforcement) work together to accomplish shared tasks.

Werth (2002) suggests the use of a mock trial utilizing the controversial Jack Kevorkian euthanasia case to promote active learning in the undergraduate survey course. Students assume the role of fact witnesses, prosecuting and defense attorneys, jury selection attorneys, and expert witnesses following closely the format of mock trial proceedings described in Perry, Huss, McAuliff, and Galas (1996). See Werth et al. (2002) for more helpful suggestions on how to use this case as a mock trial.

Berman and Platania (2008) devised a way to integrate pretrial focus group research into an undergraduate course. They assign students to prosecution and defense teams and provide the transcript from a murder trial. Within each team, some students assume the role of trial consultants, assisting their respective sides by conducting pretrial research using other undergraduates as mock jurors, developing questionnaires to assess jurors’ reactions, and presenting synopses of the case. Consultants monitor the deliberation process, facilitate post-deliberation discussion, and prepare written reports that incorporate focus group findings with psychological theory.

Results of the pretrial focus group research are incorporated into mock trials that occur later in the semester (Berman, 2004). Among the roles that students play are attorneys, eyewitnesses, detectives, jury selection experts,

researchers, alibi witnesses, and defendant. The trial is conducted following standard courtroom procedures, including selection of jurors from among a class of Introductory Psychology students. (Jury selection experts apparently rely on the findings from the focus groups provided by the trial consultants.) Prior to the mock trial, students prepare a review of research and theory relevant to each of their respective roles.

Bottoms (2006) suggests a jury simulation exercise involving a child sexual abuse case to educate students about minority and majority influences in decision making. The demonstration involves a jury of 6-12 students who hear the case and then deliberate to reach a verdict while the rest of the class observes. A discussion follows with close attention paid to psycholegal issues such as group polarization, minority and majority influences, the leniency bias, gender differences, and differences in the nature of the deliberation.

For more general suggestions on how to implement a mock trial in the legal psychology classroom see Schumacher and Brodsky (1988).

### ***General ideas***

Budesheim and Lundquist (1999) describe the use of in-class debates to promote open-mindedness on course-related controversies. Specifically, they suggest encouraging students to defend positions inconsistent with their existing opinions to broaden their perspective on a particular issue.

Finally, Perry et al. (1996) describe several active learning strategies that can be employed in an undergraduate psychology and law course. The projects involve increasingly complex tasks of peer-group interaction, legal research, and oral and written communication. The first task is an “action project” in which students choose either to attend a trial or to conduct interviews with people involved in the legal system and then write about the psycholegal principles raised in the case or the interviews. The second project involves individual students presenting news articles with psycholegal relevance to the class. In the third project, students present oral arguments on certain “hot” topics in the field, e.g., plea bargaining; death-qualification procedures in capital cases; treatment of spousal abusers; therapists’ duty to warn others of a client’s dangerousness. After oral arguments, class members question the presenters and/or join the debate. Finally, students stage a mock trial based on the facts of an actual case. The reenactment involves preparation of written briefs, *voir dire* of introductory psychology students who serve as jurors, direct and cross examination of the witnesses, and arguments by role-playing attorneys. Jury deliberations are played in class to illustrate important psycholegal points, provide feedback to students, and facilitate discussion.

## Relevant websites

Useful websites for crime statistics and program descriptions include

- National Criminal Justice Reference Service ([www.ncjrs.gov](http://www.ncjrs.gov))
- Bureau of Justice Statistics ([www.ojp.usdoj.gov/bjs](http://www.ojp.usdoj.gov/bjs))
- Office of Juvenile Justice and Delinquency Prevention ([www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org))

The Legal Information Institute at Cornell Law School provides links to Supreme Court and U.S. Circuit Courts of Appeal opinions; updates to Federal Rules of Evidence, Criminal Procedures, Bankruptcy, and Civil Procedure; and a number of articles available for download purchase ([www.law.cornell.edu](http://www.law.cornell.edu))

A listing of websites related to psychology and law can be found at [www.google.com/Top/Science/Social\\_Sciences/Psychology/Forensics\\_and\\_Law/](http://www.google.com/Top/Science/Social_Sciences/Psychology/Forensics_and_Law/)

## Video resources

Many topics in psychology and law are of interest to the general public and hence, to educational- and entertainment-oriented filmmakers. With appropriate integration with other course material and relevant discussion, video resources can provide compelling and concrete examples of concepts that may have been poorly understood in the abstract. Anderson (1992) describes ways that films can be integrated into the undergraduate curriculum in psychology and law. For example, students can apply theories and analyses covered in the class to feature films, identifying the legal doctrines and research findings relevant to those films. They can also evaluate the impact of the film on their own positions on various topics.

Instructors who plan to show feature films in their courses may want to consult the book *Reel Justice: The courtroom goes to the movies* (Bergman & Asimow, 2006). It reviews over 150 courtroom films including classics such as "To Kill a Mockingbird" and "12 Angry Men" and newer films such as "Vera Drake" and "Legally Blond." The authors comment on the accuracy of the courtroom depictions from a legal point of view.

## *Video Materials*

This list is organized by video distributor and by topic within a distributor. It includes a brief description of each film provided by the distributor as well as distributor contact information. A good resource for finding both film and distributor information is the University of California at Berkeley's Media resource center (<http://www.lib.berkeley.edu/MRC/>).

### 1) PBS Video

**Website:** <http://www.pbs.org> Most of the films listed are available for purchase by schools, libraries, and other educational institutions at <http://www.teacher.shop.pbs> or for home use at <http://www.shoppbs.org>. With some exceptions, most PBS documentaries are available from the PBS website for 3 years after the release date.

**Frontline Series** (<http://www.pbs.org/wgbh/pages/frontline>)

#### **Competence and Insanity**

- a) **A Crime of Insanity (2002)** In 1994, Ralph Tortorici, a 26-year-old New York psychology student, took a college class hostage. A paranoid schizophrenic convinced that the government had planted tracking devices in his body, he was charged with assault, kidnapping, and attempted murder. His mental illness was apparent, but not how the courts should deal with him. FRONTLINE examines the controversial case in interviews with his family, defense attorney, prosecutor, and judge. 60 min.

#### **Domestic Violence**

- b) **Domestic Violence: Face of Fear (1996)** Domestic violence knows no racial, gender or cultural boundaries. Abuse happens everywhere, and silence is its accomplice. Join Diane Sawyer as she explores this problem and examines the innovative responses to it by the medical community, law enforcement agencies, and corporate America. Her journey leads to Puerto Rico, Miami, San Diego, a Native-American reservation in New Mexico, and even Israel. 60 min.

#### **Juveniles in the Legal System**

- c) **Juvenile Justice (2001)** With almost unprecedented access to juvenile court proceedings--which are usually closed to the public and rarely seen on television--"Juvenile Justice" follows four youth offenders through the Santa Clara County, California juvenile courts, observing how the criminal justice system treats their cases and determines their fates. Filmed over 15 months, this report also talks with the judges,

case workers, prosecutors and families of the young teens as well as some of those who were their victims.

- d) **When Kids Get Life (2007)** The US is one of the few countries that allow children under 18 to be prosecuted as adults and sentenced to life without parole. In Colorado, from 1992 to 2005, 45 juveniles were sentenced to prison without the hope of ever being released. Ofra Bikel visits five of these young men to examine their crimes and punishment. 90 min.

### **Legal Processes and Players**

- e) **Real Justice (2000)** Homicides, drug arrests, car theft, assault and battery--all in a day's work for prosecutors at Boston's Suffolk County district attorney's office and their 50,000 criminal cases a year. FRONTLINE goes inside the real-life U.S. criminal justice system to reveal offers, counter-offers, deals, and compromises that keep cases moving, from district court, where mundane cases are handled swiftly, to the superior court's most difficult murder cases. 150 min.

### **Plea Bargaining**

- f) **The Plea (2004)** It is the centerpiece of America's judicial process: the trial by jury system that places a defendant's fate in the hands of a jury of one's peers. But just how many citizens are aware that nearly 95 percent of all criminal cases never reach a jury, but instead are settled through plea bargains? FRONTLINE explores the moral, judicial and constitutional implications of relying on plea bargains to expedite justice. 60 min.

### **Famous Cases**

- g) **The O.J. Verdict (2006)** For more than a year, the Simpson saga transfixed the nation and dominated the public imagination. The Simpson trial also revealed startling truths about American society. It exposed deep and enduring racial rifts and introduced thousands of Americans to the complexities of the legal system. Through extensive interviews, FRONTLINE examines the O.J. trial and what its lasting impact will be on the American justice system. 60 min.

### **Wrongful Convictions/DNA Testing**

- h) **Burden of Innocence (2003)** What happens to wrongly accused inmates, exonerated by DNA testing, after the media spotlight turns elsewhere? FRONTLINE producer Ofra Bikel examines the many social, psychological, and economic challenges facing exonerated inmates, most of whom re-enter society with no transitional assistance. Cases of several exonerated inmates and the hurdles they face

illustrate efforts to pass laws allowing the wrongfully convicted to sue for compensation. 60 min.

- i) **Did Daddy Do It? (2002)** In 1984, Cuban immigrant Frank Fuster had a new suburban Miami house, successful landscaping business, and a new wife helping him raise a five-year-old son. But after he was charged with sexually abusing children at their day care service, his wife and son testified against him, and he drew 165 years in prison. Prosecutor Janet Reno later became U.S. Attorney General. But FRONTLINE finds new evidence questioning the case and his conviction. 60 min.
  - j) **Requiem for Frank Lee Smith (2000)** In December 2000, after spending 14 years on Florida's death row, Frank Lee Smith was finally cleared of the rape and murder of 8-year-old Shandra Whitehead. Like nearly 100 prisoners before him, Smith's exoneration came as a result of sophisticated DNA testing unavailable when he was first convicted. How did Frank Lee Smith end up on death row for a crime he didn't commit? 60 min.
  - k) **What Jennifer Saw (2000)**. On a hot summer night in 1984, 22-year-old white college student Jennifer Thompson was asleep in her apartment in Burlington, North Carolina. She woke to see a black man with a knife. "I realized that I was going to be raped," she said later. Days afterwards Jennifer Thompson identified Ronald Cotton from a police line-up of suspects. Based on her persuasive evidence, Cotton was sentenced to life in jail. Eleven years later, Ronald Cotton was set free. Now it had been proved conclusively that he did not rape Jennifer Thompson. The Ronald Cotton case is a prime example of how dozens of supposedly watertight cases are being overturned in the US because of the DNA testing revolution. 60 min.
- 2) **Filmmakers Library, Inc.**  
*Website:* <http://www.filmmakers.com> Options for both film rental and purchase are available.

### **Competence and Insanity**

- a) **The Test (2006)** This film was inspired by the true story of two African-American men on death row. The younger man, Bradley, is learning to read in prison, coached by Cleveland, who uses the Bible as a primer. Bradley is about to undergo an IQ test. If the test proves he is retarded, his life would be spared. 18 min.

### **The Death Penalty**

- b) **Laredo and the Law (2000)** For over five years, 22-year-old Miguel Martinez has been languishing on death row in Huntsville, Texas, convicted of murder. Intent on robbery, Martinez and two friends broke into what they thought would be an empty house. Martinez denied that he was responsible for the killings. The poorest of the three youths, he was the only one brought to trial. This investigation calls into question the use of the death penalty, especially when the possibility exists that justice may not have been carried out in the court proceeding. 52 min.
- c) **Raising Hell: The Life of A.J. Bannister (2000)** A compassionate portrait of a young man on death row for three years. A.J. is granted a stay of execution at the last minute, when it is revealed that his crime was really second degree, rather than first degree, murder. 85 min.

### **Domestic Violence**

- d) **Stories from the Riverside (1994)** This documentary visits Gatesville Penitentiary in Texas, where three female inmates convicted of murder and serving sentences ranging from 25 to 40 years describe the domestic violence that would eventually bring them to prison. Sonia, Brenda and Lee Ann relate in their own words stories of the isolation and fear that bound them to their threatening husbands. From their stories, a pattern of violence emerges, creating, in effect, a portrait of family violence in America today. 30 min.

### **Eyewitness Memory/Testimony**

- e) **Memory – The Past Imperfect (1994)** Memory is at the heart of everything we do and affects how we function as human beings. This *Nature of Things* production explores many aspects of memory: long and short term memory; hypnosis as a method of recalling the past; the phenomenon of amnesia; the memory of very young children; and the veracity of eye witness testimony. 46 min.

### **Forensic Science Careers**

- f) **Post Mortem: Forensic Science (1994)** *Post Mortem* delves into the world of forensic science, and looks at some of the latest techniques in high-tech sleuthing. Fingerprints, fibers, blood - forensic investigators turn these elements into compelling evidence. These experts routinely work with police in their efforts to solve crimes. The film tracks the emotionally-charged murder case of a teenage girl and shows how the defendant was ultimately convicted on the basis of forensic evidence. 47 min.

### **Juveniles in the Legal System**

- g) **Not Too Young To Die (1996)** The United States was, until recently, one of only a handful of countries, including Iraq and Bangladesh, whose justice system allows the execution of juveniles. This is a critical look at a highly controversial subject. 52 min.

### **Law Enforcement**

- h) **Adam Abdul Hakeem: One Who Survived (1993)** Twenty-year-old Adam Abdul Hakeem was the first person in American judicial history to be found innocent by reason of self defense in a police shooting case. This gripping documentary tells the story of Hakeem (formerly named Larry Davis), who tried to extricate himself from a police-run drug ring in which he had participated for six years. In doing so, it examines the relationships between law enforcement agencies, the criminal justice system, and the African-American community. 40 min.

### **Racial Discrimination**

- i) **Innocent Until Proven Guilty (2000)** This gripping documentary introduces James Forman, Jr., a thirty-one year-old public defender in Washington, D.C. who is the son of James Forman, Sr., the civil rights leader and former executive secretary of SNCC (Student Non-Violent Coordinating Committee). James Forman is carrying on his parents' tradition of activism in what he considers to be the front lines of the civil rights movement today. He defends young black men and women who cannot afford representation. 64 min.
- j) **Race to Execution (2007)** *Race to Execution* is a gripping documentary that offers a compelling investigation of America's death penalty, probing how race discrimination infects our capital punishment system. The film neither advocates nor repudiates the death penalty; instead, it enlarges the conversation regarding capital punishment, focusing attention on race-of-jury as well as race-of-victim. 54 min.
- k) **N.Y. Law (1991)** The film follows a group of bright, idealistic, minority law students from England interning in New York City for a summer to study the judicial system. They learn firsthand how the legal system impacts the lives of the poor. 52 min.

### **Punishment, Sentencing, and Recidivism**

- l) **Exploring Alternatives to Prison and Probation (1992)** We visit five alternative sentencing programs including one in which offenders must perform community service, one which has criminals paying restitution to their victims, and a house arrest program where offenders are monitored by electronic surveillance. We see the risks and costs that each would involve and some of the arguments for and against them. 22 min.

### **Sexual Assault**

- m) **Hunting Bobby Oatway (2004)** When a sexual predator is released from jail, his accusers often worry that they may now be at risk, or that he will return to their community, placing others in danger. In the situation presented in this compelling film, it is the convicted criminal who is being stalked and hounded by his former victims. 48 min.
  
- n) **Project X: The Castration Experiment (2000)** Since 1996, six American states have voted in legislation to castrate sex offenders, either physically or chemically. Is it treatment, or punishment? Or is it both? Many doctors, rape survivors and prosecutors think not. If rapists are motivated more by power than sex, then castration may lead them to commit even more violent sexual assaults, including mutilation and murder. This uncompromising documentary takes a tough look at a tough subject. 51 min.

### **Wrongful Convictions/DNA Testing**

- o) **Gene Squad (2001)** With DNA profiling and new laws, police are better able to solve crimes, even crimes committed years earlier. This timely program traces the development of DNA profiling in forensic science and shows how effective it is in identifying criminals. It also brings up the ethical issues raised by civil libertarians. 43 min.

### **3) IVS Video, Inc.**

*Website:* [www.ivs.com](http://www.ivs.com)

### **Sexual Assault**

- a) **Sentencing the Victim (2002)** Nineteen-year old Joanna Katz was brutally raped, beat and tortured by five men. Her attackers were put behind bars – but not for long. To keep them in prison after serving minimal sentencing, Katz was forced to appear in front of the parole board year after year, reopening old wounds again and again. Follow this survivor and committed victims' rights activist as she challenges a justice system that imposes scars upon the same violent crime victims it is designed to protect.  
Please visit [www.sentencingthevictim.com](http://www.sentencingthevictim.com) for ordering information.

### **4) Home Box Office Home Video, Inc.**

*Website:* <http://store.hbo.com>

### **Famous Cases**

- a) **Capturing the Friedmans (2003)** With a predilection for hamming it up in front of home-movie cameras, the Friedmans were a seemingly normal middle-class family living in the affluent New York suburb of

Great Neck. One Thanksgiving, as the family gathers at home for a quiet holiday dinner, their front door explodes, splintered by a police battering ram. Officers rush into the house, accusing Arnold Friedman and his youngest son Jesse of hundreds of shocking crimes. *Capturing the Friedmans* follows their story from the public's perspective and through unique home-movie footage of the family in crisis, shot inside the Friedman house. Sullied by scandal, vilified by the media and haunted by damning secrets from the past, the family begins to disintegrate, raising provocative questions about justice, family and, ultimately, truth. 107 min.

*Purchase available through [www.amazon.com](http://www.amazon.com)*

### **Psychology of Criminals**

- b) **The Iceman Interviews (2007)** An abused young man. A hair-trigger temper. A trail of dead bodies. What makes a cold-blooded killer tick? Renowned forensic psychologist Dr. Park Dietz gets up close, personal and even confrontational with psyche of one of the most dangerous men alive. Bringing together the earlier *The Iceman Tapes: Conversations with a Killer* and *The Iceman: Secrets of a Mafia Hitman* with the newly released Dietz interview, this new special edition, *The Iceman Interviews* is the ultimate compendium of the mind of a murderer. 150 min.

### **5) Nick Broomfield**

*Website:* [www.nickbroomfield.com](http://www.nickbroomfield.com)

### **Psychology of Criminals**

- a) **Aileen: Life and Dearth of a Serial Killer (2003)** *Aileen: Life and Death of a Serial Killer* provides insights into the mind of a deeply disturbed killer who was betrayed from birth by those closest to her and raises troubling questions about the issues surrounding the execution of the mentally incompetent. 89 min.

### **6) Films Media Group**

*Website:* [www.films.com](http://www.films.com)

This website is a large resource for psycholegal film materials including programming by HBO and ABC News. A listing of the most applicable titles follows.

### **Competence and Insanity**

- a) **By Reason of Insanity (1997)** The insanity defense is used in less than one percent of criminal cases, and is successful only about a quarter of the time. This provocative program explores the issue of mental competence through the trials of two multiple murderers in which one

defendant was denied the desired verdict and the other was granted it. Produced by CBS NEWS. 44 min.

- b) **Insanity in the Courtroom: Mental Illness and the Search for Justice (2001)** If a person is deemed mentally unfit to stand trial for a capital crime, should the state be allowed to administer drugs so the person is healthy enough to be tried and sentenced to death? In this program, ABC News correspondent Chris Bury reports on this legal paradox in the case of Russell Weston, a paranoid schizophrenic who allegedly killed two policemen in 1998 and whose lawyers have kept him from medication. 23 min.
- c) **Mad or Bad Psychologically Assessing Criminal Competence (2001)** This program explores the intricacies of psychiatric evaluation and parole risk assessment with forensic psychologist Jeremy Coid, clinical psychologists, a probation officer, and others, illustrating the challenge of balancing society's right for safety against a convict's right to be treated fairly. 47 min.

#### **Confessions**

- d) **Inside the Interrogation Room (2003)** How could a person who did not commit a crime sign a confession that could ruin their life? This program goes inside the interrogation room to reveal the hidden techniques police use to wring confessions from the guilty—and sometimes from the innocent as well. The program weighs the pros and cons of the Reid technique of interviewing and interrogation by using footage of actual interrogations from a highly publicized case along with commentary from criminal lawyers, police experts, and individuals in the case who were coerced into signing confessions and later fully exonerated. 19 min.

#### **Child Abuse**

- e) **Broken Child: Case Studies of Child Abuse (2000)** Every year in the U.S., approximately one in 25 children is reported as a victim of prenatal substance abuse, criminal neglect, or physical or emotional violence, and child-protection agencies are being overwhelmed by the crisis. Filmed on location in Baltimore, Atlanta, Houston, and Seattle, this cautionary program narrated by Susan Sarandon examines the cycle of child abuse. An HBO Production. 61 min.
- f) **Childhood Sexual Abuse (1990)** Childhood sexual abuse affects all social and economic groups. Psychiatrists, social workers, and law enforcement officials explain how the pattern of abuse is frequently spread throughout the family; why children can be manipulated into silent acceptance of abuse; the signs of sexual abuse and how and to

whom they should be reported; the reliability of children as witnesses; teaching prevention skills to children; and under what circumstances treatment of sex abusers can be effective. From *The Doctor Is In*. A Dartmouth-Hitchcock Medical Center production. 26 min.

### **The Death Penalty**

- g) **Crime and Punishment: How Intelligent Do You Have to Be to Be Put to Death? (2002)** The Supreme Court's landmark decision that it is unconstitutional to execute people who are mentally retarded reverses decades of jurisprudence. In this program, ABC News correspondent John Donovan visits the ongoing legal battle that prompted the initial 1980 ruling, the case of Texas convict John Paul Penry. Argument rages not over Penry's guilt but what determines mental retardation. 22 min.
- h) **Rethinking the Death Penalty (2000)** Some mistakes are fixable. Wrongful conviction and subsequent execution is not. In this program, ABC News correspondent John Donovan traces the history of the death penalty in the U.S. since 1935 while capturing the views of George W. Bush and Illinois governor George Ryan. Then, Gerald Kogan, former chief justice of the Florida Supreme Court, and Dudley Sharp, director of Justice for All, join anchor Chris Wallace to discuss the use of DNA evidence to overturn death penalty convictions and to debate whether America's criminal justice system is functioning or failing. 22 min.
- i) **Witness to Execution: Capital Punishment (1998)** In this Emmy Award-winning program, ABC News anchor Ted Koppel seeks to understand the paradoxical nature of the death penalty—not in theory, but in practice, as he follows Mario Marquez from Death Row to his execution, along with Marquez' attorney and the prison chaplain. "As we left the death house on the way back to our own lives, there was absolute silence. If I had been expecting a moment of revelation, it did not come," said Mr. Koppel. 44 min.

### **Forensic Psychology Careers**

- j) **Trial Consultants: Stacking Juries or Keeping Trials Fair? (1995)** This program explores the increasing use of trial consultants, who are now a multimillion-dollar industry in the U.S. Featured in the program are distinguished consultants Jane Murdoch-Miller and Jo-Ellen Demetrius. "Eighty percent of people who enter court believe your client is guilty because he's been arrested," says Demetrius. "So my job is to try to level it up to an even playing field." 14 min.
- k) **The PCL-R Checklist: A Measure of Evil (2005)** It's a scenario from science fiction: police, predicting the future, arrest citizens before they

commit crimes. But the scenario has real-world parallels in psychology. This film examines the PCL-R, or Psychopathy Checklist–Revised, a classification tool used to profile criminals and predict whether or not they will re-offend. 47 min.

- l) **To Catch A Killer: The Use and Abuse of Criminal Profiling (2001)** In this program, retired FBI profiler Robert Ressler, LAPD psychologist Kris Mohandie, and British law enforcement professionals discuss the history and techniques of criminal profiling. In addition, the sensational case of Rachel Nickell, murdered in broad daylight on Wimbledon Common in 1992, illustrates how profiling improperly applied can hijack an investigation. 46 min.

### **Juror Selection, Decision-making, and Reform**

- m) **Evidence of Guilt (1997)** America’s legal code dictates that the prosecutor must prove guilt beyond a reasonable doubt. In this gripping program, CBS News correspondent Richard Schlesinger investigates a murder case that lacks a concrete cause of death and a rape case in which the victim did not see her assailant. How did the jurors render a verdict of guilty in each instance? Candid interviews with legal counsel, the alleged perpetrators, and others—combined with extensive courtroom footage of the actual trials—offer penetrating insights into the complexities of jurisprudence. Produced by CBS NEWS. 45 min.
- n) **Juries on Trial (1994)** Is America’s jury system fair? In light of the O.J. Simpson trial, this program asks if it isn’t time to reevaluate trial by jury. Is a unanimous vote for conviction the best way to get justice? Has the O.J. Simpson trial eroded confidence in the jury system? 23 min.
- o) **Of Juries and Sentences (1996)** A belief in the right to a fair trial is the foundation of the American judicial system. Yet finding an impartial, representative jury can be very difficult—and meting out an appropriate sentence can be even harder. This two-part series seeks to understand these challenges through several headline-making cases. Produced by CBS NEWS. 2-part series including *Inside the Jury* and *Cruel and Unusual?* 110 min.
  - i) **Cruel and Unusual? (1996)** One definition of justice is that the punishment should fit the crime and be in no way cruel and unusual. In this program, California’s controversial “Three Strikes” law; a Michigan city’s parental responsibility law, in which a minor’s parents must do the time for their son’s crime; and a Memphis judge’s take on alternative sentencing, which allows

burglary victims to commit “reverse theft,” put that definition to the test. Produced by CBS NEWS. 45 min.

- ii) **Inside the Jury (1997)** Every year, more than 1.5 million Americans become jurors. How are they selected? And after the attorneys rest their case, how do they conduct themselves behind the closed doors of the jury room? From voir dire to deliberation, this program spotlights the role that jurors play—and the challenges that they face—in a representative case in which a defendant is charged with armed robbery. In addition, the services of professional jury consultants are also profiled. Produced by CBS NEWS. 45 min.
  
- p) **Trial by Jury (1999)** Every year there are approximately 120,000 jury trials in the United States. This video explores the origins of the jury trial, explains the jury’s crucial role in our judicial system, and introduces students to the courtroom and the process of a trial. A Cambridge Educational Production. 35 min.

#### **Juveniles in the Legal System**

- q) **Juveniles and the Death Penalty (1989)** This extraordinary *48 Hours* program visits a number of Death Row inmates who committed murder before they were 18 and talks with prosecutors, defense attorneys, and surviving family members about the kind of punishment appropriate to criminals who were juveniles when they committed their crimes. 58 min.
  
- r) **Juvenile Justice (2004)** How does America’s juvenile justice system work? In what ways has it failed? And what would it take to improve it so that it routinely operates in the best interests of offenders, their victims, and society as a whole? These are not simple questions, as this Fred Friendly Seminar points out—and they become all the more complex when moderator Charles Ogletree, of Harvard Law School, casts 13 experts as figures in a hypothetical scenario involving two families, four teens, and a sequence of violent crimes culminating in a murder. 58 min.

#### **Legal Processes and Players**

- s) **Alan Dershowitz: A Portrait in the First Person (1991)** Attorney, teacher, author - also gadfly and loudmouth - Alan Dershowitz says he has long since stopped trying to make a good impression, preferring to stand up for what he believes is right. Here he discusses why he became a lawyer; the flaws in our legal system; and the effective use of lawyers, prosecutors, defense attorneys and judges. 24 min.
  
- t) **Law and Order: An Inside View of the Criminal Judicial System (2001)** In this 2-part series, lawyers, prosecutors, judges, and police officers

move through the entire process of jurisprudence, from investigation and arrest procedures to courtroom proceedings and sentencing. 58 min.

- i) **It's the Law (2001)** The laws of the criminal justice system are primarily framed by the Constitution, which sets the standards of due process. In this program, lawyers, prosecutors, and judges explain the differences between misdemeanors and felonies, the various degrees of crimes, and the elements of a crime. Investigation procedures in the gathering of evidence and statements are discussed. Legal experts and police officers clearly illustrate such concepts as 5th Amendment rights, Miranda warnings, the “stop and frisk” rule, search warrants, and the “knock and announce” rule. Probable cause and arrest procedures are also demonstrated. 30 min.
- ii) **Order in the Court (2001)** In this program, various legal experts explain pretrial and trial procedures, pointing out along the way differences in juvenile proceedings. Judges and lawyers navigate the pretrial process, beginning with the establishment of probable cause and formal charging by grand jury. Indictment, pretrial release, bail, and arraignment are also discussed. Such concepts as an alibi, burden of proof, and reasonable doubt are clearly explained. 28 min.

### **Plea Bargaining**

- u) **Plea Bargains: Dealing for Justice** The vast majority of criminal cases end in plea bargains. No one argues that this is the most just way—only the most efficient. This program examines what happens when the deal is struck: who gets out of jail, who doesn't, and who decides what kind of deal to make. Filmed behind the scenes, deep inside the nation's criminal justice system, it presents an ugly picture that has little to do with justice. 26 min.

### **Psycholegal Dilemmas**

- v) **And Justice for All? (1992)** This program with Bill Moyers examines the crisis within the American court system. In many parts of the country, funding for already burdened and backlogged courts is being reduced. And public defenders and legal aid attorneys are in short supply, leaving the poor without adequate or timely representation. Yet, few politicians have stepped forward with solutions. In this program, a panel of judges discuss a variety of potential remedies for this national crisis. 60 min.

### **Psychology of Criminals**

- w) **The Mind of a Killer: Case Study of a Murderer (1999)** What compels a seemingly normal person to disregard a fundamental societal principle

- and commit murder? In this disturbing program, correspondent Steve Aveson reports on recent scientific research into the behavior of killers. An ABC News/Discovery Channel Production. 46 min.
- x) **Mind of a Murderer 2 (2000)** How far is biology a pre-determiner of violent behavior, and to what extent do environment and conditioning influence the brain? Drawing on a range of brutal case studies from the U.S., the U.K., and Canada, this compelling three-part series takes a scientific look at psychopathy as it seeks answers to those and other fundamental questions about what prompts human beings to commit murder. A BBC Production.
- i) **Men the Killer Sex (2000)** Based on recent research, scientists think that low serotonin and high testosterone in men could be a mixture for murder. In this program experts discuss the biochemistry of why men kill, as well as protocols such as chemical and physical castration. Original BBC broadcast title: *The Killer Sex*. 50 min.
- ii) **Behind the Mask of Sanity: Psychopathy (2000)** In this program, psychopathy specialist Robert Hare; forensic psychiatrist Anthony Hempel; Tonmoy Sharma, of the Institute of Psychiatry in London; and behavioral neuroscientist Marnie Rice analyze the differences between psychopathic killers and psychotic killers. Could neurological and physiological abnormalities in the brain, such as a smaller-than-average amygdala, account for psychopathic behavior? Original BBC broadcast title: *The Mask of Sanity*. 50 min.
- iii) **Damaged: When Trauma Leads to Violence (2000)** This program investigates the relationship between abuse suffered as a child and the likelihood of committing murder later in life—especially when that abuse results in brain damage. Original BBC broadcast title: *Damaged*. 50 min.
- y) **Serial Rapist: A Criminal Profile (2005)** James Perry lived a double life. On the surface, he was a loving husband and father—but for more than five years he committed dozens of sexual attacks against children and young women. This ABC News program explains how the man known as the “mall rapist” was finally caught, and how his massive collection of digitized images and video provides chilling insight into the mind of a psychopath. 24 min.
- z) **Understanding Murder (2001)** Why do people kill? Are murderers a product of heredity or circumstances? As this program shows, criminologists and researchers are close to definitively answering these questions. Case study comparisons illustrate the differences between serial killers, such as Ed Kemper and Ted Bundy, and rampage killers, such as Charles Whitman and the Columbine teens. A Discovery Channel Production. 51 min.

## **Punishment, Sentencing, and Recidivism**

**aa) Judgment Day: Should the Guilty go Free? (2002)** Every year, hundreds of thousands of convicts appear before parole and clemency boards to plead for early release. This hard-hitting program draws viewers into the formidable decision-making process as boards in Boston, Las Vegas, and Leesville, Louisiana, grapple with harrowing cases of second-degree murder, armed robbery, and manslaughter. An HBO Production. 67 min.

**bb) Three Strikes: Helpful or Hurtful? (2004)** Have the so-called "three strikes" laws struck out themselves? Legislators initially thought such a clear-cut ultimatum would dissuade criminals from continuing to break the law. But that has not been the case. Since these rules went on the books, the resultant overcrowded prisons, judges with restricted discretion, and lack of adequate treatment for drug offenders have prompted a raging debate over the effectiveness of the edicts. This ABC News program investigates whether "three strikes" is helpful or hurtful. 22 min.

## **Racial Discrimination**

**cc) Race on Trial (2002)** In this ABC News program, correspondent Michel Martin reports on the startlingly disparate outcomes of two almost-identical drug-related cases tried one after another in a Boston court. This provocative program offers a timely assessment of an unfortunately recurring problem in American courtrooms. 23 min.

## **Sexual Assault**

**dd) A Rape in a Small Town: The Florence Holway Story (2003)** Raped, beaten, and sodomized in her own bed by a young assailant, 76-year-old Florence Holway turned the tables on her attacker and escaped. John LaForest was apprehended and convicted, but a technicality led to a plea bargain—accepted without Holway's consent—undercutting the potential severity of his sentence. This riveting program chronicles Holway's traumatic ordeal and her fight to right what she calls a gross miscarriage of justice. An HBO Production. 73 min.

**ee) Portraits in Human Sexuality: Nonconsensual Sexuality (2006)** This program offers insights into sexual victimization through interviews with a young woman who was raped in her own home by an armed assailant and a young man who was expelled from college on a charge of acquaintance rape. Also, a rehabilitation service for sexual offenders is profiled, with an emphasis on the treatment of deviant sexual arousal and the cognitive restructuring, victim impact awareness, and empathy skills development. 40 min.

7) Phoenix/BFA Films & Video

*Website:* [www.phoenixlearninggroup.com](http://www.phoenixlearninggroup.com)

**Sexual Assault**

- a) **Investigation of Rape** From the first call for help to the end of the medical examination, this dramatization of a rape investigation deals with the intricate chain of events engulfing everyone involved in a rape situation. It points out the need for essential psychological first aid for the victim, and deals frankly with the victim's emotional needs. The initial report, transport to hospital, the physical examination, and the collection and preservation of evidence are each covered in depth. Produced by The Filmmakers, Inc. An MTI release.

8) New Video

*Website:* [www.docurama.com](http://www.docurama.com)

**Competence/The Death Penalty**

- a) **The Execution of Wanda Jean (2005)** In 2001, Wanda Jean Allen was given a lethal injection by the state of Oklahoma, making her the first black woman to be executed in America in fifty years. *The Execution of Wanda Jean* chronicles the methodical way the criminal justice system proceeds to execute Wanda Jean Allen, a convicted murderess with a low IQ bordering on retardation. As pleas for clemency and legal maneuvers are gradually exhausted, there's a chilling inevitability to Wanda's plight, which she bears with a rare strength and introspection. 88 mins.

**Confessions**

- b) **Murder on a Sunday Morning (2003)** Jacksonville, Florida, May 2000. Mary Ann Stephens is shot in the head at point blank range in front of her husband. Two hours later, Brenton Butler, a 15 year old black male, is arrested walking down a nearby street. Mr. Stephens identifies him. Butler signs a confession. Everyone involved with the case, from investigators to journalists, is ready to condemn Butler, except his lawyer, Patrick McGuinness. A dazzling and magnetic presence of Hollywood proportions, McGuinness reopens the inquiry, and in a dramatic and absolutely spine-tingling sequence of events, he and his team discover a slew of shocking and troubling elements about the case. Did Brenton write his own confession? Where is the concrete evidence? And most importantly, can the police be lying? 111 min.

9) Guilford Publications, Inc.

*Website:* [www.guilford.com](http://www.guilford.com)

### Child Witnesses

- a) **When Children are Witnesses (1989)** Designed to be used as a self-contained educational resource for judicial and legal education, When Children Are Witnesses can also be a stimulus for discussion and workshops for judges, attorneys, court personnel, law enforcement and mental health professionals--anyone touching the lives of children who enter the justice system.

### 10) Dr. Philip G. Zimbardo

*Website:* [www.zimbardo.com](http://www.zimbardo.com)

### The Prison System

- a) **Quiet Rage: The Stanford Prison Experiment** A documentary on this classic experiment is available in a 50-minute VHS/DVD format. Guaranteed to stimulate critical thinking and discussion, this recent production uses original archival footage, flashbacks, post-experiment interviews with the prisoners and guards, and current follow-ups. It documents the surprise arrests by city police and graphically shows the pathology that developed among participants, forcing the 2-week study to be terminated after only 6 days. Viewer-tested previews reveal its value across many high school and college courses and among a variety of community audiences, including correctional, judicial, military, and civic.

### 11) Courtroom Television Network, LLC

*Website:* [www.courttv.com/store](http://www.courttv.com/store)

### Law Enforcement: Interrogation Techniques

- a) **The System: The Interrogation of Michael Crowe (2006)** Twelve-year-old Stephanie Crowe was found brutally stabbed to death in her bedroom in Escondido, CA. Finding no signs of an intruder, police began to focus on Michael, the victim's brother, as their prime suspect. During hours of intense questioning, without a parent or lawyer present, Crowe denied any involvement in the stabbing. However, as the interrogation wore on, Crowe, visibly distraught and overwhelmed, changed his story. This powerful documentary sheds new light on the interrogation process: the strategies, tactics, and pressures used by some police officers to elicit incriminating statements.

### Psychology of Criminals

- b) **Inside the Criminal Mind I** This program allows you to become a "fly on the wall in the house of the deviant psyche" as they witness dramatic therapy sessions and intimate confessions from incarcerated men and women.

- c) **Inside the Criminal Mind II** Sullivan Correctional Facility is home to some of the most notorious criminals. Through New York State's Office of Mental Health and Department of Corrections, we journey inside Sullivan's highly touted ICP unit - Intermediate Care Program. ICP is a community within the prison community - a special residential treatment program for men who, for a variety of reasons, can't be held in the general prison population.
- d) **Inside the Criminal Mind III** The first stop in this amazing journey through the psyche of prisoners is Sing Sing Prison in New York. A storied place, Sing Sing houses some of the state's most violent offenders. At Rikers Island Jail, we see a group therapy session with inmates that are full of confrontational moments and compelling stories.

## 12) ABC News

*Website:* [www.abcnewsstore.com](http://www.abcnewsstore.com)

### **Juror Selection, Decision-making, and Reform**

- a) **In the Jury Room** (2004) There is no greater responsibility given to a citizen than serving as a juror on a death penalty case, where the jury is asked to decide if a fellow citizen will live or die. "In the Jury Room," a seven-part ABC News documentary series premieres with an unprecedented and historic look at how a jury on a capital case goes about making this weighty decision. Thanks to a special order from the Ohio Supreme Court, ABC News cameras were allowed to observe jury deliberations in the case State of Ohio v. Mark Ducic. Ducic was charged with double homicide, and for three months, ABC News producers followed the case, documenting every step of the process starting with the pre-trial preparations, through the full trial, to the surprising final verdict. 5 episodes.

## 13) Annenberg Media

*Website:* <http://www.learner.org>

### ***Ethics of America***

#### **Legal Processes and Players**

- a) **To Defend a Killer** What rights do the guilty have? Ethical dilemmas of our criminal justice system are discussed by U.S. Supreme Court Justice Antonin Scalia, defense attorney Jack Litman, and philosopher John Smith of Yale. 60 min.

- b) **Truth on Trial** Is an attorney's first obligation to the court, the client, or the public? Supreme Court Justice Antonin Scalia, Judge Robert Merhige, attorneys Floyd Abrams and Stanley Chesley, philosopher John Smith, and others debate civil litigation's ethical dilemmas. 60 min.

#### 14) Insight Media

**Website:** <http://www.insight-media.com>

This website is a large resource for psycholegal film materials. The most applicable titles are listed.

#### The Death Penalty

- a) **Capital Punishment: An Evolving Standard (2005)** This program explores issues surrounding capital punishment in the United States. It discusses the Supreme Court's decision that ended capital punishment for juvenile offenders, considers executions of minors and adults since 1976, and examines the application of international standards to U.S. law. The program also looks at the Eighth Amendment, questioning whether capital punishment constitutes cruel and unusual punishment. 30 min.
- b) **Eighth Amendment: The Death Penalty (2002)** This DVD travels to Texas to show protesters and supporters debating the issue of capital punishment. It also discusses the history of the death penalty and describes an inmate's final hours. *Discovery Enterprises*. 52 min.

#### Eyewitness Memory/Testimony

- c) **The Critical Issues: Eyewitness Testimony (2001)** This program questions the reliability of eyewitness testimony, examining the psychology of memory and imagination. It addresses schemas, constructive memory, hypnosis, police reconstructions, and the cognitive interview. 25 min.
- d) **Eyewitness: Unreliable Evidence (2004)** This DVD presents a staged shooting experiment that tests the credibility of eyewitness testimony. It explores the role of standard police procedures in the incorrect identification of suspects and suggests measures for reducing the chance of misidentification. 21 min.

#### Famous Cases

- e) **It's Not My Fault: Strange Defenses (1999)** In this video, Alan Dershowitz examines the twinkie defense, which secured a reduced sentence for Dan White; Scott Falater's defense that he had stabbed his wife 44 times while sleepwalking; and the case of a woman whose lawyer claimed her prostitution was sexual therapy. 50 min. (A&E)

### **Forensic Psychology Careers**

- f) **The Brannon Case (2003)** This program examines the case of Sherry and Dewey Brannon. When Dewey found Sherry murdered in their home, authorities believed he was responsible. The program shows how an expert forensic psychologist directed suspicions away from Dewey through a thorough investigation of small clues.

### **Judicial Reform**

- g) **Beyond Conviction (2006)** This documentary examines Restorative Justice, a revolutionary new approach to criminal justice in which victims of violent crimes or their family members meet face-to-face with their perpetrators. It follows survivors and perpetrators of violent crimes participating in Pennsylvania's Victim-Offender Mediation. 97 min.
- h) **Introducing TJ: Therapeutic Jurisprudence (2000)** This program highlights the frequency with which the judicial system incarcerates the mentally ill for minor offenses, arguing that they and their communities would be better served by successful mental health programs. 27 min.

### **Juror Selection, Decision-making, and Reform**

- i) **American Law: How It Works (2004)** This program traces the history of the U.S. legal system. It covers such terms as habeas corpus, voir dire, and stare decisis and explores landmark Supreme Court decisions. 30 min.
- j) **Justifiable Homicide (2002)** This program looks at the case of Billy Crowder, who was convicted of murder for the death his abusive grandfather in Georgia in 1997. It explains that the jury sided with the defense by delivering a verdict that was intended to carry a nominal five-year sentence. To their shock and dismay, the judge sentenced Crowder to life in prison. 50 min.

### **Juveniles in the Legal System**

- k) **Juvies (2000)** This video presents a portrait of life in Baltimore's juvenile justice system. It profiles Daniel, who is mentally ill and trapped in a system that cannot help him; Anthony, who faces arson charges; Shawn, who gets off the street only to succumb to drugs; and Tameal, who grows up inside the prison system. 100 min.
- l) **When a Child Kills (2000)** When he was in the sixth grade, Nathaniel Abraham became the youngest person in U.S. history tried as an adult for murder. This video presents the details of the case and examines

the debate between those who see Abraham's sentence as inhumane and those who believe that killers of any age must pay for their actions. 50 min.

### **Law Enforcement: The Miranda Warning**

m) **Miranda Considerations (1998)** Identifying the factors that necessitate a Miranda requirement in police interrogation work, this program explains how Miranda rule violations can create the potential for civil liability. It discusses the implications of the Edwards and Mosley rules and considers the Sixth Amendment right to counsel and the Jackson rule. 28 min.

### **Legal Processes and Players**

n) **Rights of the Accused (2002)** This DVD discusses the Bill of Rights, focusing on the ways in which the Fourth, Fifth, Sixth, and Eighth Amendments protect the rights of criminal defendants. It explores the ongoing friction between the rights of the accused and the rights of society and victims of crime. 30 min.

### **Media Influences**

o) **The Boston Hoax: The Police, the Press, and the Public (1991)** Examining the Stuart case in Boston, Massachusetts, this program discusses media influence on the judicial system. It reviews the way the Boston media reported the case and reveals the assumptions made by the police and the press that led to the arrest of the wrong man. 60 min.

### **Psychology of Criminals**

p) **Dahmer: Mystery of the Serial Killer (1993)** This program investigates the thoughts of serial killers. It focuses on the case of Milwaukee's Jeffrey Dahmer, who was convicted of murdering and dismembering 15 young men and boys. 50 min.

q) **The Killer Within (2000)** This program discusses the case of Tom Bonney, who shot his 19-year-old daughter Kathy 27 times and left her on the side of a highway. It questions whether Bonney suffered from multiple personality disorder and discusses how the possibility of mental illness impacted his case. 50 min.

r) **Serial Killers (1998)** Featuring a team of veteran reporters, this video explores the cases of several notorious serial killers. It profiles Robert Ressler, former director of the FBI behavioral science unit, who explains how he was able to "enter the mind of the monster." The video also reviews the cases of Charles Manson, John Wayne Gacy, and Henry Lee Lucas. 50 min.

### **The Prison System**

- s) **Prisons: Questioning the System (1999)** This set features legal professionals, academics, and community service professionals debating the merits of a penal system seen by some as practical and essential and by others as a misguided failure of humanity. 30 min.

### **Punishment, Sentencing and Recidivism**

- t) **Free to Murder Again (2000)** This video chronicles the case of Kenneth McDuff, one of the most violent sexual predators in Texas history. It shows how he was sent to death row for three murders, released because of prison overcrowding, and then seized again after raping and killing two more women. 50 min.
- u) **Violent Offenders Part 6: Dangerousness (2000)** Explaining that there are characteristics that help indicate the dangerousness of an individual, this program outlines a user-friendly guide for identifying potential offenders. It features FBI SSA Alan Brantley, who describes the traits and characteristics shared by most violent repeat offenders. 30 min.

### **Sexual Assault**

- v) **Sex Offender Registrations (2003)** This program examines two Supreme Court cases addressing the issue of sex offender registration: *Smith v. Doe* and *Public Safety v. Doe*, in which the court upheld the practices of the government. It also looks at two related cases dealing with conspiracy: *U.S. v. Recio* and *Scheidler v. National Organization for Women*. 30 min.

### **Wrongful Convictions/DNA Testing**

- w) **Another Man's Crime (2005)** This program explores the incidence of being wrongly convicted of a crime. It presents the story of a police officer who was sent to prison for a murder that he did not commit. The program shows how his salvation did not rely on new DNA evidence or an appeal to the courts, but on the conscience of a man he never met. 50 min.

### **15) Carol Jacobsen**

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### **The Prison System**

- a) **Barred and Gagged (1999)** Despite audible warnings by the Deputy Warden, women prisoners courageously tell what they are not allowed to speak about in prison: rape by guards, lack of medical care, few

programs, and other issues. Funded by Inst. For Research on Women & Gender, University of Michigan; Co-Sponsored by Amnesty International, USA. 8 min.

- b) **From One Prison (1994)** Award winning documentary narrated by four women serving life sentences in Michigan prisons. The women give scathing critiques of the systems that failed them. 70 min.
- c) **Segregation Unit (2000)** An agonizing look at a torture unit inside Scott Women's Prison in Michigan. The film is narrated by the woman seen in the footage which was shot by guards during her incarceration, and obtained after her release through Freedom of Information Act. In 2000, she sued the State of Michigan for torture and won. Co-Sponsored by Amnesty International. 30 min.

#### **Psycholegal Dilemmas**

- d) **Clemency (1997)** 11 battered women prisoners serving life for killing in self defense narrate a collective, painful story of injustice. 15 min.

#### **16) A&E Television Networks**

*Website:* <http://store.aetv.com>

#### ***American Justice***

This series is a large resource for psycholegal film materials including the stories of many important cases. We list the most applicable titles.

#### **Competence and Insanity**

- a) **A Confession in Question** Go inside Sing Sing to hear from a convicted killer whose trial was tainted by a recanted confession. 50 min.

#### **Confessions**

- b) **The Central Park Jogger Case: What Went Wrong** It was a brutal attack that embodied the fears that many people had about New York City in the late '80s, and the incident and its aftermath were trumpeted in headlines across America. As the city prayed for the recovery of the anonymous victim--who has finally come public--the police moved quickly and arrested a group of Harlem teens, five of whom confessed to the crime on video. But a decade after the *Central Park Jogger Case* faded from the headlines, it returned with the startling revelation from Matias Reyes, an imprisoned serial rapist, that he was the sole assailant. *American Justice*® revisits the controversial case to examine the new evidence and the effect it has had. 50 min.

#### **Eyewitness Memory/Testimony**

- c) **Eyewitness** It is one of the most crucial, yet often least reliable, elements of any trial. Explore cases which raise grave questions about eyewitness testimony. 50 min.
- d) **Falsewitness** Take a hard look at the extraordinary, troubling case of Jim Dotson, who served eight years for a crime he did not commit. 50 min.
- e) **Lying Eyes** This case dramatically illustrates the dangers of relying on eyewitness testimony. 50 min.

#### **Famous Cases**

- f) **The Menendez Murders** Revisit the landmark trials that elevated the “abuse excuse” to national prominence, and get a firsthand view of the case from jurors and lawyers, including Leslie Abramson. 50 min.
- g) **Myth of a Serial Killer: The Henry Lee Lucas Story** From the initial revelations to the ongoing controversy, this is a fascinating look at one of the most bizarre cases of all time. 50 min.

#### **Juror Selection, Decision-making, and Reform**

- h) **We the Jury** For ten years, *American Justice*® has taken viewers inside the nation's courtrooms to see how guilt and innocence are determined. And at the heart of almost all these tales are 12 ordinary men and women, citizens selected to determine the fate of the people brought before them. *We, the Jury* looks at some of the most important and memorable cases in the decade-long history of *American Justice*® through the eyes of the juries, showing how typical Americans struggle to come to grips with a legal system of mushrooming complexity, and challenged to determine, in some cases, not just guilt or innocence, but questions of life or death. 100 min.

#### **Juveniles in the Legal System**

- i) **Child’s Play, Deadly Play** This is the store of Lionel Tate, the youngest person ever to be sentenced to life without parole. 50 min.

#### **Law Enforcement**

- j) **LAPD** Get an up-close look at modern law enforcement in the penetrating look at the LAPD, and examine the famous cases that have tarnished its once-sterling reputation. 50 min.

#### **Legal Processes and Players**

- k) **The Defenders** This hard-hitting program takes a long look at the role of the public defender, and examines how the odds are stacked against this crucial component of AMERICAN JUSTICE®. Meet the idealistic

lawyers who are drawn to this difficult work, yet who become increasingly cynical of their role--they refer to themselves as the "stepchildren" of the legal system. See the obstacles they must overcome, including limited funding, overwhelming caseloads, recalcitrant clients, and the seemingly pervasive racism of the criminal justice system. 50 min.

### **Psycholegal Dilemmas**

- l) **Justifiable Homicide?** Explore a troubling case that exposes the gulf that sometimes divides justice and the legal system. 50 min.

### **Psychology of Criminals**

- m) **Mother On Death Row (American Justice)** A never-before-seen interview with a woman convicted of murdering her children highlights this examination of a controversial case. 50 min.
- n) **Profiles of Evil: Inside the Criminal Mind DVD (American Justice)** They are the experts behind the scenes of many high-profile cases, piecing together the slightest clues to form detailed psychological profiles of the suspects. 50 min.

### **Punishment, Sentencing and Recidivism**

- o) **Free to Kill: The Polly Klass Murder** Is there even any attempt made to rehabilitate prisoners, or do their jailhouse experiences make them more bitter, hardened and dangerous? 50 min.

### **Sexual Assault**

- p) **Monster Inside, The (American Justice)** A bloody bridge was the opening act in a case highlighting the difficult issues surrounding sexual predators. 50 min.

### **Wrongful Convictions/DNA Testing**

- q) **An Execution in Doubt** Roger Keith Coleman has been dead for a decade. But his case is still very much alive, and has become a lightning rod for critics of the death penalty. *American Justice*® examines the ongoing debate surrounding this case, looking at the evidence brought forth by Coleman's supporters and hearing from those who believe that his sentence was justified. The program also looks at the latest development in the long-running battle--the request that the state release DNA evidence that may help determine his guilt or innocence once and for all. 50 min.
- r) **Justice Denied: Trial and Error** In October 1967, the seven children of James and Annie Mae Richardson were poisoned. Mr. Richardson, a poor, African-American farmer in rural Florida, demanded justice.

Instead, he ended up convicted of the murder of his children and sentenced to death. JUSTICE DENIED interviews Mr. Richardson and his lawyer--who won his release after more than two decades--and presents proof that the case was manipulated by the prosecutors' office. 50 min.

17) Viscog Production

*Website:* <http://www.viscog.com>

**Eyewitness Memory/Testimony**

**Surprising Studies of Visual Awareness** A DVD presentation tool, with menu-driven access to 20 videos that can be used to induce failures of awareness in audiences. All of the videos were visual stimuli used for perception and attention research by Daniel Simons and his colleagues. The DVD includes the now-famous "gorilla/basketball" video as well as many other illustrations of how people fail to see what is right in front of their eyes.

18) American Film Foundation

*Website:* <http://www.americanfilmfoundation.com>

**Wrongful Convictions/DNA Testing**

**After Innocence (2005)** Tells the dramatic and compelling story of the exonerated - innocent men wrongfully imprisoned for decades and then released after DNA evidence proved their innocence. The film focuses on the gripping story of seven men and their emotional journey back into society and efforts to rebuild their lives with little or no support from the system that put them behind bars. While the public views exonerations as success stories - wrongs that have been righted – After Innocence shows that the human toll of wrongful imprisonment can last far longer than the sentences served. 95 min.

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