

# Title: The Importance of Reviewing Colonial Syllabuses in Law Schools for LLB Programs

## ISAAC CHRISTOPHER LUBOGO

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Introduction:

Legal education plays a crucial role in shaping the future legal professionals of a nation. In many African countries, the legal education system still bears the remnants of the colonial era, where syllabuses and curricula were primarily designed by former colonial powers. This article highlights the need to review and synchronize colonial syllabuses with current jurisprudence while accommodating traditional African legal education. By doing so, the aim is to enhance and improve the African education system and address the problems associated with dependence on colonial education.

NO NEED TO PANIC:

The National Council for Higher Education (NCHE) of Uganda is a government agency established in 2011 under the Ministry of Education and Sports. Its primary purpose is to regulate and oversee higher education in Uganda. The NCHE is responsible for accreditation, quality assurance, curriculum development, research promotion, coordination, and student support. By setting standards, ensuring quality, and fostering collaboration, the council aims to enhance the quality of higher education and contribute to Uganda's socioeconomic development.

The University of Cambridge collaborates with the National Council for Higher Education (NCHE) in Uganda to facilitate the admission of students into recognized programs. It is important to note that once *a program expires, students who have completed or have been enrolled in that program for more than two years may face limitations in their academic pursuits*, not only at the University of Cambridge but potentially across Europe. The University, being responsible for managing the higher education system throughout Europe, adheres to these regulations.

For students who have graduated from an expired program or have spent more than two years enrolled in such a program according to the NCHE guidelines, it becomes necessary to follow the prescribed procedures outlined by the NCHE, the Ministry of Education and Sports, and the University itself in order to seek approval for their courses. Failure to obtain approval may *render their educational transcripts invalid, thus hindering their prospects for further education or employment* in Europe. It is worth noting that similar systems may also apply in other parts of the world, including North America.

However, it is important to clarify that the University of Cambridge is not directly responsible for the specific procedures involved in approving expired courses or educational transcripts. These procedures are organized by the relevant parties mentioned earlier. Consequently, it is incumbent upon the student or

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their respective educational institution to coordinate and liaise with all parties involved to ensure a successful resolution.

In light of the challenges posed by this situation, students facing these circumstances have a couple of options to consider:

1. Firstly, they may choose to undertake a personalized, private program approval process involving the relevant entities such as the NCHE, the educational institution offering the expired program, the Ministry of Education and Sports, an accredited law firm, and others as required.

2. Alternatively, students may also contemplate repeating their education level by enrolling in an updated or active course to address the issue effectively.

It is crucial for affected students to carefully consider the implications of their situation and make informed decisions based on the available options. Proper adherence to the outlined procedures, collaboration with the involved parties, and a proactive approach will greatly contribute to a successful resolution.

The next page is a document from the National Council for Higher Education (NCHE) to University of Cambridge containing a comprehensive list of expired programs offered in Uganda. This list, which was last updated on the 20th of May, 2023, includes information on the programs that have exceeded their validity period and the respective institutions offering them. As part of our commitment to upholding academic standards and compliance, the University acknowledges the importance of being informed about these expired programs in order to make informed decisions regarding admissions and educational qualifications.

## REVIEW OF THE ABOVE

The text provides an overview of the National Council for Higher Education (NCHE) in Uganda and its role in regulating and overseeing higher education in the country. The NCHE is responsible for various aspects of higher education, including accreditation, quality assurance, curriculum development, research promotion, coordination, and student support. Its aim is to enhance the quality of higher education and contribute to Uganda's socioeconomic development.

The text also mentions the collaboration between the University of Cambridge and the NCHE in Uganda. This collaboration facilitates the admission of students into recognized programs. It is important to note

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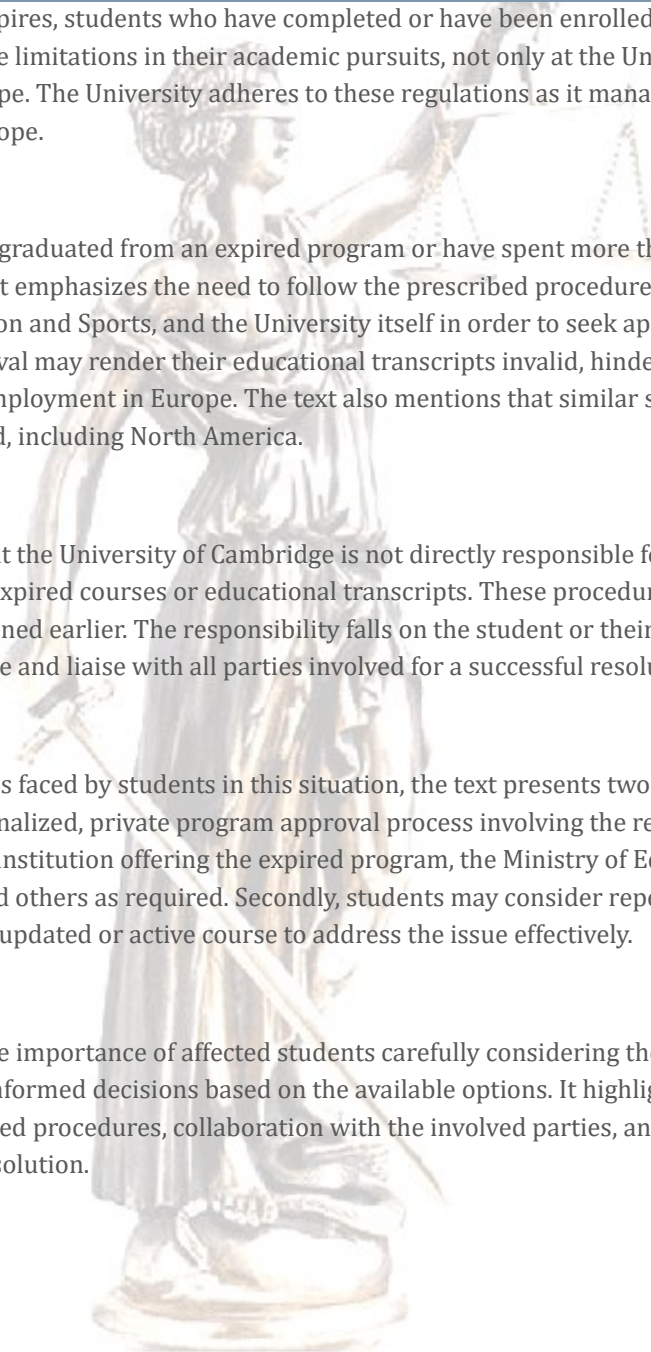
that once a program expires, students who have completed or have been enrolled in that program for more than two years may face limitations in their academic pursuits, not only at the University of Cambridge but potentially across Europe. The University adheres to these regulations as it manages the higher education system throughout Europe.

For students who have graduated from an expired program or have spent more than two years enrolled in such a program, the text emphasizes the need to follow the prescribed procedures outlined by the NCHE, the Ministry of Education and Sports, and the University itself in order to seek approval for their courses. Failure to obtain approval may render their educational transcripts invalid, hindering their prospects for further education or employment in Europe. The text also mentions that similar systems may apply in other parts of the world, including North America.

However, it clarifies that the University of Cambridge is not directly responsible for the specific procedures involved in approving expired courses or educational transcripts. These procedures are organized by the relevant parties mentioned earlier. The responsibility falls on the student or their respective educational institution to coordinate and liaise with all parties involved for a successful resolution.

In light of the challenges faced by students in this situation, the text presents two options. Firstly, students may undertake a personalized, private program approval process involving the relevant entities such as the NCHE, the educational institution offering the expired program, the Ministry of Education and Sports, an accredited law firm, and others as required. Secondly, students may consider repeating their education level by enrolling in an updated or active course to address the issue effectively.

The text emphasizes the importance of affected students carefully considering the implications of their situation and making informed decisions based on the available options. It highlights the need for proper adherence to the outlined procedures, collaboration with the involved parties, and a proactive approach to achieve a successful resolution.



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Finally, the text mentions that a comprehensive list of expired programs offered in Uganda is provided to the University of Cambridge by the NCHE. This list is regularly updated and includes information on programs that have exceeded their validity period and the respective institutions offering them. The University acknowledges the importance of being informed about these expired programs to make informed decisions regarding admissions and educational qualifications, demonstrating its commitment to upholding academic standards and compliance.

Overall, the text provides a clear explanation of the role of the NCHE in Uganda, the implications of expired programs on students' academic pursuits, the procedures involved in seeking approval, and the options available to affected students. It emphasizes the need for careful consideration, adherence to procedures, and collaboration with the relevant parties for a successful resolution. The mention of the University of Cambridge's collaboration and its commitment to upholding academic standards adds credibility to the information presented.

The text presents several important points regarding the applicability of the information in the context of higher learning institutions in Uganda. Let's review them:

1. **Role of the National Council for Higher Education (NCHE):** The text highlights that the NCHE is a government agency responsible for regulating and overseeing higher education in Uganda. It performs functions such as accreditation, quality assurance, curriculum development, research promotion, coordination, and student support. This information is significant as it establishes the authority and responsibilities of the NCHE in the Ugandan higher education system.
2. **Collaboration with the University of Cambridge:** The text mentions a collaboration between the NCHE and the University of Cambridge to facilitate the admission of students into recognized programs. This collaboration indicates that the University of Cambridge recognizes the regulations and standards set by the NCHE, implying that the NCHE's guidelines may have implications for students seeking admission to international institutions. It emphasizes the importance of adhering to these regulations to avoid limitations in academic pursuits, not just at Cambridge but potentially across Europe.

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3. Implications of expired programs: The text states that once a program expires, students who have completed or been enrolled in that program for more than two years may face limitations in their academic pursuits. It is noteworthy that these limitations may not only apply to the University of Cambridge but could also affect prospects for further education or employment in Europe and potentially other parts of the world, including North America. This information highlights the potential consequences of studying in expired programs and the importance of addressing the issue.

4. Procedures for seeking approval: The text emphasizes that students who have graduated from an expired program or have spent more than two years enrolled in such a program need to follow prescribed procedures outlined by the NCHE, the Ministry of Education and Sports, and the University itself. These procedures need to be coordinated with all parties involved to obtain approval for their courses. Failure to obtain approval may render educational transcripts invalid. This information underscores the necessity of following the established procedures to ensure the validity of educational qualifications.

5. Options for affected students: The text presents two options for students facing the issue of expired programs. Firstly, they can undertake a personalized, private program approval process involving the relevant entities such as the NCHE, the educational institution offering the expired program, the Ministry of Education and Sports, an accredited law firm, and others as required. Secondly, they may consider repeating their education level by enrolling in an updated or active course. These options provide potential paths for students to address the issue effectively.

6. Considerations and proactive approach: The text emphasizes that affected students should carefully consider the implications of their situation and make informed decisions based on the available options. It highlights the importance of proper adherence to procedures, collaboration with the involved parties, and a proactive approach to resolve the issue successfully. This information encourages students to take responsibility and actively engage in the process to secure a favorable outcome.

7. Availability of a comprehensive list of expired programs: The text mentions that the NCHE provides the University of Cambridge with a comprehensive list of expired programs offered in Uganda. This list is regularly updated and contains information about the programs that have exceeded their validity period

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and the institutions offering them. This demonstrates the commitment of both the NCHE and the University of Cambridge to upholding academic standards and compliance.

In conclusion, the text raises several crucial points regarding the applicability of the information to higher learning institutions in Uganda. It highlights the role of the NCHE, the implications of expired programs, the procedures for seeking approval, available options for affected students, the importance of careful consideration and proactive approach, and the provision of a comprehensive list of expired programs. These points provide valuable insights for higher learning institutions in Uganda to navigate issues related to expired programs and maintain academic standards.

8. Regulatory framework: The text establishes that the National Council for Higher Education (NCHE) operates within a regulatory framework set by the Ministry of Education and Sports. This indicates that the NCHE's activities and guidelines align with the broader regulations and policies of the Ugandan government. It underscores the legal basis and authority of the NCHE in overseeing higher education in the country.

9. Validity period of programs: The text mentions that programs have a validity period, and once they expire, students may face limitations. This information highlights the importance of being aware of program expiration dates to ensure timely completion and avoid potential complications in the future. It emphasizes the need for students to monitor the validity of their chosen programs and plan their academic journeys accordingly.

10. Collaboration with other institutions: While the text specifically mentions the collaboration between the NCHE and the University of Cambridge, it also indicates that similar systems and regulations may apply in other parts of the world, including North America. This suggests that students and educational institutions outside of Europe and Uganda should also be mindful of program expiration and the potential impact on their educational qualifications.

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11. Role of educational institutions: The text clarifies that the University of Cambridge, or any other international institution, is not directly responsible for the approval procedures of expired programs or educational transcripts. It emphasizes that it is the responsibility of the student or their respective educational institution to coordinate and liaise with the relevant parties. This information highlights the need for students and their institutions to take an active role in resolving issues related to expired programs.

12. Importance of informed decisions: The text emphasizes the significance of affected students making informed decisions based on the available options. It underscores the need for careful consideration of the implications and potential consequences of their situation. This information stresses the importance of thorough research, seeking advice from relevant authorities, and understanding the potential outcomes before deciding on a course of action.

13. Compliance with academic standards: The text indicates that the University of Cambridge acknowledges the importance of being informed about expired programs to uphold academic standards and compliance. This demonstrates the commitment of the University to ensure that admissions and educational qualifications meet the required standards. It highlights the broader importance of maintaining academic integrity and adhering to recognized standards in higher education.

These additional points further contribute to the understanding of the implications, responsibilities, and considerations related to expired programs and the collaborative efforts required between students, educational institutions, and regulatory bodies to address such issues effectively.

The specific practice of setting validity periods for programs and the associated consequences for students who have completed or been enrolled in expired programs may vary from country to country. While the text mentions that similar systems may apply in other parts of the world, including North America, it does not provide specific details about the prevalence or exact practices in different regions.

It is important to note that educational systems and regulations vary significantly across countries and even within regions. Each country or jurisdiction may have its own policies and procedures regarding program validity, accreditation, and recognition of qualifications. Therefore, it is essential for students and

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educational institutions to familiarize themselves with the specific regulations and guidelines in their respective countries or the countries where they seek to pursue further education or employment.

To gain a comprehensive understanding of common practices worldwide, it would be advisable to research and consult resources specific to the desired region or countries of interest. This may include exploring government websites, educational authorities, or international credential evaluation services that provide information on academic recognition and the acceptance of qualifications from different educational systems.

In summary, while the concept of program expiration and its impact on educational qualifications may exist in various countries, it is crucial to conduct country-specific research to determine the common practices and regulations in the specific region of interest.

Based on the information provided in the text, it appears that the National Council for Higher Education (NCHE) of Uganda does not explicitly state that Ugandan universities or higher institutions licensed by them are outdated or expired. Instead, the text suggests that the issue arises when students have completed or been enrolled in specific programs offered by these institutions that have exceeded their validity period.

The collaboration between the NCHE and the University of Cambridge, as mentioned in the text, pertains to the admission of students into recognized programs. It is important to note that the University of Cambridge, as an internationally renowned institution, may have its own standards and recognition criteria for programs from different countries.

While the text does not provide specific examples, it implies that the University of Cambridge, being responsible for managing the higher education system throughout Europe, adheres to certain regulations and standards. If a program offered by a Ugandan institution is considered expired or not recognized by the



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University of Cambridge or other European institutions, it may result in limitations for students seeking admission to those institutions.

It is worth mentioning that the recognition and acceptance of qualifications from different educational institutions vary across countries and institutions. The University of Cambridge, or any other international institution, may have its own criteria for evaluating and accepting qualifications from foreign institutions. These criteria may consider factors such as accreditation, program quality, curriculum alignment, and other relevant indicators.

To provide specific examples, one could consider the scenario where a student from a Ugandan institution completed a program that is recognized and accredited by the NCHE within Uganda. In this case, the qualification may hold value within Uganda and be acceptable for further education or employment opportunities within the country. However, if the same student seeks admission to the University of Cambridge or another European institution, the program's expiration or lack of recognition by the University of Cambridge may pose challenges, and the student may need to follow additional procedures or pursue alternative pathways for admission.

It is important to consult official sources, such as the NCHE and the University of Cambridge, or seek guidance from educational authorities or international credential evaluation services for detailed and accurate information on specific recognition criteria and the acceptance of qualifications from Ugandan institutions by international universities.

## ISSUES TO LOOK OUT FOR

### 1. Addressing Outdated Curricula:

Colonial syllabuses often fail to keep pace with contemporary legal developments, including shifts in jurisprudential theories and emerging legal issues. Reviewing and updating the curricula ensures that law students are equipped with the necessary knowledge and skills to navigate modern legal challenges. This

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includes incorporating recent court decisions, legislative developments, and international legal obligations into the syllabus.

## 2. Reflecting African Jurisprudence:

While it is crucial to stay updated with global legal trends, it is equally important to recognize and accommodate the rich and diverse African legal traditions and practices. Integrating traditional African legal education into the syllabus can help foster a more inclusive and culturally sensitive legal system. It enables students to appreciate the unique legal perspectives, customary laws, and indigenous dispute resolution mechanisms that form an integral part of Africa's legal heritage.

## 3. Promoting Legal Pluralism:

Africa is a continent with diverse legal systems, including both formal statutory laws and customary laws. Embracing legal pluralism in the law school syllabuses recognizes and acknowledges the coexistence of multiple legal frameworks. By incorporating elements of both common law and African customary law, law schools can produce graduates who are well-versed in both systems, enhancing their ability to serve diverse communities and contribute to the development of the legal profession.

## 4. Empowering Local Communities:

Dependence on colonial education systems can perpetuate a sense of inferiority and detachment from local cultures and knowledge systems. By incorporating traditional African legal education into the syllabuses, law schools can empower local communities and strengthen their cultural identity. This integration facilitates a more inclusive legal education that resonates with the needs and aspirations of African societies, ultimately producing legal professionals who are better equipped to serve their communities.

## 5. Nurturing Critical Thinking and Legal Innovation:

Reviewing and synchronizing colonial syllabuses with current jurisprudence provides an opportunity to foster critical thinking and legal innovation. By encouraging students to question established legal principles, engage in comparative legal studies, and analyze legal frameworks critically, law schools can

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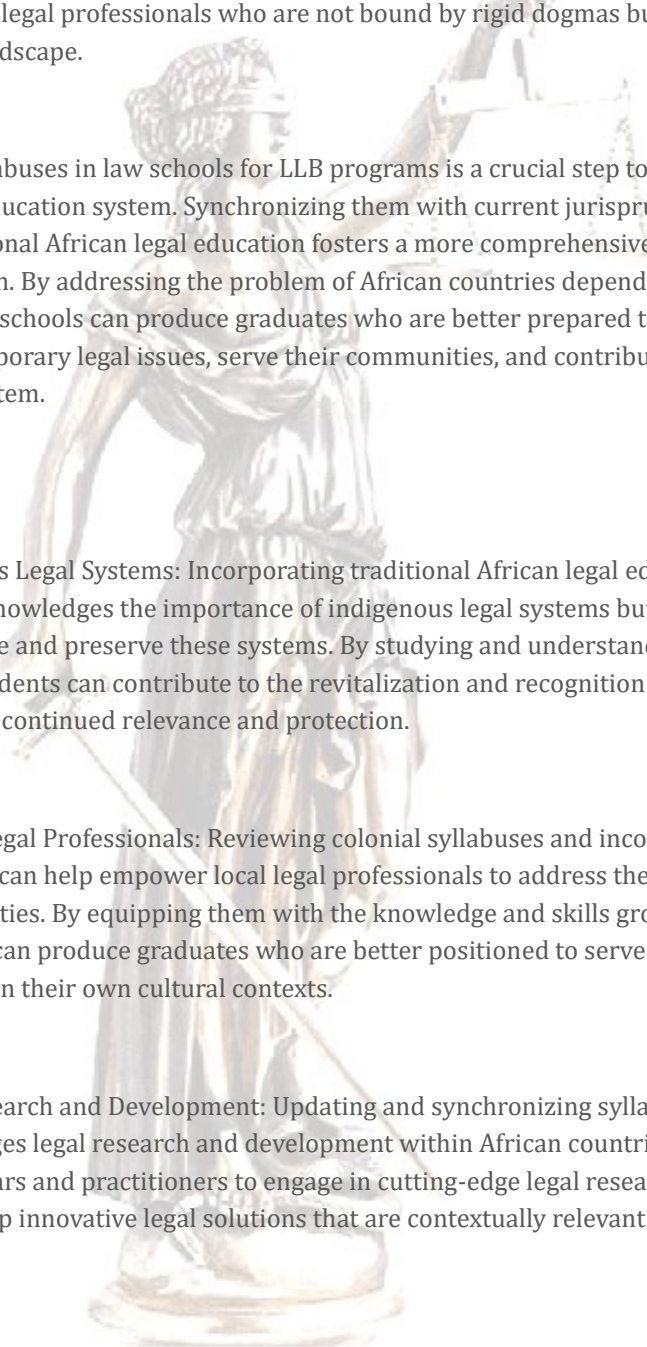
nurture a generation of legal professionals who are not bound by rigid dogmas but are capable of adapting to the evolving legal landscape.

Reviewing colonial syllabuses in law schools for LLB programs is a crucial step towards enhancing and bettering the African education system. Synchronizing them with current jurisprudence while accommodating traditional African legal education fosters a more comprehensive, inclusive, and culturally sensitive legal education. By addressing the problem of African countries depending solely on colonial education systems, law schools can produce graduates who are better prepared to navigate the complexities of contemporary legal issues, serve their communities, and contribute to the development of a robust African legal system.

6. Advancing Indigenous Legal Systems: Incorporating traditional African legal education into law school syllabuses not only acknowledges the importance of indigenous legal systems but also provides an opportunity to revitalize and preserve these systems. By studying and understanding traditional African legal principles, law students can contribute to the revitalization and recognition of indigenous legal systems, ensuring their continued relevance and protection.

7. Empowering Local Legal Professionals: Reviewing colonial syllabuses and incorporating traditional African legal education can help empower local legal professionals to address the unique legal challenges faced by their communities. By equipping them with the knowledge and skills grounded in local legal traditions, law schools can produce graduates who are better positioned to serve as advocates, mediators, and legal advisors within their own cultural contexts.

8. Enhancing Legal Research and Development: Updating and synchronizing syllabuses with current jurisprudence encourages legal research and development within African countries. It creates opportunities for scholars and practitioners to engage in cutting-edge legal research, contribute to legal scholarship, and develop innovative legal solutions that are contextually relevant to the African continent.



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9. Promoting Social and Economic Development: By incorporating aspects of traditional African legal education into law school curricula, students can gain a broader understanding of the social, economic, and historical contexts that shape legal systems in Africa. This holistic approach to legal education can contribute to the development of well-rounded legal professionals who are not only skilled in legal analysis but also equipped to address broader social and economic issues affecting their communities.

10. Encouraging Legal Innovation and Adaptation: Reviewing colonial syllabuses provides an opportunity to encourage legal innovation and adaptability. By recognizing the limitations of outdated curricula and embracing emerging legal trends, law schools can foster a culture of innovation, critical thinking, and problem-solving among students. This prepares them to navigate the evolving legal landscape and respond effectively to emerging legal challenges.

11. Promoting Global Perspectives: While the focus is on incorporating traditional African legal education, it is equally important to maintain a global perspective. Law schools can strike a balance by exposing students to comparative legal studies, international legal frameworks, and diverse legal traditions from around the world. This promotes a global outlook among law students, enabling them to engage in international legal practice and contribute to global legal discussions.

By reviewing colonial syllabuses, integrating traditional African legal education, and addressing the problems associated with dependence on colonial education, law schools can play a vital role in shaping a legal education system that is responsive, inclusive, and aligned with the needs of African societies.

12. Decolonizing Legal Education: Reviewing colonial syllabuses is part of a broader effort to decolonize legal education. It aims to challenge the Eurocentric perspectives and biases that have historically dominated legal curricula. By incorporating diverse voices, perspectives, and legal traditions, law schools can create a more inclusive and representative educational experience.

13. Cultivating Cultural Competence: Adapting legal education to include traditional African legal education fosters cultural competence among law students. It equips them with a deeper understanding and appreciation of the legal systems and customs that shape African societies. This cultural competence is

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essential for lawyers to effectively engage with clients, navigate cross-cultural legal issues, and promote social justice.

14. Encouraging Local Legal Scholarship: The review of colonial syllabuses encourages the development of local legal scholarship and academic research. By incorporating traditional African legal education, law schools can stimulate research and discourse on indigenous legal principles, legal pluralism, and the intersection between customary and statutory laws. This contributes to the growth of African legal scholarship and enriches the global legal community.

15. Strengthening Legal Systems: A comprehensive review of colonial syllabuses can help identify gaps and weaknesses in the existing legal systems. By updating the syllabuses to reflect current legal developments and needs, law schools can contribute to the improvement and modernization of African legal systems. This, in turn, enhances access to justice, the rule of law, and the overall effectiveness of legal institutions.

16. Fostering Social Justice and Human Rights: By incorporating contemporary human rights standards and social justice issues into the syllabuses, law schools can promote a values-based legal education. This empowers law students to become advocates for justice, equality, and human rights within their communities. It also equips them with the tools to challenge systemic injustices and contribute to positive societal change.

17. Building African Legal Expertise: Reviewing colonial syllabuses and incorporating traditional African legal education helps develop a pool of legal professionals with expertise in African legal systems. This reduces the reliance on foreign legal consultants or experts and enables African countries to address legal challenges and develop sustainable legal solutions independently.

18. Enhancing Legal Harmonization: Synchronizing colonial syllabuses with current jurisprudence promotes legal harmonization within Africa. By aligning legal education across countries and regions, law schools can contribute to the development of a cohesive legal framework, making it easier for legal professionals to collaborate and foster regional integration.

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In summary, the review of colonial syllabuses in law schools for LLB programs is essential for decolonizing legal education, fostering cultural competence, strengthening legal systems, promoting social justice, and building African legal expertise. By embracing traditional African legal education and synchronizing with current jurisprudence, law schools can create a more inclusive, relevant, and impactful legal education system for the benefit of African societies and the advancement of the legal profession.



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PROGRAMS

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# THE LAW OF OIL AND GAS IN UGANDA



OIL AND GAS COURSE  
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**TOPIC 1 HISTORICAL BACK GROUND OF OIL AND GAS**

- The large oil companies up until the first world war, early competition
- Between the wars (1): the role of the state
- Between the wars (2): cooperation and competition between oil companies.
- New entrants into the oil sector
- Developments in the U.S.: quotas, isolation of U.S. market
- Early signs of the oil shock, The first oil shock
- Second oil shock, weakening of opec and fall in prices
- The twenty first century: sustained high prices
- High oil PRICES; how do they affect demand
- High oil prices; how do they affect supply
- New oil nationalism, prices in the future years
- Understanding oil and gas in Uganda, The difference between oil and gas

**TOPIC 2 STATE OF OIL AND GAS INDUSTRY IN UGANDA**

- The large oil companies up until the first world war, early competition
- Between the wars (1): the role of the state
- Between the wars (2): cooperation and competition between oil companies.
- New entrants into the oil sector
- Developments in the U.S.: quotas, isolation of U.S. market
- Early signs of the oil shock, The first oil shock
- Second oil shock, weakening of opec and fall in prices
- The twenty first century: sustained high prices
- High oil PRICES; how do they affect demand
- High oil prices; how do they affect supply
- New oil nationalism, prices in the future years
- Understanding oil and gas in Uganda, The difference between oil and gas

**TOPIC 3 LEGAL REGULATORY FRAMEWORK ON OIL AND GAS**

- Uganda’s Regulatory frame work

**TOPIC 4 ENVIRONMENTAL ASPECTS (Health, safety, the Environment, ethics)**

- Introduction, Reducing Risk
- Taking account of the Environment
- The Stages of Environmental Management: BEFORE DURING and after
- The Integration of Health, Safety and the Environment



	<ul style="list-style-type: none"> <li>• Oil and Ethics, Transparency and Accountability</li> <li>• State/Public Participation under the Upstream and Midstream Law</li> <li>• Compliance with Environmental Principles</li> <li>• Agreements with government under the Upstream Law</li> <li>• Community development and benefits agreements</li> <li>• Uganda’s legal and policy frame work regarding Environmental aspects, human rights, business, healthy, and safety</li> <li>• Safety and Health in Oil and Gas, Policy Frame Work</li> </ul>
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<b>TOPIC 5</b>	<b>LAND ACQUISITION</b>
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	<ul style="list-style-type: none"> <li>• Introduction, Demystifying the oil impression</li> <li>• The legal framework that governs land acquisition in Uganda</li> <li>• The impact of government acquisition of land</li> <li>• Free Prior and Informed Consent (Social License)</li> <li>• Surface and subsurface rights. The aspect of compensation</li> <li>• Overarching issues with land acquisition for oil mining ,conclusion</li> </ul>
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<b>TOPIC 6</b>	<b>ENVIRONMENTAL AND WASTE MANAGEMENT</b>
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	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Relevant aspects of the bill</li> <li>• Environment management</li> <li>• Management of waste generated from the drilling operations</li> <li>• How Uganda is prepared to address the potential for oil spills given the presence of international water bodies in the Albertine Graben</li> </ul>
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<b>TOPIC 7</b>	<b>THE RISK MANAGEMENT STRATEGIES IN ENSURING FIRE SAFETY IN UGANDA’S PETROLEUM INDUSTRY</b>
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	<ul style="list-style-type: none"> <li>• Introduction, History of risk management</li> <li>• The stake holder theory of risk management</li> <li>• Operations in the oil and gas sector</li> <li>• Risk management in the oil and gas sector in different countries.</li> <li>• Causes of fire accidents in the oil and gas industry</li> <li>• Risk management strategies adopted to prevent and control the fire hazards. Legal framework adopted to prevent and control fire hazards</li> <li>• Effectiveness of the risk management strategies</li> <li>• Challenges faced in the implementation of risk management strategies.</li> <li>• Solutions to the challenges faced in the implementation of risk management strategies.</li> <li>• A comparative analysis of the regulatory frame work of Uganda and Ghana, Conclusion</li> </ul>
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**TOPIC 8 THE PUBLIC TRUST DOCTRINE**

- Introduction and Origin of the doctrine
- Background of the Public Trust Doctrine
- Public Trust Doctrine in Uganda
- Remedies in case of violation of the Public Trust Doctrine
- Key cases in Public Trust Doctrine

**TOPIC 9 INTERGENERATIONAL EQUITY**

- Introduction
- Legal Framework on Implementation of principle of Intergenerational Equity in the Oil and Gas Sector in Uganda
- Evaluation of National Laws, regulations and Policy Framework for Intergenerational Equity in the Oil and Gas Exploration and Production Sector in Uganda
- Policy framework in Uganda, Revenue management laws.
- International Legal Framework for intergenerational equity in the gas exploration and production in Uganda
- Binding International law on implementation of intergenerational equity
- Nonbinding (soft law) principles of Intergenerational Equity
- Solutions to the problems.

**TOPIC 10 OIL CONTRACTING**

- Concession regime, The concession regime in Brazil, contract, Licensing Entry, Licensing
- Recovery of carry costs. Assignment, License, Stabilization clauses, Rationale for stabilization provisions.
- Modern stabilization mechanisms, Variations
- Effectiveness of stabilization clauses; Conclusion
- Term and phases of a contract
- Economic, fiscal, financial and commercial provisions, Determining the price of hydrocarbons
- Marketing, Auditing and accounts, Customs regime, Tax incentives Exchange control
- Production Sharing Agreements (PSA's)
- The legal framework governing production sharing agreements.
- Model Production Sharing Agreement for Petroleum Exploration, Development and Production or Petroleum Development and Production in the Republic of Uganda
- Challenges encountered in using production sharing agreements.
- Lacuna in the Law, The theory of Incentives, Risks and Reward
- Risk Allocation and Contract Risk, Conclusion

**TOPIC 11 OIL CONTRACTING**

- Introduction, Environment, Land Compensation and Security,
- Access to Information, Importance of enforcing local content provisions.
- Applications for license
- Procuring goods and services under the concept of local content
- Monitoring and enforcement of local or national content.
- International law regime governing local content
- The terms and conditions of local content under the TRIMS
- The General Agreement on Trade in Services (“GATS”)
- Local Content and the Value Chain
- Salient points from the Uganda National local content Act
- Employment of Ugandan citizens

**TOPIC 11 CORPORATE SOCIAL RESPONSIBILITY.**

- Introduction, Corporate Social Responsibility in oil and gas
- Benefits of Employing CSR as an Integral Part of Business Strategy of Oil and Gas Companies

**TOPIC 12 OIL AND GAS REVENUE MANAGEMENT**

- A comparative analysis of the best practice in other jurisdictions
- Transparency in oil revenue management and sustainable development
- Regime, Taxation
- Institutional Capacity Building for Oil and Gas governance
- The Citizens’ part in the Management of the anticipated Oil and Gas revenues
- The Permanent Income Hypothesis (PIH)
- Anticipated Transparency and Accountability challenges in the management of the Oil Revenue
- Anticipated Institutional Capacity bottlenecks for Oil and Gas Revenue Management
- Anticipated motivations behind citizens’ imminent discontentment with the management of the oil revenue
- Effect of transparency and accountability on the sustainability of Uganda’s oil sector development
- Effect of tax administration and contract negotiation on the sustainability of Uganda’s oil sector and development
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# THE LAW OF PENOLOGY AND CRIMINOLOGY

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## **COURSE DESCRIPTOR**

COURSE DESCRIPTOR FOR THE PSYCHOLOGY OF LAW

ISAAC CHRISTOPHER LUBOGO

## **MODULE**

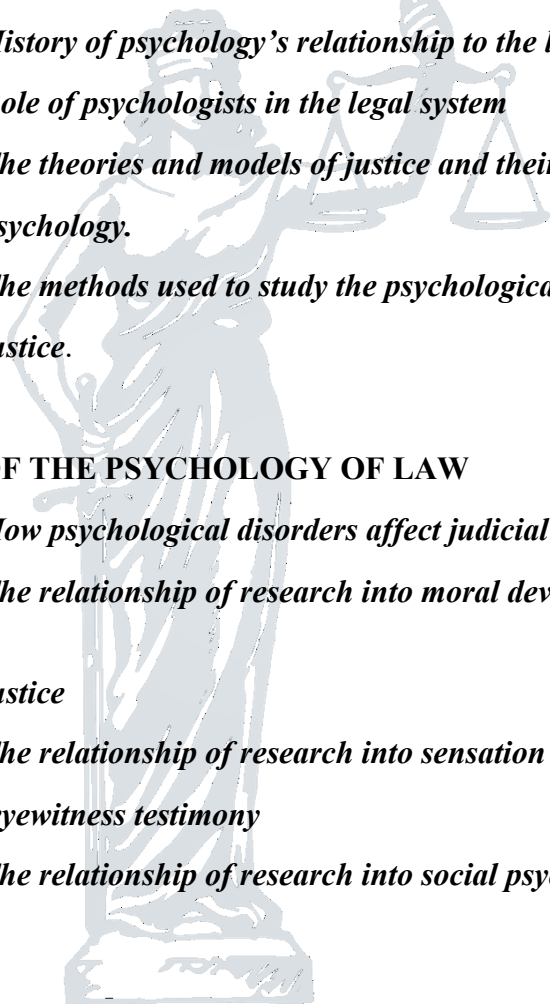
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### MODULE 1 GENERAL PRINCIPLES OF THE PSYCHOLOGY OF LAW

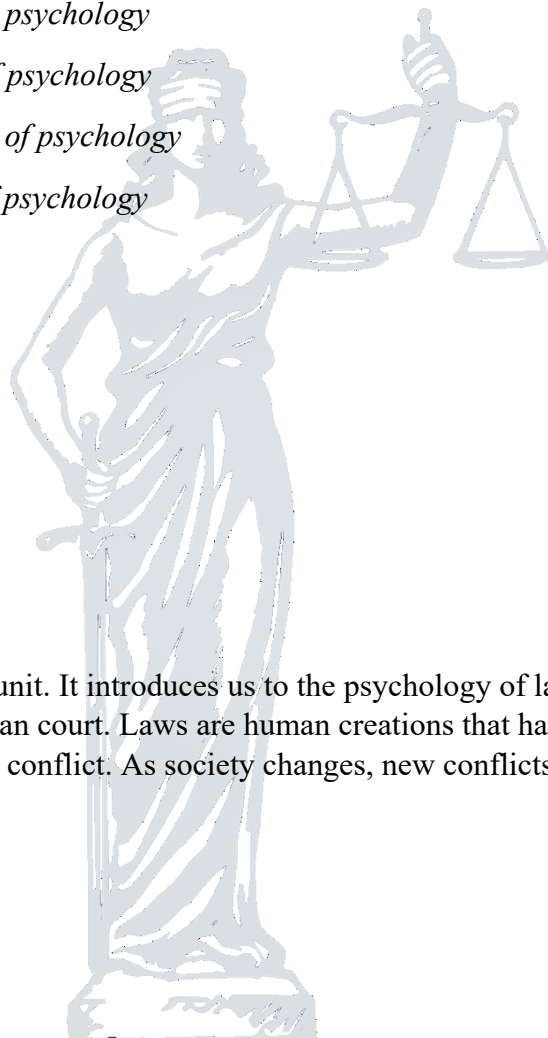
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**CONTENTS****1.0 Introduction****2.0 objectives***2.1 Main content**2.2 Law and psychology**2.3 Fields of psychology**2.4 Methods of psychology**2.5 Goals of psychology***3.0 Conclusion****4.0 Summary****5.0 assignments****6.0 references****INTRODUCTION**

This is an introductory unit. It introduces us to the psychology of law and how it should be developed in the Ugandan court. Laws are human creations that have as their major purpose the resolution of human conflict. As society changes, new conflicts surface, leading to



expansion and revision of the legal system. A psychological approach focuses on individuals as agents' within a legal system, asking how their internal qualities (personality, values, abilities and experiences) and their environment including the law itself, affect their behavior.

## 2.0 OBJECTIVES

By the end of this unit you should be able to:

- a) Define the psychology of the law
- b) Trace the origin of the psychology of law
- c) Describe the legal standards for competency and criminal responsibility
- d) Provide an overview of the role of psychology at the sentencing stage of criminal cases

## 3.0 MAIN CONTENT

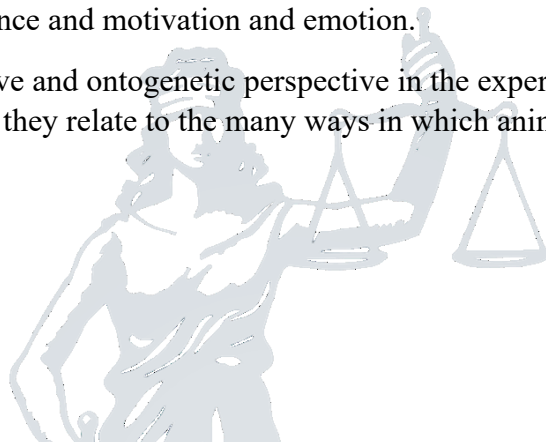
### *3.1 Law and psychology*

Definition

The word psychology literally means the science of mind and behavior. Psychology can be defined as the scientific study of behavior and mental processes. Which behavior can be directly observed and mental processes cannot be observed. In relation to law, legal psychology is the scientific study of the effect of the law on people and the effect people have on the law. The psychology of law is used to differentiate this field of applied psychology from the more theoretically based clinical psychology.

### *3.2 Fields of psychology*

- a) Experimental psychology is a general title applied to a variety of psychologists who are trained in designing and conducting research in specific basic areas like learning, sensation and perception, human performance and motivation and emotion.
- b) Biopsychology is a comparative and ontogenetic perspective in the experimental analysis of basic psychological processes as they relate to the many ways in which animal species adapt, survive, reproduce and evolve.



c) Developmental psychology is concerned with growth and development from conception till death.

d) Organizational psychology is concerned with the relation between individuals and work.

(find more on : <https://www.slideshare.net/muddsar/introduction-to-psychology-9892542> )

### ***3.3 Methods of psychology***

- a) Case history: Is an in depth study of one person. In a case study, nearly every aspect of the subject's life and history is analyzed to seek patterns and causes for behavior.
- b) Naturalistic observation: Is a method of observation, commonly used by psychologists, behavioral scientists and social scientists that involves observing subjects in their natural habitats.
- c) Survey method: here large samples of people answer questions about their attitudes or behavior.
- d) Experimental method: involves manipulating one variable to determine if changes in one variable to determine if changes in one variable.
- e) Correlation: involves studies used to look for relationships between variables. There are three possible results of co relational study that is a positive correlation, a negative correlation and no correlation.

### ***3.4 Goals of psychology***

By the end of this unit you should be able to:

- a) Describe the behaviours: Naming and classifying various observable, measurable behaviors
- b) Understanding: Being able to state the causes of a behavior
- c) Prediction: Predicting behavior accurately
- d) Example of counter intuitive studies.

## **4.0 CONCLUSION**

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On the strength of the definition of psychology, the learner will be able to understand how to adopt its concept to the legal system and how the two concepts work hand in hand.

## 5.0 SUMMARY

This unit has introduced you briefly to the psychology of law. You should now be able to: trace the origin of the psychology of law, explain the fields and methods of psychology.

## 6.0 ASSIGNMENT

How can the methods of psychology be adopted in the legal concept and in court?

## REFERENCES.

- a) The psychology of law; John Monahan, school of law, University of Virginia, Charlottesville, Virginia 22901
- b) Pozzulo. J. Bennell. C. and Forth. A (2018) Forensic Psychology, 5<sup>th</sup> edition. Toronto. Pearson Press. ISBN 978-0-13-430806-7
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## UNIT 2:

## HISTORY OF PSYCHOLOGY'S RELATIONSHIP TO THE LAW.

### CONTENTS

1.0 Introduction

2.0 Main content

2.1 Structuralism

2.2 Functionalism

2.3 Gestalt psychology

2.4 Psychodynamic Model

2.5 Humanistic Model

2.6 Behaviorism

2.7 Cognitive Model

3.0 More on history

4.0 Conclusion

5.0 Summary

6.0 Assignments

7.0 References

### INTRODUCTION



Under this unit you will look at the origin of psychology and its relationship to the law. Questions of potential interactions between psychology and the law existed long before.

## 2.0 MAIN CONTENT

### 2.1 STRUCTURALISM

This was the first school of psychology and focused on breaking down mental processes into the most basic components.

### 2.2 FUNCTIONALISM

This is an early approach to psychology that concerned with what the mind does, the functions of mental activity and the role of behavior in allowing people to adapt to their environment.

### 2.3 GESTALT PSYCHOLOGY

This is a school of thought that looks at the human mind and behavior as a whole.

### PSYCHODYNAMIC MODEL

The approach based on the belief that behavior is motivated by unconscious inner forces over which the individual has little control.

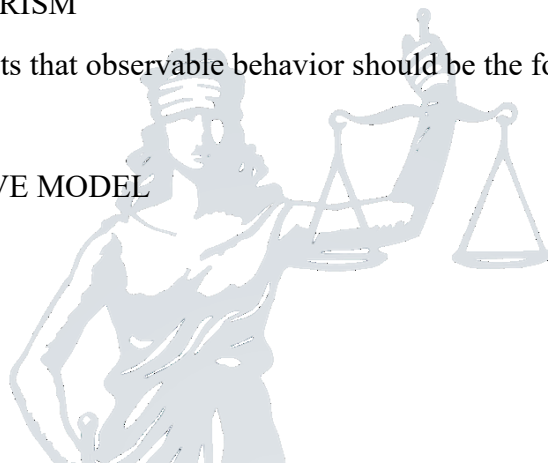
### 2.5 HUMANISTIC MODEL

Based on the fact that healthy mental attitude is dependent on taking personal responsibility, recognizing the existence of free will and striving towards personal growth and fulfillment.

### BEHAVIORISM

The approach that suggests that observable behavior should be the focus

### COGNITIVE MODEL



Studies mental processes including how people think, perceive, remember and learn.

## **MORE ON HISTORY**

The history of psychology of law dates back to the U.S origin and European origins. The origins of legal psychology can be traced to the work of experimental psychologists in Europe in the 19<sup>th</sup> century, particularly in relation to the psychology of testimony.

## **4.0 CONCLUSION**

The history introduces us to how the two concepts are interrelated and on how they work hand in hand.

## **SUMMARY**

The history dates back in the U.S origin and European origins in the 19<sup>th</sup> century in the work of experimental psychologists.

## **6.0 ASSIGNMENTS**

Discuss in detail the history of psychology and the law.

## **REFERENCES**

- a) <https://www.slideshare.net/muddsar/introduction-to-psychology-9892542>
  - b) [http://criminal-justice.iresearchnet.com/forensic-psychology/history-of-forensic-psychology/legal-psychology/#:~:text=The%20origins%20of%20legal%20psychology,of%20events%20was%20considered%20unreliable%20\(](http://criminal-justice.iresearchnet.com/forensic-psychology/history-of-forensic-psychology/legal-psychology/#:~:text=The%20origins%20of%20legal%20psychology,of%20events%20was%20considered%20unreliable%20()
  - c) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications
-

## UNIT 3:

## ROLE OF PSYCHOLOGISTS IN THE LEGAL SYSTEM.

### CONTENTS

- 1.0 Introduction
- 2.0 Main content
- 3.0 Conclusion
- 4.0 Summary
- 5.0 Assignments
- 6.0 References.

### INTRODUCTION

A Psychologist evaluates, diagnoses, treats and studies behavior and mental processes. The duties of a legal psychologist will depend largely on their employment setting. In some instances, legal psychologists are employed by the district attorney's office or private defense attorney's to serve as assessors' consultants.

### 2.0 MAIN CONTENT

- a) Some legal psychologists work in an administrative capacity, such as developing legal policies that address social ills.
- b) Legal psychologists evaluate and assess individuals for various court systems and legal bodies.
- c) Legal psychologists teach psychology and criminology courses at colleges and universities.
- d) Psychologists also evaluate the success of various legal interventions or reforms.

## CONCLUSION

In conclusion therefore, a legal psychologist can work in a variety of settings involving the criminal justice system, or civil court system. Other venues are correctional facilities or juvenile detention centers. They may have to appear in court and travel throughout their state or nationwide if they are licensed for practice.

## 4.0 SUMMARY

The best known role of the psychologist is that of an expert witness in criminal proceedings. The legitimacy of this role was clearly established in the land mark case of JENKINS V UNITED STATES (1972). Psychologists also assist the court by making evaluations of defendants to determine competency to stand trial.

## 5.0 ASSIGNMENTS.

In what capacity do psychologists testify in the various courts?

## 6.0 REFERENCES

- a) <https://www.psychologyschoolguide.net/psychology-careers/legal-psychologist/>
- b) <http://criminal-justice.iresearchnet.com/forensic-psychology/psychology-and-law/roles-of-psychologists/>
- c) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications



UNIT 4

RELATIONSHIP TO PSYCHOLOGY.

THE THEORIES AND MODELS OF JUSTICE AND THEIR

**CONTENTS**

1.0 Introduction

2.0 Main content

a) *Utilitarianism*

b) *Contractarianism*

c) *Egalitarianism*

2.1 Sub- content



a) *The crime control model*

b) *The due process model*

3.0 Conclusion

4.0 Summary

5.0 Assignments

6.0 References

## 1.0 INTRODUCTION

The term theory is defined to mean a body of knowledge that is broad in scope and aim to explain robust phenomena. The unit describes the current state of affairs regarding the psychology of justice. The overview of the most influential psychological theories of injustice describe a representative set of studies and empirical findings from justice research in psychology and discuss how these theories and findings can be used to better understand justice related perceptions, cognitions, emotions and behaviors and to contribute to peaceful solutions to justice conflicts in our daily lives. It describes psychological justice research on three different levels, the first individual level focuses on justice within the individual and discusses individual needs, concerns and motives that may be able to explain whether why and under what circumstances people care about justice and when they do not. The second interpersonal level focuses on justice between individuals and discusses distributive, procedural, interactional, and retributive justice. The third, intergroup level focuses on justice-related conflicts between social groups or social “categories” such as companies, nations, or cultures. In this section, we will discuss what leads people to commit injustices to members of other groups and how group members-even those who were originally uninvolved in the events that originally sparked a conflict-respond to perceived group-based injustices.

## 2.0 MAIN CONTENT

- a) Utilitarianism: Is a theory of ethics that prescribes the quantitative maximization of good consequences for a population. It is a single value system and a form of consequentialism and absolutism. This good to be maximized is usually happiness, pleasure, or preference satisfaction. Though some utilitarian theories might seek to maximize other consequences, these consequences generally have something to do with the welfare of people (or of people and animals).
-

- b) Contractarianism: refers to a type of moral or political theory that employs the idea of contract (or, in less formal terms, agreement) among individuals to account for the content and the normative force of the requirements applicable to them, principally those governing their interaction.
- c) Egalitarianism: Egalitarianism is a personality trait characterized by the tendency to hold to the political doctrine that holds that all people should be treated as equals, and have the same political, economic, social, and civil rights. Generally, it applies to being held equal under the law and society at large.

## 2.1 SUB-CONTENT

- a) The crime control model: In this model, psychology focuses on the study of the behaviors and motivations of criminals. As such, they research is conducted to determine why crimes occur, consultation with police departments to identify suspects, or provide expert testimony in court cases. Criminal psychologists may also engage in criminal profiling.
- b) The due process model: focuses on having a just and fair criminal justice system for all and a system that does not infringe upon constitutional rights. Further, this model would argue that the system should be more like an 'obstacle course,' rather than an 'assembly line.' The protection of individual rights and freedoms is of utmost importance and has often be aligned more with a liberal perspective.

## 3.0 CONCLUSION

There are several pros and cons to both models; however, there are certain groups and individuals that side with one more often than the other. The crime control model is used when promoting policies that allow the system to get tough, expand police powers, change sentencing practices such as creating "Three Strikes," and more. The due process model may promote policies that require the system to focus on individual rights.

## SUMMARY.



The crime control model is considered to be a conservative approach to crime that focuses on protecting society from criminals by regulating criminal conduct and justice. In contrast, the due process model is considered to be a liberal approach to criminal justice that favors criminal rights.

## 5.0 ASSIGNMENT.

Discuss what the primary goal of the criminal justice system should be: to control crime, ensure due process, or both? Explain how this opinion may get influenced by individual factors, such as age, gender/sex, race/ethnicity, economic situation, a country born in, and more.

## 6.0 REFERENCES

- a) Packer, H. (1964). Two models of the criminal process. *University of Pennsylvania Law Review*, 113(1) 4
- b) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications



**UNIT 5: THE METHODS USED TO STUDY THE PSYCHOLOGICAL ASPECTS OF THE JUSTICE.**

**CONTENTS**

- 1.0 Introduction
- 2.0 Main content
  - a) Biological explanations
  - b) Behavioral research
  - c) Cognitive approach
  - d) Subjective approach
- 3.0 Conclusion
- 4.0 Summary
- 5.0 Assignments
- 6.0 References



## 1.0 INTRODUCTION

A psychological approach focuses on individuals as agents within a legal system, asking how their internal qualities (personality, values, abilities, and experiences) and their environment, including the law itself, affect their behavior

## 2.0 MAIN CONTENT


- a) Biological explanations are based on knowledge of living cells and organic systems. Brain scanning technologies are now commonly used in psychological research. Scientists also have increasingly detailed knowledge of cell interactions, chemical influences on the nervous system, and brain/behavior relationships.
- b) Behavioral research emphasizes actions (behaviors). Behaviorists typically relate actions to the organism's environment and history of learning. The environment, to a behaviorist, is any situation or stimulation that can be measured. Field research on animals is an example of behavioral research. So is intensive behavior therapy with autistic children, one of the most effective treatments for autism.
- c) Cognitive approaches stress information processing. Cognitive psychologists study the interactions of thoughts, images, knowledge, and emotions. The brain is often compared to a computer. If the brain is analogous to hardware (a physical system), cognitive psychology studies the operation of the software: patterns of information processing in the brain.
- d) Subjective approaches describe unique thoughts, feelings, and experiences of individuals. This can also be called **phenomenology**.

## 3.0 CONCLUSION

All four perspectives are relevant to almost all areas of psychology. Anxiety, for example, can be studied as a biological response, a set of behaviors, a thought process, or an experience. Psychology is by nature an integrative science, employing a variety of perspectives on the same events.

## 4.0 SUMMARY





A psychological aspect may be the cognitive and emotional benefits conveyed by different options of performing mobility

## **5.0 ASSIGNMENT**



a) Why is memory a relevant topic when considering cognitive psychology and law?

## **6.0 REFERENCES**



a) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications

## MODULE 2 OVERVIEW OF THE PSYCHOLOGY OF LAW.

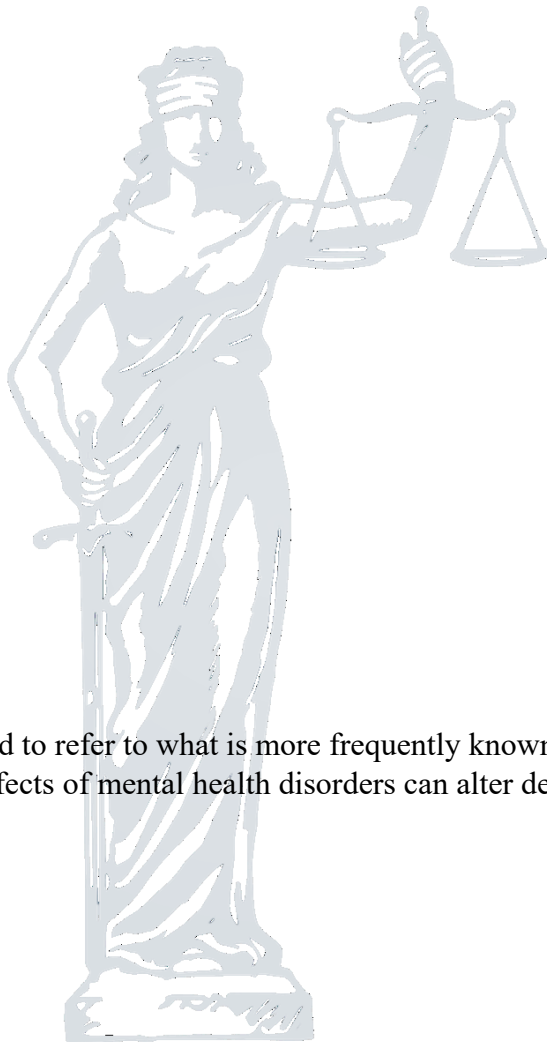
### UNIT 1: HOW PSYCHOLOGICAL DISORDERS AFFECT JUDICIAL DECISIONS.

#### CONTENTS

- 1.0 Introduction
- 2.0 Main content
- 3.0 Conclusion
- 4.0 Summary
- 5.0 Assignment
- 6.0 References

#### 1.0 INTRODUCTION

Psychological disorders are used to refer to what is more frequently known as mental disorders or psychiatric disorders. The effects of mental health disorders can alter decision-making



processes and compound the symptoms. All of us are wired to seek rewards and avoid losses, and that remains true in people with mental health disorders.

## 2.0 MAIN CONTENT

Psychological disorders affect judicial decisions in the following ways

1. It may reduce an offender's "moral culpability" or blameworthiness for the offence.

This will only be the case where there was a link between the mental health condition and the offence. For example, the condition may have impaired the offender's ability to think clearly about the offending behavior. In such circumstances, there is less need to denounce the relevant conduct or to punish the perpetrator as harshly.

2. A mental impairment may affect the kind of sentence that is imposed or its conditions. For example, it may provide a reason for suspending an offender's sentence, or for requiring an offender to get treatment.
3. The offender's mental health condition may make him or her an unsuitable vehicle for sending a deterrent message to the community.

One circumstance in which this may be the case is where the offender's condition is likely to attract community sympathy.

4. The offender's mental impairment may make it inappropriate to send him or her a deterrent message.

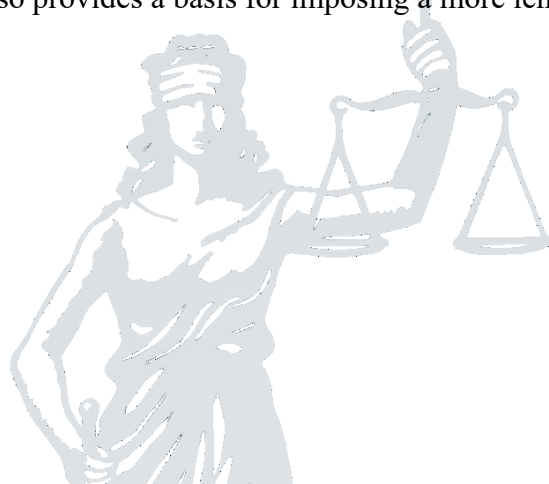
One example of this is where the offender has an impaired capacity to learn from the court's statements.


5. An offender's mental health condition may result in punishment weighing more heavily on him or her than it would on a person in normal health.

This provides a reason for reducing the level of punishment.

6. There may be a serious risk that imprisonment would cause a deterioration in the offender's mental health. This also provides a basis for imposing a more lenient sanction.

## 3.0 CONCLUSION





Each of these principles is mitigating – they point towards a more lenient sentence being given. However, it is also possible for a mental health condition to point towards the need for a more severe sentence.



#### **4.0 SUMMARY**

It will sometimes be the case that an offender's mental health condition will provide reasons for both reducing and increasing an offender's sentence.



#### **5.0 ASSIGNMENT**

What factors impact judicial decision making?



#### **REFERENCES**

- a) The Psychology of Judicial Decision Making Edited by David Klein, Gregory Mitchell.
  - b) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications
-

## UNIT 2 THE RELATIONSHIP OF RESEARCH INTO MORAL DEVELOPMENT TO MODELS OF JUSTICE.

### CONTENTS

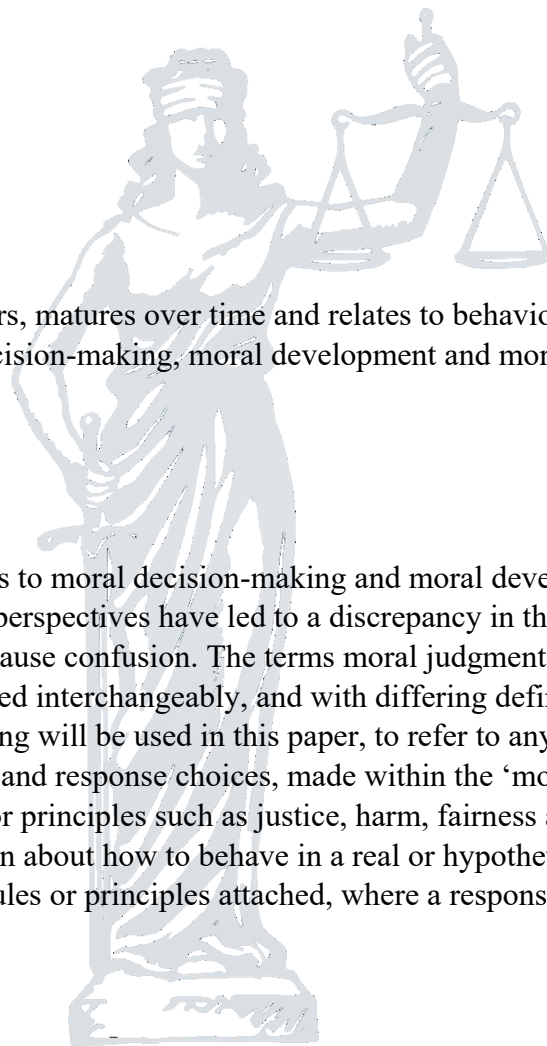
- 1.0 Introduction
- 2.0 Main content
- 3.0 Conclusion
- 4.0 Summary
- 5.0 Assignments
- 6.0 References

### INTRODUCTION

How moral decision-making occurs, matures over time and relates to behavior is complex. To develop a full picture of moral decision-making, moral development and moral behavior it is necessary to understand.

### 2.0 MAIN CONTENT

Differences in research approaches to moral decision-making and moral development, informed by various theories and perspectives have led to a discrepancy in the definitions and usage of moral terms, which can cause confusion. The terms moral judgment, moral reasoning and 'moral cognition' are often used interchangeably, and with differing definitions. The broader term moral decision-making will be used in this paper, to refer to any decision, including judgments, evaluations, and response choices, made within the 'moral domain' i.e. decisions regarding moral issues or principles such as justice, harm, fairness and care. A moral decision can be a response decision about how to behave in a real or hypothetical moral dilemma (a situation with moral rules or principles attached, where a response choice is





required), or it can be a judgment or evaluation about the moral acceptability of the actions, or moral character of others, including judgments of individuals, groups or institutions.

### 3.0 CONCLUSION

Moral decision-making and development are complex processes involving many components. Development of the components, including the database, can lead to an increase in the capacity for making more mature moral decisions, but whether a mature moral response decision is made, and results in a moral behavior will depend on situational factors and the processing that occurs in that situation.

### 4.0 SUMMARY

For a fully working model which explains both moral decision-making and behaviour alongside moral development, specific situational factors need to be further explored and developmental processes, including brain development, expanded upon.

### 5.0 ASSIGNMENTS

Does morality have any impact on the concept of justice?

### 6.0 REFERENCES

- a) Neural systems for recognizing emotion by R. Adolphs 2002
- b) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications



**UNIT 3 THE RELATIONSHIP OF RESEARCH INTO SENSATION AND PERCEPTION ON EYEWITNESS TESTIMONY.**

**CONTENTS**

- 1.0 Introduction
- 2.0 Main content
- 3.0 Conclusion
- 4.0 Summary
- 5.0 Assignments
- 6.0 References



## INTRODUCTION

Eyewitness testimony is a legal term. It refers to an account given by people of an event they have witnessed. For example, they may be required to give a description at a trial of a robbery or a road accident someone has seen. This includes identification of perpetrators, details of the crime scene etc.

## 2.0 MAIN CONTENT

Eyewitness testimony is an important area of research in cognitive psychology and human memory. Research into this area has found that eyewitness testimony can be affected by many psychological factors for example: anxiety / Stress, reconstructive Memory, weapon Focus, leading Questions.

## 3.0 CONCLUSION

The purpose is to present the theoretical and methodological shortcomings of research into the relationship between emotions and eyewitness testimony.

## 4.0 SUMMARY

The summary of the discussion on emotions and their impact on testimony constitutes a proposition of a framework that would allow better comparisons between studies and explanations of conflicting results, while structuring knowledge that will eventually provide a complete theory of the influence of emotions on eyewitness testimony

## 5.0 ASSIGNMENTS

What factors affect the accuracy of the eye witness testimony?

## REFERENCES.

- a) Amodio, D. M., Zinner, L. R., & Harmon-Jones, E. (2007). Social psychological methods of emotion elicitation. In J. A. Coan & J. J. B. Allen (Eds.), *Handbook of emotion elicitation and assessment* (pp. 91–105). Oxford: Oxford University Press.
- b) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications

## UNIT 4 THE RELATIONSHIP OF RESEARCH INTO SOCIAL PSYCHOLOGY ON THE JUSTICE SYSTEM.

### CONTENT

1.0 INTRODUCTION

2.0 MAIN CONTENT

3.0 CONCLUSION

4.0 SUMMARY

5.0 ASSIGNMENT

6.0 REFERENCES

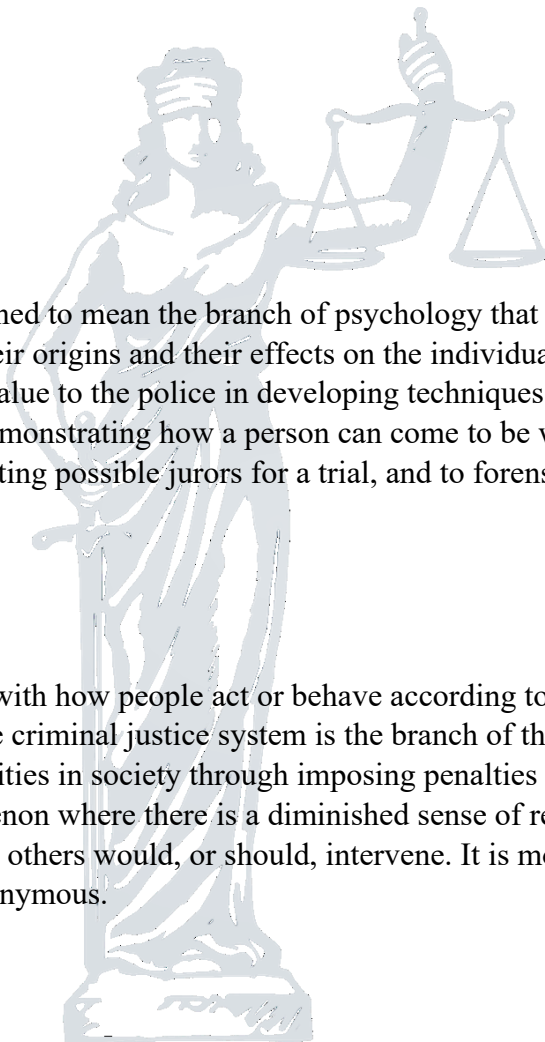
#### INTRODUCTION

Social psychology is defined to mean the branch of psychology that deals with social interactions, including their origins and their effects on the individual. In practice, social psychology has been of value to the police in developing techniques for interviewing suspects, to defense attorneys in demonstrating how a person can come to be wrongfully accused of a crime, to lawyers in selecting possible jurors for a trial, and to forensic psychologists in conducting risk

#### 2.0 MAIN CONTENT

Social Psychology deals with how people act or behave according to their social interactions and on the other hand, the criminal justice system is the branch of the law that deals with controlling criminal activities in society through imposing penalties on the offenders of the specific laws. A phenomenon where there is a diminished sense of responsibility a person feels when he/she believes that others would, or should, intervene. It is more likely to occur when a bystander can remain anonymous.

#### 3.0 CONCLUSION



Every aspect of legal rules and procedures relies on assumptions about human psychology, about how individuals think, feel, and make decisions. Economics focuses on how people behave and interact as economic agents; psychology also focuses on human behavior and interaction, with specific attention to the influence of social and mental processes.

#### 4.0 SUMMARY

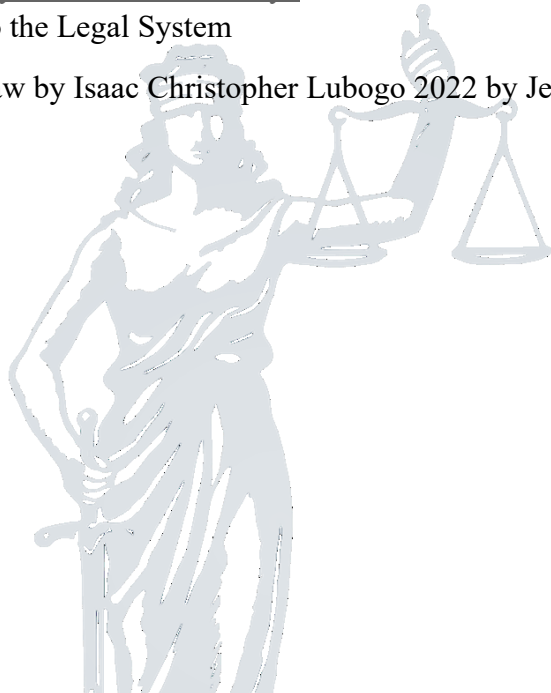
Legal instinct and common sense supply only part of what is needed for understanding how the law operates in the world. But, in particular, the scientific study of the thinking and behavior of people in the social world, rather than the thinking and behavior of “rational” or “ideal” actors can help us create more effective laws and procedures for enforcing those laws.

#### 5.0 ASSIGNMENT

What social factors are involved with the development of aggressive thoughts and behaviours?

#### 6.0 REFERENCES

- a) Dennis R. Fox (1999). Psycholegal Scholarship’s Contribution to False Consciousness About Injustice. *Law and Human Behavior*, 23, 9-30. Application of Social Psychology to the Legal System
- b) [American Psychology and the Law Society](#)”. Retrieved 2007-09-12. Application of Social Psychology to the Legal System
- c) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications





**UNIT 1 THE RELATIONSHIP OF RESEARCH INTO HUMAN DEVELOPMENT ON CHILDREN AND YOUTHS IN JUSTICE SYSTEM.****CONTENTS**

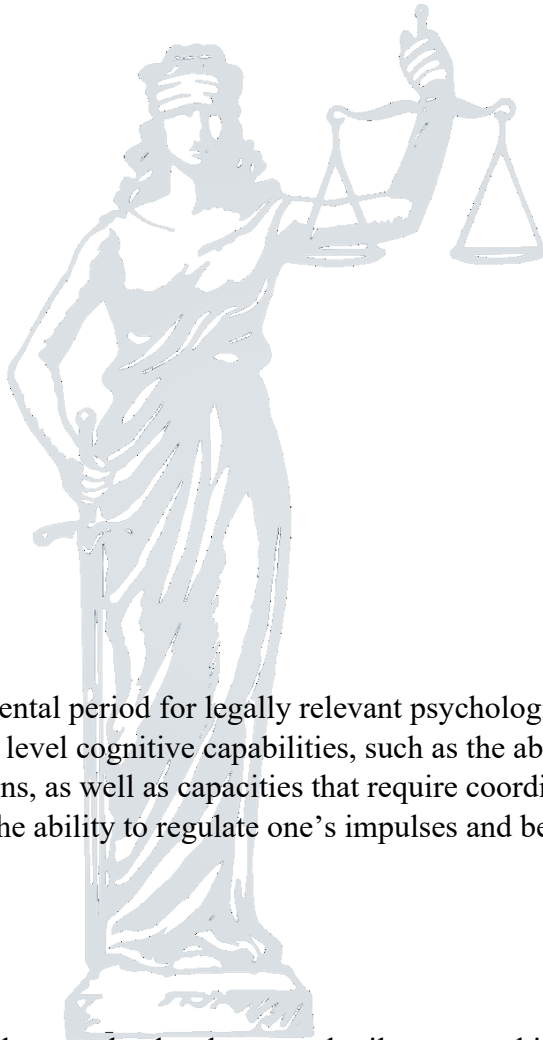
- 1.0 INTRODUCTION
- 2.0 MAIN CONTENT
- 3.0 CONCLUSION
- 4.0 SUMMARY
- 5.0 ASSIGNMENT
- 6.0 REFERENCES

**1.0 INTRODUCTION**

Adolescence is a key developmental period for legally relevant psychological capacities. These capacities include higher level cognitive capabilities, such as the ability to appreciate the consequences of one's actions, as well as capacities that require coordination between thoughts and feelings, such as the ability to regulate one's impulses and behave autonomously in the face of social pressure.

**2.0 MAIN CONTENT**

Brain imagery now allows us all to see the developmental milestones achieved by the human brain as it grows and matures throughout the early stages of life—confirming in pictures what parents and those who work closely with youth have long found to be true: adolescence is a period of gradual maturation. Hard science demonstrates that teenagers and young adults are not



fully mature in their judgment, problem-solving and decision making capacities. This module endeavors to explore the implications of such science for policy and practice in juvenile justice.

### 3.0 CONCLUSION

Therefore, an increasing number of juvenile justice practitioners are exploring the implications of new scientific data that offer fresh insights into the inner workings of the adolescent brain and how its development affects thinking, behavior and the potential for learning and rehabilitation.

### 4.0 SUMMARY

The research confirms a guiding principle—the distinction between youth and adults is not simply one of age, but one of motivation, impulse control, judgment, culpability and physiological maturation

### 5.0 ASSIGNMENT

What role did the child savers play in the development of the juvenile justice system?

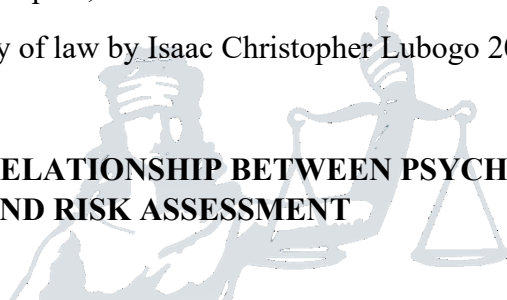
### REFERENCES.

- a) Adolescent Brain Development: Vulnerabilities and Opportunities, by Ronald Dahl and Linda Patia Spear, Annals of the New York Academy of Sciences, 2004.
- b) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications

## UNIT 2 THE RELATIONSHIP BETWEEN PSYCHOLOGICAL ASSESSMENT AND PROFILING AND RISK ASSESSMENT

### CONTENT

#### 1.0 INTRODUCTION





2.0 MAIN CONTENT

3.0 CONCLUSION

4.0 SUMMARY

5.0 ASSIGNMENT

6.0 REFERENCES

## INTRODUCTION

A psychological profile is a tool that can help crime investigators by telling them the kind of perpetrator they are seeking. Psychological assessment is the systematic evaluation of a person's behavior. The components of psychological assessment include the variables selected for measurement (e.g., beliefs, social behaviors), the measurement methods used (e.g., interviews, observation), the reduction and synthesis of derived data (e.g., whether summary scores are calculated for a questionnaire), and the inferences drawn from the data (e.g., inferences about treatment effectiveness).

## 2.0 MAIN CONTENT

Psychological assessment affects the evolution of all social, cognitive, and behavioral science disciplines. The accuracy with which variables can be measured affects the degree to which relationships among behavioral, cognitive, environmental, and physiological events can be identified and explained. For example, our understanding of the impact of traumatic life stressors on immune system functioning, the relationship between depressed mood and self-efficacy beliefs, the effect of social response contingencies on self-injurious behavior, and the degree to which presleep worry moderates the impact of chronic pain on sleep quality depends on the strategies we use to measure these constructs. Psychological assessment also affects clinical judgments. In adult treatment settings, clinical psychologists make judgments about a client's risk of suicide, whether treatment is warranted for a client, whether a client should be hospitalized, the variables that affect a client's behavior problems, and the best strategy for treating a client. Psychological assessment also helps the clinician select intervention goals and evaluate intervention effects. There are many paradigms in psychological assessment. A psychological assessment paradigm is composed of a coherent set of assessment principles, values, assumptions, and methods of assessment. It includes assumptions about the relative importance of different types of behavior problems, the variables that most likely cause behavior problems, the most likely mechanisms through which causal variables operate, the

importance and role of assessment in treatment design, and the best methods and strategies of assessment. A psychological assessment paradigm also includes guidelines for problem-solving, decision-making strategies, and data interpretation.

### 3.0 CONCLUSION

Information regarding the large number of influences on individuals' lives needs to be gathered and then integrated in a manner that explains patients' development and current functioning and leads to the development of effective treatment plans. This comprehensive approach is needed to meet the basic purposes of psychological assessment.

### 4.0 SUMMARY

In this module the available literature on psychological profiling, discusses the differences between the facet approach to psychological profiling and other techniques which have been labelled 'psychological profiling', and discusses the applications of the facet approach.

### 5.0 ASSIGNMENT

What three criteria are commonly used to evaluate psychological assessment procedures?

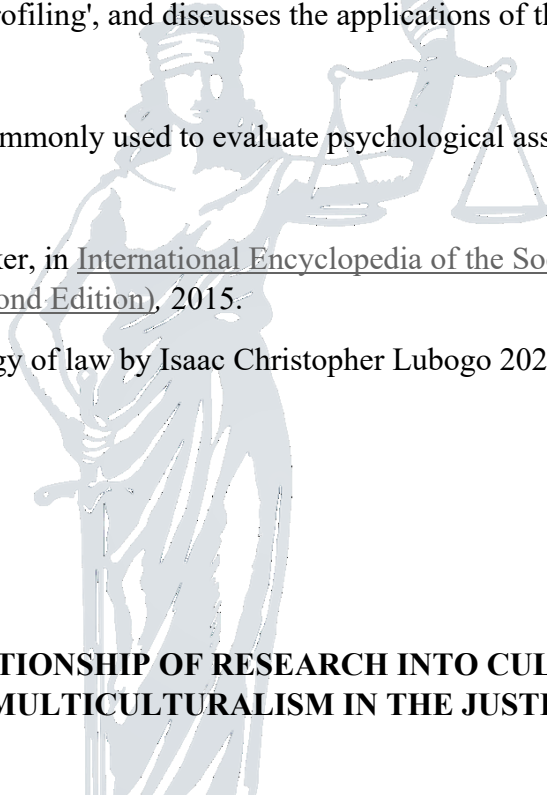
### 6.0 REFERENCES

- a) Brian W. Junker, in International Encyclopedia of the Social & Behavioral Sciences (Second Edition), 2015.
- b) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications

## UNIT 3 THE RELATIONSHIP OF RESEARCH INTO CULTURAL PSYCHOLOGY AND MULTICULTURALISM IN THE JUSTICE SYSTEM

### CONTENT

#### 1.0 INTRODUCTION



2.0 MAIN CONTENT

3.0 CONCLUSION

4.0 SUMMARY

5.0 ASSIGNMENT

6.0 REFERENCES

## INTRODUCTION

Cultural psychology is the study of how people shape and are shaped by their cultures. Topics of study in this field include similarities and differences between cultures in terms of norms, values, attitudes, scripts, patterns of behavior, cultural products (such as laws, myths, symbols, or material artifacts), social structure, practices and rituals, institutions, and ecologies. Multiculturalism describes the manner in which a given society deals with cultural diversity. Based on the underlying assumption that members of often very different cultures can coexist peacefully, multiculturalism expresses the view that society is enriched by preserving, respecting, and even encouraging cultural diversity.

## 2.0 MAIN CONTENT

This contemporary text addresses a wide range of diverse groups in society as they relate to the criminal justice system. Multiculturalism and the Criminal Justice System. This unit addresses diversity and multicultural issues in the policing, judicial, correctional, and juvenile justice segments of the criminal justice system. This unit contains numerous visual aids that showcase data that is current and relevant. This unit is comprehensive in its portrayal of various minority groups, addresses the issues from a systemic view of criminal justice, is practitioner-driven, and is well organized.

## 3.0 CONCLUSION

Multiculturalism is concerned with complex issues that involve many questions and dilemma. There are promises and there are important pitfalls

## 4.0 SUMMARY

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Multiculturalism is about the delicate balance between recognizing differences and developing meaningful communities between differential treatment and equity.

## 5.0 ASSIGNMENT

What is the relationship between multiculturalism and culture?

## 6.0 REFERENCES

- a) Robert D. Hanser, University of Louisiana at Monroe; Michael Gomila, University of Louisiana at Monroe. Boston: Pearson, [2015]
- b) The psychology of law by Isaac Christopher Lubogo 2022 by Jescho publications





**OTHER SUBJECTS WOULD INCLUDE THE FOLLOWING SHOULD BE MADE A MUST IN ALL LAW SCHOOLS**

- 1. CYBER LAW AND CYBER SECURITY, AND PRIVACY**
  - 2. FORESIC LAW**
  - 3. SPORT AND ENTERTAINMENT LAW**
  - 4. CYPTO CURRENCY AND CRYPTOGRAPHY, BLOCK CHAIN LAW**
  - 5. LEGAL PERSONHOD OF ARTIFICIAL INTELLIGENCE**
  - 6. HEALTH AND THE LAW**
  - 7. ENVIROMENTAL AND SOCIAL GORVENANCE LAW**
  - 8. MEDIA LAW AND ENTERTAINMENT**
  - 9. IMMIGRATION AND INTERNATIONAL LAW**
  - 10. DIGITAL LAW AND TECHNOLOGICAL INNOVATION LAW**
  - 11. BANKING AND DEBT FINANCE LAW**
  - 12. CHARITY LAW**
  - 13. CIVIL LITIGATION DISPUTE RESOLUTION LAW**
  - 14. CONSTRUCTION LAW**
  - 15. COMMERCIAL LAW**
-