

Argosy University/San Francisco Bay Area
*** Psychology of Criminal Behavior***
Masters in Forensic Psychology – FP6015
Day/On-Campus - Fall 2007

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Technical Support:

eCollege: 1-(866) 481-5562, or argosyhelpdesk@ecollege.com (24 hours a day, 7 days a week).

Please do not hesitate to use this resource, I have found it to be invaluable.

Required Texts and Readings:

READER: Copy Central, 1553 Solano Ave, Berkeley, CA 94707, 520-527-5800

Bartol, K.(2005). *Criminal behavior - a psychosocial approach, 7th ed.* Prentice Hall
SBN# 13: 9780131850491

Hickey, E.W. (2002). *Serial murderers and their victims, 3rd ed.* Wadsworth/Thompson
Learning: Belmont, CA. ISBN# 0-534-54569-6

Samenow, S. (2005). Inside the Criminal Mind,
ISBN: #0812910826

Shannonhouse, R. (2003). *Under the influence; the literature of addiction.* The Modern
Library: NY. ISBN# 978-0-375-75716-7

An Urban Ethnography of Latino Street Gangs in Los Angeles and Ventura Counties
<http://www.csun.edu/~hcchs006/table.html>

Comparing the Behavior of Youth Gangs and At Risk Youth
<http://www.ncjrs.org/pdffiles/172852.pdf>

Course Description:

An introduction to the psychology of criminal behavior of several criminal types which have historically constituted the majority of criminal offenders that psychologists deal with in the criminal justice and mental health environments. Students will gain a more in-depth understanding of the behavior of gang members, drug addicts, women offenders, sexual predators and children and adolescents in the juvenile justice system. This course will also explore how issues of race and ethnicity play a role in criminal behavior.

Course Objectives:

1. Understand and articulate the cause and effect factors that cause at-risk adolescents and adults to gravitate and assimilate into violent street and prison gangs, along with understanding the etiology of women offenders.

2. Understand and articulate psychological and physiological causes of drug influence, addiction and the challenges of rehabilitation and sobriety.
3. Understand and become familiar with the familial, social and personal factors of crime and aggression.
4. To gain knowledge of the role race and ethnicity plays in criminal behavior.
5. Ability to prepare a criminal psychological profile sufficient to be able to identify a potential criminal behavior type.

Program Outcomes: Master of Arts in Forensic Psychology

Program Outcome One:

Students will demonstrate knowledge of the theoretical concepts and methodological approaches to the psychological bases of behavior as it relates to the practice and application of forensic psychology.

Program Outcome Two:

A. Students will be able to distinguish and utilize the underlying theories guiding the interface between the legal system and psychology.

B. Students will be able to establish and analyze the interaction between psychology and the law in all major aspects of criminal and civil justice system.

Program Outcome Three:

Students will demonstrate the ability to critically evaluate the existing literature and body of knowledge in assessment, evaluation and research methods in forensic psychology.

Program Outcome Four:

Students will use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed as a part of a professional team, capable of expanding the role of psychologists within society.

Course Requirements & Grading Policy:

Students are encouraged to participate actively in class. Lack of participation will be reflected in your grade.

All students' grades are based upon the same criteria. Grades will be formulated based upon total points from the two 10 page papers, presentation, exam, periodic assignments, extra credit points and participation. This class is not graded on a "curve." Points/credits are listed below:

Class participation: 20% 100 points

*includes attendance, participation & assignments

First Paper 25% 120 points

Presentation 15% 75 points

Final Paper..... 25% 120 points

Final Exam..... 15% 75 points

Class is not graded on a "curve." All grades according to total points accrued.

Evaluation Criteria

Evaluations of papers will be based on demonstrated mastery of the readings, on critical reflection that shows originality and depth, on skill in integration of course objectives, and on clarity and brevity of presentation. I like to see specific quotations from the text, with page citations. Papers longer than the assigned length will be returned for editing.

Papers should be written in accordance with APA style. Be certain to include a title page with identifying information, including phone number(s) and E-mail address.

The Final Exam will cover your readings from the text *Criminal Behavior - A Psychosocial Approach, 7th ed.* by Bartol & Bartol. It will only cover Chapters 1- 8 & 10-12. It will be open book/notes and is scheduled during Week 10 – November 9th. The exam will be 35 multiple choice questions worth 2 points each. If you would like to initiate your own readings or papers, feel free to negotiate an assignment proposal with your instructor **via email** at lesleighf@yahoo.com. Provide a short outline, listing your topics and readings, to be considered for extra credit.

Paper Guidelines:

1. Length: minimum of 8 to 10 pages
2. Style: All papers must be written according to American Psychological style and format. Papers should be submitted at the beginning of class to the instructor. Paper must be received by the instructor by the due date.
3. Paper must include a table of contents (where necessary) and an annotated bibliography with at least five references: books, articles, video media, and interviews.
4. Papers should have a separate cover sheet with title, course, instructor, author and course date.
5. Term Paper Subjects can be about anything directly related to the topics and areas of psychology covered in class. Please have your topic approved by the instructor prior to starting the paper.

Course Schedule

Class Meetings, Topics, & Assignments

Part One: Developmental Theories of the Criminal Mind and the Youthful Offender

In this segment we will explore the various readings relating to the development of the Criminal Mind along with At Risk Youth, Psychological, Socio-Criminal and Familial correlates of the Youthful Offender. Along with the required reading you will be expected to cite at least 5 outside references in your paper.

Assignment One - Using the readings from this section discuss the socio-criminal, psychological and familial issues involved in the development of the criminal mind, and what is theorized to contribute to particular populations of at-risk youth such as gang members. Also discuss the rehabilitation potential and challenges of working with youth of the criminal mind.

Paper Due 10/18/07

Part Two: Violence, Men and Women Who Offend, and the Role of Substances

In this section we will explore the types of offenders, the psychodynamics of sexual assault, the role of violence in the world of offenders along with the dynamics of addiction and the role it plays in the life of an offender. We will also explore the similarities and differences between

male and female offenders, along with the role race and class plays in the development of criminal behavior. We will also explore the dynamics of the mentally ill offender and what role mental illness plays in making it difficult to break the offending cycle.

Assignment Two – Using the readings from this section discuss how gender, race, and class play a role in the development of an offender. Also discuss the role substances have in the life and role of an offender. Please include a discussion about the potential for rehabilitation along with the dynamics involved in substance abuse and offenders. **Paper Due 12/13/07**

Student Performance Evaluation and Criteria

*Assignments are to be submitted by the beginning of each class according to assignment schedule for full credit.

Criteria for Research Papers

Criteria Distinguished

Category (A)

Commendable

Category (B)

Average

Category (C)

Failed

Category

Criteria for Class Presentation

Grade

A = 90+ Presentation is well organized and provides **excellent** coverage of the topic area; informative visual aids provided to the instructor and classmates

B = 80 – 89 Presentation is well organized and provides **adequate** coverage of the topic area

C = 70 – 79 Coverage of material is marginal; presentation is slightly disorganized

F = <70 Presentation is **disorganized** and does not provide adequate coverage of the topic area, or presentation was **not completed** by student.

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism. Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used. Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and

ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.

Assignment of Readings, Papers, Presentation & Exam:

* The following is an outline regarding the order of readings and the details of each class meeting. A reader is required for the course and additional readings may be assigned as appropriate. Periodically, the instructor will include assignments. Details on each assignment will be forthcoming.

Week 1: 9/06/07 - Introduction

* Readings for this week are:

Criminal Behavior – Bartol & Bartol

- Chapter 1: Introduction to Criminal Behavior

Serial Murderers and Their Victims - Hickey

- Chapter 2: Cultural Development of Monsters, Demons, and Evil

- **Please have these chapters read prior to our first in-class meeting ***

Week 2: 09/13 - Biological Correlates

* Readings for this week are:

Criminal Behavior – Bartol & Bartol

- Chapter 3: Origins of Criminal Behavior: Biological Factors

- Chapter 4: The Psychopath: A Focus on Biopsychological Factors

Serial Murderers and Their Victims – Hickey

- Chapter 3: Biology and psychology in Serial Murder

Week 3: 09/20 – Psychosocial Correlates

* Readings for this week are:

Criminal Behavior – Bartol & Bartol

- Chapter 5: Origins of Criminal Behavior: Learning and Situational Factors
Serial Murderers and Their Victims - Hickey
- Chapter 4: Social Construction of Serial Murder

Week 4 – no class

Week 5: 10/4 – The Youthful Offender and Other Developmental Correlates

* Reading for this week is:

Criminal Behavior – Bartol & Bartol

- Chapter 2: Juvenile Delinquency: Developmental Factors
- Chapter 7: Human Aggression and Violence
- Chapter 8: Homicide, Assault and Family Violence

Week 5: 10/05 – Gang Dynamics and At-Risk Youth

* Readings for this week are:

- An Urban Ethnography of Latino Street Gangs in Los Angeles and Ventura Counties <http://www.csun.edu/~hcchs006/table.html>
- Comparing the Behavior of Youth Gangs and At Risk Youth
<http://www.ncjrs.org/pdffiles/172852.pdf>

Week 6: 10/11 – The Male Offender

* Readings for this week are:

From the Reader:

- *Men Who Rape* – A. Nicholas Groth: Chapter 1 & 3
 - *The Psychology of Criminal Conduct* – Andrews & Bonita
Chapter 10: pgs. 397-410
- Criminal Behavior* – Bartol & Bartol
- Chapter 10: Sexual Offences
- Serial Murderers and Their Victims* - Hickey
- Chapter 5: The Male Serial Murderer

Week 7: 10/18 – The Female Offender

* Readings for this week are:

From the Reader:

- *Women Who Offend* – Chapter 1 & 11
- Serial Murderers and Their Victims* - Hickey
- Chapter 7: The Female Serial Murderer
 - **RESEARCH PAPER #1 DUE ***

Week 8: 10/25 – The Mentally Disordered Offender

* Readings for this week are:

From the Reader:

- *Violent Offenders* – Quinsey, et.al.: Chapter 5: Mentally Disordered Offenders
 - *The Psychology of Criminal Conduct* – Andrews & Bonita:
Chapter 9: Exceptional Offenders
- Criminal Behavior* – Bartol & Bartol
- Chapter 6: The Mentally Disordered Offender

Week 9: 11/01 – Drugs and Crime

* Readings for this week are:

- *Under the Influence, the literature of Addiction* – Rebecca Shannonhouse

* *Selected Readings* *

From the reader:

- *The Social Psychology of Drug Abuse* – S. Sussman & S.L. Aimes

Chapters 5-7: Predictors of drug use and abuse

Criminal Behavior – Bartol & Bartol

- Chapter 12: Drugs and Crime

Week 10: 11/08 – Other Crime

* Readings for this week are:

Criminal Behavior – Bartol & Bartol

- Chapter 11: Economic Crime, Public Order Crime, and Other Crime

- ***FINAL EXAM – Criminal Behavior – Bartol & Bartol*** *

Week 11: 11/15 – Criminal Profiling

* Readings for this week are:

From the Reader:

- *Without Conscience* – Robert D. Hare: Chapters 3 & 4

Criminal Behavior – Bartol & Bartol

- Chapter 9: Criminal Homicide: A Closer Look

Week 12: 11/29 - Assessment

* Readings for this week are:

Serial Murderers and Their Victims - Hickey

- Chapter 9: Interviewing Serial Murderers

From the Reader:

- *Men Who Rape* – Groth: Chapter 5: Guidelines for Assessment and Treatment

Week 13: 12/06 – The Road Ahead

* Readings for this week are:

From the Reader:

- *Inside the Criminal Mind* – Samenow: Chapters 14, 15 & 16

Criminal Behavior – Bartol & Bartol

- Chapter 13: Correctional Psychology

- ***RESEARCH PAPER #2 DUE*** *

Week 14: 12/13 - Conclusions

* ***FINAL PRESENTATION*** *