

**Argosy University/San Francisco Bay Area**  
**\* Psychology of Criminal Behavior\***  
**Masters in Forensic Psychology – FP6015**  
**Day/On-Campus - Fall 2006**

**Instructor:** Dr. Arinn Olson, Psy.D

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**Technical Support:**

Embanet: 1-(866) 256-5883, ext. 1, or support@embanet.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, 7<sup>th</sup> ed.* Prentice Hall  
ISBN# 13: 9780131850491

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

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, and 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.

**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, 7<sup>th</sup> 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 9<sup>th</sup>. 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 [DrArinnOlson@gmail.com](mailto:DrArinnOlson@gmail.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 10/19/06**

**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 12/107/06**

**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: 9/07/06 - 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: 09/14 - 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: 09/21 – 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: 09/28 – 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: 10/12 – 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: 10/19 – 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: 10/26 – 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: 11/02 – 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: 11/09 – 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: 11/16 – 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: 11/30 - 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: 12/07 – 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: 12/14 - Conclusions**

\* **FINAL PRESENTATION** \*

### **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**

<b>Criteria</b>	<b>Distinguished Category (A)</b>	<b>Commendable Category (B)</b>	<b>Average Category (C)</b>	<b>Failed Category (F)</b>
Introduction	Overview, significance, topic, and organization well identified	Overview, significance, topic, and organization adequately identified.	Overview, significance, topic, and organization somewhat identified.	Overview, significance, topic, organization not identified.
Body	Articulates position in a well-arranged manner with synthesis of	Articulates position with some synthesis of research; little or no	Writing not arranged logically. Spelling, punctuation,	Writing lacks semblance of logical organization.

	research; without writing errors; mostly active rather than passive voice; makes full use of transitional terms	editing required; some active voice; some use of transitional terms	and grammatical errors; mostly passive voice; little or no use of transitional terms	Spelling, punctuation, grammatical errors distract or impair readability.
References	Correct application of APA guidelines	Mostly correct application of APA guidelines	Mostly incorrect application of APA guidelines	Little or no application of APA guidelines
Research Notes	Notes from 3 research references	Notes from 3 research references	Notes from less than 3 research references	No research reference notes
Library Visit Questions	Complete and detailed notes of library visit	Mostly complete and detailed responses to library visit	Missing details to responses to library visit	Little or no responses to library visit
Online Saved File Search	Online saved file search included			Online saved file search not included

**Criteria for Class Presentation**

Grade	
A = 90+	Presentation is well organized and provides <b>excellent</b> coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides <b>adequate</b> coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is <b>disorganized</b> and does not provide adequate coverage of the topic area, or presentation was <b>not completed</b> by student.

*Criteria for Evaluation of Classroom Climate*

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

*Criteria for Class Participation*

A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in <b>&gt;70%</b> of class sessions; comments/questions demonstrate a surface level understanding of course topics
D = 60 – 69	Student participated in <b>&lt;70%</b> of class sessions; comments/questions did not demonstrate an understanding of course topics
F = <60	Student did not participate in class discussions



### **Grading scale:**

98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

### **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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](http://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.**