

Psychology 3850-D – Psychology of Crime
Fall 2017
Mondays 3:00 p.m. to 5:50 p.m.
Room: UH D634



Instructor	Contact Info	Office Hours
Jennifer Arthur Psychology Department University of Lethbridge	Office: D878 (University Hall) Email: jennifer.arthur@uleth.ca Phone: (403) 380-1852	Wednesdays: 1:00 p.m. – 3:00 p.m. Thursdays: 11:00 a.m. – 3:00 p.m.

Course Description

This course provides an overview of recent advances in the study of antisocial behaviour, aggression, and criminal behaviour. In the first part of the course we will identify individual and social factors that seem to increase people’s likelihood of engaging in antisocial and criminal behaviour. We will pay particular attention to developmental continuity, examining factors that lead to persistence or desistence. In the second part of the course we will examine special topics such as female offenders, psychopathy, the assessment of risk to reoffend, and psychological treatment. The main goals of the course are to outline a general theory of crime and to think critically and scientifically about the causes of crime and its remediation.

Text Books

Title: Psychology of Criminal Behaviour: A Canadian Perspective 2nd edition

Required/Optional: Optional/Recommended

Authors: Shelly Brown, Ralph Serin, Adelle Forth, Kevin Nunes, Craig Bennell, Joanna Pozzulo

Publisher: Pearson Canada

Readings

Capote, T. (1965). In cold blood. New York: Random House.

French, D. C., & Dishion, T. J. (2003). Predictors of early initiation of sexual intercourse among high risk adolescents. *Journal of Early Adolescence*, 23, 295-315.

Hilton, N. Z., & Simmons, J. L. (2001). The influence of actuarial risk assessment in clinical judgments and tribunal decisions about mentally disordered offenders in maximum security. *Law and Human Behavior*, 25, 393-408.

Jaffee, S. R., Caspi, A., Moffitt, T. E., & Taylor, A. (2004). Physical maltreatment victim to antisocial child: Evidence of an environmentally mediated process. *Journal of Abnormal Psychology*, 113, 44-55.

Jaffee, S. R., Caspi, A., Moffitt, T. E., Dodge, K. A., Taylor, A. & Tully, L. A. (2005). Nature x nurture: Genetic vulnerabilities interact with physical maltreatment to promote conduct problems. *Development and Psychopathology*, 17, 67-84.

Martino, S. C., Ellickson, P. L., Klein, D. J., McCaffrey, D. & Orlando Edelen, M. (2008). Multiple

trajectories of physical aggression among adolescent boys and girls. *Aggressive Behavior*, 34, 61-75.

Maughan, B., Taylor, C., Taylor, A., Butler, N., & Bynner, A. (2001). Pregnancy smoking and childhood conduct problems: A causal association? *Journal of Child Psychology & Psychiatry & Allied Disciplines*, 42, 1021-1028.

Moffitt, T. E., & Caspi, A. (2001). Childhood predictors differentiate life-course persistent and adolescence-limited antisocial pathways among males and females. *Development and Psychopathology*, 13, 355-375.

Brown, S., Serin, R., Forth, A., Nunes, K., Bennell, C., & Pozzulo, J. (2017). *Psychology of Criminal Behaviour* 2nd Edition. Pearson Canada.

Seto, M. C., & Barbaree, H. E. (1999). Psychopathy, treatment behavior and sex offender recidivism. *Journal of Interpersonal Violence*, 14, 1235-1248.

Tiihonen, J., Isohanni, M., Räsänen, P., Koiranen, M., & Moring, J. (1997). Specific major mental disorders and criminality: A 26-year prospective study of the 1966 Northern Finland Birth Cohort. *American Journal of Psychiatry*, 154, 840-845.

Note: The book by Capote (1965) is for the Book Report. The book by Brown et al. (2017) provides background information for the course and for class presentations. The articles and book chapters will be discussed in class and will be assigned by the instructor as needed. Other articles may be assigned.

Outline of Topics and Course Structure

Time limitations prevent in-depth coverage of all chapters of the course text and some of the material covered in class will not come directly from the text, but from other scholarly sources and include the required readings listed above as well as readings added to Moodle throughout the course. Class lectures will be structured for a more focused study of specific areas of interest and their content is essential to successful course completion. Details regarding the coverage of material for exams will be provided in class and/or posted through Moodle.

Copyright, Moodle, and Intellectual Property

With the exception of information that is freely available on the Internet, all course materials should be treated as copyright-protected. You are free to make personal use of any materials posted within Moodle, and you are free to take your own notes in class (of course!). You are not permitted to distribute materials or information in any form to persons not registered in this course in this semester. Once information is in your hands, you are responsible for what you do with it; the Instructor will not be held accountable for students who choose to violate copyright law. Audio or video recording of lectures or any other in-class presentation or activity is strictly prohibited. Doing so is a serious offence as it violates intellectual property rights and the privacy of your classmates who have not consented to have their voice/questions recorded.

Grade Assessment

Your overall grade in the course will be determined by the following:

Paper	25%
Presentation	25%
Assignments	25%
Final Exam	25%

Paper (Due Nov 6) will be based on the book 'In Cold Blood' by Truman Capote (1965). The story in this book provides a good illustration of many of the concepts covered in class. The book report should be no longer than six pages (excluding title page, references, and appendices) and should be submitted in hard copy to the instructor in class on or before Nov 6, 2017. Reports submitted after the deadline or longer than six pages will not be graded. The report should reflect what you have learned in this course, and not your personal feelings about the story or about crime. The goal of this exercise is to demonstrate what you have learned by discussing it in the context of this story. Quality of exposition and formatting (APA) will be taken into account in grading the book report.

The In-Class Presentation will be 20 minutes long, plus up to 10 minutes for questions and discussion to follow. The goal is to learn about a particular topic through library research and to teach other students a synthesis of what you learned. A scientific (empirical) paper will be the focus of your presentation. The instructor must approve the scientific paper that your group chooses. There can be only one presentation per topic. Groups can include 3 members maximum. Scheduling and choice of topic will be done by a random draw.

Assignments

Assignments will be submitted to the class (that is, the instructor and other students in the class) through the Blog function on Moodle. In addition to submitting your own assignment, you will be responsible for commenting on the assignments of other students. Assignments are to be done at your convenience and posted by designated times (usually 1 week after the work is assigned). These assignments will involve short essays, comment, and opinion regarding a focal reading for that week. The readings (or links to them, or instructions on how to obtain them) will be available on the Moodle web-site (<http://moodle.uleth.ca>) for the course. Although I strongly encourage you to work together in groups, the work you subsequently submit must be your own (i.e., you cannot post one response as a group or copy and paste a response). It is an academic offence to submit someone else's work as your own. Please see section 4 of Academic Offences, Student Discipline Policy academic offences of the University Calendar for details.

<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf>

Final Exam will be a take home exam and consist of long-answer questions. You may hand in the final exam anytime prior to 5:00 on Dec 18, 2017. You MUST hand in your final exam through the Assignment function in Moodle. The purpose of this exam is to integrate and think critically about what you have learned about antisocial and criminal behaviour. The final exam will be cumulative.

Missed Exam / Missed Assignment Policy

If a student is unable to write an exam during the designated exam period, please contact the course Instructor as soon as possible. Medical reasons must be supported by a physician's statement that test performance would be seriously affected by the illness, along with the physician's name and contact information. Non-medical reasons must also be supported. It is the student's responsibility to contact the Instructor to set up a make-up exam. Unless a medical note, documentation of bereavement, or other acceptable documentation is presented, a grade of 0% will be assigned for any exam not written during the designated time.

Students with Special Needs

If you have a documented condition that prevents you from fully participating in this course, including evaluation procedures, it is your responsibility to contact your Instructor regarding your individual situation. Please note that no accommodations will be given without official notification from the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>).

Grade Ranges

Letter grades will be assigned to final course percentages according to the following scale:

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	90 - 100%	C+	2.3	64 - 67.9%
A	4.0	85 - 89.9%	C	2.0	60 - 63.9%
A-	3.7	80 - 84.9%	C-	1.7	56 - 59.9%
B+	3.3	77 - 79.9%	D+	1.3	53 - 55.9%
B	3.0	72 - 75.9%	D	1.0	50 - 52.9%
B-	2.7	68 - 71.9%	F	0	0 - 49.9%

University, Classroom, and Teaching Policies and Procedures

- Everyone is entitled to their own opinion, but not their own facts. Given the nature of the course material, a diversity of viewpoints will inevitably exist in the classroom. Voicing well-reasoned disagreement with others' opinions is perfectly fine; being combative, intolerant, or disrespectful towards others is not (see the University Calendar Section 5.b.1). Open-mindedness is a prerequisite for learning.
- As per the University Calendar, Section 5.h.1.: "When a student disrupts instructional activities, the instructor may exclude the student immediately from instructional space and/or from future scheduled instructional meetings of that course pending further actions by the Dean."
- When students talk &/or giggle amongst themselves during lecture, it disrupts instructional activities and, consequently, your Instructor must respond according to the University Calendar regulation. To minimize other forms of disruption, turn off your cell phone or any other noise-emitting device prior to the beginning of class. Avoid engaging in off-task Internet use (e.g., Facebook, Google, Texting) during lectures as it distracts you and others around you.
- Students are responsible for familiarizing themselves with the Academic Regulations and Policies contained within the University of Lethbridge Academic Calendar
<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf>
- In all email messages addressed to the Instructor or Teaching Assistant, do not reply to messages sent out to the entire class, start a new email and include the course name and topic of your email in the Subject line. Address the recipient appropriately by name, and end the email by typing your full name. Adhering to this structure makes sending accurate replies and keeping track of correspondences much easier! Every effort will be made to respond to email inquiries in a timely manner during weekday 'working hours' (Monday morning through Friday afternoon). If you fail to structure your email correspondence by these guidelines, or if you email the Instructor with a question that has been clearly answered on Moodle or in this course outline, do not expect a reply.

Tips for success in PSYC 3850

- Understand that your instructor is your ally, not your adversary. As your Instructor, I want nothing more than for you to feel passionate about, engaged in, and enthralled by the Psychology of Crime as much as I am. I want you to learn, understand, and apply the material, to succeed and earn high grades in the course. I can help you achieve this goal, but I can't do it for you.
- Achieving success requires regular class attendance, showing up on time (i.e., before the lecture begins), staying until class has officially ended, paying full attention during lecture, participating in class activities, participating in class discussions, completing all assigned work, and checking Moodle frequently for valuable resources.
- If in doubt, find out. If you are unclear about any of the material presented in class or posted as assigned readings in Moodle, or if you have a question that has not been answered in any of the valuable course resources that have been provided to help you, then ASK! Your Instructor is more than happy to address any pertinent questions you may have.

Tentative Lecture Schedule

Date	Topic
Sept 11	<u>Introduction</u>
Sept 18	<u>The Fundamental Data.</u> What a general theory of crime must explain. Age, sex, varying rates over time and places, desistance and persistence, specialization.
Sept 25	<u>Genetics.</u> Are people more or less likely to engage in antisocial behaviour because they have different genes, or because they have been exposed to different environments?
Oct 2	<u>Early Development.</u> Events that occur very early in life have long-term impacts.
Oct 9	Thanksgiving – No Class
Oct 16	<u>Social Environment.</u> The family may promote or hinder antisocial tendencies. Are there characteristics of neighbourhoods that affect crime? How do peers influence antisocial behaviour? How does one know whether a social factor is a cause of antisocial behaviour?
Oct 23	<u>Sex and Delinquency.</u> What is the link between sexual behaviours and crime? What explains it?
Oct 30	<u>Psychopathy.</u> Who are psychopaths? What accounts for their unique characteristics?
Nov 6	<u>Female Delinquency.</u> Do we need a special theory for female delinquency?
Nov 13	<u>Mental Illness and Crime.</u> Does having a mental disorder increase the chance of committing a violent crime? * Book Report Due
Nov 20	Fall Reading Week – No Class
Nov 27	<u>Treatment.</u> What are the features of the most effective treatments for antisocial behaviour?
Dec 4	<u>Assessing Risk to Reoffend.</u> Can clinicians accurately predict future violence?
Dec 6	Last Class – Review Class. Note: This is a Wednesday!
Dec 18	Final Exam Due by Noon

2. Bartol AM, Bartol CA (2005) Criminal behavior: A psychosocial. approach. Pearson Prentice Hall, USA, pp. 1-632. 3. Levine SZ, Jackson CJ (2004) Eysenck's theory of crime revisited: Factors or primary scales? *Legal and Criminological Psychology*. 9(1): 135-152. 4. personality disorder as a predictor of criminal behaviour in a longitudinal study of a cohort of abusers of several classes of drugs: Relation to type of substance and type of crime. *Addict Behav* 33(6): 799-811. 5. 9. Clabour J, Roger D, Miles JN, Monaghan R (2009) Individual differences in young offender emotional behaviour.