

**Psychology 3850N – Psychology of Crime**  
**Spring 2017**  
**Tuesdays 6:00pm to 8:50pm**  
**Room: AH116**



Instructor	Contact Info	Office Hours
Jennifer Arthur Psychology Department University of Lethbridge	<b>Office:</b> D878 (University Hall) <b>Lab:</b> M3019 (Markin Hall) <b>Email:</b> <a href="mailto:jennifer.arthur@uleth.ca">jennifer.arthur@uleth.ca</a> <b>Phone:</b> TBA	Please e-mail to schedule a mutually agreeable time to meet.

**Course Teaching Assistant:** Carrie Leonard, [carrie.leonard@uleth.ca](mailto:carrie.leonard@uleth.ca)

Please contact the course teaching assistant for clarification on basic course material and for an opportunity to review graded exams. If any questions remain, please contact the course instructor. I am happy to discuss any unresolved questions or concerns.

**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 desistance. 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 2<sup>nd</sup> 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. None of these books are required. 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.

### **Moodle**

Details regarding the coverage of course material throughout the semester and for exams will be provided in class and/or posted in Moodle. Students are strongly encouraged to access the course Moodle site multiple times per week as important materials, discussions, and announcements will be posted regularly throughout the semester.

### **Copyright, Moodle, MindTap, 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:

Midterm Exam	25%
Final Exam	25%
Book Report	20%
Presentation	20%
Peer Reviews	10%

**The Exams (February 28 and April 11)** will consist of definitions, short-answer questions, and long-answer questions based on class lectures and discussions, group presentations, and on the readings assigned for particular topics. They will encompass all material covered in prior weeks, with a focus on the more recent material (i.e., cumulative).

**The Book Report (Due March 28<sup>th</sup>)** 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 March 28, 2017. Reports submitted after the deadline or longer than six pages will not be graded. The report should reflect what you learned in this course, and not your personal feelings about the story or about crime. There is no need to attempt to include all that you learned in class in the report, only what you think is the most relevant information. The goal of this exercise is to demonstrate what you have learned in this course by discussing it in the context of one of these crime stories. 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 a few 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. A list of topics, articles, and dates will be provided by the instructor. There can be only one presentation per topic. Groups can include 4 to 5 members. Scheduling and choice of topic will be done by a random draw. Once groups have formed, the instructor will draw groups from a hat. The first group drawn will choose their topic and date first; the second group drawn will choose their topic and date second; and so on. 50% of your grade will come from your peers via the 'peer reviews' and 50% of your grade will come from the instructor. A detailed grading rubric will be posted on Moodle.

**The Peer Reviews** will be an opportunity for you to provide useful feedback to the presenters about their presentation. The in-class presentations are meant to facilitate a larger class discussion about the topics being presented and as such it is expected that the assigned readings will be done before class. Your peer reviews will serve two functions: 1) to assign 50% of the presenters' grade, and 2) to demonstrate that you have read the assigned readings and thought about the topic that will be discussed in class. You will receive a grade for your peer reviews based on the quality and thoughtfulness of your comments to the presenters. A peer review rubric will be provided to you on Moodle. Each review that you submit will be worth 1% (up to 10%) of your final grade.

### **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:

<b>Letter</b>	<b>GPA</b>	<b>Percent</b>	<b>Letter</b>	<b>GPA</b>	<b>Percent</b>
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%

### **Experimental Research Participation and Bonus Points**

Students have an opportunity to add bonus points (up to 2%) to their overall grade in this course by participating in active research of Psychology Department faculty members. This participation allows you to gain personal experience in psychology research projects, provides an opportunity to witness what goes on in the psychology labs, and introduces you to senior undergraduate and graduate students conducting their own research projects. Available studies will be listed and described on the Sona System at: <http://psychleth.sona-systems.com>. Your username will be the same one you use to access Moodle. A password (which will not be your Moodle password) will be sent to your U of L email account by the departmental Administrative Assistant.

Calls for volunteers to assist in these projects will be made throughout the semester. If you are asked to volunteer, and you accept, each project usually requires one hour or less of your time, but this will depend on the individual research project. In recognition of your time and the fact that you are learning about the discipline of psychology beyond what you acquire in the classroom setting, an extra credit of 1% for each study in which you participate will be added to your total course grade.

Note that there is no guarantee that all students who wish to participate will be able to achieve the maximum extra credit. As these are bonus points, students who choose not to participate are not disadvantaged. There will be no transfer of credits between courses. If you are registered in another psychology course that offers credits, a second email will be sent to you with a different password. Sign up for research participation through the course to which you would like to have your credits assigned. Because research studies start at various points throughout the semester, additional projects that were not originally listed may show up, so be sure to check the system periodically. If you experience problems with the Sona System, or have questions about participating in research projects, please contact Leanne Wehlage-Ellis at [wehlage@uleth.ca](mailto:wehlage@uleth.ca).

### **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/2016-17/part04.pdf>
  
- ❖ In all email messages addressed to the Instructor or Teaching Assistant, 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**

- ❖ Keep your chin up. Research tells us that texting while driving increases one's risk of car accident to a degree roughly equivalent to that of driving drunk. Instructors' experience tells us that texting during class increases students' risk of failing to a degree roughly equivalent to that of coming to class drunk.
- ❖ Increase your likelihood of success - don't do either, or send a designated note-taker on your behalf. 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 Abnormal Psychology 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, 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.