

Psychology 4850
Psychology of Sexual Aggression and Homicide
Fall 2019
Tuesdays 3:05pm to 5:45pm
Room: SA 7230



Instructor	Contact Info	Office Hours
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Course Description

In this seminar we will explore the causes of sexual aggression and homicide. At one level we will examine ‘ultimate causes’, that is, those that deal with evolutionary forces. At another level we will examine ‘proximate causes’, that is, those that deal with developmental, social, and situational factors. Although this course is of intrinsic interest in its own right, it will also facilitate students’ ability to use the scientific method to test different explanations of behaviour in both humans and other species.

Prerequisites and Recommended Background

Prerequisites are: Psychology 3850 (Psychology of Crime) AND Psychology 2700 (Behaviour and Evolution) AND two additional courses at the 3000 level. Students who do not have the required prerequisites may be deregistered from the course automatically. In *exceptional circumstances* a prerequisite waiver will be considered for a student who has adequate equivalent background. If you are considering requesting a waiver, you must contact me prior to the add/drop deadline. Submitting a request for a waiver does not guarantee that you will receive one; each case will be evaluated individually, and you will have to provide supporting documentation for prior courses not taken at the University of Lethbridge.

Text Books

Title: *The Causes of Rape: Understanding Individual Differences in Male Propensity for Sexual Aggression*

Required/Optional: Required

Authors: Lalumière, M. L., Harris, G. T., Quinsey, V. L., & Rice, M. E.

Publisher: American Psychological Association

Title: Homicide

Required/Optional: Required

Authors: Daly, M. & Wilson, M.

Publisher: Transaction Publishers

Title: *Killing the Competition: Economic Inequality and Homicide*

Required/Optional: Required

Authors: Daly, M.

Publisher: Transaction Publishers

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 Moodle several times per week as important materials, discussions, and announcements will be posted regularly throughout the semester.

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:

Weekly Assignments	50%
Presentation 1	20%
Presentation 2	20%
Participation	10%

Weekly Assignments

This course is structured as a seminar course. Student attendance and participation is essential to successful completion of this course. Students will prepare for class discussions by reading the assigned papers/chapters and preparing a one-two page (single spaced) summary that includes questions and comments for discussion. Summaries are to be handed in via hardcopy to the instructor at the beginning of each class, email submissions will not be accepted.

Presentations

Either individually or in a team of two, students will prepare a 10-20 minute presentation and then lead a class discussion on the assigned readings. You are to BRIEFLY summarize the readings by stating the most important points and key ideas in your own words. You are to then lead a discussion by asking thought-provoking (as opposed to knowledge-testing or mundane) questions. You will be graded on a 3-point scale and can earn up to 1 point for each of the following categories: 1) addressed the MOST important points given the allotted time; 2) demonstrated understanding by CORRECTLY interpreting challenging and complex material; 3) asked thought-provoking questions that generated discussion.

Participation

Students can receive up to 2 participation points each class. You will earn participation marks for contributing thoughtful, insightful, and well-reasoned arguments or questions to the discussion. I encourage you to think (and discuss) broadly; therefore, searching out or relating theories/perspectives/data from other sources and/or disciplines will be essential for full participation marks.

Missed Summaries or Presentation

If you are unable to complete a summary, presentation, or final exam during the designated period, please contact the course Instructor as soon as possible. Medical reasons must be supported by a physician's statement that academic 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 make alternate arrangements. Unless a medical note, documentation of bereavement, or other acceptable documentation is presented, a grade of 0% will be assigned.

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	67 - 69.9%
A	4.0	85 - 89.9%	C	2.0	63 - 66.9%
A-	3.7	80 - 84.9%	C-	1.7	60 - 62.9%
B+	3.3	77 - 79.9%	D+	1.3	55 - 59.9%
B	3.0	73 - 76.9%	D	1.0	50 - 54.9%
B-	2.7	70 - 72.9%	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/sites/ross/files/imported/academic-calendar/2019-20/cal_doc.pdf
- In all email messages addressed to the Instructor, 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!

Tips for success in PSYC 4850

- 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.
- 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 this course 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 cannot 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 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.

Fall Spring 2019 Tentative Lecture Schedule

Date	Topic	Readings
Sep 10	Introduction	None
Sep 17	General Background Antisociality and Mating Effort	The Causes of Rape: Chapters 1-3 The Causes of Rape: Chapter 4
Sep 24	Sexual Interest in Rape Psychopathology	The Causes of Rape: Chapter 5 The Causes of Rape: Chapter 6
Oct 1	Contextual and Situational Factors Assessment and Treatment	The Causes of Rape: Chapter 7 The Causes of Rape: Chapters 8 & 9
Oct 8	Homicide and Human Nature Killing Kinfolk	Homicide: Chapter 1 Homicide: Chapter 2
Oct 15	Killing Children: I. Infanticide in the Ethnographic Record Killing Children II. Parental Homicide in the Modern West	Homicide: Chapter 3 Homicide: Chapter 4
Oct 22	Parricide: Killing Parents Altercations and Honor	Homicide: Chapter 5 Homicide: Chapter 6
Oct 29	Why Men and Not Women The Logic of Same Sex Conflict	Homicide: Chapter 7 Homicide: Chapter 8
Nov 5	Till Death Us Do Part Retaliation and Revenge	Homicide: Chapter 9 Homicide: Chapter 10
Nov 12	Fall Break No Classes	
Nov 19	Homicide and Economic Inequality Inequality or Just Poverty	Killing the Competition: Chapter 2 Killing the Competition: Chapter 4
Nov 26	Jockeying for Position Culture of Violence	Killing the Competition: Chapter 5 Killing the Competition: Chapter 7
Dec 3	Lags and Lifetimes Too Much Inequality & What Keeps Competitive Violence in Check	Killing the Competition: Chapters 8 Killing the Competition: Chapters 9 & 10

Note 1: Killing the Competition: Chapter 1 adds a nice adjunct to Homicide Chapter 1, but is not required reading

Note 2: Killing the Competition: Chapter 3 is a nice review (with a couple of additions) of the entire book Homicide. It is not required reading, but is a nice way to 'wrapp your head' around selectionist thinking. I recommend that you read this chapter if you are struggling with some of the material in Homicide.

Note 3: Killing the Competition: Chapter 6 is a good read along with Homicide: Chapters 6, 7, 8, and 9. It provides a briefer summary of some of the themes presented those four chapters.

Note 4: Homicide Chapter 12 can be read with Killing the Competition Chapter 7