

General Education Course Proposal

Proposed Course: Crim 153 Psychology of Crime Units 3.0
Prefix No. Title

Department: Criminology School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B___; C___; D X; International/Multicultural___

Existing Course X; Revised Course___; New Course___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

This course examines criminal behavior as the product of complex interactions among diverse factors. The psychological bases of criminal behavior are explored as they relate to the biology of criminality and to the contributions from cultural, economic, and geographic aspects of the social environment.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 3; Year 3 3

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Harvey Cuellar 4/30/98 J Scher 10/6/98
Department Chair Date School Curriculum Committee Date

Ellen Finkbaum 10/6/98 Redmond 12/15/98
School Dean Date General Education Subcommittee Date

Brandt Kehoe 12/15/98
Associate Provost Date

Attachment 2 COMMON ELEMENTS ACROSS SECTIONS

Course Goals and Objectives

Criminology 153 is the study of criminal behavior in terms of diverse yet interrelated variables. More specifically, it is a study of these interrelationships. All sections of the course will present students with the thesis that criminal behavior is the product of an offender's psychological makeup which has biological correlates and which is affected by social forces. As such, all students taking this course will be introduced to the process by which individuals come to behave in a criminal manner as a result of their individual constitutions and the external forces that impact on them. This will be accomplished by a review of the current literature in the relevant disciplines as outlined in the General Syllabus. What we have learned in broader terms about the psychology of aggressive behaviors (and how it is related to biological and social factors), for example, is extended to our understanding of violent criminal behaviors.

Writing Requirement

Criminology 153 satisfies the General Education writing requirement by having students respond to questions on examinations using complete sentences. In addition, students are required to submit a 3500 to 4000 word independent research paper and to collaborate in the development and writing of a 2000 to 2500 word group paper. (See General Syllabus)

Grading Policy

Students' command of the material will be assessed by their performance on three examinations, each based on one-third of the subject matter of the course. In addition, students will be required to actively participate as one of three to five group members in an assigned project. This group project incorporates both an independent research and a collaborative component.

All students in Criminology 153 will be graded as outlined in the General Syllabus.

Representative Textbooks

The choice of textbook is of critical importance in meeting the primary goal of the proposed course. The textbook listed in the General Syllabus is one which centers on a psychological perspective of criminal behavior, but also details the importance of biological and social factors and how these interact with the psychology of offenders. In addition, students will be referred to other books and articles that relate to particular aspects of topics under discussion in class.

Common Topical Outline

The General Syllabus includes the major topical areas that comprise the subject matter of Criminology 153 (as well as an approximate schedule) for the proposed General Education course. The topical outline is as follows:

- I. **BASIC CONCEPTS:** Introduction to the course. Basic concepts in psychocriminology as one facet of an interdisciplinary study of crime.
- II. **THE BIOLOGY OF CRIMINALITY:** Physical correlates of criminal behavior; Physiological / Biochemical factors; Drugs and crime; Genetic contributions.
- III. **PSYCHOPATHOLOGY AND CRIMINAL BEHAVIOR:** Psychodynamic origins of criminal behavior; Freudian and neo-Freudian perspectives; Behaviorism and social learning; Frustration-induced criminality; Situational factors; Cognitive factors: intellectual, emotional, and moral development; Juvenile delinquency: Criminality as process? Mental disorders: Psychoses; Personality disorders. Biological and social bases of psychological disorder.

IV. INTEGRATED THEORIES: For example, how social forces impact on the biological and psychological substrate of the individual offender.

V. CRIMINAL RESPONSIBILITY AND THE CRIMINAL JUSTICE SYSTEM: Predicting dangerousness; Competency to stand trial; Insanity as a criminal defense; Malingering and deception; The question of culpability; To punish or to treat?

**Attachment 3
GENERAL SYLLABUS**

**CRIMINOLOGY 153
PSYCHOLOGY OF CRIME**

Description:

The study of criminal behavior—like all behavior, the product of complex interactions among many factors—requires an interdisciplinary perspective. In this 3-unit course, the psychological bases of criminal behavior are explored as they relate to the biology of criminality, as well as to the numerous and varied contributions from cultural, economic, and geographic aspects of the social environment. The essential linkages between an offender's psychological and biological makeup and his/her behavior, as mediated by the social environment, are presented so as to foster an appreciation of the complexity of criminal behavior. Actual criminal cases will be researched and presented in terms of specific factors discussed in class. This course will use issues regarding culpability to organize class discussion.

Objectives:

An objective of this course is to provide critical thinking applications in (a) distinguishing fact from judgment; and belief from knowledge; (b) the relationship of language and logic; (c) reaching factual or judgmental conclusions after evaluating arguments; and (d) argumentation covering the various sides of an issue. The course seeks to provide the student with an informed basis for critically evaluating our responses, both as individuals and collectively as a society, to crime, given the role of psychological factors in criminal behavior.

Required Readings:

Bartol, Curt R. (1995). Criminal Behavior: A Psychosocial Approach (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Grading:

1) Three examinations will be given, each based on lecture, textbook, group project presentations, and videotaped information, as follows:

	<u>Weight of Final Grade</u>
Examination #1	25%
Examination #2	25%
Examination #3	30%

The format of examinations will be a combination of multiple-choice, true-or-false, and essay-response questions.

2) In addition to completing the three examinations, students must complete a major writing assignment.

This may take the form of an assigned group project in which grading will involve two components: an individual 3500 to 4000 word research paper (using primary sources and Lexis-Nexis) and a 2000 to 2500 word group paper that is the product of intense deliberation and discussion among group members. The interdisciplinary nature of the assignment is such that will require students to actively participate in a collaborative manner. The individual and group

submissions will each be worth 10% of the final grade for the course. Although the instructor will grade the final group paper, anonymous peer evaluations will provide information from each group member as to the relative contributions of all members in the group.

Alternately, students could be asked to research a specific (topical) area within criminal psychology, such as a particular kind of sex offender, and produce a 20-page paper which includes the use of both primary sources.

Course Format:

Criminology 153 will be presented in primarily a lecture-discussion/debate formate, supplemented with films, videos, and guest speakers.

Outline

Weeks 1 and 2:

I. **BASIC CONCEPTS:** Introduction to the course. Basic concepts in psychocriminology as one facet of an interdisciplinary study of crime.

Weeks 3 to 5:

II. **THE BIOLOGY OF CRIMINALITY:** Physical correlates of criminal behavior; Physiological/Biochemical factors. Drugs and crime; Genetic contributions.

Weeks 6 to 8:

III. **PSYCHOPATHOLOGY AND CRIMINAL BEHAVIOR:** Psychodynamic origins of criminal behavior. Freudian and neo-Freudian perspectives; Behaviorism and social learning. Frustration-induced criminality; Situational factors; Cognitive factors: intellectual and moral development; Juvenile delinquency: criminality as process? Mental disorders: Psychoses. Personality disorders. Biological and social bases of psychological disorders.

Weeks 9 to 12:

IV. **INTEGRATED THEORIES.** For example, how social forces impact on the biological and psychological substrate of the individual offender.

Weeks 13 to 15:

V. **CRIMINAL RESPONSIBILITY AND THE CRIMINAL JUSTICE SYSTEM RESPONSE:** Predicting dangerousness. Competency to stand trial; Insanity as a criminal defense; Malingering and deception. The question of culpability. To punish or to treat?

Other Considerations

Students with Disabilities: All students with bonafide learning disabilities must register with the proper campus agency at the beginning of the semester. (See University policy.) Students are to make arrangements to provide the professor with the necessary forms from the office for disabled students. This will enable the professor to address students' needs in an appropriate manner.

Legal Notices: Students are to carefully read the Legal Notices section of the current Schedule of Courses to know University policy with regard to matters such as Cheating and Plagiarism, Disruptive Classroom Behavior, Drug-Free Workplace, Nondiscrimination, and privacy policies related to student records. All such policies will be strictly enforced.

Because of the nature and reality of work in the criminal justice system, real life examples, verbal and nonverbal expressions, and role-playing by the instructor will be used to demonstrate to students important learning points. These learning points do not necessarily reflect the instructor's personal or

professional values. These examples, verbal and nonverbal expressions, and role-playing are not intended to demean or insult any group or individual, but simply to give students an understanding of the reality that exists in this profession and prepare them to deal with different types of people and situations in a professional manner. Teaching and learning, for our profession, cannot take place in a sterile educational environment without demonstrating its direct connection to the reality of the workplace.

Suggested Reading List

Björkqvist, K. & Niemelä, P. (1992). Of Mice and Women: Aspects of Female Aggression. New York: Academic Press, Inc.

Canter, D. & Alison, L. J. (1997). Criminal Detection and the Psychology of Crime. Brookfield, VT: Ashgate.

Denno, D. W. (1990). Biology and Violence: From birth to adulthood. New York: Cambridge University Press.

Ellis, L. & Hoffman, H. (Eds.). (1990). Crime in Biological, Social, and Moral Contexts. New York: Praeger.

Eysenck, H. J. (1971). Crime and Personality. London: Paladin.

Feldman, P. (1993). The Psychology of Crime. New York: Cambridge University Press

Goleman, D. (1995). Emotional Intelligence. New York: Bantam Books.

Hare, R. (1993). Without Conscience. New York: Pocket Books.

Hickey, E. (1997). Serial Murderers and their Victims (2nd Ed.). Belmont, CA: Wadsworth Publishing Company.

Hollin, Clive R. (1992). Criminal Behaviour: A psychological approach to explanation and prevention. Washington, DC: The Falmer Press.

LeDoux, J. (1996). The Emotional Brain. New York: Simon & Schuster.

Lewis, D. O. (Ed.). (1981). Vulnerabilities to Delinquency. New York: SP Medical and Scientific Books.

Lewis, D. O. & D. A. Balla. (1976). Delinquency and Psychopathology. New York: Grune & Stratton.

Meloy, J. R. (1992). Violent Attachments. Northvale, N.J.: Jason Aronson Inc.

Meyer, R. G. (1992). Abnormal Behavior and the Criminal Justice System. New York: Lexington Books.

Miethe, T. D. & McCorkle, R. (1998). Crime Profiles: The anatomy of dangerous persons, places, and situations. Los Angeles: Roxbury Publishing Company.

Pallone, N. J. & Hennessy, J. J. (1996). Tinder-box Criminal Aggression. New Brunswick, N.J.: Transaction Publishers.

Raine, A. (1993). The Psychopathology of Crime: Criminal behavior as a clinical disorder. New York: Academic Press, Inc.

Samenow, S. E. (1984). Inside the Criminal Mind. New York: Times Books.

Shoham, S. G. & Seis, M. (1993). A Primer in the Psychology of Crime. New York: Harrow and Heston Publishers.

Wilson, J. Q. & Herrnstein, R. J. (1985). Crime and Human Nature. New York: Simon and Schuster.

Volavka, J. (1995). Neurobiology of Violence. Washington, DC: American Psychiatric Press, Inc.

Wishnie, H. (1979). The Impulsive Personality: Understanding people with destructive character disorders. New York: Plenum Press.