



PSYC-SOC 249 - Criminal Behavior

Course Syllabus

Spring 2024

Instructor: Professor Julia Rogers

Credits: 3

Contact Hours: 45

Prerequisites: None

Class Meeting Days & Time: Tuesdays and Thursdays, 16:00-17:30

Office Hours: by appointment via Zoom (see Moodle site)

Course Type: Standard Course

Course Fee: None

Course Description

Crime comes in many different forms and has been known since the beginning of humankind. The questions raised after every crime are stable over time: **when, where, who, how** and, most important, **why**. This course tries to give an answer by analyzing theories of crime, physiological and psychological models of criminal behavior, crime and mental disorders, human aggression and violent crimes, cybercrimes and other specific offenses. Students will learn how to profile offenders based on their actions, identify risk factors in human development and propose crime prevention policies. Students are required to develop critical thinking skills when analyzing case studies by using the theoretical material learned in class.

Learning Outcomes and Assessment Measures

Learning Outcomes	Assessment Measures
<i>By the end of course Students will be able to:</i>	<i>Course requirements that will be used to assess students' achievement for each learning outcome</i>
<i>Summarize and list the main theories of crime.</i>	Final Exam
<i>Classify the component parts of each model of criminal behavior.</i>	Final Exam
<i>Present a clinical case study and understand the use of case presentations in solving crimes</i>	Case presentations

<i>Deconstruct</i> a case study and <i>evaluate</i> the relevance of the measures described in relation to crime prevention.	Small group work and class discussions
<i>Communicate effectively</i> psychological profiles using oral formats	Case presentations
<i>Recognize</i> socio-cultural and international diversity of criminal behaviors	Small group work and class discussions

Course Materials

The readings, assignments and other course materials are available on the course's Moodle site.

Assessment

Attendance	10 %
Weekly Moodle Quizzes	15 %
Final Exam	15 %
Case Presentations	20%
Course Journal	10%
Office Hours	5%
Final Paper	25%

Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional Excellent
A-	90% - 92%	
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Please note: decimal and centesimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

Course Requirements

Grades are based on the following criteria.

Attendance (10%)

Attendance is an essential part of this course. If you attend all the meetings, you will receive 10% for this part of your grade. There are no make-ups offered for attendance.

Quizzes (15%)

Students will be assigned a short quiz every week, which will be due before the next class begins and will not be reopened. The quiz will be on Moodle and it is not timed. Students can take the quiz as many times as they like, with the recorded grade being the highest grade they receive. There will be a combination of *technical*, *methodological*, and *content questions*. The content questions will help students zoom in on the most important ideas of the readings. The technical questions will help students learn the class's policies and administrative procedures. The methodological questions will test on skills that will pop up every week, like finding an author's argument and assessing sources.

Final Exam (15%)

An exam covering all topics presented in the course. This paper will consist of multiple choice and short answer questions, and will take place during class time.

Case Presentations (20%)

Working in small groups students will prepare a presentation for the class on a criminal case study and present the best theory for the development of this behavior.

Course Journal (10%)

Students will need a notebook at the start of the semester, which they will use as a personal space through which to reflect on course material and ideas; alternately, they can use a Google doc or Word document for these entries. In-class assignments will be regularly scheduled and graded twice throughout the semester, i.e., before the mid-semester break (Week 7) and at the end of the course (Week 12). Each of these checks is worth 5% of your grade, for a total of 10%. See the full prompt on Moodle for more information.

Office Hours (5%)

Getting to know your professor makes you more comfortable with that person and therefore more likely to ask for help. It also might help for you to ask questions about the various assignments or discuss a paper idea. In this course, you get 5% of your grade for coming one time before Week 9 to office hours.

Final Paper (25%)

Students will choose one case/crime to work on and write a paper (2000 words, double-spaced, Times 12 pt. font) after analyzing the topic. The paper will consist of two parts: a short section that describes the actual crime and one that applies theories and research in the field in order to analyze the criminal behavior of the offender. The findings section can include previous knowledge about the topic, a critique of research methodology, or ideas for further intervention in order to prevent criminal behavior. The paper needs to be written in APA Style, including references. **The final paper is due in Week 9; students will submit a first draft for approval in Week 5. A full prompt will be given on Moodle.** Part of the grade will reflect the draft proposal due in Week 5.

Extension & Submitting Late Work

Work submitted after the deadline will receive a grade of zero, not partial credit. Each student is allowed one extension of 24 hours over the entire semester. This can be used for any assignment except for the final project.

Students need to email the instructor before the deadline and inform her of their use of the extension. Any work submitted after the 24-hour extension will be marked zero. As with all policies, exceptions may be made by the Director for students with special accommodations or in case of medical emergencies, etc.

Attendance Policy

Attendance is expected and mandatory for classroom times and co-curricular activities. All students are allowed 2 unexcused absences, meaning they do not need to be justified. It is the student's responsibility to keep them in case of real necessity. i.e., sickness or any other unforeseen inconvenience that may prevent students from being in class. More than 2 absences will affect your final grade by 2% per absence up to a maximum of 10%.

Excessive unexcused absences (8 or more) may result in a failing grade or disciplinary action. It is the student's responsibility to be aware of the number of absences or late arrivals for each course, and to ask the instructor when in doubt.

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Presence during mandatory field trips is especially important. Missing a mandatory field trip for a course, unless for a very serious reason that is communicated to Umbra staff in a timely manner, will lower the students' grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B).

Legitimate reasons for an excused absence or tardiness includes: death in immediate family, religious observances, illness or injury, local inclement weather, medical appointments that cannot be rescheduled.

Absences relating to illness may be excused by the Director but only if a medical certification is provided.

Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute's Director within one week after the add/drop period when course schedules, including any field trips, are finalized. No exceptions will be made after this deadline.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Tardiness Policy

Students are expected to attend all classes punctually. Any student arriving up to 15 minutes late or leaving up to 15 minutes earlier than the scheduled class end time will be marked as tardy. Each incident of tardiness (late arrivals to or early departures from class) is 0.5% off the final grade. However, should a student arrive more than 15 minutes late or depart more than 15 minutes before the conclusion of the class, it will be recorded as an absence.

Students are also expected to remain in class during the time of instruction except for a reasonable amount of time to use the restroom. Students who leave class and do not return during the class session will receive an unexcused absence or late penalty.

Academic Integrity

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Utilizing ChatGPT or other artificial intelligence (AI) tools for the generation of content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism.

Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be set on silent mode before the beginning of each class. Computers and other electronic devices cannot be used during class lectures and discussions, unless there has been a specific academic accommodation.

An ever-increasing body of research shows that open laptops and telephones in the classroom create distractions (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result you end up processing less when you're simply typing notes. For this reason, there is a physical notebook policy; i.e. leave your computers in your bags and phones in your pockets and use a regular notebook during class. There are four exceptions: 1) if you have a vision or other accommodation; 2) if you are using a tablet to take notes and it is not connected to the internet; 3) if we have an in-class tutorial about online research tools; or 4) if you make an office hours appointment with the instructor to discuss the use of a computer.

SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS

WEEK 1

INTRODUCTION TO CRIMINAL BEHAVIORS

Meeting 1: Introduction to the Course

Meeting 2: Introduction to Crime and Criminology

Readings for the week:

1. Walsh/Jorgensen, *Criminology*, Sage Publications (July 17, 2014), Chapter 1 (pp. 1-20).
2. Hugo S. Gomes, Ângela Maia & David P. Farrington. Measuring Bias in self-reports of offending: systematic review of experiments. *Journal of experimental Criminology* (2019), pp. 313-335.
3. C.R. Bartol, A.M. Bartol. *Criminology, a Psychological Approach* (2016), pp. 34-45.

Assignment

Week 2 readings

Quiz

WEEK 2

THE ORIGINS OF CRIMINAL BEHAVIOR

Meeting 1: Theories of Crime: Overview

Meeting 2: Theories of Crime 1: Social Structure

Readings for the week:

4. C.R. Bartol, A.M. Bartol. *Criminology, a Psychological Approach* (2016), pp. 23-34.
5. Walsh/Jorgensen, *Criminology*, Sage Publications (July 17, 2014), pp. 103-123.

Assignment

Week 3 readings

Quiz

WEEK 3

FURTHER ORIGINS OF CRIMINAL BEHAVIOR

Meeting 1: Theories of Crime 2: Learning

Meeting 2: Theories of Crime 3: Life Course

Readings for the week:

6. C.R. Bartol, A.M. Bartol. *Criminology, a Psychological Approach* (2016), pp. 50-80, 105-116, 173-181.

7. Jeremy Coid, Rafael A. González, Constantinos Kallis, Yamin Zhang, YuanYuan Liu, Jane Wood, Zara Quigg and Simone Ullrich. Gang membership and sexual violence: associations with childhood maltreatment and psychiatric morbidity. *The British Journal of Psychiatry* (2020) 217, pp. 583–590.

Assignment:

Week 4 readings

Quiz

WEEK 4

FURTHER ORIGINS OF CRIMINAL BEHAVIOR

Meeting 1: Theories of Crime 4: Social Control and General Theories

Meeting 2: Review of Theories of Crime and Practical Applications /In-Class Quiz

Readings for the week:

8. Sampson, Robert J., and John H. Laub: Age-Graded Theory of Informal Social Control. *Encyclopedia of Criminological Theory* pp. 3-13
9. Justice M. Gau, Travis C. Pratt, and Travis W. Franklin. Key Idea: Hirschi's Social Bond/Social Control Theory. *Key Ideas in Criminology and Criminal Justice* (2010), pp. 55-67.
10. Paternoster, Brame *et al.* Multiple Routes to Delinquency? A test of Developmental and General Theories of Crime. *Criminology* 1997. Vol 35, issue 1, pp. 49-84.

Assignment:

Week 5 readings

Quiz

WEEK 5

CRIME SCENES AND PROFILING

Meeting 1: Understanding crime scenes and investigation

Meeting 2: Profiling and crime scene investigation

Readings for the week:

11. Burgess/Ressler et al. (2013) *Crime Classification Manual*; Wiley (May 2013) 3rd Edition, pp. 11-37.
12. Torres, A. N., Boccaccini, M. T., & Miller, H. A. (2015). Perceptions of the validity and utility of criminal profiling among forensic psychologists and psychiatrists. *Professional Psychology: Research and Practice*, 37(1), pp. 51–58.

Assignment:

First draft of final paper due.

Quiz

WEEK 6

CASE STUDY PRESENTATIONS, REVIEW OF THEORIES

Meeting 1: Case presentations

Meeting 2: Review of theories of crime, quiz

Assignment:

Week 7 readings

Semester Break

WEEK 7

VIOLENT CRIMES

Meeting 1: Human Aggression and Violence

Meeting 2: Homicide

Readings for the week:

13. C.R. Bartol, A.M. Bartol. *Criminology, a Psychological Approach* (2016), pp. 135-163.
14. Allely, C.S. Minnis, Thompson, P. Wilson & C. Gillberg, (2014). Neurodevelopmental and psychosocial risk factors in serial killers and mass murderers. *Aggression and Violent Behavior*, 19 (2014), pp. 288-301.
15. Lankford, Silver et al An Epidemiological Analysis of Public Mass Shooters and Active Shooters: Quantifying Key Differences Between Perpetrators and the General Population, Homicide Offenders, and People Who Die by Suicide. *Journal of Threat Assessment and Management*. (2021) Vol. 8, No. 4, pp. 125–144.

Assignment:

Week 8 readings

Quiz

Hand in course journal for review

WEEK 8

SERIAL KILLERS

Meeting 1: Classification of serial killers

Meeting 2: Serial killers: case studies

Readings for the week:

16. Miller, L. (2014). Serial killers: I. subtypes, patterns, and motives. *Aggression and Violent Behavior*, 19(1), pp. 1-11.
17. Miller, L. (2014). Serial killers: II. development, dynamics, and forensics. *Aggression and Violent Behavior*, 19(1), pp. 12-22.

Assignment:

Week 9 readings

Quiz

WEEK 9
MODERN CHALLENGES IN CRIMINAL BEHAVIOR

Meeting 1: Cybercrime

Meeting 2: Crime, Climate and Human Behavior

Readings for the week:

18. Robert Agnew Dire forecast: A theoretical model of the impact of climate change on crime. *Theoretical Criminology* 16(1) pp. 21–42.
19. M.G. García 1, M.D. Perez-Carceles 1, E. Osuna, I. Legaz. Drug-facilitated sexual assault and other crimes: A systematic review by countries. *Journal of Forensic and Legal Medicine* 79 (2021) 102151, pp. 1-15.

Assignment:

Week 10 readings

Quiz

Final paper submission

WEEK 10
ASSAULT AND TRAUMA

Meeting 1: Sexual Assault

Meeting 2: Post Traumatic Stress Disorder

Readings for the week:

20. Charlie Brooker, Emma Durmaz. Mental health, sexual violence and the work of Sexual Assault Referral centres (SARCs) in England. *Journal of Forensic and Legal Medicine* 31 (2015), pp. 47-51.
21. Edgar Jones, Robert Hodgins Vermaas et al. Flashbacks and post-traumatic stress disorder: the genesis of a 20th-century diagnosis. *British Journal of Psychiatry* (2003), pp. 158-163.

Assignment:

Week 11 readings

Quiz

WEEK 11
SUBSTANCE ABUSE

Meeting 1: Drug Misuse – an Overview: Who, Why and Prevention

Meeting 2: Criminal Considerations of Substance Misuse (in-class video and discussion)

Readings for the week:

22. Bruce J. Rounsaville et al Pathways to Opiate Addiction: An Evaluation of Differing Antecedents. *British Journal of Psychiatry*. (1982), 141 pp. 437-446.

23. Caitlin Elizabeth Hughes and Alex Stevens. What can we learn from the Portuguese Decriminalization of Illicit Drugs? *British Journal of Criminology*. 50, 999–1022 publication 21 July 2010, pp. 999-1022.
24. Kamaldeep S. Bhui, Peter Byrne, Diane Goslar and Julia Sinclair. Addiction care in crisis: evidence should drive progressive policy and practice. *The British Journal of Psychiatry* (2019) 215, pp. 702–703

Assignment:

Quiz

WEEK 12

PROFILING DIFFERENCES: USA vs EUROPE

Meeting 1: Why Case Studies are Useful in Crime Prevention; Methodology of Presenting a Case

Meeting 2: Profiling Exercise

Assignment:

Quiz

Final review of course journal

WEEK 13

FINAL EXAMS AND SPECIAL ACADEMIC EVENTS WEEK

TBA