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PSYC/SOC 249: Criminal Behavior

Course Syllabus

Instructor: Doris Kessenich, M.A.

Credits: 3

Contact Hours: 45

Prerequisites: None

Class Hours: TBA

Office Hours: TBA

Course Type: Standard Course

Lab Fee: 30 €

Course Description

Crime comes in many different forms, is known since the beginning of humankind and yet it is almost impossible to create a way of lifestyle that eliminates criminal activity completely from a society. The questions raised after a crime are stable over time: when, where, who, but the most important one is why. This course tries to give an answer by analyzing theories of crime, biological 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 an offender in base of their actions, risk factors in human development and policies of crime prevention. 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

By the end of the course, students will be able to:

Learning Outcomes	Assessment Measures
	<i>Course requirements that will be used to assess students' achievement for each learning outcome</i>
Knowledge in Theories of Crime	Mid Term Exam
Critical Thinking Skills	Class Participation
Presentation skills	Case Analysis Presentation
Critical thinking skills	Annotated Bibliography
Linking psychological models of criminal behaviour to an example case	Reflective Paper
Knowledge in a range of different crimes	Final Exam

Course Materials

Readings

- 1) Anthony Walsh, *Criminology: The Essentials*, Second Edition, Sage Publications, 2014.
- 2) A Course reader available at local copy shop. See “Umbra Institute Course Materials - Textbooks and Readers” handout provided in the orientation folder for more information. Readings will include:
 - Bushman, B. J., Newman, K., Calvert, S. L., Downey, G., Dredze, M., Gottfredson, M., Webster, D. W. (2016). Youth violence: What we know and what we need to know. *American Psychologist*, 71(1), pp. 17-39.
 - Elson, M., & Ferguson, C. J. (2014). Twenty-five years of research on violence in digital games and aggression: Empirical evidence, perspectives, and a debate gone astray. *European Psychologist*, 19(1), pp. 33-46.
 - Meloy, J. R., Habermeyer, E., & Guldemann, A. (2015). The warning behaviors of Anders Breivik. *Journal of Threat Assessment and Management*, 2(3-4), pp. 164-175.
 - Miller, L. (2014). Serial killers: I. subtypes, patterns, and motives. *Aggression and Violent Behavior*, 19(1), pp. 1-11.
 - Miller, L. (2014). Serial killers: II. development, dynamics, and forensics. *Aggression and Violent Behavior*, 19(1), pp. 12-22
 - Allely, C. S., Minnis, H., Thompson, L., Wilson, P., & Gillberg, C. (2014). Neurodevelopmental and psychosocial risk factors in serial killers and mass murderers. *Aggression and Violent Behavior*, 19(3), pp. 288-301.
 - Burgess/Ressler et al. (2013) *Crime Classification Manual*; 3th Edition, pp. 11-37, Wiley
 - Bartol C.R./ Bartol A.M. (2014) *Criminal Behavior- A Psychological Approach*, 10th Edition , Sage Publication

A course reader, including all the indicated readings, will be available at a local copy shop for about 5 €.

Please see “Umbra Institute Course Materials - Textbooks and Readers” handout provided in the orientation folder for more information.

Further Readings

- C.R. Bartol/A.M.Bartol (2014) *Criminal Behavior- A Psychological Approach*, Sage Publications 10th Edition
- Clinard/Meier (2010) *Sociology of Deviant Behavior*, International Edition, 14th Edition
- Siegel/Welsh (2011) *Juvenile Delinquency: The Core*, International Edition, 4th Edition
- Hickey (2010) *Serial Murderers and their Victims*, International Edition, 5th Edition
- Lippman, M. R. (2007) *Contemporary criminal law: concepts, cases and controversies*. Sage Publications of violence. New York: Plenum Press
- Burgess/Ressler et al. (2013) *Crime Classification Manual*; 3th Edition;
- Calvert, Wilma Jean. "Neighborhood Disorder, Individual, Family, and Peer Behavior Protective Factors, and the Risk of Adolescent Delinquent Behavior." Order No. 3030103 University of Missouri - Saint Louis, 2002.

Assessment

Class Participation	10%
Case Analysis	10%
Mid Term Exam	20%
Reflective Paper	20%
Final Exam	25%
Annotated Bibliography	15%

Grading

Letter grades for student work are based on the following percentage scale:

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

Course Requirements

Grades are based on :

Class Participation (10%)

For the purposes of assessment, class participation refers to the following:

- Extent and quality of contributions to class discussions reflecting knowledge and understanding of the issues/topics in question.
- Demonstration of having read assigned material and extent of understanding such material.
- Asking perceptive and original questions.
- Listening and verbal communication skills.
- Recognizing the value of the opinions of others.
- Respecting the work of others.
- Demonstration of teamwork skills in small group work.
- Helping to foster a positive group environment.

Consider that physical presence alone is NOT class participation.

Case Analysis (10%)

Each student will receive a precise assignment and each student needs to expose his/her work to class on established dates by PowerPoint presentation followed by a short discussion of the topic inside class. Each assignment will be linked to the topic of the class and is part of the material for exams.

Mid Term Exam (20%) and Final Exam (25%)

Students will be required to complete written midterm and final exam. Both exams will be comprised of different types of questions (e.g., definitions, short essays, short answers), and at least 50% of these exams will be essay questions that will require students to utilize critical thinking skills and to apply knowledge learned from class and from required readings. Students will be asked to describe and discuss key concepts in the field of criminal behavior and apply these concepts to case examples. Students will need to describe various research methods as well as their strengths and limitations.

Reflective Paper (20%)

For the paper, students will choose one case/crime to work on and write a paper (2500 words, double-spaced, Times, 12 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 researches 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 reflective paper is due in week 9; submit proposal for approval in week 5.** A specific hand out is given out in class before the midterm break.

Annotated Bibliography (15%)

This assignment will prepare you for the research paper. An annotated bibliography includes a summary and evaluation of each of the sources you will use for researching your topic. By reading and evaluating a variety of sources on your topic, you will see what the most important issues are, and you will then be able to develop

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your own point of view. For more specific guidelines and instructions please see separate hand-out. **The annotated bibliography is due February 20, together with your research topic.**

Course Content Disclaimer

The course will use short movies or case examples that are NOT containing explicit violent images or material.

Attendance Policy

Class attendance is **mandatory**. Students are allowed **two “free” absences**, which do not need to be justified. **It is the students’ responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class)**. Each additional absence, unless for a very serious reason, will lower the students’ grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

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.

Presence during mandatory field trips is especially important for student performance in class. Missing a mandatory field trip, unless for a very serious reason that is communicated to the professor and Umbra Academic Director in a timely manner, will lower students’ final grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

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.

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 turned off before the beginning of each class. **Computers and other electronic devices** cannot be used during class lectures and discussions.

Schedule of Topics, Readings, and Assignments

WEEK 1

Introduction to Crime and Criminal Behavior

Readings

Walsh/Jorgensen, *Criminology*, pp.1-21 Chapter 1

Measuring Crime

Readings

Walsh/Jorgensen, *Criminology*, pp. 22-43 Chapter 2

WEEK 2

Victims and Victimization

Readings

Walsh/Jorgensen, *Criminology*, pp.44-63 Chapter 3

A CASE STUDY: Natasha Kampbusch *3096 Days*

WEEK 3

Social Structure Theory

Readings

Walsh/Jorgensen, *Criminology*, pp. 100-120 Chapter 6

Social Process Theory

Readings

Walsh/Jorgensen, *Criminology*, pp. 121-140 Chapter 7

WEEK 4

Developmental Theories

Readings

Walsh/Jorgensen, *Criminology*, pp. 203-222 Chapter 11

A CASE STUDY: The Slenderman Case

Readings

- Bushman, B. J., Newman, K., Calvert, S. L., Downey, G., Dredze, M., Gottfredson, M., Webster, D. W. (2016). Youth violence: What we know and what we need to know. *American Psychologist*, 71(1), pp. 17-39.
- Elson, M., & Ferguson, C. J. (2014). Twenty-five years of research on violence in digital games and aggression: Empirical evidence, perspectives, and a debate gone astray. *European Psychologist*, 19(1), pp. 33-46.

WEEK 5

Psychosocial Theories: Traits and crime

Readings

Walsh/Jorgensen, *Criminology*, pp. 162- 181 Chapter 9

Biosocial Approaches: Crime and Mental Disorders

Readings

Walsh/Jorgensen, *Criminology*, pp. 182-202 Chapter 10

C.R. Bartol/A.M.Bartol (2014) *Criminal Behavior- A Psychological Approach*, 10th Edition; Chapter VII

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**SUBMIT YOUR PROPOSAL FOR THE REFLECTIVE PAPER WITH ANNOTATED
BIBLIOGRAPHY**

WEEK 6

A CASE STUDY: Armin Meiwes

Evaluation of Psychopathy in Court Proceedings

Start to studying for the Midterm Exam!

WEEK 7

Review for the Midterm Exam: Have question ready!

MIDTERM EXAM

SEMESTER BREAK

WEEK 8

Violent Crimes I: Violence and aggression

Readings

Walsh/Jorgensen, Criminology, pp. 223-245 Chapter 12

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Allely, C. S., Minnis, H., Thompson, L., Wilson, P., & Gillberg, C. (2014). Neurodevelopmental and psychosocial risk factors in serial killers and mass murderers. *Aggression and Violent Behavior, 19*(3), pp. 288-301.

A CASE STUDY: Anders Breivik

WEEK 9

Violent Crimes II: Homicide

Readings

Miller, L. (2014). Serial killers: I. subtypes, patterns, and motives. *Aggression and Violent Behavior, 19*(1), pp. 1-11.

Miller, L. (2014). Serial killers: II. development, dynamics, and forensics. *Aggression and Violent Behavior, 19*(1), pp. 12-22.

A CASE STUDY: The Monster of Florence

REFLECTIVE PAPER IS DUE!

WEEK 10

Violent Crimes III: Stalking

Readings

C.R. Bartol/A.M. Bartol (2014) *Introduction to Forensic Psychology*, 4th Edition Sage Publications; pp. 313- 323

Violent Crimes IV: Profiling and crime scene investigation

Readings

Burgess/Ressler et al. (2013) *Crime Classification Manual*; 3th Edition; pp. 11-37

WEEK 11

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Cybercrime

Readings

Walsh/Jorgensen, *Criminology*, pp. 314-318 Chapter 16

A CASE STUDY: ANONYMOUS

WEEK 12

Violent Crimes V: Sexual Assault

Readings

C.R. Bartol/A.M.Bartol (2014) *Criminal Behavior- A Psychological Approach*, 10th Chapter VII

Public Order Crime

Readings

Walsh/Jorgensen, *Criminology*, pp283- 302 Chapter 15

FIELD TRIP: MEETING TIME AT THE FOUNTAIN TBA (duration 4hrs)

WEEK 13

Crime prevention and influence of climate change on human behavior

Review and Exercise for Final Exam

Have questions ready!

WEEK OF FINAL EXAMS AND SPECIAL ACADEMIC EVENTS

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The Final Exam and Special Academic Events Calendar will be provided later in the semester

Bibliography

- Ackerman M. J., & Gould J. W. (2015), *Child Custody and Access*. APA Handbook of Forensic Psychology: Vol.1 Individual and Situational Influence in Criminal and Civil Contexts, B.L. Cutler and P.A. Zapf; <http://dx.doi.org/10.1037/14461-013>
- Allely, C. S., Minnis, H., Thompson, L., Wilson, P., & Gillberg, C. (2014). Neurodevelopmental and psychosocial risk factors in serial killers and mass murderers. *Aggression and Violent Behavior, 19*(3), 288-301
- APA (2012), *Specialty Guidelines for Forensic Psychology*. American Psychological Association Vol. 68, No.1, 7-19
- Baker, A.J.L., Bone, M.J., & Ludmer, B. (2014). *The high conflict custody battle: Protect yourself and your kids from a toxic divorce, false accusations, and parental alienation*. Oakland: New Harbinger
- Bartol C.R./ Bartol A.M. (2014) *Criminal Behavior- A Psychological Approach*, 10th Edition , Sage Publication
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- Canter D. (2003) *Mapping Murder. The Secrets of Geographical Profiling*, Virgin Books
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- Cochi P., Cappelletti F., Bruno M. (2016) *Mostro di Firenze Al di là di ogni ragionevole dubbio*, Runa Editrice
- Cutler, B.L., & Zapf, P.L. (2014). *APA handbook of forensic psychology*. Washington, DC: American Psychological Association.
- De Pasquali P. (2001) *Serial Killer in Italia*, FrancoAngeli
- Douglas J.E., Burgess A., Burgess A., Ressler R. (1992)
- Ewing C.P./McCann J.T. (2006) *Minds on Trial* , Oxford University Press
- Gulotta G. (2008) *Breviario di Psicologia Investigativa* , Giuffrè Editore
- Hicks S.J., Sales B.D. (2006) *Criminal Profiling. Developing an effective Science and Practice*, RaffaelloCortinaEditore
- Langleben D.D. (2013) *Using Brain Imaging for Lie Detection: Where Science, Law, and Policy Collide*. Psychology, Public Policy, and Law; Vol.19, No. 2, 222-234
- Lippman, M. R. (2007) *Contemporary criminal law: concepts, cases and controversies*. Sage Publications of violence. New York: Plenum Press
- Pucci I. (1997) *The Trials of Maria Barbella*, Vintage Books
- Steinberg, L. (2004). *Risk taking in Adolescence: What Changes, and Why?*. Ann. N.Y. Acad. Sci. 1021:51-58. doi:10.1196/annals.1308.005
- Thakkar, M.J., Jaffe, M.A., & Vander Linden, R.S. (2015, October 6). Guidelines for conducting a victim-sensitive interview. *Journal of Child Sexual Abuse*, 1-14.
- Zimbardo P./Coulombe N.(2016) *Men Interrupted*, Conari Press
- Zimbardo P.(2007) *The Lucifer Effect*, Rider Books