

Psychology & Criminal Behavior

Fall Semester 2012

Assistant Professor Douglas Willmann

Course Description:

This course is for the student who wishes to enhance his or her knowledge of psychology with a perspective on criminal behavior. It is also for students who already have a predominantly sociological/psychological knowledge background and who wish to underpin this with updated psychological research on crime and criminal behavior. The Professor reserves the right to amend the syllabus as needed.

Objectives:

By the end of term, all students will:

- Be able to distinguish between different types of offenders and criminal behavior
- Understand a variety of explanations as to why and in what contexts criminal behavior occurs
- Have an overall understanding of the situations and needs of offenders with mental disorders
- Be able to discern the different types of Mental Illnesses as they apply to criminal activities and the reasons behind committing the crimes.
- Have a clear understanding and improved ability in the area of Rhetoric, both in the verbal and the written genres.

Required Texts

Criminal Behavior, A Psychological Approach, Bartol C. & Bartol A.

Forensic Psychology, Second Edition, Wrightsman L. & Fulero S.

Academic sources, mostly from peer-reviewed journals – and the occasional, non-academic spices!

See literature list at the end of syllabus.

Approach to teaching:

I love my field, students, and stimulating learning on crime, criminal behavior and criminal justice! This is really the basis for my teaching: a profound devotion to criminology and to stirring others' interest and development. This counts whether you are devoted to the field like me or not. I very much enjoy helping and coaching those who come from different disciplines or interests – and those who find written academic assignments challenging. I focus especially on critical thinking towards one's own assumptions and prejudices as well as critical thinking towards sources.

Most lessons are lecture-based, but they are always broken up with questions for reflection or debate. Therefore it is most important for me that the work climate in class is relaxed and that everybody feels okay with speaking up. This can only be achieved if all participants are respectful towards others' questions, answers and opinions.

Still, a student may prefer to use some time for reflection before contributing. I still want to hear that student's thoughts, questions and reflections – participate on Forum after class and remember that this will count in participation just like classroom participation.

Expectations of the students:

Students are expected to:

- A.** Participate actively during class. Apart from asking questions and giving comments, students are expected to consider how their contributions affect the overall work climate in class. If a student's contributions do not have a constructive effect on the overall work and discussion climate in class, the student is expected to discuss this in a constructive way.
- B.** Be punctual for classes. Be aware that class begins at 8 a.m.
- C.** Show respect for and attempt to understand other people's viewpoints and experiences.
- D.** Submit all assignments on time and completed to the best of their abilities.
- E.** REMEMBER THAT THE TIME TO WORRY ABOUT YOUR GRADE IS AT THE START, NOT THE END, OF THE SEMESTER! Work hard and focus through out the semester!

ATTENDANCE:

AUCA RULES of attendance will be strictly adhered to. 3 absences and a GRADE of "F" will be entered. 3 late arrivals will be counted as 1 absence. Doctor's notes will be handed into the professor but it is up to the discretion of the professor, whether or not, to accept them.

COMPUTERS & MOBILE PHONES:

All electronic devices will be turned off prior to the beginning of class. 3 warnings on the Mobile Phones will result in their confiscation, to be returned at a later date. Computers will be turned off and out of use, unless otherwise directed by the professor.

HANDOUTS:

There will be numerous handouts given by the professor over the duration of the course. Some handouts will be on Content & some will be on Writing Assignment Format requirements. These are to be saved and reviewed over the length of the course. The

professor reserves the right to give “pop-quizzes” on these handouts, which will be calculated into your final grades.

ASSIGNMENT DUE DATES, FIRST & FINAL DRAFTS:

All assignments are to be submitted by the deadline. First Drafts will be submitted by email to: willmann_d@mail.auca.kg. If there is NO First Draft, the Final Draft will not be accepted. Final Drafts in hardcopy, in class or in my office, on the submission date. LATE ASSIGNMENTS both First & Final Drafts will be penalized 5% per day off the Final assignment grade. NO ELECTRONIC VERSIONS WILL BE ACCEPTED FOR FINAL DRAFTS.

The Plagiarism Policy for this course is as stated in the AUCA Student Handbook.

If a paper is plagiarized, there are four (4) possible outcomes: “F” for the paper, “F” for the course, Student referred to the Academic Honesty Board, or ALL of the above. It will be you I am grading, not previously published materials. PLEASE, do your own work.

pl·gia·rism

[pley-juh-riz-uhm,]

noun

An act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author.

Synonyms: appropriation, infringement, piracy, counterfeiting; theft, borrowing, cribbing, passing off.

Think About This Before Submitting Drafts:

- A. Have I followed the format for the assignment?
- B. Have I proofread my work?
- C. Have I “fully” answered the question & explained my position?
- D. If this was a “one shot assignment,” would I be happy with the grade awarded?

Course Assessment

Assignment	Percentage of grade
Quizzes	10%
Personal reflection essay, 4 pages, on the question: "How do I explain criminal behavior – and why?"	15%
Critical Analysis Paper, 4-5 pages	15%
Argumentative Essay, 5-8 pages	20%
Mid-Term Exam (Essay Format)	20%
Final Exam (Essay Format)	20%
Total Points	100%

Weekly Lesson Topics:

WEEK 1

READING/DISCUSSION

The concept of free will in relation to Psychology & Criminal Behavior. **Criminal Behaviour, pg. 1-9**

WRITING

- A. What is a Reflective Essay? (Handout in-class.)

WEEK 2/3

READING/DISCUSSION

Mental disorders – what and why? **Social Psych book & Criminal Behavior, pg. 73-108, Chapter 7; pg. 226-255**

WRITING

- A. Topic Given for Reflective Essay.
- B. Reflective Essay (Draft 1, Beginning of Week 3)

WEEK 4/5

READING/DISCUSSION

Anti-social personality disorder and psychopathy, the basics **Chapter 2, 6 Forensic Psych; Criminal Behavior. Pg. Durham Rule: 245-46/Eysenck's Theory: 96-110**

WRITING

- A. What is a Critical Analysis Paper? (Handouts in-class)
- B. Final Drafts of Reflective Essays due end of Week 4.
- C. Topics given for Critical Analysis assignment.

WEEK 6

READING/DISCUSSION

How much do mental disorders account for in relation to crime? **Chapter 5, Forensic Psych**

WRITING

- A. Critical Analysis (Draft 1, end of Week 6)

WEEK 7

READING/DISCUSSION

Schizophrenia and crime **Chapter 7, Criminal Behavior, pg. 231/232/**

Social norms and social control/**Risk Factors Criminal Behavior, pg. 37-68**

WEEK 8/9

READING/DISCUSSION

Context and behavior on the tendency to commit crimes **Criminal Behavior, pg.**

1/2/10/33/35/105-108/73-74/110-112

WRITING

A. Final Draft of Critical Analysis Paper due end of Week 8.

WEEK 10

READING/DISCUSSION

Crime and social learning **Chapter 4, Forensic Psych, Criminal Behavior; pg:116-125/**

<https://www.criminology.fsu.edu/crimtheory/matza.htm>

WEEK 11

READING/DISCUSSION

Youth Crime and social norms **Chapter 5, Forensic Psych. Chapter 1, Criminal**

Behavior, pg.26-28, 35/203-206/221-223/299/430-436

WRITING

A. What is an Argumentative Essay? (Handout in-class)

WEEK 12

READING/DISCUSSION

Aggression: What does the psychological theory say about aggression – and what is the role of aggression in crime? **Chapter 6, Forensic Psych.; Criminal Behavior, pg. 141-162/Chapter 9-10**

WRITING

- A. Topics for Argumentative Papers
- B. Argumentative Essay (Draft 1, End of Week 13)

WEEK 13

READING/DISCUSSION

Criminal behavior in organizations: Often, street crime is in focus – but how about crime committed by companies and organizations? **Criminal Behavior, pg. 472-479**

WEEK 14

READING/DISCUSSION

The role of psychologists and psychiatrists: What are the implications of Psychology and Criminal Behavior for your own future work? **Chapter 1 & 2, Forensic Psych.**

WEEK 15

- A. Final Drafts of Argumentative Essays due.

Possible added readings:

Blair, J., Mitchell, D. & Blair, K. (2005). *The Psychopath – emotion and the brain*. Blackwell Publishing.

- Chap. 1. What is Psychopathy? p1-17
- Chap. 2. The background facts. p18-27

Brauer, Markus & Nadine Chaurand (2010): Descriptive norms, prescriptive norms, and social control: An intercultural comparison of people's reactions to uncivil behaviors. *European Journal of Social Psychology*, vol. 40:3, pp. 490-499.

Gao, Yu, Adrian Raine, Peter H. Venables, Michael E. Dawson, and Sarnoff A. Mednick (2010): Association of Poor Childhood Fear Conditioning and Adult Crime *Am J Psychiatry*, vol. 167: 56-60

Hodgins, S. (2007). Persistent violent offending: what do we know? *Br J Psychiatry Suppl*, 49, s12-4.

Lawrence, J. A. (2006). Taking the Developmental Pathways Approach to Understanding and Preventing Antisocial Behavior. *The Australian and New Zealand Journal of Criminology*, Vol. 39(3), 310–326

Markowitz (2011): Mental illness, crime, and violence: Risk, context, and social control. *Aggression and Violent Behavior* 16 (2011) 36–44.

Meynen (2009): Should or Should Not Forensic Psychiatrists Think About Free Will? *Medicine, Health Care and Philosophy*, Volume 12, Number 2, 203-212.

Suler, John (2004): The Online Disinhibition Effect. *CyberPsychology & Behavior*, volume 7, Number 3, 2004.