SYLLABUS*
CCJS 461 SG91 Psychology of Criminal Behavior
Spring 2015

Instructor: Rebecca S. Morse, Ph.D.
Class Hours & Location: Tuesdays & Thursdays 11:00 AM to 12:15 PM; III-426

Office Hours: Available by appointment.

Phone: 240-446-1022
Email: Rebecca@nullpointer.net

REQUIRED TEXT:

COURSE OBJECTIVES AND GOALS:
This course approaches the understanding of delinquent and criminal behavior from a developmental, cognitive-behavioral, and psychological perspective. Viewing the juvenile and adult offender as being embedded and continually influenced by multiple systems, the course examines the risk and protective factors that are believed to influence the developmental pathways on the road to delinquency and crime. The behavioral, emotional and cognitive aspects of crime are examined, focusing primarily on the offender but occasionally on the victim as well.

CORE LEARNING OBJECTIVES:
1. Identify and describe the theories and different perspectives of human nature that underlie the theoretical development and research of criminal behavior.
2. Define crime, criminal behavior, and juvenile delinquency.
3. Describe the various measurements of criminal and delinquent behavior.
Understand the study of criminal behavior and delinquency, from a psychological perspective.

TECHNOLOGY:
*Students will be expected to access and use Canvas on a regular basis. Important class information, such as the syllabus and weekly readings will be posted here. To access Blackboard, students should use their UMD email ID and password. www.elms.umd.edu
*In addition, students should check their UMD email account regularly. Be sure to check that new messages can be received and that you are not over the message limit. You also have the option for your UMD account to be forwarded to another email address.

ATTENDANCE & PARTICIPATION:
You are expected to come to class prepared to discuss and apply the material. In order to make the most out of your learning experience, it is imperative that you are not only present at each class meeting, but are alert, attentive, and ready to learn.
Throughout the semester we will have small group discussions and in-class group projects. You are responsible for being prepared to discuss the material, and are expected to actively participate in discussion with your classmates about the material. Participation is worth 10 points, and will be based on your level of engagement in your small group discussions. Although I do not grade based strictly on attendance, you will not be able to earn the maximum points for participation if you are frequently not present—meaning if you miss a class due to illness, as long as you communicate this with me via email or phone, it will not affect your grade.

**Missing a class to participate in a religious observance or to seek medical care constitutes an excused absence. Please inform me in advance, if possible, if you will need to miss a class for such reasons. It remains your responsibility to check with fellow students for class notes.**
New: PER UNIVERSITY OF MARYLAND POLICY FOR A STUDENT’S MEDICALLY NECESSITATED ABSENCE FROM CLASS, students shall now make a reasonable attempt to inform the instructor of his/her illness prior to the class; and, upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct. Providing false information to University officials is prohibited under Part 9 (h) of the Code of Student Conduct (V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT) and may result in disciplinary action.

IN-CLASS PRACTICE DEBATES:
Throughout the semester, you will meet with approximately 4 classmates (which will eventually be your debate group) to practice debating in class. You will be provided a summary of a real-life case or a current topic of interest to review (e.g. gun control, capital punishment, etc.), and will argue how the prosecution and defense would handle the case, or why individuals would be for/against a topic of interest.

FINAL ASSIGNMENT:
Each student will take a turn as primary presenter in one of the main debates, which will require independent research and written work. The main debate presentation grade will be composed of two parts: your written preparation of your argument, and the debate itself.

Written preparation:

Synopsis Paper: (15 points): Approximately 5 pages outlining of your role in the group and how the parts fit into the whole group and detailing how your part of the debate fulfills all three modes of persuasion, and demonstrates adequate preparation and research of your topic.

Debate/Presentation (25 points): will be graded on: the debate performance (5 points for being prepared for cohesive performance, which includes your ability to represent your incorporation of the modes, 15 points for your research, the breadth of said research, and your ability to respond if cross-examined; 3 points for the modes (1 per mode demonstrated); and 2 points for professionalism, which includes your appearance, your ability to interact respectfully with your team mates, and your ability to pick up on your cues [meaning not needing another team member to remind you what you are supposed to be saying/doing!])

*Attendance at all debates is expected. You will serve as jury for your classmates’ debates, and you will be casting votes.

EXAMS:
There will be two exams for this course and each will be non-cumulative. Each exam will be worth 25 points, for a total of 75 points. Exams will be posted on Canvas, and will be open book/open note.
* If you anticipate conflict with an exam date, it is the student’s responsibility to provide justification, but scheduling an alternate date is at the discretion of the instructor. Similarly, emergency exceptions are at the discretion of the instructor (in the hospital; car accident = emergency; alarm clock did not ring; bad hair day = not an emergency).

**ARTICLES:**
Relevant journal articles to supplement the text may be assigned throughout the course. It is expected that students will come to class prepared to discuss the articles and have questions and comments on the topics in the articles. You will be responsible for the material from the articles and discussion for the exam. Articles will be available on blackboard or the information will be given for students to find it through the Library website.

**GRADES:**
2 Exams: 50 points (25 points each)
Synopsis: 15 points
Final Presentation: 25 points
Participation (in and outside of class activities): 10 points
Total Possible Points: 100 points

**GRADE CALCULATION:**
For simplicity, the points have been assigned such that a student can track their own grade without any confusing arithmetic acrobatics. If you earn 97 points you will have a class grade of 97%, which according to the below chart, is an A. I round to the second decimal, so a grade of 91.49 is considered a 92 (A-), and a grade of 96.03 is a 96 (A).

\[
\begin{array}{cccc}
\text{Grade Breakdown:} & \text{A+} & 100+ & \text{B+} & 89 – 87 & \text{C+} & 79 – 77 & \text{D} & 69 - 60 \\
\text{A} & 99 – 93 & \text{B} & 86 – 83 & \text{C} & 76 – 73 & \text{F} & 59 and below \\
\text{A-} & 92 – 90 & \text{B-} & 82 – 80 & \text{C-} & 72 – 70 \\
\end{array}
\]

**Late Exams and Assignments will be accepted on a per student/situation basis; however, if the student does not have supporting documentation, grades are subject to a point-deduction.**

**Codes of Academic Integrity and Student Conduct**
Students are required to uphold the Code of Academic Integrity and the Code of Student Conduct. Students who violate either of these codes may receive a failing grade in the class. Regarding assignments and exams, students should always observe the highest standards of academic honesty and integrity. Your academic work should be the result of your efforts, thoughts, and ideas. When writing papers or assignments, you should use an appropriate citation style consistently, indicating exactly where you are quoting, or have been inspired by, the work of others.

Cheating on any assignment or exam will result in the following disciplinary actions:
(1) “XF” (a cheating F) will be the grade earned for the course, and (2) possible expulsion from the UMCP’s B.A. Program in Criminology & Criminal Justice at the Shady Grove Center, effective the following semester. All cases of academic misconduct will be referred to the Student Honor Council at UMCP.

(2) Examples of conduct meriting such disciplinary actions include, but are not limited to, the following: (1) cheating on an exam, either with or without assistance of another
student or students, (2) submitting as your own work a paper that is either wholly or partially plagiarized, such as purchasing a paper from an internet site or superficially rewriting the work of others without proper citation, or (3) collaborating with fellow students on assignments or take-home exams for which you were instructed to work alone.

**DISABILITY HELP:**
Should a student need accommodations in the classroom or for assignments/exams due to a verified, documented learning or physical disability, please inform me of your situation immediately, so that proper UMCP documentation and accommodation procedures are followed.
Schedule of classes *Topics subject to change as needed to ensure that the majority of students are comfortable with material covered prior to moving to the next topic. Additional dates, as published in the academic schedule of classes and listed below, may be required as make-up days for inclement weather. Closing information can be found here: [http://www.shadygrove.umd.edu/campus-services/public-safety/campus-alerts](http://www.shadygrove.umd.edu/campus-services/public-safety/campus-alerts)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Jan 27 &amp; 29</td>
<td>Introduction to Class</td>
</tr>
<tr>
<td>Week 2</td>
<td>Feb 3 &amp; 5</td>
<td>Introduction to Criminal behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modes of Persuasion</td>
</tr>
<tr>
<td>Week 3</td>
<td>Feb 10 &amp; 12</td>
<td>Developmental factors</td>
</tr>
<tr>
<td>Week 4</td>
<td>Feb 17 &amp; 19</td>
<td>Juvenile delinquency</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 24 &amp; 26</td>
<td>Learning &amp; Situational Factors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Selection</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mar 3 &amp; 5</td>
<td>Human aggression and violence</td>
</tr>
<tr>
<td>Mar 14</td>
<td></td>
<td>MIDTERM EXAM Due (Chapters 1-5)</td>
</tr>
<tr>
<td>Mar 15-22</td>
<td></td>
<td>*Only a few questions from Chapter 3</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mar 24 &amp; 26</td>
<td>Criminal psychopathy</td>
</tr>
<tr>
<td>Week 9</td>
<td>Mar 31 &amp; Apr 2</td>
<td>Crime &amp; mental disorders</td>
</tr>
<tr>
<td>Week 10</td>
<td>Apr 7 &amp; 9</td>
<td>NO CLASS: ADEC</td>
</tr>
<tr>
<td>Apr 12</td>
<td></td>
<td>Synopsis Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Apr 14 &amp; 16</td>
<td>Crime &amp; mental disorders cont.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr 21 &amp; 23</td>
<td>Homicide, Assault, and Family Violence</td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr 28 &amp; 30</td>
<td>Multiple Murder, School, Workplace Violence</td>
</tr>
<tr>
<td>Week 14</td>
<td>May 5 &amp; 7</td>
<td>Final Presentations</td>
</tr>
<tr>
<td>Week 15</td>
<td>May 12</td>
<td>Final Presentations</td>
</tr>
<tr>
<td>May 14</td>
<td></td>
<td>FINAL EXAM Due (Chapters 6-10 [*not 11])</td>
</tr>
</tbody>
</table>