

Course Outline
Psychology of Criminal Behavior FP6015

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Argosy University – SF Bay Area Campus
Masters in Forensic Psychology Program
Course Outline

Psychology of Criminal Behavior – FP6015 OLA
On-Line Course – Fall II 2008
October 23rd – December 12th

Instructor: Lesleigh Franklin, Ph.D.
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Course Description:

An introduction to the psychology of criminal behavior of several criminal types which have historically constituted the majority of criminal offenders that psychologists deal with in the criminal justice and mental health environments. Students will gain a more in-depth understanding of the behavior of gang members, drug addicts, women offenders, sexual predators and children and adolescents in the juvenile justice system. This course will also explore how issues of race and ethnicity play a role in criminal behavior

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Fall Session I (7.5 week courses): October 6, 2008

Fall Session II (7.5 week courses): November 27, 2008

Fall Full Term (15 week courses): November 10, 2008

Program Outcomes: Master of Arts in Forensic Psychology

Program Outcome One:

Students will demonstrate knowledge of the theoretical concepts and methodological approaches to the psychological bases of behavior as it relates to the practice and application of forensic psychology.

Program Outcome Two:

A. Students will be able to distinguish and utilize the underlying theories guiding the interface between the legal system and psychology.

B. Students will be able to establish and analyze the interaction between psychology and the law in all major aspects of criminal and civil justice system.

Program Outcome Three:

Students will demonstrate the ability to critically evaluate the existing literature and body of knowledge in assessment, evaluation and research methods in forensic psychology.

Program Outcome Four:

Students will use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed as a part of a professional team, capable of expanding the role of psychologists within society.

Course Objectives:

1. Understand and articulate the cause and effect factors that cause at-risk adolescents and adults to gravitate and assimilate into violent street and prison gangs, and women offenders.
2. Understand and articulate psychological and physiological causes of drug influence, addiction and the challenges of rehabilitation and sobriety.
3. Understand and become familiar with the familial, social and personal factors of crime and aggression.
4. To gain knowledge of the role race and ethnicity plays in criminal behavior.
5. Ability to prepare a criminal psychological profile sufficient to be able to identify a potential criminal behavior type.

Course Requirements & Grading Policy:

Students are encouraged to participate actively in the online process. Lack of participation will be reflected in your grade.

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Course Requirements & Grading Policy, Continued:

All students' grades are based upon the same criteria. Grades will be formulated based upon total points from the three 10 page papers, online discussions, extra credit points and participation. This class is not graded on a "curve." Points/credits are listed below:

Class participation: 10% Grades by Percentage % *

First Paper	30%	150 points
Midterm	30%	150 points
Final	30%	150p points
100 – 90%	A	
89 – 80%	B	
79 - 70%	C	

* Class is not graded on a "curve." All grades according to total points accrued.

Evaluation Criteria

Evaluations of papers will be based on demonstrated mastery of the readings, on critical reflection that shows originality and depth, on skill in integration of course objectives, and on clarity and brevity of presentation. We like to see specific quotations from the text, with page citations. Papers longer than the assigned length will be returned for editing.

Papers should be written in accordance with APA style. Two hard copies of each paper should be sent to your instructor. Or papers may be submitted by email. Be certain to include a title page with identifying information, including phone number(s) and E-mail address.

If you would like to initiate your own readings or papers, feel free to negotiate an assignment proposal with your instructor **via E-mail**. A short outline, listing your topics and readings, can serve as an alternative learning segment for any given segment of the course.

Required Texts and Readings:

1. *Inside the Criminal Mind*, Stanton Samenow
ISBN: #0812910826 New: \$17.00 Used: \$8.00
2. *Trapped between Innocence and Death: A Guide to Being Free from Gang Life*, John Saroyan, Ed.D., Paul Cosores
ISBN #0974080004 New: \$14.95 Used: \$14.95
3. *An Urban Ethnography of Latino Street Gangs in Los Angeles and Ventura Counties* - <http://www.csun.edu/~hcchs006/3.html>
4. *Comparing the Behavior of Youth Gangs and At Risk Youth*
<http://www.ncjrs.org/pdffiles/172852.pdf>
5. *Violence and Mental Disorder*, Monahan and Steadman
ISBN #0-226-53405-7 New: \$17.00 Used: Not Listed
6. *Violent Offenders: Appraising and Managing Risk*, Quinsley, Harris, Rice, Cormier ISBN 1-55798-495-6
6. *Men Who Rape: Psychology of the Offender*, Nicholas Groth
ISBN #0738206245
7. *Women Who Offend*, Gill Mclvor
ISBN # 0335206182
8. *The Social Psychology of Drug Abuse*, Sussman, Ames

Non-Required Texts: Recommended Reading (Background Information Only)

1. *Drugs and the Law: Detection, Recognition & Investigation*, Gary Miller
ISBN #0-87526-398-4 New: \$23.64 Used: \$9.88
3. *Walking Time Bombs*, Joel Norris
ISBN #0-553-28996-9 New: \$4.95 Used: Not Listed (Barnes & Noble Books)
4. *Alone with the Devil: Famous cases of A Courtroom Psychiatrist*, Ron Markman, MD
ISBN #0-553-28520-3 New: \$5.99 Used: Not Listed (Barnes & Noble Books)

Paper Guidelines:

1. Length: not less than 10 pages
2. Style: All papers must be written according to American Psychological style and format. Papers should be submitted via email to the instructor. Paper must be received by the instructor (mail/email) by the due date.
3. Paper must include a table of contents (where necessary) and an annotated bibliography with at least five references: books, articles, video media, and interviews
4. Papers should have a separate cover sheet with title, course, instructor, author and course date.
5. Term Paper Subjects can be about anything directly related to the topics and areas of psychology covered in class. Please have your topic approved by the instructor prior to starting the paper.

Instructor Contact

Office Phone: (415) 515-4281 (There is voice mail for this line.)

Internet: Email Address: lesleighf@yahoo.com

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

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Course Schedule
Class Meetings Topics Assignments
& Dates

Part One: The Criminal Mind and Gang Life

In this segment we will explore through Samenow's work the development of the Criminal Mind along with At Risk Youth, Psychological, Socio-Criminal and Familial causes of Gang Involvement. Along with the required reading you will be expected to cite at least 5 outside references in your paper.

Assignment One - Using the readings from this section discuss the socio-criminal, psychological and familial issues involved in both the development of the criminal mind, at-risk youth and gang membership. Also discuss the rehabilitation potential and challenges of working with both the gang member and individual with the criminal mind.

Midterm – the midterm will cover the first 4 readings

Part Two: Violence, Men and Women Who Offend, and the Role of Substances

In this section we will explore the types of offenders, the psychodynamics of sexual assault, the role of violence in the world of offenders along with the dynamics of addiction and the role it plays in the life of an offender. We will also explore the similarities and differences between male and female offenders, along with the role race and class plays in the development of criminal behavior.

Class Weekly Topics Assignments
& Dates

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| Week 1 | Course Introduction
Reading: Inside the Criminal Mind |
| Week 2 & 3 | Inside the Criminal Mind and Street Gangs
Reading: Trapped Between Innocence and Death
An Urban Ethnography
Topics: Socio-Criminal and Familial Causes, Street Gang Dynamics |
| Week 4 | Street Gangs
Reading: An Urban Ethnography
Comparing the Behavior of Youth Gangs |
| Week 5 | Rehabilitation Potential & Challenges Quinsley, Ch. 2,3,4 |

MIDTERM EXAMINATION

- Week 6** Dynamics of Addiction
Reading: The Social Psychology of Drug Abuse
- Week 7** Dynamics of Addiction, Rehabilitation,
Therapeutic Programs, Successes & Failures
- Week 8** Sexual Predators: Offender Types; Psychodynamics of
Sexual Assault; Prediction for Violence, Relapse
Reading: Groth, Ch.1 thru 4, Quinsley, Ch. 2,5,7,8
- Week 9** Women Offenders: How Do Gender and Violence Correlate
Reading: Women Who Offend
- Week 10** Clinical Evaluation of Offenders , Potential for Violence
Reading: Groth,

FINAL EXAMINATION