CRIM3040: Psychology of Crime
Summer I 2017
Northeastern University
School of Criminology and Criminal Justice

Class Time: Tuesday & Thursday (1:30pm-5:00pm)
Class location: Richard Hall 275

Professor: Rebecca M. Cudmore, M.A.  Email: r.cudmore@neu.edu
Office: Churchill Hall 407  Office Hours: Thursday 12:00-1:30pm

You will be required to check both your e-mail and the course Blackboard site regularly for class announcements, updates, and information. On Blackboard you will also find additional readings, lecture outlines, and other reference materials.

The best way to contact me is via e-mail. I am very accessible via e-mail and will get back to you as quickly as possible. Please email me to schedule office hours if you would like to meet.

Required Text:


Additional required readings will be posted on Blackboard

Course Description:
This course examines the psychological nature of crime. Although we will discuss various theories that explain criminal behavior, the emphasis will be on individual psychological factors, which will also include aspects of development, biology, and family functioning. Some of the areas we will focus on will include violent crime, sexual offending, psychopathy, and family violence. Although we will look at how some of these types of crime develop, much of the emphasis will be on the current understanding of these behaviors and how to evaluate and manage individuals who engage in these varying forms of criminal behavior as well as how psychology can inform treatment and prevention efforts.

The curriculum is split up into five sections:

Part I: Theories of Crime
Part II: Mental Illness, Psychopathy, and Crime
Part II: Specific Crime Types (i.e. sexual offending, serial homicide, family violence)
Part IV: Treatment with Offenders
Part V: Desistance and Prevention of Crime
Course Objectives:
- To develop substantive knowledge regarding different theories of and empirical research on criminal behavior.
- To encourage an appreciation for the complexities of criminal offending behavior and teach students to be wary of simple explanations to complex behavior.
- To develop analytic skills for assessing information about a particular crime or criminal.
- To encourage students to critically evaluate a particular crime or criminal through the lens of a theory of crime that has been discussed in class.

Assignments:
Examinations
The midterm and final will consist of multiple choice questions. The exams will cover both material covered in class and material in the required readings. Chapters covered on the exams are clearly indicated on the class schedule. The final exam will not be cumulative, and will only cover material presented after the midterm exam. The exams will be given on the days noted on the class schedule without exception.

Midterm Exam: Tuesday 5/30/17 during class
Final Exam: Tuesday 6/27/17 Behrakis Health Sciences Center 030 1:00-3:00PM

Psychology of Crime Paper
The paper for this class requires students to apply their knowledge of theories of crime to criminal behavior. First, you must choose a criminal and his/her criminal behavior. This can be a well-known criminal (e.g. Jeffrey Dahmer, Aileen Wuornos, etc.) or a lesser-known individual for whom you have information about the crime(s) he or she committed. I am asking you to choose a solved crime and use theory and research to explain criminal behavior. I am not asking you to choose an unsolved crime and profile a likely suspect. Your job will be to apply elements of the theories of criminal behavior that we have discussed in class to explain the individual’s behavior. You do not need to utilize the entirety of a theory, but any elements of a theory you believe apply to the case. This paper is meant to be a fun exercise in using theory and research to conceptualize human behavior. Due: 6/18/17 by 11:59pm

The paper should:
1. Include a clear introduction and conclusion (10 points)
2. Provide relevant background information on the individual (developmental/family history, etc.) and relevant information regarding their crime(s) (10 points)
3. Provide a discussion using theory/research that explains the onset/development of antisocial behavior and specific criminal behavior—this section should be the bulk of the paper and include enough information about the basic tenants of the theory you have chosen. (30 points)
4. Include at least 3 scholarly references. These references must be primary research literature (e.g. peer-reviewed journal articles) and cannot include non-scholarly sources. You may use online sources such as Wikipedia to obtain general information about the
crime or criminal, but these do not count as part of your 5 references and cannot be used as supporting evidence for your argument. You may use your textbook and articles from class as part of your 3 references. If you do not feel confident finding, reading, and interpreting research literature, please schedule an appointment to meet with me to discuss. (30 points)

(5) Include proper formatting for in-text and reference list citations, as well as clear and concise writing. Make sure to edit your papers carefully. (20 points)

The Northeastern library has created a very helpful site where you can find relevant resources for this course. This would be a good place to find empirical articles and information about formatting and citing sources.

http://subjectguides.lib.neu.edu/cj/Psych/Crime

Your paper and citations must be in American Psychological Association (APA) format. The APA style manual is available in the library. I expect the papers to be between 6 to 10 pages in length, not including a title page and references (typed, double spaced, one inch margins all around, standard 12 point font).

It is essential that you edit your papers several times for grammar and spelling. Good writing is that which is clear and concise. Utilizing a thesis statement, topic sentences, and section headings is often a good way to organize your paper and ensure the clarity of your argument. With regards to direct quotes—stick to the 85-15 rule, which means that at least 85% of the paper should be your own writing and no more than 15% of your paper should contain quoted material. A strong paper includes the development of your own ideas and the incorporation of your interpretation of findings from your sources. Instead of quoting text from a scholarly source, interpret the material and put it in your own words. If you are not comfortable enough with the findings of a scholarly source to interpret it for yourself, you should not use the source.

Late papers will be accepted for 1 week following the due date. Five points are deducted for each day late. No paper will be accepted if it is more than 1 week late.

Grading:
Grades are assigned using objective criteria and are non-negotiable. Your running course average will be available on blackboard from the beginning of the semester. Your grade reflects points that you have earned over the course of the semester—please do not approach me at the end of the semester asking for an extra credit opportunity or reconsideration of assigned grades. Incompletes will not be given except in the most extraordinary of circumstances. See grading scale below.

Assignment of the final grade will be based on:

Participation 20%
Midterm Exam 25%
Psychology of Crime Paper 30%
Final Exam 25%

Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
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<tr>
<td>90 - 92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89.99</td>
<td>B+</td>
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<tr>
<td>83 - 86.99</td>
<td>B</td>
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<tr>
<td>80 - 82.99</td>
<td>B-</td>
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<tr>
<td>77 - 79.99</td>
<td>C+</td>
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<tr>
<td>73 - 76.99</td>
<td>C</td>
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<tr>
<td>70 - 72.99</td>
<td>C-</td>
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<tr>
<td>67 - 69.99</td>
<td>D+</td>
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<tr>
<td>63 - 66.99</td>
<td>D</td>
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<tr>
<td>60 - 62.99</td>
<td>D-</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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Participation:
Participation requires that you actively participate in class discussions. Only those who regularly attend class and participate constructively to the course discussion will receive the full participation points. In addition, students who rarely attend and do not participate in class discussion may potentially receive a “0” for their participation grade. Inappropriate or disruptive classroom behavior will result in the loss of participation points. Although attendance is not required, those who do not attend class regularly will not receive full participation points.

Making a habit of regularly contributing in class will count in your favor. At minimum, this means offering at least one comment or question per week. But, this doesn’t mean you can just “say anything.” I’m looking for contributions that demonstrate that you are up to date and meaningfully engaged with the assigned readings so that we can have fruitful discussion, dialogue, and debate about the issues. Students who make a habit of missing class, being unprepared for, and/or not participating in class discussions will find this behavior reflected in their final grade.

Class Expectations:
Class time will be spent in a mixture of lecture and discussion. I will provide an introduction to the topic and then seek participation from members of the class to cover the day’s topic. While the discussions will center on the readings, we will typically not have the opportunity to address every reading in great detail. I expect students to complete these readings and ask any questions they have about the readings either during class, office hours, or by email to me. You will get the most out of the course if you do the readings prior to class and come prepared to discuss the material. All students can expect to be treated with respect and must show respect to and for each other. Students are required to regularly check the class Blackboard page. I reserve the right to make changes or additions to the schedule as necessary. Days for examination will not change.

Academic Honesty and Integrity:
The Northeastern University Academic Honesty and Integrity policy is at http://www.northeastern.edu/osccr/academic-integrity-policy/. It is assumed that you are all familiar with it. Some important information is included here:
Cheating: The University defines cheating as using or attempting to use unauthorized materials, information, or study aids in any academic exercise. When completing any academic assignment, a student shall rely on his or her own mastery of the subject.

Examples of cheating include, but are not limited to:
- Unauthorized use of aids such as but not limited to notes, text, the Internet, cell phones, etc. to complete any academic assignment.
- Copying from another student’s academic work.
- Unauthorized communication during an examination.
- **Handing in the same paper, or a substantial part of a paper, for more than one course without explicit permission from the instructor(s).**
- Intentionally viewing a test before it is administered.
- Storing notes in a portable electronic device for use during an examination.

Plagiarism: The University defines plagiarism as using as one’s own the words, ideas, data, code, or other original academic material of another without providing proper citation or attribution. Plagiarism can apply to any assignment, either final or drafted copies, and it can occur either accidentally or deliberately. Claiming that one has “forgotten” to document ideas or material taken from another source does not exempt one from plagiarizing.

According to the Northeastern Policy, the following sources require citation:
- Word-for-word quotations from a source, including another student’s work.
- Paraphrasing (using the ideas of others in your own words).
- Unusual or controversial facts not widely recognized.
- Audio, video, digital, or live exchanges of ideas, dialogue, or information.

Any cheating, plagiarism, fabrication, etc. will be dealt with in keeping with Northeastern University’s official policies. **Cheating on the tests or plagiarism on the paper will result in a “0” for that particular assignment.** Therefore, make sure you are aware of how to properly cite and quote outside sources for your paper to avoid plagiarism.

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**Other Class Policies:**
Except in the most exceptional circumstances, exams must be taken as scheduled. If you have a conflict or if you must miss an exam due to a medical or other emergency, please try to let me know ahead of time (email me or call and leave a message). If you simply miss an exam, you will receive a zero. Exams will only be rescheduled for those who have a valid medical note or who have consulted with me prior to the exam. **Make-up exams will be different from the original exam.**

The use of computers is permitted in class for the use of taking notes. The use of all other electronic devices of any kind is not permitted at any time during the class. Please turn off all cell phones, pagers, pdas, mp3 players, etc. prior to the beginning of class. If you need to use a recording device in class and have a legitimate reason for doing so, please consult with me prior to using the device.
If you have a specific physical, psychiatric, or learning disability that you believe may require accommodations for this course, please meet with me after class or during my office hours to discuss appropriate adaptations or modifications that might be helpful for you. The Disability Resource Center (DRC), which is located on campus in 20 Dodge Hall (x2675) can provide you with information and other assistance to help manage any challenges that may affect your performance in your coursework. The University requires that you provide documentation of your disability to the DRC.

### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
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<tbody>
<tr>
<td>Class 1- Tuesday 5/9/17</td>
<td>Introduction to the Course Measuring Crime</td>
<td>B&amp;B Ch1</td>
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<tr>
<td>Class 2- Thursday 5/11/17</td>
<td>Developmental Risk Factors</td>
<td>B&amp;B Ch2</td>
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<tr>
<td>Class 3- Tuesday 5/16/17</td>
<td>Biological Risk Factors</td>
<td>B&amp;B Ch3 Jacobson (2009)</td>
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<tr>
<td>Class 4- Thursday 5/18/17</td>
<td>Learning and Situational Factors</td>
<td>B&amp;B Ch4 B&amp;B Ch5</td>
</tr>
<tr>
<td>Class 6- Thursday 5/25/17</td>
<td>Substance Abuse and Crime</td>
<td>B&amp;B Ch16</td>
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<tr>
<td><strong>Class 7- Tuesday 5/30/17</strong></td>
<td><strong>Midterm Exam</strong></td>
<td>B&amp;B Ch7 New York Times article</td>
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<tr>
<td>Class 8- Thursday 6/1/17</td>
<td>Psychopathy and Crime</td>
<td>B&amp;B Ch8</td>
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<tr>
<td>Class 9- Tuesday 6/6/17</td>
<td>Mental Illness and Crime</td>
<td>B&amp;B Ch9 B&amp;B Ch10</td>
</tr>
<tr>
<td>Class 10- Thursday 6/8/17</td>
<td>Homicide Multiple Murders</td>
<td>B&amp;B Ch9 B&amp;B Ch10 Media and Mass Murders article</td>
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<tr>
<td>Class 11- Tuesday 6/13/17</td>
<td>Family Violence: Child Abuse &amp; Intimate Partner Violence</td>
<td>B&amp;B Ch9 Messinger_Same Sex IPV Article</td>
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<tr>
<td>Class 12- Thursday 6/15/17</td>
<td>Sexual Offending Risk and Assessment of Sex Offenders</td>
<td>B&amp;B Ch12 B&amp;B Ch13 Mann, Hanson, &amp; Thornton (2010)</td>
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</tbody>
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1 Weekly course schedule and topics are subject to change.
Rules of Engagement

There may be topics discussed in this class that are difficult and you may find them challenging or uncomfortable. It is important that we do not shy away from such discussions. I believe knowledge creation is a result of constant inquiry, experimentation, and dialogue between students and the professor. Thus, I do not expect us to sidestep or evade topics that are controversial and I do not support the creation of intellectual safe spaces where students can retreat from ideas and perspectives at odds with their own. Critical learning necessarily throws each of us into a state of chaos; and while our first reaction might be to return to earlier ways of knowing, we need to identify ways that each of us can be engaged in rigorous debate, discussion, and sometimes even disagreement. To this end, I will insist on high standards for classroom conduct. To support respect for one another and the course material, I offer the following rules of engagement:

1. **Please take this class seriously.** When you come to class, I expect you will be attentive and participate. Therefore, I prefer that during lectures, students not use cell phones, mp3 players, outside reading materials, sleep, or maintain extended side conversations with other students. If you must arrive late or leave early, please do so quietly. If any of these behaviors become problematic, I will address the matter with you.

2. **Participate and take intellectual risks.** I expect all students to contribute to classroom discussions. I recognize that, for some, this may be your first time considering some of these topics. Nonetheless, I invite you to “think out loud.” The more you share and ask questions, the more we all learn.

3. **Let’s collectively build a respectful classroom space.** Respect for all members of the class is required for us to have a productive learning environment. Everyone is invited to share their perspectives and experiences and I will ensure that your choice to share is respected. While all points of view are welcome, I will take responsibility for ensuring that any misinformation that is contributed to the class discussion has the chance to be corrected. But, should I notice anyone belittling or invalidating another student, I will intervene.

   Suggested ground rules:
   - Be fully present
   - Respect
   - Lean into discomfort
   - Suspend assumptions/judgments
   - Confidentiality (i.e. Vegas rules)
   - Share “air time”
   - Hard on issues – not on people
   - Listen for understanding

4. **Remember that although social scientists do not agree on all things, the study of society and people is not simply a matter of opinion.** This course is designed to
encourage you to think more critically about how human behavior is experienced, shaped, and developed. Therefore, I will push you to develop and use a theoretical lens and to support your arguments with empirical evidence. This does not mean that your opinions and anecdotal experiences are irrelevant. In fact, personal accounts and experience (particularly from your co-ops) can be extremely helpful for illustrating social phenomenon. But I will, in pursuit of our goal to notice broad patterns and trends in society, ask that you not rely on individual-level explanations. Similarly, you can expect that I will stress the sociological/psychological viewpoint, and support any claims I make with data and/or research whenever possible.