CCJS 461: Psychology of Criminal Behavior

Instructor: David M. Berie, Ph.D.

e-mail: bierie@umd.edu

OFFICE HOURS: After class (by appointment only)

COURSE DESCRIPTION

This course deals with psychological perspectives on criminal behavior. We will focus both on the various theories or facts which derive from psychological perspectives, and also problem solving strategies that come from this way of thinking about human behavior. As such, the emphasis is both on academic knowledge as well as skills or ideas that apply to working with offenders in the field.

COURSE PREREQUISITES

The following courses must be taken before enrolling in this class: CCJS 105 and CCJS 300.

TEXT


CANVAS

I will be using Canvas to post the syllabus, grades, and lecture notes. Go to http://elms.umd.edu and log in with your Directory ID (logon ID) and password.

COURSE REQUIREMENTS

Grades for this course will be computed from the average score across three exams. Each exam will be worth 100 points. Exams are comprised of approximately 20 short answer questions. Approximately 1/2 of the exam questions come from lecture and 1/2 from the text book. Bring a picture ID to each exam. Exams are not cumulative.
Exams are considered to be Major Scheduled Graded Events and therefore the University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them.

There will be one extra credit assignment. For this project, you will write a paper presenting your assessment of a recent ruling in terms of the civil commitment of a convicted sex offender (Clyde Hall). The assignment will be due by midnight 11/27/2015 via email to me, be five to seven pages double spaced, and will be worth a maximum of 10 points toward your final total grade.

Exam I, II, III (100 pts each): 300 pts total.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>290 - 300</td>
<td>C+</td>
</tr>
<tr>
<td>A</td>
<td>280 - 289</td>
<td>C</td>
</tr>
<tr>
<td>A-</td>
<td>270 - 279</td>
<td>C-</td>
</tr>
<tr>
<td>B+</td>
<td>260 - 269</td>
<td>D+</td>
</tr>
<tr>
<td>B</td>
<td>250 - 259</td>
<td>D</td>
</tr>
<tr>
<td>B-</td>
<td>240 - 249</td>
<td>D-</td>
</tr>
</tbody>
</table>

**MAKEUP POLICY**

I have a very strict policy regarding makeup exams or assignments. These will only be given in cases of excused absences and official documentation is required. **Exams are considered to be Major Scheduled Graded Events and therefore the University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them.** Excused absences are: illness with a doctor's note, death in the immediate family, required school activities, and required court appearance. **I will not accept a Health Center honor statement to verify an illness.** If you go to the Health Center and a doctor will not write you a note, you will need to get a copy of your medical record from them to verify your illness. By law, you are entitled to get a copy of this and it is your responsibility to do so.

I must be notified in person or email **PRIOR** to missing an exam or assignment for me to consider giving you a makeup. If you have a problem on the day of an exam, email me and I can advise you what to do. **If you know in advance that you will be absent for an exam with an approved absence, you will be expected to take the exam prior to the established exam date.**

**DISABILITY SUPPORT**
I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for THIS semester. This form must be presented to me no later than the end of the first week of class. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation that has not been reviewed by DSS after this date. DSS students who are requesting to take their exams at the DSS Center need to provide me with a testing form for each exam that must be turned in to me no later than 1 week prior to each exam. You are expected to take the exam at the same time as the rest of the class.

RELIGIOUS OBSERVANCES

If you are unable to take the any exams due to a religious observance, you need to notify me before the end of the first week of class.

USE OF TECHNOLOGY

In this class, students will be allowed to use their personal computers to take class notes.

ACADEMIC INTEGRITY

Academic dishonesty of any form will absolutely NOT be tolerated. Academic dishonesty encompasses traditional behaviors such as cheating on exams, giving false statements, etc., but also includes activities such as possessing and/or reviewing previous semester's exams. Additionally, students may be asked to write the University approved Honor Pledge on each exam. The University of Maryland, College Park has a nationally Recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit

http://www.studenthonor council.umd.edu/whatis.html

CLASSROOM CODE OF CONDUCT

The success of this class is dependent not only on my abilities as an instructor to communicate new and complicated ideas, but also on our ability as a class to work together to create an environment conducive to learning. As a Department and University, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Disruptive behaviors in the classroom cheat other students out of opportunities to learn. The University of Maryland’s Code of Academic Integrity defines classroom disruption as “behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class.” Examples would include coming late to class, repeatedly leaving and entering the classroom, making loud or distracting noises,
and persisting in speaking without being recognized. As the instructor of this class, I also find the following
disturbing: reading newspapers, sleeping, side conversations, and text messaging. I also request that you turn cell
phones/pagers on vibrate or silent during class.

Students are expected to treat each other with respect. Disruptive behavior of any kind will not be
tolerated. Students who are unable to show civility with one another will be subject to referral to the Office of
Student Conduct or to Campus Police. You are expected to adhere to the Code of Student Conduct.

Finally, be aware that we will be discussing serious violent offending in this course including sexual offending. Our
goal is to have thoughtful and open discussion—to consider diverse perspectives on harm, cause, danger, and policy.
However, be aware that it is likely some students in the course have been victims of serious violent
crime. Likewise, some in the course may have engaged in serious offending or been falsely accused of serious
offending. This makes the topic incredibly personal. This has three implications: (1) Voice any question or assertion
with respect for all of these facts. (2) Give other students the benefit of the doubt when they are expressing a
controversial opinion, playing devil’s advocate, or asking an honest question. Assume the question is sincere and
engage it objectively—don’t assume being critical of an idea is disrespectful. Finally, (3) do NOT refer to your own
experience in explaining an assertion or asking a question. It is an absolute dialog-killer and cuts off the ability of
others in the class to challenge an idea.

If any of the course conversation or lecture causes stress or discomfort, please contact the University Counseling
Center at 301-314-7651. You can also let me know in private and I will do my best to direct you to resources.

COPYRIGHT

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright
law as my original works. My lectures are recorded or delivered from written lectures in order to ensure copyright
protection. You are permitted to take notes of my lectures and to use course materials for your use in this
course. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my
written consent. Persons who sell or distribute copies or modified copies of my course materials, possess
commercial copies of my notes (i.e. Terpnotes), or assist another person or entity in selling or distributing those
materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

COURSE EVALUATION

Your feedback about this course is very important to me and therefore we will do several forms of evaluation
throughout this semester. One way is to fill out the online evaluation at the end of the semester. CourseEvalUM will
be open for students to complete their evaluations courses the month prior to the end of the course. Students can go
directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete their evaluations. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

**Course Schedule: FALL 2015**

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 3</td>
<td>Intro</td>
<td>Introduce Section I: Paradigm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus &amp; Intro Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distinguishing a psych perspective</td>
</tr>
<tr>
<td>September 10</td>
<td>Chapter 1</td>
<td>What is crime? What is Empiricism?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adrian Schoolcraft</td>
</tr>
<tr>
<td>September 17</td>
<td>Chapter 2</td>
<td>The Risk, Needs, Responsivity (RNR) paradigm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solitary confinement</td>
</tr>
<tr>
<td>September 24</td>
<td>Chapter 3</td>
<td>Brains &amp; Temperament</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You are your brain</td>
</tr>
<tr>
<td>October 1</td>
<td>TEST 1</td>
<td>TEST 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; Introduce Section II: Risk factors</td>
</tr>
<tr>
<td>October 8</td>
<td>Chapter 4</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gangs of little rock</td>
</tr>
<tr>
<td>October 15</td>
<td>Chapter 5</td>
<td>Peers, Attitudes, and Aggression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skinhead USA</td>
</tr>
<tr>
<td>October 22</td>
<td>Chapter 16</td>
<td>Drugs and Leisure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Starcia’s story</td>
</tr>
<tr>
<td>October 29</td>
<td>Chapter 7</td>
<td>Personality &amp; Psychopathy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fish head</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| November 5 | TEST 2       | TEST 2 & Introduce Section 3: Applications  
Invisible War |
| November 12| Chapter 12   | Sexual Assault                  
This is your life... |
| November 19| Chapter 10   | Investigations & Profiling      
Use of Force Experiment  
The Wire |
| November 26| NO CLASS     | Thanksgiving                    
**extra credit due** |
| December 3 | PDF          | Effective Organizations         
*Ted talk: Prison innovation* |
| December 10| PDF          | Data visualization              
*Ted talk* |
| FINAL EXAM | FINAL        | FINAL -- TBA                    |