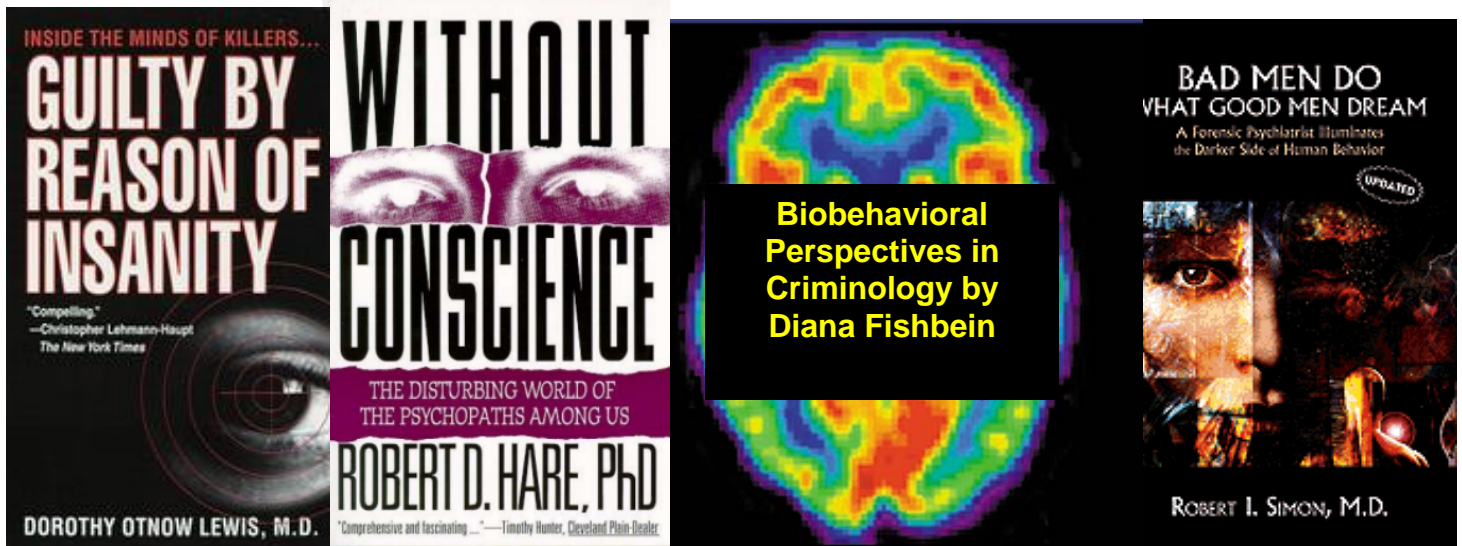


SYLLABUS**JUST 490 (47440 002)****CONTEMPORARY JUSTICE ISSUES:****THE CRIMINAL MIND****SPRING 2009, T/R 1:00-2:15 P.M.****PSB 166****PROFESSOR:** Marny Rivera, Ph.D.**OFFICE:** LIB 213**PHONE:** 786-1126**E-MAIL:** afmsr1@uaa.alaska.edu**OFFICE HOURS:** Mondays and
Wednesdays 11:00-12:30.**COURSE DESCRIPTION:**

Catalog description: A variable topics course which addresses current issues. Topics of national interest as well as those peculiar to Alaska will be included.

Description of course topics: The contemporary issue selected for critical analysis in this course is the violent criminal mind. In this seminar we will examine not only the minds but the emotions and behavior of the seriously violent in an attempt to understand the origins of violence as well as ways to predict and/or control it. Students will review the evidence and debate the origins of violence including biobehavioral factors, psychopathology and poor environment as in the case of child abuse. We will be exploring the ways in which psychopaths, sexual predators, murderers and other violent people are at once diametrically opposed to and at the same time just alike the average person who refrains from acting on their violent impulses. Students in this course will also be challenged to determine for themselves, based on scientific evidence, whether these violent individuals are more often evil, mad, or bad. Beyond considering why we are so fascinated with violence, we will come to understand who and how these violent people are the way they are and how best to reduce or respond to their behavior.

Format: In this upper division course critical thinking as well as synthesis, analysis and evaluation of ideas will be required. While students acquire knowledge they will learn and practice skills related to comprehending and synthesizing information, conducting library research and constructing and writing logical evidence-based arguments. This class will emphasize discussion (in-class and electronically on the Blackboard discussion board). When discussion is emphasized, the professor will act as a guide, coordinator and facilitator. It is crucial that each member of this class be an active participant in the exchange of ideas.

COURSE OBJECTIVES:

By the end of the course, students should be able to:

- ✔ Summarize and categorize the major arguments and evidence relating to the causes, controls and perceptions of violence in our society
- ✔ Evaluate and draw conclusions from the available evidence that explains and characterizes the behavior of psychopaths, sexual predators, murderers and other violent individuals and groups in society
- ✔ Compare and contrast the neurological functioning, mental health, emotions, environment and childhood upbringing of violent and nonviolent individuals
- ✔ Explain and defend the relevance and personal interpretation of ideas associated with characterizations of, attempts to predict and suggested ways for controlling violent behavior
- ✔ Support logical arguments and positions regarding violence and psychopathology with primary reference material
- ✔ Demonstrate improvement in each of the following skills: Reading comprehension, critical thinking, synthesis, evaluation and organization of information, basic library research skills, basic conventions/mechanics of writing, revision/editing and APA citation

REQUIRED TEXTS:

*Fishbein, D. (2001). *Biobehavioral perspectives in criminology*. Belmont: Wadsworth/Thomson.

Hare, R.D. (1993). *Without conscience: The disturbing world of the psychopaths among us*. New York: Guilford.

Lewis, D.O. (1998). *Guilty by reason of insanity: Inside the minds of killers*. New York: Ivy Books.

Simon, R.I. (2008). *Bad men do what good men dream: A forensic psychiatrist illuminates the darker side of human behavior* (2nd ed.). Washington DC: American Psychiatric Publishing.

**This book recently went out of print. Electronic copies will be provided for you via the Blackboard site.*

ACADEMIC DISHONESTY:

Academic dishonesty will not be tolerated in this class. Forms of academic dishonesty include (but are not limited to) cheating on exams, homework or quizzes, turning in written work that has not been written by the student claiming to have written it. Plagiarizing the work of others (including both accidental and intentional plagiarism) and submitting the same paper twice in different (or the same) courses is also a form of academic dishonesty. Any evidence of academic dishonesty will be handled by following university procedure. Assignments and/or projects in this class that are submitted with evidence of academic dishonesty (including plagiarism) will receive an automatic grade of F (zero points).

STUDENTS WITH DISABILITIES:

If you are in need of academic support because of a documented disability (whether it be psychiatric, learning, mobility, health-related or sensory) you may be eligible for academic accommodations through Disability Services for students. Contact DSS at 786-4530, aydss@uaa.alaska.edu or Rasmuson Hall 105 for more information.

Your professor for this particular class considers herself an advocate for students and is more than willing to help students in need. However, students are encouraged to meet with the professor as early as possible in order to make arrangements for any necessary and/or helpful accommodations. Professors are not required to make retroactive accommodations, so please make arrangements in advance.

COURSE REQUIREMENTS AND GRADING:

Final grades will be assigned using the following grading system:

- A: 89.5-100%
- B: 79.5-89.4%
- C: 69.5-79.4%
- D: 59.5-69.4%
- F: 59.4% and below

Grades will be based on the following assignments:

Quizzes:	150 points
Structured journal 1:	75 points (Guilty by Reason of Insanity)
Structured journal 2:	75 points (Without Conscience: The Disturbing World of Psychopaths Among Us)
Comprehension Questions:	
	75 points (Biobehavioral perspectives in Criminology)
Presentation:	75 points
Preparation and Participation:	
	<u>50 points</u>
Total:	500 points

QUIZZES:

Reading quizzes will take place weekly during the first few minutes of class. Study guides will be provided to help focus your reading in preparation for these reading quizzes. Quiz questions will be in the form of multiple choice and/or matching questions. Reading quizzes are designed to encourage careful reading of assigned materials.

STRUCTURED JOURNALS:

Reading and reading comprehension are essential elements of this course. The structured journal assignment is designed to ensure that you read and think critically about the course material provided in the assigned readings before coming to class. "...[S]kill in thinking is like musical and athletic skills. It takes practice to improve..." (McKeachie, 1999, p. 132). Your journals provide a way for you to practice thinking and writing. By putting your thoughts into words, you and others can evaluate them. This journaling assignment requires you summarize main points, identify new vocabulary and reflect on ideas in the readings and you may be asked to reflect on specific topics. Journals are structured in that weekly entries must be recorded using the template posted to the Blackboard site. Students will prepare one 750-1000+ word journal entry (using one template form) per week and will submit a complete journal as a single Word document containing several entries/templates twice during the semester as indicated in the schedule. One journal will contain entries for Dr. Lewis' book and other assigned readings the other journal will contain entries for Dr. Hare's book and other assigned readings. Journals will be graded based on word count, ability to follow instructions related to required and optional elements (see template), effective summarization, identification of main points and critical thinking. Structured journals will be submitted via the course Blackboard site.

PREPARATION AND PARTICIPATION:

Preparation and participation points will be earned through a variety of in and out of class activities including but not limited to attendance, Research Writing Assignments, class discussion, and cooperative learning activities in class. Be advised that "P & P Assignments" may be handed out in any class or posted to the Blackboard site and you will be asked to complete them in a timely manner in order to earn points. The fluid nature of these assignments will reflect the direction and interest of the class and skill acquisition of students. Your attendance, preparation and participation are highly valued in this class.

PRESENTATIONS:

During the final exam period, students will give research based presentations. The goal of this seven-minute presentation is for students to synthesize existing research on an approved topic of their choice related to the biological, psychological and sociological sources of violence. In their presentations, students are expected to defend a specific position on their chosen topic. Students will use Power Point to deliver their presentation, or may construct a poster in place of their power point presentation; the poster option must be approved by your professor at least two weeks before the presentation period. Students will submit a detailed outline (containing 8 points and 15+ pieces of cited evidence), a reference list and hard copies of their slides. Reference lists will contain a minimum of five scholarly sources (i.e., journal articles) cited properly using APA citation style. In addition to being graded on their knowledge and comprehension, students' presentation skills will be assessed. For more information on this point generating activity, develop questions for your professor and ask them at appropriate times.

LATE WORK POLICY:

No late work will be accepted in this class. Under unique circumstances with prior approval, late work will be accepted with a 10% deduction in earned credit each day the assignment is late (including weekends).

TENTATIVE SCHEDULE OF READING AND ASSIGNMENTS

WEEK	DATES	READING	TOPIC	ASSIGNMENTS
1	1/15		❖ Introductions	
	1/17	Simon 1 (pp. 1-17) Lewis Prologue and 1-6 (pp. xi-79)	❖ Illuminating the Darker Side of Human Behavior	
2	1/22	Lewis 7-15 (pp. 80-208) BJS, Mental Health	❖ Mental Health Problems of Prison and Jail Inmates	Research Writing Assignment 1
	1/24	Lewis 16-22 and Epilogue (pp. 81-332) Simon 7 (pp. 135-162) Lewis article	❖ Multiple Personality and Crime	

3	1/29	Movie		
	1/31	Hare Intro and 1-2 (pp. 1-32) NYT Article	❖ Introduction: The Problem ❖ Experiencing" the Psychopath ❖ Focusing the Picture	Structured Journal 1 Due
4	2/05	Hare 3-4 (pp. 33-70) Readings: Self-Control	❖ The Profile: Feelings and Relationships ❖ The Profile: Lifestyle	
	2/07	Hare 5-6 (pp. 71-101)	❖ Internal Controls: The Missing Piece ❖ Crime: The Logical Choice	
5	2/12	Hare 7-9 (pp. 102-154) Simon 3 (pp. 29-54)	❖ White-collar Psychopaths ❖ Words from an Overcoat Pocket ❖ Flies in the Web	Research Writing Assignment 2
	2/14	Hare 10-11 (pp. 155-191)	❖ The Roots of the Problem ❖ The Ethics of Labeling	
6	2/19	Hare 12-13 and Epilogue (pp. 192-220) Hare article	❖ Can Anything be Done ❖ A Survival Guide	
	2/21	Movie		
7	2/26	Fishbein Preface and 1 (pp. ix-xii; 1-7)	❖ Introduction	Structured Journal 2 Due
	2/28	Fishbein 2 (pp. 9-18)	❖ Theoretical Framework	
8	3/04	Fishbein 3 (pp. 19)	❖ Evolution and Genetics	
	3/06	Finish Fishbein 3	❖ Evolution and Genetics (cont'd)	
9	3/11		SPRING BREAK	NO CLASS
	3/13		SPRING BREAK	NO CLASS
10	3/18	Fishbein 4 (pp. 35-49)	❖ Brain Chemistry and Function	
	3/20	Fishbein 4 (pp. 50-62)	❖ Brain Chemistry and Function (cont'd)	
11	3/25	Finish Fishbein 4	❖ Brain Chemistry and Function (cont'd)	
	3/27	Fishbein 5 (pp. 63-78)	❖ Socio-Environmental Contexts	Research Writing Assignment 3
12	4/01	Finish Fishbein 5 Start Fishbein 6	❖ Socio-Environmental Contexts ❖ Shortcomings and Controversies	

	4/03	Fishbein 6 (pp. 79-95)	❖ Shortcomings and Controversies	
13	4/08	Fishbein 7 (pp. 97-109)	❖ Practical and Policy Implications	Research Writing Assignment 4
	4/10	Finish Fishbein 7	❖ Practical and Policy Implications	
14	4/15	Simon 2 (pp. 19-28) Begin Simon 4 (pp. 55-76)	❖ Human Killing Machines and Us ❖ Why do they Rape?	Comprehension Questions Due
	4/17	Finish 4 Simon 11 (pp. 247-279)	❖ Why do they Rape? ❖ Serial Sexual Killers	
15	4/22	Simon 9 (pp. 193-214)	❖ You Only Die Once—But Did You Intend It?	
	4/24	Simon 12 (pp. 281-295)	❖ Character is Destiny: The Making of Good Men and Women	
Finals	4/28	1:00-3:45 p.m.		Presentations