

PSY 4301 – SW1 PSYCHOLOGY OF THE CRIMINAL MIND***Web-based course: Black Board***

Professor:	Dr. Bibiana M. Gutierrez	Office Hours:	Request appointment via email
Office:	Not on campus this summer	Phone:	432.386.3223 (must leave message to have call returned)
Email:	bibiana.gutierrez@sulross.edu	Course Website:	http://sulross.blackboard.com

Selected Readings From:

Lanier, M, Henry, S., & Anastasia, D. (2105). *Essential criminology, 4th Edition*. Westview Press: Boulder, CO. ISBN-13: 978-0813348858; I S B N -10: 0813348854

Course Purpose: By the end of this course Students will be able to demonstrate an understanding of:

1. ***The legal and psychological definitions of criminal behavior.***
2. ***The definitions of and differences among antisocial personality disorder, psychopathy, insanity, narcissism, and mental illness.***
3. ***The various psychological theories explaining criminal behavior with specific case examples.***
4. ***The different forms criminal harm takes depending on the historical period, specific context, social setting, location, or situation in which it occurs.***
5. ***The importance of skills for social responsibility, including the abilities to develop principles of personal***
 - ***responsibility for living in a diverse world and to connect choices, actions, and consequences to ethical decision-making through application of the psychological principles and knowledge learned.***
6. ***The need for intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities learned through the application of psychological knowledge and principles learned.***

Prerequisite: Psychology 1302 or consent of instructor.

Student Learning Objectives: The graduating psychology student will attain a level of competency in the areas of . . .

- a. *Biological psychology indicating that value has been added over the course of their psychology education.*
- b. *Clinical-personality psychology indicating that value has been added over the course of their psychology education.*
- c. *Social psychology indicating that value has been added over the course of their psychology education.*
- d. *Experimental methods indicating that value has been added over the course of their psychology education.*

Marketable Skills:

1. **Speaking Effectively:** Students will demonstrate competency in public speaking (including virtual) and communicating scientific information to diverse audiences.
2. **Describing Feelings:** Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. **Identifying Resources:** Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. **Analyzing:** Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

The Online Support Help Desk:

The Support Desk is where you can direct your more technical questions. For example, if you are having issues submitting a document, getting videos to play, or you are dealing with a technical error in the course. The support desk is open 24 hours a day, 7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage (available starting 5/18/2020)

***As always, academic questions about course assignments, due dates and general course questions should be directed to me (instructor).**

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Course Policies:**1. Participation:**

This is a web-based course so there are no regular classroom meetings. However, your active, daily participation in this course is essential and required to be successful. Because there are no classroom meetings this course will require you as the Student to be disciplined and responsible for staying up to date with daily reading and video viewing, written assignments, and posting on Black Board. There is absolutely no time to procrastinate; once you get behind it is extremely unlikely that you will be able to catch up. **You must check your email and Black Board daily for announcements regarding this course. Your activity on Black Board will be monitored daily and be reflected in your participation points.**

2. Assignments:

There are no exams in this course. Therefore, the majority of your grade will be based on daily writing assignments in response to daily assigned reading/video assignments. Daily Writing Assignments must

be uploaded to BLACK BOARD via posted instructions on BLACK BOARD BASICS. Make sure you absolutely know how to do this well before the due date. Ask for help from the Black Board Staff if you have any question. (sbogus@sulross.edu or 432-837-8523 on M-F 9am-6pm; rklein@sulross.edu or 432-837-8595 Sat & Sun 11am-6pm)

3. Regular communications with the professor:

It is essential that you keep the professor current on your progress and any difficulties you may be having so that I can respond in real time to support your success (bmg15th@sulross.edu or 432-386-3223 cell/text– must identify yourself and leave message to have call returned).

4. Video/telephone appointments:

Available by requesting an appointment via email at bmg15th@sulross.edu.

5. Students with Special Needs:

Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. **Please contact Ms. Becky Wren, Counselor, Accessibility Services Coordinator, Ferguson Hall (Room 112) at 432.837.8363; the mailing address is P.O. Box C-171 Sul Ross State University, Alpine, Texas 79832. Students should then contact the professor as soon as possible to initiate the recommended accommodations.**

6. Religious Observance:

Any Student who is absent from class for the observance of a religious holy day will be allowed to complete the assignment scheduled for that day on the following calendar day. Arrangements for missing class participation/ assignments due to a religious observance must be made with the professor prior to that absence.

7. Course Behaviors and Respect:

Respect and Disruptions: Watch the **VIDEO on NETIQUETTE** on Blackboard. You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the **Student Conduct and Discipline section of the SRSU Student Handbook** (http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_conduct_discipline.pdf).

8. Academic Integrity:

Any instance of academic misconduct such as: turning in an identical written assignment for another course without approval, cheating and plagiarizing written assignments, collusion, or misrepresenting facts will be punished to the full extent of the university's disciplinary policy and/or through legal action if indicated. You are responsible for reading the statement on Academic Honesty in the SRSU Student Handbook (http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_conduct_discipline.pdf). The faculty considers academic dishonesty to be a serious matter and will act accordingly. Students caught engaging in any form of academic dishonesty will receive no credit for assignments and more severe penalties may be pursued, including but not limited to failing the course.

9. Communicating with the Professor:

The best way to contact me is via email at bibiana.gutierrez@sulross.edu. Or via text/cell at 432.386.3223. I will try to respond as soon as possible. If you do not receive a reply within 24 hours, please resend your email or call me at 432.386.3223 and leave a message if I am unavailable. During weekends there may be a longer delay in my responding.

1. **Regular and active Black Board Participation (BBP = 100pts; 10pts/day).**
 - a. *Your individual activity on black board will be verified via logs maintained by Black Board.*
 - b. It is our responsibility to check your email daily and for any announcements relevant to this course.
 - c. This is a subjective judgment on my part of the quality of your participation (posts, etc.).
2. **Getting Started Quiz (GSQ = 20pts)** on Black Board
3. **Syllabus Contract of Understanding (20pts)** signed and uploaded to Black Board
4. **Twelve (12) Writing Assignments (WA = 600pts; 50pts/assignment)**
 - a. DWA's are comprised of your responses to questions about your daily assigned reading/video
 - b. *DWA's need to be uploaded to Black Board as per instructions included under BLACK BOARD BASICS.*
 - c. See **DWA Rubric** on Black Board
5. **Twelve (12) Discussion Posts (DP = 240pts; 20pts/post) related to each daily reading/video**
 - a. *DP's are comprised of a paragraph in the range of 3 – 4 sentences (or more if you wish) of your thoughts, reactions, and analyses of the daily reading/video assignment.*
 - b. *DP's will be posted publicly on Black Board for all Students in the course to view for the purpose of creating a sense of universality and diversity of experience and enhancing shared learning. They will also be a springboard to encourage conversations among Students if you wish, but not required.*
 - c. *DP's will be monitored and moderated by the professor.*
 - d. **NOTE: DP's CANNOT be deleted once submitted.**

GRADES:

90–100% = A; 80 –89% = B; 70–79% = C; 60-69% = D; 0-59% = F

All grades will be averaged together to equal your final grade out of a total possible points of **980**.

WRITING ASSIGNMENT (WA) INSTRUCTIONS:

- *WA's are comprised of your responses to questions assigned related to your daily assigned reading/video.*
- *WA's are to be turned in by uploading them to Black Board as per instructions included under BLACK BOARD BASICS. Emailed assignments will not be accepted.*
- Should be original and thoughtful. **Your WA will be run through PLAGERISM SOFTWARE to ensure originality.**
- *Typewritten and double spaced 1-3 pages long.*
- **WA does NOT need to be in APA format. If you include references, they do need to be cited in APA format.**
- *WA's will be graded on organization, grammar, spelling, and quality of effort. DWA must be of sufficient length to indicate you have completed the assigned reading/video and your answers indicate thoughtful consideration of the material (1-3 double-spaced pages). **SEE WA RUBRIC***
- ***If you use other source/reference material, you absolutely need to give credit to these sources in your assignment. For example, if you use a website, video, book, or journal article, it needs to be listed at the end of the assignment. Otherwise copying of ideas, etc. without giving credit to the sources is considered plagiarism (<http://www.plagiarim.org/plagiarism-101/w-hat-is-plagiarism>). References must be cited in APA format.***

NO EXTRA CREDIT: There is NO extra credit offered. Please make sure to commit your full effort to the syllabus requirements to increase your success in this course. There will be NO additional credit or opportunities offered at the end of the course for you to raise your grade. Maintain and sustain your full effort for the entire 2 weeks in order to make the grade to which you aspire.

PLEASE READ: Students may have strong emotional/psychological reactions to the intense nature of the course material, readings, videos, and/or discussions. If you feel that you are having difficulty with the learning environment or need support, please discuss this with me immediately before continuing the course. Counseling and Accessibility Services (<http://www.sulross.edu/section/2408/counseling-accessibility-services>) can provide brief, short-term individual and group counseling or refer you to off-campus providers. You have already paid for these services through your Student Service Fee, whether you use them or not.

If you have any issue or concern, I would appreciate you speaking with me first. If you feel we cannot come to a reasonable resolution, know that you can speak with the BASS Department Chair, Dr. Tiffany Vincent (432.837.8157) regarding your concerns.

I endeavor to maintain a safe learning environment for all and expect the highest standard of conduct from each one of us and the collective. I welcome constructive feedback in the service of this goal.

This syllabus is accurate to the best of my ability, but I reserve the right to modify it at any time and will inform you as soon as possible. If I do make any changes, I aspire to do so for the reasons of Student fairness and/or circumstances beyond my control.

COURSE SCHEDULE

WEEK 1 – MODULE 1 (complete by 7/3): Crime: Legal definition – i. mensrea and ii. actus rea; mental insanity

- **COMPLETE** orientation on Black Board Basics
- **UPLOAD** signed copy of Syllabus Contract of Understanding to Black Board (20points)
- **READ:** Chapter 5 - Criminal Minds in Lanier, Henry, & Anastasia (2015) pp. 96 – 100
- **WATCH VIDEOS:**
 1. **Definition: Mens rae and actus rea**
<https://www.bing.com/videos/search?q=mens+rea&&view=detail&mid=9B548A7A752695B7F95D9B548A7A752695B7F95D&FORM=VRDGAR> (1')
 2. **Infanticide: Andrea Yates**
<https://www.bing.com/videos/search?q=Andrea+Yates+Insanity+Defense&&view=detail&mid=9D5DD9A278EDA77185BF&FORM=VRDGAR> (45')
- **WRITING ASSIGNMENT1:**
 1. Did Andrea Yates meet the mensrea and actus rea criteria? Explain.
 2. What factors influenced and/or led her to killing all of her children? Explain.
 3. Do you think she was criminally responsible? Mentally insane? Explain why or why not.
- **POST1** on Week 1, Module 1 Assignment

WEEK 1 – MODULE 2 (complete by 7/5): Legal defense and definition – i. Ill at time of crime? ii. Sufficient severity? iii. Severity sufficient to NOT appreciate wrongfulness of crime?

- **READ** Chapter 2: What is Crime? In Lanier, Henry, & Anastasia (2015) pp. 13 – 26
- **WATCH VIDEOS:**
 1. **Who decides what insanity means?** <http://bigthink.com/videos/who-decides-what-insane-means> (6'38")
 2. **How mental illness became a crime?** <http://bigthink.com/videos/how-mental-illness-became-a-crime> (3'11")
 3. **A crime of insanity.** <https://www.youtube.com/watch?v=SR00qsYGTBs> (55')
- **WRITING ASSIGNMENT2:**
 1. Did Ralph Tortorici meet the criteria for being mentally ill and not appreciating the wrongfulness of his crime?
 2. Should the judicial system be allowed to determine whether a defendant is mentally ill or competent to stand trial? Explain your opinion.
 3. Was justice served? Where Ralph's rights protected? The victim's rights protected? Why or

why not?

- **POST2** on Week 2, Module 2 Assignment

WEEK 2 – MODULE 3 (complete by 7/8): Psychiatric Treatment of Criminally Insane

- **READ:** Chapter 5 (Lanier, Henry, & Anastasia, 2015) pp. 96-100
- **WATCH VIDEOS:**
 1. **NOT REQUIRED:** *If you have access, I recommend you watch One Flew Over the Cuckoo's Nest ([https://en.wikipedia.org/wiki/One_Flew_Over_the_Cuckoo's_Nest_\(film\)](https://en.wikipedia.org/wiki/One_Flew_Over_the_Cuckoo's_Nest_(film))) which is a dramatized portrayal of the treatment of the criminally insane in the 1960's. It can then be contrasted with the below documentary where it was filmed in Oregon. <https://youtu.be/zMox95yKNkY>*
 2. *Guilty except for insanity <https://www.youtube.com/watch?v=L9Ms1rheVUY> (68')*
- **WRITING ASSIGNMENT3:**
 1. *What did you observe and learn is the process of how we psychiatrically treat the criminally insane in our society as portrayed in this documentary? Give specifics.*
 2. *How effective do you think this process is and how can it be improved? Explain.*
 3. *How might your opinion change if your loved one was a patient in a psychiatric institution like the one in the video?*
- **POST3** on Module 3 Assignment

WEEK 2 – MODULE 4 (complete by 7/12): Analysis and Integration – Policy

- **READ:** Chapter 5 (Lanier, Henry, & Anastasia, 2015, pp. 49 – 58)
- **WATCH VIDEOS:**
 1. Prison industrial complex <https://youtu.be/dipe5sXNSil>

2. Restorative Justice

https://www.ted.com/talks/daniel_reisel_the_neuroscience_of_restorative_justice?utm_source=tedcomshare&utm_medium=referral&utm_campaign=tedspread

3. Treatment or lock up

[http://www.cbsnews.com/news/treatment-or-lockup-criminal-justice-system-grapples-with-mentally-](http://www.cbsnews.com/news/treatment-or-lockup-criminal-justice-system-grapples-with-mentally-ill/)

[ill/](http://www.cbsnews.com/news/treatment-or-lockup-criminal-justice-system-grapples-with-mentally-ill/) (4')

- **WRITING ASSIGNMENT4:**
 1. *Based on what you have learned, what should we as society do with individuals who commit crimes? Should individuals who commit crimes be: a). rehabilitated and receive treatment b). incarcerated or c). receive the death penalty? Explain your opinion based on what you have learned in this course, your own moral/personal beliefs, and your own research.*
 2. *What is your responsibility, as an individual, in trying to improve the problem of violence and*

crimes committed by mentally ill persons?

- **POST4** on Module 4 Assignment

WEEK 3 – MODULE 5 (complete by 7/15): Neurobiological Origins of Crime

- **READ:** Chapter 4 "Born to be bad" (Lanier, Henry, & Anastasia, (2015, pp. 71 – 95)
- **READ:** Neuro-criminology article in Scientific American
[https://www.scientificamerican.com/article/secrets-criminal-mi-nd-adrian-%09%09%09rai-ne/](https://www.scientificamerican.com/article/secrets-criminal-mind-adrian-mi-nd-adrian-%09%09%09rai-ne/)
- **WATCH VIDEOS:**
- 1. *Deranged Killers: Charles Whitman (UT Tower Killer)* <https://www.youtube.com/watch?v=uzGfZal6itg> (43'50")
- **WRITING ASSIGNMENTS:**
- 1. *What were the factors that contributed to the killing spree of Charles Whitman? Explain the historical period, specific social/cultural context, location, and situational factors.*
- 2. *Do you think Charles Whitman was responsible for his crime? If he had survived what should society have done with him?*
- **POST5** on Module 5 assignment
- **Aaron Hernandez-** he was a football star that suffered from several head injuries that may or may not have led to him killing people due to the brain damage. He was convicted of murder and is currently sitting in a jail cell. CTE may be the reason and if that's the case its amazing what the brain damage may do in reshaping a person.

<https://www.youtube.com/watch?v=pDdUH0IR884> <https://www.youtube.com/watch?v=nkVM7HeebHQ>

WEEK 3 – MODULE 6 (complete by 7/19): Trait -based Personality Theories

- **READ:** Chapter 5 (Lanier, Henry, & Anastasia, 2015, pp. 105-111)
- **WATCH VIDEOS:**
- 1. *The Real Story of the Silence of the Lambs Killer* [https://www.bing.com/videos/search?q=best+rate+d+dahmer+serial+killer+documentary&view=detail&mid=BB03E55020EFF55E5B70BB03E55020EFF55E5B70&FORM=VRD GAR\(46'46"\)](https://www.bing.com/videos/search?q=best+rate+d+dahmer+serial+killer+documentary&view=detail&mid=BB03E55020EFF55E5B70BB03E55020EFF55E5B70&FORM=VRD GAR(46'46)
- 2. *Heaven's Gate* <https://www.youtube.com/watch?v=3Sgblch1Sel> (54')
- **WRITING ASSIGNMENT6:**
- 1. *Were the serial killers portrayed mentally ill or just criminals? Explain why you think so or not.*
- 2. *Was the leader of Heaven's Gate and his followers mentally ill? Did their leader and their members commit a crime? How and is this different from others with strong religious beliefs? Explain.*
- **POST6** on Module 6 Assignment

WEEK 4 – MODULE 7 (complete by 7/22): Behavioral, Situational, Social Learning, & Modeling Theories

- **READ:** Chapter 5 (Lanier, Henry, & Anastasia, 2015, pp. 111-116; 2-4; 13-14; 32-33; 229-230; 280)
- **WATCH VIDEOS:**
 1. Cyber-psychology of cybercrime <https://www.youtube.com/watch?v=tosMOvb4ODE> (15')
 2. Psychology of trolling <https://www.youtube.com/watch?v=5gqHTIBp6iY> (9')
 3. **WARNING the following video contains intensely graphic material between times 5' 15" and 6' 40". Skipping this section in NO way compromises what you will learn from the video. Proceed at your own comfort/risk level; this section is NOT required viewing:** *The psychology of evil* <https://www.youtube.com/watch?v=OsFEV35tWsq> (23').
- **WRITING ASSIGNMENT7:** To be determined
- **POST7** on Module7 assignment

WEEK 4 - MODULE 8 (complete by 7/26): Theories Continued: Mass Shootings

Columbine- a school shooting that marked a change in school shootings and their frequency. They used pipe bombs and firearms to terrorize and kill their fellow students. The two shooters killed 12 students and one teacher before committing suicide. This was the country's deadliest school shooting at its time and since the shooting several other horrible people have copy catted this crime.

<https://www.youtube.com/watch?v=D9mUpUHk3nE>

Adam Lanza- the shooter from sandy hook elementary school. He killed 26 people including kids and teachers. He committed suicide. https://www.youtube.com/watch?v=-l_Wlw8PQ3c
<https://www.youtube.com/watch?v=aKwe5COmFf4> <https://www.youtube.com/watch?v=Be6w1mO9oKk>
<https://www.youtube.com/watch?v=EuIHZZJHiPs> all of these are short documentaries or clips.

- **WRITING ASSIGNMENT8:** To be determined
- **POST8** on Module 8 assignment

WEEK 5 – MODULE 9 (complete by 7/29): Ecological and Evolutionary Theories

- **READ:** Chapter 5 (Lanier, Henry, & Anastasia, 2015, pp. 117 - 121; 195 – 199)
- **WATCH VIDEOS:**
 1. Stanford sexual assault case <https://www.youtube.com/watch?v=PqNO3v0TntQ> (7')
 2. Recall Judge Persky <https://www.youtube.com/watch?v=n89pMTBlwSU> (14')
 3. A different perspective <https://www.youtube.com/watch?v=qEq-utwVRLk> (9')
 4. The hunting ground: A discussion <https://www.youtube.com/watch?v=SquFRWCn6JY> (35')
- **WRITING ASSIGNMENT9:**
The length of this assignment will likely be longer since there are more questions to answer:
 1. According to the ecological theory of crime, how would it explain Brock Allen Turner's behavior? How would evolutionary theory explain his behavior?

2. How can we understand the call to recall Judge Persky from the perspective of Sellin's cultural conflict theory (p. 196)? Do you think this action of recalling the judge was justified? Explain your response with supporting arguments.

3. Was the sentence fair for Brock's crime or was there a breach of justice? Explain your answer with supporting arguments.

4. How can these 2 theories apply to the issue of domestic violence? Explain.

- **POST9** on Module 9 assignment

WEEK 5 – MODULE 10 (complete by 8/2): Xenophobia, Hate Crimes

- Homophobia - Aaron and Russell Henderson- these two individuals tortured and killed Mathew shepherd. His murder lead to a turning point in the gay rights movement in America. The two individuals where redneck homophobes who fond Mathew, pistol whipped him and then tied him to a fence in freezing temperatures before setting him on fire. They were both convicted on first degree murder and given 2 life sentences.
- ***BLM – To be determined***
- **WRITING ASSIGNMENT10: To be determined**
- **POST10** on Module 10 assignment

WEEK 6 – MODULE 11 (complete by 8/5): Forensic Psychology

- **WATCH VIDEOS:**
 1. What is a forensic psychologist? <https://www.youtube.com/watch?v=H3-p1QnHrVk>
 2. Forensic psychologist <https://www.youtube.com/watch?v=oUEBF8FxP4I> (3')
 3. Career in forensic psychology <https://www.youtube.com/watch?v=Gq2NyoQeNd4> (1' 30")
 4. What is criminal psychology? <https://www.youtube.com/watch?v=Zh5EAKAiwo>
- **WRITING ASSIGNMENTS11:**
 1. What are the requirements to become a forensic psychologist?
 2. What different kinds of things do forensic psychologists do?
 3. From all that you have learned, what ethical and moral issues do you think forensic psychology will face in the future? Explain. (Examples may include the issues that you have brought up in previous class assignments.)
- **POST11** on Module 11 Assignment

WEEK 6 - MODULE 12 (complete by 8/7): LAST DAY TO TURN IN ALL ASSGINMENTS

This EVALUATION is your FINAL EXAM (upload to Black Board by MIDNIGHT)

WRITING ASSIGNMENT12: EVALUATION

1. In what way has your perspective on crime and mental illness changed as a result of what you learned in this course? Explain why, even if it did not change?
2. What part of the course did you enjoy the most? What part the least?
3. If there was to be a Part 2 to this course about what would you want to learn?

- **POST12** on Module 12 Assignment

Monday, 8/10 - FINAL GRADES WILL BE SUBMITTED BY NOON