

student will examine his or her own position regarding current controversies in the field, specifically regarding the potential role of trauma in criminal behavior, by completing a position component of the film assignment.

Course Format:

Classes will be held Tuesday each week throughout the semester. Two of the instructors will be present for each class period. Classes will consist of weekly discussions based on student discussion questions, lectures, video segments relevant to the course topic, and written assignments. Two examinations, a midterm and a final, will be administered throughout the semester. The midterm exam will include all material covered in the first half of the course, previous to the midterm. The final exam will include all material covered in the second half of the course. Students are expected to keep up with readings to facilitate and participate in classroom discussion. Comments, questions, and discussion are highly encouraged during class sessions.

Course Grading:

Each student will be evaluated on the basis of his or her performance on thirteen weekly discussions (twelve of which will count towards the final grade-the lowest will be dropped), two examinations, one reaction paper, one class discussion on the reaction paper, and one other written assignment. Each examination will consist of a variety of questions drawn from lecture and discussion material as well as class readings and oral discussion. Question format will consist of multiple choice, identification, and short answer items. Failure to take an exam will result in a grade of zero for that exam. **There will be no make-up exams unless preapproved by instructor. If a student misses an exam, the student must complete a makeup exam within a week of the missed exam to receive credit for the exam. The makeup exam will be a modified version of the original exam.**

Each student will have the opportunity to earn up to 20 points maximum of extra credit. Extra credit may be obtained by participating in research through the WVU Department of Psychology and/or by conducting an interview of a Correctional Employee or Law Enforcement Officer (10 points maximum). All extra credit will be due on the April 29th.

The point breakdown is as follows:

13 Weekly Discussion Questions 5 points each (60 points total)
Reaction Assignment Paper 50 points
Psychopathy Class Discussion 40 points
Midterm Examination 150 points
Death Penalty Paper 50 points
Final Examination 150 points

TOTAL POINTS: 500 points

Final grades will be determined as follows:

450-500 A
400-449 B
350-399 C
300-349 D
Less than 300 F

Outline of Topics:

Week	Date	Topic	Readings
1	01/12	Violent Offenders; Environment and Genetics	Delisi & Conis Ch. 1-3 **R1
2	01/19	Homicide; Serial Killers	Delisi & Conis Ch. 6, 8 Douglas Ch. 1, 7, 13 **R2
3	01/26	Gang-Related Violence	Delisi & Conis Ch. 9 **R3, **R4
4	02/02	Battery	Delisi & Conis Ch. 18 **R5
5	02/09	Trauma and Violent Offending, Juvenile Offending	**R6, ** R7, **R21, **R22, **R26
6	02/16	Death Penalty	<i>Monster Video</i> Delisi & Conis Ch. 14 **R8
7	02/23	MID-TERM EXAMINATION	
8	03/02	Sex Offender Typologies; Juvenile Sex Offenders	Salter Ch. 1-3 **R9, **R10, **R24
9	03/09	Serial Rapists; Sadistic Sexual Behavior	Salter Ch. 5, 6 Delisi & Conis Ch. 10 **R11, **R12

10	03/16	Child Molesters; Female Offenders	Salter Ch. 4 **R13, **R14,
11	03/23	Spring Break (No class)	
12	03/30	Trauma and Sexual Offending	**R15, **R25, **R28 Salter Ch. 9
13	04/06	Trauma and Child Abuse	**R16, **R27, **R29 Douglas Ch. 15, 17
14	04/13	Psychopathy - Violent and Sexual Offenses	Salter Ch. 7 **R17, **R18, **R23
15	04/20	Successful Psychopathy	**R19, **R20
16	04/27	Review & Discussion of <i>Psychopathy Paper and Mind Hunter</i>	
17	05/04	FINAL EXAMINATION	

Academic Integrity:

University policy regarding academic integrity, as reflected in the Code of Student Rights and Responsibilities (www.arc.wvu/rightsa.html) will be rigorously enforced.

Commitment to Social Justice:

West Virginia University is committed to social justice. The University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. In that spirit, it is the intention of the instructor of this course to foster a nurturing learning environment based upon open communication, mutual respect, and non-discrimination. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Student Disabilities:

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise the instructor and make appropriate arrangements with Disability Services (293-6700).

Days of Special Concerns:

WVU recognizes the diversity of its students, many of whom must be absent from class to participate in religious observances. Students must notify the instructor by the end of the third class meeting regarding religious observances that will result in missing more than one exam.

Reaction Assignment
Paper:

Based on the chapter readings from *Patrick (2006)*, and other relevant readings, what is your understanding of a psychopath? How does the diagnosis of psychopathy relate to violent or sexual offenses? What are the advantages and disadvantages of assigning this label to a person engaging in criminal acts? In your opinion, is psychopathy influenced mainly by biology (nature) or environment (nurture)? In a three to five page typed paper (double spaced, 12 pt. font, 1 inch margins), feel free to incorporate personal reactions, opinions, and/or comments regarding cases in *Mind Hunter*. Paper is due April 26th.

In-Class Discussion:

In a round table format, students will discuss their reaction assignment responses and additional topics will be provided. In order to receive full credit a student must participate a minimum of two times for a total of 40 points. The two participation comments will have to be a contributing comment and just not an affirmative statement (yes/no). If a student only provides one contributing comment, partial credit will be awarded.

Death Penalty
Assignment:

Part One: Evaluate both sides of the death penalty issue by death including at least three pros and three cons for having the penalty. Do not simply list the pros and cons but elaborate with examples and detail in a minimum two page typed paper (12 pt. font, double spaced, 1 inch margins). **Part Two:** Choose one “side” of this debate and support your position in a persuasive-style essay. Include references to the main character in *Monster* to support your argument. This part of the assignment should be a minimum of two pages typed (12 pt. font, double spaced, 1 inch margins). Be sure to explore and defend your opinion of the role of trauma on violent offenders. Utilize articles discussed in class and find two to three supplemental articles to support your view. Assignment is due March 29th.

Extra Credit Interview:

Provide a business card and/or contact information from the interviewee. Contact information must include a current, working telephone number. Format for the interview is as follows: (Submit 1 to 2 pages of typed answers). Due April 29th.

1. Name, Title, Place of Employment
2. Educational background
3. Job Description
4. Reasons for choosing this career
5. Advantages of working in this field
6. Disadvantages of working in this field
7. Perception on cause of criminal behavior

8. Describe most interesting or challenging case/client
9. Interactions with psychologists (if any)
10. Value of working with psychologists (if any)

Additional Readings

1. Beecher-Monas, E., & Garcia-Rill, E. (2006). The impact of behavioral genetics on the criminal law: Genetic predictions of future dangerousness: Is there a blueprint for violence? *Law and Contemporary Problems*, 69, Prob. 301-337.
 2. Arrigo, B.A., & Griffin, A. (2004). Serial murder and the case of Aileen Wuornos: Attachment theory, psychopathy, and predatory aggression. *Behavioral Sciences and the Law*, 22, 375-393.
 3. Joseph, J. (2008). Gangs and gang violence in school. *Journal of Gang Research*, 16, 33-50.
 4. Etter, G.W. (2010). Mara Salvatrucha 13: A transnational threat. *Journal of Gang Research*, 17, 1-17.
 5. Wrightsman, L.S., & Fullero, S.M. (2005). Chapter 7. In: *Forensic Psychology*. Belmont, CA: Thomas Learning, Inc.
 6. Hicks, B. M., Vaidyanathan, U., & Patrick, C. J. (2010). *Personality Disorders: Theory, Research, and Treatment*, 1. 38-57.
 7. Widom, C. S., & Maxfield, M. G. (2001). An update on the "cycle of violence" National Institute of Justice Research in Brief. *U.S. Dept. of Justice*.
 8. Amnesty International (2006). United States of America: The execution of mentally ill offenders.
 9. Robertiello, G. & Terry, K. J. (2007). Can we profile sex offenders? A review of sex offender typologies. *Aggression and Violent Behavior*, 12, 508-518.
 10. Finkelhor, D., Ormrod, R., & Chaffin, M. (2009). Juveniles who commit sex offenses against minors. *Office of Juvenile Justice and Delinquency Prevention. U.S. Dept. of Justice*.
 11. Myers, W. C., Husted, D.S., Safarik, M. E. & O'Toole, M. E. (2006). The motivation behind sexual homicide: Is it sex, power, and control, or anger? *Journal of Forensic Science*, 51, 900-907.
 12. McCormack, A., Rokous, F. E., Hazelwood, R.R., & Burgess, A. W. (1992). An exploration of incest in the childhood development of serial rapists. *Journal of Family Violence*, 7, 219-228.
 13. Patrick, C. J. (2006). Ch. 21, *Handbook of Psychopathy*. New York, NY: The Guilford Press.
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14. Johansson-Love, J., & Fremouw, W. (2009). Female sex offenders: A controlled comparison of offender and victim/crime characteristics. *Journal of Family Violence, 24*, 367-376.
 15. Wolpaw, J. M., & Ford, J. D. (2004). Assessing exposure to psychological trauma and post-traumatic stress in the juvenile justice population. *The National Child Traumatic Stress Network*.
 16. vanWijk, A., Mali, B. R. F., Bullens, R. A. R., & Vermeiren, R. R. (2007). Criminal profiles of juvenile sex and violent juvenile non-sex offenders: An exploratory longitudinal study. *Journal of Interpersonal Violence, 22*, 1340-1355.
 17. Patrick, C. J. (2006). Ch. 26, *Handbook of Psychopathy*. New York, NY: The Guilford Press.
 18. Cleckley, H. (1941). *The Mask of Sanity – An Attempt to Clarify Some Issues About the So-Called Psychopathic Personality* (5th ed.). Augusta, GA: Emily Cleckley.
 19. Patrick, C. J. (2006). Ch. 23, *Handbook of Psychopathy*. New York, NY: The Guilford Press.
 20. Ishikawa, S. S. Raine, A., Lencz, T., Bihrl, S., Lacasse, L. (2001). Autonomic stress reactivity and executive functions in successful and unsuccessful criminal psychopaths from the community. *Journal of Abnormal Psychology, 110*(3), 423-432.
 21. Stewart, S.S., Livingston, M., & Dennison, S. (2008). Transitions and turning points: Examining the links between child maltreatment and juvenile offending. *Child Abuse & Neglect, 32*, 51-66.
 22. Heck, C. & Walsh, A. (2000). The effects of maltreatment and family structure on minor and serious delinquency. *International Journal of Offender Therapy and Comparative Criminology, 44*, 178-193.
 23. Gudjonsson, G. H. & Sigurdsson, J. F. (2000) Differences and similarities between violent offenders and sex offenders. *Child Abuse & Neglect, 24*, 363–372.
 24. Hunter, J. A., Figueredo, A. J., Malamuth, N. M., & Becker, J. V. (2003). Juvenile sex offenders: Toward the development of a typology. *Sexual Abuse: A Journal of Research and Treatment, 15*, 27-48.
 25. Connolly, M. & Woollons, R. (2008). Childhood sexual experience and adult offending: An exploratory comparison of three criminal groups. *Child Abuse Review, 17*, 119-132.,
 26. Ford, M. E. & Linney, J. A. (1995). Comparative analysis of juvenile sexual offenders, violent non-sexual offenders, and status offenders. *Journal of Interpersonal Violence, 10*, 56-70.
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27. Glasser, M., Kolvin, I., Campbell, D., Glasser, A., Leitch, I., & Farrelly S. (2001). The cycle of child abuse: Links between being a victim and becoming a perpetrator. *Journal of British Psychiatry, 179*, 482-494.
 28. Lambie, I., Seymour, F., Lee, A., & Adams, P. (2002). Resiliency in the victim–offender cycle in male sexual abuse. *Sexual Abuse: A Journal of Research and Treatment, 14*, 31-48.
 29. Hanson, R.K., & Slater, S. (1988). Sexual victimization in the history of child sexual abusers: a review. *Sexual Abuse: A Journal of Research and Treatment, 1*, 485-499.
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