

Spring, 2008/ CID: 3728 / CJ 436/ SECTION 03
SAM HOUSTON STATE UNIVERSITY; COLLEGE OF CRIMINAL JUSTICE
COURSE: **UNDERSTANDING HUMAN BEHAVIOR**
SCHEDULE CLASS DAYS: TUESDAY AND THURSDAY
CLASS TIME: 12:30 P.M.- 1:50 P.M.
CLASS ROOM: CJC A201

INSTRUCTOR: CANDACE TABENANIKA
Master of Arts in Criminal Justice and Criminology

OFFICE: CL 17
PHONE: (936)294-3635
EMAIL crt009
OFFICE
HOURS: 1:30 p.m. – 2:00 p.m.; 3:25 p.m.-4:00 p.m. T/TH *and by appointment
(please email to arrange an appointment)

Required Text: Bartol, Curt R. and Bartol, Anne M., *CRIMINAL BEHAVIOR, A PSYCHOSOCIAL APPROACH, 8TH EDITION*, 2008, Pearson/Printice Hall Publishing Co.

Course Description: This course provides a foundation and a structure to enable students to learn to actively examine the dynamics of human behavior through analysis of the biological, cultural, sociological and psychological factors contributing to behavior that is perceived to be deviant and criminal.

Course Objectives: The goals of this course are to facilitate understanding and provide a foundation for further individual development regarding frameworks for evaluation of the dynamics of human behavior and of what is perceived to be known as “criminal behavior.”

1. Identify important fundamental principles, generalizations, and theories of human behavior regarding criminal activity;
2. Gain a broader understanding of the role of human behavior that result in criminal activity;
3. Understand the importance of evaluative skills, competencies and reasoning that are needed by criminal justice professionals, including skills in working with others in attempting to understand criminal behavior and how it is developed; and
4. Develop essential critical thinking concerning different perspectives which may apply to behaviors and situations; and
5. Develop an understanding of social implications which may cause deviant behavior.

Absences/Tardiness: Follow the student handbook rules concerning absences and tardiness. The class assignments will assist each student to attend class. Please be on time for class. **Your attendance and punctuality will account for part of your final grade.** Students are expected to be present for every class. Attendance may be taken at both the beginning and the end of every class. Arriving late or departing early (without prior justification given to the instructor) can be considered an absence. Class attendance requirements will be followed in accordance with Academic Policy Statement 800401.

Academic Honesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceeding against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Students With Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.
<http://www.shsu.edu/~vaf/www/aps/811006.html>.

SHSU adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect your work adversely in this class, then I encourage you to register with the SHSU Counseling Center and to talk with your instructor about how the instructor can assist you. All disclosures of disabilities will be kept confidential. **NOTE:** No accommodations can be made until you register with the Counseling Center. Services for disabled students: <http://www.shsu.edu/~counsel/sswd.html>.

Student Absences on Religious Holy Day Policy: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examination are to be completed. Student Absences on Religious Holy Day Policy: <http://www.shsu.edu/catalog/scholasticrequirements.html#holyyday>.

Visitors in the Classroom: Only registered students may attend the class. Exceptions can be made on a case-by-case basis by the instructor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Classroom Demeanor: Only intelligent conversations will be allowed in the class pertaining to the text. The students and the instructor are expected to be respectful of each other. If a student wishes to make a voice recording during the class, please request permission from the instructor before recording. No text messaging, whether by phone or computer messaging is not allowed in this class. If your employment or family circumstances necessitate being "on call" you are to discuss this with your instructor on the first day of class. Cell phones will be turned off during class unless the former statement applies to you. If so, the cell phone will be set to the "vibrate mode" during class.

If a student's behavior should become disruptive in any way, the instructor may ask the student to leave the room for the remainder of the class period and then that student must meet with the instructor to show cause to be retained in the class for the rest of the semester. Please do not disrupt the learning opportunities that others have paid to participate. If a notebook computer is used by a student to take notes in class, the instructor reserves the right to terminate the use of that student's computer if it becomes disruptive to the other students or class session.

Class Participation: Students are responsible to come to class prepared for class discussions. Class participation will account for part of your final grade.

Exams: There will be two major exams. One will be the Midterm Exam and the other is the Final Exam. Each exam is worth 200 points.

Class Assignments: There will be class assignments for each chapter covered during this course. The class assignments are worth 100 points of your final grade. Each student is responsible for keeping a notebook of the class assignments. At the end of the semester all notebooks will be handed to the instructor.

Grading:

Midterm Exam	=	200 points
Final Exam	=	200 points
Class Assignments	=	100 points

Attendance	=	50 points
Class Participation	=	<u>50 points</u>
Total		600 points

A letter grade is assigned to the total points earned:

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
59 and below	=	F

*The course outline may be subject to change. It is the responsibility of the student to stay apprised of any change in the class schedule.

Course Outline:

Jan. 17 Syllabus review. Class Assignment: Read Chapter 1 and answer questions 1, 2, 4, 5, 7, 8 and 9 located on page 36.

Jan. 22 Chapter 1 discussed. Class Assignment for Chapter 1 is due today. Class Assignment: Read Chapter 2 and answer questions 1 through 6 located on page 72.

Jan. 24 Chapter 2 discussed. Review answers. Class Assignment: Read pages 40, 41, 43 and 44 (Gender Differences in Peer Rejection; Gang Influences on Rejected Youth; Temptation talk; and Preschool Experiences) Class Assignment for Chapter 2 is due today.

Jan. 29 Chapter 2 discussed. (pages 40, 41, 43 and 44 (Gender Differences in Peer Rejection; Gang Influences on Rejected Youth; Temptation talk; and Preschool Experiences) Class Assignment: Read pages 49, 50, 51, 52 and 53 (Parental Monitoring; Influence of Siblings; Parental Psychopathology; Cognitive and Language Deficiencies; and Intelligence and Delinquency)

Jan. 31 Chapter 2 discussed. (pages 49, 50, 51, 52 and 53 (Parental Monitoring; Influence of Siblings; Parental Psychopathology; Cognitive and Language Deficiencies; and Intelligence and Delinquency) Class assignment: Read pages 92, 93, 94, 95 and 96 (Attractiveness; Attractiveness and Crime; Minor Physical Anomalies and MPAs and Crime). Read Chapter 3 pages 75, 76, 77, 78, 79, 80, 81, 82 (Twin Studies; Shared and Nonshared Environments; Concordance; Twin Studies and Criminal Behavior: Recent Research; and Adoption Studies)

Feb. 5 Chapters 2 and 3 discussed. (pages 92, 93, 94, 95 and 96; Attractiveness; Attractiveness and Crime; Minor Physical Anomalies and MPAs and Crime. Chapter 3 pages 75, 76, 77, 78, 79, 80, 81, 82 (Twin Studies; Shared and Nonshared Environments; Concordance; Twin Studies and Criminal Behavior: Recent Research; and Adoption Studies)

Class Assignment: Answer questions 1, 2, 3, 4 and 6 located on page 113 for Chapter 3.

Feb. 7 Chapter 3 discussed. Chapter 3 pages 75, 76, 77, 78, 79, 80, 81, 82 (Twin Studies; Shared and Nonshared Environments; Concordance; Twin Studies and Criminal Behavior: Recent Research; and Adoption Studies). Class Assignment for Chapter 3 is due today. Class Assignment: Read Chapter 4 pages 116, 117, 118, 119, 120, 121, 122 and 123 (Behaviorism; Skinner's Theory of Behavior; Behaviorism as a Method of Science; Behaviorism as a Perspective of Human Nature; Operant Learning; Reinforcement; Punishment and Extinction; Operant Learning and Crime; and Social Learning).

Feb. 12 Chapter 4 discussed. (pages 116, 117, 118, 119, 120, 121, 122 and 123 (Behaviorism; Skinner's Theory of Behavior; Behaviorism as a Method of Science; Behaviorism as a Perspective of Human Nature; Operant Learning; Reinforcement; Punishment and Extinction; Operant Learning and Crime; and Social Learning). Class Assignment: Answer questions: 1, 2, 3, 6, and 8 for Chapter 4 located on page 140. Also read pages: 130, 131, 132, 133, 134, 135, 136, 137 and 138 of Chapter 4.

Feb. 14 Chapter 4 discussed. (pages: 130, 131, 132, 133, 134, 135, 136, 137 and 138 of Chapter 4. Class Assignment: Read Chapter 5 pages: 143, 144, 145, 146, 147, 148, 149 and 150 (Defining Aggression; Hostile and Instrumental Aggression; Interpretation by Victim; Theoretical Perspectives on Aggression; Psychanalytical Psychodynamic Viewpoint; Ethological Viewpoints; and Frustration-Aggression Hypothesis).

Feb. 19 Chapter 5 discussed. (pages: 143, 144, 145, 146, 147, 148, 149 and 150 (Defining Aggression; Hostile and Instrumental Aggression; Interpretation by Victim; Theoretical Perspectives on Aggression; Psychanalytical Psychodynamic Viewpoint; Ethological Viewpoints; and Frustration-Aggression Hypothesis). Class Assignment: Answer questions: 1, 3, 4, 6, 9 and 10 located on pages 185 and 186. Read pages 150-185 (Weapons Effect; Cognitive-Neoassociation Model; Excitation Transfer Theory; Displaced Aggression Theory; Aggressive Driving and Road Rage; Who are the Road Ragers?; Weapons Used; Precipitating Factors in Road Rage; Social Learning Factors in Aggression and Violence; Modeling, Types of Models; Observation Modeling; Cognitive Models of Aggression; Cognitive Scripts Model; Hostile Attribution Bias; Aggressive Behavior: Simple and Easy to Use; Overt and Covert Acts of Aggression; Reactive and Proactive Forms of Aggression; Gender Differences in Aggression; Environmental Factors; Aggression and Ambient Temperature; Effects of Media Violence; Cognitive Effect; The Biology of Aggression; Hormones and Neurotransmitters; Biological Control through Surgery and Drugs; Brain Centers and Violence Control; and Heredity and the XYY Chromosome)

Feb. 21 Chapter 5 discussed. (pages 150-185 (Weapons Effect; Cognitive-Neoassociation Model; Excitation Transfer Theory; Displaced Aggression Theory; Aggressive Driving and Road Rage; Who are the Road Ragers?; Weapons Used; Precipitating Factors in Road Rage; Social Learning Factors in Aggression and Violence;

Modeling, Types of Models; Observation Modeling; Cognitive Models of Aggression; Cognitive Scripts Model; Hostile Attribution Bias; Aggressive Behavior: Simple and Easy to Use; Overt and Covert Acts of Aggression; Reactive and Proactive Forms of Aggression; Gender Differences in Aggression; Environmental Factors; Aggression and Ambient Temperature; Effects of Media Violence; Cognitive Effect; The Biology of Aggression; Hormones and Neurotransmitters; Biological Control through Surgery and Drugs; Brain Centers and Violence Control; and Heredity and the XYY Chromosome). Class Assignment: Read Chapter 6 and answer questions: 1, 2, 3, 5, 6, 8 and 10 located on page 225.

Feb. 26 Chapter 6 discussed. What is a Psychopath, pages 188-, 198.,199, 200, 201, 203, 205, 208, 211, 221-223 (What is a Psychopath?; An Example of Psychopath; Table 6-1; Psychopaths are not Mentally Disordered by Traditional Standards; 192-194 Other Principal Traits; The Criminal Psychopath; Psychological Measures of Psychopathy; Recidivism; The Female Psychopath; Juvenile Psychopathy; Psychopathic Traits in Juvenile Delinquents; Central Nervous System Differences; Amygdala Dysfunction; and Childhood of the Psychopath. Class assignment for Chapter 6 is due today. Class assignment: Read Chapter 7: Critically think of how society and laws view individuals with mental illness or mental retardation. What about the common disorders of ADD/ADHD and autism? Psychopaths? Chapter 7 read (pages 226-251 (Andrea Yates; Defining Mental Illness; The DSM-IV; Schizophrenic Disorders; Delusional Disorders; Depressive Disorders; Postpartum Depression; Antisocial Personality Disorder; Competency and Criminal Responsibility; Insanity Standards; Unique Defenses).

Feb. 28 Chapter 7 discussed. (pages 226-251 (Andrea Yates; Defining Mental Illness; The DSM-IV; Schizophrenic Disorders; Delusional Disorders; Depressive Disorders; Postpartum Depression; Antisocial Personality Disorder; Competency and Criminal Responsibility; Insanity Standards; Unique Defenses). Class Assignment: Complete Chapter 7, read pages 251 – 257 (Pathological Gamblers' Syndrome; Dissociative Identity Disorder; and Amnesia. Read Chapter 8 pages 260-279 (Mental Disorders and Violence; The McArthur Research Network; Police and the Mentally Disordered; Mentally Disordered Inmates; Dangerousness and the Assessment of Risk; Risk Assessment; The Tarasoff Case; What are the Best Predictors of Dangerous Behavior?; and The (Non)Mentally Disordered Sex Offender). Answer questions: 1, 3, and 5 for Chapter 8.

March 4 Chapter 8 discussed. (pages 251 – 257 (Pathological Gamblers' Syndrome; Dissociative Identity Disorder; and Amnesia. Read Chapter 8 pages 260-279 (Mental Disorders and Violence; The McArthur Research Network; Police and the Mentally Disordered; Mentally Disordered Inmates; Dangerousness and the Assessment of Risk; Risk Assessment; The Tarasoff Case; What are the Best Predictors of Dangerous Behavior?; and The (Non)Mentally Disordered Sex Offender). Class Assignment for Chapter 8 is due today.

March 6 Group review for Midterm Exam (Chapters 1-8).

March 10, 11, 12, 13, 14 Spring Break/Recess Be Safe!

March 18 **Midterm Exam.** (Chapters 1-8). Class Assignment: Read Chapter 9 pages 281-313; Figure 9-1; Definitions; Criminal Homicide; Demographic of Homicide; Race/Ethnic Origin; Gender Differences; Age; Socioeconomic Class; Victim-Offender Relationship; Figure 9-2; Figure 9-3; Weapons Used in Violence; Figure 9-4; Juvenile Weapon Possession; Weapon and Violence; Other Factors; Victim Participation; Sniper Attacks; Demographics of Assault; Juvenile Murder; Demographics and Psychological Characteristics of Juvenile Murderers; Family Violence; Definitions; Prevalence; Ethnic/Minority Differences; Victims; Figure 9-3; Brief History of the Modern Era of Family Violence; Figure 9-4; Incidence, Prevalence, and Demographics of Child Abuse and Neglect; Table 9-5; Missing Abducted, Runaway, and Thrownaway Children; Munchausen Syndrome by Proxy; Shaken Baby Syndrome; and Infanticide, Neonaticide, Filicide.

March 20 Chapter 9 discussed. (pages 281-313; Figure 9-1; Definitions; Criminal Homicide; Demographic of Homicide; Race/Ethnic Origin; Gender Differences; Age; Socioeconomic Class; Victim-Offender Relationship; Figure 9-2; Figure 9-3; Weapons Used in Violence; Figure 9-4; Juvenile Weapon Possession; Weapon and Violence; Other Factors; Victim Participation; Sniper Attacks; Demographics of Assault; Juvenile Murder; Demographics and Psychological Characteristics of Juvenile Murderers; Family Violence; Definitions; Prevalence; Ethnic/Minority Differences; Victims; Figure 9-3; Brief History of the Modern Era of Family Violence; Figure 9-4; Incidence, Prevalence, and Demographics of Child Abuse and Neglect; Table 9-5; Missing Abducted, Runaway, and Thrownaway Children; Munchausen Syndrome by Proxy; Shaken Baby Syndrome; and Infanticide, Neonaticide, Filicide. Class Assignment: Answer questions: 1, 3, 6, 7 and 8 for Chapter 9 located on page 329. Read pages 313-329 (Intimate Partner Abuse: Prevalence, Incidence, and Nature; Battered Woman Syndrome; Same-Sex Violence; Psychological and Demographic Characteristics of Abusers; Elderly Abuse: Prevalence, Incidence, and Nature; Table 9-6; Sibling to Sibling Violence; Child-to-Parent Violence; Multiassaultive Families; The Cycle of Violence; The Effects of Family Violence on Children; The Nature and Theory of Family Violence; and Cessation of Family Violence).

March 21 Good Friday. Holiday for Students and Faculty

March 25 Chapter 9 discussed. (pages 313-329 (Intimate Partner Abuse: Prevalence, Incidence, and Nature; Battered Woman Syndrome; Same-Sex Violence; Psychological and Demographic Characteristics of Abusers; Elderly Abuse: Prevalence, Incidence, and Nature; Table 9-6; Sibling to Sibling Violence; Child-to-Parent Violence; Multiassaultive Families; The Cycle of Violence; The Effects of Family Violence on Children; The Nature and Theory of Family Violence; and Cessation of Family Violence). Class assignment for Chapter 9 is due today. Class Assignment: Read Chapter 10 pages: 330-362 (Investigative Psychology; Crime Scene Investigative

Methods; Table 10-1; Profiling; Criminal Profiling; Geographical Profiling; The Psychological Autopsy; Racial Profiling; Multiple Murderers; Definitions; Serial Murderers; Female Serial Killers; The Victimological Perspective in Understanding Serial Killers; Geographical Location of Serial Killing; Ethnic and Racial Characteristics; Juvenile Serial Murderers; Typologies of Serial Murderers; Mass Murders; School Violence; Workplace Violence; Examples of Workplace Violence; Who Commits Workplace Violence?; and Table 10-5). Answer questions: 1, 3, 5, 7, and 8 for Chapter 10.

March 27 Chapter 10 discussed. (pages: 330-362 (Investigative Psychology; Crime Scene Investigative Methods; Table 10-1; Profiling; Criminal Profiling; Geographical Profiling; The Psychological Autopsy; Racial Profiling; Multiple Murderers; Definitions; Serial Murderers; Female Serial Killers; The Victimological Perspective in Understanding Serial Killers; Geographical Location of Serial Killing; Ethnic and Racial Characteristics; Juvenile Serial Murderers; Typologies of Serial Murderers; Mass Murders; School Violence; Workplace Violence; Examples of Workplace Violence; Who Commits Workplace Violence?; and Table 10-5). Class assignment for Chapter 10 is due today. Class Assignment: Read Chapter 11 pages 363-386 (9-11; Definitions; Murrah Bldg.; Classification of Terrorism Groups; A Terrorist Typology; The Psychosocial Contest of Terrorism; Motives and Justifications; Additional Disengagement Practices; Psychological Nature of Terrorism; Psychological Factors in General Violent Crime; Overcontrolled and Undercontrolled Offenders; Cognitive Self-Regulation; Deindividuation and Crowd Violence; Bandura's six common disengagement practices (page 385). Answer questions: 1, 2, 6, and 7 for Chapter 11.

Apr. 1 Chapter 11 discussed. (pages 363-386 (9-11; Definitions; Murrah Bldg.; Classification of Terrorism Groups; A Terrorist Typology; The Psychosocial Contest of Terrorism; Motives and Justifications; Additional Disengagement Practices; Psychological Nature of Terrorism; Psychological Factors in General Violent Crime; Overcontrolled and Undercontrolled Offenders; Cognitive Self-Regulation; Deindividuation and Crowd Violence; Bandura's six common disengagement practices (page 385). Class assignment for Chapter 11 is due today. Class assignment for Chapter 11 is due today. Class Assignment: Read Chapter 12 pages 388 – 408 (Sexual Assault; Who Offends?; Legislation on Sex Offenders; Rape: Definitions and Statistics; Classification of Rape Offenses; Incidence and Prevalence of Rape; Impact on Victims; Psychological Effects on Victims; Situational and Victimization Characteristics; Rape Offender Characteristics; Assumptions about Why Men Rape; Deniers and Admitters; Self-Reported Reasons for Sexual Assault; Classification of Rape Patterns; and Massachusetts Treatment Center Classification System).

April 3 Chapter 12 discussed. (pages 388 – 408 (Sexual Assault; Who Offends?; Legislation on Sex Offenders; Rape: Definitions and Statistics; Classification of Rape Offenses; Incidence and Prevalence of Rape; Impact on Victims; Psychological Effects on Victims; Situational and Victimization Characteristics; Rape Offender Characteristics; Assumptions about Why Men Rape; Deniers and Admitters; Self-Reported Reasons for Sexual Assault; Classification of Rape Patterns; and Massachusetts Treatment Center

~~Classification System~~. Class Assignment: Read pages 411-419 (The Groth Typology; Pedophilia, Situational and Victimization Characteristics; Types of Sexual Contact; Psychological Effects of Child Sexual Victimization; Offender Characteristics; Gender of the Offender; Age; Attitudes toward Victims; Cognitive Functions; Occupational and Socioeconomic Status; Interpersonal and Social Skills; Table 13-2; Classification of Child Offender Patterns; Figure 13-1; The Groth Classification Model; Juvenile Sex Offenders; Female Juvenile Sex Offenders; Recidivism of Pedophiles; Theories on Potential Causes; Table 13-3; Exhibitionism; Situational Characteristics; Offender Characteristics; and Voyeurism and Fetishism). Answer questions: 2, 3, 6, and 8 for Chapter 13 on page 448.

April 10 Chapter 13 discussed. (pages 421-448 (Pedophilia; Incidence and Prevalence of Pedophilia, Situational and Victimization Characteristics; Types of Sexual Contact; Psychological Effects of Child Sexual Victimization; Offender Characteristics; Gender of the Offender; Age; Attitudes toward Victims; Cognitive Functions; Occupational and Socioeconomic Status; Interpersonal and Social Skills; Table 13-2; Classification of Child Offender Patterns; Figure 13-1; The Groth Classification Model; Juvenile Sex Offenders; Female Juvenile Sex Offenders; Recidivism of Pedophiles; Theories on Potential Causes; Table 13-3; Exhibitionism; Situational Characteristics; Offender Characteristics; and Voyeurism and Fetishism). Class assignment for Chapter 13 is due today. Class Assignment: Read Chapter 15 pages: 488-505 (Robbery; Bank Robbery; Commercial Robbery; Street Robbery; Professional Robbers; Motives and Cultural Influences: Cybercrime; Stalking; Categories of Stalking; Cyberstalking; Hostage-Taking Offenses; Instrumental and Expressive Hostage Taking; FBI Categories of Hostage Taking; Strategies for Dealing with Hostage Takers; Table 15-3; The Stockholm Syndrome; Some Rules to Follow If Taken Hostage; London Syndrome).

April 15 Chapter 15 discussed. (pages: 488-505 (Robbery; Bank Robbery; Commercial Robbery; Street Robbery; Professional Robbers; Motives and Cultural Influences: Cybercrime; Stalking; Categories of Stalking; Cyberstalking; Hostage-Taking Offenses; Instrumental and Expressive Hostage Taking; FBI Categories of Hostage Taking; Strategies for Dealing with Hostage Takers; Table 15-3; The Stockholm Syndrome; Some Rules to Follow If Taken Hostage; London Syndrome). Class Assignment: read pages 506-519 (Arson; Incidence and Prevalence; Developmental Stages of Firesetting; Persistent and Repetitive Firesetting; Motives of Arsonists; Juvenile Motives; Female Arsonists; Pyromania; Bombings; Table 15-4; Motives; and Summary and Conclusion.

April 17 Chapter 15 discussed. (pages 506-519 (Arson; Incidence and Prevalence; Developmental Stages of Firesetting; Persistent and Repetitive Firesetting; Motives of Arsonists; Juvenile Motives; Female Arsonists; Pyromania; Bombings; Table 15-4; Motives; and Summary and Conclusion. Answer questions: 1, 2, 3, and 6 for Chapter 15 located on page 519.

April 22 Chapter 15 discussed (pages 506-519 (Arson; Incidence and Prevalence; Developmental Stages of Firesetting; Persistent and Repetitive Firesetting; Motives of Arsonists; Juvenile Motives; Female Arsonists; Pyromania; Bombings; Table 15-4; Motives; and Summary and Conclusion. Class assignment for Chapter 15 is due today. Class Assignment: Read Chapter 16 pages: 521-547 (drug war; Juvenile Drug Use; Extent of Juvenile Drug Use; Table 16-1, 16-2; Figure 16-2; Who is Selling to Juveniles?; Gender Differences in Juvenile Drug Use; Six Consistent Research Findings On Illicit Drug Abuse; Table 16-3, 16-4; The Tripartite Conceptual Model; Major Categories of Drugs; Table 6-5; Tolerance and Dependency; Table 16-6; The Hallucinogens; Table 16-7, 16-8; How is Marijuana Prepared?; Cannabis and Crime; Summary; Phencyclidine (PCP); PCP and Crime; The Stimulants; Table 16-9; Table 16-10; Cocaine and Its Derivatives; Table 16-11, 16-12; Psychological Effects, Adverse Physical Effects; Stimulants, Cocaine, and Crime; and Crack Cocaine). Class Assignment: Read pages 548-567

April 24 Chapter 16 discussed. (pages: 521-547 (drug war; Juvenile Drug Use; Extent of Juvenile Drug Use; Table 16-1, 16-2; Figure 16-2; Who is Selling to Juveniles?; Gender Differences in Juvenile Drug Use; Six Consistent Research Findings On Illicit Drug Abuse; Table 16-3, 16-4; The Tripartite Conceptual Model; Major Categories of Drugs; Table 6-5; Tolerance and Dependency; Table 16-6; The Hallucinogens; Table 16-7, 16-8; How is Marijuana Prepared?; Cannabis and Crime; Summary; Phencyclidine (PCP); PCP and Crime; The Stimulants; Table 16-9; Table 16-10; Cocaine and Its Derivatives; Table 16-11, 16-12; Psychological Effects, Adverse Physical Effects; Stimulants, Cocaine, and Crime; and Crack Cocaine). Class Assignment: Answer questions: 2, 3, 4, 8 and 9 on page 567 for Chapter 16.

April 29 Chapter 16 discussed. Class assignment for Chapter 16 is due today. Review answers to questions for Chapter 16. Class Assignment: Read Chapter 18 pages 602-628 (Correctional Psychology; Careers in Correctional Psychology; The Correctional System; Societal Rationale for Punishment of Offenders; Classification and Prediction; Psychological Effects of Imprisonment; Psychological Effects of Crowding; Psychological Effects of Isolation; Treatment Strategies; Psychotherapy; Behavior Therapy; Cognitive Therapy; Treatment of Psychopaths; Treatment of Sex Offenders; and Summary and Conclusion. Answer questions: 1, 3, 7, and 8 for Chapter 18.

May 1 Chapter 18 discussed. (pages 602-628 (Correctional Psychology; Careers in Correctional Psychology; The Correctional System; Societal Rationale for Punishment of Offenders; Classification and Prediction; Psychological Effects of Imprisonment; Psychological Effects of Crowding; Psychological Effects of Isolation; Treatment Strategies; Psychotherapy; Behavior Therapy; Cognitive Therapy; Treatment of

Psychopaths; Treatment of Sex Offenders; and Summary and Conclusion. Class assignment for Chapter 18 is due today.

May 6 Chapter 18. Critical Thinking concerning the Correctional System. What does the recidivism rate indicate about the correctional system? What would you do to change or modify the system to accomplish rehabilitation and re-entry into society?

IMPORTANT DATES:

January 21 Martin Luther King Day – University Holiday

January 24. Last day to register and to process schedule changes. 12th
class day.

February 1 Twelfth Class Day. Last day to drop without a “Q” and receive 100% refund. Degree Applications to be filed in Registrar’s Office by students graduating May 2008.

March 7 Half-semester courses end. Last day to drop a half-semester course for the Spring Semester without grade of F. Degree applications to be filed in Registrar’s Office by students graduating in August 2008.

March 10, 11, 12, 13, 14 Spring Break/Recess

March 16 Residence halls open at 2:00 p.m.

March 21 Good Friday. Holiday for Students and Faculty

May 8 Last Class Day. Last day to resign. Last day to drop a course without the grade of F.

May 9 Final Exam Study Day.

May 19 Deadline for filing grades with the Registrar’s Office. Spring Semester, 2008 ends.