



Instructor: Dr. Kristen Zgoba

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Office Hours: Office hours are by appointment, on an as needed basis. Always contact me at the email above. I check my email every day, with limited access on weekends. Please do not email me about an assignment, before it is due, and expect an immediate response.

Class: Special Topics: Psychology Behind the Criminal Mind, 01:202:496 SUMMER 2018

COURSE DESCRIPTION:

This course explores the psychology of crime from a variety of perspectives. The course begins by exploring the different theories that contribute to a clearer understanding of criminal behavior, including the biological, the psychological, and the sociological. The course then moves beyond the theoretical to consider the relationship between mental illness and crime, and it highlights how psychological, social, economic, political and ecological factors all play a role in influencing individual behavior. The class will review the application of legal principles during a discussion on "NGRI", not guilty by reason of insanity. Students will review cases of perpetrators of serial and mass homicide, sexual offending, family homicide and terrorism. The course will discuss the criminal mind on a scale from misdemeanors to violent felonies and the associated mindset of the offender.

This class is completely online and may include multiple tasks during the weekly modules. Because this class is online, it should not be assumed the class is easy and/or that the work requirements are lessened. Grading standards are high and I expect creative, well-written assignments that demonstrate effort and independent thinking. A significant portion of the course consists of discussion groups, forums and assignments. In addition, there may be links to related readings, websites, and online videos. The online environment offers a potential advantage to the in-class experience by allowing repeated re-viewing of the video lectures and by enabling student-student interactions through the discussion groups. In addition, the online environment allows a variety of engagement activities that can be used to stimulate student participation that can also be monitored through Sakai tools.

COURSE MISCELLANY:

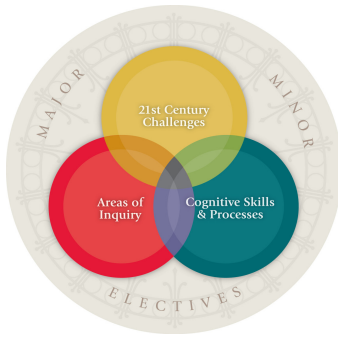
It is expected that you are familiar with Sakai. This is not a computer course and you should be familiar prior to taking an online course. I will not answer sakai and computer questions, you must call the Sakai helpline 848-445-8721 with any technology questions related to your work. You must pay attention to the times that the helpline is open. All deadlines for this course are in Eastern Standard Time. Do not start your assignments right before they are due because if you

have a problem and miss the deadline, the module will close. **I do NOT accept late assignments, so please do not miss the time the module closes.** Please do not ask for special considerations if you miss work, everyone who misses the deadlines receives a zero. It is also your responsibility to read all feedback. Some advice on assignments and discussions- if there is a mandatory word minimum you must meet or exceed it, if a number of resources are required you must provide them, you must not exceed a 30% in a Turnitin score (do not use direct quotes even if you cite them), you must read all feedback and your work must be written professionally and with effort. One final note, when you email me, please email me in the respectful, professional tone that a student would expect a professor write them. Therefore, do not use jargon, texting language or spelling, demands or disrespectful language. I will always do the same.

COURSE OBJECTIVES

At the completion of this course, students are responsible for:

- 1) An increased knowledge of the criminal justice system and psychology.
- 2) An increased understanding of the current initiatives in the criminal justice system and mental illness and the applicable legal principles.



Learning Goals: A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major.

These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. Competence:

1. a.) Theory. Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
 2. b.) Institutions. Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
 3. c.) Research Methods. Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.
2. Critical Thinking:
- Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.
3. Scholarship:
- Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

REQUIRED READING (Books are not optional and are very inexpensive). YOU WILL NEED THESE BOOKS BY THE FIRST WEEK.

- 1) "Inside the Criminal Mind, Revised and Updated Edition". 2012. Author Stanton Samenow. ISBN 9780307394101
- 2) "Criminal Psychology: A Beginner's Guide". 2009. Authors Bull, Bilby, Cooke & Grant. ISBN 1851687076

COURSE STRUCTURE AND EXPECTATIONS

Each weekly module opens on a Monday morning at 8am and closes on Sunday at 8pm. **The deadlines are always on Sundays at 8pm EST.**

The formal organization of this course consists of multiple parts: 1) midterm and final exam, 2) weekly chapter reading assignment, 3) weekly assignment and potentially 4) structured student online participation through discussion boards.

Midterm and final exams: These will be given online in short answer/essay. These are worth 50% of the course grade (25% each). **You CANNOT use your book.**

Weekly chapter reading assignment: Each weekly module will be accompanied by chapters in the books. This ties into the weekly assignment. Do not miss the deadline.

Structured student online participation through discussion boards or assignment: In addition to assigned coursework, logging onto the class website, and viewing the prepared online material, students are expected to spend at least 10 hours over the course of the semester in structured participation. This will be monitored via the discussion boards and assignments. Students will be graded on the level and quality of their participation and guidance will be given at the beginning of the semesters as to make students aware of expectations. Many have a word minimum, usually of 500-750 words. Students are not allowed to use direct quotes from outside sources, as that will be removed from the word minimum. Everything that a student turns in and writes will be processed through the plagiarism software- TurnItIn. A percentage of 30% or higher on TurnItIn will cause for a failing grade. Do not miss the deadline. These are worth 50% together.

COURSE GRADING

Exam 1 25%

Exam 2 25%

Assignments/discussion posts 50%

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated and any violation will be reported to the Dean of Students. No excuse will ever be tolerated for academic dishonesty, but it is even more important that students understand the repercussions of this unethical behavior. Academic dishonesty includes cheating, the fabrication or invention of information used in an assignment, plagiarism, facilitating the academic dishonesty of others or denying access to materials and resources.

Summer 2018 CLASS SCHEDULE	
Week 1- 6/25/18	Chapter 1, Samenow- “The Basic Myths About Criminals” Chapter 1, Bull et. al, “Criminal Psychologists” Introductions Review of Syllabus Chapter 2, Samenow- “Parents Don’t Turn Children into Criminals” Chapter 2, Bull et. al, “Offender Profiling and Linking Crime”
Week 2 – 7/2/18	Chapter 3, Samenow- “Peer Pressure No Excuse for Crime” Chapter 3, Bull et. al, “Policing” Chapter 4, Samenow- “The Hell with School” Chapter 4, Bull et. al, “Interviewing Suspects” Weekly Assignment

Week 3- 7/9/18	Chapter 5, Samenow- “Work and the Criminal” Chapter 5, Bull et. al, “Detective Deception” Chapter 6, Samenow- “People as Pawns” Chapter 6, Bull et. al, “Eye-witness Testimony” MIDTERM EXAM
Week 4- 7/16/18	Chapter 7, Samenow- “Ultimate Control- Crimes of Violence” Chapter 7, Bull et. al, “Forensic Linguistics” Chapter 8, Samenow- “It’s Thugs not Drugs...” Chapter 8, Bull et. al, “Punishment and Offenders”
Week 5- 7/23/18	Chapter 9, Samenow- “Getting Over on the Shrinks” Chapter 9, Bull et. al, “Experiencing Imprisonment” Chapter 10, Samenow- “Locked Up” Chapter 10, Bull et. al, “Rehabilitation and Offenders” Weekly Assignment
Week 6- 7/30/18	Chapter 11, Samenow- “The Criminal as Terrorist” Chapter 11, Bull et. al, “The Management and Treatment of Sex Offenders” Chapter 12, Samenow- “The Criminal Self Image” Chapter 13, Samenow- “The Total Failure of Conventional Wisdom” FINAL EXAM Due 8/2

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to

reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.