



FACULTY OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Institute of Criminology

CRIM 421

*Special Topic: Criminal and Investigative
Psychology*

Course Outline

CRN 9196: 30 POINTS: TRIMESTERS 1+2, 2013

Trimester Dates: 4 March – 17 November 2013

Teaching Dates: 4 March – 18 October 2013

Mid-trimester Breaks Trimester 1: 28 March - 3 April 2013; 22 April – 28 April 2013

Mid-year Break 4-14 July 2013

Mid-trimester Break Trimester 2: 26 August – 8 September 2013

COURSE COORDINATOR: DR RUSSIL DURRANT

Room 1120, Murphy Building

Tel: (04) 463 9980

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LECTURES: MONDAY 2.10-4.00PM, OLD KIRK 501

Institute of Criminology

CRIM 421 – 2013

Criminal and Investigative Psychology

COURSE COORDINATOR: Dr Russil Durrant
Room 1120, Level 11, Murphy Building
Ph. 463-9980
E-mail: Russil.Durrant@vuw.ac.nz

LECTURE TIMES: Monday, 2.10-4pm, Old Kirk 501

OFFICE HOURS: Monday, Friday, 1.00-2.00pm
Students are encouraged to see Russil during these office hours. However, if this is not possible then please contact Russil to arrange an appointment.
The School Administration on level 9, Murphy building is open from 9am to 4pm.

COMMUNICATION OF ADDITIONAL INFORMATION

There are notice boards on level 9 and 11, Murphy Building, which you should check regularly. Further information and notification of any course changes will be posted on Blackboard. Blackboard should be checked regularly for relevant information relating to CRIM 421.

COURSE PRESCRIPTION

This course provides an in-depth analysis of several important topics in criminal and investigative psychology. Three main areas will be considered: homicide, offender profiling, and the psychology of punishment. On completion of this course, students will have advanced their understanding of criminal and investigative psychology in several key areas and will be able to apply this knowledge to real world examples.

COURSE OUTLINE

Date	Topic
4 March	Introduction and overview Homicide
11 March	Homicide
18 March	Patterns in criminal offending, sentencing and recidivism (Guest lecture – Peter Johnston, Department of Corrections)
25 March	The Good Lives Model of Offender rehabilitation (Guest lecture – Professor Tony Ward, Victoria University of Wellington)
MID-TRIMESTER BREAK	
8 April	Family homicide
15 April	Mass murder
MID-TRIMESTER BREAK	
29 April	Moral psychology and criminal behaviour
6 May	The psychology of punishment
13 May	Sentencing variation in New Zealand (Guest lecture – to be arranged)
20 May	Investigative psychology – prospects and pitfalls
27 May	Collective violence
3 June	Public holiday – no class
MID-YEAR BREAK 10 June – 12 July 2013	
15 July	Collective violence
22 July	Student presentations and article discussion
29 July	Student presentations and article discussion
5 August	Student presentations and article discussion
12 August	Student presentations and article discussion
19 August	Student presentations and article discussion
MID-TRIMESTER BREAK	
9 September	Student presentations and article discussion
16 September	Student presentations and article discussion
23 September	Student presentations and article discussion
30 September	Student presentations and article discussion
7 October	Course summary

LEARNING OBJECTIVES

The primary aim of CRIM 421 is to provide an in-depth exploration of key issues in criminal and investigative psychology. On completion of the course students will:

- Have developed an understanding of certain key areas – homicide, collective violence, criminal investigation, offender rehabilitation, alcohol-related violence, and the psychology of punishment – and issues in criminal and investigative psychology
- Be able to apply relevant theories and research to address specific questions in criminal psychology (as assessed through Assignment 1)
- Have developed critical thinking skills and advanced their ability to analyze and present research in this area (as assessed through the article review and presentation)
- Have developed oral presentation skills (as assessed through the article presentation and oral presentation)
- Have developed advanced writing skills and an in-depth understanding of their chosen research topic (as assessed through the research essay).

TEACHING AND LEARNING SUMMARY

The course structure includes lectures, class discussion and student presentations. Each seminar will normally involve a combination of lecturing, class discussion and in-class activities. The discussion is intended to build on the material presented in the lecture and on the course reading for that week. It is imperative that students come to class with the reading completed and prepared to enter into these discussions. Set readings have been kept to a minimum for this reason.

All students are required to deliver at least one class presentation on a topic of their choice and to lead the discussion during this class. It is expected that this presentation will address the area selected by each student for examination in the research essay.

EXPECTED WORKLOAD

Taking into account class attendance, preparatory reading, research for assignments and so on, students should spend around 12 hours per week working for CRIM 421.

COURSE ASSESSMENT

The course will be entirely internally assessed. Assessment in the course will be a written assignment, an article presentation and review, a research essay outline, an oral presentation and a research essay.

Assessment	Length	Due Date	% of Final Grade
Assignment	2500 words	Monday May 6	20%
Article review and presentation	1 page + 5-minute presentation	During Trimester 1/2	5%
Research essay outline	2-3 pages	Monday July 15	5%
Oral presentation	20-minute presentation	During Trimester 2	10%
Research essay	6500 words	Monday October 14	60%

Assignment

A written assignment is due on the 6th of May. Choose ONE of the following questions:

1. Critically evaluate evolutionary approaches to understanding homicide. How useful is an evolutionary approach for understanding homicide?
3. Critically evaluate the Good Lives Model of offender rehabilitation.
4. What factor or factors can best explain historical trends in homicide rates?
5. Critically evaluate approaches for understanding **either** (a) intimate partner homicide; **or** (b) filicide. How might the prevalence of intimate partner homicide (or filicide) be reduced?

Article review and presentation

During Trimester 1 or 2, students will be required to provide a 5 minute presentation on an article. They will also be required to submit a one page summary of this article. Further details on the selection and presentation of the article will be provided in the first class of trimester 1.

Research Essay Outline

A research essay outline is due on the 15th of July. This outline should be based on the research essay that students plan to complete. The research essay outline template that will be provided in class should be used to complete the outline.

Oral class presentation

This involves a 20-minute oral presentation during Trimester 2 on the topic to be covered in the research essay.

Written research essay

This should take the form of a 6500 word research essay on a topic to be chosen by the student in consultation with the course convener.

Assessment – General issues

Students are expected, in their written and oral work, to make a contribution to knowledge. Institute staff are not allowed to comment or provide feedback on drafts of the written assignments, but will provide feedback on a research proposal. It is also possible to discuss assignments in general terms and to receive feedback on the oral presentation. Full details of each piece of assessment and the assessment criteria will be provided to students at the beginning of trimester 1.

Written assignments should be on A4 paper (on one side only) and should either be typed (preferably) or written by hand in black ink. The Institute insists on a high standard of written work from students. You should therefore ensure that there are no spelling or grammatical errors in your assignments, and that references are accurately cited. Careful proof-reading of assignments is essential. Failure to meet these standards will result in the deduction of marks. Further details on the assessment guidelines used to mark all student assignments in CRIM 421 will be provided during the first Trimester.

Assignments should be placed inside the essay box on the level 9, Murphy Building, left of the lift or sent to Russil Durrant at the Institute of Criminology, MY1120 Murphy Building, Kelburn Parade, Victoria University of Wellington, PO Box 600, Wellington, by courier or registered mail postmarked no later than 4.00pm on the due date.

MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements in CRIM 421, students must:

- ◆ attend all seminars, unless prevented by illness or other reasonable cause;
- ◆ submit assignment 1 by the date specified;
- ◆ present an article review and submit a written summary of this review;
- ◆ submit a research essay outline;
- ◆ make an oral presentation on the topic of their research essay; and
- ◆ submit a research essay by the date specified.

SUBMITTING WORK THAT HAS BEEN SUBMITTED FOR ANOTHER COURSE

It is not acceptable for students to re-submit, in part or in whole, work that they have submitted for another course. If a student submits an essay which is textually the same, or partly the same, as that submitted for another course, then the Institute reserves the right to not accept the essay in question which may result in the student failing the course.

ASSIGNMENT COVER SHEETS

All written work submitted for assessment for Criminology papers must have a School Assignment Cover sheet. A sample is to be found at the back of this Course Outline. Further copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical for accurate identification and recording of your work.

EXTENSIONS

All pieces of assessment must be submitted **by the due date**. You are expected to keep to these deadlines, as otherwise it is unfair to other students. Extensions will be granted only in exceptional circumstances, and should be sought from Russil Durrant **prior to the deadline**. An example of an exceptional circumstance would be illness supported by a letter from a medical practitioner. Please note that lack of organisation, word-processing failures and other work demands are not “good reasons”. Late submission of work without permission will be penalised by the following deductions:

One grade = period up to and including 24 hours past due date.

Two grades = period from 24 hours up to and including 72 hours past due date.

Work that is handed in later than 72 hours without prior permission will not be accepted.

COURSE WITHDRAWAL

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds>

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress.

Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

ADDITIONAL SUPPORT

Student Learning and Support also run study skills workshops specific to Māori and Pasifika students which students could be referred to for help:

Information for Māori Students:

www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx or
www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students:

www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx or
www.victoria.ac.nz/st_services/tpa/index

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism>

OTHER CONTACT INFORMATION

Head of School: Dr Allison Kirkman, MY1013
Tel: 463 5676 E-m: Allison.Kirkman@vuw.ac.nz

International Student Liaison: Dr Hal Levine MY1023
Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz

Maori and Pacific Student Liaison: Dr Trevor Bradley, MY1101
Tel: 463 5432 E-m: Trevor.Bradley@vuw.ac.nz

Students with Disabilities Liaison: Dr Russil Durrant, MY1120
Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz

School Manager: Carol Hogan, MY918
Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz

School Administrators: Suzanne Weaver, Alison Melling, Helen Beaglehole
MY921, Tel: 463 5317; 463 5258; 463 5677
E-m: sacs@vuw.ac.nz

Referencing Guidelines

The following format for referencing is from the 6th Publication Manual of the American Psychological Association (2009). We encourage you to learn and use the format for referencing as part of the coursework done for the Institute of Criminology. If you need further information, please consult the latest edition of the Manual in the library.

1. Journals (Periodicals)

The referencing format for the articles are identical in general and yet they slightly differ from one another depending upon the publication formats such as print articles, electronic articles with DOIs (digital object identifiers) or electronic articles without DOIs.

(a) Electronic articles - two authors

Bingham, C. R., & Shope, J. T. (2004). Adolescent problem behavior and problem driving in young adulthood. *Journal of Adolescent Research, 19*, 205-223. doi: 10.1177/0743558403258269

In text, use the following each time the work cited: (Bingham & Shope, 2004). Or, Bingham and Shop (2004) have argued...

(b) Electronic Article without DOI - one author publication

Henderson, L. N. (1985). The wrongs of victim's rights. *Stanford Law Review, 37*(5), 937-1021.

In text, use the following each time the work is cited: (Henderson, 1985). Or, Henderson (1985) has suggested... (note: this style applies to all those below as well).

(c) Print only articles - Three or more author publication

Lang, A. R., Goeckner, D. J., Adesso, V. J., & Marlatt, G. A. (1975). Effects of alcohol on aggression in male social drinkers. *Journal of Abnormal Psychology, 84*, 508-518.

In text, use the following the first time the work is cited: (Lang, Goeckner, Adesso & Marlatt, 1975), and every time after this first citation as: (Lang et al., 1975).

(d) Journal article in press

Corcoran, D. L., & Williamson, E. M. (in press). Unlearning learned helplessness. *Journal of Personality and Social Psychology*.

In text. Use the following each time the work is cited: (Corcoran & Williamson, in press).

(e) Magazine Article

Reid, B. (1993, September 20). Looking into a child's future. *Time*, 589, 34-44.

In text, use the following each time the work is cited: (Reid, 1993).

(f) Newspaper article, no author

Jail terms vary for bank robbers (1992, November 7). *Dominion*, p. 3.

In text, use a short title following each time the work is cited: For example (“Jail Terms”, 1992) or (Dominion, 7.11.92).

2. Books

(a) Reference to one author

Pratt, J. (1992). *Punishment in a perfect society*. Wellington: Victoria University Press.

In text, use the following each time the work is cited: (Pratt, 1992)

(b) Reference to a two author book, second edition

Downes, D. & Rock, P. (1982). *Understanding deviance* (2nd ed.). Oxford: Clarendon Press.

In text, use the following each time the work is cited: (Downes & Rock, 1982)

(c) Reference to a chapter in an edited book

Ford, D. A., & Regoli, M. J. (1993). The criminal prosecution of wife assaulters: Process, problems, and effects. In N. Z. Hilton (Ed.), *Legal responses to wife assault: Current trends and evaluation* (pp. 127-164). California: Sage.

In text, use the following each time the work is cited: (Ford & Regoli, 1993)

3. Research Reports

(a) Government reports

Ministerial Committee of Inquiry into Pornography. (1989). *Pornography*. Wellington: Ministerial Committee of Inquiry into Pornography.

In text, use the following each time the work is cited: (Ministerial Committee of Inquiry into Pornography, 1989).

(b) Report available from government department, private author

Brown, M. M. (1992). *Decision making in district prison boards*. Wellington: Department of Justice.

In text, use the following each time the work is cited: (Brown, 1992).

(c) University research report

Deane, H. (1988). *The social effects of imprisonment on male prisoners and their families* (Study Series No.2). Wellington: Victoria University of Wellington, Institute of Criminology.

4. The Internet

Where possible follow the format as for printed pages; that is, author, date, title, publication and so on. While this detail is not always provided, what is provided should be referenced. Additional information required is the address or location of the information and the date on which you viewed or downloaded it.

Rethinking Crime and Punishment (2010) *Restorative Justice in New Zealand*. Retrieved from: <http://www.rethinking.org.nz/restorative%20justice.htm>. 15 August 2009.

When citing a work that has no author, use the first few words of the reference list entry, usually a short version of the title: (Restorative Justice, 2010)

5. Quoting Sources

Use quotation marks (“ ”) for direct quotes and also provide a page number. For example:

Macpherson (1999, p. 28) defines institutional racism as “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin”.

If the quotation is more than three lines long, it should be indented and does not require quotation marks. For example:

Macpherson (1999, p. 28) states that institutional racism is:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people.

READING LIST: Criminal and Investigative Psychology 2013

There is no set text or book of readings for this course. Outlined below is a general reading list for each of the topics covered. This material will be available on Blackboard.

Homicide

- Brookman, F. (2010). Homicide . In F. Brookman, M. Maguire, H. Pierpoint, & T. Bennett, *Handbook on crime* (pp. 217-244). Cullompton, Devon: Willan Publishing .
- United Nations Office on Drugs and Crime. (2011). *Global study on homicide* . Vienna: UNODC (Chapter 5).
- Duntley, J. D., & Buss, D. M. (2011). Homicide adaptations. *Aggression and Violent Behavior, 16*, 399-410.
- Pinker, S. (2011). *The better angels of our nature: The decline of violence in history and its causes*. London: Penguin Books Ltd. (Preface and Chapter 3).

Offender Rehabilitation

- Laws, D. R., & Ward, T. (2011). *Desistance from sex offending: Alternatives to throwing away the key* . New York, New York: The Guilford Press.
- Ward, T., & Laws, D. R. (2010). Desistance from sex offending: Motivating change, enriching practice. *International Journal of Forensic Mental Health, 9*, 11-23.
- Ward, T., Mann, R. E., & Gannon, T. A. (2007). The good lives model of offender rehabilitation: Clinical implicatoinis. *Aggression and Violent Behavior, 12*, 87-107.
- Willis, G., Yates, P., Gannon, T., & Ward, T. (in press). How to integrate the Good Lives Model into Treatment Programs for Sexual Offending: An Introduction and Overview. *Sexual Abuse: A Journal of Research and Treatment*.

Family homicide

- Archer, J. (2012). Can evolutionary principles explain patterns of family violence? *Psychological Bulletin*,
- Dobash, R. E., Dobash, R. P., Cavanagh, K., & Medina-Ariza, J. (2007). Lethal and nonlethal violence against an intimate female partner: Comparing male murders to nonlethal abusers. *Violence against Women*, *13*, 329-352.
- Porter, T., & Gavin, H. (2010). Infanticide and neonaticide: A review of 40 years of research literature on incidences and causes. *Trauma, Violence, and Abuse*, *11*, 99-112.

Mass murder

- Harrison, M. A., & Bowers, T. G. (2010). Autogenic massacre as a maladaptive response to status threat . *Journal of Forensic Psychiatry & Psychology* , *21*, 916-932.
- Kalish, R., & Kimmel, M. (2010). Suicide by mass murder: Masculinity, aggrieved entitlement, and rampage school shootings . *Health Sociology Review* , *19*, 451-464.
- Knoll, J. L. (2010). The "pseudocommando" mass murderer: Part 1, the psychology of revenge and obliteration . *Journal of the American Academy of Psychiatry and Law* , *38*, 87-94.

Moral psychology

- Haidt, J. (2007). The new synthesis in moral psychology. *Science*, *316* (18 May), 998-1001.
- Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology*, *96*, 1029-1046.

Punishment and Sentencing

- Darley, J. M. (2009). Morality in the law: The Psychological foundations of citizens' desires to punish transgressions. *Annual Review of Law and Society*, *5*, 1-23.
- Robinson, P. H., Kurzban, R., & Jones, O. D. (2007). The origins of shared intuitions of justice. *Vanderbilt Law Review*, *60*, 1633-1688.

Ulmer, J. T. (2012). Recent developments and new directions in sentencing research. *Justice Quarterly*, 29, 1-40.

Investigative psychology

Alison, L., Goodwill, A., Almond, L., van den Heuvel, C., & Winter, J. (2010). Pragmatic solutions to offender profiling and behavioural investigative advice. *Legal and Criminological Psychology*, 15, 115-132.

Snook, B., Cullen, R. M., Bennell, C., Taylor, P. J., & Gendreau, P. (2008). The criminal profiling illusion: What's behind the smoke and mirrors? *Criminal Justice and Behavior*, 35, 1257-1276.

Collective violence

Agnew, R. (2010). A general strain theory of terrorism. *Theoretical Criminology*, 14, 131-153.

Atran, S. (2003). Genesis of suicide terrorism. *Science*, 299, 1534-1539.

Durrant, R. (2011). Collective violence: An evolutionary perspective. *Aggression and violent behavior*, 16, 428-436.

Goldhagen, D. J. (2009). *Worse than war: Genocide, eliminationism, and the ongoing assault on humanity*. New York, New York: Public Affairs. (Chapter 1).

Van Vugt, M. (2012). The male warrior hypothesis: The evolutionary psychology of intergroup conflict, tribal aggression, and warfare. In T. K. Shackelford, & V. A. Weeks-Shackelford, *The oxford handbook of evolutionary perspectives on violence, homicide, and war* (pp. 291-300). Oxford: Oxford University Press.

Office use only

Date Received:

(Date Stamp)

School of Social and Cultural Studies

Te Kura Mahinga Tangata

CULTURAL ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

Assignment Cover Sheet

(please write legibly)

Full Name: _____
(Last name) *(First name)*

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor's name: _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____