

PSYCHOLOGY 141: THE CRIMINAL MIND

Summer 2017
July 3-August 4

Instructor

Dr. Arielle R. Baskin-Sommers

Class Meetings

TTh Online 7-830pm

Teaching Fellow

William Michael Vanderlind

I. Goals of the Course

Criminal behavior is a complex, extremely common, and costly problem for society. Not all offenders are the same in terms of etiological pathways, versatility, continuity, and type of offending, and amenability to treatment. There is little agreement about the causal origins of criminal behavior. However, research identifies a range of factors that are involved in the development of criminal behavior, including constitutional (e.g. psychopathy), social (e.g. neighborhood disadvantage) and neurobiological factors (e.g. emotion, attention, and executive functions). This course will cover a range of theoretical and empirical material so as to begin to understand the development of the "criminal mind." The course will cover: a) personality and psychopathological factors associated with criminal behavior; b) theoretical and psychobiological explanations of crime; (c) biological x environment interactions; and (d) the impact of psychobiology for intervention.

II. Course Requirements

1. Discussion participation:

- There will be bi-weekly discussion sections. Students are expected to attend all sessions and participate (e.g., come with specific questions, contribute to discussion). Make it a goal to say one thing per section.

2. Exams (2):

- There will be two examinations that cover all lectures, readings, and any assigned web-based materials on our website. Each exam will take the full class period.
- Make-up Exams. A make up exam will be permitted only in the event of extraordinary circumstances. All make-up exams will be scheduled and completed with the professor. The make-up exams will cover the scope of the material for the exam that was missed, but will not be the same exam as given in class. Make-up exams must be scheduled within one week of the missed exam.

III. Required Readings (*course readings should be done BEFORE the class that day*)

Readings (see below) and online materials are to be placed on the class Website. It is expected that students come to class prepared—having read all articles and related materials.

IV. Schedule

Date	Topic	Reading (All readings should be completed BEFORE the associated class)	Discussion Section Activity
Week 1 (July 3-7) M	Introduction: Course overview and historical context		

T	The impact of environment on crime	<ol style="list-style-type: none"> 1. Sampson et al., 1997 "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy" 2. Anderson, 1994 "The code of the streets" 	General Introduction with Arielle and Michael
W	Assessment of Psychopathy psychopathology	<ol style="list-style-type: none"> 1. Hare & Newman, 2010 "Psychopathy: Assessment and Forensic Implications" 	
Th	Psychobiological Factors in Psychopathy: Low Fear	<ol style="list-style-type: none"> 1. Patrick, 1994, "Emotion and Psychopathy: Startling New Insights" 2. Birbaumer et al., 2005 "Deficient Fear Conditioning in Psychopathy" 	<p>Application with Michael</p> <ul style="list-style-type: none"> • NPR Harper High segment that talks about gang violence and environment. Michael will play a segment of this clip and then you all will discuss the environmental factors portrayed in the segment (e.g., review of the material from the environment lecture). • Segments of the Criminal Mind montage and ask you all to discuss how the behaviors shown in those segments map onto personality and psychiatric profiles (e.g., psychopathy assessment)
Week 2 (July 10-14) M	Psychobiological Factors in Psychopathy: Response Modulation	<ol style="list-style-type: none"> 1. Hiatt et al, 2004 "Stroop tasks reveal abnormal selective attention in psychopathic offenders" 2. Zeier et al, 2009 "Attention Moderates the Processing of Inhibitory Information in Primary Psychopathy" 	
T	Psychobiological Factors in Psychopathy: Response Modulation and attention-related problems	<ol style="list-style-type: none"> 1. Larson et al., 2013 "The Interplay of Attention and Emotion: Top-down Attention Modulates Amygdala Activation in Psychopathy" 2. Baskin-Sommers, Curtin & Newman, 2013 "Emotion Modulated Startle in Psychopathy: Clarifying Familiar Effects" 	Review of content and questions with Arielle
W	Assessment of Externalizing Disorders	<ol style="list-style-type: none"> 1. Krueger et al., 2007 "Linking Antisocial Behavior, Substance Use, and Personality: An Integrative Quantitative Model of the Adult Externalizing Spectrum" 	

Th	Psychobiological Factors in Externalizing: Executive Function	<ol style="list-style-type: none"> Ogilvie et al. "Neuropsychological measures of executive function and antisocial behavior: A meta-analysis" Iacono et al., 2003 "Substance use disorders, externalizing psychopathology, and P300 event-related potential amplitude" 	<p>Application with Michael</p> <ul style="list-style-type: none"> HBO's The Jinx and use that material to review the diagnosis of psychopathy and its related psychobiological models (e.g., review of the assessment of psychopathy and psychobiological models lectures).
Week 3 (July 17-21) M	Psychobiological Factors in Externalizing: Affective cognitive control	<ol style="list-style-type: none"> Baskin-Sommers et al., 2012 "Characterizing the Anomalous Cognition-Emotion Interactions in Externalizing" 	
T	Review		Exam review with Arielle and Michael
W	Midterm (7pm EST)		
Th	Assessment of Disinhibitory Psychopathology in Women, Minorities, and Non-incarcerated individuals	<ol style="list-style-type: none"> Javdani et al, 2011 "Expanding our lens: Female pathways to antisocial behavior in adolescence and adulthood" Baskin-Sommers et al., 2013. "The intersectionality of race, sex, and psychopathology in predicting violent crimes" 	No Discussion Section
Week 4 (July 24-28) M	Psychobiology of Disinhibitory Psychopathology in Women, Minorities, and Non-incarcerated individuals	<ol style="list-style-type: none"> Anton et al., 2012 "Differential effects of psychopathy and antisocial personality disorder symptoms on cognitive and fear processing in female offenders" Choe et al., 2014 "Interactions between MAOA and punitive discipline in African American and Caucasian men's antisocial behavior" 	
T	Disinhibitory Psychopathology in Children: Antisocial Behavior	<ol style="list-style-type: none"> Moffitt, 1993 "Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy" 	Review of content and questions with Arielle
W	Psychobiological Factors of Antisocial Behavior in Children	<ol style="list-style-type: none"> Caspi et al., 2008 "A Replicated Molecular Genetic Basis for Subtyping Antisocial Behavior in Children With Attention-Deficit/Hyperactivity Disorder" 	
Th	Disinhibitory Psychopathology in Children: Callous-Unemotional Traits	<ol style="list-style-type: none"> Frick & White, 2008 "Research review: the importance of callous-unemotional traits for developmental models of aggressive and antisocial behavior" 	<p>Application with Michael</p> <ul style="list-style-type: none"> In order to better understand the diagnostic profiles and psychobiological factors associated

			with antisocial behavior in children , discuss the following profiles from the perspective of descriptives (characteristics/diagnoses), psychobiology, and environment. Make sure to be specific about how different measures can lead to the behavior described below.
Week 5 (July 31- August 4) M	Psychobiological Factors of Callous-Unemotional Traits in Children	<ol style="list-style-type: none"> 1. Dadds et al., 2006 "Attention to the eyes and fear-recognition deficits in child psychopathy" 2. Viding et al., 2012 "Amygdala response to pre-attentive masked fear is associated with callous-unemotional traits in children with conduct problems." 3. Sadeh et al., 2010 "Serotonin Transporter Gene Associations with Psychopathic Traits in Youth Vary as a Function of Socioeconomic Resources" 	
T	Treatment in Children and Adults	<ol style="list-style-type: none"> 1. Baskin-Sommers, et al., 2014 "Altering the Cognitive-Affective Dysfunctions of Psychopathic and Externalizing Offender Subtypes with Cognitive Remediation" 2. Curtis et al., 2004 "Multisystemic Treatment: A Meta-Analysis of Outcome Studies" 	Review of content and questions with Arielle
W	Summing it all up: Understanding, intervening and preventing crime		
Th	Review		Exam review and questions with Arielle and Michael
F	Final Exam (7pm EST)		

V. Grading

Three hundred possible points can be obtained toward the final grade. Each exam will be worth 100 points (200 points total) and discussion section participation will be worth 100 points. Final course grades will be allocated as follows:

A= greater than or equal to 94%

A-= 90%-93.99%

B+= 87%-89.99%

B= 84%-86.99%
 B-= 80%-83.99%
 C+= 77%-79.99%
 C= 74%-76.99%
 C-= 70%-73.99%
 D= 60%-69.99%
 F= less than or equal to 59.80% or below

The class is about critical and analytic thinking, mastery of the course content, and fluid application of key concepts and insofar as any of these enter into an assignment you complete, your grade is likely to be enhanced. You are likely to succeed in this course if you attend class, read material in accord with the syllabus, submit all assignments on time, and demonstrate a thoughtful integration of material in assignments. In principle and practice, there is no percentage of As, Bs, etc. that is preset or planned in advance. That means that many students could all receive a given grade in any combinations and percentages. There is no “curve” grading in this course.

If you believe your TF made an error in grading your exam, first, contact your TF to discuss the issue. If you and your TF cannot come to a resolution, the TF will submit your exam or essay to the professor for re-grading.

VI. Use of Internet and Mobile Device Policy for this Course

Laptops and tablets may be used for class notes only. Please do not use laptops or tablets for any non-class related activity (e.g., checking email, Facebook, etc.) while you are in the classroom. If you wish to partake in non-class related activities on these devices, feel free to leave the classroom early and/or arrive late to class. Attendance will not be taken, but breaches of this device policy will be noted and count as active nonparticipation. Cell phones, tablets, and related devices are not to be used during class time for any reason (e.g., texting, social networking, etc.) as a courtesy to the person lecturing. Again, if you need to leave the class to handle personal matters using these devices, feel free to do so. As each class session begins, please turn off all cell phones and keep them stowed for the duration of the period. Cell phones, tablets, and related devices are not to be used for recording any lecture or part of the class. Penalties for recording course material will be implemented, including but not limited to, course grade reduction.

VII. Academic Dishonesty

Yale College encourages faculty to remind all students of the critical nature preparing materials. The following comments apply to all materials submitted for this course, and in addition, are the guidelines for all your present and future writing, well beyond this course. All suspected cases of academic dishonesty will be reported to the Yale College Executive Committee.

- All exams and quizzes are closed book, which means the use of any written material or any form of collaboration is forbidden.
- Plagiarism is a serious form of academic dishonesty and violates the letter and spirit of ethical codes governing writing, communicating, and journalistic practices. Plagiarism and its definitions and actions can be accessed through the Yale Writing Center (<http://writing.yalecollege.yale.edu/advice-students/using-sources/understanding-and-avoiding-plagiarism>) and two useful Web pages: <http://writing.yalecollege.yale.edu/what-plagiarism>; <http://writing.yalecollege.yale.edu/using-sources>. When you prepare any material for the course:
 - Cite all sources used for papers, including drafts of papers, and repeat the reference each time you use the source in your written work;

- Place quotation marks around any cited or cut-and-pasted materials and after the quote note the exact source and page number or if no page number precisely where that quote came from (e.g., Web page);
- If you do not quote directly – that is, if you paraphrase – you still need to mark your source each time you use borrowed material. Otherwise you have plagiarized;
- At the end of the paper, include a Reference section in which all sources used for the paper are included. For this course, use the format of citing publications of the American Psychological Association (Publication Manual 6th edition). This format is available on the Web but also is illustrated at the end of articles published in journals of the American Psychological Association (as well as the primary text for this course);
- You may not submit the same paper, or substantially the same paper, in more than one course. If topics for two courses coincide, you need written permission from both instructors before either combining work on two papers or revising an earlier paper for submission to a new course; and
- Oversights of any of these points are not usually considered as casual omissions or mere carelessness. Plagiarism is an enormous problem and ethical violation. If you have any doubts about whether a source ought to be cited in a given place, err on the side of presenting the source. Also, of course the instructor, and in all likelihood others (your advisor, academic Dean of your college) are available to assist on these matters.