

Course Code	HP3708
Course Title	Biopsychosocial Criminology
Pre-requisites	HP1000 Introduction to Psychology & HP1100 Fundamentals of Social Science Research
No of AUs	3 AUs

Course Aims The purpose of this course is to give you an introduction to psychological perspectives on criminal and antisocial behavior. The course will also attempt to bridge the basic science of criminal behavior with the real world through case studies and discussion of the implications of psychological and criminological research for the criminal justice system.
Intended Learning Outcomes (ILO) By the end of this course, you would be able to: <ol style="list-style-type: none"> 1. Identify and think critically about the main causes of crime 2. Describe different forms of crime and criminals, including psychopaths, serial killers, mass murderers, sex offenders, and juvenile delinquents 3. Assess the contributions and limitations of the existing research on criminal and antisocial behavior
Course Content This course provides an introduction to psychological perspectives on criminal and antisocial behavior. It will also incorporate knowledge from interdisciplinary areas to examine the interplay between psychological, social, and biological factors in predisposing to crime and violence. Different developmental trajectories and forms of crime and criminals will be discussed. Throughout the course, we will also attempt to bridge the basic science of criminal behavior with the real world through case studies and discussion of the implications of psychological and criminological research for the criminal justice system. The content of this course deals with the developmental, neuroscience, clinical, social, and cognitive subdivisions of psychology.

Component	Course LO	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. Final paper	The final paper aims to test all three learning objectives.	<p>This component aims to enhance several attributes highlighted as part of an NTU education, namely communication, creativity, competence, and civic-mindedness.</p> <p>Communication is a significant aspect of the assignment as students develop their writing skills.</p> <p>Creativity is encouraged as students synthesize and critically think about research findings relevant to any topic of their choice that is related to criminal and anti-social behavior.</p> <p>Competence is enhanced through the emphasis on setting self-imposed deadlines and the process of conducting literature searches and reviews individually.</p> <p>Civic-mindedness is also highlighted as students consider basic research findings in an applied way.</p>	40%	Individual

2. Continuous Assessment 1 (CA1): Closed book in-class quiz	<p>This component primarily addresses learning outcomes 1 and 2.</p>	<p>This is in line with the competence component of NTU's education framework.</p> <p>It also addresses the program's broader learning objective of providing students with knowledge about a more specialized area of psychological research.</p>	20%	Individual
3. Continuous Assessment 2 (CA2): Closed book in-class quiz	<p>This component primarily addresses learning outcomes 1 and 2.</p>	<p>This is in line with the competence component of NTU's</p>	20%	Individual

		<p>education framework.</p> <p>It also addresses the program's broader learning objective of providing students with knowledge about a more specialized area of psychological research.</p>		
4. CA3: Class participation	<p>This component tests learning outcomes 1, 2, and 3.</p>	<p>This component has the potential to engage all of the SCs of NTU's education framework.</p> <p>It addresses the program's objective of providing students with knowledge about a more specialized area of psychological research, while encouraging interactive- team based learning.</p>	20%	Team
Total		100%		

Formative feedback

Feedback will be provided through the quizzes and through meetings and discussions regarding their final paper topic as they will be encouraged to discuss with the instructor about their chosen topic in advance.

Learning and Teaching approach	
Approach	How does this approach support students in achieving the learning outcomes?
Seminar	The class will be conducted in a manner that combines elements of both a lecture and seminar. This approach supports students in achieving the learning outcomes by encouraging individual learning as well as interactive, team-based learning involving discussions. Both the lecture material and discussions aim to encourage students to think critically about the causes of crime from multidisciplinary perspectives and to scrutinize both the contributions and limitations of the existing research.
Reading and References	
There is no textbook for this course. All readings will be posted on the course website. These readings may change slightly during the course based on student interests and to include contemporary, relevant articles.	
Course Policies and Student Responsibilities	
Students are expected to complete all assigned pre-class readings and activities, attend all classes punctually and complete all scheduled assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes , assignments, and course related announcements for classes they have missed. Participation is expected in all discussions and activities.	
No make-up exam or extension will be given without a signed letter from a doctor or head of a university-sponsored extra-curricular program documenting illness. All exams missed will have a zero grade.	
As Psychology students, the guidelines of the American Psychological Association on referencing and citation are expected to be followed (see APA Publication Manual, 6 th Edition).	
Academic Integrity	
Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.	
As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic <u>integrity</u> website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.	

Planned Weekly Schedule			
Week	Topic	Course LO	Readings/ Activities
1	Introduction and Genetics	Outcomes 1 and 3	Caspi, A., Mcclay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., ... & Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. <i>Science</i> , 297, 851-854.
2	Brain imaging and neuropsychology	Outcomes 1 and 3	Teichner, G., & Golden, C. (2000). The Relationship of Neuropsychological Impairment to Conduct Disorder in Adolescence: A Conceptual Review. <i>Aggression and Violent Behavior</i> , 5, 509-528. Raine, A. (1999). Murderous Minds: Can We See the Mark of Cain? <i>Cerebrum</i> , 1, 15-30. Listen to Planet Money podcast episode 453: What Causes What?
3	Psychophysiology	Outcomes 1 and 3	Raine, A. (2002). Biosocial studies of antisocial and violent behavior in children

			<p>and adolescents: A critical review. <i>Journal of Abnormal Child Psychology</i>, 30, 311-326.</p> <p>Jennings, W. G., Piquero, A. R., & Farrington, D. P. (2013). Does resting heart rate at age 18 distinguish general and violent offending up to age 50? Findings from the Cambridge Study in Delinquent Development. <i>Journal of Criminal Justice</i>, 41, 213-219.</p>
4	Psychopathy	Outcomes 2 and 3	<p>Jennifer Kahn. (2012). Can You Call a 9-Year-Old a Psychopath? Published in the New York Times.</p> <p>Listen to This American Life episode 436: The Psychopath Test. Can be streamed for free here: http://www.thisamericanlife.org/play_full.php?play=436</p> <p>Skeem, J. L. & Cooke, D. J. (2010). Is criminal behavior a central component of psychopathy? Conceptual directions for resolving the debate. <i>Psychological Assessment</i>, 22, 433-445.</p>
5	Serial killers and mass murderers	Outcomes 2 and 3	Fox, J. A. & Levin, J. (2005). <i>Extreme</i>

			<p><i>killing: Understanding serial and mass murder.</i> Read Chapters 2-3.</p> <p>Walsh, E., Buchanan, A., & Fahy, T. (2002). Violence and schizophrenia: Examining the evidence. <i>British Journal of Psychiatry</i>, 180, 490-495.</p>
6	Continuous Assessment 1		
7	Developmental and life-course criminology	Outcomes 2 and 3	<p>Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behavior: A developmental taxonomy. <i>Psychological Review</i>, 4, 674-701.</p> <p>Farrington, D. P., et al. (2006). Criminal careers up to age 50 and life success up to age 48: New findings from the Cambridge Study in Delinquent Development, 2nd edition.</p>
8	Family risk factors	Outcomes 1 and 3	<p>Farrington, D. P. (2007). Childhood risk factors and risk-focused prevention. In <i>The Oxford handbook of criminology</i>, M. Maguire, R. Morgan, & R. Reiner (Eds.), pp. 602- 640.</p> <p>Farrington, D. P., Coid, J. W. & Muray,</p>

			J. (2009). Family factors in the intergenerational transmission of offending. <i>Criminal Behaviour and Mental Health</i> , 19, 109-124.
9	Personality and individual factors	Outcomes 1 and 3	Piquero, N. L., Schoepfer, A., & Langton, L. (2008). Completely out of control or the desire to be in complete control? How low self-control and the desire for control relate to corporate offending. <i>Crime and Delinquency</i> , 56, 627-647. Jolliffe, D. & Farrington, D. P. (2010). Individual differences and offending. In E. McLaughlin & T. Newburn (eds.). <i>The Sage Handbook of criminological theory</i> , pp. 40-55.
10	Offender decision-making and morality	Outcomes 1 and 3	Wright, R. T. & Decker, S.H. (1994). <i>Burglars on the Job: Street life and Residential Break-ins</i> . Read Chapter 2: Deciding to Commit a Burglary. Greene, J., & Haidt, J. (2002). How (and where) does moral judgment work? <i>TRENDS in Cognitive Sciences</i> , 12, 517-523.

			Glenn, A. L., Raine, A., & Schug, R.A. (2009). The neural correlates of moral decision-making in psychopathy. <i>Molecular Psychiatry</i> , 14, 5-6.
11	Interventions and prevention	Outcome 3	<p>Olds, D., et al. (1998). Long-term effects of nurse home visitation on children's criminal and antisocial behavior. <i>Journal of the American Medical Association</i>, 280, 1238-1244.</p> <p>Welsh, B. C., Sullivan, C. J., & Olds, D. L. (2010). When early crime prevention goes to scale: A new look at the evidence. <i>Prevention Science</i>, 115-125.</p>
12	Psychology and the criminal justice system	Outcome 3	<p>Glenn, A. L., Raine, A., & Laufer, W. S. (2011). Is it wrong to criminalize and punish psychopaths? <i>Emotion Review</i>, 3, 302-304.</p> <p>Morse, S. J. (2010). Lost in translation?: An essay on law and neuroscience. In <i>Law and neuroscience</i>, volume 13, M. Freeman (Ed.).</p>
13	Continuous Assessment 2		