



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Public Service and Community Soluti Department School of Criminology and Criminal Justice
Prefix CRJ Number 435 Title Crime and Forensic Mental Health Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description: Clinical assessment of people under court jurisdiction. Topics include psychological paradigms, nomenclature of mental disorders, forensic clinical assessment, mental disorders and crime, legal standards governing mentally-disordered criminal offenders.

Requested designation: Social-Behavioral Sciences-SB

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description - New course submitted & under review in Charge.maker
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Rachel La Vine E-mail Rachel.Lavine@asu.edu Phone 602-496-2358

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr. Cassia Spohn Date: 9-21-15
Chair/Director (Signature): Cassia Spohn

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Book Table of Contents and Course Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;"> Psychology and Criminology </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology and Criminology	Book Table of Contents and Course Syllabus
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Psychology and Criminology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Book Table of Contents and Course Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Book Table of Contents and Course Syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	General Studies Designation
CRJ	435	Crime and Forensic Mental Health	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	The course advances students's understanding of human interaction when an actor is mentally ill and engages in conduct that leads to interaction with justice system professionals.	<ol style="list-style-type: none"> 1. Syllabus: Course Description (p. 1) 2. Syllabus: Learning Goals (pp. 2-3) 3. Syllabus: Course Schedule (pp. 16-19)
C-2	This course emphasizes a range of social and bahvioral sciences, focsuing primarily on psychology and criminology.	<ol style="list-style-type: none"> 1. Syllabus: Course Description (p. 1) 2. Syllabus: Learning Goals (pp. 2-3) 3. Syllabus: Course Schedule (pp. 16-19) 4. Primary Book: Table of Contents
C-3	This course emphasizes a distinct knowledge base that lies at the intersection of psychology, criminology, and law.	<ol style="list-style-type: none"> 1. Syllabus: Course Description (p. 1) 2. Syllabus: Learning Goals (pp. 2-3) 3. Syllabus: Course Schedule (pp. 16-19) 4. Primary Book: Table of Contents
C-4	This course exposes students to a range of behavioal sciencintific theories, methods, and data (psychological, medical, biological, sociological) and relates it to formal legal standards governing criminal and civil compenties and responsibilities.	<ol style="list-style-type: none"> 1. Syllabus: Course Description (p. 1) 2. Syllabus: Learning Goals (pp. 2-3) 3. Syllabus: Course Schedule (pp. 16-19) 4. Primary Book: Table of Contents



CRJ 435 (Section 27444): CRIME AND FORENSIC MENTAL HEALTH

Master Course Syllabus

FACULTY INFORMATION:

Henry F. Fradella, J.D., Ph.D.
Professor and Associate Director, School of Criminology and Criminal Justice
411 North Central Avenue, Office # 659
Phoenix, AZ 85004-0685
Direct-Dial Phone: (602) 496-0237
Departmental Fax: (602) 496-2366
Hank.Fradella@asu.edu

COURSE MEETING TIMES AND LOCATION:

This course meets for 15 weeks (starting January 13, 2015 and ending April 28, 2015) on Tuesdays from 6:00 PM to 8:45 PM in room 256 of the Cronkite Building (CRONK 256).

OFFICE HOURS:

Tuesdays from 4:00pm to 5:00pm and by appointment.

COURSE DESCRIPTION:

This interdisciplinary course that draws from the fields of criminology, psychology, sociology, and law. The class focuses on the clinical assessment of people under the jurisdiction of a court of law. In the first part of the course, students review major psychological paradigms, the nomenclature of mental disorders, and are introduced to the basics of forensic clinical assessment. In the second part of the course, the focus of the class shifts to a detailed analysis of specific mental disorders and their relationships to crime. Finally, in the third portion of the semester, we examine a host of legal standards governing mentally-disordered criminal offenders (criminal competencies, insanity, diminished capacity), as well as provisions in civil law that set forth the rights and responsibilities of potentially dangerous people, people with mental illnesses who have been convicted of criminal offenses, forensic clinicians, and other justice-system actors (e.g., civil commitment, confidentiality and privilege, the right to treatment, the right to refuse treatment, and the doctrine of informed consent).

"C-14"

Commented [HFF1]:

The Course Description explains how this course fits within the General Studies Criteria (1 through 4) for designation as a social/behavioral sciences course.

LEARNING GOALS:

Upon successful completion of the course, students should be able to:

1. Explain what "forensic psychology" and "forensic psychiatry" are and how they differ from other branches of psychology and medicine.
2. Conduct a basic assessment of mental status.

3. Describe a few major tools of forensic clinical assessment, including their major strengths and weaknesses.
4. Analyze how select DSM-5 mental illness diagnostic criteria are related to criminal behavior.
5. Analyze the major historical and philosophical bases of the law as they relate to defenses of excuse (infancy, insanity, diminished capacity, etc.).
6. Differentiate the psycho-legal standards for major criminal competencies.
7. Analyze the philosophical, psychological, sociological, and legal justifications and critiques of the insanity and diminished capacity defenses.
8. Evaluate the major rights and responsibilities of both patients and clinicians are in the forensic setting, including special rules regarding confidentiality, informed consent, and the right to refuse treatment.

REQUIRED BOOKS:

Schug, R. A., & Fradella, H. F. (2015). *Mental illness and crime*. Thousand Oaks, CA: Sage.
ISBN-13: 978-1-4129-8707-3 (paperback).

OTHER REQUIRED RESOURCES:

1. Online Resources – Students are expected to read all of the materials specified in this syllabus as well as the materials posted on BlackBoard.
2. Electronic Access and Communication – There are specific personal, software, and hardware technology requirements that are required for everyone that participates in this class. You will need: (a) an official ASU email account; (b) access to BlackBoard; (c) Adobe Reader; and (4) Microsoft Word.
 - a. E-Mail Account – Email is the method by which I, your professor, will communicate with you, the students, in this course. If you do not configure a valid email address into the correct ASU system, you will not receive the emails that I send to the class. This will mean that you will not be advised of assignments, deadlines, or other important course information. So, be sure to enter an email address as soon as possible.
 - 1) Your Responsibility to Check E-Mail – Students must check the e-mail account they have registered with ASU for messages from me. I highly recommend checking your email each and every day, but you need to do so at least twice week.
 - 2) Sending E-Mail to Me – All email correspondence with me must comply with the following rules:
 - a) Subject Line – If you send any e-mail to me, please reference "CRJ 494" in the subject line of the e-mail so that your message does not get "lost" among the dozens (sometimes even hundreds) of e-mail messages that I receive each day.

"C1-4"

Commented [HFF2]:
The Learning Goals illustrate how this course fits within the General Studies Criteria (1 through 4) for designation as a social/behavioral sciences course.

"C1-4"

Commented [HFF3]:
The Table of Contents from this required book is being submitted with this syllabus. A review of the materials in the book should illustrate how this course fits within the General Studies Criteria (1 through 4) for designation as a social/behavioral sciences course.

- b) Salutation – It is considered good form to begin any correspondence with a polite greeting such as, “Dear Dr. Fradella.” This displays respect and modesty, both of which are simply good etiquette as well as good strategy. If you are trying to elicit a response that may require some effort on the part of the respondent, certainly it makes good sense to present yourself as intelligent and polite.
 - c) Identify Yourself – Any and all e-mail messages you send to me must be “signed” with both your first and last name; failure to comply with this directive will result in your e-mail message being discarded.
 - d) Compose Thoughtfully – While your friends and relatives may not care if you use proper grammar, spell correctly, use slang, or punctuate, the same is not true of formal correspondence. Ignoring the most basic rules of grammar or failing to take the time to proofread correspondence directed to faculty or staff will only serve to make you appear uneducated and unconcerned. This means that you ought not use “instant messaging” shorthand in email correspondence. Messages that are written with e-jargon such as “I M going 2 B L8 2day” will be ignored.
 - e) Timing – It is unwise to send me an email message late at night when the question needs to be answered before class the next morning. So plan ahead! As a rule, any properly labeled and signed e-mail message that you send to me will usually be responded to within 24 hours to 48 hours (barring long weekends, holidays, or vacations like spring break).
- b. BlackBoard – As mentioned above, this course will use BlackBoard, a proprietary online course management software system licensed to ASU.
- 1) Web Address – To access BlackBoard on the World Wide Web, go to the following URL: <https://myasucourses.asu.edu/>.
 - 2) Logging-In – To access the material on BlackBoard, you must enter your ASURITE user ID number and password.
- c. Adobe Acrobat Reader – Nearly all of the materials that are posted in BlackBoard for this course are in Adobe Acrobat Portable Document Format (.pdf).
- 1) Opening PDFs – To open and read Adobe PDF documents, you will need to download and install the newest version of Adobe Acrobat Reader. The program can be obtained, free of charge, at: <http://get.adobe.com/reader/>
 - 2) Problems Opening PDFs – When you attempt to access an Adobe Acrobat Reader Portable Document Format file (.pdf), if you get an error message that reads “Error Reading Linearized Hint Data,” you need to make an adjustment in your Adobe software settings. From the Acrobat Reader menu, select Edit/Preferences/Options or Edit/Preferences/Internet (depending on which version of the software you are using). Disable the entry: “Allow fast web view” (which is found in the most recent versions of the software under the “Internet” category. Click “OK” or “save the changes”; exit the software; and then reopen the document and/or your web browser. You should be able to access all .pdf files now.

- d. A Computer with Microsoft Word Installed – You will be required to upload writing assignments to BlackBoard in Microsoft Word format. If you do not have this software available to you on your own computer, you can access the software on the computers located on-campus in computer labs. Indeed, if you do not have your own computer, the ones in campus computer labs will allow you to access BlackBoard, email, Microsoft Word, and any other resources you will need to complete this course successfully.
- e. Technology Problems – If you experience problems accessing BlackBoard, email, or the library, call the Help Center or call 1-855-ASU-5080 (1-855-278-5080).

STATEMENT OF WORKLOAD EXPECTATIONS:

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). This translates to 9 hours per week (3 hours per week in class and 6 hours per week outside of class doing homework, assignments, and studying) for classes that meet over a 15 week-semester. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

LEARNING ACTIVITIES:

1. Reading Assignments – Unless otherwise specifically assigned, reading assignments are taken from the required resources specified above. The reading assignments listed for each class are those readings which a student must complete *before* the class in order to be prepared for class that week. Not all of the assigned readings will be discussed in class; however, all assigned readings will be covered on the quizzes or exams.
2. Syllabus Quiz – Students must complete the online syllabus quiz during the first week of the semester. The quiz counts for 2% of the final grade in the course.
3. Attendance and Class Participation – All students are expected to come to class each day prepared to discuss the assigned readings and participate in class exercises. In each class, any student can expect to be called upon to lead the discussion on one or more of the readings and to answer questions posed by the professor and other students. Class participation will count toward 8% of the final grade in the class. For this reason, (a) it is imperative that you complete the assigned readings before the class in order to be prepared for class that week; and (b) students should not miss classes except for reasons deemed to be "Excused Absences" under the "Attendance Policy" described below. In other words, attendance is mandatory. Only one (1) unexcused absence will be tolerated. Two or more unexcused absences may result in a student receiving a failing grade in the course or in an increase in course responsibilities in addition to those set forth in this syllabus (i.e., a substantial research paper or similar assignment). Students are warned that the quantity of class participation is not determinative of a student's ability to earn credit for class participation; rather, the *quality* of participation is also taken into account.
4. Exam #1 on Foundational Materials – A test covering the material in Chapters 1, as well as the materials assigned and/or covered in-class during the first few class sessions, will count toward 10% of the final course grade.

"C1-4"

Commented [HFF4]:
This exam is designed to assess students' learning of the knowledge base relevant to the intersection of sociology, psychology, criminology, and law.

5. Other Quizzes – At the start of most—but not all—class sessions, the professor will administer brief quizzes (e.g. 3 to 5 objective questions or 1 to 2 short-answer questions). Not only does this practice help to encourage students to stay current with the readings, but it also helps both students and the professor to identify which materials are reasonably well-understood and, conversely, which require more explication. The weighted average grades on the quizzes will count toward 10% of the final course grade. Please be advised that no “make-up quizzes” will be administered. Thus, if a student misses a quiz at the start of class because he or she is absent or late, no make-up quizzes will be administered. Rather, the missed quiz will receive a grade of zero if the absence is unexcused. If, however, the quiz was missed due to an excused absence (as defined elsewhere in this syllabus), then the grades on the other quizzes will be prorated upward to account for 10% of the final course grade.

6. Mental Status Report – During the portion of the class dealing with abnormal psychology, several videos depicting different psycho-pathologies will be shown. Students will be expected to prepare a mental status report based on their observations. The graded mental status report will count toward 10% of the final course grade.

7. Exam #2: Mid-Term Exam – In the second phase of the course, we will explore some of the major categories of mental illnesses and how they related to criminal behavior. The mid-term exam will test student’s understanding of these materials. The exam will be comprised of a variety of objective questions (e.g., true/false, multiple choice, etc.). The grade on the mid-term exam will count toward 20% of the final course grade.

8. Multimedia Group Presentations – Students will be divided into groups to research a famous case concerning the intersection of crime, law, and forensic behavioral science.

a. Case Study Requirements – Case studies must explore (a) the social history/background of the primary actor in the case (typically the defendant in a criminal case), (b) his or her mental health/mental illnesses, (c) the actions leading up to the commission of some act giving rise to potential criminal liability, (d) the salient legal issues at trial, and (e) the public policy impact of their case. Topics must be selected by the end of the second week of class and presentations will occur in the final two or three weeks of the semester. Presentations are expected to comprehensively integrate social science and law. Students must use PowerPoint, Prezi, or other presentation software to deliver a multimedia group presentation to the class that must be 20 minutes in duration. All presentations must include reference to and meaningful discussion of a minimum of five (5) scholarly sources other than/in addition to the books assigned for this course; students may substitute a published or unpublished judicial decision in lieu of one of the five required scholarly sources. The bibliography of references in proper APA style must be submitted to the professor at the start of your in-class presentation. The grade on the group presentation will count toward 15% of the final course grade. Please note that regardless of the week on which you are scheduled to present, all case study presentations are due to me via email before the start of class on the first night presentations begin.

b. Possible Case Studies – Because we will focus on John Hinckley, Jr., and Eric Clark during our exploration of the insanity defense, no group may use either man as the basis of their case study. Nor many any group present a case study of someone who pled guilty other than those who names appear below (e.g., David “Son of Sam” Berkowitz or Blair Marie Stockdill). Other suggestions include:

"C1-4"

Commented [HFF5]:
This assignment demonstrates how distinct behavioral scientific methods of inquiry are taught and assessed in this course.

"C1-4"

Commented [HFF6]:
This exam is designed to assess students' learning of the knowledge base relevant to the intersection of psychology, criminology, and law.

"C1-4"

Commented [HFF7]:
This group project requires students to apply their transdisciplinary knowledge (from psychology and sociology, in particular) in ways that explain criminal behavior, legal standards, and the evolution of public policy concerning mentally ill people.

- Kenneth Bianchi
- Theodore "Ted" Robert Bundy
- Jeffrey Dahmer
- John DuPont
- John Wayne Gacy
- Edward Theodore Gein
- Andrew Goldstein
- William Bergen Greene
- Patricia Hearst
- Michael A. Jones
- Ted Kaczynski
- George Metesky
- Hedda Nussbaum
- Ralph Tortorici
- Andrea Yates

9. Exam #3: Final Exam – In the third phase of the course, we will explore some of the major legal and public policy concerns regarding how the criminal justice system interacts with people with mental illnesses. The final exam will test student's understanding of these materials. The exam will be comprised of a variety of objective questions (e.g., true/false, multiple choice, etc.). The grade on the final will count toward 25% of the final course grade.

"C-4"

Commented [HFF8]:
This exam is designed to assess students' learning of the knowledge base relevant to the intersection of psychology, criminology, and law.

ASSESSMENT OF STUDENT LEARNING:

1. Class Participation – Students may earn up to three points for class participation during each class session. One point will be awarded for meaningful participation, two points for significant/substantial participation, and three points for profound contributions.
2. Mental Status Report – There are six (6) primary components to a mental status report. Each of the six components will be graded on a scale of three (3) points. Three points are awarded for work that is very good, two points for work that is satisfactory, and one point for work that is below average. Zero points may be awarded for unsatisfactory work. In addition to the six primary components to the mental status exam, up to three (3) points will be awarded for a proper diagnostic conclusion; up to three (3) points will be awarded for the form/style/clarity of the entire report; and up to three (3) points will be awarded for technical merit (i.e., grammar, spelling, usage). Thus, each mental status report will be worth a total of twenty-seven (27) points. The grading rubric is posted on BlackBoard.
3. Quizzes, Tests, and Exams – Statistical procedures will be applied to determine grade divisions for the quizzes, tests, and final exams. Accordingly, no preset numerical grade corresponds to a specific letter grade. Thus, a raw score of 81 points may constitute a "C+" on one of quiz or exam, while it may constitute an "A-" on another quiz or exam.
4. Group Presentations – Group presentations will be graded in two (2) parts. Part I involves the professor's assessment of the group presentation on a 31-point scale consisting of three broad categories of assessment. Part II involves the other's members of the group assessing the quality of the contributions made by all other's members of the group.
 - a. Part I: Professor's Assessment of Group Presentations
 - 1) Categories of Assessment
 - a) Content – Up to 23 points will be awarded for demonstrating a mastery of the content of the assigned and/or underlying subject matter, including, up to five (5) points for the social history/background of the primary actor in the case (typically the defendant in a criminal case); up to five (5) points for an analysis of the actor's mental

health/mental illnesses; up to five (5) points for summarizing the actions leading up to the commission of the act giving rise to the actor's potential criminal liability; up to five (5) points for the salient legal issues at trial; and up to three (3) points for evaluating the public policy impact of the case.

b) Presentation Style – Up to three (3) points will be awarded for the form of the presentation (i.e., the clarity of the construction of arguments, the organization of the presentation, effectiveness of the speaking style, lack of distracting mannerisms, etc.).

c) References – Up to five (5) points for using and citing appropriate references.

2) Grading – The five-point scales awards 5 points for outstanding content, 4 points for content that is very good, 3 points for average content, 2 points for content which is below average, and 1 point for content that is unacceptable at the college level. The three-point scales awards three points for work that is good, two points for work that is satisfactory, and one point for work that is below average. Zero points may be awarded when work in any of the categories of assessment demonstrates a lack of effort.

b. Part II: Group Members' Assessments of Individual Contributions – Each member of a group must be evaluated by the other members of the group using the "Group Member Evaluation Form" posted on BlackBoard. The professor may use the scores and the qualitative feedback on the "Group Member Evaluation Form" to adjust each group member's grade on the group presentation up or down by up to one full letter grade. In extraordinary circumstances, however, the professor reserves the right to fail any member of a group on the group presentation whose peer-feedback demonstrates that he or she did not meaningfully participate in the group project.

LATE SUBMISSIONS POLICY:

Written assignments are to be submitted on the due date. Late submissions will not be accepted unless: (1) an extension was granted by the professor *in advance of the due date*; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided. Any student submitting a late assignment without meeting one of these two exceptions will receive a grade of zero on that assignment. Failure to submit any such assignment, however, may result in a student receiving a failing grade in the class.

FINAL COURSE SCALE:

Average Between	Equals
97.00% and 100.00%	A+
94.00% and 96.99%	A
90.00% and 93.99%	A-
87.00% and 89.99%	B+
84.00% and 86.99%	B
80.00% and 83.99%	B-
77.00% and 79.99%	C+
70.00% and 76.99%	C
60.00% and 69.99%	D
0.00% and 59.99%	E

FINAL COURSE GRADES:

While statistical methods will be used to determine the final grade distribution, final grades will roughly follow the descriptions below. Please note that to earn the grade indicated, a student must meet *all* of the descriptors associated with that grade; satisfying only some of the criteria is insufficient.

- A: Outstanding, Superior. Oral and written works are presented using Standard English and demonstrate a mastery of the subject matter for the graduate level. Meets all course expectations promptly. Shows clear grasp of concepts and demonstrates ability to synthesize materials from both inside and outside the classroom. Participates regularly and enthusiastically in classroom. Public speaking presentations are poised, articulate, tactful, and convincing.
- B: Very good. Clearly above average. Written work is presented using Standard English with only a few minor flaws and demonstrates proficiency in the subject matter for the graduate level. Meets course expectations promptly. Shows an adequate grasp of concepts and demonstrates ability to relate materials from both inside and outside the classroom. Participates regularly and enthusiastically in classroom. Public speaking presentations are poised, articulate, tactful, and convincing, with only minor flaws in style.
- C: Good. Average. Directions followed. Student met minimal expectations for the course. Written work is presented using Standard English with minor flaws too numerous to be overlooked. Student shows a reasonable grasp of the subject matter for the graduate level and demonstrates a reasonable ability to process materials from both inside and outside the classroom. Participates in classroom. Public speaking presentations are periodically marred by problems with poise, diction, tact, or convincingness.
- D: Below expectations. Below that which one would normally expect from a student at the graduate level. Oral and/or written communications are marred by major mechanical problems. Exam performance fails to demonstrate a reasonable grasp of the material for the graduate level. Student fails to participate appropriately in class. Public speaking presentations are routinely marred by problems with poise, diction, tact, or convincingness.

- E: Unacceptable. Oral and/or written work consistently fall(s) below the graduate level. Student fails to use appropriate resources for help (including the Writing Center) when so directed by the professor. Student is consistently late in meeting course expectations. Shows little or no grasp of concepts and is unable to process or relate materials from inside and outside the classroom. Student fails to participate appropriately in class. Public speaking presentations are routinely marred by significant problems with poise, diction, tact, or convincingness. Student fails to participate appropriately in class. Alternatively, regardless of the quality of a student's work, this grade may be assigned for: (1) failure to comply with the attendance or participation policies for the course; (2) repeated failure to come to class adequately prepared to engage in class discussions and exercises in a meaningful manner; (3) failure to submit a required writing assignment; and/or (4) any act of academic dishonesty committed by the student.

ACADEMIC INTEGRITY:

1. Academic Dishonesty - In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course (XE) and in appropriate disciplinary action being initiated. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at:

<http://provost.asu.edu/academicintegrity>

2. Electronic Review – To insure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.
3. Citation Style – Because this is a criminology and criminal justice course, students are required to use the citation style and format of either the American Psychological Association (APA) or the American Sociological Association (ASA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook*.
4. Avoiding Plagiarism – Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.
 - a. Basic Rules for Avoiding Plagiarism
 - 1) Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!

- 2) Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
 - 3) Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
 - 4) Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
 - 5) Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
 - 6) Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.
- b. For More Help Avoiding Plagiarism – The Owl (Online Writing Lab) at Purdue University contains some great tips for making sure that you do not plagiarize unintentionally. Read this the information at the following URLs for assistance with quoting, paraphrasing, summarizing and more:

<http://owl.english.purdue.edu/owl/resource/589/3/>

<http://owl.english.purdue.edu/owl/resource/563/01/>

<http://owl.english.purdue.edu/owl/resource/563/2/>

<http://owl.english.purdue.edu/owl/resource/563/3/>

ATTENDANCE:

1. Unexcused Absences – As stated above, attendance is mandatory and participation in each class session is expected since attendance and participation count towards a portion of the final course grade. Only one unexcused absence will be tolerated by the professor; two or more unexcused absences may result in a student receiving a failing grade in the course, or in an increase in course responsibilities in addition to those set forth in this syllabus (i.e., a substantial research paper or similar assignment).
2. Emergency Excused Absences – If you are seriously ill or you are injured in a manner that prevents you from attending class, you should email me to let me know that you are sick or injured and are therefore unable to attend class. The same is true if the death, injury, or serious illness of an immediate family member. If you cannot let me know before class, you must inform me as soon as possible after the missed class session that you were absent due to one of these emergency situations. Please be advised that for absences based on an emergency situation to be excused, you may be required to submit corroboratory documentation, such as a note from a physician documenting the illness or injury (notes from family members will not suffice), a death certificate or other form of proof of a family member's death, etc.
3. Planned Excused Absences – When any of the following three reasons directly conflict with class meeting times, students are responsible for informing the professor of the reason for the absence at least one week in advance of the absence:
 - a. religious reasons;
 - b. jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and
 - c. university-sanctioned and/or university-approved activities (e.g., artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).
4. Other Absences – Absences of any type not outlined above will not be considered excused absences. Students are expected to attend and participate in all class sessions. Thus, during the semester (including the final exams period), students should not make any family, travel, or vacation plans that conflict with their course attendance responsibilities.
5. Make-Up Work – If a student misses class for one of the reasons warranting an excused absence, it remains the student's responsibility to make arrangements to obtain copies of the class notes from a fellow student and otherwise make arrangements with the professor to make-up any missed work. If an excused absence causes a student to miss a quiz, exam, or in-class exercise or practicum, the professor reserves the right not to offer the opportunity to "make-up" the missed work, but rather to adjust the other graded criteria for the course on a *pro-rata* basis to calculate the student's final grade.

WITHDRAWAL POLICY:

1. Unrestricted Withdrawal – You may remove a class from your current schedule by dropping/withdrawing from it up until the appropriate deadline for that class. You can request a drop/withdrawal from a class by signing into My ASU, clicking on the "Registration" link in your My Classes box, and selecting "Drop/Withdrawal." Please refer to the Tuition Refund Policy to

determine if dropping/withdrawing from class(es) will generate a tuition refund. The timing of when you make your request determines whether it is a drop or a withdrawal.

- a. Before the Drop/Add Deadline – A drop/withdrawal request made prior to the drop/add deadline for your class will be considered a drop. A drop will remove the class from your current schedule with no record of your enrollment in the class on your official transcript.
 - b. After the Drop/Add Deadline – A drop/withdrawal request made after the drop/add deadline for your class will be considered a withdrawal. A withdrawal will remove the class from your current schedule and will result in a grade of 'W' on your official transcript. The grade of 'W' has no impact on your GPA.
2. Course Withdrawal Deadline – The ASU Academic Calendar specified the last day to request a withdrawal from a class while staying enrolled in other classes in the same session. A withdrawal from a class after this date is only available as part of a complete session withdrawal (in which you withdraw from *all* of your courses).
 3. Medical Withdrawals – You may be eligible for a medical/compassionate withdrawal if your withdrawal is due to extenuating circumstances such as a serious physical or mental illness (medical withdrawal) or the death/serious illness of a family member (compassionate withdrawal). To request a medical/compassionate withdrawal, you must submit a Request for Documented Medical/Compassionate Withdrawal form along with appropriate documentation to the college of your major.
 4. Military Activation Withdrawals – If you are activated for military duty and therefore will not be able to successfully complete your classes, you may request a military activation withdrawal. Approved military activation withdrawals will result in some regulatory relief in the recalculation of financial aid and the calculation of tuition and fee charges. To request a military activation withdrawal, please submit a Military Activation form to the Veteran Benefits & Certification at the Tempe campus (480-965-7723) or at the West campus (602-543-8820).
 5. Instructor-Initiated Drops – Instructors have full authority (within departmental or other higher-level policies) to decide whether attendance is required. If you are unable to attend class it is your responsibility to notify me and follow my attendance policy. If you are absent from class through the second week of classes (for a fall or spring semester) or the first four days of a summer session, I may exercise the option to drop you from the class. (This is often done to create an open seat for another student wishing to add the class.) Please be aware that nonattendance will not automatically result in you being dropped from a class. Instructors have the right to exercise this option at their discretion. If you are unable to attend or complete a class, it is, therefore, *your responsibility* to drop/withdraw from the class prior to the appropriate deadline.
 6. Instructor-Initiated Withdrawals – Pursuant to ASU policy, the professor may withdraw a student from the class with a grade of "W" or "E" in cases of disruptive behavior.

SPECIAL LEARNING NEEDS:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

1. Establishing Eligibility for Disability Accommodations – Students who feel they will need disability accommodations in this class but have not registered with the DRC should contact the DRC immediately. Students should contact the DRC on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website: <https://eoss.asu.edu/drc>. DRC offices are open 8:00 A.M. to 5:00 P.M. Mondays through Fridays.
2. Disability Accommodations – Prior to receiving any disability accommodations, verification of eligibility from the DRC is required. Once registered with the DRC, students with disabilities must meet with me to discuss what reasonable accommodations they will need to be successful in this course. For students with disabilities that are known at the time this course begins, I encourage you to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with me at the earliest possible time to arrange for accommodations of their learning needs. Disability information is confidential.

COPYRIGHT NOTICE:

All class materials designed by the instructor and all class lectures are the intellectual property of the instructor and are protected by federal copyright law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor.

ELECTRONICS POLICY:

During recent decades, institutions of higher education have experienced the rapid proliferation of laptops, cell phones, iPads, and other electronic devices, into the classroom. For the most part, this technology has served well in the assimilation, integration, and evaluation of academic data. In recent years, however, a rather disturbing trend has emerged which undercut the value of these technological advances. Instructors across the academic spectrum are observing that instead of using this technology to take notes during class lecture, students are now surfing the web, socializing on media networks, text-messaging, playing games, and otherwise failing to pay attention to class activities. As a result, the quality of student work has diminished. Accordingly, I am instituting specific policies related to the rules of class conduct which aim to halt the continuation of this trend.

1. Cell Phones – Please *turn off all cell phones and pagers before class begins*. While the professor understands that sometimes people forget to do so, it is unacceptable to actually *use* a cell phone during class. Students who talk on their phones during class or who text-message while in class may be: banished from class, summarily failed, flogged, tortured, or sent to Guantanamo Bay, Cuba for indefinite detention as an enemy combatant.

2. Other Electronic Devices – Our classroom should be a place of learning where questions are raised, where methods are employed to answer to those questions, and where knowledge is both explored and shared. Our classroom is not a place for playing games; messaging with friends, family, or coworkers; or surfing the internet. Therefore all electronic devices must be turned off at the beginning of each class session. The only exception allowed will be for those students who use a laptop or tablet computer during class for taking notes and accessing instructional materials related to this class only. Surfing the web, sending messages, doing work for another class, or any other use of your laptop or tablet for reasons not related to what is transpiring in class are all *unacceptable*. If I discover you using any electronic devices for anything unrelated to the class lesson, you will be asked to leave the classroom, I will dock your final grade in the course by three percentage points (the equivalent of one-third of a letter grade), and you will lose your laptop/tablet privileges in class for the balance of the semester. No warnings; no second chances; no exceptions. In addition, if there is widespread abuse of this policy, I reserve the right to ban all laptop and tablet computers from the classroom.

WARNING OF POTENTIALLY TRAUMATIZING MATERIAL:

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

SEXUAL VIOLENCE AND HARRASSMENT:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

CLASSROOM ETIQUETTE AND GENERAL CONDUCT:

1. Before you even come to class, relieve yourself. Barring real emergencies, you should not be getting up in the middle of class for restroom break.
2. Please be “on time” to class. Tardiness is disruptive to the lecture or other class activities. There are always going to be days when a previous professor kept you late, or you woke-up late, or it took you too long to find a parking space, but the point here is that you ought not be habitually late to class. Regularly arriving late to class signals a level of disrespect—whether you mean to send that signal or not. If you have problems getting to class on time, find a way to solve them. And on those rare days when you do arrive late, remember to enter the room quietly and not make a big scene. Similarly, do not leave class early. You should not schedule your job, appointments, or other activities during the time when you should be in class. If your schedule will not allow you to get to class on time and stay for the full class session, drop it and take one that is more convenient for you. Repeated tardiness to class and/or early departures from class may result in a penalty being applied to the offending student’s final grade.
3. Chatting during lecture, class discussion, or other class activities is inappropriate. Most of your fellow students appreciate a quiet learning environment and resent students who disrupt classroom decorum.
4. Please raise your hand to speak in class unless the professor specifically instructs the class that they may speak-out as part of a debate or other classroom activity.
5. It is not appropriate for anyone to dominate classroom discussion routinely. Nor is it appropriate to interrupt either the professor or a fellow classmate with some point you want to make, no matter how eagerly you want to make the point.
6. You are welcome to disagree with the professor or your classmates, but you must do so respectfully. Students who fail to abide by this rule (i.e., those who engage in personal/*ad hominem*) attacks; use rude, insulting, or disrespectful language or insults; or otherwise behave in a manner unbecoming a junior scholar) may face disciplinary action ranging from ejection from class to formal disciplinary action in the Office of Student Judicial Affairs.
7. Please do not start putting books away, closing up notebooks, and zipping up book-bags five minutes before the official end of class. This can be disruptive and distracting to both the instructor and your classmates.
8. Please do not call me “Mr. Fradella.” I have earned a doctorate and tenured faculty position. You may, therefore, refer to me as “Dr. Fradella” or “Professor Fradella.” It is not appropriate to

address your professors as “Dude,” “Dawg,” or other such casual names. Nor is it acceptable to simply use the term “Professor.” How would you like to be addressed merely as “Student?”

9. Neither children nor pets (other than guide dogs) are welcome in class.
10. All students are expected to comport themselves professionally and with the highest levels of respect and integrity. For more details about the University’s Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus:
<http://www.azregents.edu/policymanual/default.aspx>

TECHNICAL SUPPORT:

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500 Email: helpdesk@asu.edu Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

SYLLABUS CHANGES:

I view this course syllabus as an educational contract between me and the students in the course. Accordingly, I will make every effort to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

ADDITIONAL INFORMATION:

1. Although an extra credit assignment may be offered to the whole classes for attending a talk or participating in a learning experience beyond those anticipated in this syllabus, no *individualized* extra credit work will be permitted.
2. Student athletes with travel schedules which may interfere with the student’s ability to meet the requirements described in this syllabus must meet with me after the first class session.
3. Although primarily a lecture and discussion based course, students should take note that the professor often uses the Socratic Method—a methods of instruction in which the professor calls upon a student who may or may not have volunteered and asks a series of questions. Failure to be prepared if called upon to participate in a Socratic dialogue will result in a decrease in the student’s class participation grade.
4. Welcome to the course! You are encouraged to make an appointment to discuss any material that is unclear to you. All the best for success in all of your academic pursuits this semester!

COURSE SCHEDULE:

The remainder of this syllabus contains an outline of the material we may cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor any given class session.

"C-4"

Commented [HFF9]:
 The Course Schedule (including the assignments and supplemental readings) illustrates how this course fits within the General Studies Criteria (1 through 4) for designation as a social/behavioral sciences course.

Week	Topics and Corresponding Assignments	
Week 1 Jan. 13 th	Course Overview <i>Assignments Due</i>	A. Syllabus Review B. Defining Forensic Behavioral Science, Law, and their Contexts 1. Read syllabus thoroughly <i>before</i> first class 2. Make sure you have an official ASU email account
Week 2 Jan. 20 th	Topics <i>Assignments Due</i>	A. Law and Social Control B. The Medicalization of Deviance 1. Schug & Fradella, Chapter 1 (pp. 1-24) 2. Fradella, H. F. (2012). Deviance and social control. In S. S. Owen, H. F. Fradella, T. W. Burke, & J. W. Joplin (Eds.), <i>Foundations of criminal justice</i> (pp 98-119). New York, NY: Oxford University Press. [BlackBoard] 3. Online syllabus quiz due by 11:00pm on Friday, January 16 th [BlackBoard]
Week 3 Jan. 27 th	Topics <i>Assignments Due</i>	A. Exam #1 on Foundational Materials B. Presentation Groups and Topics Assigned C. Overview of Psychological Paradigms and Clinical Assessment, Part I 1) Neuropsychological Tests and the Folstein Mini-Mental Status Exam 2) Intelligence Tests 3) Personality Tests 1. Schug & Fradella, Chapter 2 2. Print-out the Folstein Mini-Mental Status Exam and bring it to class 3. Complete these two online personality tests, print out your results pages, and bring them to class to submit: a) Open Extended Jungian Type Scales: http://www.16personalities.com/free-personality-test b) International Personality Item Pool: http://psychcentral.com/personality-test/start.php
Week 4 Feb. 3 rd	Topics <i>Assignments Due</i>	A. Overview of Forensic Clinical Assessment, Part II 1) Mental Status Examinations 2) Case Studies 1. Halgin, R., & Whitebourne, S. K. (2010). Assessment. In <i>Abnormal psychology: Clinical perspectives on psychological disorders</i> (pp. 68-101). New York, NY: McGraw Hill. [BlackBoard] 2. Print-out the New Learner's Guide to Conducting Mental Status Exams [BlackBoard]
Week 5 Feb. 10 th	Topics <i>Assignments Due</i>	A. Schizophrenia and Other Psychotic Disorders B. Mood Disorders Schug & Fradella, Chapters 5 & 6

Week	Topics and Corresponding Assignments	
Week 6	Topics	A. Substance-Abuse Disorders B. Anxiety Disorders
Feb. 17 th	<i>Assignments Due</i>	Schug & Fradella, Chapter 4 & 7
Week 7	Topics	Sexual Disorders and Sex-Related Crimes
Feb. 24 th	<i>Assignments Due</i>	Schug & Fradella, Chapter 8
Week 8	Topics	Personality Disorders and Psychopathy
Mar. 3 rd	<i>Assignments Due</i>	Schug & Fradella, Chapter 10
Spring Break		
Week 9	Exam #2: Mid-Term	
Mar. 17 th		
Week 10	Topic	Criminal Competencies
Mar. 24 th	<i>Assignments Due</i>	Schug & Fradella, Chapter 11 (pp. 433–448 only)
Week 11	Topic	The Insanity Defense
Mar. 31 st	<i>Assignments Due</i>	1. Schug & Fradella, Chapter 11 (pp. 448–470 only) 2. <i>Clark v. Arizona</i> , 548 U.S. 735 (2006). [BlackBoard]
Week 12	Topics	Diminished Capacity Defenses A. Diminished Capacity and the “Twinkie Defense” B. The Black Rage Defense C. The XYY Chromosome Defense D. The Premenstrual Syndrome Defense E. Media Intoxication F. The Battered Women’s Syndrome Defense G. Neuroscience and the Future of Diminished Capacity
Apr. 7 th	<i>Assignments Due</i>	1. Fradella, H. F. (2007). Beyond diminished capacity. In H. F. Fradella, <i>Mental illness and criminal defenses of excuse in contemporary American law</i> (pp. 59–96). Bethesda, MD: Academica Press. [BlackBoard] 2. Glenn, A. L., & Raine, A. (2014). Neurocriminology: Implications for the punishment, prediction, and prevention of criminal behavior. <i>Nature Reviews: Neuroscience</i> , 15(1), 54–63. [BlackBoard]

Week	Topics and Corresponding Assignments	
Week 13	Topics	The Legal Control of Dangerousness A. Civil Commitment B. The Right to Treatment C. The Right to Refuse Treatment
Apr. 14th	<i>Assignments Due</i>	1. Schug & Fradella, Chapter 12 2. Schug & Fradella, Chapter 13
Week 14	Presentations	"Minds on Trial" Presentations
Apr. 21st	<i>Assignments Due</i>	Group Presentations Due for all Groups Groups 1 through 7 (or 1 through 8) will present in-class
Week 15	Presentations	"Minds on Trial" Presentations (continued)
Apr. 28th	<i>Assignments Due</i>	Groups 8 through 15 (or 9 through 15) will present in-class
Week 16	Exam #3: Final Exam	
May 5th	<i>Assignments Due</i>	Study for final exam

Mental Illness and Crime



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