

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



**VICTORIA**  
UNIVERSITY OF WELLINGTON

**SCHOOL OF SOCIAL AND CULTURAL  
STUDIES**

*Te Kura Mahinga Tangata*

**Institute of Criminology**

**CRIM 321**

*Criminal Behaviour and Investigation:  
A Psychological Approach*

**Course Outline**

**CRN 13074: 24 POINTS: 2007  
Trimester Two**

**COURSE COORDINATOR: DR RUSSIL DURRANT**

**Room 1120, Murphy Building**

**Tel: (04) 463 9980**

**Email: russil.durrant@vuw.ac.nz**

**LECTURES: EALT 206, WED 9-11AM;**

**TUTORIALS: ONE HOUR PER WEEK, TIME TO BE ARRANGED.**

## **Institute Of Criminology**

# **Criminal Behaviour and Investigation: A Psychological Approach CRIM 321**

- Co-ordinator:** Dr Russil Durrant
- Contact details:** Murphy Building, MY 1120  
Telephone: (04) 463 9980  
Email: russil.durrant@vuw.ac.nz
- Office Hours:** Wednesday and Thursday, 11.00am-12.00pm.  
If you are not able to see Russil Durrant during this time  
please call or email to arrange an alternative time.
- Lecturer:** Dr Russil Durrant.
- Lectures:** Wednesday 9 – 11am; EALT 2006
- Tutorials:** One hour per week, time and location to be arranged
- Notice board:** The student notice boards are located on levels 9 and 11 of  
the Murphy Building.

## Course Outline

CRIM 321 is a half-year course designed to introduce students to the contribution that psychological perspectives can make to the study, understanding and investigation of crime and criminal behaviour. Two key themes will be covered in this course. The first is criminal actions, which focuses on the application of psychology to understanding criminal behaviour and addresses methods of altering that behaviour. The second theme is Investigative Processing. This concerns the application of psychology to police investigations, including the collection, examination and utilisation of investigative information and evidence.

## Course Objectives

By the end of CRIM 321 students should be able to:

1. Demonstrate an understanding of the key psychological approaches to explaining crime and criminal behaviour, and be able to use that knowledge to explain a specific crime. (As assessed by Assignment 1, and the end of year exam)
2. Demonstrate an understanding of the key issues and approaches to investigating crime, and be able to use that knowledge to investigate a specific crime (As assessed by Assignment 2, and the end of year exam)
3. Demonstrate an in-depth understanding of psychological perspectives relating to the prevention of crime. (As assessed by Assignment 3, and the end of year exam)

## Course Structure

The course combines lectures, class discussion, and tutorials in a format that aims to guide students through the major topic areas.

## Tutorials

Each week there will be a one hour tutorial session. While attendance is optional, these sessions have been designed to provide you with additional material that supplements the lecture content. As a result, there will be an expectation that students will draw on this material in their exam. Tutorials will also be used to assist students to complete their assignments and to prepare for the final exam. **Tutorials will start in the second week of semester.**

During the first week, you will be allocated to a tutorial group. Once you have been allocated to one of these groups, you should always attend at that time. If, for an unforeseen reason, you cannot attend your given time one week, then please see the course co-ordinator and arrange to sit in on another tutorial.

## Teaching Programme: CRIM 321, 2007

Date	Lecture Topic	Tutorial Topic
<b>Part One: Explaining Crime</b>		
<b>July 11</b>	Introduction and Juvenile Delinquency	No Tutorial
<b>July 18</b>	Violent Offending	Introduction Psychopathy
<b>July 25</b>	Sexual Offending	Violent Offending Guide to Assignment 1
<b>Aug 1</b>	Drugs and Crime	Drugs and Crime Guide to Assignment 1
<b>Part Two: Investigating Crime</b>		
<b>Aug 8</b>	Offender Profiling <i>Assignment One Due</i>	Offender Profiling Guide to Assignment 2
<b>Aug 15</b>	Geographic Profiling	Geographic Profiling Guide to Assignment 2
<b>Mid Trimester Break</b>		
<b>Sep 5</b>	Investigative Interviewing & False Confessions <i>Assignment Two Due</i>	False Confessions
<b>Sep 12</b>	Lie Detection	Lie Detection
<b>Sep 19</b>	Eyewitness Testimony & Identification	Eyewitness Testimony
<b>Part Three: Preventing Crime</b>		
<b>Sep 26</b>	Punishment and its Alternatives	Punishment
<b>Oct 3</b>	Risk, Recidivism, and Rehabilitation	Risk Assessment
<b>Oct 10</b>	Social and Situational Crime Prevention <i>Assignment Three Due</i>	Exam Preparation

## COURSE READINGS

### Essential Material

You are expected to read the material provided in the course readings in advance of the lectures and tutorials in which it will be discussed. A book of readings will be available from Students Notes.

#### Part One: Explaining Crime

##### 1. Introduction and Juvenile Delinquency

Farrington, D. P. (2005). Childhood origins of antisocial behaviour. *Clinical Psychology and Psychotherapy*, 12, 177-190.

##### 2. Violent Offending

Baumeister, R. F., & Campbell, W. K. (1999). The intrinsic appeal of evil: Sadism, sensational thrills, and threatened egoism. *Personality and Social Psychology Review*, 3, 210-221.

Brookman, F. (2005). *Understanding homicide*. Thousand Oaks: Sage Publications. (Chapter 2: Psychological explanations of homicide, pp. 75-99).

##### 3. Sexual Offending

Gannon, T., Ward, T., & Polaschek, D. (2004). Child sex offenders. In M. Connelly (Ed.), *Violence in society: New Zealand perspectives* (pp. 31-47). Christchurch: Te Awatea Press

Ward, T., Polaschek, D. L. L., & Beech, A. R. (2006). *Theories of sexual offending*. Chichester: John Wiley & Sons (Chapter 3: Marshall and Barbaree's integrated theory, pp. 33-45).

##### 4. Drugs and Crime

Bean, P. (2004). *Drugs and crime* (2<sup>nd</sup> Edition). Cullompton, Devon: Willan Publishing. (Chapter 2: Drugs and crime: theoretical assumptions, pp. 26-58).

#### Part Two: Investigating Crime

##### 5. Offender Profiling

Bull, R., Cooke, C., Hatcher, R., Woodhams, J., Bilby, C., & Grant, T. (2006). *Criminal psychology: A beginner's guide*. Oxford: Oneworld Publications. (Chapter 2: Offender profiling and linking crimes, pp. 17-35).

Salfati, C. G., & Canter, D. V. (1999). Differentiating stranger murders: Profiling offender characteristics from behavioural styles. *Behavioral Sciences and the Law*, 17, 391-406.

**6. Geographic Profiling**

Meaney, R. (2004). Commuters and marauders: An examination of the spatial behaviour of serial criminals. *Journal of Investigative Psychology and Offender Profiling, 1*, 121-137.

**7. False Confessions and Investigative Interviewing**

Memon, A., Vrij, A., & Bull, R. (2003). *Psychology and law: Truthfulness, accuracy and credibility* (2<sup>nd</sup> Edition). Chichester: John Wiley & Sons. (Chapter 4: Interviewing suspects, pp. 57-85).

**8. Lie Detection**

Memon, A., Vrij, A., & Bull, R. (2003). *Psychology and law: Truthfulness, accuracy and credibility* (2<sup>nd</sup> Edition). Chichester: John Wiley & Sons. (Chapter 2: Telling and detecting lies, pp. 7-36).

**9. Eyewitness Testimony**

Wells, G. L., & Loftus, E. F. (2003). Eyewitness memory for people and events. In A. Goldstein (Ed.), *Handbook of psychology*, (volume 11, forensic psychology) (pp. 149-160). New York: John Wiley and Sons.

**Part Three: Preventing Crime**

**10. Punishment and its Alternatives**

McGuire, J. (2004). *Understanding psychology and crime: Perspectives on theory and action*. Maidenhead, Berkshire: Open University Press. (Chapter 7: Crime and punishment: a psychological view, pp. 171-198).

**11. Risk Assessment, Recidivism and Rehabilitation**

Bull, R., Cooke, C., Hatcher, R., Woodhams, J., Bilby, C., & Grant, T. (2006). *Criminal psychology: A beginner's guide*. Oxford: Oneworld Publications. (Chapter 10: The rehabilitation of offenders: what works?, pp. 150-167).

Ward, T., & Brown, M. (2004). The good lives model and conceptual issues in offender rehabilitation. *Psychology, Crime & Law, 10*, 243-257.

**12. Social and Situational Crime Prevention**

Welsh, B. C., & Farrington, D. P. (2004). Effective programmes to prevent delinquency. In J. R. Adler (Ed.), *Forensic psychology: Concepts, debates and practice* (pp. 245-265). Cullompton, Devon: Willan Publishing.

## Course Assessment

### Summary

There are four pieces of assessment for this course.

	Assessment	% of Final Grade	Word Limit	Due Date
1	Assignment 1	17.5%	1500	August 8, 4pm
2	Assignment 2	17.5%	1500	September 5, 4pm
3	Assignment 3	25%	2000	October 10, 4pm
4	Exam	40%	Length: 3 hours	TBA

### Assignment 1

Assignment 1 will involve applying what you have learnt about psychological explanations of crime to a case study of offending. You will be required to select a real life example of a crime and to demonstrate how psychological approaches to explaining crime can be used to, potentially, account for your selected crime. Further details on this assessment, including the marking criteria, will be provided in the first week of the course. Helpful hints about how to approach assignment 1 will also be provided during tutorials.

### Assignment 2

Assignment 2 will involve applying what you have learnt about the investigation of crime (specifically, offender and geographic profiling) to a particular example of offending. A detailed case study of offending will be provided and you will be required to draw on what is known about approaches to offender and geographic profiling to provide an analysis of the crime. Further details on this assessment, including the marking criteria, will be provided during the first week of this course. Helpful hints about how to approach assignment 2 will also be provided during tutorials.

### Assignment 3

Assignment 3 will involve writing a 2000 word essay on one of six topics provided. Further details on this assessment, including the essay questions and marking criteria, will be provided during the first week of this course.

### Exam

A three hour examination will be held during the University's examination period, 19 October – 10 November 2007. This exam will assess your knowledge of the entire course content and will be comprised of multiple choice, short answer, and short essay questions. Further details on the structure of the exam will be provided during the course.

## **Mandatory Course Requirements**

In order to receive a pass in this course you are required to obtain 50% or over across all items of assessment combined.

## **Written Assessment**

All written work should be placed in the essay box on level 9 of the Murphy building or sent to the Institute (Institute of Criminology, Victoria University of Wellington, PO Box 600, Wellington) by courier or registered mail postmarked no later than 4pm on the due date.

## **Extensions**

The coursework must be handed in by the **due date**. You are expected to keep to this deadline, 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 submissions of work without permission will be penalised by the following deductions:

- One grade = period up to 24 hours past due date.
- Two grades = period more than 24 hours up to 72 hours past due date.

**Work that is handed more than 72 hours late without permission will not be accepted.**

## **Workload**

Taking into account class attendance, reading for tutorials, preparation for assignments and so on, students should spend around 15 hours per week working for CRIM 321.

## **Communications**

Further information about this course, including lecture outlines, handouts and other material will be provided to students via Blackboard throughout the semester. Students should check Blackboard regularly for updates on course material.

## **General University policies and statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute



on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under ‘About Victoria’ on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

### **Student and staff conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

### **Academic grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

### **Academic integrity and plagiarism**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

### **Students with Impairments** (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

### **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

### ***Manaaki Pihipihinga Programme***

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

### ***Student Services***

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

## **Other Contact Information**

Head of School: Assoc. Professor Jenny Neale, MY1013  
Tel: 463 5827 E-m: [Jenny.Neale@vuw.ac.nz](mailto:Jenny.Neale@vuw.ac.nz)

International Student Liaison: Dr Hal Levine MY1023  
Tel: 463 6132 E-m: [Hal.Levine@vuw.ac.nz](mailto:Hal.Levine@vuw.ac.nz)

Maori and Pacific Student Liaison Assoc. Professor Jeff Sissons, MY1017  
Tel: 463 6131 E-m: [Jeff.Sissons@vuw.ac.nz](mailto:Jeff.Sissons@vuw.ac.nz)

Students with Disabilities Liaison: Dr Rhonda Shaw, MY1022  
Tel: 463 6134 E-m: [Rhonda.Shaw@vuw.ac.nz](mailto:Rhonda.Shaw@vuw.ac.nz)

School Manager: Carol Hogan, MY918  
Tel: 463 6546 E-m: [Carol.Hogan@vuw.ac.nz](mailto:Carol.Hogan@vuw.ac.nz)

School Administrators: Monica Lichti, Adam Meers , Amy Stratton  
MY921, Tel: 463 5317, 463 5258, 463 5677  
E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

## Referencing Guidelines

The following format for referencing is from the *Publication Manual* of the American Psychological Association (2001). We encourage you to learn and use the following format for referencing as part of the coursework done for the Institute of Criminology. The following examples are for the more common types of referencing which you will come across. However, if you need further information, please consult the latest edition of the Manual in the library.

### 1. Periodicals

#### (a) **One author publication**

In your reference list, cite as follows:

Henderson, L.N. (1985). The wrongs of victim's rights. *Stanford Law Review*, 38, 937- 1021.

- In text, use the following each time the work is cited: (Henderson, 1985); or Henderson (1985) argues that . . .

#### (b) **Two author publication**

In your reference list, cite as follows:

Hawkins, J. D., & Weis, J.G. (1985). The social development model: An integrated approach to delinquency prevention. *Journal of Primary Prevention*, 6, 73-97.

- In text, use the following each time the work is cited: (Hawkins & Weis, 1985); or Hawkins and Weis (1985) argue that . . .

#### (c) **Three or more author publication**

In your reference list, cite as follows:

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 everytime *after* this first citation as: (Lang et al. 1975).

## 2. Books

### (a) Reference to a one author book

In your reference list, cite as follows:

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); or Pratt (1992) asserts that . . .

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

In your reference list, cite as follows:

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); or Downes and Rock (1982) suggest that . . .

### (c) Reference to a chapter in an edited book

In your reference list, cite as follows:

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); or Ford and Regoli (1993) claim that . . .

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Date Received:

(Date Stamp)

# School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

## Assignment Cover Sheet

*(please write legibly)*

Full Name: \_\_\_\_\_  
(Last name) (First name)

Student ID: \_\_\_\_\_ Course (eg ANTH101): \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor (if applicable): \_\_\_\_\_

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: \_\_\_\_\_