



## PSYO 380T: Psychosocial Aspects of Homicide and Violence

Summer Term 1 May 10 – June 17, 2020 | Cassidy Biener, B.A., M.A.

**Instructor:** Cassidy Biener (Wallis), M.A. (UBCO), Hon. B.A. (MacEwan), You may call me Cassidy or Mrs. Biener (Bee-ner)

**Office:** Virtual Office

**Contact:** Students are asked to please email the instructor directly at [wallisca@mail.ubc.ca](mailto:wallisca@mail.ubc.ca). Responses are not guaranteed within 24 hours. E-mail is preferred over Canvas messenger.

**Office hours:** Time Slots will be available for booking through canvas during the scheduled class time over Zoom. All classes will be asynchronous. Office hours are set in Pacific (Kelowna) Time. Additional office hours will be set as requested.

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### Course Summary

There has always been a public fascination with homicide. How it happened, who did it and of course the often misunderstood and misattributed, why? This course will objectively examine the phenomenon of homicide and violence in order to determine its origin, nature, and impact. Students will gain a better understanding of the biological, psychological, and social factors which contribute to the commission of violent acts. The course will be broken up into four separate sections. First placing homicide within context, next we will discuss explanations for homicide and violence, followed by specific forms of homicide and related topics, and finally there will be a focus on responding to and preventing homicide.

### Learning Outcomes

After completing this course and all lectures, students should be able to:

- Outline the historical progress in understanding acts of violence by different offender types.
- Identify common types of homicide, their explanations, features, and prevention strategies.
- Explain the role of mental illness and personality disorders in specific types of homicide.
- Summarize various typologies and classifications of violence and homicide.
- Evaluate real world case examples of homicide and violence based on psychological and criminological research.
- Critique current psychological and criminological theories as they are applied to violence and homicide.

### Requirements FOR ONLINE DELIVERY



In order to take in this course, students must have access to a laptop or desktop computer and stable internet connection. Students will need to turn on their Canvas email notifications ([learn how](#)) OR check Canvas regularly as announcements will be the primary method of updating the class regularly.

### **Lecture format**

Course lectures will be pre-recorded and will be posted on Canvas ahead of class time (i.e., by 8:30 am on the Monday and Thursday of each week). Students are welcome to review the material at their own pace; however, it is expected and highly recommended that students keep up with the weekly schedule so they can complete all assignments and are prepared for exams.

Although no live lectures will take place, the instructor will be available through Zoom-hosted office hours to answer student questions. Students who join office hours before their meeting time may be placed in a Zoom waiting room if another student is finishing up their meeting. If, for any reason, office hours are too busy to accommodate everybody, the instructor will add additional times. Students can also contact the instructor for an appointment outside of course time if these times are not feasible.

### **Privacy and respect in the Course**

1. Throughout the course, students or instructors may choose to provide personal information (e.g., in recorded lectures, live office hours, posted discussion threads). It is important that everyone understands and agrees that for safety, the personal information of fellow students and instructors should not be divulged to persons outside the class. Doing so will be viewed as breach of privacy.
2. Given the nature of course content, some material will be sensitive. The instructor commits to always giving proper introduction and notice for topics of this kind.
3. It is to be anticipated that students will have diverse opinions, feelings, and ideas throughout this course. This course is conducted with the utmost respect for differing views, and students are expected to discuss course content with the same respect. Bullying, foul language, or harassment of any kind in this online course will not be tolerated.
4. No course material, including lectures, assignments, and exams shall be copied or distributed.

### **No text required**

Textbooks are only recommended but not required for this course. This course draws from chapters from multiple textbooks. Please note, the assigned readings are in addition to content covered in class. Students are expected to read articles as part of independent study.

### **Suggested readings**



- Brookman, F. (2005). *Understanding homicide*. Sage.
- Hickey, E. W. (2016). *Serial murderers and their victims* (7<sup>th</sup> ed.). Boston, USA: Cengage Learning.

## Course Evaluation

### Participation (8%)

Students will receive participation marks by completing the entrance and exit ticket for each lecture. These will be graded purely on completion. The entrance and exit tickets will be available as assignments on canvas. There are a total of 10 tickets (I only require 9 for full marks) to complete one for each lecture. These are all due the following week before class time, Monday and Thursday 8:30 am, giving you one week to view the lectures at your leisure. It is important to note that you may choose to take multiple days to view one lecture. In this case, only complete the ticket when you open the lecture and when you complete it. Marks will not be given retroactively; students must complete their participation activities within the assigned time period or request [academic concession](#) as soon as possible.

### Midterm Exam (30%)

The midterm exam will consist of matching, multiple-choice, short answer and essay questions. Questions will be drawn from all course content and material. This is a non-proctored open-book quiz delivered on Canvas. The midterm will occur during the original class time at 8:30 am, Monday May 31, 2021, Pacific Standard Time. Students who miss their midterm exam without justification and documentation will receive a grade of 0%.

### Final Exam (35%)

The final exam will consist of matching, multiple-choice questions, short answers, and essay questions. The final will be cumulative and questions will be drawn from all course content covered. However, there will be more multiple choice questions pulled from the material covered since the midterm. This is a non-proctored open-book quiz delivered on Canvas. The examination period for Term I of Summer 2021 is June 21 – June 25. The final exam will be scheduled by the Registrar's office and will be held in Pacific Standard Time.

### Discussion points and Responses (27%)

A first initial discussion will be marked on completion. This will your opportunity to tell me a bit about your self. This discussion will not count towards your other discussions for the semester. After that students will have a choice between 2 discussion points each week. One released on Monday with course content and the other released on Thursday with course content. They will each be due in exactly one week. You will have a total of 7 discussions to complete throughout the semester. Discussions should explore the topics in approx. 200 - 300 words. You are



expected to post discussions and then view and comment on two other student’s discussions. Perhaps they were similar or identified a different aspect of the topic than you. Do not comment until you have posted your own. Your responses should be at least 50 words in length but should not exceed 100. I have set out clear guidelines for length so as to make a standard for effort. This is meant to encourage further exploration of topics, while also not overburdening the high achievers. Discussion topics will be released alongside the lectures at 8:30 on Monday and Thursday mornings and will be due the following week before class time. This gives you one week to view the lectures at your leisure, complete the discussion prompt, and reply to two others. Questions and answers will be due at the same time.

**Extra marks: Sona credit and/or depravity standard (2%)**

Students may also earn up to 2% of Sona credits towards their final course grade. Please see the last page of this syllabus for detailed and important instructions.

Alternatively, students may make up 1% of those SONA credits by completing the depravity standard scale (can be found at <https://depravitystandard.org/> ). You will be awarded a mark when you screenshot the final page of the depravity scale and send it in an email format.

Final grades will be based on the evaluations listed above and the final grade will be assigned according to the standardized grading system outlined in the UBC Okanagan Calendar. Students will be able to view their final grades on Canvas and will have 72 hours to alert the instructor to any calculation errors before grades are submitted. The Barber School reserves the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department, or the school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Click [here](#) for more information.

PERCENTAGE (%)	LETTER GRADE
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F

**Conflicts, Late, or missed evaluations**



The following is an overview of UBCO's campus-wide policy of academic concessions. Students are asked to familiarize themselves with full policy, available [here](#).

Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Generally, such circumstances fall into one of two categories: conflicting responsibilities and unforeseen events.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid as much as possible any conflicts with course requirements. Students with such responsibilities are also required to discuss with their course instructor(s) at the start of each term, or as soon as a conflicting responsibility arises, any accommodation that may be requested. Instructors may not be able to comply with all such requests especially if the academic standards and integrity of the course or program could be compromised. In accordance with [UBC Policy 65: Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance, and preferably earlier.

Students who, because of unforeseen events or, are absent during the term and are unable to complete tests or other graded work, should discuss with their instructors how they can make up for missed work. Documentation for absence will be required. Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. If ill health is an issue, students are encouraged to seek attention from a health professional. Campus Health and Counselling will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Documentation provided for the instructor must be signed in ink. Students who, because of unforeseen events, experience a prolonged absence during a term or who miss a final or term-end examination, must report to their dean or director to request academic concession as close as possible to the time when attendance is adversely affected.

Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns first to the Head of the discipline, and if not resolved, to the Office of the Dean.

### **“Attendance” Policy**

Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent from the course because of illness or disability should report to their instructors on return to classes. Any request for [academic concession](#) must be clearly expressed.

### **Academic Integrity**



The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) are subject to harsh sanctions, including an assigned mark of 0% in the evaluation, and more serious consequences if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. Information on academic integrity, including the University’s policies and procedures, may be found [here](#). University policy on student conduct during examinations can be found [here](#); students will be provided a reminder of these policies before the midterm and final exam.

### Course Schedule

The schedule may be subject to change but students will be informed in advance. A version of lecture slides without images will be posted to Canvas in *addition* to the recorded lecture. Reading material not covered in class will still be included on the examinations.

Part	Lecture /Date	Topic	Readings
<b>Part 1</b>	May 10	Introduction: Deconstructing Homicide  Lecture 1	<ul style="list-style-type: none"> <li>● Canter, D. V., &amp; Wentink, N. (2004). An empirical test of Holmes and Holmes’s serial murder typology. <i>Criminal justice and behavior</i>, 31(4), 489-515.</li> <li>● Fridel, E. E., &amp; Fox, J. A. (2018). Too few victims: Finding the minimum victim threshold for defining serial murder, 8(4), 505-514.</li> <li>● Salfati, C. G., &amp; Dupont, F. (2006). Canadian homicide: An investigation of crime-scene actions. <i>Homicide studies</i>, 10(2), 118-139.</li> <li>● Walters, B. K., Drislane, L. E., Patrick, C. J., &amp; Hickey, E. (2015). Serial murder: Facts and misconceptions. <i>Science and the Courts</i>, 1(5), 32-41.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Brookman, F. (2005). <i>Understanding homicide</i>. Sage. Chp. 1, pp. 1–26.</li> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 1, pp. 1-46). Boston, USA: Cengage Learning.</li> </ul>



Part 2	May 13	Biological Explanations for Aggression  Lecture 2	<ul style="list-style-type: none"> <li>● Cupaioli, F. A., Zucca, F. A., Caporale, C., Lesch, K. P., Passamonti, L., &amp; Zecca, L. (2020). The neurobiology of human aggressive behavior: Neuroimaging, genetic, and neurochemical aspects. <i>Progress in Neuro-psychopharmacology and Biological Psychiatry</i>, 110059.</li> <li>● Qadeer, M. I., Amar, A., Huang, Y. Y., Min, E., Galfalvy, H., Hasnain, S., &amp; Mann, J. J. (2021). Association of serotonin system-related genes with homicidal behavior and criminal aggression in a prison population of Pakistani Origin. <i>Scientific reports</i>, 11(1), 1-12.</li> <li>● Parrott, D. J., &amp; Eckhardt, C. I. (2018). Effects of alcohol on human aggression. <i>Current Opinion in Psychology</i>, 19, 1-5.</li> <li>● Reid, S. (2017). Developmental pathways to serial homicide: A critical review of the biological literature. <i>Aggression and violent behavior</i>, 35, 52-61.</li> <li>● <a href="https://www.nature.com/news/ethics-taboo-genetics-1.13858">https://www.nature.com/news/ethics-taboo-genetics-1.13858</a></li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Brookman, F. (2005). <i>Understanding homicide</i>. Sage. Chp. 3, pp. 56–74.</li> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 3, pp. 68-74). Boston, USA: Cengage Learning.</li> </ul>
	May 17	Psychopathology of Violence  Lecture 3	<ul style="list-style-type: none"> <li>● Fox, B., &amp; DeLisi, M. (2019). Psychopathic killers: a meta-analytic review of the psychopathy-homicide nexus. <i>Aggression and violent behavior</i>, 44, 67-79.</li> <li>● Goetz, A. T. (2010). The evolutionary psychology of violence. <i>Psicothema</i>, 22(1), 15-21.</li> <li>● Sea, J., Beaugard, E., &amp; Youngs, D. (2020). Behavioural profiles and offender characteristics: Typology based on the Personality Assessment Inventory (PAI) in homicide cases. <i>Journal of Investigative Psychology and Offender Profiling</i>, 17(3), 310-331.</li> </ul>



			<ul style="list-style-type: none"> <li>● Sturup, J. (2018). Comparing serial homicides to single homicides: A study of prevalence, offender, and offence characteristics in Sweden. <i>Journal of Investigative Psychology and Offender Profiling</i>, 15(2), 75-89.</li> <li>● Whiting, D., Lichtenstein, P., &amp; Fazel, S. (2020). Violence and mental disorders: A structured review of associations by individual diagnoses, risk factors, and risk assessment. <i>The Lancet Psychiatry</i>.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Brookman, F. (2005). Understanding homicide. Sage. Chp. 4, pp. 76–99.</li> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 3, pp. 74-116). Boston, USA: Cengage Learning.</li> </ul>
	May 20	Social Construction of Criminality  Lecture 4	<ul style="list-style-type: none"> <li>● Derzon, J. H. (2010). The correspondence of family features with problem, aggressive, criminal, and violent behavior: A meta-analysis. <i>Journal of Experimental Criminology</i>, 6(3), 263-292.</li> <li>● Parfitt, C. H., &amp; Alleyne, E. (2020). Not the sum of its parts: A critical review of the MacDonald triad. <i>Trauma, Violence, &amp; Abuse</i>, 21(2), 300-310.</li> <li>● Pridemore, W. A. (2002). What we know about social structure and homicide: A review of the theoretical and empirical literature. <i>Violence and victims</i>, 17(2), 127-156.</li> <li>● Zulfiqar, S. H. (2020). Does Media Violence Cause Violence? Can exposure to Violent TV Shows, Movies and Video Games turn people Aggressive and Desensitized to Violence?. Can exposure to Violent TV Shows, Movies and Video Games turn people Aggressive and Desensitized to Violence.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 4, pp. 117-158). Boston, USA: Cengage Learning.</li> </ul>
	May 24	Victoria Day	No class
<b>Part 3</b>	May 27	Male Perpetrators with	<ul style="list-style-type: none"> <li>● Brookman, F. (2003). Confrontational and revenge homicides among men in England and Wales.</li> </ul>





	an Emphasis on Serial Homicide  Lecture 5	<p>Australian &amp; New Zealand Journal of Criminology, 36(1), 34-59.</p> <ul style="list-style-type: none"> <li>● Gutmann, M. (2021). The animal inside: men and violence. <i>Current Anthropology</i>, 62(S23), S000-S000.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Brookman, F. (2005). <i>Understanding homicide</i>. Sage. Chp. 6, 121-160.</li> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 7, pp. 233-280). Boston, USA: Cengage Learning.</li> </ul>
May 27	Sexual Predators, Criminal Paraphilia, and Homicide  Lecture 5	<ul style="list-style-type: none"> <li>● Chopin, J., &amp; Beauregard, E. (2020). Patterns of Necrophilic Behaviors in Sexual Homicide: A Criminological Perspective. <i>International journal of offender therapy and comparative criminology</i>, 0306624X20969947.</li> <li>● Drury, A., Heinrichs, T., Elbert, M., Tahja, K., DeLisi, M., &amp; Caropreso, D. (2017). Adverse childhood experiences, paraphilias, and serious criminal violence among federal sex offenders. <i>Journal of Criminal Psychology</i>. 7(2) 105-119.</li> <li>● Skott, S., Beauregard, E., &amp; Darjee, R. (2019). Female sexual homicide offenders: A descriptive and comparative study. <i>Journal of Forensic Sciences</i>, 64(1), 154-162.</li> <li>● Woodworth, M., Freimuth, T., Hutton, E. L., Carpenter, T., Agar, A. D., &amp; Logan, M. (2013). High-risk sexual offenders: An examination of sexual fantasy, sexual paraphilia, psychopathy, and offence characteristics. <i>International Journal of Law and Psychiatry</i>, 36(2), 144-156.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 5, pp. 159-216). Boston, USA: Cengage Learning.</li> </ul>
May 31	Midterm	<ul style="list-style-type: none"> <li>● All content covered in class and additional readings are testable.</li> </ul>



June 3	Unexpected offenders: Female Offenders, Healthcare Homicide, and Youth Offenders  Lecture 6	<ul style="list-style-type: none"> <li>● Hemenway, D., &amp; Solnick, S. J. (2017). The epidemiology of homicide perpetration by children. <i>Injury epidemiology</i>, 4(1), 5.</li> <li>● Maynard, F. R., &amp; Percy, M. S. (2020). Childhood and Criminal Responsibility: Can a 9-Year-Old Be a Murderer?. <i>Journal of Pediatric Surgical Nursing</i>, 9(2), 64-66.</li> <li>● Liles, A. (2018). The Life Course of Female Homicide Offenders: The Context of Turning Points. <i>Journal of Qualitative Criminal Justice &amp; Criminology</i>.</li> <li>● Yorker, B. C., Kizer, K. W., Lampe, P., Forrest, A. R. W., Lannan, J. M., &amp; Russell, D. A. (2006). Serial murder by healthcare professionals. <i>Journal of Forensic Sciences</i>, 51(6), 1362-1371.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Brookman, F. (2005). <i>Understanding homicide</i>. Sage. Chp. 7-8, pp. 161-209.</li> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 4/6. pp. 130-134, 217-232). Boston, USA: Cengage Learning.</li> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 9, pp. 307-333). Boston, USA: Cengage Learning.</li> </ul>
June 7	Multiple Perpetrator Homicides and Diffusion of Responsibility  Lecture 7	<ul style="list-style-type: none"> <li>● Clarkson, R., Eichinger, M., &amp; Darjee, R. (2020). Multiple perpetrator sexual homicide in Australia and New Zealand: An exploratory study of groups, victims, offenders and offences. <i>Journal of Criminal Justice</i>, 101726.</li> <li>● Guivarch, J., Piercecchi-Marti, M. D., &amp; Poinso, F. (2018). Folie à deux and homicide: Literature review and study of a complex clinical case. <i>International journal of law and psychiatry</i>, 61, 30-39.</li> <li>● Juodis, M., Woodworth, M., Porter, S., &amp; Ten Brinke, L. (2009). Partners in crime: A comparison of individual and multi-perpetrator homicides. <i>Criminal Justice and Behavior</i>, 36(8), 824-839.</li> </ul>



		<ul style="list-style-type: none"> <li>Lantz, B. (2021). The consequences of crime in company: Co-offending, victim–offender relationship, and quality of violence. <i>Journal of interpersonal violence</i>, 36(7-8), NP4363-NP4388.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 8, pp. 281-306). Boston, USA: Cengage Learning.</li> </ul>
June 10	Mass Murder  Lecture 8	<ul style="list-style-type: none"> <li>Taylor, M. A. (2018). A comprehensive study of mass murder precipitants and motivations of offenders. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 62(2), 427-449.</li> <li>Fridel, E. E. (2017). A multivariate comparison of family, felony, and public mass murders in the United States. <i>Journal of interpersonal Violence</i>, 0886260517739286.</li> <li>Kelly, C. R., &amp; Aunspach, C. (2020). Incels, Compulsory Sexuality, and Fascist Masculinity. <i>Feminist Formations</i>, 32(3), 145-172.</li> <li>Knoll, J. L. (2016). Understanding homicide–suicide. <i>Psychiatric Clinics</i>, 39(4), 633-647.</li> <li>Silver, J., Horgan, J., &amp; Gill, P. (2018). Foreshadowing targeted violence: Assessing leakage of intent by public mass murderers. <i>Aggression and Violent Behavior</i>, 38, 94-100.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>Brookman, F. (2005). <i>Understanding homicide</i>. Sage. Chp. 9, pp. 210-237.</li> </ul>
June 14	Victims of Homicide  Lecture 9	<ul style="list-style-type: none"> <li>Walsh, J. A., Krienert, J. L., &amp; Comens, C. L. (2016). Examining 19 years of officially reported child abduction incidents (1995–2013): employing a four category typology of abduction. <i>Criminal Justice Studies</i>, 29(1), 21-39.</li> <li>Jameson, C. (2010). The “short step” from love to hypnosis: A reconsideration of the Stockholm syndrome. <i>Journal for Cultural Research</i>, 14(4), 337-355.</li> </ul>



			<ul style="list-style-type: none"> <li>● Matias, A., Gonçalves, M., Soeiro, C., &amp; Matos, M. (2020). Intimate partner homicide: A meta-analysis of risk factors. <i>Aggression and violent behavior</i>, 50, 101358.</li> <li>● White, K., Stuart, F., &amp; Morrissey, S. L. (2020). Whose lives matter? Race, space, and the devaluation of homicide victims in minority communities. <i>Sociology of Race and Ethnicity</i>, 2332649220948184.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 10, pp. 334-375). Boston, USA: Cengage Learning.</li> </ul>
	June 14	A Global Perspective  Lecture 9	<ul style="list-style-type: none"> <li>● Alda, E. (2017). Drivers of Homicide in Latin America and the Caribbean: Does Relative Political Capacity Matter?. <i>The Handbook of Homicide</i>, 432-450.</li> <li>● Ellis, T., &amp; Hamai, K. (2017). Homicide in Japan. <i>The handbook of homicide</i>, 388-411.</li> <li>● Hart, R. (2015). An analysis of global homicide patterns. <i>Berkeley, CA: University of California, Berkeley</i>. <a href="https://www.econ.berkeley.edu/sites/default/files/HART-Honors%20Thesis.pdf">https://www.econ.berkeley.edu/sites/default/files/HART-Honors%20Thesis.pdf</a>.</li> <li>● Jaishankar, K., &amp; Halder, D. (2017). Homicide in India: Historical and Contemporary Perspectives. <i>The Handbook of Homicide</i>, 486-498.</li> <li>● Lindegaard, M. R. (2017). Homicide in South Africa: Offender Perspectives on Dispute-related Killings of Men. <i>The Handbook of Homicide</i>, 499 - 514.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Hickey, E. W. (2016). <i>Serial murderers and their victims</i> (7<sup>th</sup> ed., Chp. 11, pp. 376-415). Boston, USA: Cengage Learning.</li> </ul>
<b>Part 4</b>	June 17	Responding/Investigating Homicide and Homicide Prevention  Lecture 10	<ul style="list-style-type: none"> <li>● Baguley, C., McPhedran, S., Eriksson, L., &amp; Mazerolle, P. (2020). How do different case conclusions impact on survivors of homicide? Developing and applying a conceptual framework</li> </ul>



			<p>to organize current empirical knowledge. <i>Journal of Victimology and Victim Justice</i>, 3(1), 57-71.</p> <ul style="list-style-type: none"> <li>● Davis, D., &amp; Leo, R. (2017). A damning cascade of investigative errors. <i>The handbook of homicide</i>, 578-598.</li> <li>● Maguire, E. R. (2017). Preventing Homicide. <i>The Handbook of Homicide</i>, 676-692.</li> <li>● Ransford, C., &amp; Slutkin, G. (2017). Seeing and treating violence as a health issue. <i>The Handbook of Homicide</i>. Chichester, West Sussex, England: Wiley-Blackwell, 601-625.</li> <li>● Ribeiro, R. A. B., &amp; de Matos Soeiro, C. B. B. (2021). Analysing criminal profiling validity: Underlying problems and future directions. <i>International journal of law and psychiatry</i>, 74, 101670.</li> </ul> <p>Suggested</p> <ul style="list-style-type: none"> <li>● Brookman, F. (2005). Understanding homicide. Sage. Chp. 10, pp. 239-276.</li> <li>● Brookman, F. (2005). Understanding homicide. Sage. Chp. 11, pp. 277-311.</li> <li>● Hickey, E. W. (2016). Serial murderers and their victims (7th ed., Chp. 12, pp. 416-475). Boston, USA: Cengage Learning.</li> </ul>
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### Part 1: Placing Homicide in Context

This section will provide students with a basic understanding of homicide classifications and judicial responses. Students will be asked to consider inconsistencies and popular myths associated with homicide popularized by the media. Topics will include the role of homicide as a form of entertainment, the legal framework for homicide charges (comparing US and Canada), and common classifications and forms of homicide. After this unit students will be able to: Compare US and Canadian judicial responses to homicide. Classify homicide cases based on victim count and time sequences. Identify specific cases of homicide which do not conform to traditional homicide charges.

### Part 2: Explanations for Homicide

This section will provide students with an overview of the field of research on violence and homicide. Students will be asked to consider case examples in which psychological, biological or situational perspectives were theorized to influence the commission of violence or homicide.



Topics will include positivistic and individualistic explanations for crime, the role of genetics, hormones, and environmental contaminants which impact aggressive behavior. The role of mental illness in violent behavior will be explored. Finally, social theories for criminality will be reviewed as well as, the MacDonald Triad, and the impact of childhood maltreatment on the development of criminality. After this unit students will be able to: Identify different biopsychosocial theories for violence, aggression, and criminality. Assess the impact of different variables on the development of violence. Critique various theories for violence and criminality.

### **Part 3: Specific Forms of Violence and Homicide**

This section will investigate specific forms of homicide and offender characteristics. Students will be asked to identify exemplary case examples of specific types of homicide offenders based on offence characteristics. Topics will include sexual predators and criminal paraphilia, healthcare professionals as perpetrators, youth offenders, male and female homicide perpetrators, multi-perpetrator homicide cases, diffusion of responsibility, serial murder and mass murder. After this unit students will be able to: Distinguish between sexual offenders and sexual predators. Describe the progression of specific paraphilias. Distinguish between true cases of euthanasia and homicides committed by healthcare professionals. Evaluate seminal studies of juvenile serial homicide offenders. Compare male and female perpetrated violence and homicide. Differentiate between prevalent features of mass murder typologies. Describe implications of degree of relation between victims and perpetrators. Identify culturally significant types of homicide.

### **Part 4: Dealing with Homicide**

This section will explore how to respond, investigate, and prevent homicide offences. Students will be asked to identify specific techniques for the investigation and prevention of homicide offences. Topics will include the steps to a homicide investigation, information gathered during investigations, the role of profiling and different types of profiling, biases in interviewing practices, sentencing decisions, and prevention strategies for common forms of homicide. After this unit students will be able to: Describe the steps in an investigation of homicide. Appraise different profiling techniques and their utility in the investigation of homicides. Describe factors which may hinder a homicide investigation. Evaluate different preventative techniques for specific forms of homicide.

### **Academic Integrity**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what



is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [Academic Calendar](#).

### **Campus resources**

#### UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in Commons Corner in the University Centre building (UNC 227).

- 250.807.9263 | [earllene.roberts@ubc.ca](mailto:earllene.roberts@ubc.ca) | [www.ubc.ca/okanagan/students/drc](http://www.ubc.ca/okanagan/students/drc)

#### UBC Okanagan Ombuds Office

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness. Located in UNC 227B.

- 250.807.9818 | [ombuds.office.ok@ubc.ca](mailto:ombuds.office.ok@ubc.ca) | <http://ombudsoffice.ubc.ca/ubc-okanagan-2/>

#### UBC Okanagan Equity and Inclusion Office

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office. Located in UNC 227C.

- 250.807.9291 | [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca) | [www.ubc.ca/okanagan/equity](http://www.ubc.ca/okanagan/equity)

#### Health & Wellness

- UBCO Health and Wellness website: [www.students.ok.ubc.ca/health-wellness](http://www.students.ok.ubc.ca/health-wellness)
- UBCO Counselling Services: please call 250-807-9270 to book an appointment.



- Emergent situations: Please use one of the following telephone numbers
  - Health and Wellness 250-807-9270 (Mon-Fri, 9am-4pm)
  - Security 250-807-8111 (emergency)
  - Security 250-807-9236 (non-emergency)
  - 24 Hour Crisis line 1-800-784-2433 (1-800-SUICIDE)
  - 24 Hour Nurses Help Line 811

### Safewalk

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information:

<http://www.ubc.ca/okanagan/students/campuslife/safewalk.html>

### Thrive Thursdays Walk-in Wellness Clinic

A barrier-free wellness clinic, accessible without an appointment to students, staff, faculty and community members. Complete a brief meeting with a graduate clinician alongside a registered psychologist for 30 – 45 minutes to develop the right wellness plan for you. Services are free of charge. Thursdays 10:00 am – 3:00 pm. Visit: <https://psych.ok.ubc.ca/psychology-clinic/thrive-thursdays/>

### Sexual violence and prevention response office

A safe place for faculty, staff, and students who have experienced sexual assault regardless of identity, expression, orientation, regardless of when or where it took place. Visit their website at <https://svpro.ok.ubc.ca> or telephone 250-807-9640.

### Participating in SONA: Fast facts

Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities.

#### **Research Participation (Option 1)**

As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

#### *Important Requirements*





You may participate in more than one experiment in order to accrue credits. It is important to sign up for experiments early in the semester in order to increase the odds that a timeslot is available. If you wait until late in the semester, all timeslots may be taken. **IMPORTANT:** Please note, due to concerns related to COVID-19, only online studies will be hosted on Sona.

### *Logging On To The System*

Sona is only open for those students who are registered in a psychology course offering Sona credit. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

### *Missed Appointments & Penalties*

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email [psyc.ubco.research@ubc.ca](mailto:psyc.ubco.research@ubc.ca) with any questions or concerns that you may have regarding the Sona system, including unassigned bonus credits. Your professor does NOT have access to this information.

### **Research Summary Assignment (Option 2)**

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

### *Important Requirements*

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.
  - A “recent” article has been published within the past 12 months.
  - A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
  - A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.



2. You must choose an article published by one of the following agencies:

- The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
- The American Psychological Association - [www.apa.org/journals/by\\_title.html](http://www.apa.org/journals/by_title.html) has a full listing.
- The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
- The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). The review will be graded on a pass – fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. If you do not check your email frequently, provide a phone number on the cover page.



### Copyright Disclaimer

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>. Some of these figures and images are subject to copyright and will not be posted to Connect. All material uploaded to Connect that contain diagrams and figures are used with permission of the publisher; are in the public domain; are licensed by Creative Commons; meet the permitted terms of use of UBC's library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff.

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