



**Florida State University  
College of Criminology and Criminal Justice**

**CCJ 4601 Human Behavior**

**Credit Hours:** 3  
**Meeting Time:** Mondays and Wednesdays, 3:05-4:20pm  
**Meeting Location:** William Johnson Building 2005

**Professor:** Joseph A. Schwartz, Ph.D.  
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**Phone:** (850) 644-7949  
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**TAs:** Chris Cassity  
**Email:** [cdc20ct@my.fsu.edu](mailto:cdc20ct@my.fsu.edu)  
**Office:** Criminology and Criminal Justice Building, 304  
**Office hours:** Mondays 12:00-2:00pm (and by appointment)

### **What you Will Learn**

This course is designed to acquaint you with the biological, genetic, and environmental origins to human behavior. Toward this end, we will examine an array of topics including personality development, brain functioning, and the biosocial basis of behavior. Discussion will also center on the manner in which various environmental influences operate through biological mechanisms to influence behavior across different stages of the life course. Particular emphasis will be placed on using empirical-based research to understand the etiology of antisocial conduct.

### **Course Objectives**

The main objectives of this course are:

1. Describe the biosocial perspective and its contributions to the behavioral sciences.
2. Discuss the ways in which biological influences contribute to behavior.
3. Identify key environmental influences on behavior.
4. Discuss the ways biology and environment combine to shape behavior.
5. Evaluate research designs used in criminological research.
6. Discuss prevention programs informed by biosocial research.
7. Discuss the ways biosocial research can guide intervention/rehabilitation programs.
8. Summarize and evaluate the legal and ethical implications of biosocial contributions to behavior.

## Required Course Materials

### Book

Beaver, K. M. (2019). *Biosocial Criminology: A Primer* (4<sup>th</sup> Ed.). Dubuque, IA: Kendall/Hunt. ISBN: 978-1-5249-8319-2

NOTE: You are NOT required to buy a book that comes with an online access code.

### Other Materials

You need to make sure that you have stable and reliable access to the Internet, as well as the ability to view and read PDF files, watch streaming audio/video, and use word processing programs. If you do not have access to a reliable Internet connection, you need to set aside time in your schedule to access the online material from a computer with a sufficient connection speed. Not having appropriate access to Internet/computer resources is not a valid excuse for late assignments or incomplete materials.

## Evaluation and Grading

Course grades will be based on the following:

Discussion Briefs (5):	150 points (15%)
Online Quizzes (5):	100 points (10%)
Exam 1:	250 points (25%)
Exam 2:	250 points (25%)
Exam 3:	250 points (25%)
<b>Total points possible:</b>	<b>1000 points</b>

### Grading Scale

A	93-100	C	74-76
A-	90-92	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

## Course Structure and Format

This is a traditional, in-person course with topics organized around the weeks of the semester. Your overall grade in the class will be based on your performance on three separate components:

### Discussion Briefs

On Monday of each week, I will post a discussion question or prompt and you will be expected to submit a response by the following **Friday at 11:59 pm EST** on Canvas. Depending on the content covered and the questions/prompts supplied for each week, responses are expected to vary in length, but should consist of **at least 2-3 paragraphs** to adequately engage the provided questions/prompts. Discussion briefs are worth 20 points each for a total of 100 possible course points (30 points × 5 briefs = 150 course points).

Discussion briefs are expected to meet the following requirements in order to receive full credit:

1. The brief must effectively address all parts of the discussion question/prompt

2. The brief must ***cite and reference*** all assigned readings and any other materials referenced in the brief
3. The brief must convey that you have read all of the required readings for that week
4. Briefs must be free from grammatical errors, well-written, and proofread prior to submitting
5. The brief should be submitted before the deadlines listed above

Weekly discussion posts that meet these minimum requirements will receive full credit. Posts that do not meet the minimum requirements will receive a lower grade. Discussion briefs cannot be made up and late posts will not be accepted. A grading rubric for discussion briefs will be provided to give an a more direct example of these expectations, how briefs will be graded, and how students can receive full credit.

Briefs will be submitted on Canvas as a Word (.doc or docx) document. However, as mentioned above, students are expected to bring a copy of their brief with them when attending the Discussion section each week.

### *Online Quizzes*

Five quizzes will be administered on Canvas throughout the semester. Each quiz is worth 20 course points for a total of 100 overall points (20 points  $\times$  5 quizzes = 100 points). Quizzes typically consist of 10 practice exam questions in multiple choice and true/false format. All quizzes are due by ***Friday at 11:59pm EST*** of the week they are assigned, and all due dates are listed in the course schedule.

### *Exams*

Three exams will be administered in class throughout the semester. Each exam consists of 50 multiple choice and true/false questions worth four points each, for a total of 250 possible points per exam (5 points  $\times$  50 questions = 250 points). The dates in which exams will be administered are included in the calendar on Canvas and are also listed in the course schedule.

## **Policies and Requirements**

### *Course Expectations*

You are highly encouraged to attend each and every class meeting. Information will be covered in class that is not in the PowerPoint slides or the assigned readings. If you miss a class meeting, I highly recommend that you borrow notes from one of your fellow students and talk to me and/or the course TA about any additional clarification you may need. I do not post my PowerPoint slides on Canvas and will not provide students who have missed a class with my notes.

In addition, the following expectations will be enforced:

1. All readings are expected to be completed by the assigned date.
2. You are expected to complete all assignments on time.
3. Plagiarism and cheating will not be tolerated. Note the Academic Honor Policy below.
4. Extend courtesy and respect to your fellow classmates at all times. Disrespect or hateful speech of any kind directed toward other students, myself, or anyone else will not be tolerated.
5. If you have any problem or experience any unforeseen circumstances, do not hesitate to contact me. The sooner you inform me of an issue, the more options we have to get it resolved.
6. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
7. All work must be original and created for this semester's course.

*Grade Change Requests, Extra Credit, Late/Make Up Work and Rounding*

I know it is tempting to **request more points** or a change to your grade as we move through the semester. Besides, “it never hurts to ask,” right? I’ve deliberately designed this course to provide you with as many opportunities as possible to achieve the grade you have in mind. There are many, many opportunities for points outside of exams, which gives you far more control over your final grade in the class. With that in mind, I cannot accommodate grade change requests, appeals for more points, or any similar requests. For these reasons, any requests will be ignored, and I will not respond to emails making these requests.

In regard to **extra credit**, I will not provide extra credit to individual students. Any extra credit opportunities will be made available to the entire class, at my discretion, and will be announced via Canvas in full detail. Please do not ask for extra credit. If an extra credit opportunity becomes available, I will announce it to the entire class.

**Late work** will only be considered or accepted in exceptional circumstances. Specifically, students must 1) notify me within 24 hours of missing the assignment, AND 2) provide me with a university approved excuse for missing the assignment (see the “University Attendance Policy” below for what constitutes a university approved excuse). I may request written documentation for the excuse if necessary. If this procedure is not followed, you will receive a score of zero for the assignment. Any make up exams may consist of entirely of short answer questions and administered using Honorlock.

Grades are **rounded** to the nearest whole number when calculating your final grade. For example, an 89.5 (or greater) will round to a 90, but an 89.4 will round to an 89. This is the only rounding that will take place for this course. I do not round individual assignment, quiz, or exam grades. Any requests for additional rounding or another form of rounding will not receive a response.

#### *University Attendance Policy*

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

#### *Academic Honor Policy*

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>).

While you are encouraged to support one another and work collaboratively when appropriate, plagiarism or other academic dishonesty of any kind will not be tolerated in this class. Incidents of cheating or plagiarism of any type will be rigorously pursued. Any form of academic dishonesty will result in a grade of “zero” for that particular assignment. I reserve the right to screen for plagiarism, including electronic citation checkers (e.g., SafeAssign). For this course, you may be required to submit assignments to SafeAssign. All written materials will become source documents in the SafeAssign database and will be used solely for the purpose of detecting plagiarism.

#### *Academic Success*

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

*Americans with Disabilities Act*

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

1. Must register with and provide documentation to the Office of Accessibility Services (OAS)
2. Must provide a letter from OAS to the instructor indicating the need for accommodation and what type
3. Should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
oas@fsu.edu  
<https://dsst.fsu.edu/oas>

*Confidential Campus Resources*

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program  
University Center A, Rm. 4100  
(850) 644-7161  
Available 24/7/365  
Office Hours: M-F 8-5  
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services  
Askew Student Life Center, 2nd floor  
942 Learning Way  
(850) 644-8255  
<https://counseling.fsu.edu/>

University Health Services  
Health and Wellness Center  
(850) 644-6230  
<https://uhs.fsu.edu/>

*Expectations Regarding COVID-19 and the Ongoing Pandemic*

I will do everything in my power to ensure that we continue to hold class in a face-to-face format this semester. We've all been through a lot in the past couple of years and I, as much as anyone, am excited about returning to "normal," particularly in regard to teaching, my interactions with students, and everyday life on campus. With that said, I can only do so much to keep all of you and myself safe and healthy, with the ultimate goal of continuing to meet in person for the entire semester. I need your help and cooperation as well. The university has explicitly outlined what you can do to help us all work toward these goals:

- **Wear a face covering or mask at all times when inside any FSU facility, even if you are vaccinated.** This includes all of our students, faculty, staff, vendors and visitors. Recent studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons. We expect you to help mitigate the spread by wearing a mask.
- **Get vaccinated against COVID-19, even if you've had COVID-19 in the past.** If possible, aim to be fully vaccinated, but if unable, strive to have at least one shot of Pfizer or Moderna vaccine no later than August 22. Please visit [vaccine.fsu.edu](https://vaccine.fsu.edu) for walk-in clinic dates and hours at the Tucker Center in Tallahassee or [vaccines.gov](https://vaccines.gov) to locate a COVID-19 vaccine provider near you.
- **Stay home when sick, self-quarantine and get tested for COVID-19 no sooner than 24 hours after your symptoms begin.** You can test for no cost at the Tucker Center. Schedule your test at [uhs.fsu.edu/coronavirus/testing](https://uhs.fsu.edu/coronavirus/testing).
- **Continue to practice good hygiene habits such as washing your hands frequently.**

### CCJ 4601 Spring 2022 Course Schedule

Date	Topic	Readings	Stuff to Do
<b>Week 1</b> (week of 1/5)	Introduction to Course	None	
<b>Week 2</b> (week of 1/10)	Why Biosocial Criminology?	Chapter 1	1. Quiz #1
<b>Week 3</b> (week of 1/17)	Genetic Origins to Antisocial Behavior: Part I	Chapter 2 (pp. 35-58)	<b>***Class cancelled Monday, 1/17 for Martin Luther King, Jr. Day***</b> 1. Discussion #1
<b>Week 4</b> (week of 1/24)	Genetic Origins to Antisocial Behavior: Part II	Chapter 2 (pp. 58-83)	1. Quiz #2
<b>Week 5</b> (week of 1/31)	Genetic Origins to Antisocial Behavior Wrap-Up	None	1. Exam #1 Review 2. <b>Exam #1 on Wednesday, 2/2</b>
<b>Week 6</b> (week of 2/7)	Gene-Environment Interplay: Part I	Chapter 3 (pp. 93-102)	1. Discussion #2
<b>Week 7</b> (week of 2/14)	Gene-Environment Interplay: Part II	Chapter 3 (pp. 102-117)	1. Quiz #3
<b>Week 8</b> (week of 2/21)	The Brain and Antisocial Behavior: Part I	Chapter 4 (pp. 127-138)	
<b>Week 9</b> (week of 2/28)	The Brain and Antisocial Behavior: Part II	Chapter 4 (pp. 138-148)	1. Quiz #4 2. Discussion #3

<b>Week 10</b> (week of 3/7)	The Brain and Antisocial Behavior Wrap-Up	None	1. Exam #2 Review 2. <b>Exam #2 on Wednesday, 3/9</b>
<b>Week 11</b> (week of 3/14)	<b>***Spring Break - Class Cancelled 3/14 - 3/16***</b>		
<b>Week 12</b> (week of 3/21)	Environmental Influences on Antisocial Behavior: Part I	Chapter 5 (pp. 157-177)	1. Discussion #4
<b>Week 13</b> (week of 3/28)	Environmental Influences on Antisocial Behavior: Part II	Chapter 5 (pp. 177-186)	1. Quiz #5
<b>Week 14</b> (week of 4/4)	Prevention and Treatment Strategies	Chapter 6	1. Discussion #5
<b>Week 15</b> (week of 4/11)	Current Developments in Biosocial Criminology	None	
<b>Week 16</b> (week of 4/18)	Conclusions and Future Directions	Chapter 8	1. Exam #3 Review
<b>Finals Week</b> (Week of 4/25)	<b>*** Exam #3 is scheduled for Thursday, 4/28, 3:00-5:00pm in William Johnson Building 2005***</b>		

*Syllabus Change Policy*

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.