



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

CCJ 4601-0003 Human Behavior

Credit Hours: 3
Meeting Time: Mondays, Wednesdays, & Fridays, 1:20-2:10pm
Meeting Location: Bellamy 0116

Professor: Joseph A. Schwartz, Ph.D.
Email: jaschwartz@fsu.edu
Phone: (850) 644-7949
Office: College of Criminology and Criminal Justice Building, 304A
Office hours: Mondays & Wednesdays 7:30am-9:00am (and by appointment)

TAs: Chris Cassity
Email: cde20ct@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* (4th 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%)
Total points possible:	1000 points

Grading Scale

A	94-100	C	74-76
A-	90-93	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 a brief is due, I will post a discussion question or prompt and you will be expected to submit a response by the following ***Sunday 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 30 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
 - a. NOTE: you are more than welcome to discuss, cite, and reference other sources as well, but you are not required to do so
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

Discussion briefs that meet these minimum requirements will receive full credit. Briefs that do not meet the minimum requirements will receive a lower grade. Discussion briefs cannot be made up and late assignments will not be accepted. A grading rubric for discussion briefs will be provided to give 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.

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 × 5 quizzes = 100 points). Quizzes typically consist of 10 practice exam questions in multiple choice and true/false format. All quizzes are due by **Sunday 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 throughout the semester. Each exam consists of 50 multiple choice and true/false questions worth 5 points each, resulting in a total of 250 points per exam. **Exams will be administered in class with answers recorded on a provided Scantron form.** Exams dates are provided 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 another student 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, Re-Grading Assignments, 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.

Assignments will be graded as quickly as possible once turned in. It is possible that the course TA or I made a mistake when grading your assignment and I want to ensure that any mistakes are corrected in due course. However, instances of **re-grading** assignments should be reserved for rare situations in which a mistake was made during the grading process. With this in mind, re-grading requests must be made within **5 days of the grades being posted to Canvas**. In addition, for any re-grading request, the course TA and/or I will grade your assignment as if it were a fresh submission, meaning **you are just as likely to lose points as you are to gain them**.

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 may be administered at the University Testing Center or via Honorlock. Students are responsible for knowing the rules and regulations pertaining to the testing center.

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 and the use of artificial intelligence (AI) software. For this course, you may be required to submit assignments to Turnitin. All written materials will become source documents in the Turnitin database and will be used solely for the purpose of detecting plagiarism or the use of AI generated text.

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/>

CCJ 4601 Fall 2023 Course Schedule			
Date	Topic	Readings	Stuff to Do
Week 1 (week of 8/28)	Introduction to Course	None	1. Get book and get acquainted with course on Canvas
Week 2 (week of 9/4)	Why Biosocial Criminology?	Chapter 1	***Class cancelled Monday, 9/4 for Labor Day*** 1. Quiz #1
Week 3 (week of 9/11)	Genetic Origins to Antisocial Behavior: Part I	Chapter 2 (pp. 35-58)	1. Discussion #1
Week 4 (week of 9/18)	Genetic Origins to Antisocial Behavior: Part II	Chapter 2 (pp. 58-83)	1. Quiz #2
Week 5 (week of 9/25)	Genetic Origins to Antisocial Behavior Wrap-Up	None	1. Exam #1 Review 2. Exam #1 on Friday, 9/29
Week 6 (week of 10/2)	Gene-Environment Interplay: Part I	Chapter 3 (pp. 93-102)	1. Discussion #2
Week 7 (week of 10/9)	Gene-Environment Interplay: Part II	Chapter 3 (pp. 102-117)	1. Quiz #3
Week 8 (week of 10/16)	The Brain and Antisocial Behavior: Part I	Chapter 4	***Class cancelled Friday, 10/20 for Homecoming*** 1. Quiz #4
Week 9 (week of 10/23)	The Brain and Antisocial Behavior: Part II	None	1. Discussion #3

Week 10 (week of 10/30)	The Brain and Antisocial Behavior Wrap-Up	None	1. Exam #2 Review 2. Exam #2 on Friday, 11/3
Week 11 (week of 11/6)	Environmental Influences on Antisocial Behavior: Part I	Chapter 5 (pp. 157-177)	***Class cancelled Friday, 11/11 for Veterans' Day*** 1. Discussion #4
Week 12 (week of 11/13)	***No Class Meetings – American Society of Criminology (ASC) Annual Meeting***		
Week 13 (week of 11/20)	Environmental Influences on Antisocial Behavior: Part II	Chapter 5 (pp. 177-186)	***Class cancelled 11/22 and 11/24 for Thanksgiving*** 1. Quiz #5
Week 14 (week of 11/27)	Prevention and Treatment Strategies	Chapter 6	1. Discussion #5
Week 15 (week of 12/4)	Conclusions and Future Directions	Chapter 8	1. Exam #3 Review
Finals Week (Week of 12/11)	*** Exam #3 is scheduled for Wednesday, 12/13, 12:30pm-2:30pm***		

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.