



CCJ1191 SYLLABUS

Course Title:	HUMAN BEHAVIOR IN CRIMINAL JUSTICE
Number:	CCJ1191
Reference #:	796595
Credits:	3 Credit Hours
Term:	Summer Term 2013-3 (May 11 – June 20, 2014)
Schedule:	TR 8:00 a.m. – 11:20 a.m.
Room:	R446 – Kendall Campus

Instructor Information	
Dr. Elizabeth C. Buchholz, Associate Professor School of Justice	
Office Hours:	Tue./Thu. 7:00 am – 8:00 am; 3:00 p.m. – 5:00 p.m. Wed. 8:00 a.m. – 12:00 p.m.
Room:	9117 - North Campus; 6306 - Kendall Campus
Office:	305/237-1873
Cell Phone:	786/361-9350 (Follow prompts.)
Email:	ebuchhol@mdc.edu
Alternate Email:	dr.ebuchholz@gmail.com
Web Page:	faculty.mdc.edu/ebuchhol
When you email please put CCJ1191- Your Name - Reason for email; e.g., “Question” or “Essay” in the subject line. Please do not send a question/issue as a “reply” to unrelated emails I send you!	

TEXTBOOK	
Title:	<i>Serial murderers and their victims</i>
Edition:	6th
Author:	Hickey
ISBN :	9781133049708
Publisher:	Cengage Learning
Copyright Date:	2013
Publisher Site:	http://www.coursesmart.com/IR/2897660/9781133049708?_hdv=6.8

You must obtain the book and read the assigned chapters in order to be able to participate in class discussions.

Please make sure you bring the textbook, writing utensil and materials to class. We will be reading case studies from the textbook.

Course Description

This course is an introduction to criminal human behavior from the perspective of serial and mass murder. Definitions, historical perspectives and the effects of this crime on society will be explored. As an introduction to the field of human behavior in criminal justice, this course will cover human behavior and how it relates to the duties and responsibilities of criminal justice practitioners. This course will explore the concepts and information needed to better understand mass and serial murderers—society’s most dangerous criminals—in the United States.

techniques are explored.

GRADING POLICY

• Attendance	=	10%
• Essay Assignment	=	15%
• PowerPoint	=	10%
• Weekly online quizzes	=	25%
• Midterm Exam	=	20%
• Final Exam	=	20%
		<hr/>
		100%

I DO NOT ROUND GRADES UP AT THE END OF THE SEMESTER (e.g., 88 or 89 to a 90). Please do not ask me to do so!

Grading Breakdown

A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	59 and below



Absences / Days Present / Grade*

0 – 12 = 100	7 – 5 = 41
1 – 11 = 91	8 – 4 = 33
2 – 10 = 83	9 – 3 = 25
3 – 9 = 75	10 – 2 = 16
4 – 8 = 66	11 – 1 = 8
5 – 7 = 58	12 – 0 = 0
6 – 6 = 50	

**This does not include participation or tardiness/leaving early. Each half of class equals one-half day. 3 tardies/leaving early will count as ½ day absence; 6 tardies/leaving early = 1 absence and so forth.*

TENTATIVE SCHEDULE

Deviation from Syllabus: Deviation from the syllabus may occur. Students will be advised of any deviation(s). Please check your email frequently.

DATE	WEEKLY ACTIVITIES	Assignments
Week 1 (Tue.) May 13, 2014 	Introduction Discuss syllabus (web) Hickey: Ch. 1 - Introduction	Read Chapter 1
Week 1 (Thu.) May 15, 2014	Hickey: Ch. 1 cont'd Hickey: Ch. 2 – Cultural Development of Monsters, Demons, and Evil	Read Ch. 2 WED., 5/14/14-LAST DAY TO DROP Week 1 Quiz
Week 2 (Tue.) May 20, 2014	Hickey: Ch. 2 cont'd	
Week 2 (Thu.) May 22, 2014	Hickey: Ch. 3 Psychopathology and Biogenics of Serial Murderers	Read Ch. 3 Week 2 Quiz
Week 3 (Tue.) May 27, 2014	Hickey: Ch. 3 cont'd Hickey: Ch. 4 Social Construction of Serial Murder	Read Ch. 4
Week 3 (Thu.) May 29, 2014	MIDTERM EXAM-1st half of class Hickey: Ch. 4 cont'd	Read Ch. 4 Week 3 Quiz
Week 4 (Tue.) June 3, 2014	Hickey: Ch. 4 cont'd Hickey: Ch. 5 Sexual Predators, Paraphilia, and Murder	
Week 4 (Thu.) June 5, 2014	Hickey: Ch. 5 cont'd	Read Ch. 5 Week 4 Quiz PowerPoint Due, 6/6/14 Essay assignment due, 6/8/14
Week 5 (Tue.) June 10, 2014	Hickey: Ch. 5 cont'd Hickey: Ch. 7 – The Male Serial Murderer	Last Day to WD
Week 5 (Thu.) June 12 2014	Hickey: Ch. 7 – cont'd	Read Ch. 7 Week 5 Quiz
Week 6 (Tue.) June 17, 2014	Hickey: Ch. 8 – Team Killers (time permitting)	Read Ch. 8
Week 6 (Thu.) June 19, 2014	FINAL EXAM	

Course Learning Objectives

At the end of this course the student will be expected to:

1. Explain the scope of mass and serial-murder victimization in the United States
2. Explain the many myths surrounding the phenomenon of serial murder, the label psychopath, and how society perpetuates those myths.
3. Define homicide and the various classifications of murder in American society.
4. Describe the definitions and differences between mass and serial murder.
5. Identify biological and genetic foundations of violent behavior.
6. Describe insanity and mental illness as they relate to violent behavior.
7. Explain sociological theories as they pertain to violent behavior.
8. Explain the role of family and maladaptive childhood behaviors that may portend adult criminality, especially violence.
9. Identify the incidence of school shootings by juveniles compared to adults.
10. To examine the Myers and Kirby typologies of juvenile serial killers.
11. Describe the etiology of serial murder as it relates to Hickey's Trauma-Control Model.
12. Explain the facilitators that influence the construction of serial murderers.
13. Describe the differences between sex offenders and sexual predators.
14. Identify the spectrum of criminal paraphilia that can contribute to escalation in sex crimes.
15. Describe the current research on female sex offenders and public perception of women who commit sex offenses.
16. Explain the impact of male serial killers in American society.
17. To explore the "invisible" rise of African American serial killers, their behavioral characteristics, victims, and myths and facts surrounding these offenders.
18. Explain the emergence, societal scope, impact, motives and psychopathology of female serial murderers.
19. Describe victim facilitation in serial murder.

School of Justice Learning Objectives:

1. DATA
 - a. Use data to support Criminal Justice Policy Development
2. CULTURE
 - a. Create strategies to examine Cultural Beliefs about Right and Wrong
3. ETHICS
 - a. Effects of Ethical Decisions on Professional Behavior
4. COMMUNICATION
 - a. Communicating differences about Crime Control and Due Process
5. LOGICAL REASONING
 - a. Use Logical Reasoning to Improve the Criminal Justice system

MDC Learning Outcomes:

This class will fulfill several of these learning outcomes.

As graduates of Miami Dade College, students will be able to:

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.

6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment.

Instructional Methods

- In this course, we will use the textbook, videos, films, newspapers and Internet articles to analyze and discuss criminal investigations in all of its social, cultural, and legal complexity.
- Every student is expected to have an active email address. Please make sure that you create an account on the student portal. The web address to this portal is <https://www.mdc.edu/sis/>
- The student portal is where you need to update your contact information, including your email address. My student rosters are linked to the information in your portal. This is the email address where all your notes and other important information will be sent.
- Participation and collaboration are a major part of this course. Attendance is required in order to fulfill the competencies of this course.
- We will also use several other mediums to help place emphasis on certain topics. These include the PowerPoint presentations, guest lecturers, Internet, television, and movies.

Class Policies

- **Attendance and Participation**

Participation and collaboration are a major part of this course. Attendance is required in order to fulfill the competencies of this course.

- It is expected that every student attend and participate in every class session.
- Attendance will be taken and each student must respond to roll/sign in at each scheduled class session.
 - **IF YOU DO NOT RESPOND TO ROLL/SIGN IN YOU ARE CONSIDERED ABSENT.**
- Overall attendance and participation are worth **10%** of your total grade.
- PLEASE NOTE: I reserve the right to deduct points from this grade based on a lack of participation, students arriving late or leaving early, and students being unprepared for class.
- You must make *prior* arrangements with me if you have a personal issue.
- If you are not in attendance during a class session you will receive a 0 for attendance and participation that day (*excused or unexcused absence*).
- I do not “excuse” absences except under the following circumstances (with documentation)—at my discretion:
 - *Preapproved* military obligations
 - Jury duty
 - You are in the hospital
- This does NOT include any unanticipated or so-called emergencies, doctor/dentist appointments, family member/child ill, parent-teacher conferences, car trouble, weather, traffic court, court appearance, etc.
 - Please do not ask me to excuse absences.
- If you are going to miss a class please email me at ebuchhol@mdc.edu
- It is your obligation to contact another student in this course for the material missed during that class session.

- **Tardiness/Leaving Early:**
 - Each student is expected to arrive on time. **Class starts at 8:00 a.m. sharp!**
 - Three (3) tardies will be counted as ½ day absence; six (6) as one (1) day absence and so forth.

- **Behavior**
 - During class all electronic devices must be turned off and put away. If I observe use of any electronic equipment during class your participation grade will be lowered for that day ¼ absence.
 - Observed cell phone and/or electronic equipment usage during an examine will result in your exam being collected and a 0 for that exam.
 - You are expected to conduct yourself properly at all times. Please refer to the College's Code of Conduct which is available at <http://www.mdcc.edu/pdf/procedures>
 - Please respect all others in this class, including the instructor and your classmates.
 - Please always respect yourself while in this class. Refrain from using vulgarities or discriminating terms while in this class.
 - There is a zero tolerance policy on any academic dishonesty. If you are caught plagiarizing or cheating on any assignment or exam it will result in an automatic 0. Further sanctions can also be taken by the college. Please see your Students' Rights and Responsibilities Handbook for further information on Academic Dishonesty.

- **Assignments/Exams-Missed/Make Up**
 - All assignments should be submitted on the due date. You may also submit your assignments *before* the due date.
 - **Late work will not be accepted.**
 - I reserve the right to make exceptions to this policy.
 - **EXAMS:** If you are going to be absent for an exam, you must receive *prior* approval to retake the exam; or, if an emergency arises and you are not able to take the exam, you must provide documentation. **One letter grade will be deducted from the test score of exams taken after the test date.**
 - It is *your* responsibility to make arrangements with me to make up the exam.
 - I reserve the right to not allow students to retake an exam.
 - Any in-class group assignments cannot be made up. Grades for in-class assignments are only awarded to students who are in class on the day of the assignment.

- In compliance with State and Federal Financial Aid Regulations, class rolls will be purged to remove students who do not abide by the above stated attendance policy.
- Students must appear on the official class roll as registered and paid; if not, you may not remain in this class. You need to go to *Registration* for processing and advising.

- **Drop Date** – Each student is responsible to officially drop this class within the allotted time. The last day to drop/change your classes and receive a 100% refund for this semester is **May 14, 2014.** Last day to withdraw (W) is **June 5, 2014.** Please refer to the College's Academic Calendar for verification.
 - Please let me know if you decide to drop the class.

Available Services

- **Writing Center**

Room 2207

Building 2000, Second Floor

(305) 237-0677

This department will help you revise and edit your paper. Also, they are a great resource for questions regarding grammar, structure, and MLA format. If you are not the best writer, please stop by the writing center for help with your Term Paper.

Email: WritingCenter.Kendall@mdc.edu

Recommended Sites for Writing/Grammar Help:

<http://www.mdc.edu/north/library/links.asp?pageid=26>

Test Taking Skills:

<http://www.mdc.edu/north/english/testtakingskills.asp>

ACCESS Department

Room 2121

(305) 237-2767

Students with documented disabilities who qualify can receive such services as tutoring, note-taking, interpreting, technology training and other assistance they might need.

This is an excellent resource.

- **Single Stop**

Room 2118-05

Building 2, First Floor

(305) 237-0712

"One Stop Shop" for students to get connected to benefits. Free benefits screening, free financial counseling, free legal assistance, free tax preparation services, and mentoring.

Obtain at least two other students' contact information in case you miss the class:

1. Name _____
Phone _____
Email _____

2. Name _____
Phone _____
Email _____

▪ Writing Assignments

- MUST:
 - ✓ be typed.
 - ✓ be Times New Roman, 12 point font, black.
 - ✓ double-spaced.
 - ✓ properly cite sources that you used (APA format).
 - ✓ include a separate **cover page** and **references** page for sources used.
 - include your name, the course, the title of assignment, and the date.
 - ✓ be written in paragraph format, with complete sentences, and be grammatically correct.
 - ✓ reflect critical thinking.
- Must be submitted via the Virtual College dropbox AND via *turnitin*
 - (Go to Virtual College Lessons tab, relevant assignment icon.)
 - Papers with over 20% similarity will not be accepted. (You may submit it more than once, but not past the due date.)
 - Final product should be uploaded via the dropbox.
- Plagiarism will not be tolerated.
- Please keep a copy of all your written assignments. If I am not able to locate an assignment that you claim to have submitted, you are responsible to provide another copy.
- Visit my Web page for help with APA: <http://faculty.mdc.edu/ebuchhol>

This is how your textbook should be listed on the References page/slide:

References

Hickey, E. W. (2013). *Serial murderers and their victims* (6th ed.). Belmont, CA: Cengage Learning.

In-text citation: (Hickey, 2013)

Here are some guidelines that will be used to evaluate your assignments. Please use them to help prepare your essay:

1. Knowledge of the topic
 - Demonstrates a complete and accurate understanding of theories' concepts
 - Explains important theory concepts; uses examples to illustrate complex concepts
 2. Analysis and Critical Evaluation
 - Makes connections between important theoretical concepts and case elements
 - Evaluates connections between theory and case (How well does theory 'fit' or explain?)
 3. Use of Evidence
 - Supports points with references to the text or incidents/behaviors
 - Provides context and interpretation for all cited materials; source does not "stand alone"
 4. Quality of Writing
 - Paper is organized; paragraphs contain single main idea, flow together logically
 - Paper is written in the appropriate voice and tense; uses the student's own words
 - Sentences are clear, concise and use correct grammar
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POWERPOINT PROJECT - SERIAL MURDERER CRIMINAL PROFILE

You are a famous speaker on serial murders. You will be addressing a group of law enforcement officers from across the U.S. at a national training conference. You will use a PowerPoint presentation to discuss the "criminal profile" of a particular serial murderer to the attendees.

Content Requirements:

Choose a serial murderer.

Define criminal profiling. Use the FBI's method of separating "organized" from "disorganized."

Thoroughly describe the following items regarding the individual(s) you choose:

- Name and moniker
- Personal and criminal background (family, school, work, social)
- Personal characteristics (Was he/she socially withdrawn? Did he/she have abnormal relationships with family members? Did he/she display attention-seeking behaviors?)
- What was the perpetrator's modus operandi and signature?
- What did the perpetrator's choice of weapon say about him/her?
- Where did the crimes take place?
- Where were the bodies found?
- Did the perpetrator try to insinuate him/herself into the investigation by contacting the police?
- Victims and victim demographics
- Targets
- How the police tracked him/her down
- Interesting facts
- Did the evidence point to a perpetrator with a fantasy or plan?
- Motivation (Apply your past experience and understanding of serial murderers to outline motives that may have compelled this individual to commit the crimes.)

PowerPoint Requirements:

- Length: 10 to 15 slides (*excluding* the cover slide and the References slide).
- Design:
 - Be sure not to overcrowd your slides with information.
 - Be thorough, but also be concise.
 - Use bullet points to highlight main points.
 - If you use graphics, be sure to condense them, so your presentation is not too large.
 - Most photographs will not upload, so please only use 2 to 3.
- Mechanics: PowerPoint does not require that you write full sentences or paragraphs; in fact, this will detract from your presentation; however, your ideas must flow logically and your points should be presented in a consistent format. Check your spelling and use standard American English.
- You should consult at least **three (3) SCHOLARLY** sources in preparing your presentation. **Your last slide should be a [References](#) slide following APA format.**

Refer to grading rubric in the Assignment Dropbox for information on the weight of the above requirements for grading purposes.

SHORT ESSAY ASSIGNMENT

Serial Murderer

Select a serial killer from one of the case studies presented in the Hickey text (or another case in which you can locate substantial information).

Prepare a five-six (5-6) page essay (only, *excluding* cover and References pages) covering, in detail, the following:

1. Brief overview of cases
2. Detailed description of *offender* demographics (education, race, ethnicity, gender, socioeconomic status, birthplace). Explain how this may have affected the offender's future behavior.
3. Modus operandi
4. Signature
5. *Victim* demographics, profile
 - a. Similarities, if any
6. Motivation to kill
7. Typology (Holmes and DeBurger four core characteristics, and FBI two characteristics [Hint: See Chapter 1] and other typologies discussed)
8. Which criminological theories would apply to the offender(s) behavior? Explain.
9. Final outcome, conclusions
10. Whatever information you believe would be of interest

- ✓ The paper should contain an introduction, a body, and a conclusion.

Hint: The introduction states your thesis or the purpose of the paper. Organize your body paragraphs to include a main idea, which is then developed or illustrated by support evidence. The conclusion is a restatement of your thesis.

- ✓ There should be a minimum of three (3) SCHOLARLY reference citations.

HELPFUL WEB SITES:

Federal Bureau of Investigation, Serial Murder:

www.fbi.gov/stats-services/publications/serial-murder

Slate, Blood Loss: The Decline of the Serial Killer:

www.slate.com/articles/news_and_politics/crime/2011/01/blood_loss.html

Australian Institute of Criminology, Serial Murder:

www.aic.gov.au/documents/9/1/8/%7B9182A5C7-A457-4B97-814E-E9A7820E9B0C%7Dti25.pdf

Fortean Times: In Search of Sawney Beane:

www.forteanimes.com/features/articles/129/in_search_of_sawney_bean.html

The Anton Szandor LaVey Memorial:

www.antonlavey.org

CharlieManson.com:

www.charliemanson.com

Cornell University Law School Legal Information Institute: Insanity Defense:

www.law.cornell.edu/wex/insanity_defense

“Without Conscience”: Robert Hare's Web Site devoted to the study of Psychopathy:
www.hare.org

The Madoff Recovery Initiative:
www.madoff.com

Psychology Today: When is Bad Behavior Really BAD?
www.psychologytoday.com/blog/child-myths/200909/when-is-bad-behavior-really-bad

Biography - Belle Gunness:
www.biography.com/people/belle-gunness-235416

TruTV – Clifford:Olson:
www.trutv.com/library/crime/serial_killers/predators/olson/1.html

Nursing Home Abuse News:
www.elderly-abuse.com/wordpress/category/states/ohio/page/2/

The Guardian: Q&A: Harold Shipman, Britain’s most prolific serial killer, hangs himself in prison:
www.guardian.co.uk/society/2005/aug/25/health.shipman

BBC News: Nazi 'Euthanasia' Children Buried:
<http://news.bbc.co.uk/2/hi/europe/1942335.stm>

Forbes: Ten Best Serial Killer Movies You Haven't Seen:
www.forbes.com/sites/markhughes/2011/10/30/ten-best-serial-killer-movies-you-havent-seen-aka-ten-unique-serial-killer-films-for-halloween

CNN: Atlanta Child Murders:
www.cnn.com/SPECIALS/2010/atlanta.child.murders

The National Center for Victims of Crime: Cyberstalking:
www.ncvc.org/ncvc/main.aspx?dbName=DocumentViewer&DocumentID=32458

TruTV: William Bonin: The Freeway Killer:
www.trutv.com/library/crime/serial_killers/predators/bonin/killer_4.html

Deseret News: Serial Killer Myron Lance Dies after Years in Prison:
www.deseretnews.com/article/700061597/Serial-killer-Myron-Lance-dies-after-years-in-prison.html

The Guardian: In Cold Blood, Half a Century On:
www.guardian.co.uk/books/2009/nov/16/truman-capote-in-cold-blood

The Christian Science Monitor: Etan Patz: His disappearance started the era of parent anxiety:
www.csmonitor.com/The-Culture/Family/Modern-Parenthood/2012/0423/Etan-Patz-His-disappearance-started-the-era-of-parent-anxiety

MSNBC: Police: 1981 killing of Adam Walsh solved:

www.msnbc.msn.com/id/28257294s/us_news-crime_and_courts/t/police-killing-adam-walsh-solved/

AMBER Alert:

www.amberalert.gov