Special Topics in Criminal Justice: Serial Crimes and Criminals
01:202 496 - 03
Monday and Wednesday
1:40PM to 3:00PM
Lucy Stone Hall, **B115**

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Or By Appointment

Program in Criminal Justice
Rutgers, The State University of New Jersey

Learning Goals:
A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. **Competence:**
   a.) **Theory.** Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
   b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
   c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

SYLLABUS

PURPOSE OF THE COURSE:

This course provides an introduction to the concept of criminal profiling, its grounding in scientific research and the application of this research for crimes that are not readily solvable by conventional police investigative methods. Included in this class will be the examination of the skills, accuracy, components, and processes surrounding the construction of the criminal profile. Crime Action Profiling (CAP) techniques are explained along with the results of CAP studies on research of methods developed for the profiling of violent crimes. Specific crimes that will be explored in this area include homicide, sexual assaults, robbery and arson.

The geographical analysis of crime patterns are explored, as well as procedural guidelines for developing criminal profiles. The application of these criminal profiles to non-violent crimes is another area of discussion in this special topic of study. Further discussions will involve serial criminals involved in non-violent property crimes, including, but not limited to burglary, auto theft, and shoplifting.

REQUIRED TEXTBOOK:

#1. *Criminal Profiling: Principles and Practice* (2006), by Kocsis, Richard N. Totowa, NJ. Humana Press.

EVALUATION OF STUDENT PERFORMANCE:

Two Exams:	25 points each	**50** points
Five Assignments:	2 points each	**10** points
Annotated Bibliography:		**40** points
Total Semester Points:		**100** points

Exams consist of 50 multiple-choice items (1/ 2 points each) covering both lecture and reading assignments.

Assignments will cover areas directly related to the final course assignment, the annotated bibliography. The specific assignments are located on page 8 of the syllabus. Assignments **must be typewritten**. **No** *handwritten* work accepted.

Students will submit an annotated bibliography consisting of ten to fifteen references that connect to the study of serial criminals. This assignment will focus on one specific type of serial criminal, i.e. murderer, robber, rapist, arsonist, etc.

Students will submit **all** assignments in a manner consistent with those of a 400 level course of this university. **No** handwritten or electronic copies of assignments are acceptable.

A rubric specifying guidelines for grading the annotated bibliography is located at the end of this syllabus.

Students will present their findings to the class starting on **December 2, 2013**. The format of this component of your Annotated Bibliography assignment will be given during the semester.

The Annotated Bibliography assignment may be MLA or APA format. It is due *on or before* **Monday, December 2, 2013**.

There are **NO** make up dates for **ANY** assignment under **ANY** circumstance.

There are **NO** extra credit assignments.

Final Grades:

90 – 100%	**A**
87 – 89%	**B+**
80 – 86%	**B**
77 – 79%	**C+**
70 – 76%	**C**
60 – 69%	**D**
00 – 59%	**F**

This syllabus is subject to change.

Throughout this course, there will be guest lecturers with personal experiences in the subject area. Due to their other professional obligations, their appearances will be announced as soon as it is possible.

LECTURE TOPICS AND READING ASSIGNMENTS

9/4	Course Introduction.
9/9 and 9/11	Movie: Summer of Sam.
9/16	Criminal Profiling: Chapter 1. What is Criminal Profiling? Research Tutorial. **Assignment #1** is due. Discussion of Annotated Bibliography.
9/18	Criminal Profiling: Chapter 2. Smoke and Mirrors: The Illusions of Accuracy in Criminal Profiling

9/23 and 9/25	Criminal Profiling: Chapter 3. Rhetoric vs. Reality: Investigating Skills and the Accuracy of Criminal Profiling. **Assignment #2** is due on 9/25. Discussion of **Assignment #2**.
9/30	Research Tutorial. Class will be held at the Kilmer Conference Room (located in the basement of the Livingston Campus Library). Students will be instructed on use of available research resources for Course Annotated Bibliography.
10/2	Criminal Profiling: Chapter 4. The Components and Processes of Criminal Profiling. The Geography of Illegal Drugs: Drug Markets, Property Crime, and Neighborhood Viability (1996), by Ringert, George F. Boulder CO: Westview Press. Pp. 91-104. *(Handout #1*).
10/7 and 10/9	Criminal Profiling: Chapter 5. Defining Serial Violent Crime. **Term Assignment #3** is due 10/9. **Term Assignment #3** Discussion. **Mid Term Course Review**
10/14	**Mid Term Examination**
10/16	Guest Speaker: Jay Kohl. Special Issues Involving Serial Murderers.
10/21	Criminal Profiling: Chapter 6. Operational Interpretation of the Crime Action Profiling (CAP) Models.
10/23	Criminal Profiling: Chapter 7.Criminal Profiling of Serial Rape Offenses.
10/28 and 10/30	Criminal Profiling: Chapter 8. Criminal Profiling of Sexual Murder Offenses. **Term Assignment #4** is due 10/30. Discussion of **Term Assignment #4.**
11/4 and 11/6	Criminal Profiling: Chapter 9. Criminal Profiling of Serial Arson Cases.
11/11	Chief Dan Posluszny Lawrence Township Police Department. Other Serial Offences

11/13	Criminal Profiling: Chapter 10 Offense Location Patterns: Geographic Profiles.
11/18 and 11/20	Spatial Aspects of Crime: Behavioral Geography and Criminal Behavior (2004), by Paulson, Derek J. & Robinson, Matthew B. New York: Allyn & Bacon. Pp. 120-149. (*Handout #2*). **Term Assignment #5** is due 11/20. Discussion of **Term Assignment #5**.
11/25	*No Class Reading Assignment. Research Week*. I will be available at the classroom during class times for individual student assistance.
12/2	Criminal Profiling: Chapter 11. Procedural Considerations and Format Guidelines. **Annotated Bibliography is due**. Oral Presentations of Student Research.
12/4	Criminal Profiling: Epilogue: Fighting Fire with Fire. Oral Presentations of Student Research
12/9	Oral Presentations of Student Research
12/11	Oral Presentations of Student Research Final examination and Course Review

Final Examination Date: **Wednesday, December 18, 2013, 8:00AM at Lucy Stone Hall Room B-115.**

Nota Bene: Tape recording of lectures is strictly prohibited, along with note-taking for commercial purposes. This syllabus is subject to change.

Students unable to attend examination on the assigned date, for **ANY** reason, are to notify the instructor **PRIOR** to the examination date and make arrangements for make up exam.

Students are encouraged to utilize any and all resources available to assist them with this course through the Rutgers University Learning Resource Center. Information regarding the services available can be accessed at: http://lrc.rutgers.edu

Students will be held to the academic integrity standards of this institution. Refer to: http://teachx.rutgers.edu/integrity .

Fall 2013

Annotated Bibliography Assignment

Grading Rubric

Spelling And Grammar No Paper submitted. **0 points**	25 or more spelling and grammar errors. **1 point**	21 to 25 spelling and grammar errors. **2 points**	16 to 20 spelling and grammar errors. **3 points**	11 to 15 spelling and grammar errors. **4 points**	6 to 10 spelling and grammar errors. **5 points**	3 to 5 spelling and grammar errors. **6 points**	0 to 2 spelling and grammar errors. **7 points**
Outside Reference No Paper Submitted **0 points**	10 or less outside reference source. **1 point**	11 outside sources of reference. **2 points**	12 outside sources of reference. **3 points**	12 outside sources of reference. **4 points**	13 outside sources of reference. **5 points**	14 outside sources of reference. **6 points**	15 or more outside sources of reference. **7 points**
Content *No* Paper Submitted On December 2, 2013. **0 Points**		Poor conceptual continuity. Paper is not grounded in existing research on the question. Paper is not written in an organized manner with an introduction, body and conclusion. **10 Points**		Conceptual continuity is evident. Paper is grounded in existing research on the question. Paper is written in an organized manner with an introduction, body and conclusion. **20 Points**		Conceptual continuity enhances the paper. Paper is grounded in existing research. Paper is well written in an organized manner with an introduction, body and conclusion. Paper promotes continued research on the subject. **26 Points**	

Maximum point score for term paper assignment is **40** points.

All papers are due on, or before Monday, **December 2, 2013**. All papers not received by that date will receive a grade of **0** for the assignment.

***NO* LATE PAPERS WILL BE ACCEPTED. *NO* ELECTRONIC COPIES WILL BE ACCEPTED.**

SPECIAL TOPICS:
TERM ASSIGNMENTS AND DUE DATES

Monday, September 16:	**Assignment 1** due: Identify three different academic disciplines that are displayed in the movie "Summer of Sam".
Wednesday, September 25:	**Assignment 2** due: Peer Reviewed Academic Journals will be distributed for use in Assignment 2 on Wednesday, September 18. Students will synthesize any article of their choosing in the Journal, following the format of the "Carol Hoy" handout distributed during the first week of class.
Wednesday, October 9:	**Assignment 3** due. A one or two paragraph draft of the Introduction part of the Annotated Bibliography assignment
Wednesday, October 30:	**Assignment 4** due. At least 3 articles, from at least 2 different academic disciplines that you are utilizing for your Annotated Bibliography assignment.
Wednesday, November 20:	**Assignment 5** due. A draft of your summary/conclusion of the Annotated Bibliography term assignment.

I will review and comment on any drafts of your annotated bibliography up until 12:00 noon on Wednesday, November 27, 2013