



**College for Design and Social Inquiry
School of Criminology and Criminal Justice
CCJ 4627. Serial Homicide
Spring 2019**

Class Time:
Course Section:
Classroom:
Credit Hours: 3
Instructor: Lincoln B. Sloas, Ph.D.
Office: SO 221
Office Hours:
Email: lsloas@fau.edu (best way to reach me)
Phone: 561-297-3243

COURSE DESCRIPTION

This course is designed to provide students with an in-depth examination of the killers among us. It focuses on the myths and stereotypes that have evolved from mass media and public efforts to find explanations for the relatively rare phenomenon of serial homicide. Case-studies are used to introduce several serial killers that have plagued the streets of America and abroad.

COURSE OBJECTIVES

There are four objectives to the course: (1) develop content knowledge of law, crime and the criminal justice system; (2) increase the student's ability to think critically; (3) improve social science writing skills; and (4) improve information literacy.

COURSE RUBRIC

For each area of competency for the course, the following rubric might be helpful:

Objective I: Knowledge of serial murderers, serial homicide and theories.

- Low Performance: Barely able to identify major concepts, terms, and perspectives related to serial homicide.
- At or Below Average: Familiar with serial homicide theories, control strategies and system decision making.
- At or Above Average: Insight into the strengths and weaknesses of various theories, perspectives and knowledge of the arguments in different sides of the issues.
- Exemplary Performance: Mastery of issues, ability to integrate and apply effectively to substantive forms serial homicide. Thoughtful application of critical thinking to the issues.

Objective II: Critical thinking about serial murderers, serial homicide and theories.

- Low Performance: Relies on common person-on-the-street/media/entertainment industry opinions and understanding of serial homicide.
- At or Below Average: Understands basic facts from scientific research concerning serial

homicide.

At or Above Average: Solid understanding of conceptual models used to understand serial homicide. Able to compare and contrast perspectives.

Exemplary Performance: Able to apply conceptual models to cases and issues in a process of critical thinking.

Objective III: Social science writing skills

Low Performance: Poor grammar, spelling and writing errors, improper of bibliographic citations. Absence of important text citations. Absence of logical structure. Limited original thinking.

At or Below Average: No major writing errors (i.e., grammar, spelling). Inclusion of bibliography in research papers. Some text citations, using APA format. Clear, if uninspired, organization and writing style.

At or Above Average: No writing errors. Clear and integrated introduction, body and concluding statements. Comprehensive bibliography and text references in correct APA format.

Exemplary Performance: Engaging writing style. Clear, and well organized. No errors in grammar. Clear and logical physical presentation. Comprehensive bibliography and in-text referencing of most recent scientific information.

Objective IV: Information literacy

Low Performance: Relies on popular media, non-scientific internet sources, textbooks, encyclopedias, general dictionaries, etc.

At or Below Average: Identifies and uses professional and scientific print and electronic source material.

At or Above Average: Conducts comprehensive custom electronic library searches of scientific literature and government reports.

Exemplary Performance: Engages interactively with on-line searches, thoroughly integrates results from literature searches.

REQUIRED TEXTBOOK

Hickey, E. W. (2016). *Serial murderers and their victims* (7th ed.). Belmont, CA: Wadsworth Publishing.

ADDITIONAL READINGS & LECTURES

You are expected to read all assigned book chapters as well as scholarly journal articles before each class session. I do expect you to attend every lecture and become involved in class discussion throughout the semester. The material covered in class, at times, will be different from assigned readings and will not be distributed outside class.

ATTENDANCE POLICY

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical

performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

CANVAS

Assignments as well as other course documents (i.e., additional readings and PowerPoint's of the lectures) can be located on Canvas throughout the semester.

GRADING SCALE

96-100 = A+	86.5-89.9 = B+	76.5-79.9 = C+	60-69.9 = D
93-95.9 = A	83.5-86.4 = B	73.5-76.4 = C	<59.9 = F
90-92.9 = A-	80-83.4 = B-	70-73.4 = C-	

GRADUATE COURSE DESIGN

In-class participation	10%
Exams—2 @ 25%	50
Case-study analysis	10
Final PPT presentation	30
Total for the course:	100

IN CLASS PARTICIPATION

Throughout the semester you will be randomly selected to lead class discussion on the readings for that week. This is meant to get you involved in dialoguing with your classmates and me. This is important to build collegiality as well as social skills when you are working your future careers.

EXAMS

All materials—the lectures, discussion of the assignments, readings, notes, class discussions, presentations given by special lectures, etc.—are fair game for the examinations. All reading materials will be expected to be constructively used. Students will be expected to evoke lessons and critical thoughts from the literature, apply them to lessons learned in class, and then synthesize across weeks for the exams.

Examinations will be conducted out of class. Each exam will be distributed by 8 a.m. on their respective date and will be due 96 hours later by 8 a.m. (i.e., Thursday—Monday). I expect you to format each of your exams using Times New Roman, 12 point font, double-spaced, and using both in-text and reference page citations properly. We will not hold class on exam days. **There are no make-up exams in this class except for very exceptional circumstances, so please plan accordingly.** One to two questions (with multiple parts) will be asked for each essay exam. Each exam focuses primarily on the portions of the syllabus noted below. I expect you to type four to five pages for each response following the guidelines above.

CASE STUDY ANALYSIS

During the class we will discuss several typologies of serial murderers as well as characteristics of serial murderers and students will be given the task of profiling one serial murderer to determine which type(s) they are and accompanying characteristics. Instructions as well as the case-study will be posted on Canvas.

FINAL PPT PRESENTATION

At the beginning of the semester you will be randomly assigned a serial killer you will become an expert on. At the end of the semester you will present a final PPT presentation addressing a series of questions regarding your serial killer. A detailed list of these questions will be provided on Canvas.

ADD/DROP DEADLINES

Last day at 5 p.m. to drop/add courses without consequences; courses are fee liable after this date; \$100 late registration fee after this date

Last day to drop a course or withdraw without receiving an "F" in each course

CAMPUS SAFETY STATEMENT

Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify the instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Refer to (<http://www.fau.edu/admin/EmergencyInformation.php>) for further information on emergency response protocols.

POLICY FOR ACCOMODATING STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

CODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

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WEEKLY CLASS SCHEDULE

(Note: Syllabus scheduling is tentative and subject to change. Please note this is a weekly schedule).

Date	Topic of Discussion	Graduate Readings	Assignment/Task
Week 1	Course Syllabus/Meet and greet!		
Week 2	Introduction to the Phenomenon of Serial Murder	Hickey, Chapter 1; Fox & Levin (1998)	
Week 3	Typologies, Phases and Crime Scene Characteristics of Serial Murder	Canter et al. (2004); Norris (1988)	
Week 4	NO CLASS: WESTERN SOCIETY OF CRIMINOLOGY		
Week 5	Typologies, Phases and Crime Scene Characteristics of Serial Murder Cultural Development of Monsters, Demons, and Evil	Canter et al. (2004); Norris (1988) Hickey Chapter 2; Jarvis (2007)	
Week 5	Psychopathology and Biogenics of Serial Murderers	Hickey, Chapter 3; Edelstein (2015)	Case-study analysis due on Canvas by 5 pm
Week 6	NO CLASS: Exam 1		
Week 7	Social Construction of Serial Murder	Hickey Chapter 4; Bartels & Parsons	

		(2009)	
Week 8	Sexual Predators, Criminal Paraphilia and Murder	Hickey, Chapter 5; Chan et al. (2015)	
Week 9	No Class: Spring Break		
Week 10	The Male Serial Murderer	Hickey, Chapter 7; Gurian (2015)	
Week 11	NO CLASS: Exam 2		
Week 12	Team Killers & The	Hickey, Chapter 8; Arndt et al. (2004)	
Week 13	Female Serial Murderer	Hickey, Chapter 9; Farrell et al. (2013)	
Week 14	Responding to Serial Murderers	Hickey, Chapter 12; van Aken (2015)	
Week 15	Healthcare Killers	Hickey Chapter 6; Yardley & Wilson (2016)	
Week 16	Final presentations		