

**COURSE SYLLABUS**  
**CRIMINAL PROFILING & SERIAL OFFENDERS: FBI STYLE (CJS 489 & 589)**  
**Summer 2017**

Meeting Times: Throughout summer term program as scheduled.  
Required Text: *Profilers*. Edited by John H. Campbell & Don DeNevi.  
Prometheus Books

**COURSE OBJECTIVES**

Serial killers and those who hunt them have captured our imagination. From Jack the Ripper and Sherlock Holmes to *Silence of the Lambs* and *Criminal Minds*, we are fascinated by those who engage in the most heinous acts imaginable and intrigued by those who pursue them. And yet, the amount of misinformation in the popular media that surrounds the commission and investigation of serial crimes is staggering. This course is designed to give students a basic understanding of the phenomenon of violent serial offending—its history and causes (as we understand them today)—and to its investigation. In particular, we will introduce the concept of Criminal Investigative Analysis (the FBI term for “profiling”) and how it helps, and sometimes hinders, investigations. We will also examine other forensic tools (e.g., geographic profiling, DNA, cold case squads) and see how they may assist in the apprehension and conviction of violent serial offenders. We will explore the international aspect of these unspeakable crimes and offenders.

***Warning: Given the nature of the course, we will be discussing and viewing acts of graphic violence. We will also engage in frank discussions involving extreme sexual behavior. Individuals who are offended or disturbed by such things should give serious thought to taking another course in lieu of this one.***

**LEARNING OBJECTIVES**

1. Understand the history of violent serial offending.
2. Be able to differentiate between mass, serial, and spree killers.
3. Develop a familiarity with the explained causes of violent serial offending.
4. Be familiar with the histories and pathologies of individuals who have engaged in violent serial offending, as well as the international scope of these crimes.
5. Gain an understanding of the history of Criminal Investigative Analysis (CIA) (behavioral profiling).

6. Understand the different schools of behavioral profiling used today and why different individuals have developed different approaches to this forensic tool.
7. Become familiar with the ways in which CIA can aid investigators & prosecutors.
8. Develop an understanding of the fundamentals of CIA.
9. Learn how one becomes a “profiler.”
10. Develop an understanding of various techniques/resources that can aid in the clearance of serial offenses:
  - a. Geographic profiling
  - b. DNA & biometrics
  - c. Cold Case Squads
  - d. VICAP/VICLASS

## **COURSE REQUIREMENTS**

**Paper:** The paper will be a case analysis of a serial killer. The project will be a minimum of five pages. You can choose to do this project on any serial killer approved by me. The paper will be written in American Psychological Association (APA) style (see, inter alia, <http://www.liu.edu/cwis/CWP/library/workshop/citapa.htm>). Graduate students papers are to be a minimum of 10 pages.

Students will adhere to the following schedule in preparing their paper:

- Provide me with the name of the serial killer you intend to study by  
Unless prior permission is obtained from me, students will utilize Microsoft Word to prepare the paper.

You will be evaluated not just on the quality of your analysis, but on your mastery of writing mechanics. I expect proper grammar, spelling and sentence structure. In addition, you will be expected to present your ideas in a logical, coherent fashion. While not mandatory, I strongly encourage students to take advantage of the University's Writing Center).

The paper must follow the following format:

### **1) Introduction**

- Facts of the case
- Circumstances that lead to his/her capture

### **2) Offender**

- Offender's life history; what events may have led him/her to commit the crime. Consider:
  - Biological
  - Psychological
  - Environmental
- Did the offender suffer from any disorder (e.g., anti-social personality disorder)? Support your answer. If so, how did this affect his/her inclination to commit the crime? How did it affect the investigation?

### 3) Criminal Profiling

- Was any type of profiling used to apprehend the perpetrator (e.g., VICAP, Criminal Investigative Analysis, Geographic Profiling); was this type of analysis successful?
- If you had been the lead investigator, what type of profiling would you have used to help apprehend the perpetrator? Why would you have used this type of profiling? Why do you think it would have been successful? (**note: this is a very important part of your paper; students should take extra care in writing it to ensure that their answers are complete, well-reasoned, and supported by facts**)

### 5) Conclusion

**You will also have from 10- 15 minutes to do complete an oral presentation in the same format using power point as a support.**

**Class Participation:** Adults learn best through interaction. Therefore, I expect students to engage actively in class.

## CLASS POLICIES

**Academic Honesty:** Both the University and I expect you to pursue all academic matters in a manner that is beyond reproach. Students who engage in activities deemed unethical will be subject to disciplinary proceedings. Academic dishonesty includes, but is not limited to, cheating, plagiarism, unauthorized collusion and the abuse of resource materials.

"Cheating" includes:

- Copying another student's work product
- During a test, using materials not authorized by the giver of the test
- Collaborating with another during a test without authorization
- Knowingly and without authorization using the contents of an un-administered test
- Substituting for another student or allowing another student to substitute for you when taking a test
- Submitting the work of another and claiming it as your own.

“Plagiarism” is the appropriation of another’s work or ideas and the unacknowledged incorporation of that information into one’s own work. Students are to ensure that everything you use from other source, to include journals, books, websites, etc., is properly sourced and cited in your paper.

“Collusion” is the unauthorized collaboration with another in preparing work submitted for credit. I strongly encourage you to discuss class matters with other students. Also, in the preparation of your paper and book report, you are permitted to discuss your ideas with others as long as you properly cite any contributions made by the other person.

“Abuse of resource materials” is the mutilation, destruction, theft, alteration or concealment of materials provided to assist students in the mastery of course material.

Accommodations: Students who qualify under the Rehabilitation Act of 1973 and the American Disabilities Act of 1990 and who request a reasonable accommodation are requested to contact the Office of Student Disability Services (SDS) (234 Martindale Center; (662) 915-7128) at their earliest opportunity. SDS will ensure that I receive the required Instructor Notification of Classroom Accommodation form in a timely manner.

Instructor Flexibility: In order to provide the best classroom environment possible, I may alter the schedule or assignments on occasion. When this happens, I will inform you as expeditiously as I can.

## **READING SCHEDULE & CLASS OUTLINE**

All readings are to be completed prior to class. I may call on students randomly to discuss some portion of the assignment.

## **COURSE SYLLABUS**

CJS 650 & 499

Meeting Times: TBD  
Required Readings: As assigned.

### **COURSE OBJECTIVES**

Intelligence activities have been an important part of the history of most countries. However, historical events, legal structures, culture, and unique challenges have led to different approaches to intelligence and somewhat different organizational schemes. In this course, students will learn about the evolution and approaches to intelligence.

### **LEARNING OBJECTIVES**

1. Understand the purpose and potential benefits of intelligence gathering and analysis.
2. Trace the history of intelligence gathering activities in the United States and the UK.
3. Develop a familiarity with the IC as it currently exists in the United States and the UK.
4. Become familiar with the laws, guidelines, and ethics surrounding intelligence collection, storage and dissemination in the UK and the United States; understand how the misuse of intelligence can negatively affect civil liberties and human rights.
5. Understand the need for effective and efficient writing and briefing for policymakers.
6. Identify potential national security challenges for the 21<sup>st</sup> century and explain how the proper use of intelligence can help meet those challenges.

### **COURSE REQUIREMENTS**

Student grades as follows:

Final Paper      50% each

## Class Participation and Presentation with Power Point 50%

- Chapter 1: An Overview of Intelligence
  - Chapter 4: Collection
  - Chapter 5: Analytical Methods
  - Chapter 7: Putting It All Together: The Intelligence Cycle
  - Chapter 8: Counterintelligence
  - Chapter 9: Covert Operations
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- The purpose of intelligence and the role it plays in national security
  - The functional areas of intelligence, to include
    - Collection
    - Analysis
    - Counterintelligence
    - Covert Operations
  -

Undergraduates should submit papers at least 5 pages in length; graduate students should submit a paper of 10 pages

We expect proper grammar, spelling and sentence structure. In addition, you will be expected to present your ideas in a logical, coherent fashion. You will use citations in your paper.

Final Presentation: Students will present to the class five to ten minute presentations about the content of their final papers.

Class Participation: Adults learn best through interaction. Therefore, we expect students to engage actively in class. One cannot engage actively if one is not present.

## READING AND DISCUSSION SCHEDULE

All readings are to be completed prior to class. We may call on students randomly to discuss some portion of the assignment and/or give unannounced quizzes. Therefore, it is in your interest to be prepared!

Topic:

### **The History of Intelligence in the United States**

Issues to be covered:

- Trace the application of intelligence through U.S. history.
- How has intelligence helped the United States in periods of war and challenge?
- What are some external/internal factors that have influenced the evolution of the U.S. intelligence community?

Readings:

- 1) Chapter 2

Topic:

### **The American IC Today**

Issues to be covered:

- How and why has the U.S. IC evolved to its current state?
- What agencies in the U.S. (federal, state, local, private) are currently engaged in intelligence gathering, analysis and dissemination?
- How is the international IC organized?

Readings:

1) Chapter 3

Topic:

**U.S. Laws, Guidelines & Ethics Pertaining to Intelligence**

Issues to be covered:

- What is the inherent tension between intelligence and privacy and how has it shaped U.S. laws and guidelines regarding intelligence over the years?
- What are the current U.S. laws and guidelines with regard to intelligence activities?
- How are such things as the Global War on Terror and globalization likely to affect intelligence gathering, analysis and dissemination?

Readings:

- 1) Chapter 10

Topic:

**GCHQ**

Issues to be covered:

- What is the mission of GCHQ?
- How does GCHQ function within the British Intelligence Community?
- How does GCHQ collaborate with NSA?

Readings: Aldrich, Richard, *GCHQ* (London: Harper Press, 2010)

- 1) Aldrich, *GCHQ*, Parts 1-4

Topic:

**MI5**

Issues to be covered:

- What is the mission of MI5?
- How does MI5 function within the British Intelligence Community?
- What is the history of MI5?
- How does MI5 function today?



Readings: Andrew, Christopher, *In Defence of the Realm* (Allen Lane, 2009)

2) Andrew, Parts 1-7

Topic:

### **MI6**

Issues to be covered:

- What is the mission of MI6?
- How does MI6 function within the British Intelligence Community?
- What is the history of MI6?
- How does MI6 function today?
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Readings: Jeffrey, Keith, *MI6: The Secret History of the Secret Intelligence Service, 1909-1949* (London: Penguin Press, 2010)

3) Jeffrey, Parts 1-3