

**Seminar on Serial Sex Murder  
CJUS 4000**

**Who:** Dr. Charisse T.M. Coston (ccoston@uncc.edu)  
**Where:** 5081 Colvard Building  
**Phone:** 704 687 0745  
**Office Hours:** Tuesdays 1-2, and/or by appointment  
**Website:** <https://clas-pages.uncc.edu/ccoston>

**Graduate Assistant:** to be announced

**Texts:** Hickey, Eric, C. (2013). Serial Murderers and Their Victims.  
Belmont, California: Wadsworth, (6<sup>th</sup> edition)  
and

Carlo, Phillip. (1996 reprinted in 2013). The night stalker: The life  
and crimes of Richard Ramirez. Pinnacle: New York,

and

Schwartz, Anne E. (2011). The man who could not kill enough:  
The secret murders of Milwaukee's Jeffrey Dahmer. iUniverse:  
Bloomington, Indiana.

and

Readings on my website under this course number: [https://clas-  
pages.uncc.edu/ccoston](https://clas-pages.uncc.edu/ccoston)

**Course Description:** Multiple homicide is one of the most fascinating phenomena of modern day crime. It is also one of the most sensationalized areas of research in criminology and criminal justice. Understanding the real facts of a case rather than being caught up in the inevitable media glitz has become a difficult task. This course is designed to debunk the myths and to reveal the most current research from stringent reputable researchers regarding this form of criminal homicide.

In this regard, we will examine the history, causation, investigation, and control of the phenomenon of serial murder in the United States.

### **Grading: (Canvas will be used for grade reporting)**

Test 1:	40 questions; .05 a piece
Test 2:	40 questions; .05 a piece
Test 3:	20/short answer; (covers the case of Richard Ramirez applied to research on serial killers, generally, from readings and course notes); 1 point a piece
One group Presentation	20 points;
Test 4:	20 point short answer question (covers the case of Jeffrey Dahmer)

Always bring a #2 pencil with you for the tests

The total number of points that you have earned on the class assignments will be tallied and a traditional grading scale will be used:

90-100=A

80-89=B

70-79=C

60-69=D

59 & below

and for those

who are academically

dishonest=F

Examinations are based upon textbook material, class lectures, videos, guest speakers, discussion and undergraduate presentations.

**Academic Dishonesty:** You are reminded that academic dishonesty (cheating on examinations or taking credit for non-original thoughts ) will result in an "F" grade for the course.

### **Presentation**

Individual grades will be given for your group presentation. Your group must identify a serial killer from the list below:

Carl Eugene Watts  
Lonnie Franklin, Jr.

Leonard Lake and Charles Ng  
 Keith Jespersion  
 Randy Woodfield  
 Debra Brown and Alton Coleman  
 George Waterfield Russell  
 Anthony Sowell  
 Bobby Joe Long  
 Wesley Alan Dodd  
 Charles Albright  
 Shawn Garte  
 Gary Heidnik  
 Angel Reyes Resendis (The Railroad Killer)  
 Open (but you cannot do John Wayne Gacy, Dennis Rader, Ted Bundy or Jeffrey Dahmer)

Discuss:

1. the official version of the offense(s);
2. provide background data on the offender i.e., biological, sociological and/or psychological data surrounding possible motives for the offense;
3. similar and dissimilar characteristics from the general literature;
4. the criminal justice system response;
5. Implications, conclusions and suggestions for social policy, individuals, the medical community , to name a few i.e., (So What?).

Your entire presentation should not be more than 20 minutes in order to leave time for discussion and questions. A list of the criteria used for the grading of the final undergraduate presentations is as follows:

**Evaluation Criteria For assessing presentation quality:**

	<u>POINTS</u>
-Clarity of expression grammar	2
-Organization-flow and arrangement	2
-Ability to maintain audience interest	2
-use of visual aids	1
-use of notes/outline	3
Delivery, i.e.,	
voice projection	
eye contact	
gestures	
general technique	

-Familiarity with subject matter and How well prepared  
10

**Total Possible Points**

**20**

**Please provide me a detailed outline of your presentation.** Do not read your presentation. Do not chew gum or wear hats during your presentation. Be sure to integrate citations into your presentation. Provide me with a joint bibliography of no less than 10 citations from scholarly books and/or journals. I need a detailed outline from each group on the day you present. You can elect to share this outline with your peers.

**Course Outline and Readings\***

**Weeks 1-4**

Defining the Phenomenon

reading on the website: Serial Murder as Leisure Activity

History of Serial Killing  
Scope of the Problem

Chapter1

Motivations: Cultural, Biological,  
Psychological and  
Sociological

Frameworks

2, 3, 4, 5

Chapters

**Week 5--TEST 1**

**Weeks 6-8**

Demographic, Social and  
Behavioral Characteristics of  
Male and Female Offenders, and  
Those Who Kill with Accomplices

Chapters 7, 8

Relational Patterns and Compliant Victims  
Victims of Serial Killers  
Investigating Serial Murders

readings on web site

Chapters 9 10 12

Response to Serial Killers

Henry Louis Wallace

readings on website and Detective  
McFadden; Homicide (RET): CMPD and  
ID Discovery **I AM Homicide** on  
October 17, 2017 from 2-4

**Week 9--TEST 2**

**Week 10---** Richard Ramirez

**Week 11—Test 3**

**Weeks 12-15**

**Presentations Begin 10/31/2017;**

**Test 4 -12/5/17**

Summary of the Course; Course Evaluations

**Dates to Remember:**

Test 1: 9/12  
Test 2: 10/3  
Test 3: 10/24  
Test 4: 12/5

No Classes:

10/10; Nov. 14; Thanksgiving break

**Dates of Presentations:**

Groups 1 2 3 4	10/31
Groups 5 6 7 8	11/7
Groups 9 10 11	11/21
Group 12	11/28

\*Portions of the above may change at my discretion

**Approval Sheet for Presentations (both Graduate and Undergraduate)**

**Group #:**

**Topic:**

**Contact Person (e-mail address and telephone number):**

**Groups Members (include their telephone numbers and e-mail addresses):**

**List Who's Doing What:**

**Approved by: \_\_\_\_\_**  
**Dr. Charisse T.M. Coston**

## **SIGN THIS DOCUMENT BELOW**

### **Course Contract**

#### **Assumptions and Commitments**

*In this class, students will be referred to and expected to comport themselves as professionals. The context for this course is the Portrayal of Crime in Music*

#### **ASSUMPTIONS UNDERLYING THE COURSE**

All students are asked to believe that with hard work on their part and with my support as the professor, they will meet **all** of the course goals and objectives. In addition, **all** students are asked to assume and commit to the following:

- learning is a process requiring **active participation**;
- as the instructor, I am responsible for **assisting** students to learn;
- my responsibilities include:
  - **articulating clear goals and expectations**,
  - **collecting and applying learning process data**,
  - **collecting and applying outcome data**,
  - **providing timely and helpful feedback**.
- **students have the primary responsibility for their own learning**;
  - **processing**,
  - **taking notes**,
  - **respectfully commenting and questioning**,
  - **discussing**,
  - **proposing**,
  - **thoughtfully completing assigned work in a timely manner**,
  - **documenting evidence of their learning**,
  - **using assistance and support from classmates, the instructor, and materials at the University library, on the internet, and in the community**;
- students have a secondary but important responsibility to **enhance the learning of their classmates** by interacting with them and with me.

#### **COURSE PROCEDURES AND REQUIREMENTS**

Course credit is recorded when student work is evaluated and documented. As the instructor, I will:

- **record** earned points when the students have **completed** their work products.

### **Class Attendance and Participation**

I recognize that it is my responsibility as a student to actively participate in all aspects of planning, implementing, and evaluating class activities. Participation requires much more than my presence in class, although my attendance is essential. As a student, I am expected to work hard to meet course goals and to contribute to my classmates' success.

I will demonstrate my professionalism through:

- a) my physical appearance (e.g., appropriate dress for class, cleanliness, neatness);
- b) my patterns of speech (e.g., interactions with others, body language and other mannerisms);
- c) my dispositions toward colleagues and the professor (e.g., respect, attention to others' ideas and concerns, work ethic, punctuality);
- d) my dispositions toward standards of quality in work products, attention to details, continuous improvement).

### **Cell Phones, Pagers, and other forms of classroom disruption**

It is important that the flow and rhythm of classroom interactions are not interrupted. I will shut off my cell phones, pagers, and any other noise making electronic equipment should be prior to entering class. If I anticipate the need for emergency communication, I will consult with the instructor before class.



## OUR COMMITMENTS IN THIS COURSE

### *Instructor Commitments:*

As the instructor, my first responsibility is to assure that every student has a clear understanding of **what must be learned** about classroom assessment. My second responsibility is to assure that every student understands what they must **demonstrate and document** regarding classroom assessment and evaluation to earn a satisfactory grade in this course. Finally, I am responsible for **helping all** students learn, demonstrate, and document that they have met all course goals and requirements.

### *Student's Commitments*

As a student, I am *responsible for my own learning* and for completing course goals in a manner that provides *compelling evidence* of my achievement.

As a student, I am responsible for supporting the development of ideas, knowledge, skills, and dispositions by my classmates. Therefore, I commit to:

1) Attending **all** scheduled class sessions.\*

This includes:

- Arriving at all class sessions **on time**;
- Being prepared to begin work **on time**;
- Completing assignments **on time**.\*\*

2) Participating in class discussions.

This includes:

- attending well to the instructor, students, and other speakers;
- supporting or questioning the ideas of others;
- proposing alternative ideas for others to consider.

3) Interacting with others in a respectful and professional manner.

This includes:

- helping class members by giving useful evaluative feedback;
- being specific with concrete suggestions for improvement;
- being constructive and helpful.

4) Producing written work that reflects my respect for the teaching profession.

This includes:

- documents that are mechanically correct (e.g., grammar, spelling, punctuation, page breaks)
- a tone that is professional, inviting, encouraging, and supportive. - pride in the quality of my work and competence in my written communication.

**\* I know that any excused absence from class requires prior instructor approval and the satisfactory make-up of all the work that is missed.**

**\*\* I know that late or incomplete submissions of work requires prior instructor approval and the satisfactory completion of work within a time period specified by the instructor.**

**Course Contract for Serial Murder**

**Dr. Charisse T.M. Coston** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Sign and then cut here and submit**



