

SUL ROSS STATE UNIVERSITY
DEPARTMENT OF HOMELAND SECURITY AND CRIMINAL JUSTICE
CJ 4363: Criminal Profiling

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Office Hours: Monday and Wednesday (9:00AM – 11:00AM AND 1:00PM – 3:00PM)
If you need to speak to me at any other time, send me an email with your phone number and time you can talk, and I will call you.

Text: Turvey, B. (ed). (2012). Criminal Profiling: An Introduction to Behavioral Evidence Analysis. (4th edition). Boston: Elsevier Press.
ISBN: 978-0-12385243-4

Criminal Justice Undergraduate Student Learning Objectives (PLOs)

SLO 1 Demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities of criminal justice professionals. The ability to identify, assess, and compare Constitutional protections and individual rights and recognize violations of those Rights. Workable knowledge of the most significant legal challenges to criminal justice policy and the resulting changes to those policies.

SLO 2 Demonstrate knowledge of Criminological theories, and apply those theories to practical criminal justice events. The ability to identifying a prominent criminological theory within an actual criminal event or simulated criminal event. The ability to compare and contrast the basic concepts of the differing competing Criminological Theories.

SLO 3 Working knowledge of the specific language of the Criminal Justice and the ability to identify the individual parts of the CJ System. An awareness of the costs associated with the Criminal Justice System, and the ability to recognize and be aware of political influence on the system. The ability to apply historical knowledge of the CJ system and recognize patterns of system change.

Course Description: Students will explore the fundamental profiling. Discussions will include the definition of profiling, analysis of both the psychological basis and practical applications of criminal profiling, its uses, and historical applications in theory and practice. Students will explore the relationship between profiling and its application in crime and crime scene analysis, forensic science, and geographic profiling. Overview of applicable behavior-based criminal theories will be included.

Platform: This course will be contained within the Blackboard format and will not meet in person during the term. Students are expected to log in regularly to complete assignments. Students should familiarize themselves with all of the sections of

blackboard available for this course. Assignments and tests will be listed under the appropriate subheading. Students will also need to become familiar with the discussion board for completing some of this work.

As this is a senior-level course, students will be expected to be self motivated, and work independently. Standards for upper level undergraduate courses are higher than those for other undergraduate work – students will engage in more research, reading, and writing. Any computer glitches must be reported PRIOR to the due date and time to both the Help Desk and the professor or the student will not receive credit on the affected work.

Technical problems can be reported to me - through e-mail is usually the best idea, and/or to the Help Desk at 432-837-8888 locally, 8888 from on campus or 1-888-837-2882 from out of area. You can also log into the LTAC system and create a ticket by going to <https://techassist.sulross.edu/> If you report an issue through the Help Desk or create a ticket by logging into the system, you should send me an email with a description of your issue and the ticket number so I can help ensure that technical issues are addressed and do not negatively affect your grades. If you do not promptly report your technical problems, you will not get credit for any work affected by the problem.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Cheating and Plagiarism: Students are expected to do their own work on all tests and papers. Cheating on tests and plagiarism on assignments will result in a grade of "F" on that part of the course, a possible grade of "F" for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one's own when such work has been prepared by another person or copied from another person (see the Student Handbook).

Important!

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall,

Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .

Cheating and Plagiarism:

“Plagiarism is an academic crime. It is punishable by academic death.”
– Texas Ranger Roland Sharp in *Man of the House* (2005)

What’s Plagiarism?

Plagiarism involves using the work of another person and presenting it as one's own. Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged:

- (a) copying out part (s) of any document or audiovisual material (including computer based material);
- (b) using or extracting another person's concepts, experimental results, or conclusions;
- (c) summarizing another person's work;
- (d) in an assignment where there was collaborative preparatory work, submitting substantially the same final version of any material as another student.

Assisting another person to commit plagiarism may attract the same penalties which apply to plagiarism.

The Dangers of Plagiarism and How to Avoid It:

The integrity of learning and scholarship depends on a code of conduct governing good practice and acceptable academic behavior. One of the most important elements of good practice involves acknowledging carefully the people whose ideas we have used, borrowed, or developed. All students and scholars are bound by these rules because all scholarly work depends in one way or another on the work of others.

Therefore, there is nothing wrong in a student using the work of others as a basis for their own work, nor is it evidence of inadequacy on the student's part, provided they do not attempt to pass off someone else's work as their own.

To maintain good academic practice, so that a student may be given credit for the student’s own efforts, and so that their own contribution can be properly appreciated and evaluated, the student should acknowledge the sources used and should ALWAYS:

- i) state clearly in the appropriate form where they found the material on which they have based their work, using the system of reference specified by the school in which their assignment was set;
- ii) acknowledge the people whose concepts, experiments, or results they have extracted, developed, or summarized, even if they put these ideas into their own words;
- iii) avoid excessive copying of passages by another author, even where the source is

acknowledged. Find another form of words to show that the student has thought about the material and understood it, but stating clearly where they found the ideas.

If a student uses the work of another person without clearly stating or acknowledging their source, the result is falsely claiming that material as their own work and committing an act of PLAGIARISM. This is a very serious violation of good practice and an offense for which a student will be penalized.

A STUDENT WILL BE GUILTY OF PLAGIARISM if the student does any of the following in an assignment, or in any piece of work which is to be assessed, without clearly acknowledging the source(s) for each quotation or piece of borrowed material:

- (a) copy out part(s) of any document or audio-visual material, including computer-based material;
- (b) use or extract someone else's concepts or experimental results or conclusions, even if they put them in their own words;
- (c) copy out or take ideas from the work of another student, even if they put the borrowed material in their own words;
- (d) submit substantially the same final version of any material as a fellow student. On occasions, a student may be encouraged to prepare their work with someone else, but the final form of the assignment must be their own independent endeavor.

Opportunities and temptations for plagiarism have increased with the spread of internet access. Plagiarism is a serious threat to the teaching and accreditation process, and seriously undermines the collegial and ethical principles which underpin the work of a university.

There are some actions that can almost unquestionably be labeled plagiarism. Some of these include buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the Web); hiring someone to write your paper for you; and copying large sections of text from a source without quotation marks or proper citation.

But then there are actions that are usually in more of a gray area. Some of these include using the words of a source too closely when paraphrasing (where quotation marks should have been used) or building on someone's ideas without citing their spoken or written work. Sometimes teachers suspecting students of plagiarism will consider the students' intent, and whether it appeared the student was deliberately trying to make ideas of others appear to be his or her own.

However, other teachers and administrators may not distinguish between deliberate and accidental plagiarism. So let's look at some strategies for avoiding even suspicion of plagiarism in the first place

When Do We Give Credit?

The key to avoiding plagiarism is to make sure you give credit where it is due. This may

be credit for something somebody said, wrote, emailed, drew, or implied. Many professional organizations, including the Modern Language Association and the American Psychological Association, have lengthy guidelines for citing sources. However, students are often so busy trying to learn the rules of MLA format and style or APA format and style that they sometimes forget exactly what needs to be credited. Here, then, is a brief list of what needs to be credited or documented:

- * Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
- * Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing
- * When you copy the exact words or a unique phrase
- * When you reprint any diagrams, illustrations, charts, pictures, or other visual materials
- * When you reuse or repost any electronically-available media, including images, audio, video, or other media

Bottom line, document any words, ideas, or other productions that originate somewhere outside of you.

There are, of course, certain things that do not need documentation or credit, including:

- * Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject
- * When you are writing up your own results obtained through lab or field experiments
- * When you use your own artwork, digital photographs, video, audio, etc.
- * When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but not historical documents)
- * When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

Deciding if Something is "Common Knowledge"

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.

Source: The OWL at Purdue, Retrieved September 21, 2009, from <http://owl.english.purdue.edu/owl/resource/589/02/>

Important: Anyone needing any assistance with any aspect of the course should contact the professor immediately.

COURSE REQUIREMENTS

Grading:

Discussion Questions (14 @ 3% each)	42%
Exams (3 @ 19.33% each)	58%

Course Requirements:

Discussion Questions: Students will be presented with one question related to the assigned chapter reading for the week. The question will become visible each Monday at 6:00AM. Students are expected to post their response(s) to the discussion questions(s) **NO LATER THAN FRIDAY at 11:59PM Central Time** of each week. Late papers will have a 20% deduction. Questions will close at 11:59PM Central Time each Saturday. Your discussion posts must be **AT LEAST 250 words** in length (yes, I count), but also must be of sufficient length to fully answer the question. Be sure to check your spelling and grammar...they count.

***NOTE:** Virtually every questions presented has the word “EXPLAIN” somewhere in the question. The word “EXPLAIN” is defined as “to make plain or clear; render understandable or intelligible”. You **MUST** make your answer clear, complete, and must show me you understand the material in order to receive full credit.*

Exams: Three exams will be given as noted in the course schedule to verify student’s knowledge of key issues as presented in the textbook. Exams will be timed (2 hours) and approximately 50 questions in length. Exam questions will be presented in multiple choice format.

Course Schedule

Week 1 (August 22): The History of Profiling

Discussion Questions: DQ-00 & DQ-01

Assigned Reading: Chapter 1

Week 2 (August 29): Science, Logic, and Cognition

Discussion Questions: DQ-02

Assigned Reading: Chapter 2

Week 3 (September 5): Alternative Methods of Policing

Discussion Questions: DQ-03

Assigned Reading: Chapter 3

Week 4 (September 12): Introduction to BAE

Discussion Questions: DQ-04

Assigned Reading: Chapter 5

Week 5 (September 19): Introduction to Crime Scene Analysis

Discussion Questions: DQ-05

Assigned Reading: Chapter 6

Week 6 (September 26): Forensic Victimology

Discussion Questions: DQ-06

Assigned Reading: Chapter 7

Assessment: EXAM 1 (Chapters 1 – 3, 5, and 6) will be open in Blackboard Monday at 6:00AM and close Wednesday at 11:59PM this week. The exam will be in multiple choice format with 50 questions. You will have 2 hours to complete the exam. Make sure that your laptop is fully charged. If there is an issue taking the exam, you must CALL Dr. Rubin to have the exam reset; NO e-mails for exam resets will be accepted.

Week 7 (October 3): Sexual Deviance

Discussion Questions: DQ-07

Assigned Reading: Chapter 8

Week 8 (October 10): Sexual Asphyxia

Discussion Questions: DQ-08

Assigned Reading: Chapter 9

Week 9 (October 17): Inferring Offender Characteristics

Discussion Questions: DQ-09

Assigned Reading: Chapter 17

Assessment: EXAM 2 (Chapters 7 - 9) will be open in Monday at 6:00AM and close Wednesday at 11:59PM this week. The exam will be in multiple choice format with 50 questions. You will have 2 hours to complete the exam. Make sure that your laptop is fully charged. If there is an issue taking the exam, you must CALL Dr. Rubin to have the exam reset; NO e-mails for exam resets will be accepted.

Week 10 (October 24): Psychopathy and Sadism

Discussion Questions: DQ-10

Assigned Reading: Chapter 18

Week 11 (October 31): Sex Crimes

Discussion Questions: DQ-11

Assigned Reading: Chapter 19

Week 12 (November 7): Domestic Homicide

Discussion Questions: DQ-12

Assigned Reading: Chapter 20

Week 13 (November 14): Mass Murder

Discussion Questions: DQ-13

Assigned Reading: Chapter 21

Week 14 (November 21): Thanksgiving Week – NO WORK THIS WEEK (I'm almost sure the Pilgrims took more than one day off...if not, we will take a few days off for them.)

Week 15 (November 28): Serial Cases

Discussion Questions: DQ-14

Assigned Reading: Chapter 22

Week 16: Final Exam

Assessment: EXAM 3 (Chapters 20 - 22) will be open in Monday at 6:00AM and close Wednesday at 11:59PM this week. The exam will be in multiple choice format with 50 questions. You will have 2 hours to complete the exam. Make sure that your laptop is fully charged. If there is an issue taking the exam, you must CALL Dr. Rubin to have the exam reset; NO e-mails for exam resets will be accepted.