**CRIM 490 DL2**

**SPECIAL TOPICS: SERIAL KILLERS AND MASS MURDERERS**

*Semester*:Fall 2022 *Professor*:Jillian Marconi*Class Time*: Online *Email*: jmarconi@gmu.edu

*Office Hours*: By Appointment *Credits*: 3 Credit Hours

**Course Description**

This course critically examines serial killers and mass murderers from the psychological and sociological perspectives. Students will study classic and contemporary cases involving real life examples of multiple homicides. Additionally, the course will explore the psychopathology and development of serial killers and mass murderers as well as their portrayal in mass media and the effect on culture and society.

**Learning Goals, Objectives, or Outcomes**

Upon successful completion of this course, the student will be able to:

* LO1: Communicate clearly and effectively in written and oral forms.
* LO2: Access, use, and critically evaluate a variety of relevant information sources.
* LO3: Apply principles of inquiry to define and analyze complex problems through reasoning and discovery.
* LO4: Demonstrate the ability to relate within a multicultural and digitally connected world.
* LO5: Demonstrate a deep understanding of a field of study.

**Course Learning Objectives**

Below are the learning outcomes for the course. By the end of the course, the student will be able to:

* Differentiate between serial killers, mass murderers, and spree killers.
* Formulate the typology and etiology of serial killers and mass murderers.
* Analyze theories of criminal behavior and apply to solved and unsolved serial killer and mass murderer cases.
* Interpret the characteristics of serial killers and mass murderers and their victims using criminal profiling techniques.
* Assess the motives and victimology of serial killers and mass murderers using biochemical, psychological, and sociological theories.
* Evaluate major serial killers and mass murderers and their periods of activity.

**Prerequisites**

It is recommended that students have taken CRIM 100.

**Required Material**

You have one textbook assigned for this course:

Fox, J., Levin, J. & Fridel, E. (2019). *Extreme Killing: Understanding Serial and Mass Murder*. (4th ed.). Thousand Oaks, California: Sage Publications, Inc. ISBN#: 978-1-5063-4911-4

This course is structured in BlackBoard using modules with each module being based around a week. For example, the first week of the semester will coincide with Module #1 in BlackBoard. Everything that is to be completed in that week can be found in that module.

Additional articles or videos may be as assigned and will either be posted in the weekly Discussions or sent directly to you via an Announcement. If posted in the weekly Discussions, it may be what that Discussion post is based off of or it may be posted in a comment of mine within the Discussion. Whether this additional content is posted within the Discussion or sent as an Announcement, it is for your general knowledge and students will be able to comment on such after having reviewed it. Such posts will count towards your overall participation and final grade potentially being curved. (See Student Assessment and Discussions for more on this.)

You will be expected to read or watch such content as these supplemental materials are meant to help you learn important ideas and concepts related to the course. As with the textbook, this material is provided to give you a broader view of the content we are covering as well as to help you better understand the course material. All such additional content may be tested on.

**Student Assessment**

This course uses a criterion reference grading system. The student will accumulate points for each assignment over the course of the semester earning a maximum of 1,000 points. Upon completion of the course, the total number of points accumulated will be assessed on the following grading scale to determine the student’s final grade.

A+ 970 – 1,000 points – 4.0

A 930 – 969 points – 4.0

A- 900 – 929 points – 3.67

B+ 870 – 899 points – 3.33

B 830 – 869 points – 3.0

B- 800 – 829 points – 2.67

C+ 770 – 799 points – 2.33

C 730 – 769 points – 2.0

C- 700 – 729 points – 1.67

D 670 – 699 points – 1.0

F 669 points or less – 0.0

Therefore, students are not graded against each other and your grade is solely determined by the level of effort you put into the class. There is no limit on the number of grades given per letter grade, so in theory, each student could achieve an A+ or an F or anywhere in between. However, at the end of the semester, grades will be curved to reflect overall participation and level of effort put into the class. This is determined based on how much you contributed to the Discussions (beyond what is required) and whether you have put in extra effort towards the class and gone above and beyond what is required of you. Although you might think this cannot be determined because it is an online class, it is actually apparent each semester who takes the class seriously and who does not.

**SUMMARY OF COURSE GRADING**

Syllabus Quiz x 15 points = 15 points

Test #1 = 200 points

Test #2 = 150 points

Introductory Discussion Post = 19 points

14 Discussion Posts x 44 points each = 616 points

Total = 1,000 points

Evaluating student learning outcomes in this course will be achieved via the following assessment tools:

1. **Tests and Quizzes** – There will be two tests in this course with each being non-cumulative. Test #1 is on chapters 1-12 and is worth **200 points**. Test #2 is on chapters 13-22 and it worth **150 points**. There will also be a Syllabus Quiz worth **15 points**. **Test #1 will not open until 12:00 a.m. on Monday, October 17, 2022, and will close at 11:00 p.m. on Thursday, October 20, 2022. Test #2 will not open until 12:00 a.m. on Wednesday, December 7, 2022, and will close at 6:00 p.m. on Wednesday, December 14, 2022.** The maximum amount of points a student can earn on tests and quizzes is **365**. Tests and Quizzes will be taken online in the module they fall within in BlackBoard and ordinarily you will have 180 minutes to complete Tests and 30 minutes to complete Quizzes, unless you inform me you are eligible for an accommodation because of a learning and/or physical disability and the Office of Disability Services has approved you to have extra time to take tests and quizzes. In order to receive the extra time to take a test or quiz, I must receive official documentation in writing from the Office of Disability Services with proof of your learning and/or physical disability. This can be provided to me from you or someone in that office via an email. In the event I am notified you have been approved to have extra time to take tests and quizzes as an accommodation for a learning and/or physical disability, you will be given 270 minutes (time and a half) to take tests and 45 minutes (time and a half) to take quizzes and I will inform you of the increased time you will receive before taking the tests and quizzes. The tests and quizzes will consist of multiple choice and true/false questions.

You will have one opportunity to take each test or quiz during the week it is open for and you are expected to work independently on the test or quiz. Each test or quiz must be taken in one sitting. You cannot spend some time on it on one day in the week and then more time on it another day in the week. Students will not be permitted to retake the same test or quiz and if you do not take the test or quiz, you will receive a 0 for that test or quiz. Due to the nature of the course, the tests and quizzes will be open book and you can use the textbook, assignments, PowerPoints, and/or notes for test or quiz purposes. However, you are expected to work independently on the test or quiz and you are not allowed to message or communicate with others during the test or quiz about the test or quiz. If you have not yet taken the test or quiz, you are prohibited from speaking with other students who have already taken the test or quiz about the test or quiz. If you have already taken the test or quiz, you are prohibited from speaking with other students who have not yet taken the test or quiz about the test or quiz.

If it is found that you have done any of the above, it will be reported to the Office of Academic Integrity that you were caught cheating on a test or quiz and you will receive a 0 on the test or quiz. You will be subject to any disciplinary measures the university takes against cheating and/or academic dishonesty. After the tests or quizzes are graded, you will be given feedback either individually or collectively based on the test or quiz and your performance. Answers to the test or quiz will be available immediately after you take the test or quiz and you are expected to review your work.

1. **Discussions** – There will be 14 discussion posts worth 44 points each for a total of **616 points**. There will also be an introductory discussion worth **19 points**. The maximum amount of points a student can earn on discussions is **635**. Students will submit their weekly discussion posts via the Discussions tab in BlackBoard which are due at **11:00 p.m. on Sundays.** Discussions must be made in text format directly into the BlackBoard application. The Discussions are set up so that you must make your own post first before you are able to see anyone else’s post. Due to this setting, you are not able to edit or delete your own post nor can you post anonymously. Due to this, I recommend you write your answer in Word first and then copy and paste it into the BlackBoard discussion. Do not upload your written answer in Word to the Discussion as an attachment. Please note that your first post must be substantive in nature and cannot be gibberish or some random letter or number or a combination of such. Every time you post in the discussion, I get an email with what you posted, so I will be able to see if your initial post was substantive or was gibberish. If you initially post gibberish or some random letter or number or a combination of such and then I later see your answer is substantive, it is evident you were just making a random post to gain entry to the forum to see the other students’ answers in order to formulate your own. This is not allowed. If you initially post gibberish or some random letter or number or a combination of such, you will not get any points for that discussion post. If you really feel the need to edit your initial post, I would comment on your own post after the fact and explain what you are editing if you will. You must do the work yourself up front and if you want to edit your post (via method just described) to incorporate some new ideas, this is permissible, but flat out not attempting and then essentially copying or borrowing everyone else’s ideas to come up with your answer is prohibited and such post shall be considered forfeited in terms of points.

Discussions are graded against the Grading Rubric which can be found in the Syllabus Tab. In order to earn full credit, discussions must be at least 800 words, utilizing the standard BlackBoard font with 12-point size, consisting of five single spaced paragraphs with a space between paragraphs. Answers shall be numbered relating to the question being answered and the questions shall not be repeated as part of the answer submitted. Discussion posts should provide a complete, accurate, and relevant answer as it relates to all of the questions being asked. Discussion posts shall be substantive in nature, relate to the course concepts and materials, and sufficiently address all of the questions being asked. Discussion posts shall contain answers that provide thorough research, detail, and analysis, including proper citations when necessary. Discussion posts can contain opinions when necessary and are relevant to the class discussion. Discussion posts are to adhere to the modern standards of English utilizing proper spelling, grammar, punctuation, sentence structure, and syntax. Discussion posts should contain answers using the correct word choices, using words in proper tenses or forms, have no run-on or incomplete sentences, use capitalization and punctuation appropriately, have two spaces after a period between sentences, and use the Oxford comma when using lists. I will let you know in personal feedback if you need to write more of an answer or have a better-quality answer. Please read the feedback and implement the feedback into future discussion posts. If you choose not to implement the feedback, you will not earn full credit for the Discussion post.

When contributing to the discussion posts, students are to apply their learned knowledge from the reading to contribute to the discussion thoughtfully and intellectually. Discussions will consist of providing a response to a real-world scenario or case study that may be from a current event or something in the recent past or may be to analyze a hypothetical or case and give an opinion. Students will have one chance to contribute to the discussion and if they do not contribute to the discussion by the deadline, they will receive a 0 for that discussion. Students are expected to individually contribute to the discussions. After the discussions are graded, students will be given feedback either individually or collectively based on the discussion.

While you are only required to make one post in each discussion post, you are encouraged to make additional posts in each discussion post by responding to/commenting on other students’ posts and/or by responding to students who commented on your initial discussion post. Essentially, besides your required post, I encourage you to interact with the other students in the class by commenting on their posts and responding to those who comment on your post. Posting more than once is not required, but it does make for a more lively discussion and may help curve your grade at the end of the semester based on your overall participation and level of effort put into the class. That being said, only thoughtful and reflective additional posts will be considered for either. These extra posts are permitted after the deadline for your initial post, but it is encouraged to make them within the timeframe of the discussion post, or at least within a few days of the deadline, so everyone has the chance to interact within that timeframe.

1. **Reading** – Students are expected to read the assigned reading each module. This will not be graded, but will be reflected in the exams and discussion posts as it will be apparent if the student has read the reading based on the knowledge they apply in completing the exams and discussion posts.
2. **Extra Credit** – Extra credit will be available, but students should not rely on extra credit in terms of attaining a good grade. Instead, students should focus on submitting quality work on time, as late assignments will receive no credit. (See Instructor’s Policies for more on this.) In order to obtain extra credit, the student will need to create a LinkedIn account and add me as a connection on there.  I have chosen this as the extra credit because as you are going to graduate soon or in a few years, it is important to get your name out there, start networking, and start making connections.  LinkedIn is a very vital tool these days used to get a job and as I believe the goal for most of you will be to obtain a job after graduating, it is important to start connecting with people now.  If you learn how to utilize LinkedIn, you may be able to get an internship from it, make connections with people who will refer you for jobs, or even obtain a job from someone you connect with on the site.  I understand you may not have a lot of work experience to date to list on there, but that does not matter, as all experience you have gained is a building block to the future.

In order to earn the 25 points, your page will need to be filled out in detail to include a summary, job history, and education history.  You do not have to share everything you have ever done or your whole life on the website.  I do not put everything I have ever done on there, but just listing Student at GMU is not going to be enough.  Whether you have babysat, worked retail, as a server, or doing manual labor, that is still good experience to list while you ultimately state your career goals.  You can look at my page to get a feel for what to put, but you may not be able to see my whole page until you add me as a connection. I am also not stating that your page must be as long as mine.  You can also look at other pages to get an idea of how to create yours. In order to earn the 25 points, you will also need to have connected with at least 25 people. You can connect with friends, family members, coworkers, classmates, teachers, and others. If you have to, you can connect with other students in the course.

You can work on and complete the extra credit at any point in the semester, but the extra credit is due by **6:00 p.m. on Wednesday, December 14, 2022.** Whether we are connecting for the first time or we are already connected from a previous course together, you will need to email me that we are connected in order to get the points. Once I grade the extra credit, I will review who has proclaimed we are connected and verify such. I will look at your page and ensure it is filled out enough information and confirm that you have at least 25 connections. If you chose to do the extra credit, I will add the 25 points to your final exam grade at the end of the semester. The benefit of this extra credit assignment is we get to keep in touch. To see my page, you can view it here: [www.linkedin.com/in/jillianmarconi](http://www.linkedin.com/in/jillianmarconi)

**Class Policies**

1. The professor reserves the right to make alterations to the course as may become necessary. Students will be notified via an Announcement of any course alterations in advance of the said alterations taking effect.
2. The primary way that I communicate with the class is via the Announcements tool in BlackBoard. As such, it is imperative that you check the Announcements section frequently, so you stay up to date with the course and any changes I may make to it. This is accomplished by checking the Announcements section directly within BlackBoard. I will also always check the box that says, “Email a copy of this announcement immediately,” so you will also receive the Announcements at your school email address.

You may contact me at any time via Course Messages or email at [jmarconi@gmu.edu](mailto:jmarconi@gmu.edu) with any questions or concerns that you have. GMU’s policy is to always use your school email account when communicating with faculty or students, so make sure to contact me from your school email account, so I know it is you. Alternatively, it is permissible to use the Course Messages feature as well. I am here to address questions you have about the course or material, to offer guidance related to the course, and to give you career/education advice. If you have any questions about majors, internships, graduate schools, law schools, or job advice, please reach out to me. Please allow a 48-hour response time to messages/email in general. Depending on what day it is, I may be able to respond quicker. I will let you know if I will be less available at any points during the semester.

If you do not feel your question can be answered via email or you do not understand my response via email, I will have Office Hours by appointment via Blackboard Collaborate Ultra. Feel free to reach out to me so I can set up a one-on-one session. I will also offer General Office Hours once every few weeks where you can pop into the Blackboard Collaborate Ultra Room if you have any questions. I would prefer you still email me questions in advance, so I have time to research and be prepared for the Blackboard Collaborate Ultra meeting. Days, times, and how to access the Blackboard Collaborate Ultra Room will be emailed to you personally or to the class via Announcements as the days/times for General Office Hours become known. If the day/time selected does not work for you, but you still want it close to that day/time, please let me know and I will find a time that works for just you. Please note, General Office Hours are not meant to be turned into a live class session. This is an asynchronous class and there is no required live meeting time. No one is expected to attend office hours via the Blackboard Collaborate Ultra Room. It is intended for if you have questions that cannot be addressed via email and/or need some extra help. Do not feel you have to attend if you do not have any questions, but feel free to pop in if you just want to observe. If you don’t want to ask your question via General Office Hours, we can do it by appointment for just you personally.

1. Students are expected to complete all readings prior to completing discussion posts and tests. Everyone can see your discussion posts. Therefore, while making your discussion posts, please respect the ideas of your classmates, do not make personal attacks against one another, and do not engage in hateful speech or use profanities in the discussions. As in all courses, students should respect one another and their ideas. Each of you brings different life experiences to the class, so I expect you all to be considerate in your discussions with others. This does not mean you have to agree with your classmates, but you should be respectful and thoughtful in the way you talk with others. Interactions in an online environment are quite different from face-to-face encounters. You cannot see facial expressions or hear tone of voice when you might disagree. Therefore, it is critical that you reflect on how others might “hear” what you are saying when you write out your responses. You also need to think about how communications with your instructor might come across. Please refer to me as Professor Marconi or Ms. Marconi. You are expected to conduct yourself in a professional manner with everyone in the course. If you would not say it in person, do not say it online.
2. As a general policy, late work will not be accepted, so be sure to pay attention to due dates, which are listed in both the syllabus and in the modules. For the possibility of receiving full credit for your work, everything must be turned in on time. However, in cases of emergencies, the professor reserves the right to accept late assignments provided the student provides adequate proof of the emergency within 48 hours of the emergency. Examples of emergencies include a death of a family member or close loved one/friend (including in-laws or significant other’s family members), a miscarriage, an unexpected serious illness or injury, a surgery, arrival of a new baby via birth or adoption, a natural disaster, active shooting/terrorist attack, a sexual assault of any type, fleeing from a domestic violence/abusive situation, or some other traumatic event. **All of the above is applicable to those of all genders and sexual orientations and applies to either you or an immediate family member/member of your household if you are going to be their caretaker/emotional support for the situation, excluding roommates who are strictly roommates/that you do not have a romantic relationship with.** As all of the above are unexpected, except for planned surgeries and having a baby (I know date is not exact but knowledge of about to give birth/adopt is known), if you know that you will be doing either during the semester, I ask that you try your best to get your work done around that. However, you can still receive an extension for such if you give me advance notice of the situation and keep me up to date regarding the situation. You will not receive an extension for having a broken car, sick pet, pet that just died, or a headache/minor ailment the day assignments are due. Additionally, computer crashes or not having Internet are not valid excuses for posting or completing assignments beyond the due date and time. You need to plan your time wisely to ensure that you meet the deadline for all discussion posts and tests. Do not plan to complete or post assignments just before they are due. Proper time management is the first tool for success in online learning. As this is an online course, you are expected to have reliable access to Internet. If your home Internet goes out, make sure you know ahead of time alternate places you can complete your work at such as at the school itself, your public library, a friend or relative’s house, Panera, Starbucks, and so on. In the event that BlackBoard goes down while you are trying to submit your work, you must contact me immediately and let me know of this. BlackBoard going down will not allow for an extension. Instead, you must complete that work in a Word document and email it to me by its deadline. So long as that occurs, it will not count as late. However, once BlackBoard is back up and running, you will have 24 hours to post the work in text format (not Word attachment) in the proper space in BlackBoard, so I can grade it in there. Despite BlackBoard marking it late, it will not be because you initially submitted it on time via this alternate method. Although I have addressed generally what is and is not a valid excuse for an extension, I suggest you contact me regarding your particular situation as it arises. Every situation is different, and I cannot make a blanket rule as to extensions. The above is my general framework, but I do try to work with students in situations, so please reach out to me. I cannot help you later in the semester if you have a low grade then when such could have been prevented by having asked for an extension earlier and did not. Worst case scenario, I deny your request for an extension. In general, though, do not abuse this privilege or expect to rely upon it throughout the semester. Extensions are granted solely at my discretion.
3. When I give you personal feedback or ask questions of you in the personal feedback, you are expected to respond to acknowledge the feedback or answer the questions. You will find I spend a lot of time giving you personal feedback, so I hope you will take the time to respond to the feedback as appropriate. You may not need to respond every time I give you feedback because sometimes it is group feedback or more generic feedback, although you may still feel the need to comment. The main thing is when you can tell the feedback is personal to you or I have follow up questions about what you wrote, you are expected to respond. I do not follow up to further quiz you on the submission, but to get more information or clarification because what you wrote on could have been very fascinating and I want to learn more. I often will have stories to share with you or tips to give you so your response is appreciated. I often find that your responses can create a great dialogue between us, so not only does that help us get to know each other, but it will count towards your overall participation and final grade potentially being curved. (See Student Assessment and Discussions for more on this.) BlackBoard does not allow you to personally respond back to me within the feedback, so please email me instead.
4. I will make every effort to grade your most recent discussion post submission in the week following when it was due. Therefore, it is possible you might submit the next discussion post without the prior one being graded and having received feedback. Since you have a week to submit your post, it is your choice if you choose to submit the next discussion post before receiving a grade and feedback on the prior discussion post. As noted earlier in the syllabus, you are allowed to edit your discussion post. If you submit the next discussion post before receiving a grade and feedback on the prior discussion post, you are welcome to edit the next discussion post, so long as it is before the deadline.

**University Policies**

1. Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are a student with a disability and you need academic accommodations, please visit <http://ds.gmu.edu> for detailed information about the Disability Services registration process. You can contact the Office of Disability Services at 703-993-2474 or [ods@gmu.edu](mailto:ods@gmu.edu). All academic accommodations must be arranged through that office. Students have the burden of notifying me of their disability and approved accommodations in writing. Accommodations are not applied retroactively. For example, if you wait to notify me of such towards the end of the semester, the accommodations are not applied to discussion posts and quizzes already taken.
2. The College of Humanities and Social Sciences, Criminology, Law & Society Department, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.
3. George Mason University promotes gender inclusivity and supports an understanding of a student’s name and pronouns that originates with the learner. In addition, it discourages incorrect assumptions and harmful misgendering, encourages dialogue as befits the learner’s comfort, demonstrates respect, and fosters an LGBTQIA+ inclusive environment. If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email.
4. As a faculty member, I am designated as a “Non-Confidential Employee, and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator at 703-993-8730 or [titleix@gmu.edu](mailto:titleix@gmu.edu).
5. George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. The Honor Code prohibits lying, cheating, stealing, and plagiarism among other issues. The principle of academic integrity is taken very seriously and violations are treated gravely. Instructors are required to report all violations of the Honor Code to the Mason Honor Committee. Violations will likely result in a failing grade for the assignment and may result in a failing grade for the course, plus any additional penalties determined by the Committee, which could include dismissal from the University. In this course, academic integrity means that you will submit your own work and properly cite the words, work, and ideas of others in all written work and presentations for graded assignments. Please see https://oai.gmu.edu/mason-honor-code/ and the Office of Academic Integrity for a full description of the Honor Code and the Honor Committee process.
6. Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published each year in the Academic Calendar, available from the Registrar’s website at registrar.gmu.edu. The last day to add this class is August 29, 2022. The last day to drop without a tuition penalty is September 6, 2022 (the final drop deadline is September 13, 2022; see the Academic Calendar for details of the tuition penalty percentage). After the final deadline, withdrawing from this class requires the approval of the Dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.
7. If you are having technical difficulties, you need to contact the ITS Support Center at 703-993-8870 or [support@gmu.edu](mailto:support@gmu.edu).
8. All students taking courses with a face-to-face component are required to follow the university’s public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage ([*https://www2.gmu.edu/safe-return-campus*](https://www2.gmu.edu/safe-return-campus)). Similarly, all students in face-to-face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response.  Only students who receive a “green” notification are permitted to attend courses with a face-to-face component.  If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a green email and are thereby permitted to be in class.

**Course Outline and Assignments**

All assignments are due at the Eastern Standard Time for the time listed. If you are in another time zone, please take this into account as the due date is still due at the time listed in the Eastern Standard Time.

**Module #1 – August 22 – August 28**

Reading – Read the Syllabus and familiarize yourself with the course BlackBoard page

Quiz – Complete the Syllabus Quiz by 11:00 p.m. on August 28

Discussion – Contribute to Introductory Discussion by 11:00 p.m. on August 28

Reading – Read Chapter 1 – America’s Fasciation with Multiple Murder – pages 3-20

Discussion – Contribute to Discussion #1 by 11:00 p.m. on August 28

**Module #2 – August 29 – September 4**

Reading – Read Chapter 2 – Defining Multiple Murder – pages 21-34

Reading – Read Chapter 3 – Theories of Multiple Homicide – pages 35-57

Discussion – Contribute to Discussion #2 by 11:00 p.m. on September 4

**Module #3 – September 5 – September 11**

Reading – Read the Leonard Lake and Charles Ng articles within the discussion

Quiz – Contribute to Discussion #3 by 11:00 p.m. on September 11

**Module #4 – September 12 – September 18**

Reading – Read Chapter 4 – An Anatomy of Serial Murder – pages 61-80

Reading – Read Chapter 5 – With Deliberation and Purpose – pages 81-90

Discussion – Contribute to Discussion #4 by 11:00 p.m. on September 18

**Module #5 – September 19 – September 25**

Reading – Read Chapter 6 – Partners in Murder – pages 91-99

Reading – Read Chapter 7 – Killing for Company – pages 101-106

Quiz – Contribute to Discussion #5 by 11:00 p.m. on September 25

**Module #6 – September 26 – October 2**

Reading – Read Chapter 8 – Fantasyland – pages 107-112

Reading – Read Chapter 9 – The Making of a Serial Killer – pages 113-123

Discussion – Contribute to Discussion #6 by 11:00 p.m. on October 2

**Module #7 – October 3 – October 9**

Reading – Read Chapter 10 – Non-Sexual Control – pages 125-131

Reading – Read Chapter 11 – Killing Cults – pages 133-142

Discussion – Contribute to Discussion #7 by 11:00 p.m. on October 9

**Module #8 – October 10 – October 16**

Reading – Read Chapter 12 – Catching Serial Killers – pages 143-156

Discussion – Contribute to Discussion #8 by 11:00 p.m. on October 16

**Module #9 – October 17 – October 23**

Test – Complete Test #1 by 11:00 p.m. on October 20

Reading – Read Chapter 13 – For Love, Money, or Revenge – pages 159-184

Discussion – Contribute to Discussion #9 by 11:00 p.m. on October 23

**Module #10 – October 24 – October 30**

Reading – Read Chapter 14 – Family Annihilation – pages 185-195

Reading – Read Chapter 15 – Firing Back – pages 197-213

Discussion – Contribute to Discussion #10 by 11:00 p.m. on October 30

**Module #11 – October 31 – November 6**

Reading – Read Chapter 16 – Well Schooled in Mass Murder – pages 215-238

Discussion – Contribute to Discussion #11 by 11:00 p.m. on November 6

**Module #12 – November 7 – November 13**

Reading – Read Chapter 17 – Fighting City Hall – pages 239-245

Reading – Read Chapter 18 – Hate Motivated Mass Murder – pages 247-262

Discussion – Contribute to Discussion #12 by 11:00 p.m. on November 13

**Module #13 – November 14 – November 20**

Reading – Read Chapter 19 – Political Terrorism as Tactic – pages 263-269

Reading – Read Chapter 20 – Going Berserk – pages 271-284

Discussion – Contribute to Discussion #13 by 11:00 p.m. on November 20

**Module #14 – November 21 – November 27**

Thanksgiving Break – No work

**Module #15 – November 28 – December 4**

Reading – Read Chapter 21 – Weapons of Mass (Murder) Destruction – pages 285-298

Reading – Reach Chapter 22 – Remembering the Victims – pages 301-307

Discussion – Contribute to Discussion #14 by 11:00 p.m. on December 4

**Module #16 – December 5 – December 14**

Test – Complete Test #2 by 6:00 p.m. on December 14

Extra Credit – Complete Extra Credit by 6:00 p.m. on December 14