**STATE UNIVERSITY OF NEW YORK**
**COLLEGE OF TECHNOLOGY**
**CANTON, NEW YORK**



**COURSE OUTLINE**

**JUST 331--PROFILING AND BEHAVIORAL CRIMINOLOGY**

**Prepared by: Michelle Currier**
**Updated by: Michelle Currier**

**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE**
**CENTER FOR RIMINAL JUSTICE, INTELLIGENCE, AND CYBERSECURITY**
**SPRING 2020**

**A.** **TITLE**: Profiling and Behavioral Criminology

**B.** **COURSE NUMBER:** JUST 331

**C.** **CREDIT HOURS:** 3 credits. 3 lecture hours per week for 15 weeks

**D.** **WRITING INTENSIVE COURSE**: No

**E.** **GER CATEGORY:** N/A

**F.** **SEMESTER(S) OFFERED:** Spring

**G.** **COURSE DESCRIPTION:**
This course provides an introduction to contemporary criminal investigative analysis with a special focus on behavioral criminology. Students explore the nature, history and methods of criminal profiling, as well as its investigative relevance to law enforcement. Case studies are analyzed to apply the principles and methods of profiling to personality and behavioral data about offenders.

**H.** **PRE-REQUISITES/CO-REQUISITES:**
a. Forty-five (45) credit hours or permission of instructor

**I.** **STUDENT LEARNING OUTCOMES:**

| Course Objective | PSLO (2994) | GER | Institutional SLO |
|---|---|---|---|
| **a.** Describe the history, evolution and methods of criminal profiling. | **PLO 2** – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. | | 2. Critical Thinking [Inquiry & Analysis] |
| **b.** Evaluate the relevance of criminal profiling to the investigative process. | **PLO 2** – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. | | 2. Critical Thinking [Critical Analysis] |
| **c.** Identify the shortcomings, fallacies and problems associated with profiling. | **PLO 2** – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. | | 2. Critical Thinking [Critical Analysis] |
| **d.** Apply the principles and methods of profiling to personality and behavioral data about offenders through case study analysis. | **PLO 2** – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. | | 2. Critical Thinking [Problem Solving] |

| KEY | Institutional Student Learning Outcomes [ISLO 1 – 5] |
|---|---|
| ISLO | ISLO & Subsets |

| # | |
|---|---|
| **1** | **Communication Skills**<br>Oral [O], Written [W] |
| **2** | **Critical Thinking**<br>*Critical Analysis [CA] , Inquiry & Analysis [IA] ,*<br>*Problem Solving [PS]* |
| **3** | **Foundational Skills**<br>*Information Management [IM], Quantitative*<br>*Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**<br>*Ethical Reasoning [ER], Global Learning [GL],*<br>*Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific**<br>**Knowledge and Skills** |

**J.**   **APPLIED LEARNING COMPONENT:**  Yes_____   No __X_____

**K.**   **TEXTS:**
**FREE E-texts from Southworth Library Learning Commons' electronic collection:**
Petherick, W. (2014). *Profiling and serial crime: Theoretical and practical issues*
       *[electronic resource].* (3rd ed.). Oxford, UK: Anderson Publishing**.**

Douglas, J. E. (2013). *Crime classification manual: A standard*
       *system for investigating and classifying violent crimes [electronic resource].*
       Hoboken, NJ: Wiley

**L.**   **REFERENCES:**  n/a

**M.**   **EQUIPMENT:**  n/a

**N.**   **GRADING METHOD:**  A-F

**N.**   **MEASUREMENT CRITERIA/METHODS:**
   - Exams
   - Quizzes
   - Papers
   - Assignments/Projects

**P.**   **DETAILED COURSE OUTLINE:**

   I.   Profiling

      a.   History and Evolution of Criminal Profiling

      b.   Induction and Deduction in Criminal Profiling

      c.   Behavioral Consistency, the Homology Assumption, and the Problems of Induction

      d.   Criminal Profiling Methods

      e.   Geographic Profiling

      f.   Profiling Accuracy

      g.   Signature and Case Linkage

      h.   Staged Crime Scenes

      i.   Investigative Relevance

II.     Motivations

      a.   Offender and Victim Perspectives

III.    Application and Case Studies

      a.   David Berkowitz

      b.   Joel Rifkin

      c.   Troy Burley

      d.   Jeffrey Dahmer

**Q.**    **<u>LABORATORY OUTLINE</u>:**  n/a