

PERU STATE COLLEGE
HP 301-00A ANALYSIS OF EVIL I
SYLLABUS – FALL SEMESTER 2011



Teachers open the door, but you must enter by yourself.

- Chinese Proverb

Instructor: James R. Nevitt, Ph.D.
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Office Hours: 8:30-9:30 AM and 3:15-4:00 PM Monday through Thursday
Fridays by appointment only 9:00 AM-3:00 PM
Office Room 243, T.J. Majors Building

Course Meets: Tuesday and Thursday 12:30- 1:45 PM
Room 326, T.J. Majors Building

**Required Text
And Other Teaching** **Hickey, E. W. (2009) *Serial Murderers and their Victims*,
5th Edition, Belmont CA, Wadsworth Resources
ISBN 13: 978-0-495-60081-7**

PowerPoint Slides -Instructor created PowerPoint presentations
Available free to students, electronically on Blackboard

DVD materials – will be supplied by the instructor, viewed once
in class and later placed on reserve in the library for student use.

**Recommended
Text (Optional)** **James Fox, Jack Levin, Kenna Quinet (2012) *The Will To Kill:
Making Sense Out of Senseless Murder*, 4th Edition, Pearson**

Prerequisites: **HP 101-00A and/or permission of the Dean of the School of
Professional Studies**

Course Description: This course provides an overview and understanding of evil. This course includes an exploration of the definition and descriptions of evil as portrayed by religion, pop culture, selected American literature (short story and novel) and cultural anthropology. Focus will be given to various psychological, philosophical, sociological and behavioral theories of evil, insights into the lives of serial murderers, and law enforcement response to the acts of such people. Additional focus will be given to the topic of both victim and offender “profiling”.

Please note: Some of the course content features real cases and fictional events that are graphically violent. These may prove to be unsettling to some students. Those with concerns should discuss them with the instructor BEFORE the add/drop period so that they may drop the course in a timely manner. Student should also note that there are other courses to take for honors credit and over time the faculty and administration of Peru State College expects to offer something for most everyone's interests.

Course Objectives:

1. To develop a broad and multi-disciplinary understanding of the definition and historical evolution of evil with focus upon psychopathology and the topic of homicide.
2. To develop an understanding of various culture’s religious conceptions of evil with emphasis on historical origins how similar or different they are from those the student has been exposed to in their lifetime.
3. To develop an understanding of the connections between the psychological, sociological and sociocultural relationships involved in the act of serial murder.
4. To gain a greater understanding of the psychological, sociological, biological and anthropological theories of evil in the 19th, 20th and 21st centuries.
5. To gain a greater understanding of various individuals regarded by society as evil within the last two centuries, including a significant review of serial murderers.
6. To understand the processes, procedures and aspects of law enforcement investigations associated with serial murder.
7. To improve research and communication skills.

Explanation of Instruction and Course Schedule:

Class lectures, discussion groups, graphic novel, internet research, DVD materials, applied exercises in critical thinking, and other educational materials as deemed necessary will be utilized in this course. The instructor reserves the right to make changes in the schedule to facilitate student learning. Any changes in the schedule will be communicated to students in advance.

We will, at times, have class discussions and possible class activities, but some of the course content will be conveyed in critical thinking exercises attached to lectures. Note that lectures will draw on assigned readings, but they are designed to complement and expand upon them, not to repeat them. If I was to simply summarize the book for you in lecture format, there would be no reason to come to class, and I honestly do look forward to seeing each of you in class this semester.

Grading:

Exams:

300 Points

This semester there are 3 exams scheduled. Each exam is worth 100 points. Students are expected to be present when all assessments are given. Only by prearranged, mutual agreement between the student and instructor shall assessments be taken at a different time than scheduled. There shall be no exceptions to this policy.

Research Paper/Presentation:

100 Points

An APA formatted paper, 5-7 pages long, using 12 point font, double spacing, and including a reference section and cover sheet is required in this course. Students should contact the lead instructor with their topics prior to beginning research within the first two weeks.

Topics for a paper may include:

- 1) Societal, religious, or cultural connotations of evil.
- 2) A specific serial murderer, his or her methodology, and underlying psychological or behavioral traits of that person.
- 3) A perspectives or reflection paper on infamous leaders described as evil or known for acts associated with evil.
- 4) A mutually agreed upon topic between the lead instructor and the student.

A fifteen minute student presentation is required as an additional part of this project. A schedule for a time to present student papers to the class will be presented during the third week of the course.

Abstract/Book Report

50 Points

As a scholarly venture, the student shall be required to submit a sketch/profile of a serial murderer according to specific criteria. The specific information to be included in the assignment will be provided in class.

Scholarship, Attendance and Weekly Assignments

100 Points

Includes participation in critical thinking exercises, in class dialogues/questions and proactive scholarship efforts.

Summary of Evaluation Elements

3 exams @ 100 points.....300 points
1 Research paper/presentation.....100 points
1 Profile..... 50 points
Discussion Board, Homework, Attendance, Participation 100 points

550 Total Points

Keep track of your grades, do not email me at the end of the term when you are well aware that you did not do well on any test and still expect to pass this course. **You are all adults and have ample material available to you to do extremely well in this course. Come to class, study, use the online tools available, and you WILL do well!**

The Grading Scale for HP 301 00A is based upon a percentage of the total number of points offered by exams, presentation, and abstract/book report. It is listed below:

100-90 %	A
89 – 88%	B+
87 – 80%	B
79 – 78%	C+
77 – 70%	C
69 – 68%	D+
67 – 60%	D
59% or Below	F

Instructor may subtract student earned points for frequent unexcused absences and failure to participate during discussion or classroom activities.

Class Attendance & Participation:

It is important that students attend each session as scheduled. Class time is important. **Attendance will be taken and will count as a significant part of the student's grade (see section on Final Grade).** Attending a lecture or videotape presentation is defined as "being present throughout the entire period"; as such, attendance will be taken during the first ten minutes of class. A late arrival will be counted on the attendance roster at the discretion of the instructor if the reason seems valid.

There are only two kinds of absences: excused and unexcused. An excused absence is due to five possible reasons: (1) illness of student or serious illness of a member of the student's immediate family; (2) death of a member of the student's immediate family; (3) attendance on a sponsored College trip; (4) major religious holidays; and (5) any other circumstance which the instructor finds reasonable cause for nonattendance (there aren't many these days).

Any absence that cannot be verified as excused will be considered unexcused. **Make-up work will not be allowed for an unexcused absence.** For example, "I overslept", "I went out of town to be with friends" or "My roommate kept me out late, so I missed class" are examples of situations that are your responsibilities, not mine.

A student may miss the equivalent of **one week of class (2 day sessions)** without an adverse effect on their grade; thereafter, the **student's grade will be reduced by 5 points per absence from the total number of points offered this semester.** If you are absent for an 'excused' reason, such as an athletic event or a field trip for another class, **it is your responsibility to acquire documentation, provide me with same documentation and inquire about any make up work to remediate for your absence. Absences for medical reasons will be excused if a student can provide documentation that they have seen a doctor. Regular unit exams must be taken at the scheduled time unless excused in advance by Dr. Nevitt, with the exception of a medical emergency verified by a doctor's confirmation.**

Class Conduct:

Students are expected AND required to be courteous to others in the class, including the professor. **Any student engaged in a disruptive behavior will be asked to leave the class. Disruptive behaviors include (but are not limited to): arriving to class late, talking with a classmate while others are talking (including the professor), wearing headphones/listening to music, reading or working on materials other than those specifically dealing with the class.** Finally, students are asked to turn off cell phones and beepers or (at least) to switch them to vibrating mode for the duration of class.

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete

required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend for two semesters students found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets

of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

A Final Word:

Like a good mattress, these policies are firm, but not rock-hard. I am aware that some individual circumstances may arise warranting a change in some of these procedures or policies, but you should not count on that being the case. If you have any questions regarding where you stand in the course, then I strongly recommend that you come and talk to me. I want to emphasize the importance of consulting with me as soon as possible should any difficulties arise in your life that might interfere with your performance in the course. Waiting until the last two weeks of class or when final grades are distributed to talk to me is altogether too late!

The instructor reserves the right to modify any aspect of the course syllabus or content to enhance student learning. Any modifications will be communicated to students in advance. A tentative course schedule will be printed separately.

**Topics Covered In HP 301 Fall 2011 Semester
Lectures and Case Studies**

Course Preface

PPT 1 Introduction to the Course/Syllabus/Teaching Methods

Intro to Deviance/Psychopathy

Case Hx: David Berkowitz

Case Hx: Mass Murderers vs Serial Murderers-Profile Distinctions

PPT 2 The Lure of Homicide

Case Hx: The O. J. Simpson Trial

Case Hx: The Columbine High School Massacre

Case Hx: The Virginia Tech Massacre

Case Hx: The "Grim Sleeper"

PPT 3 The Law of Homicide

Case Hx: San Antonio Symposium

PPT 4 The Lore of Homicide

Case Hx: Lycanthropy

Case Hx: Josef Mengele

PPT 5 Serial Murderers: The Early Research

Case Hx: Jack the Ripper

Case Hx: Albert Desalvo

Case Hx: Edmund Kemper

Case Hx: Gary Leon Ridgway

PPT 6 Typologies

Case Hx: Jerry Brudos

Case Hx: Henry Louis Wallace

Case Hx: Female Serial Murderers

PPT 7 The Biology and Violence

Case Hx: Arthur Shawcross

PPT 8 The Biology of the Psychopathic Mind

Case Hx: Serotonin and Testosterone Research

PPT 9 Psychological Theories of Violence

Case Hx: Ted Bundy

Case Hx: Dennis Rader

Case Hx: Andre Chitavilo

PPT 10 Violence and The Psychotic Mind

Case Hx: Ted Kaczynski

PPT 11 Social Construction of Serial Murder

Case Hx: MacDonald Triad

Case Hx: Jeffrey Dahmer

PPT 12 Early Childhood Trauma and Attachment Theory
Case Hx: Eric Smith