

Seminar in Crime & Deviance: Homicide

Sociology 438

Section 01

3 Credits

Tuesday and Thursday 2:00 PM – 3:20 PM

Instructor Information

Professor: Mark Heirigs, PhD

Office: Social Science Building 323

Office Hours: Monday and Wednesday 10:00 AM to 12:00 PM and by appointment

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Required Texts

Matt DeLisi. (2015). *Homicide*. Dubuque, Iowa: Kendall/Hunt.

<https://he.kendallhunt.com/product/homicide>

Additional readings will be assigned.

Course Description

This course is a specialized introduction and overview of homicide as a societal and criminological phenomenon. The course focuses broadly on both criminological, interdisciplinary, and psychiatric perspectives about homicide offending and victimization. Students are responsible for all material covered in lecture, films, and the text. Some discussion in films and the text may include potentially offensive and stark language and graphic violence.

Learning Goals

- Gain an understanding of the major issues surrounding homicide
- Read and understand primary research articles
- Develop the skill of identifying key concepts from readings
- Enhance oral communication skills through active participation in class and presenting your project
- Advance writing skills through summaries of readings and your final project

Course Expectations

This is a seminar course so participation is vital to create a productive learning environment. The topics may be controversial so it is of the utmost importance that you are respectful toward each other. It is okay to express a variety of opinions regarding this topics so long as we are focused on using evidence and logic. Using respect as the foundation for discussion will create an environment for a lively, stimulating, and intellectually challenging semester.

Academic Integrity

You must practice academic honesty in this course. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code, which is available for review online (<http://www.umt.edu/student-affairs/dean-of-students/default.php>).

Disability Services

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Regarding Name, Gender Identity and Gender Expression

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For information about name changes at the University of Montana, please go here:

<https://www.umt.edu/registrar/students/name-change/default.php>.

Discrimination and Harassment

The U.S. Department of Education's Office for Civil Rights enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." If any employee of UM, including instructors and teaching assistants, learns of any potential gender-based discrimination (e.g., sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking), they are required to notify the Title IX Coordinator, Jessica Weltman (406-243-5710, Main Hall Room 006), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

Confidential Resource

The Student Advocacy Resource Center (SARC) provides *free and confidential* support and brief counseling services for students who have experienced gender-based discrimination. SARC is located in Curry Health Center, Room 108, and their number is **406-243-4429**. Students are also welcome to call their **24-hour support line 406-243-6559**. Speaking with a confidential resource

does not disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

Promoting Student Health & Wellness

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campus resources

Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open Tuesday, 9:00-2:00 & Friday, 10:00-5:00. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's website (<https://www.umt.edu/uc/food-pantry/default.php>), or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity (<http://www.umt.edu/asum/agencies/renter-center/default.php>). Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online (<http://www.umt.edu/trioss/apply.php#Eligibility>).

Late Assignments & Make Up Policy

Late Assignments will be accepted for up to a week after they are due with a 10% penalty per day. It is up to the student to provide documentation and contact the professor with information about why they missed the exam and when they can make it up. *Accepting late assignments and administering make up exams is ultimately up to the instructor's discretion.*

Technology Policy

The use of laptops to take notes is permitted so long as this is not a distraction to others. However, it is expected that the use of phones and headphones will not be used during class

time. Violation of this policy may result in being asked to leave class. If there is a personal reason for you needing to check your phone please let me know before class.

Article Summaries

We will have a variety of additionally readings related to each subtopic that we will discuss in the course. These are met to be a supplement to the reading from the textbook. This will allow you to get a look at what researchers are actually doing to examine this social phenomenon. Summaries should be 1-2 pages double spaced and typed (Times New Roman, 12-point font, 1 inch margins). Citations should be done using APA. Summaries should be printed and be ready to get turned in at the start of each class. We will use these too share what we thought about the article.

Paper

The paper comprises the largest part of your grade and will be done in parts throughout the semester. The paper is designed to allow you to explore a topic that you find interesting in greater detail. The paper encompasses 4 parts: topic, annotated bibliography, first draft, and final draft. Hard copies of each of the assignments will be due at the start of each class the day they are due. The hard copy of the revised paper will be given back to you and turned in with the final paper.

Presentation

The purpose of the presentation is to share what you learned through your paper with the class. This will allow us to learn from each other and give you an opportunity to get comfortable presenting. The presentations should range from 10-15 minutes long. Attendance will taking during the presentations.

Reflections

Toward the end of class I will pose a question for you to reflect on regarding a topic or concept from class that day. These will be used as a way for you to critically analyze a topic and practice your writing. This will be roughly 1 page in length and may also be used for discussion.

Readings

We will have readings associated with each day. The PDF of each article will be posted online for you. On days that we have two readings you will only be responsible for one of them. We will divide the readings up the class before so that everything will be covered when we discuss them. We will conduct class in a jig-saw format where you teach each other about the article that you read for that class and then we will discuss as a large group. However, most of the time we will have one article for discussion and we will discuss it as a large group. Readings will range from 13 to 30 pages.

Grading

Article Summaries	30%
Reflections	10%
Paper-Topic	5%
Annotated Bibliography	15%
Paper-First Draft	10%
Paper-Final Draft	25%
Presentations	5%
Total	100 %

100%	93%	A
92.99%	90%	A-
89.99%	87%	B+
86.99%	83%	B
82.99%	80%	B-
79.99%	77%	C+
76.99%	73%	C
72.99%	70%	C-
69.99%	67%	D+
66.99%	63%	D
62.99%	60%	D-
59.99%	0	F

Course Schedule

Week 1

August 20th

Course Introduction and Overview

Week 2

August 25th

Types and Correlates of Homicide (Chapter 1)

August 27th

Interactionist and Regional Perspectives (Chapter 2-3)

Homicide and the Interactionist Perspective

Ray, M. C., & Simons, R. L. (1987). Convicted murderer's accounts of their crimes: a study of homicide in small communities. *Symbolic Interaction*, 10(1), 57-70.

Homicide and the Regional Perspective

Amin, R., Yang, H., & Lynch, M. J. (2019). Mapping Homicide Clusters across the United States Using County Level Data, 2004-2012 with Comparisons to Earlier Studies. *Deviant Behavior*, 1-22.

Week 3

September 1st

Code of the Street and Lifestyle Perspectives (Chapters 4-5)

Homicide and the Code of the Street Perspective

Stewart, E. A., & Simons, R. L. (2010). Race, code of the street, and violent delinquency: A multilevel investigation of neighborhood street culture and individual norms of violence. *Criminology*, 48(2), 569-605.

Homicide and the Lifestyle Perspective

Potterat, J. J., Brewer, D. D., Muth, S. Q., Rothenberg, R. B., Woodhouse, D. E., Muth, J. B., ... & Brody, S. (2004). Mortality in a long-term open cohort of prostitute women. *American journal of epidemiology*, 159(8), 778-785.

September 3rd

Self-Control Perspectives (Chapters 6)

Homicide and the Self-Control Perspective

Piquero, A. R., MacDonald, J., Dobrin, A., Daigle, L. E., & Cullen, F. T. (2005). Self-control, violent offending, and homicide victimization: Assessing the general theory of crime. *Journal of Quantitative Criminology*, 21(1), 55-71.

Week 4

September 8th

Writing and Researching

September 10th

Writing and Researching

Week 5

September 15th

Social Control Perspective (Chapter 7)

Homicide and the Social Control Perspective

Sewall, L. A., Krupp, D. B., & Lalumière, M. L. (2013). A test of two typologies of sexual homicide. *Sexual Abuse*, 25(1), 82-100.

September 17th

Institutional Anomie Perspective (Chapter 8)

Homicide and the Institutional Anomie Perspective

Hughes, L. A., Schaible, L. M., & Gibbs, B. R. (2015). Economic dominance, the “American Dream,” and homicide: A cross-national test of institutional anomie theory. *Sociological inquiry*, 85(1), 100-128.

Week 6

September 22nd

Social Learning Perspective (Chapter 9)

Homicide and the Social Learning Perspective

Wright, J., & Hensley, C. (2003). From animal cruelty to serial murder: Applying the graduation hypothesis. *International journal of offender therapy and comparative criminology*, 47(1), 71-88.

September 24th

General Strain Perspectives (Chapter 10)

Homicide and the General Strain Perspective

Eriksson, L., & Mazerolle, P. (2013). A general strain theory of intimate partner homicide. *Aggression and violent behavior*, 18(5), 462-470.

Week 7

September 29th

Structural Perspectives (Chapter 11) – *Paper Topic Due*

Homicide and the Structural Perspective

Rosenfeld, R., Baumer, E. P., & Messner, S. F. (2001). Social capital and homicide. *Social Forces*, 80(1), 283-310.

October 1st

Individual Meetings about Paper Topics

Week 8

October 6th

Individual Meetings about Paper Topics

October 8th

Social Disorganization Perspectives (Chapter 12)

Homicide and the Social Disorganization Perspective

Emerick, N. A., Curry, T. R., Collins, T. W., & Fernando Rodriguez, S. (2014). Homicide and social disorganization on the border: Implications for Latino and immigrant populations. *Social Science Quarterly*, 95(2), 360-379.

Week 9

October 13th

Personality Perspectives (Chapter 13)

Homicide and the Personality Perspective

Johnson, B. R., & Becker, J. V. (1997). Natural born killers?: the development of the sexually sadistic serial killer. *Journal of the American Academy of Psychiatry and the Law Online*, 25(3), 335-348.

October 15th

Evolutionary Perspectives (Chapter 14) – *Annotated Bibliography Due*

Homicide and the Evolutionary Perspective

Friedman, S. H., Cavney, J., & Resnick, P. J. (2012). Mothers who kill: evolutionary underpinnings and infanticide law. *Behavioral sciences & the law*, 30(5), 585-597.

Week 10

October 20th

Epidemiological Perspectives (Chapter 15) & Biosocial Perspectives (Chapter 16)

Homicide and the Epidemiological Perspective

Crandall, C. S., Jost, P. F., Broidy, L. M., Daday, G., & Sklar, D. P. (2004). Previous emergency department use among homicide victims and offenders: a case-control study. *Annals of emergency medicine*, 44(6), 646-655.

October 22nd

Victimology Perspectives (Chapter 17)

Homicide and the Victimology Perspective

Mastrocinque, J. M., Metzger, J. W., Madeira, J., Lang, K., Pruss, H., Navratil, P. K., ... & Cerulli, C. (2015). I'm still left here with the pain: Exploring the health consequences of homicide on families and friends. *Homicide Studies*, 19(4), 326-349.

Week 11

October 27th – *Rough Draft Due*

Criminal Career Perspectives (Chapter 18)

Homicide and the Criminal Career Perspective

DeLisi, M., & Scherer, A. M. (2006). Multiple homicide offenders: Offense characteristics, social correlates, and criminal careers. *Criminal Justice and Behavior*, 33(3), 367-391.

October 29th

Individual Meetings to Discuss Revising First Draft

Week 12

November 3rd

Election Day – No Classes

November 5th

Individual Meetings to Discuss Revising First Draft

Week 13

November 10th

Psychopathy and Antisocial Personality Disorder Perspectives (Chapter 19 and 23)

Homicide and the Psychopathy Perspective

Fox, B., & DeLisi, M. (2019). Psychopathic killers: a meta-analytic review of the psychopathy-homicide nexus. *Aggression and violent behavior*, 44, 67-79.

November 12th

Substance Abuse Perspective (Chapter 20)

Homicide and the Substance Abuse Perspective

Roe-Sepowitz, D. E. (2009). Comparing male and female juveniles charged with homicide: Child maltreatment, substance abuse, and crime details. *Journal of interpersonal violence*, 24(4), 601-617.

Week 14

November 17th

Bipolar Disorder and Schizophrenia Perspectives (Chapter 21 and 22) – *Final Paper Due*

Homicide and the Schizophrenia Perspective

Bennett, D. J., Ogloff, J. R., Mullen, P. E., Thomas, S. D. M., Wallace, C., & Short, T. (2011).

Schizophrenia disorders, substance abuse and prior offending in a sequential series of 435 homicides. *Acta Psychiatrica Scandinavica*, 124(3), 226-233.

November 19th

Presentations Day 1

Week 15

November 24th

Presentations Day 2

*****SYLLABUS IS SUBJECT TO CHANGE*****