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THE SOCIOEMOTIONAL DEVELOPMENT BEHIND THE CRIMINAL MIND

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A capstone project submitted for Graduation with University Honors

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ABSTRACT

Murderers are wolves in sheep's clothing, constantly roaming throughout society. Although prior research has investigated some of the motivations behind the criminal mind, there has been little focus on the socioemotional developmental processes that contribute to these individuals' behaviors. In particular, there is a paucity of research on how killers are influenced and molded by emotional socialization experiences throughout their childhood. By understanding how early childhood emotion socialization and experience can influence the behaviors of violent killers, we can gain a better understanding of what makes these individuals turn to a violent lifestyle. It is important to extend research into this area, as the F.B.I often relies on methods of behavioral analysis within their Criminal Profiling Department to bring killers to justice. Through the qualitative analysis in this Capstone project, the childhoods and eventual homicides of two infamous serial killers, Ted Bundy and Jeffery Dahmer, are examined and analyzed. Information was gathered by analyzing crime cases, documentaries, interviews, and existing biographies. These findings will contribute to the scientific study of criminology, as understanding the behavioral and emotional developmental psychology of criminals is a crucial part of the investigation process. Advancing knowledge of criminal pathology will improve the rate of crime-solving by allowing law enforcement to conduct targeted investigations to identify serial killers.

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INTRODUCTION

For this capstone project, I analyzed the socioemotional experiences (emotional socialization) of two serial killers in early life through information gleaned from documentaries, biographies, and known information from their crimes. Emotional socialization is a concept within developmental psychology focused on how infants and children learn to understand, express, and experience emotions, and how to engage with others around them, all through interactions with their social partners (like family members). (DiAngelo, 2016). Across early development, children are increasingly able to manage and express their emotions while creating positive relationships with others (DiAngelo, 2016). Each person has their own experience of socialization, which can be thought of as their unique “frames of reference”. In unusual circumstances, these frames could narrow an individual's worldview to the point that they have no context to understand others' environments (DiAngelo, 2016). An example of this would be how parents' interactions with their children vary in different cultures. Within Latino and Chicano cultures, it is very common for men to not express their emotions to others as they may have grown up learning these norms for expressive behavior within their household. In other cultures, however, men may be more in tune with their emotions and are able to express them freely due to being raised in a different emotional environment. Children learn to understand, express, and self-regulate emotions in a social context and through interactions with other people (i.e., emotional socialization) (DiAngelo, 2016).

Emotional socialization by peers is also vital as children and adolescents spend a great amount of time at school surrounded by their peers. While in these social situations, individuals begin to lean on their peers for social support (Hoffman, 2021). The opinions of peers and friends become very influential during childhood as social behaviors are influenced by these

social interactions. Adolescents desire to act in ways that correspond to their peer group's social norms, and they tend to act in ways that are reinforced by their peers (Hoffman, 2021). There is a sense of motivation and commitment that becomes established when these social norms are met between peers. The extent to which individuals are shaped by the school environment is very influential as certain skills developed in a home environment with caregivers can vary from those learned through peers. Adolescents are more inclined to seek out peers who are more socially effective than they are (Hoffman, 2021). While gaining social knowledge from these social interactions with peers, individuals begin to form and construct their own perceptions in particular social situations such as being with a specific cohort of peers in a classroom. Children who can identify their own emotions and regulate them in a socially acceptable manner are more likely to be able to participate in effective social interactions with others (Ambrose, 2014). Peer relationships become key for adolescent emotional and social development as they learn to understand and grasp a concept of the world around them.

In addition to learning about emotions in social settings, children are shown how to express and regulate these emotions by caregivers and family members in their day-to-day life. These individuals are consistently involved in molding emotional and social development. While developing this emotional connection with their caregivers, children become more emotionally aware of their feelings (Lambie & Linderg, 2016). When mothers display emotions, they teach their children about the emotional significance of events, other people's reactions to emotions, and behaviors that are frequent during specific emotions. In addition to these key learning objectives, the range of emotions is also expressed through these relationships between children and their caregivers (Ambrose, 2014). A strong emotional connection with caregivers tends to have a positive impact on well-being and mental health. Children who have parents that

communicate to them about how emotions affect people's behavior are better able to recognize and grasp basic emotions. On the other hand, children of parents who do not openly and freely communicate feelings, particularly unpleasant emotions, are thought to be losing out on information about emotions and emotion control, and as a result, may assume that emotions should not be expressed (Ambrose, 2014).

An unstable household that holds family stress can cause a negative impact on the socioemotional outcomes of children. A common family stress factor is maternal depression which can impact the emotions children learn through conversations with caregivers (Raikes & Thompson, 2006). Furthermore, maternal depression can alter a child's perspective of how emotions are related to external conditions, which is a crucial component of knowing how others feel. Children's ability to link emotions to their behavioral outcomes may be impaired if exposed to intense negative affect at home. (Raikes & Thompson, 2006). In addition, when children struggle to understand these social connections with their caregivers, they may struggle to comprehend the feelings they see in others or feel in themselves. As emotional development is affected, social development becomes impaired as well. The skills and abilities needed to form these social bonds with others do not function properly and hinder how an individual connects to others.

An important process during emotional socialization is the emotional tie created between an infant and their primary caregiver—most likely the mother—which is known as attachment (Robinson, 2022). According to attachment theory, which was developed by British psychiatrist John Bowlby and American psychologist Mary Ainsworth, the strength of this first relationship's bonding often impacts how well a child relates to others and responds to intimacy later in life. (Robinson, 2022). A human being's first attachment is frequently formed with their primary

caregiver during infancy, however, attachment is not limited to infant-caregiver relationships and can occur in other types of social relationships as well, including romantic relationships and friendships. Attachment styles can be interpreted as assumptions people form about other people's relationships based on their interaction with their primary caregiver as newborns. (Huang, 2020). It is crucial to comprehend that not all infants bond to caregivers in the same way since caregivers fluctuate in their level of sensitivity and response (Huang, 2020). Because there is diversity in how caregivers bond with their infants, there are four main types of attachment styles I will consider here: secure, dismissive-avoidant, anxious-preoccupied, and fearful-avoidant.

Secure attachment type is usually a result of the primary caregiver being able to stay involved with the infant and effectively managing their own stress while also calming and soothing the infant when distressed. The caregiver can be seen as successful in making the infant feel safe and comfortable, connected through emotion, and consistently responding to shifting needs (Robinson, 2022). As a child develops into adulthood with a secure attachment type, they tend to have a favorable self-image and a positive picture of others, implying that they feel worthy and expect others to be accepting and receptive in general. Adults with a secure attachment style value relationships and acknowledge the influence of relationships on their personalities (Huang, 2020). In addition, those with this attachment type can overcome disappointments and negative events in life while being adaptable.

The other types of attachments all denote different forms of insecure relationships. Dismissive-avoidant stems from having a caregiver who was absent or rejecting during infancy and childhood. Since the caregiver never satisfied the infant's needs on a consistent or predictable basis, the infant was forced to emotionally separate themselves and try to self-soothe.

(Robinson, 2022). In adulthood, these individuals have a positive self-image and a negative image of others. To maintain a sense of independence and toughness, they want to avoid close interactions and intimacy with others (Huang, 2020). These individuals typically devalue the relevance of attachment in general, considering others to be untrustworthy.

Anxious-preoccupied attachment types can originate in infancy when a parent or primary caregiver's parenting style was unbalanced, with them being engaged and responsive to needs at times and unavailable or distracted at other times. This discrepancy can make the infant uncomfortable and unsure about whether their needs would be met in this "first" relationship, and thus provides a model for subsequent relationships in the future (Robinson, 2022). In adulthood, individuals of this attachment type are extremely worried about the uncertainties of a relationship. They have a low self-image but a favorable picture of others, which means they feel unworthy but generally think well of others (Huang, 2020). As a result, they try to acquire approval and validation from their significant others to achieve self-acceptance. They also require more interaction and connection from others in their relationships (Huang, 2020). These attachment types could be viewed as "self-sabotaging" as they are constantly so worried about the relationship that they cause unnecessary strain on the bond.

Finally, fearful-avoidant attachments may arise if the primary caregiver has unresolved trauma. As an infant, their parents are frequently both a source of terror and comfort, resulting in the confusion and disorientation they feel about relationships (Robinson, 2022). In other circumstances, the parental figure may have disregarded or ignored the infant's requirements, or their erratic, chaotic conduct may have scared or traumatized the infant. Since the individual never learned to self-soothe their emotions, in adulthood both relationships and the environment around them can feel terrifying and unsafe (Robinson, 2022). Outcomes from these attachment

types can cause adults to be insensitive to their partner's feelings, which can lead to explosive or even abusive behavior. At the same time, they can be equally harsh on themselves as they are on others (Robinson, 2022). In addition, they can exhibit signs of antisocial and negative habits such as drinking or being violent. Overall, they can feel unworthy of love but at the same time yearn for intimacy.

As social relationships are influenced through emotional socialization in childhood, temperament also plays a role in how individuals understand themselves and interpret their surroundings. Temperament is significant because it allows us to better comprehend our underlying behavioral tendency. Even while human personality is partly heritable, unique experiences influence and mold much of it (Ekstrand, 2012). Temperaments can be broken down into two categories each containing two subsections. There are extroverted and introverted categories with extroverted containing choleric and sanguine and introverted containing melancholy and phlegmatic (Ekstrand, 2012). Sanguine individuals are sociable, outgoing, and talkative individuals. Although choleric temperament types are sociable just like sanguine types, they use more of their actions compared to their words. These individuals are highly active, optimistic, and can even be impulsive (Ekstrand, 2012). In the introverted category, phlegmatic temperament types are more controlled and peaceful. They tend to do more of the observation in social settings and can be described as passive and calm. Compared to phlegmatic, melancholic temperament types are more unsociable and pessimistic. They hold a sense of anxiety when interacting in a social setting.

Analyzing the childhood socioemotional experiences and context of serial killers may lead to insight into the developmental origins of the motivation for their later homicides. Looking at emotional socialization throughout the childhood of these killers may give us insight

into their choices of victims. Killers have the tendency to personalize their crime scenes and thrive on this uniqueness (Conrath, 1994). This current study aims to gain knowledge about the emotional socialization of both Ted Bundy's and Jeffery Dahmer's childhoods. In particular, I aim to look at how the socioemotional experiences of the normative child compare to those of Bundy and Dahmer, and to compare them to each other. Looking at the similarities and differences between their childhoods can give insight into how Bundy and Dahmer were socialized. The research question is thus: How does non-normative emotional socialization during childhood influence killers' victimology? Many become fascinated by serial killers and begin to question what could cause someone to commit such horrendous crimes. There has been much attention paid to these individuals during their adulthood, however there is little research exploring the childhood and developmental psychology of these killers. To really grasp an understanding of these individuals and their behavioral motives, it becomes extremely important to comprehend how killers such as Bundy and Dahmer interpreted their surroundings and interpersonal relationships on a social and emotional level as they grew up.

METHODS

Ted Bundy and Jeffery Dahmer are the two subjects of interest as these two individuals are widely known for their criminal activity. This project took a qualitative approach to analyzing the data. In general, qualitative approaches aim to achieve a microanalysis of a context to grasp an understanding of what is happening, who is affected, and why particular impacts are occurring (Mayoux, 2017). Specific applications of qualitative methods to this project included my direct observation of documentaries and other sources to develop a comprehensive picture of Bundy's and Dahmer's childhood environment and homicides. This approach will be elaborated on in the following sections.

Data Collection Method

Specific documentaries were selected for this project as seen in Figures 1 and 2. To be included, documentaries had to explore Bundy's or Dahmer's childhood. *Inside the Criminal Mind: Serial Killers*, *Ted Bundy: Falling for A Killer*, and *Serial Killers - The Real Life Hannibal Lecters* each depicted not only how Bundy and Dahmer were as children, but characteristics of the environment in which they grew up. In addition to these documentaries, the article *Does Ted Bundy's Childhood Account for his Monstrous Adulthood?* was consulted as this source gave more specific insight into Bundy's childhood experiences.

Next, media articles such as *Ted Bundy's victims include an estimated 30 women throughout the 1970s*; *Ted Bundy's victims: How many women did he kill*; *Ted Bundy | victims | murderpedia: the encyclopedia of murderers*; *Ted Bundy victims: Who were the women murdered by serial killer, and how many might there have been?*; *Jeffrey Dahmer: A timeline of his murders*; and *Jeffrey Dahmer | victims | murderpedia, the encyclopedia of murderers* were collected as they contained information about Bundy's and Dahmer's homicides like the name and age of each victim. In addition to this, information about the year, location, and description of each homicide was also required for the article to be deemed sufficient for inclusion. Multiple media articles of victimology for both Bundy and Dahmer were collected and compared to one another to ensure the victim list was correct and reliable.

Data Analysis Method

Once all the data was collected, direct observation began. While watching the documentaries and reading over the articles about these two individuals' childhood, I made notes and observations that highlighted key emotional development impacts from Bundy and

Dahmer's upbringings. Specific notes were taken in relation to emotional self-regulation, social interactions with other individuals besides caregivers, and environmental influences such as maternal depression, parent relationships, parent education levels, and family stress. After completing direct observation of each documentary and article, I created a chart for each Bundy and Dahmer which included three sections: family structures, social relationships, and social experiences. Because each chart represented a vast amount of data, the information than was organized into a Venn Diagram in which I highlighted similarities and differences between Bundy's and Dahmer's childhoods, as seen in Figure 8.

After the childhood of these individuals was described, I turned to the victimology. After reading through articles that listed how many victims Bundy and Dahmer each killed, a chart was created containing name, age, year, location, and a brief description of each homicide (refer to Figures 9 and 10). The data from the chart was then reorganized into two separate timelines, one for each Bundy and Dahmer. These timelines were constructed in chronological order from first to last. Each state was assigned a color to better visualize how Bundy and Dahmer moved geographically when committing their homicides.

Finally, patterns between the victimology and potential emotional traumas in these two individuals' childhood allowed for a hypothesized attachment and temperament type to be developed for both Bundy and Dahmer. Attachment type was first established and was heavily weighted on the social and emotional relationship these individuals seemed to have had with their caregivers throughout their childhood. Next, temperament was evaluated focusing on social interactions during their childhood and homicides. In assessing temperament, I considered how Bundy and Dahmer interacted with their victim before, during, and after the homicide.

RESULTS

The results are organized into six different subsections: Bundy's early homelife, Bundy's social/environmental interactions, Bundy's victimology, Dahmer's early homelife, Dahmer's social/environmental interactions, and Dahmer's victimology.

Bundy's Early Homelife

Ted Bundy did not have a traditional father and mother figure in his life as he was born to an unwed mother in 1946. Bundy was raised by his biological mother and maternal grandfather and was told for the first few years of his life that his mother was his sister and that his grandparents were his true parents (Serena, 2021). He did not find out the truth about his family structure until 1969, five years prior to his first killing in 1974.

Bundy's male role model in his household was his grandfather, who was characterized as abusive and sexist. While exposed to this behavior daily, Bundy looked up to his grandfather and believed that this was a prime example of what a man should be in society. At a young age, Bundy was exposed to pornography as his grandfather left many magazines unattended around the household (Serena, 2021). Bundy grew up in an unstable, disorganized household, and his grandmother suffered from depression which caused her to be in and out of the hospital (Serena, 2021). Due to the instability of the home, Bundy's mother left the household with Bundy. Soon, Bundy's mother met a nice man who became his stepfather. Bundy was not fond of his stepfather and refused to develop social and emotional ties with him (Serena, 2021). This detachment soon grew as Bundy began to detach from and refuse to bond with the family as a whole; he became jealous of the relationship between his mother and stepfather.

Bundy's home environment contained stressors such as his grandfather being abusive and sexist and his grandmother suffering from depression. These factors caused his biological mother

to change the environment in which Bundy grew up. The change of households caused a domino effect in that Bundy met his stepfather who he resented and refused to develop a relationship with. Bundy was unable to develop or maintain a secure attachment with his primary caregiver since he never knew who his mother truly was until later in his childhood, which likely caused social and emotional difficulties. Although his grandmother filled in the role of his mother, her depression prevented her from attending to Bundy's emotional developmental needs throughout his childhood. He was unable to learn and understand certain emotions from his mother figure resulting in his social skills and understanding of others becoming impaired. With these social skills affected, Bundy's peer interaction took a negative outlook.

Bundy's Social/Environmental Interactions

Bundy's ability to develop social skills as a child may have been additionally impacted by his classmates' view of him as socially awkward and not quite "fitting in". Classmates and other members of the Boy Scouts commented that Bundy "liked to scare people" by finding enjoyment in causing fear to others (Serena, 2021). As a child, Bundy began to shoplift and soon turned into a "peeping Tom". Key indicators of maladaptive behavior in Bundy's childhood are that he would lay knives around the bed of his sleeping aunt and once set a cat on fire.

As Bundy got older, he became comfortable in social settings and was viewed positively by everyone he interacted with. Bundy was self-aware of his charm and soon used it to lure his victims (McNair, 2020). He knew how to manipulate and take advantage of women's vulnerability to lure his victims. Bundy would pretend to be hurt to attract their help, as he believed women to be nurturing at heart (McNair, 2020). His first victim was 18-year-old Jonie Lenz, who survived the attack on January 4, 1974. Within the next four years, Bundy would have a total of 26 victims.

Bundy's Victimology

Bundy's victimology consisted of women who were young. Referring to Figure 3, 23.1% of Bundy's victims were women who were 18 years old. Overall, his victims ranged from 12 to 26 years old age which spans high school to post-college-age (Blanco, n.d.-b). He was deliberate in choosing these women, as he believed that the younger they were, the more likely they would be to fall for his charm (Migala, 2019). It was common for Bundy to kidnap his victims and rape them. He was very violent during his homicides, which consisted of strangling, knocking women unconscious, and using restraints (Fraga, 2021). It was evident that Bundy was very comfortable being in different social settings as his crimes were not committed in the same settings. He was able to adjust to his surroundings and adapt to different geographical locations. As shown in Figure 4, Bundy moved throughout six different states with Seattle, Washington being the place most of his homicides occurred. He moved freely and comfortably through different states which suggests how comfortable and confident he was to perform these crimes in different environments with which he was unfamiliar. In summary of Bundy's victimology, he had a total of twenty-six victims with five of these women surviving these attacks (Martin, 2020).

Bundy's attachment and temperament type become more evident as he grew up and was exposed to more social situations. Bundy can be categorized as a dismissive-avoidant attachment type as seen in Figure 6. He had a strong positive outlook of himself, reflected in how confident he was in being able to lure women with his charm. He was extremely self-reliant and felt confident moving from city to city to continue his crimes with little to no fear of being caught by police. In addition, Bundy may have downplayed the importance of relationships in his own mind, as once he was done killing he would dispose of the body and move on to look for his next victim. A crucial observation is a linkage between the resentment that Bundy held toward his

mother and his victims. Bundy resented his mother for her lack of attention, and all of his victims were young women. This pattern could possibly have been a way for Bundy to deal with his internal emotional trauma. Choleric temperament type can best describe Bundy as he was very egocentric, confident, and aggressive. These characteristics are evident in his homicides and how they were carried out. Bundy's potential temperament type does give insight that he was more of an extrovert than an introvert.

Dahmer's Early Homelife

Jeffery Dahmer grew up in the same household as his biological mother and father. Although Dahmer was raised in a traditional household, his parents did not have a happy marriage - instead they argued frequently (NBADUNKMAN, 2017). This unhealthy marriage led to Dahmer being exposed to drinking at a young age. His mother suffered from depression and attempted suicide at least once (NBADUNKMAN, 2017). While his mother had a difficult time fulfilling the role of a nurturing caregiver, Dahmer would turn to his father for a loving relationship. However, Dahmer's father was gone from the house quite often due to being occupied with his doctoral work in chemistry (NBADUNKMAN, 2017). When his father was home, most of his attention was on helping his wife (Dahmer's mother) manage her depression.

As his childhood progressed, Dahmer received less and less attention from his parents. When he was five years old, his younger brother was born which Dahmer resented (NBADUNKMAN, 2017). He soon began to fight for attention from his parents as they became more attentive to his younger brother than they were to him. His relationship with his parents was so insecure that he would drink alcohol at a young age and take it with him to school without his mother or father noticing as they were focused on their own issues (NBADUNKMAN, 2017). Finally, at the age of sixteen Dahmer's parents decided to divorce.

Dahmer had the same stress factor of maternal depression as Bundy in his household. While his mother suffered from depression, she was also inattentive to Dahmer's needs during his emotional development throughout infancy and early childhood. In addition to maternal depression, Dahmer grew up in a divorced household. The unhealthy marriage of his parents led to constant arguing. With Dahmer's emotional developmental needs being neglected, there was no real bond constructed between him and his parents leading to a degraded parental relationship. The maladaptive emotional and social learning throughout Dahmer's early home life may have impacted his abilities to self-regulate. He became unable to manage his disruptive emotions, impulses, behaviors, and thoughts in social and environmental settings.

Dahmer's Social/Environmental Interactions

Key highlights from his childhood included Dahmer being considered an outcast by his classmates. At thirteen years old, he had no friends and displayed very poor social skills which impacted his ability to construct bonds with others his age (Kirk & Serio, 2017). In addition to this, Dahmer began finding enjoyment in causing harm to animals. He would find cats around his neighborhood and torture them (Kirk & Serio, 2017). Dahmer nailed frogs and cats to trees. His obsession with harming animals soon turned into excitement about bones from the carcasses of animals. Dahmer's dad would ask him to help clean up debris from underneath their house which would sometimes consist of the carcasses of dead rodents (NBADUNKMAN, 2017). He became more and more fond of the sound of the bones clanking together as they were dumped into buckets. Dahmer expressed his interest in the bones to his father who soon taught him how to bleach and clean these bones with chemicals (NBADUNKMAN, 2017). His father assumed that Dahmer was just curious about the chemistry behind cleaning bones and saw this as a chance to

bond with his son over chemistry. The method behind using chemicals soon became a dominant characteristic of Dahmer's homicides.

Dahmer's Victimology

Dahmer's victimology consisted of men who varied from ages thirteen to thirty-three. A majority of his victims were around 23 years old, as shown in Figure 5. His victims were all homosexual men. Dahmer was particular with his victims as they needed to meet a certain requirement when it came to their gender and sexuality.

Dahmer would first drug his victims to render them unconscious as soon as possible. Once they were unconscious, Dahmer would kill his victims via strangulation and proceed to have sexual intercourse with their corpses (Blanco, n.d.-a). After this, Dahmer would use a wide variety of methods to desecrate the bodies. A few of these methods include dismembering the body with a knife, burning off the skin of the corpse with acid, or sledgehammering the chest of the body inward (Blanco, n.d.-a). If he decided not to de-flesh the body with acid, Dahmer would eat his victims which led to his nicknames as the "Milwaukee Cannibal" and the "Milwaukee Monster" (Blanco, n.d.-a). It was noted that his neighbors would report an awful smell coming from his apartment along with the frequent noise of a power saw (Bertram, 2021). Dahmer would keep many trophies such as genitals, skulls, and organs from his victims in his freezer (Blanco, n.d.-a). Once he was completely done with his victims and kept the parts that he desired, he would smash the rest of their bones and scatter them in his backyard.

Dahmer was stationary in his choice of geography for his homicides. A vast majority of his killings were carried out in Wisconsin, specifically in his apartment. All of his victims were lured to his home with an incentive such as sexual intercourse or being told he would pay them

to pose nude (Blanco, n.d.-a). Dahmer was most comfortable in an environment that he felt the most familiar with. Only one homicide was carried out in Ohio which was his first victim, nineteen-year-old Steven Hicks in June of 1978 (Blanco, n.d.-a). Dahmer's victimology consisted of nineteen men, two of whom were able to escape these attacks by running out of his apartment.

Dahmer's attachment and temperament types likely differ from Bundy's even though they shared similarities in their childhood (Figure 8). Dahmer may be categorized as a fearful-avoidant attachment type (Figure 7). Dahmer was extremely socially avoidant and fearful of creating intimate relationships with other individuals. He had a connection to the corpses, possibly due to feeling rejected by living humans and society. Dahmer may have murdered for the company and ability to keep this company around after their deaths and through the trophies he collected and kept from the corpses. Dahmer was described as dealing with his own internal conflicts especially concerning his sexuality which he may have projected onto his victim choice as all were homosexual men. Dahmer could have also used his victim choice to deal with internal emotional trauma of his resentment towards his young brother for receiving all of his parents' attention, which may be reflected in his victims all being younger males. In addition to his attachment type, Dahmer could be categorized as a melancholic temperament type as he was reserved, unsociable, and obsessive. His obsessiveness can be observed by his retention of the victim's body parts and through his ingestion of his victims. Dahmer was more of an introvert than an extrovert which indicates his temperament type may have been melancholic.

DISCUSSION

Overall, the socioemotional development of Ted Bundy and Jeffery Dahmer shared many similarities and differences. Bundy and Dahmer were both raised in households that shared

common social environments such as having a female caregiver suffer from depression and not having adequate parental attention towards their emotional needs during their childhoods. In addition to their household situations, they were both described as outcasts and socially awkward by their peers and harmed animals during their youth. A few notable differences include that Dahmer grew up with both his biological parents whereas Bundy grew up with only his biological mother present. Bundy also grew up exposed to abusive and sexist characteristics of his grandfather, whereas Dahmer had this missing from his childhood yet was exposed to constant arguing of his parents and alcohol.

Tying back to the primary research question of how emotional socialization during childhood influences victimology, it seems that the emotional development of an individual is extremely crucial to shaping how individuals interact with their environment and other human beings. Relationships between caregivers and their infants are highly influential in how children learn to process their emotions and when not developed in a healthy way, these deficits could potentially lead to violent behavior in the future. Internal emotional trauma can strongly motivate a person's behavior (as seen in each of Bundy's and Dahmer's homicides) and if not dealt with fully, could lead to insufficient emotional and self-regulation.

A few limitations of this project included the lack of data available to create a complete picture of exactly how Dahmer and Bundy were, and what they experienced, during childhood. There are no interviews with the parents of both Dahmer and Bundy to help give insights into the grey areas that remain uncertain. In addition to this, this project was a self-analysis of both individuals and the interpretations of the patterns. My conclusions are thus not facts but sophisticated assumptions I made based on the data gathered throughout this research. Other limitations include not being able to communicate with Dahmer and Bundy directly for them to

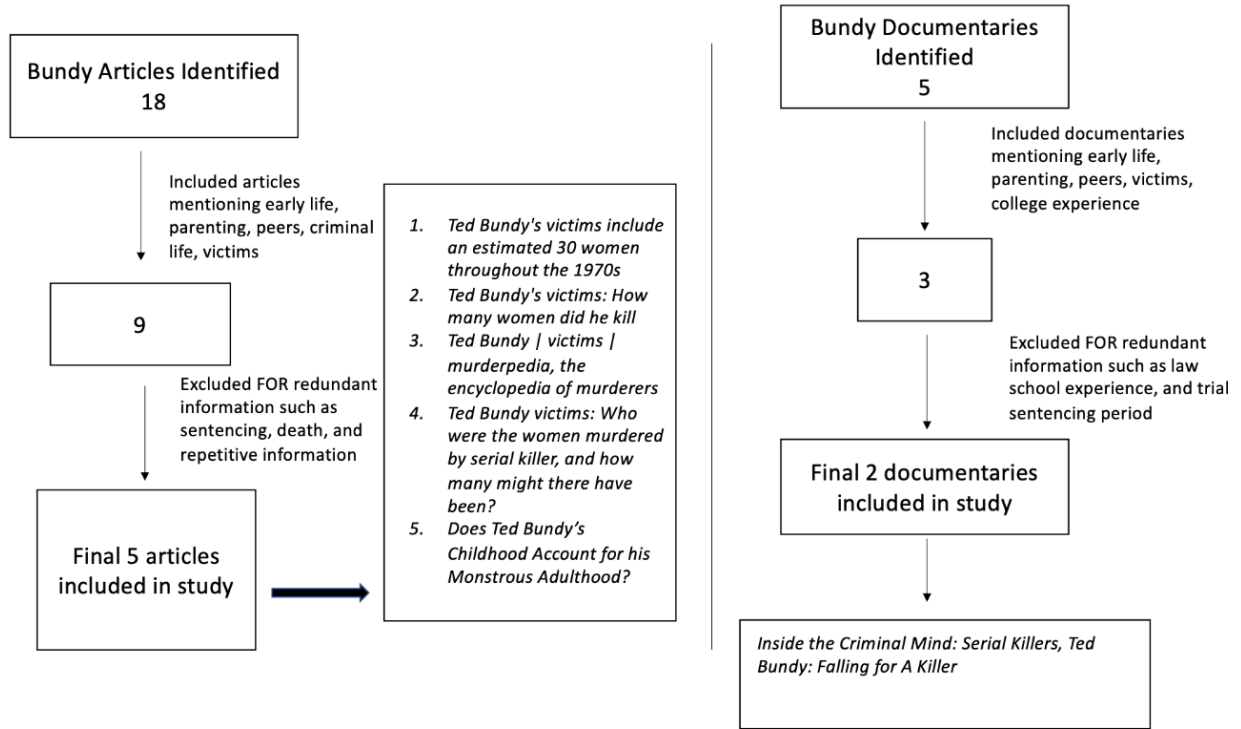
describe their childhood in detail. The perception of Dahmer and Bundy, or their parents, would have allowed for multiple perspectives on the socioemotional development that occurred for both individuals.

In summary, emotional socialization is a crucial part of infancy and childhood. The absence of typical social and emotional learning and normative childhood experiences can be detrimental to development as a person has a hard time building healthy social bonds with others. In extreme cases such as Ted Bundy and Jeffery Dahmer, there will always be the question of what may have happened if they grew up in a healthy household with better-supported emotional development; would they have still turned to their dark lifestyle and crimes? Having the answer to questions like these can help expand knowledge in the area of criminology and shed light on aspects of these killers' behavior. The more that is understood about the enigma that is the criminal mind the better for many different fields of work such as police departments, forensic units, and the F.B.I. behavioral analysis unit. Research can be expanded on this topic of emotional socialization and how it impacts criminal behavior. Within the area of criminology, there are different types of criminals besides serial killers consisting of mass shooters, terrorists, and drug criminals that this area of research can expand.

FIGURES

Figure 1

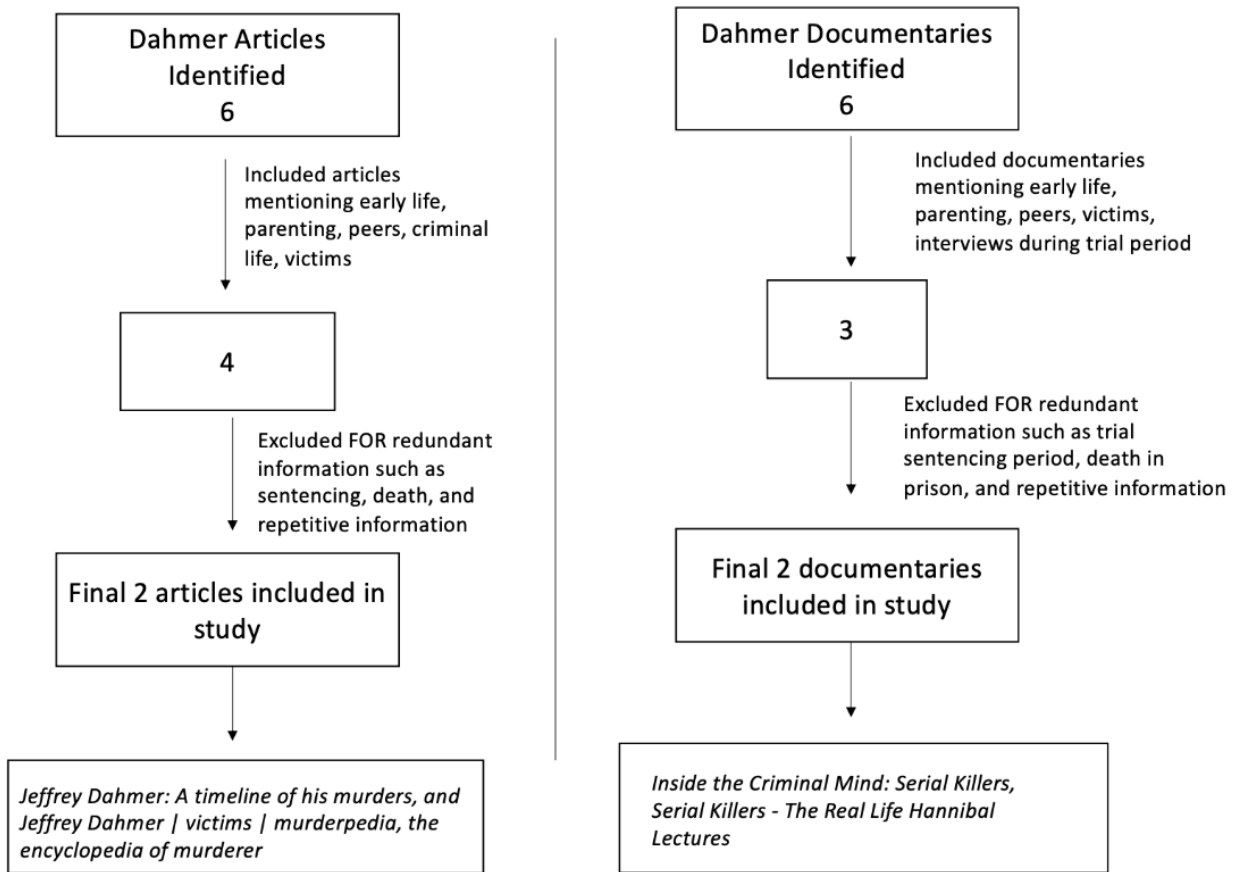
Bundy Collection Chart



Note: The chart exhibits how articles and documentaries were selected during the data collection method for Ted Bundy.

Figure 2

Dahmer Collection Chart

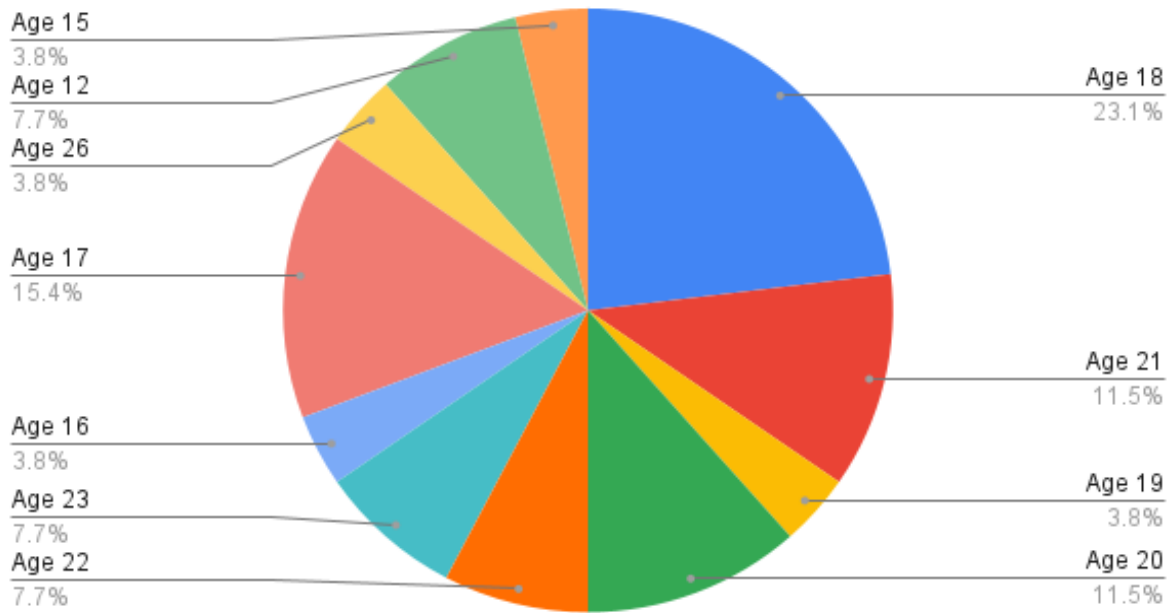


Note: The chart exhibits how articles and documentaries were selected during the data collection method for Jeffery Dahmer.

Figure 3

Ted Bundy's Victim's Age Range

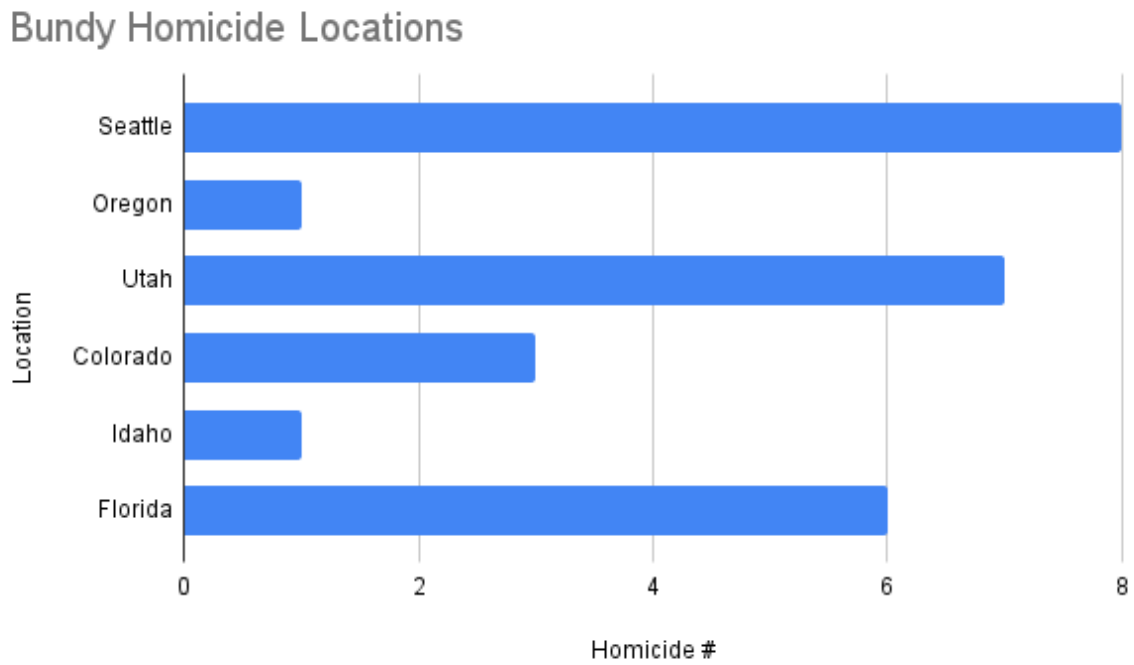
Age of Bundy's Victims



Note: The pie chart displays the age percentage that Ted Bundy's victims were.

Figure 4

Ted Bundy's Homicide Locations

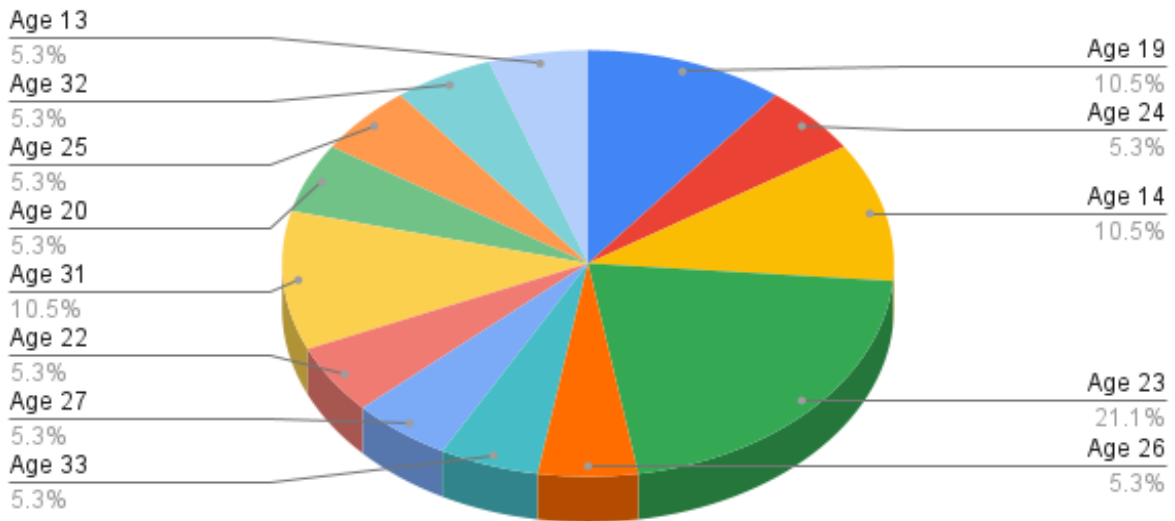


Note: The bar chart displays how many homicides of Bundy's were committed in the listed states.

Figure 5

Jeffery Dahmer's Victim's Age Range

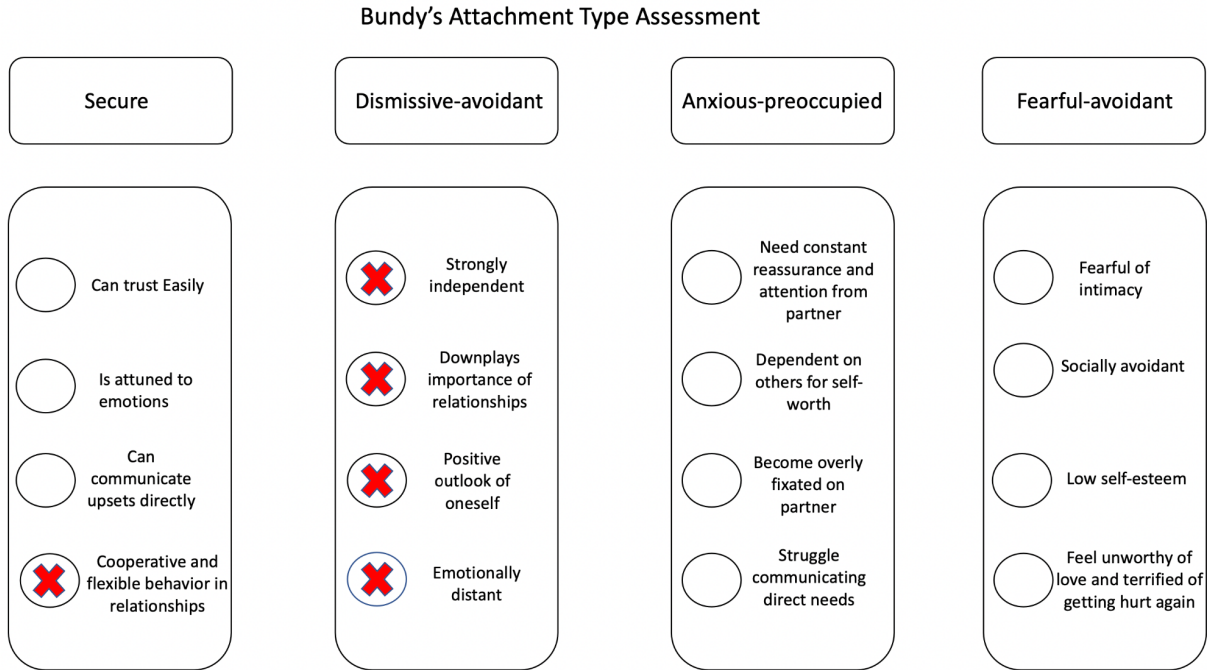
Age of Dahmer's Victims



Note: The pie chart displays the age percentage that Jeffery Dahmer's victims were.

Figure 6

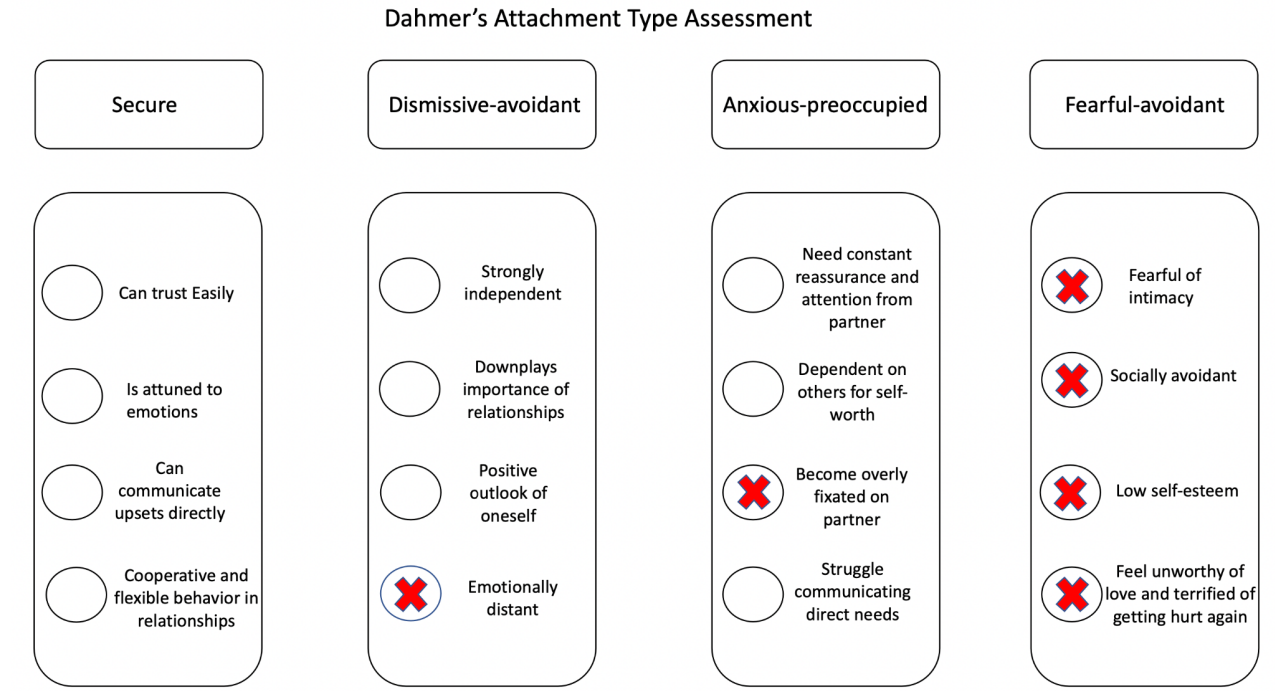
Ted Bundy Attachment Type Assessment



Note: The chart exhibits the four different attachment types and their characteristics. The ones that Bundy may have fallen into were marked with an “x”.

Figure 7

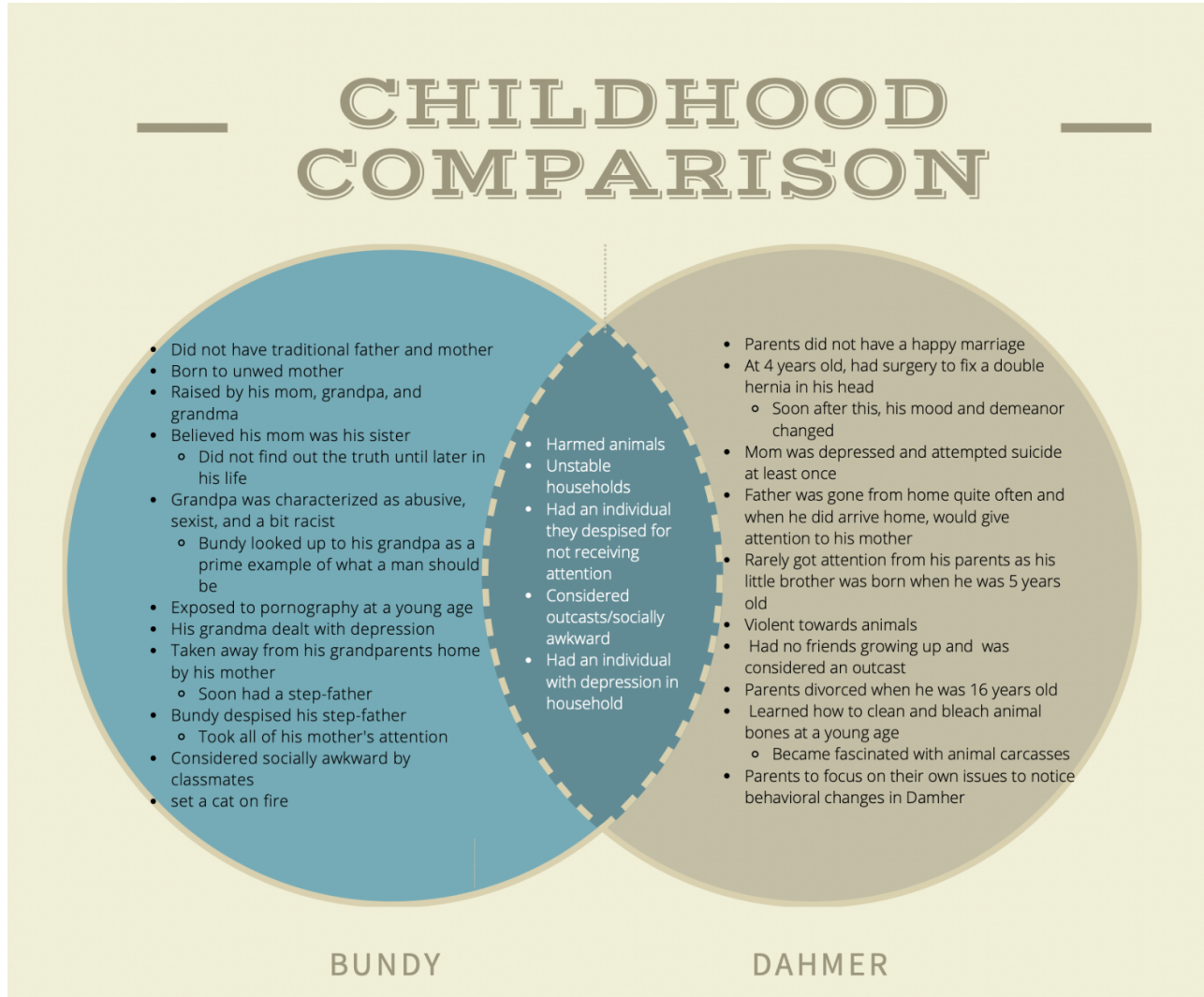
Jeffery Dahmer Attachment Type Assessment



Note: The chart exhibits the four different attachment types and their characteristics. The ones that Dahmer may have fallen into were marked with an “x”.

Figure 8

Childhood Venn Diagram



Note: The Venn diagram displays the similarities and differences found in both Bundy's and Dahmer's childhood.

Figure 9

Jeffery Dahmer Victimology Data

Name	Age	Date	Location
Steven Hicks	19	June 1978	Bath Township (Ohio)
Steven Tuomi	24	November 21, 1987	Ambassador Hotel (Wisconsin)
James “Jamie” Doxtator	14	January 16, 1988	West Allis, Milwaukee (Wisconsin)
Richard Guerrero	23	March 24, 1988	West Allis, Milwaukee (Wisconsin)
Anthony Lee Sears	26	March 25, 1989	West Allis, Milwaukee (Wisconsin)
Raymon Lamont Smith	33	May 20, 1990	213 Oxford Apartments, North 25th street (Wisconsin)
Edward W. Smith	27	June 14, 1990	213 Oxford Apartments, North 25th street (Wisconsin)
Ernest Miller	22	1990, month unknown	213 Oxford Apartments, North 25th street (Wisconsin)
David Thomas	23	Septmeber 14, 1990	213 Oxford Apartments, North 25th street (Wisconsin)
Curtis Straughter	19	February 18, 1991	213 Oxford Apartments, North 25th street (Wisconsin)
Errol Lindsey	31	April 7, 1991	213 Oxford Apartments, North 25th street (Wisconsin)
Anthony Hughs	31	May 24, 1991	213 Oxford Apartments, North 25th street (Wisconsin)
Konerak Sinthasomphone	14	May 27, 1991	213 Oxford Apartments, North 25th street (Wisconsin)

Jeremiah Weinberg	23	July 7, 1991	213 Oxford Apartments, North 25th street (Wisconsin)
Oliver Lacy	23	July 15, 1991	213 Oxford Apartments, North 25th street (Wisconsin)
Joseph Bradehoft	25	July 19, 1991	213 Oxford Apartments, North 25th street (Wisconsin)
Tracy Edwards (SURVIVED)	32	July 22, 1991	213 Oxford Apartments, North 25th street (Wisconsin)
Keison Sinthasomphone	13	Unknown	213 Oxford Apartments, North 25th street (Wisconsin)

Note: The chart has the data collected of Dahmer’s victimology organized by name, age, date, and location in chronological order.

Figure 10

Ted Bundy Victimology Data

Name	Age	Date	Location
Joine Lenz (SURVIVED)	18	Januaury 4, 1974	University of Washington (Seattle)
Lynda Ann Healy	21	February 1, 1974	University of Washington (Seattle)
Donna Gail Manson	19	March 12, 1974	Evergreen State College (Seattle)
Susan Rancourt	18	April 17, 1974	Central Washington State College (Seattle)
Roberta Parks	20	April 17, 1974	Oregon State Univeristy (Oregon)
Brenda Carol Ball	22	June 1, 1974	A town south of Seattle
Georgeann Hawkins	18	June 11, 1974	University of Washington (Seattle)
Denise Naslund	18	July 14, 1974	Lake Sammamish State Park (Moved east of Seattle)
Janice Ott	23	July 14, 1974	Lake Sammamish State Park (Moved east of Seattle)
Nancy Wilcox	16	October 2, 1974	Holladay (Utah)
Melissa Smith	17	Ocotber 26, 1974	Salt Lake City (Utah)
Laura Aime	17	October 31, 1974	Provo Canyon (Utah)
Carol DaRonch (SURVIVED)	17	November 8, 1974	Utah (Unknown city)
Debra Kent	17	November 8, 1974	Viewmont High School (Utah)
Caryn Campbell	23	January 12, 1975	Aspen (Utah)
Julie Cunningham	26	March 15, 1975	Vail, Cunningham (Colorado)
Denise Oliverson	18	April 15, 1975	Colorado (Unknown city)

Melanie Cooley	18	April 15, 1975	Coal Creek Canyon (Colorado)
Lynette Culver	12	May 6, 1975	Pocatello (Idaho)
Susan Curtis	15	June 27, 1975	Brigham Young University (Utah)
Margaret Bowman	21	January 15, 1978	Florida State University (Florida)
Lisa Levy	20	January 15, 1978	Florida State University (Florida)
Kathy Kleiner (SURVIVED)	20	January 15, 1978	Florida State University (Florida)
Karen Chandler (SURVIVED)	22	January 15, 1978	Florida State University (Florida)
Cheryl Thomas (SURVIVED)	21	January 15, 1978	Florida State University (Florida)
Kimberly Leach	12	February 9, 1978	Florida (Unknown city)

Note: The chart has the data collected of Bundy's victimology organized by name, age, date, and location in chronological order.

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