

CJA 680: Sex Crimes, Offenders & Legal Policy

Instructor:	Joe Allen, Ph.D.	Spring 2011
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Course Description:

An examination of sexual offenses/offenders and analysis of contemporary socio-/legal policy directed at these offenders.

Student Learning Outcomes:

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. The nature and extent of sexually-oriented crimes in society.
2. The developmental theories underlying sexually deviant behavior.
3. The general history of major sex offender policies/laws.
4. The socio-historical roots of contemporary sexual behaviors and attitudes.
5. Critical socio-/legal points related to past and current sex offenses/offender legislation.
6. Current and past treatment of sex offenders and rehabilitation methods.

Course Approach:

This course will be presented using a variety of methods, primarily through lecture, group discussions and exercises, etc.. The course will employ instructional aids like PowerPoint and other audio/visual material.

Reading materials:

Sex Offender Laws: Failed Policies, New Directions. Richard G. Wright, Ed. Springer. New York, NY. 2009.

Sex Crimes: Patterns and Behavior, 3rd Ed. Holmes, Stephen T. & Ronald M. Holmes. Sage. Thousand Oaks, CA. 2009.

Assessment:

Written Assignments (6): Students will complete six (6) written assignments that will coincide with reading material and/or online videos/media. These assignments will be based on contemporary sex offender/policy issues. If well-written, the assignments should be able to be accomplished in 3-5 pages each, depending on the assignment. Assignments will be graded based on completion, addressing all aspects of the assignment, organization of thoughts/ideas, critical assessment of the material, readability, grammar, etc.

Chapter Presentation: Each student will present a summary of one of a selected set of chapters to the class. The student will prepare a PowerPoint presentation and/or an outline and submit this to the instructor prior to their presentation date.

Chapter Discussant: Each student will prepare a set of talking points from a presented chapter summary. The discussant will be someone other than the presenter for that particular chapter. The discussant will send these talking points (at least 2) to the instructor prior to the date of the assigned presentation.

Contribution to Class Discussion/Participation/Assignments: In general, to achieve the course goals, class participants should continually be critically assessing reading materials as well as their own preconceived notions of sexuality, offending, and legal policy. Given the set-up of the course, students are expected to be participatory and engaged in class discussions.

Policy/Legislation Review & Proposal: Students will do a cursory review a selected sex offender policy. The student will then prepare a document that proposes to make that policy 'better'. They will present this policy proposal on the second to last class for input and discussion. 'Policy' can encompass things like laws, treatment, supervision, assessment, etc. After receiving input and discussion, students will revise (if necessary) and submit a final draft of their document.

Policy/Legislation Review & Critique: Students will review two (2) of their peers' submitted policy documents. They will critique these documents using various criteria and submit their review.

TERMS OF COURSE REQUIREMENTS:

1. *Late assignments/projects will be assessed a 30% reduction in score if late, and an additional 10% per day after that. All late assignments must be turned in within 1 week, otherwise loss of all credit will occur.*
2. *Unless otherwise specified, assignments are due at the beginning of class.*
3. *Students are allowed **1** absence for graduate student courses. If a student incurs **2** absences, they will automatically be dropped from the course. Lateness to class or leaving class early will be figured into attendance considerations. Even though students are allowed one absence without having to drop the course, this does NOT mean that this absence will not figure into their final grade (remember, we only meet 10 times during the term).*
4. *Students will be expected to have read materials prior to each class session and completed appropriate assignments. It is especially important that students read and do work outside of the classroom due to the breadth of materials covered in such a relatively short period of time.*
5. *I have an open-door approach when it comes to helping students understand the material and do well in the course. If you would like to meet with me, visit me during my office hours or call/e-mail me to set up an appointment for an alternative time if those hours don't work for you. **DON'T HESITATE** to talk to, call, or e-mail me!*
6. *Any instances of academic dishonesty will result in an "FD" (failure for dishonesty) grade for the course and will be subject to the policies and procedures for the college. If you are at all unclear about what constitutes academic dishonesty, refer to catalogued materials.*
7. *Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. Don Kopf, 735-4845** or **Dr. June Yasuhara, 739-4603**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.*
8. *The instructor reserves the right to change the schedule of the syllabus when deemed necessary.*

Grading System:

The class will be graded on a curve, based on the highest score received on exams, participation, and attendance. For this curve, a standardized grading system will be used:

A = 93-100% (of highest point total received)

B = 84-92%

C = below 83%

<u>Point Distribution & Scoring System:</u>	<u>% of Final Grade</u>
Writing Assignments (6)	24%
Chapter Presentation	10%
Chapter Discussant	10%
Class Contribution/Participation	20%
Policy Legislation Review & Proposal	18%
Policy Legislation Review & Critique	18%

About the Instructor:

Dr. Allen is a full-time faculty member, Assistant Professor, in the C&CJ Department. He is an advisor to CJ majors and oversees the CJ Club; additionally, he is the program's internship/volunteership coordinator and programmatic assessment lead. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, seminar in criminal justice agencies, and sex crimes. He has been a full-time faculty member in the Department since 2004 and began teaching at Chaminade in a part-time capacity in 1994. He has also taught courses in Sociology at the University of Hawaii and Hawaii Pacific University. Before joining the Department in a full-time capacity, he worked with the Corrections Population Management Commission (thru the Department of Public Safety), Department of the Attorney General, and the Social Science Research Institute (University of Hawaii). Throughout the years, he has been involved in various research and evaluation projects, including the topics of: probation and parole recidivism, sentencing simulation modeling and policy analysis, juvenile delinquency and youth gangs, community crime prevention, restorative justice, domestic violence and anger management, substance abuse treatment, ecstasy, prostitution, runaway and missing children, uniform crime reporting, victimization surveys, and crime trends and law enforcement/correctional policy analysis. Dr. Allen received his Ph.D. from the Sociology Department at the University of Hawaii with an emphasis in Criminology. Before transferring to the University of Hawaii he attended the University of Minnesota. He is originally from Minnesota but has called Hawaii 'home' since 1990.

Course Schedule

CJA 680

Week	Date	General Topic	Have Read for Week
1	4/8	<ul style="list-style-type: none"> • <i>Course Introduction</i> • <i>What is sex?</i> 	
2	4/15	<ul style="list-style-type: none"> • <i>Overview of Sex Offender Policies & Politics</i> • <i>Intro. to Pornography, Sexuality, & Obscenity</i> 	Wright: Ch. 1-4
3	4/22	<ul style="list-style-type: none"> • <i>Pornography, Sexuality, & Obscenity</i> 	H&H: 1-3, 8-9
4	4/29	<ul style="list-style-type: none"> • <i>Fetishes & Paraphilias</i> • <i>SO Policies: Child Pornography & Solicitation</i> 	H&H: 4, 10 Wright: 5
5	5/6	<ul style="list-style-type: none"> • <i>Incest</i> • <i>Pedophilia</i> • <i>SO Policies: Mandatory HIV Testing & Castration</i> 	H&H: 5-6 Wright: 6, 10
6	5/13	<ul style="list-style-type: none"> • <i>SO Policies: Registration/Notification, GPS Monitoring, Residence Restrictions, Death Penalty</i> 	Wright: 7-9, 12
7	5/20	<ul style="list-style-type: none"> • <i>SO Models/Approaches: 'Containment' Mgmt.</i> • <i>Treatment</i> 	Wright: 14 H&H: 14
8	5/27	<ul style="list-style-type: none"> • <i>SO Models/Approaches: Restorative Justice, Victims</i> • <i>Rape & Sexual Assault</i> 	H&H: 12-13 Wright: 15-16
9	6/3	<ul style="list-style-type: none"> • <i>Policy/Legislation Presentations & Discussion</i> 	
10	6/10	<ul style="list-style-type: none"> • <i>Policy/Legislation Reaction & Critique</i> 	

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.
