

CJ 463: Sex Crimes

Instructor: Joe Allen, Ph.D. **Spring 2013**
E-Mail: joseph.allen@chaminade.edu **MWF 2:30-3:20p**
Office: Behavioral Sciences #109 **Henry Hall 102**
Office Hours: By appt. (easy, just e-mail to set up)
Course Prerequisites: CJ 151 or CJ 201.

COURSE/CATALOG DESCRIPTION:

Psychopathology of sexual deviation; developmental theories of sexual abnormality; and legal, social, psychological, and moral problems associated with sexual and character disorders. Examines the role and interaction of police, victim, offender, and rehabilitation. This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of integrating concepts of forensic science and prosecutorial law in criminal investigation instruction.

PROGRAM LINKING STATEMENT:

This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of integrating concepts of forensic science and prosecutorial law in criminal investigation instruction.

COURSE DESCRIPTION:

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

READING MATERIALS:

Sex Crimes and Paraphilia. Eric W. Hickey, Ed. Prentice Hall. 2006.

Additional reading materials will be used in supplement to the text.

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. Current and past treatment of sex offenders and rehabilitation methods.
4. The major categorization of sexual offenses.
5. The development of various legal policies in our current approach to sex crimes and offenders.

ASSESSMENT:

- **One (1) midterm examination.** This exam will include only materials covered in the specified sections. Items on the exam may come from the text, supplemental reading materials, classroom lecture and discussions, or other means used throughout the period. Exams may consist of questions in multiple choice, short answer, and essay formats. There will be a short review of the exam before it is administered.
- **One (1) final examination.** This exam is cumulative and will include materials covered during the entire class term. This exam will have a primary focus on the materials included in the last section of the term, but it will also include items from the entire class term. Exams may consist of questions in multiple choice, short answer, and essay formats. There will be a short review of the exam before it is administered.

- **Three (3) written assignments.** These assignments will revolve around the reading materials, lectures, discussions, videos, etc. Each paper will be about 3-4 pages each depending on the topic. The specific topic will be given to the students at least the week prior to its due date. Students will also be asked to talk about and participate in discussions of their papers; this will count into the participation grade.
- **Three (3) chapter/reading outline briefs.** Presentation dates will be assigned in the 2nd week of the term; outline briefs will revolve around the chapters on the various subjects and will be presented during the week in which the reading material is covered for that section.

Instructions for individual outline brief:

Upload your outline for everyone in the class. Think of your outline as a review of the material you are asked to cover as if you were going to use it as a study guide for an exam. Briefly touch on the highlights of your assigned chapter (e.g., major points, unfamiliar terms & definitions, significant studies & results, noteworthy figures (statistics)). I am not looking for you to read your outline verbatim; a concise and engaging summative format is sought.

- **One (1) research paper project.** Each student will be responsible for producing a minimum 12 page paper. The project is an exploratory literature review. For the project, you will be asked to research a topic and gather resources that relate to it. You will then be asked to detail the findings of each resource, and then summarize the general findings of all of your compiled resources as a whole. You will need to cite and summarize at least 8 sources besides the text and reading materials assigned in class. A 2-3 paragraph summary of your topic is due by the 4th week of the term, with the instructor's recommendations/approval given the week thereafter. Students will give a brief and informal presentation of their ongoing research on the topic to the class during the last week of the class.
- **Individual & Group Assignments.** Throughout the term, students will be given individual and group assignments. All of these assignments will count equally toward the assignment grade.

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 = 75-83%
- D = 66-74%
- F = 65% and below

Activity	% of Final Grade
Three Written Assignments	15%
Outline Briefs	15%
Research Paper Project	25%
Midterm Exam	15%
Final Examination	20%
Participation/ Attendance/In-Class-Assignments	10%
Total	100%

As a policy, the curve for this class will not exceed a straight 90-80-70-60 curve. For example, if a student scores 100% on an exam, the curve will revert downward to a standard 90-80 . . . etc. curve. It will not be 93%/84%, etc. Based on overall class performance, the instructor will adjust the curve accordingly if anomalies occur.

ATTENDANCE & PARTICIPATION:

- **Regular Class Attendance.** As a policy, if a student misses more than **6** classes throughout the term, a deficiency notice will be sent to the registrar's office. Absences up and beyond 4 will result in the student losing 5% of their overall final grade points for each absence. For those with extenuating circumstances, documentation will be required for an incomplete (to be made up no later than 30 days after the final exam). "Extenuating circumstances" will be determined on a case-by-case basis, but the standard for this sort of exception is considered as circumstances beyond one's control (e.g., medical illness, family emergency). Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.
- **Regular classroom participation.** Besides simply coming to class, students will be asked to contribute to lecture, group discussions and exercises, informal presentations, and to complete in-class and out-of-class assignments. Contributions to group and individual assignments will be assessed through participation (e.g., extent and depth of discussion), completeness of work turned in, etc. This also means that students will come to class prepared, being able to respond to questions posed from the instructor.

STUDENTS WITH DISABILITIES:

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. June Yasuhara, 735-4845**, 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.

TERMS OF COURSE REQUIREMENTS:

1. *Late assignments/projects will be discounted an initial 30% and 10% per day after the due date. 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. *Exams and Quizzes are to be taken on the days that they are administered. Exceptions are to be granted only in extenuating circumstance, otherwise loss of all credit will occur. If you are given the opportunity to take an exam after given in class, you will be given a different exam which may be more comprehensive than the initial one given.*
4. *Regular attendance is a must given the amount of material covered in the course. If you know you will be missing a class in the future due to legitimate reasons, be sure to tell me in advance and provide any necessary paperwork; this will allow me to keep you up-to-date on material you will be missing.*
5. *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.*
6. *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!*
7. 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.
8. *As a policy, opportunities for extra credit **WILL NOT** be available. All students begin the course with perfect scores, and will have every opportunity to maintain this score.*
9. The instructor reserves the right to change the schedule of the syllabus when deemed necessary.

University Statement on Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

About the Instructor:

Dr. Allen is a full-time faculty member, Associate 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.

SPRING DAY 2013 FINAL EXAMINATION SCHEDULE	
<u>CLASS TIME</u>	<u>EXAM TIME</u>
Monday, May 06, 2013	
Tu Th 10:00 – 11:20 AM	8:30 – 10:30 AM
MWF 9:30 – 10:20 AM	11:00 – 1:00 PM
MWF 2:30 – 3:20 PM	1:15 – 3:15 PM
ALL EN 101 & 102	3:30 – 5:30 PM
Tuesday, May 07, 2013	
Tu Th 8:30 – 9:50 AM	8:30 – 10:30 AM
MWF 1:30 – 2:20 PM	11:00 – 1:00 PM
Tu Th 1:00 – 2:20 PM	1:15 – 3:15 PM
ALL JA 105, SPN 102	3:30 – 5:30 PM
Wednesday, May 08, 2013	
Tu Th 11:30 – 12:50 PM	8:30 – 10:30 AM
MWF 11:30 – 12:20 AM	11:00 – 1:00 PM
Tu Th 2:30 – 3:50 PM	1:15 – 3:15 PM
MWF 4:30 – 5:20 PM	3:30 – 5:30 PM
Thursday, May 09, 2013	
MWF 8:30 – 9:20 AM	8:30 – 10:30 AM
MWF 10:30 – 11:20 AM	11:00 – 1:00 PM
MWF 3:30 – 4:20 PM	1:15 – 3:15 PM
Tu Th 4:00 – 5:20 PM	3:30 – 5:30 PM

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.

COURSE SCHEDULE

CJ 463

Week	General Topic	Read for Week
1 1/14-1/18	Introduction to Course Introduction Assignments, General Topic	1-2
2 1/21-1/25	<i>Monday (1/21) – NO CLASS (Holiday -- MLK)</i> Crimes of Morality in re: to Sexual Deviance	3-6
3 1/28-2/1	Paraphilia	7-9
4 2/4-2/8	Body Fluids	10-12
5 2/11-2/15	Writing Assignment #1 DUE Body Fluids (cont'd.) Fetishes	13-15
6 2/18-2/22	<i>Monday (2/18) – NO CLASS (Holiday – Presidents Day)</i> Fetishes	16-18
7 2/25-3/1	Fetishes	19-21
8 3/4-3/8	Writing Assignment #2 DUE Fetishes	22-24
9 3/11-3/15	“Extreme” Sexual Deviance/Offending	25-28
10 3/18-3/22	Midterm Exam, Ch. 1-26 “Extreme” Sexual Deviance/Offending	29-33
3/25-3/29	NO CLASS – SPRING BREAK	
11 4/1-4/5	Offending involving Children	34-41
12 4/8-4/12	Offending Involving Children Violent Offending	42-45
13 4/15-4/19	Writing Assignment #3 DUE Violent Offending Treatment of Offenders	46-48
14 4/22-4/26	Treatment of Offenders	49-50
15 4/29-5/3	Community Policy & Social Attitudes Treatment of Offenders	51-52

******FINAL EXAMINATION: SEE ATTACHED FINAL EXAM SCHEDULE******
(Cumulative; all materials covered during term)