

CJ 463: SEX CRIMES

Instructor: Kelly Treece, Ph.D. **Spring 2020**
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Office Hours: By appt. (easy, just email 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 lectures and group discussions and exercises, often employing instructional aids like PowerPoint and other audio/visual material.

READING MATERIALS:

Holmes, S., & Holmes, R. (2009). *Sex Crimes: Patterns and Behavior* (3rd ed.). Thousand Oaks: CA. Sage Publications, Inc.

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 lectures 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 draw more upon the materials included in the second half 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.
- **Multiple written assignments.** These assignments will revolve around the reading materials, lectures, discussions, videos, etc. Each paper will be about 2-3 pages each depending on the topic. The specific topic will be given to the students at least a 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.
 - A rubric is used for grading assignments and will be provided to you in the announcement section of your Canvas course. It should be noted that the rubric will be used ***ONLY*** to grade the assignment given. You will not receive rubric credit for turning in a paper that has nothing to do with the assignment. For example: if you are given an assignment on prison gangs and you turn in a paper on how to change the oil in your car - you will not receive credit for grammar, spelling, etc. You will receive a zero as you did not complete the assignment.
- **Critical thinking exercises.** Various critical thinking exercises will be given throughout the term. These exercises are designed to get the student to think outside the box. While much of it may be opinion related, always support your stance with factual information. These exercises are formatted as discussions in Canvas.
- **Final project.** Each student will be responsible for producing a minimum 6-8 page paper. For the project, you will be asked to research a topic and gather resources that relate to it.
- **Individual & Group Sharing Work.** Throughout the term, students will be given individual and group assignments. All of these assignments will count equally toward the assignment grade or the participation grade.
- **Participation:** The field of Criminal Justice requires personal and professional dedication. It is also a profession that requires teamwork. There are no substitutions when a squad member calls in sick or chooses not to come to work. This class shall be conducted to imitate “real world” experiences, thus ***attendance is mandatory***. Failure to attend class will be reflected on your final grade. It is also important to note that I will not teach this class twice. If you miss class it is up to you to meet with a classmate to obtain notes or other information you missed. Do not ask me what you missed in class! Missing class will not be an excuse (with the exception of documented medical emergencies) for missing class material or announcements. Additionally, participation in classroom discussions is expected. This can only be accomplished if you have read and understand the material prior to class.

- **Unexcused Absences:** Unexcused absences totaling more than 6 classes will result in lowering of the overall grade by one letter grade. Missing 9 classes or more will result in lowering of the overall grade by two letter grades.

GRADING SYSTEM:

The class will be graded based on the below standardized grading system. Given the relative leniency of these percentages, they are absolute; students must receive the lower percentage figure in order to achieve that grade (e.g., 89% will not round up to a grade of ‘A’).

A = 90-100% B = 80-<90% C = 70-<80% D = 60-<70% F = <60%

Activity	% of Final Grade
Written Assignments	20%
Critical Thinking Exercises	15%
Final Project	15%
Midterm Exam	15%
Final Examination	20%
Participation/Attendance/Group Assignments	15%
Total	100%

Based on overall class performance, the instructor will adjust the curve accordingly if anomalies occur.

Late Policy:

No late work will be accepted in this class without a documented emergency. Generally, a valid excuse is personal medical emergency. If you miss class and would like to make-up material you must present a valid doctor’s excuse during the next class period you attend documenting the date and time of the excused absence (regardless of the reason). Simply not feeling well is not an excused absence. Other absences may be excused with documentation on a case-by case basis at my discretion.

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, essay plagiarism, using unapproved notes/material during quizzes/exams, and assisting others with quizzes/exams.

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.

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:
 1. Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
 2. Copying of someone else’s exam or paper.
 3. Allowing someone to turn in your work as his or her own.
 4. Not providing adequate references for cited work.

5. Copying and pasting large quotes or passages without properly citing them.

A general note on professionalism.

Students are expected to handle themselves professionally during class. Professionalism includes attending and being prepared for class (e.g., reading the required material), arriving to class on time, and being engaged, active participants in the classroom experience. It is my intent to treat each student as an adult, and as such, require standards of professionalism that are highly consistent with the “real world.”

I intend to discuss controversial criminal justice/social issues in a frank and forthright manner because I believe it is important to do so. As professionals, each student must direct comments or responses to the class and to me in a professional manner.

We must all respect the opinions of one another. I would also request that if you are offended by the comments of a fellow class member or myself that you come to me during office hours to discuss the problem with me personally. In many cases these instances can be used as valuable learning experiences and I will do my best to rectify any problems.

Classroom Etiquette

A general note on classroom behavior: Disrespectful, rude, and unprofessional behavior will not be permitted in this classroom. Sleeping, side conversations, text messaging, doing work or studying for another class, repeated tardiness, or other disrespectful behavior is unacceptable. If you present a pattern of problem behavior, you will be asked to leave the classroom.

- Arrive to class on time and do not plan on leaving early. Don't disappear once you sign in.
- Do not engage in side conversations during lectures or discussions. If there are continual disruptions I will ask you to leave the class.
- Don't have a personal conversation with me during class, speak to the class.
- This class is not a study hall, do not treat it as such - do not read newspapers or materials for another class during this class.
- **ALL** electronic equipment (including laptops, cell phones, MP3 players, or other media devices) should be put away during this class. **No phones also means no texting!** If I see you using any of these I will stop the lecture and ask you to put the item away. I will ask you to leave the class upon a second warning.
- Place all backpacks and bags off the tables or desks (many students have used these to camouflage their text messaging or other game usage during class).
- At times we will discuss sensitive issues in class. We will not all agree. Discussion is encouraged and welcome, but disrespect of others opinions will not be accepted.
- I generally do not mind if you eat in class, I'd rather you eat than be distracted by hunger. However, only quiet and non-smelly food please. Make sure to clean up after yourself.

- If you feel you are unable to stay awake in the lass, please quietly get up and leave.
- *No heads down on the desk* – this is a university classroom and deserves professional respect.
- No chewing tobacco or e-cigarettes are allowed in class.

Student Expectations Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Incomplete Grades:

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Title IX Statement:

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Religious Observances: Students are expected to notify their instructor one week in advance if they intend to miss class to observe a holy day of their religious faith.

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.

Tentative course schedule, subject to change based on course progression.

Week	Date (Week Of)	Assignments	Read Chapters
1	1/13-19	<ul style="list-style-type: none"> What is normal? 	1
2	1/20-26	<ul style="list-style-type: none"> BDSM 	
3	1/27-2/2	<ul style="list-style-type: none"> Create a theory 	2
4	2/3-9	<ul style="list-style-type: none"> Group discussion 	3
5	2/10-16	<ul style="list-style-type: none"> Prostitution 	4
6	2/17-23	<ul style="list-style-type: none"> Religious Indifference Student/Faculty relationships 	5 and 6
7	2/23-3/1	<ul style="list-style-type: none"> Inside Deep Throat 	7 and 8
8	3/2-8	<ul style="list-style-type: none"> Midterm 	

9	3/9-15		9
10	3/16-22	<ul style="list-style-type: none"> • Sex Crimes 	10
	3/23-29	<ul style="list-style-type: none"> • Spring Break 	
11	3/30-4/5	<ul style="list-style-type: none"> • Group work • Craigslist Killer 	11
12	4/6-12	<ul style="list-style-type: none"> • Myths 	12, 13, 14
13	4/13-19	<ul style="list-style-type: none"> • So, what do you think? • Friday no class 	12, 13, 14
14	4/20-26	<ul style="list-style-type: none"> • Final paper due 	
15	4/27-5/3	<ul style="list-style-type: none"> • Wrap up and review 	
16	5/06/19	<ul style="list-style-type: none"> • Final Exam - Date TBA 	