

## **CJ 463: Sex Crimes**

**INSTRUCTOR:** Joe Allen  
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**PHONE/FAX:** 735-4879 / 739-4614 (coversheet required)  
**OFFICE:** Behavioral Sciences 109

**Fall 2006**  
**MWF 1:00-1:50p**  
**Henry Hall 104**

**OFFICE HOURS:** Mondays (2-3:30p), Tuesdays (2-2:30p), Thursdays (3-4p)

**CJ 463 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.

### **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.

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### **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 provide 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.

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#### READING MATERIALS:

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

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

#### COURSE APPROACH:

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.

#### COURSE REQUIREMENTS:

- **Two (2) midterm examinations.** These exams are not cumulative and 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 2-3 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.
- **One (1) oral presentation on a section of the text readings.** Presentation dates will be assigned in the 2<sup>nd</sup> week of the term; the presentations will revolve around the chapters on the various theories and will be given during the week in which the reading material is covered for that section.

#### **Instructions for individual oral presentations:**

Copy 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. Include in your discussion: major points, unfamiliar terms & definitions, significant studies & results, noteworthy figures (statistics). Do not read your outline verbatim; a concise and engaging summative format is sought.

- **One (1) group-oriented research project.** Each member will be responsible for producing a minimum of 8-10 pages (i.e., PER group member). 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 6 sources besides the text and reading materials assigned in class. A 2-3 paragraph summary of each group's topic is due by the 4<sup>th</sup> week of the term, with the instructor's recommendations for revisions given the week thereafter. Included in the initial summary should be each individual member's specified area of research. The group will present their topic to the class during the last week of the class. The instructor will provide you with a list of subject areas, though the group can modify this area if approved by the instructor.
- **One (1) oral presentation of group-oriented research project.** During the second to last week of the course each group and group member will present their current findings/progress on their research project. The student's presentation should be concise, on-topic and offer a fair understanding of their research area. Students will need to use PowerPoint as a basis for their presentation. Individual presentations should range between 5-6 minutes.
- **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.
- **Regular class attendance/participation.** As a policy, if a student misses **4** classes throughout the term, a deficiency notice will be sent to the registrar's office. Each absence up-and-beyond 4 will result in 10 points being deducted from a student's attendance/participation grade (i.e., a student can get negative points if he/she misses several classes). For those with extenuating circumstances, an incomplete may be granted (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). In such cases, you will be asked to provide appropriate documentation to support your absence(s). 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. Quizzes administered will also be figured into the classroom participation grade.

#### **TERMS OF COURSE REQUIREMENTS:**

1. *Late assignments/projects will be discounted 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 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. Four absences or more, not including medical emergencies, etc., will incur overall point deductions (the more absences up and beyond four, will affect your grade increasingly). 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. In-class*

*quizzes may be administered periodically in order to assess progress and attention given to weekly readings/exercises.*

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. 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.
10. 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 = 75-83%  
D = 66-74%  
F = 65% and below

<b>Activity</b>	<b>% of Final Grade</b>	<b>Point Distribution</b>
Three Written Assignments	15%	75
Oral Readings Outline/Presentation	5%	25
Group-Oriented Project	20%	100
Group Presentation	10%	50
Midterm Exam #1	10%	50
Midterm Exam #2	15%	75
Final Examination	15%	75
Classroom Participation/Attendance	10%	50
<b>Total</b>	<b>100%</b>	<b>500</b>

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.

### **About the Instructor:**

*Joe Allen is a full-time faculty member in the C&CJ Department, advisor to CJ students, and the program's internship coordinator. His usual repertoire of courses includes criminology, juvenile delinquency, behavioral sciences statistics, and criminal justice system. He began teaching at Chaminade in 1994 as adjunct faculty, and has also taught courses 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, 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. Mr. Allen is currently a Ph.D. candidate in the Sociology Department at the University of Hawaii with an emphasis in Criminology, and is expected to complete his doctoral degree in Fall 2006. Before transferring to the University of Hawaii, he attended the University of Minnesota.*

# COURSE SCHEDULE

**CJ 463**

Week	General Topic	Read for Week
<b>1</b> 8/21-25	Introduction to Course Introduction to Groups, Assignments, General Topic	1-2
<b>2</b> 8/28-9/1	<ul style="list-style-type: none"> <li>Crimes of Morality in re: to Sexual Deviance</li> </ul>	3-6
<b>3</b> 9/4-8	<ul style="list-style-type: none"> <li>No Class on Monday (9/4) – Labor Day</li> <li>Paraphilia</li> </ul>	7-9
<b>4</b> 9/11-15	<ul style="list-style-type: none"> <li>Body Fluids</li> </ul>	10-12
<b>5</b> 9/18-22	<ul style="list-style-type: none"> <li>Body Fluids</li> <li>Fetishes</li> </ul>	13-15
<b>6</b> 9/25-29	<ul style="list-style-type: none"> <li>Fetishes</li> </ul>	16-18
<b>7</b> 10/2-6	<ul style="list-style-type: none"> <li>Fetishes</li> </ul>	19-21
<b>8</b> 10/9-13	<ul style="list-style-type: none"> <li>No Class on Monday (10/9) – Discoverers Day</li> <li>Fetishes</li> </ul>	22-24
<b>9</b> 10/16-20	<ul style="list-style-type: none"> <li>“Extreme” Sexual Deviance/Offending</li> </ul>	25-28
<b>10</b> 10/23-27	<ul style="list-style-type: none"> <li>“Extreme” Sexual Deviance/Offending</li> </ul>	29-33
<b>11</b> 10/30-11/3	<ul style="list-style-type: none"> <li>Offending involving Children</li> </ul>	34-41
<b>12</b> 11/6-10	<ul style="list-style-type: none"> <li>No Class on Friday (11/10) – Veterans’ Day</li> <li>Offending Involving Children</li> <li>Violent Offending</li> </ul>	42-45
<b>13</b> 11/13-17	<ul style="list-style-type: none"> <li>Violent Offending</li> <li>Treatment of Offenders</li> </ul>	46-48
<b>14</b> 11/20-24	<ul style="list-style-type: none"> <li>No Class on Friday (11/24) – Thanksgiving Recess</li> <li>Treatment of Offenders</li> </ul>	49-50
<b>15</b> 11/27-12/1	<ul style="list-style-type: none"> <li>Community Policy &amp; Social Attitudes</li> <li>Treatment of Offenders</li> </ul>	51-52
<b>FINAL EXAMINATION: Tuesday, December 5<sup>th</sup>, 10:30-12:30p</b>		

# Pre-/Post- lass Knowledge Assessment

CJ 463/Fall 2006

## DO NOT PUT YOUR NAME ON THIS PAPER

This is a questionnaire about how much knowledge or understanding of this subject that you think you have before taking this class. Please take the time to really consider each question and what it is asking.

You are not being graded on these questions and your responses are anonymous!!!! So, please answer the questions as truthfully as possible. You are not expected to have a lot of knowledge in this area at this point, so lack of knowledge is not a bad thing and will not count against you. Your responses will assist us in assessing the instructional outcomes for this course. We will revisit these questions at the end of the semester and you will be asked to reconsider these items then.

Please circle the number that best reflects how you feel about the following items.

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Please circle the number that best reflects how you feel about each statement.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I understand the nature and extent of sexually-oriented crimes in society.	1	2	3	4	5
2.	I understand the developmental theories underlying sexually deviant behavior.	1	2	3	4	5
3.	I understand the current and past treatments of sex offenders and rehabilitation methods	1	2	3	4	5
4.	I understand the major categorization of sexual offenses and what is involved in the categorization method.	1	2	3	4	5
5.	I understand the development of various legal policies in our current approach to sex crimes and offenders.	1	2	3	4	5