

SEX, CRIME, AND JUSTICE

01:202:327 Mark

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Program in Criminal Justice

Rutgers, The State University of New Jersey

Learning Goals:

A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. Competence:

Theory. Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and traitbased approaches. Theoretical literacy should extend to multicultural and international understanding.

Institutions. Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.

Research Methods. Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

PURPOSE OF THE COURSE:

Survey of changing social values about sex, changing criminal codes about sex crimes, changing law enforcement policies and procedures in prosecuting sex offenders, and emerging legal doctrines about privacy and sexual rights.

READING ASSIGNMENTS:

No textbook is required for this course. All reading material will be available online and through class handout.

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GRADING:

Quizzes 20%

Exams 70%

Student Debate 10%

SYLLABUS

September	7	Course Introduction
	12	Identify behaviors associated with sex crimes
	14	History of sexual assault
	19	Theories on deviant behavior
	21	Sexual assault investigation
	26	Scientific investigation of the sex crime
	28	Victimology
	28	Sex offenders
	October	3
5		Sexually motivated homicides
10		Major crimes in the media
12		Computer crimes
17		Prostitution
19		Sex slave trade
24		Rape shield law
26		Sex offender registration
31		No Class
November	2	Exam 2
	7	Impact of sexual victimization
	9	Recidivism
	14	Corrections and the sex offender
	16	Treating sex offenders
	21	Debate assignments
	23	No Class
December	28	Debate
	5	Debate
	7	Debate
	12	Debate
	14	Review

Final Exam December 22nd at 4:00pm.