



Instructor: Dr. Kristen Zgoba

Contact Information: New Jersey Department of Corrections
Whittlesey Road
Trenton, NJ 08625
Email: Kristenz@rci.rutgers.edu

Office Hours: Office hours will be available on an as needed basis, when appropriate. Since this is a satellite course, we may just meet before or after class on a Monday. Always contact me at the email above. I check my email every day, with limited access on weekends. Please do not email me about an assignment, before it is due, and expect an immediate response.

Class: 01:202:496:80 Special Topics: *Sex Offender Legislation & the Collateral Costs*- Monday 6-8:40pm

COURSE DESCRIPTION

This course focuses on the examination of sex offender specific legislation, and the resulting monetary cost to society, as well as the figurative collateral costs to the community. This course will begin with an explanation behind the implementation of the various types of sexual offender legislation and a discussion on how we have gotten to this point in time. Specific topics will be discussed, including community registration and notification (Megan's Law), the Adam Walsh Act, civil commitment laws, residency restriction laws, the Amber Alert, GPS satellite legislation and specialized Halloween legislation. Strategies for reform will be explored, as well as evolving initiatives. The class will be carried out with an equal division of lecturing and discussion.

COURSE OBJECTIVES

At the completion of this course, students are responsible for:

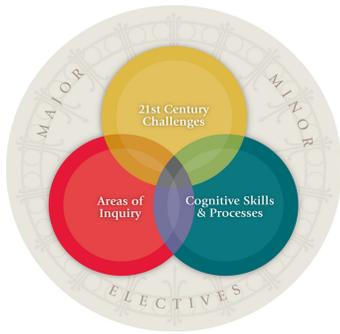
- 1) An increased knowledge of sexual offense specific legislation
- 2) An increased understanding of the costs associated with the legislation
- 3) An increased knowledge of the empirical results of this legislation and whether we have achieved the intended effect

REQUIRED READINGS- this book is not optional

Sex Offender Laws: Failed Policies, New Directions. 2nd Edition. Wright, Richard (Editor). 2014. Springer Publishing Company: New York, New York. ISBN 9780826196712.

The book is required and is available at the campus bookstore in New Brunswick. Additionally, it can be purchased on the bookstore website, through the Springer website and through various online outlets.

We will also read various journal and newspaper articles.



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:

1. a.) 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 trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
2. b.) 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.
3. c.) 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.

COURSE REQUIREMENTS

1) Attendance & Participation

Participation and attendance are required and mandatory, as they accrue toward your grade. Since this is a double-period class, absences will only be excused with the proper documentation and participation will be assessed after each class. Roll will be taken during each class. You are expected to have the material read for the respective class and the material for the online week will be discussed the following week. Failing to provide sufficient answers to posed questions will result in a score of zero for that day's participation. Students are expected to fully participate in the lectures and will be called on regularly. No amendments will be made to grades after the class is complete. Do not ask for extra credit. Additionally every other week there is an online discussion post that students must contribute to with a minimum of 500 words. We will discuss this the first day of class and it will run through sakai (it will be graded), you therefore need to make yourself familiar with sakai. The first assignment will be the second week of class.

2) Reading Material

Readings are assigned for every Monday class, in many cases it will be from the textbook. If participation and feedback on readings suffers, **pop quizzes will be given sporadically**. Supplemental articles or links on sakai will also be posted for specific class sessions. In the rare event that an article is listed for reading and is not provided, you are responsible for obtaining it through the Rutgers online library system. There will also be instances when the class will be expected to read posted newspaper articles and watch videos.

3) Exams

There will be two exams for this class- they will occur at the midpoint and end of the class. Exams will be non-cumulative and essay format. Excuses and make-up sessions will not generally be allowed and will only be provided for exigent circumstances. There will be no exam review beyond what we do during our normal lecture and I will not provide any power point slides to students.

4) Debate Team Presentation

There will be a sign-up sheet circulated with approximately 5 or 6 teams under different subjects and dates. Each team will be comprised of 5 or 6 people. The purpose is to separate your group into half

advocates and half opponents to the topic. You will be expected to present before the class for between 15 and 20 minutes and equally argue both sides of the topic. This means you must be thoroughly prepared and rehearsed as each person must know their argument. You may use power point slides if you choose. You will be expected to turn in a minimum of three page type written report for the presentation, along with all references and resources used. You must comply to APA guidelines. Look them up if you do not know them. You will all receive the same grade, so you must report immediately if a student is not actively participating in the distribution of work. Keep me involved.

COURSE GRADING

Exam 1 35%

Exam 2 35%

Participation and online posts 5%

Debate Team Presentation 25%

GRADING SCALE

A 100-- 90

B+ 89-- 86

B 85-- 80

C+ 79-- 76

C 75-- 70

D 69-- 60

F 59 and below

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated and any violation will be reported to the Dean of Students. No excuse will ever be tolerated for academic dishonesty, but it is even more important that students understand the repercussions of this unethical behavior. Academic dishonesty includes cheating, the fabrication or invention of information used in an assignment, plagiarism, facilitating the academic dishonesty of others or denying access to materials and resources.

Spring 2016 CLASS SCHEDULE	
Week 1 – 1/26	Chapter 1- “Introduction” Chapter 2- “The Problem of Sexual Assault” Chapter 3- “A Brief History of Major Sex Offender Laws”, Chapter 4- “An Interview with Patty Wetterling” Discussion of syllabus and requirements If possible in classroom, a demo of sakai Power point Weekly Discussion Board- check under Forums
Week 2- 2/2	Chapter 5- “Internet Sex Offending and the Online Sting”
Week 3- 2/9	Chapter 6- “Sex Offenders, Mandatory HIV Testing...” Weekly Discussion Board- check under Forums
Week 4- 2/16	Chapter 7- “Sex Offender Registration and Community Notification”

	Power point
Week 5- 2/23	Chapter 8- “You Can Run But You Cannot Hide: GPS and Electronic Surveillance of Sex Offenders” Weekly Discussion Board- check under Forums
Week 6- 3/1	Chapter 9- “Sex Offender Residence Restrictions: The Law of Unintended Consequences” Power point
Week 7- 3/7- 3/13	MIDTERM EXAM WEEK—ON March 8th at 6pm sharp
Week 8- 3/14- 3/20	SPRING BREAK WEEK
Week 9- 3/22	Chapter 10- “Chemical Castration and Surgical Castration” Power point Weekly Discussion Board- check under Forums
Week 10- 3/29	Chapter 11- “The Civil Commitment of Sexual Predators”
Week 11- 4/5	Chapter 12- “Child Rapists and Capital Punishment” Chapter 13- “The Criminalization of Adolescent Sexuality” Weekly Discussion Board- check under Forums
Week 12- 4/12	Chapter 14- “Innovative Efforts in Prevention, Research and Policy” Chapter 15- “The Meaning and Legacy of Sexual Abuse Litigation
Week 13- 4/19	Chapter 16- “Environmental Criminology and Sexual Violence Prevention” Chapter 17- “Sexual Violence and Restorative Justice” Weekly Discussion Board- check under Forums
Week 14- 4/26	Chapter 18- “Committing to Victims’ Needs” Chapter 19- “The Impact of Sex Offender Policies on Victims”
Week 15- 5/2- 5/11	READING DAYS AND FINAL EXAM- Exam date will be announced

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.