



Special Topics: Sexual Offender Legislation & the Collateral Costs
01:202:496
Tuesday (Every other T), 3:00-5:40pm
Western Monmouth Campus

Instructor: Dr. Kristen Zgoba

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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:

- 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.

- 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.
- 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 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, 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. Wright, Richard (Editor). 2009. Springer Publishing Company: New York, New York. ISBN: 978-0-8261-1109-8

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.

COURSE REQUIREMENTS

1) Attendance & Participation

Participation and attendance are required and mandatory, as they accrue toward your grade. Since this is a hybrid 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 beyond what I *may* allow for.

STATEMENT FROM THE CJ DEPARTMENT: Students are expected to attend all classes; if you expect to miss one class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email will automatically be sent to me. As always, faculty – either individually or as a department – determine their own attendance policies and exam make-up policies. My policy is that students are only excused with the appropriate documentation and exams are rescheduled only under exigent circumstances. In cases where students must miss classes for periods longer than one week, they will always be directed to see a Dean of Students for assistance to help verify the circumstances.

2) Reading Material

Readings are assigned for every Tuesday class, regardless of whether we meet on that Tuesday. You are equally responsible for the readings that are listed for online days, as you are for the in-class days. 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.

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 or short answer 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 power point slides to students.

4) Extra Credit

It is likely that attached to each of the two exams, I will allow for an online extra credit assignment. This will take place through sakai and will be conducted as an online quiz. This will be discussed and scheduled as the semester progresses.

COURSE GRADING

Exam 1 45%

Exam 2 45%

Extra Credit/ Participation 10%

GRADING SCALE

A 100-- 90

B+ 89-- 86

B 85-- 80

C+ 79-- 76

C 75-- 70

D 69-- 60

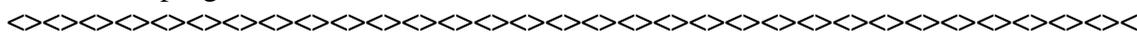
F 59 and below

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.

FALL 2011--COURSE SCHEDULE- HYBRID SCHEDULE

This calendar of events is subject to change based on the completion of course material and student progress.



September 6

Introduction

IN CLASS

Presentation of the syllabus, readings and requirements
Chapters 1 & 2

September 13

Chapter 3

ONLINE DAY

September 20 IN CLASS	Chapter 4 & 5
September 27 ONLINE DAY	Chapter 6
October 4 IN CLASS	Chapter 7 Articles for Reading
October 11 ONLINE DAY	Chapter 8
October 18 IN CLASS	MIDTERM EXAM
October 25 ONLINE DAY	Chapter 9 Articles for Reading
November 1 IN CLASS	Chapter 10
November 8 ONLINE DAY	Chapter 11
November 15 IN CLASS	Chapter 12
November 22 ONLINE DAY	Chapter 13
November 29 IN CLASS	Chapter 14 & 15
December 6 ONLINE DAY	Chapter 16
December 13 IN CLASS	FINAL EXAM