



Sex, Crime, and Justice
Tuesday in class (6:40pm-8:00pm) and Thursday (Online)
01:202:327

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COURSE DESCRIPTION

This course focuses on the examination of sex offender specific research. Issues concerning etiology, treatment, management and recidivism will be discussed. Strategies for reform will be explored, as well as the evolving initiatives and legislation concerning sexual violence. The class will be carried out with an equal division of lecturing AND discussion. Students must therefore be prepared and willing to speak in each class; grades will be issued accordingly. Late assignments are not accepted unless otherwise arranged with the instructor. The subject matter we often deal with is sensitive/controversial, however the material is not difficult to comprehend or digest. Because of this, active participation and adherence to the topic and reading schedule is imperative. Because this is a hybrid class (only meeting on Tuesdays and doing online work for Thursdays) missed classes will not be tolerated.

COURSE OBJECTIVES

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

- 1) An increased knowledge in the areas of sex offender reform, management and recidivism.
- 2) An increased understanding of the current initiatives in sexual legislation, and the constitutionality of such trends.

REQUIRED READING

- 1) Preventing Sexual Violence: How Society Should Cope with Sex Offenders by John Q. LaFond, American Psychological Association, 2005.

The book is required and is available at the campus bookstore. It is the ONLY book, so no excuses. Additionally, it can be purchased on the bookstore web site, through the American Psychological Association web site and sites like Amazon, etc.

Throughout the course you will also be required to read numerous journal articles, for which you will be responsible. **Many** will be posted online, others you will be expected to retrieve from the Rutgers library. Within the next day or so, I will upload a sakai site for this class. If you are unfamiliar with sakai, because this is a hybrid class, it is your responsibility to become so. This will be mandatory and if I believe students are not retrieving the articles, there will be quizzes on the material.

COURSE REQUIREMENTS

1) *Attendance & Participation*

Participation and attendance are required and mandatory. An absence will only be excused with the proper documentation on an emergency and participation will be assessed after each class. Roll will be taken during each class, if you show up beyond 30 minutes late, you are considered absent. You are expected to have the material read for the class 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. Exams will **ONLY** be rescheduled for an emergency and **ONLY** with appropriate documentation.

2) *Reading Material*

Readings are assigned for every Tuesday and Thursday class, but on the syllabus are listed by week. You must have the reading done by Tuesday of that week. If participation and feedback on readings suffers, pop quizzes will be given sporadically. Especially if you are not obtaining the articles.

3) *Newspaper Article Review/Presentation*

The first grade will be a write-up and presentation of a newspaper article dealing with an issue pertinent to sexual offending. This article can range anywhere in the topic of sexual offending or child exploitation, examples could include treatment of sexual offenders, GPS tracking of sex offenders, Megan's Law, the Jessica Lunsford Act, civil commitment and residency restrictions. If someone presents a newspaper article on something before you, for example pedophile-free zones, please refrain from choosing a similar article. Hard copy newspaper articles can be searched, as well as outlets like the New York Times and the Washington Post, which would allow you to search by key word. **NO WIKEPEDIA.** The article should be attached to a 1 page type-written summation. Students should outline the problem or topic in the article and depending on the content, they should offer suggestions, opinions or remedies- **DO NOT SIMPLY REGURGITATE THE ARTICLE.** The class should also pay attention to grammar, spelling and content, as this contributes to your grade. A sign-up sheet will be provided early in the semester and you will pick a date that your write-up and presentation will be due. Pick up a presentation topic for the week to match the subject we are doing that week in class. **Late assignments will not be accepted.** Presentation of this newspaper article and your opinions and suggestions are expected to last **FIVE MINUTES.**

4) *Final Exam and Midterm Exam*

The exams will be multiple choice and essay likely, but will be determined based on the size of the class. The final exam is not cumulative. These two exams, plus the newspaper article write-up and presentation are the **ONLY** three grades for the semester. Do not ask me at the end of the semester for special provisions or extra credit, it will not be granted.

COURSE GRADING

Newspaper Article	15%
Midterm Exam	42.5%
Final Exam	42.5%

GRADING SCALE

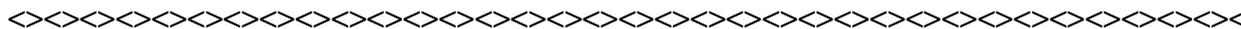
- A 100--90
- B+ 89-- 86
- B 85-- 80
- C+ 79-- 76
- C 75-- 70
- D 69-- 60
- F 59 and below

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 2013--COURSE SCHEDULE

This calendar of events is subject to change based on the completion of course material and student progress. Additionally, some readings may change.



WEEK 1 ***Introduction***
Presentation of the syllabus, readings, and requirements.
Introduction- LaFond pgs. 3- 14
Chapter 1- LaFond pgs. 15-33
Sign-up for newspaper presentation and group presentation

WEEK 2 ***Dangerousness***
Chapter 2- LaFond pgs.35-57
Chapter 6- LaFond 167-199

WEEK 3 ***Paraphilias and Chemical Castration***
Handout from APA- Chapter 3
Reading on chemical castration
Lecture on chemical castration

WEEK 4 ***Treatment***
Chapter 3- LaFond pgs. 59-83
Lecture on various methods of sex offender treatment

FLORIDA'S 1997 CHEMICAL CASTRATION LAW: A RETURN TO THE DARK AGES

<http://www.law.fsu.edu/journals/lawreview/frames/252/spalfram.html>

- WEEK 5 ***Recidivism***
Hanson, R. K., & Morton-Bourgon, K. (2005). The characteristics of persistent sexual offenders: A meta-analysis of recidivism studies. *Journal of Consulting and Clinical Psychology, 73*(6), 1154-1163.
- Bureau of Justice Statistics. (2003). *Recidivism of sex offenders released from prison in 1994* (No. NCJ 198281). Washington, DC: U.S. Department of Justice.
- WEEK 6 ***Community Notification & Registration***
Chapter 4- LaFond pgs. 85-120
- Zgoba, K., Witt, P. & Dalessandro, M. (2008). “Megan’s Law: An Empirical Analysis”. Final Report to the National Institute of Justice, U. S. Department of Justice; Washington, DC.
- The Economist- August 6, 2009 “America has pioneered the harsh punishment of sex offenders. Does it work?”
- Watch, “Due Process” from NJN.
- WEEK 7 ***Sexual Predator Laws***
Chapter 5- LaFond pgs. 127-165
Civil Commitment Lecture
- ***** **MIDTERM EXAM** *****
- WEEK 8 ***Residency Restrictions***
Levenson, J. (2008). Collateral Consequences of Sex offender Residence Restrictions. *Criminal Justice Studies 21* (2).
- Watch, “The Woodsman”.
- WEEK 9 ***Special Legislation***
Chaffin, M., Levenson, J. Letourneau, E. & Stern, P. (2009). How Safe are Trick or Treaters: An Analysis of Child Sex Crime Rates on Halloween. *Sexual Abuse: A Journal of Research and Treatment 21* (3).
- Freeman, N. & Sandler, J. (2009). The Adam Walsh Act: A false sense of security or an effective public policy initiative? *Criminal Justice Policy Review*.
- WEEK 10 ***The Amber Alert***
Zgoba, K.M. (2004). “The Amber Alert: An Effective Solution to Missing Children?” *Journal of Psychiatry & Law, 32* (1), pp. 71-88.
- Griffin, T. & Miller, M. K. (2008). *Child abduction, AMBER Alert, and crime control theater*. *Criminal Justice Review, Vol. 33, No. 2*, pp. 159-176.

- WEEK 11 ***Childhood Abductions***
NISMART articles
- Shutt, J, Miller & Schreck, C. J. (2004). Reconsidering the leading myths of stranger child abductions *Criminal Justice Studies*, Vol. 17, No. 1, pp. 127-134.
- WEEK 12 ***Risk Management***
Chapter 7- LaFond pgs. 201-230
Hand outs on risk assessment tools
Chapter 8- LaFond pgs. 231-243
- WEEK 13 ***Recommendations & Review***
Where do we go from here??
Future of sex offender treatment and legislation
Catch-up from previous weeks
- WEEK 14 **FINAL EXAM**