I. Course Overview

This course analyzes the nature, etiology, and theories related to sex offenses and sex offenders. We will explore the history and current practices employed by the criminal justice system to deal with sex offending. Sex crimes are a specific type of offense that most people are familiar with at the superficial level via media coverage, third parties, word of mouth, or personal experience. This class will examine multiple types of sexual offenses, perpetrators and victims, as well as the legal consequences of sexual offenses and its sociocultural ramifications to grasp the complexity of these crimes.

Previous to address the aforementioned goals, the course will present a brief overview of the nature of sex and human sexuality to contextualize the problem of sex crimes and how they are defined, prosecuted and punished in contemporary American society.

Warning and Disclaimer

Due to the nature of sex crimes and sex offenders this course will present, discuss and analyze topics regarding sex, human sexuality, and sex crimes. Students will be presented with some content material (e.g. readings, images, videos, etc.) that may be deemed offensive or inappropriate for some people, media outlets or traditional sex educators. The class’s pedagogical approach will be based on science, facts, and evidence from current events and legal stories. There will be an emphasis to separate myth from reality regarding the nature of sex and sex crimes. If you feel uncomfortable exploring, reading, discussing or watching topics of human sexuality and sex in the field of criminal justice, you should not take this class. I expect students to be a mature audience and respectfully and passionately engage in a proactive behavior in class and between your peers.
II. Student Learning Outcomes (SLO)

Upon completion of this course, among other things student will be able to:

- Define, critically analyze and evaluate sex offenses from a criminological and sociological perspective.
- Describe the history of sex offending and understand its historical trends.
- Identify and understand causes and mechanisms of sex offenses.
- Analyze and understand how our criminal justice system has dealt with sex offenders over time and what motives/policies have shaped the debate of sex offending.
- Analyze and critically think about the multiple sides of sex offending.
- Demonstrate research and writing skills on criminal justice appropriate for upper division status.

This class will emphasize the complexity of studying of sex crimes due to the nature of this phenomenon, its ubiquitous presence, and how our society and the criminal justice system approach it. This ability to evaluate issues of justice in sex crimes will be based on a thoughtful examination of the strengths/weaknesses of each perspective - one that is supported by evidence and critical analysis, not simply one’s claims or ideology. If you are open-minded and willing to challenge your own assumptions, you will develop the skills needed to analyze different perspectives of criminal justice regarding sex offenses and sex offenders to better understand and articulate your own.

III. Course readings

Required Book:


3. In addition, there will be newspaper and magazine articles/reports and scholarly manuscripts to read for some specific weeks as well as documentaries and several online videos. You must read and watch all those sources of information since they will be included in quizzes, exams, and written assignments. Most of the links for these material are located at the end of this syllabus. However some links will be available on Blackboard one week before they are due. Check course schedule for detailed information.

IV. Course requirements

Readings:

There will some readings and some writing required of each student. Because there is so much we could cover in a Sex Crimes class, some of the content will be addressed
in the readings but not in the lectures. You will need to read in order to help you prepare for the exams. Be aware that all required reading materials, films, lecture materials and class discussion elements are fair game for the exams. Do not rely on class lectures to get you through the course – they are only one part of the whole picture. You will be held accountable for all readings whether I have lectured on the material or not. TAKE NOTES during classes and read the assigned readings before coming to class.

**Exams:**

There will be 3 exams – two midterms and the final. All three exams will consist of multiple choice, short answers, and short essay questions, which will be developed from readings, lectures, films, assignments, discussions, exercises, and other class work. The final exam may be somewhat cumulative. It will cover the material from the last section of the class, and may include some basic information which you should have learned from other sections. I will provide a study guide at least one class period before the exams.

*I will allow for a make-up exam only with a documented medical excuse or other documented family emergency. “Over sleeping” on the day of the exam is not a legitimate excuse and you will not be given the opportunity for a make-up.*

*If you are having problems, academically, socially or emotionally, etc., please talk to me if your grades are affected.*

**Final Paper Assignment:**

There will be one written assignment due two weeks before the semester ends. This assignment will be an essay to address an issue, problem, concept or concern regarding sex crimes. **Paper guidelines will be posted on Bb one month prior to the due date.** Your final paper should be submitted two ways: One hard copy due on April 23rd, 2014 during class, and one electronic copy submitted on Blackboard before class that same day. **No late essays will be accepted.**

Essay will be **6-7 pages in length** (not including the cover), typed, stapled, double-spaced, 1-inch margins, 12-point font, etc. Essay should include the following:

- A cover with your name, date, class information, title, etc.
- Include all sources of information (journal/magazine name, title of the article, author, and date)
- You must include at least two academic sources besides our textbooks (books, peer-reviewed articles) in the paper.
- Your argument must provide comparisons, contrasts and a critical analysis of theories, concepts, ideas and evidence drawn from the textbooks and lectures.
- And student’s arguments and discussion comments supported by facts and evidence. Your particular opinion is not enough if it is not based on scientific evidence and/or facts.
Essay Rubric

- Well-constructed argument—scientific-based facts/evidence 10 point
- Paper includes theories, concepts and ideas from lectures & textbooks regarding sex crimes 8 point
- Readable, good spelling and grammar 4 point
- Correct APA citation format, use of academic language 4 point
- Include at least two academic sources 4 point

Total: 30 point

Attendance:

The class will be augmented by several in-class videos or documentaries and at least one guest lecture. I will try to put most films on reserve in the media resources library and make links available on Blackboard if the information is located online.

You must come to class on a regular basis. I will take attendance every class and it will count for your final grade.

Please, do not e-mail me and ask to explain a class you missed! Call one of your fellow classmates for that. However, I will be happy to answer your specific questions and try to clarify ideas either during office hours or by e-mail.

Classes will begin promptly at 9:30am – please be on time or you will miss announcements. Unless you have an emergency, please do not come and go during lecture – it is distracting to all of us! Also, do not be late to class!!

E-mails from students will be replied within 24 hours Monday thru Friday. During weekends or holidays students should expect a reply by the end of the next school business day. I encourage you to talk or discuss any issue with me personally during office hours or after the class is over. If you cannot make it during office hours, let me know to schedule an appointment at our best convenient time.

Access, Navigation, and Technology Requirements

You must be familiar with the Blackboard program and how to navigate it; if you are not, please contact IT help for students at this address: https://iol.tamucc.edu/student_resources.html

To ensure your computer runs properly in Blackboard on either PC or MAC, carefully read TAMUCC Blackboard technical requirements here: https://iol.tamucc.edu/techreq.html

Also, if you have any technical problem or need technical support using Blackboard, contact the IT helpdesk. Information is located in the above web address.

Once on Blackboard, students can access course information by clicking on the ‘Course Content’ icon of the class and then opening the weekly unit content area.
V. Grades

Final grades will be determined based on student performance throughout the course as follows. Final grades will be on a standard scale.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and class participation</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Three exams (at 20 points each)</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale: There is a possible 100 points in this class. I will not bump you up. Do the work to get the grade you want.

90 – 100 ....... A  
80 – 89 ....... B  
70 – 79 ....... C  
60 – 69 ....... D  
59 or below..... F

VI. Academics

Class Participation:

Class participation is mandatory and it will help you improve your chances of getting your grade bumped up if your point total is on the borderline. Do not expect an automatic increase just because you have an 89.45%; you have to deserve the upgrade for some academic reason.

Classroom/professional behavior:

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility:

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Services as outlined in TAMUCC General Academic Policies and Regulations (http://catalog.tamucc.edu/mime/media/7/803/UG+13-14+Full+Catalog+PDF.pdf).

We also live in a highly electronically mediated and interconnected world where we seem to be “on call” 24/7. Consequently, I am guessing that most if not all of you regularly pack a cell phone as standard operating equipment for helping you navigate through your daily lives. These seem to have become a new form of a musical instrument and have a very disruptive potential in certain settings. **TURN THEM OFF WHEN YOU ARE IN CLASS: NO CHATTING, TEXTING, OR ANGRY BIRDS, PLEASE.**

As a sidebar... some of you may find it necessary at some point in the semester to keep a cell phone on during class because of a sick child or other immediately pressing matter. If so, please let me know before class starts that you will need to keep a phone active.

**Dropping a Class:**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 10th is the last day to drop a class with an automatic grade of “W” this term.

**Academic Dishonesty:**

Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties. Such scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this (especially what constitutes plagiarism), please stop by my office and I would be happy to discuss it. Refer to TAMUCC Academic Honesty for further details on definitions of academic dishonesty and the judicial procedure associated with allegations thereof (http://catalog.tamucc.edu/mime/media/7/803/UG+13-14+Full+Catalog+PDF.pdf).

**Disability Services:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Emergency Management Statement:**

In case of an emergency, the University’s Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the University’s website. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University’s emergency management plan can be found at: [http://safety.tamucc.edu/S/EMP.pdf](http://safety.tamucc.edu/S/EMP.pdf)

**HEOA Compliance Statement:**

HEOA Compliance statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at [http://www2.ed.gov/policy/highered/leg/hea08/index.html](http://www2.ed.gov/policy/highered/leg/hea08/index.html)

**E-mail Accounts:**

The Department of Social Sciences communicates through emails via Blackboard and the Islander’s web service. You can set up your accounts to be forwarded to your personal email account. A TAMUCC email account is the only account our main office uses to initiate contact with students. These emails include information about cancellation of classes or an event, student activities and general information. Your student account also is part of the Blackboard communication system and may be the best way for me to get in touch with you if I need to. Be sure you have your account set up!

**Grade Appeal Process:**

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website [http://cla.tamucc.edu/students/studentinfo.html](http://cla.tamucc.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
Statement of Academic Continuity:

In case of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

VII. Course Schedule

Week 1, Syllabus Review, Introduction and Course Overview
Jan/22 No readings assigned

Week 2: Understanding Sex & Sexuality
Jan/27: Diamond, J. ‘The Evolution of Human Sexuality’
Jan/29: The Vagina Monologues (Film)

Week 3: Understanding Sexual Offending (I)
Feb/03 Terry, Chapter 1 (Sexual offenses and offending)
Feb/05 Terry, Chapter 2 (Historical Perspectives on Sexual Behavior)

Week 4: Understanding Sexual Offending (II)
Feb/10 Terry, Chapter 3 (Etiology Sexually Deviant Behavior)
Feb/12 Terry, Chapter 4 (Cycle of Sexual Offending)

Week 5: Understanding Sexual Offending (III)
Feb/17 Terry, Chapter 5 (Types and Typologies of Sexual Offending)
Feb/19 First Exam

Week 6: Offender Typologies, Special Groups of Offenders, and Victims (I)
Feb/24: Terry, Chapter 6 (Juvenile Offenders)
Feb/26: Terry, Chapter 7 (Commercial Sexual Exploitation of Children)

Week 7: Offender Typologies, Special Groups of Offenders, and Victims (II)
Mar/03 Terry, Chapter 8 (Sexual Offending in Institutional Settings)
Mar/05 Terry, Chapter 9 (Victims)

Week 8: Responses to Sexual Offenders: Treatment, Punishment and Community Regulation (I)
Mar/10: Terry, Chapter 10 (Management and Supervision of Sex Offenders)
Mar/12: Terry, Chapter 11 (Assessment and Treatment of Sex Offender)

Week 9: Spring Break No classes
Mar/17:
Mar/19:
Week 10: Responses to Sexual Offenders: Treatment, Punishment and Community Regulation (II)
Mar/24 Terry, Chapter 12 (Incapacitating Sex Offenders)
Mar/26 Second Exam

Week 11: Traditional Assumptions of Sex Crimes (I)
Mar/31: Leon, Introduction and Chapter 1 (Punishment Stories)
April/02: Leon, Chapter 2 (The Sexual Psychopath Era: 1930-1955)

Week 12: Traditional Assumptions of Sex Crimes (II)
April/07: Leon, Chapter 3 (The Era of Rehabilitative Debate: 1950-1980)
April/09: Leon, Chapter 4 (Sex Offender Rehabilitation in California and How It Worked: 1950-1980)

Week 13: Comparing and Contrasting Sex Offending Policing
April/14: Leon, Chapter 5 (Sex Offender Policy in the Containment Era: 1950-1980)
April/16: Leon, Chapter 6 (Experts and Governance: Shifting and Disappearing Strategies)

Week 14: Current Trends on Sex Offending Policing (I)
April/21: Leon, Chapter 7 (Chilling Effects)
April/23: Final Paper is Due Today

Week 15: Current Trends on Sex Offending Policing (II)
April/28 Leon, Chapter 8 (National Sex Offender Punishment Trends since 1920)
April/30 Final comments and wrap up

Week 16: Last Class
May/05: Final Exam!
(If needed, we will have our final exam during the official time: TBA)

Instructor reserves the right to make changes and or revisions to this syllabus as deemed necessary and appropriate; students will be notified via email or during class of these changes

Your Name, Signature, and Date Here