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 systems 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 in our society to contextualize the problem of sex crimes and how they are defined, prosecuted, and punished contemporarily.

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.

WARNING: The subject matter of this class should come with a warning label. In America, the problem of sex crimes is intertwined with highly charged emotional, social, cultural, political, and moral issues. There will be sensitive topics, graphic images, videos and media, as well as nudity and violence depicted in the textbooks, lectures, and course material throughout the course that may be offensive to some students. Please beware of this situation and if you feel uncomfortable with these themes you should consider dropping the course. Given the nature, etiology, and devastating effects of sex crimes we cannot ignore their graphic and crude materialization if we want a comprehensive understanding of them.
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 offender over time and what motives/policies have shaped the debate 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:


2. 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 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. 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 and short answers, 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 three weeks before the semester ends. This assignment will be an essay to address an issue, problem, concept or concern regarding sex crimes. **Assignment guidelines will be posted on Bb one month prior to the due date.** Assignments should be submitted the following way: One hard copy due on **April 20th, 2017** 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, APA citation style. Essay should include the following items:

- 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.
- Include a literature review of your two academic sources.
- 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 facts or evidence.

**Essay Rubric**

- Well-constructed argument—scientific-based facts/evidence 10 point
- Paper includes theories, concepts, ideas from lectures and textbooks regarding sex crimes 8 point
- Readable/spelling/grammar 4 point
- Correct citation format, using academic language 4 point
- Include at least two academic sources 4 point
- Literature review of two sources 5 point

**Total 35 point**

**Attendance:**
Please be aware that I will often lecture on certain topics for which I have assigned no readings. The class will be augmented by several in-class videos or documentaries and at least two guest lectures.

**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!!*

**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](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](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.

**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</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>35</td>
<td>35%</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>100</td>
<td>100%</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:

If you participate enough so that I get to know who you are, 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 WEB SURFING, 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 07th 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 (the presentation of the work of another as one’s own work), 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](http://catalog.tamucc.edu/mime/media/7/803/UG+13-14+Full+Catalog+PDF.pdf)).

**TAMUCC Students with Disabilities:**

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)

**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 Appeals Process:

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf).

For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

Academic Advising:

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

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/19  Class Contextualization & Sex Education in America

Week 2: Contextualizing Sex, Gender, & Sexuality in American Society
Jan/24:  Documentary: Killing Us Softly
Jan/26:  Terry, Chapter 1 (Sexual offenses and offending)

Week 3: Understanding Sexual Offending (I)
Jan/31
Feb/02  Terry, Chapter 2 (Historical Perspectives on Sexual Behavior)

Week 4: Understanding Sexual Offending (II)
Feb/07  Terry, Chapter 3 (Etiology Sexually Deviant Behavior)
Feb/09

Week 5: Understanding Sexual Offending (III)
Feb/14  Terry, Chapter 4 (Cycle of Sexual Offending)
Feb/16

Week 6: A Classic Approach
Feb/21:
Feb/23:  First Exam

Week 7: Offender Typologies, Special Groups of Offenders, and Victims (I)
Feb/28:  Terry, Chapter 5 (Types and Typologies of Sexual Offending)
Mar/02:  Final Essay Guidelines Handout

Week 8: Offender Typologies, Special Groups of Offenders, and Victims (II)
Mar/07:  Terry, Chapter 6 (Juvenile Offenders)
Mar/09:

Week 9: Spring Break No classes
Mar/14:
Mar/16:

Week 10: Responses to Sexual Offenders: Treatment, Punishment and Community Regulation (I)
Mar/21  Terry, Chapter 7 (Commercial Sexual Exploitation of Children)
Mar/23  First Guest Speaker Dr. Cathy Miller

Week 11: Traditional Assumptions of Sex Crimes (I)
Mar/28:  Terry, Chapter 8 (Sexual Offending in Institutional Settings)
Mar/30:  Second Exam

Week 12: Traditional Assumptions of Sex Crimes (II)
April/04:  Terry, Chapter 9 (Victims)
April/06:
Week 13: Comparing and Contrasting Sex Offending Policing
April/11: Terry, Chapter 10 (Management and Supervision of Sex Offenders)
April/13: Second Guest Speaker D.A. Mark Skurka

Week 14: Current Trends on Sex Offending Policing (I)
April/18: Terry, Chapter 11 (Assessment and Treatment of Sex Offenders)
April/20: Final Essay Due Today!

Week 15: Current Trends on Sex Offending Policing (II)
April/25: Terry, Chapter 12 (Incapacitating Sex Offenders)
April/27: Final comments and wrap up

Week 16: Last Class
May/02: Final Exam!
May/04 Turn in final extra credit assignment during the official day of final exam

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

GUIDELINES FOR DIALOGUE

1. Confidentiality. We want to create an atmosphere for open, honest exchange.

2. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

3. We will no demean, devalue, or “put down” people for their experiences, lack of experiences, or difference in interpretation of those experiences.

4. We will trust that people are always doing the best they can.

5. Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice. No ad hominem criticism…what the heck is this?

6. Speak your discomfort. If something is bothering you, please share it with me or the class. Often our emotional reactions to this process offer the most valuable learning opportunities.

7. Step Up, Step back. Be mindful of taking up much more space than other. On the same note, empower yourself to speak up when others are dominating the conversation.

8. Maintain a safe atmosphere.