

**Sex, Crimes & Justice**  
**Tuesday, Thursday 6:40-8:00**  
**01:202:327: Section 01**

**Instructor:** Dr. Kristen Zgoba

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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.

### **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.

### **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.

### **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. Additionally, it can be purchased on the bookstore web site and through the American Psychological Association web site.

Throughout the course you will also be required to read numerous journal articles, for which you will be responsible. **Many** will be provided to you via sakai, others you will be expected to retrieve from the Rutgers library. 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 and I will take roll each class. An absence will only be excused with the proper documentation and participation will be assessed after each class. You are expected to have the material read for the respective class. 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. If participation and feedback on readings suffers, pop quizzes will be given sporadically.

### *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. You will sign up for your date the 1<sup>st</sup> class and this will be a 1 time write-up/presentation. This article can range anywhere in the topic of sexual offending, for example child exploitation, 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 late assignments will not be accepted. Presentation of this newspaper article and your opinions and suggestions are expected to last between **FIVE and TEN MINUTES**.

### *4) Final Exam and Midterm Exam*

The exams will be multiple choice. The final exam is not cumulative.

## **COURSE GRADING**

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

## **GRADING SCALE**

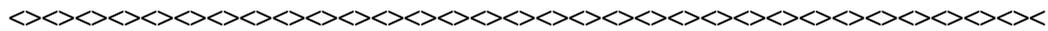
<b>A</b>	100--90
<b>B+</b>	89-- 86
<b>B</b>	85-- 80
<b>C+</b>	79-- 76
<b>C</b>	75-- 70
<b>D</b>	69-- 60

## 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 2012--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.



- WEEK1      ***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
- WEEK2      ***Dangerousness***  
Chapter 2- LaFond pgs.35-57  
Chapter 6- LaFond 167-199
- WEEK3      ***Paraphilias and Chemical Castration***  
Handout from APA- Chapter 3- SAKAI  
Reading on chemical castration- SAKAI  
Video “Dateline Special”
- WEEK 4      ***Treatment***  
Chapter 3- LaFond pgs. 59-83  
Lecture on various types of treatment- information is not in your book
- 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.- SAKAI  
  
Bureau of Justice Statistics. (2003). *Recidivism of sex offenders released from prison in 1994* (No. NCJ 198281). Washington, DC: U.S. Department of Justice.- SAKAI
- 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.- SAKAI  
  
The Economist- August 6, 2009 “America has pioneered the harsh punishment of sex offenders. Does it work?”- SAKAI  
  
Watch, “Due Process” from NJN.

- WEEK 7      ***Sexual Predator Laws***  
 Chapter 5- LaFond pgs. 127-165  
 Civil Commitment Lecture- ARTICLE ON SAKAI
- MIDTERM EXAM- WILL BE MULTIPLE CHOICE ONLINE**
- WEEK 8      **SPRING BREAK**
- WEEK 9      ***Residency Restrictions***  
 Levenson, J. (2008). Collateral Consequences of Sex offender Residence Restrictions. *Criminal Justice Studies* 21 (2).- SAKAI
- Watch, “The Woodsman”.
- WEEK 10     ***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).- SAKAI
- Freeman, N. & Sandler, J. (2009). The Adam Walsh Act: A false sense of security or an effective public policy initiative? *Criminal Justice Policy Review*.- SAKAI
- WEEK 11     ***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.- SAKAI
- Griffin, T. & Miller, M. K. (2008). *Child abduction, AMBER Alert, and crime control theater*. *Criminal Justice Review*, Vol. 33, No. 2, pp. 159-176.- SAKAI
- WEEK 12     ***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.- SAKAI
- WEEK 13     ***Risk Management***  
 Chapter 7- LaFond pgs. 201-230  
 Hand outs on risk assessment tools  
 Chapter 8- LaFond pgs. 231-243
- WEEK 15     ***Recommendations & Review***  
 Where do we go from here??  
 Catch-up sessions
- Week 16      **FINAL EXAM- WILL BE MULTIPLE CHOICE ONLINE**