

CRM 333.898: Sex Offenses and Paraphilias*Fall 2018*

Class Dates: August 21 – December 12, 2018
Instructor: Ms. I. Yarckow-Brown, MS
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Office Hours: Mondays, Tuesdays and Wednesdays 12:30 – 1:30 p.m., and Tuesdays 9:30 – 11:30 a.m.
Email: Yarckow-Brown@MissouriState.edu *
**Email strongly preferred over voice-mails*

I. Course Description

This course has been designed to educate and enlighten the student about the arena of sexual offenses, including, but not limited to the variety of crimes, sex offenders, victims of sex crimes and responses to this type of offending. An emphasis will be on the definitions of different sex crimes, while examining the violence involved and policies geared towards these offenses. Connections between offending patterns and paraphilias will be discussed with consideration for their relation to sexual offending patterns. Explanations, theories, and motives for sexual offending patterns will be contemplated, along with the offending cycle. Responses to these offenses and offenders, by victims, and the criminal justice system, will be studied, as well.

II. Course Objectives (Student Learning Outcomes)

As a result of this course, the student will:

1. Acquire the ability to define, describe and discuss a variety of sexual offenses
2. Demonstrate an awareness of a variety of paraphilias and fetishes, while recognizing the importance of these behaviors in crime scene investigations
3. Become knowledgeable about those committing sexual offenses, with inclusion of the characteristics, personality, traits and typologies of offenders
4. Develop a foundation of understanding about victim trauma, useful methods for working with victims, and the responses currently used with regards to this category of crime by social institutions, particularly the criminal justice system
5. Critically analyze a case study and apply gained knowledge about offenses, offenders, offense patterns and responses to this type of criminal behavior.

III. Course Policies**A. Course Format**

This course will be taught as a blended course with an emphasis on provided lecture materials, textbook and article readings, online discussions, a blog, and a journal project. Students will be responsible for reading assigned textbook chapters and posted articles, completing outside investigation on particular topics and contributing to online discussions. All material presented is intended to engage and inform the student, not to entertain.

B. Course Conduct

Due to the fact that material covered in this course may become very sensitive in nature, it is necessary to have course requirements set forth as a means of constructing a safe learning atmosphere. Every student enrolled in this course is expected to follow the guidelines as described as a means of ensuring the education of and respect for fellow classmates.

- No act of racism, sexism, ageism, or any similar negative “ism,” or harassment will be tolerated. Students who choose to engage in such a negative activity may be dropped from the course by the Instructor.
- Online discussions are designed for educational purposes and therefore should not be used to express harmful or disrespectful remarks about fellow classmates or the topics at hand. Conversations within the online discussion boards are intended to allow for academic inquiry. Any student who desires to engage in these harmful or disrespectful behaviors will be required to have a conversation with the Instructor about appropriate online classroom behavior.
- When a student is involved in a single, severe incident of disrespect or in a manner that seriously violates the above modes of required conduct, or if a student is repeatedly engaged in negative behavior patterns that include, but not limited to those mentioned, the Instructor does reserve the right to use the Class Disruption policies that are integral to the university. The Instructor will use the Class Disruption policy to determine an appropriate action and consequence to follow.

C. Course Attendance Policy

Students who do not attend a class session are responsible for retrieving missed course materials from a classmate. With this expectation in place, students are encouraged to befriend a classmate or two within the first week of class, so he / she may contact the classmate(s) for information that was disseminated in the class meeting.

If a student is absent for a University-sanctioned event, the Instructor must be notified through written documentation of the absence prior to absence.

Personal illness, family emergencies, and or compelling circumstances which prevent attendance will be considered at the Instructor’s discretion with regards to any allowances for making up points that were missed due to an absence. Without any of the above exigent situations being present and discussed with the Instructor during office hours, missed points cannot be made up.

Excessive tardiness to class will be not be tolerated. If a student must arrive late or leave a class early, students are requested to enter the classroom from a back door, take a seat towards the back of the room, and to be as quiet as possible as a means of respecting classmates and not disrupting the class.

In summary, students not in attendance will miss valuable information, classmate input, and gained understanding that would have been provided through the class discussions and activities. Students are expected to attend every possible class session.

D. Email Etiquette and Requirements

Students are required to use their Missouri State University e-mail account when sending e-mails to the Instructor and or classmates. When an e-mail is sent to the Instructor, a student needs to include his / her full name as it appears on the class roster, along with the GEP 101 class designated. E-mails sent to the Instructor from the Missouri State University account will receive a reply within 24 hours if they are sent

between 8 a.m. and 8 p.m. Monday through Friday, except on holidays. If a reply has not been received within these timeframes, a student is encouraged to send a second or follow e-mail to the Instructor.

Note that assignments cannot be sent as attachments on e-mails to the Instructor. Attachments will not be opened, read, or graded, unless it is specifically noted in an assignment that an e-mail attachment should be sent. In the majority of cases, e-mailed assignments will not be accepted. E-mailed assignments will only be accepted when a special provision has been made in writing.

E-mail etiquette notes that when sending e-mails, they must be respectful, professional, void of slang, and not written in a “texting” manner (e.g. “u” instead of “you,” LOL). Appropriate grammar, spelling, capitalization, and more is required in e-mail communications.

E. Civil Communication

With accordance of Section 2.4 of the Missouri State University’s Code of Students’ Rights and Responsibilities, all communications must follow respectful and civil guidelines in order to assure productivity of all enrolled students. Students are encouraged to express their opinion, but are reminded that those opinions cannot be at the expense of others in the course.

F. Preparedness

Students must be prepared for a class session upon arrival to the classroom. Any reading assigned for the day, needs to be read before entering the classroom. Being prepared will assist the student in sharing knowledge and learning from his / her peers and in being an effective and productive member of class. Additionally, if there are assignments completed in the class session, a student will be best suited to complete them if assigned work and reading has been addressed beforehand.

G. Student Grievance Procedures

Every effort to resolve any problem or issue with the Instructor. If such a problem or issue cannot be handled with the Instructor, the student may contact the Department Head of the Criminology and Criminal Justice Department, Dr. Brett Garland, at (417) 836-6954, or visit him in his office, Strong Hall, Office 224.

H. Student Responsibilities

All of the addressed classroom and course policies must be followed by the student. It is the enrolled student’s responsibility to know the Syllabus, class requirements, and to abide by them fully. If a student does not properly adhere to the course expectations, the Instructor will consult Missouri State University’s Code of Students’ Rights and Responsibilities. If necessary, Classroom Disruption policies will be pursued, as well.

IV. Course Materials

A. Required Textbooks

Holmes, S. T. and Holmes, R. M. (2008). *Sex Crimes: Patterns and Behaviors*. (3rd ed). Thousand Oaks, CA: Sage Publishers.

Terry, K. J. (2006). *Sexual Offenses and Offenders: Theory, Practice, and Policy* (2nd ed). Belmont, CA: Cengage Wadsworth.

B. Additional Materials

1. Lecture Notes

There will be several Power Point lectures posted to Blackboard under the “Course Units” tab, in each of the weekly folders, as they are to be covered and included in the course. Each student will be required to read through the lecture notes during the week indicated in the course calendar at the end of this syllabus in order to be successful in completing the assessments and assignments. *Note that these lectures are posted to Blackboard as PDF files.*

2. Articles

There will be several articles to be read throughout the course of the semester in addition to the required textbook. Each of these articles will be posted to Blackboard in the “Course Units” section as they are to be covered and included in the course. Articles were selected to supplement the provided Lecture Notes and required Textbook readings for each of the weekly topics, and will assist the student in completing the assessments and assignments in the course. These articles will be in PDF form. *Note that there are many articles, and several are quite lengthy, so students may not wish to print all of them out.*

3. Video Clips

Occasionally, links to video clips available through the Internet will be provided to supplement the units. These links will be provided in hotlink form when possible to ease access to them for student viewing.

4. Computer / Internet

Students are required to have frequent access to a well-functioning computer that has Internet access in order to complete the course. This computer needs to work, has a reliable power source, and has **Google Chrome** downloaded onto it. When taking any quiz or exam in this course, the student must be using the **Google Chrome** browser for its completion.

5. Blackboard

This course is being offered wholly online through Blackboard. If a student is not familiar with Blackboard, he / she should start going through the course site and seeking out Instructional assistance with Blackboard immediately. Blackboard will be used extensively and exclusively for this course. Additionally, note that Google Chrome is the Internet engine which must be used.

Material on Blackboard

On Blackboard, a student will find important course documents, including, but not limited to this Syllabus, lecture notes, and article postings. The bulk of the material for the curriculum units will be located in the “Course Units” section of the Blackboard site and will become available one unit at a time. In “Course Units,” the student will find the lecture note(s) and all required article reading for that unit. These “Course Units” will become available as needed during the semester and in accordance with the course calendar located at the end of the syllabus. Most “Course Units” will become available at 5:00 p.m. (central time) on the Friday prior to the beginning of the unit and will be removed from the Blackboard site at 5:00 p.m. (central time) on the last Friday of the unit.

“Course Units”

The great majority of material that is utilized for this course will be in “Course Units.” There are four (4) units for the course and they will each be divided into four (4) themes / topics per unit. These units will be as follows:

Unit I: Introduction and Sexual Offenses

- 1: History and Introduction
 - a. Sex and History
 - b. "Normal" Sex
 - c. Sexual Standards
 - d. Sexual Behavior
- 2: Prostitution and Pornography
 - a. Prostitution
 - b. What is obscene?
 - c. Adult Pornography and Snuff Films
 - d. Child Pornography
- 3: Sexual Offenses Against Children
 - a. Pedophilia
 - b. Molestation
 - c. Incest
 - d. Hebephilia and Infantilism
- 4: Stalking, Sexual Assault and Rape, and Lust Murder
 - a. Introduction to the Offenses - Definitions, Statistics and Myths
 - b. Stalking
 - c. Types of Rape
 - d. Lust Murders and Sexual Homicides

Unit II: Paraphilias and Fetishes

1. Introduction to Paraphilias
 - a. Definitions
 - b. Etiology
 - c. Classifications
 - d. Paraphilias as Signatures in Crime Scene Investigation
2. Paraphilias of Bodily Fluids
 - a. Blood (Vampirism)
 - b. Urophilia (Urine)
 - c. Lactation (Breast Milk)
 - d. Klismatophilia (Feces) and Enemas
3. Fetishes
 - a. Development and Theories
 - b. To Body Parts (including feet, amputees, etc.)
 - c. To Other Themes (including transvestic, asphixiophilia, nymphomania, hybristophilia, etc.)
 - d. Sadism, Masochism and Sadoomasochism
4. Nonconsensual or Dangerous Paraphilic Behaviors
 - a. Out in the Open (including voyeurism, exhibitionism, frotteurism, and piquerism)
 - b. With the Unconscious (somniaophilia and necrophilia)
 - c. Sexuality of Setting Fires (pyrophilia and pyromania)
 - d. For the "Love" of Animals (including zoophilia, beastility, etc.)

Unit III: Sexual Offenders

1. Theories of Sexual Deviance
 - a. Individual Level Explanations
 - b. Social Learning Model
 - c. Constitutional Model
 - d. Sociobiology
2. Pedophiles
 - a. Traits of Pedophiles
 - b. Characteristics of Pedophiles
 - c. Typologies of Pedophiles
 - d. Pedophile Organizations
3. Rapists, Juveniles Offenders and Female Offenders
 - a. Characteristics of Rapists
 - b. Types and Typologies of Rapists
 - c. Juvenile Offenders
 - d. Female Offenders
4. Disturbances, Disorders and the Cycle of Sexual Offending
 - a. Attachment Disturbances
 - b. Personality and Psychiatric Disorders
 - c. Cycle of Sexual Offending
 - d. Curing the Sexual Offender

Unit IV: Victims and Responses

1. Victims of Sexual Offenses
 - a. Incidence and Prevalence
 - b. Types of Victims
 - c. Effects of Victimization
 - d. Helping the Victims
2. Assessment and Treatment of Sex Offenders
 - a. Clinical Interviewing and Assessment
 - b. What is Treatment?
 - c. Types of Treatment: Behavioral, Cognitive and Medical
 - c. Future of Treatment for Sex Offenders
3. Controlling, Managing and Supervising Sexually Violent Predators
 - a. Sexual Violent Predators Legislation - The Commitment Process
 - b. State Variations and The Courts
 - c. Retribution and Rehabilitation
 - d. Management and Supervision - What Works?
4. Registration and Community Notification Laws
 - a. What is Registration?
 - b. Megan Kanka and Megan's Law
 - c. What is Community Notification?
 - d. Jacob Wetterling and Jacob Wetterling's Law

Within each of the “Course Units” folders, students will have access to lecture notes, article readings, video clips, assignments, quizzes and exams.

“Ask the Instructor” Discussion Board on Blackboard

This Discussion Board Forum will be used to communicate with the students and the Instructor about questions that he/she has about the course or the material. By posting questions here, students are sharing with their classmates who may also have the same question, and allowing an opportunity for a classmate and / or the Instructor to respond to the inquisition in a timely manner. This should be the primary means of communication with the Instructor *unless* the student has something of the personal nature to discuss with the Instructor. In the case of a personal message, the student is asked to use the Instructor’s e-mail address (Yarckow-Brown@missouristate.edu).

“My Grades” on Blackboard

Blackboard’s “My Grades” is a means of providing grades to the student, yet it is not the sole record of grades for the student. In some cases, Blackboard’s “Total Points” column has not reported an accurate summation of a student’s points, and therefore, should not be consulted. The Instructor recommends that the student should add the grade columns him or herself in order to determine his or her true number of “Total Points” earned. Be assured that the Instructor also maintains additional grade books for each course.

V. Missouri State University's Course Policies and Accommodations**A. Student Academic Integrity Policies and Procedures**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. The students are responsible for knowing and following Missouri State University's student honor code, *Student Academic Integrity Policies and Procedures*, available online and at the Reserves Desk in Meyer Library or through the following website: www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm.

Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. Copying someone else's work, including, but not limited to the work of other students, authors, researchers and or professors, and/or allowing someone to copy a student's original work are both considered violations of the Student Academic Integrity Policy. Credit must be given and afforded to all sources utilized, such as the original authors, in compiling the student's work, in any and all assignments, by way of citations and reference pages. The use of textbooks, cellular telephones, jump sticks, flash drives, notes, study guides, or any other supplemental materials during exams or quizzes is prohibited. Collaborative work between students is not permitted unless expressly directed by the professor.*

**Note that when the Instructor of this course is allowing collaborative work between students, such directions will be expressed in writing. If collaborative work between students occurs when no such directive has been made by the Instructor, in writing, the Instructor will pursue all measures and sanctions afforded to faculty through the Student Academic Integrity Policies and Procedures.*

***Additionally, note that work that is submitted for credit in this course, absolutely must be original work that was created, written, designed, etc. for this particular class. Any work that had an original creation, writing, design, etc. for any other course cannot and will not be accepted for credit in CRM 333.*

B. Nondiscrimination Policy

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with the instructor and can also be brought to the attention of your instructor's Department Head*. Please visit the OED website at www.missouristate.edu/equity/.

**The Department Head of the Department of Criminology and Criminal Justice is Dr. Brett Garland. He may be contacted at (417) 836-6954, and his office is in Strong Hall, Office 224.*

C. Disability Accommodations*

If a student has a disability and anticipates barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (www.missouristate.edu/disability), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish an accommodation plan. The DRC will work with the student to establish an accommodation plan, or it may refer the student to other appropriate resources based on the nature of the disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Students should be prepared to provide such documentation if requested. Once a University accommodation plan is established, students may notify the class instructor of approved accommodations. If a student wishes to utilize an accommodation plan, it is suggested that the student does so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until the student provides that plan, and are not required to apply accommodations retroactively.

**Students in this course are asked to please inform the Instructor as soon as possible about any accommodations that are being requested and feasible efforts will be made to make sure all reasonable accommodations are made for the student.*

D. The Use of Cellular Telephones in Class

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

**Note the use of Ipods, Bluetooths, and similar musical or technological devices are also prohibited in this class. Additionally, the Instructor understands that each student has responsibilities outside of this class and allows for students to have their cellular telephones turned to a "silence" or "vibrate" mode during each class session. If a cellular telephone is turned to "vibrate," it is mandated that the phone is not placed on a hard surface that would cause as much disruption as the actual ring of the device. Should a student's phone ring or the student receives a text message, he / she should only respond if there is an absolute emergency noted. In no circumstance, outside of an exigent circumstance, should a student send text messages via a cellular telephone or similar electronic device while the class is in session.*

E. Dropping and Adding Courses

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade* and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

If the student wants to drop this class after the date specified in the University's academic calendar, the student will not automatically receive an "N" grade. "N's" at this point will only be given if the student can provide documented proof of extenuating circumstances. Dropping this late in the semester because you aren't doing well in a course is not an excuse. If the student wishes to withdraw from the University (i.e., drop all of your classes), he / she must contact the Registration Center, Carrington Hall, Room 320, (417) 836-5522.

** To clarify, the Instructor will be left with no choice per University policy to record an "F" grade for this course should the student not properly follow the procedures outlined above with regards to desisting from attending the course without dropping it through the Registration Center in Carrington Hall.*

Last Day to Drop Full Semester Classes at 100% Credit / Refund:	August 24, 2018
Last Day to Drop Full Semester Classes at 75% Credit / Refund:	August 31, 2018
Last Day to Drop Full Semester Classes at 50% Credit / Refund:	September 17, 2018
Last Day to Drop Full Semester Classes at 25% Credit / Refund:	October 17, 2018
Last Day to Drop or Withdraw, declare Pass / Not Pass, and Change to or from Audit for Full Semester Classes:	November 9, 2018

F. Emergency Response Plan

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

G. (Video) Recording of Course Activity

Students who wish to record lectures or class activities for study purposes should inform the faculty member first. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9).

H. Religious Accommodation

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a *Request for Religious Accommodation Form* to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

I. Mental Health and Stress Management

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at counselingcenter.missouristate.edu.

J. Title IX

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website at www.missouristate.edu/titleix. This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Magers Health and Wellness Center employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

K. Chosen Name

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student’s legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#).

VI. Assignments, Project, Quizzes, Unit Exams and Academic Integrity

A. Assignments

1. Assignment Expectations

All assignments completed outside of class must be typed in 12 point Times New Roman font. Assignments are required to have 1” margins and be double-spaced. These assignments are due at the start of class (11:15 a.m.) on their due date in order to receive full credit. Any assignment turned in after that time will not be accepted without documentation for exigent circumstances. The Instructor reserves the right to determine the legitimacy of the documentation and whether or not the circumstances are deemed appropriate for accepting late work.

2. Reading Assignments

Students are required to read assigned chapters from the required textbooks and the articles as posted to Blackboard. The dates for these reading assignments are included in the course calendar at the end of this syllabus. Becoming familiar with the information in the assigned readings best prepares the student for participating in the online discussion boards.

3. In-Class Assignments

There will be a total of 8 (eight) In-Class Assignments completed throughout the semester and each will be worth a total of 10 (ten) points for a total of 80 (eighty) points in the course being available through class sessions. These In-Class Assignments will be made available only to students who are in attendance on the date that the assignments is scheduled for completion (see dates in the Course Calendar at the end of this Syllabus). Absolutely no make-up work will be accepted for credit without documentation for exigent circumstances. The Instructor reserves the right to determine the legitimacy of the documentation and whether or not the circumstances are deemed appropriate for accepting late work.

4. (Sex Offender(s)) Case Study Project

Choosing the Offender(s)

Students will draw the offender(s) they will to complete their project on in class on Monday, August 27, 2018. Students absent from class will have an offender(s) assigned to them.

Project Components

Students will work in drawn partnerships in the class to comprise a case study on an offender or a pair of offenders to address the following points:

- a. Identify and define any and all sex offenses that the sex offender(s) engaged in, completed and or was/were charged with (20 points)
- b. Discuss and connect any fetishes, paraphilias and or unique “fingerprints” or rituals that were part or included within his/her/their offending as noted through the crime scene and case notes (20 points)
- c. Determine which of the theories presented in the course material would seem to be the most acceptable or suitable in explaining the sex offender(s) criminal behaviors (40 points)
- d. Choose a typology for this type of sex offender that is most relevant (i.e. if a pedophile, consider fixated, regressed, etc., or if a rapist, a power rapist, a sadistic rapist, etc.) (40 points)
- e. Apply the sex offender cycle to the chosen offender(s) with inclusions of the triggers, the “cooling off” period, fantasies, etc. and making sure that all possible components are addressed (40 points)
- f. CHOOSE one of the following (choose the one that is of most interest at this time and or the one that will be most helpful for future reference) (40 points)
 - i. Offender focus – what treatment approaches would be suggested based on predictions for being effective for the particular offender(s). Include what this therapy includes, where it would be conducted, the goals, etc.
 - ii. Legislation / response focus – what laws could have prevented the crimes by the offender(s) and or should be written to protect future victims of similar offender(s) in the future. Think of and consider current legislation and see if it can be improved.

- iii. Victim focus – if any of the victims of the offender(s) survived, what would these victims be facing after the trauma incurred and what therapy or treatment would be recommended for their future healing. Reflect upon primary and secondary victims.

Reference Page / Section

Completing this project will require reference to course materials and research outside of those materials, as well. Sources need to be parenthetically cited in APA format throughout the project. Also, a full and complete reference page or section, in APA format, needs to be included with this project. (20 points)

Spelling, Grammar, and Professionalism

Proper spelling, grammar and professional appearance and presentation of the material is a key component of this project. The project is considered the semester project and students should begin work on it early on in the semester so that it will be comprehensive in nature. (20 points)

Value

In total, the Case Study Project will be worth up to 240 (two-hundred-forty) points.

Composition / Presentation of the Project

Student pairs will complete two pieces for this project:

- An annotated / detailed outline. This is to be typed, 12 point Times New Roman font, and double spaced. Be mindful of Academic Integrity and include proper in-text, parenthetical citations, along with a reference page. Both student names should be on the paper when it is submitted, and the pages must be stapled.
- Power Point saved as a .pdf and uploaded into the “Case Study” component of Blackboard, and or a video that has been uploaded into You Tube and the link posted to the “Case Study” component of Blackboard. The presentation component will be delivered in class by the student pair (both students must participate / speak – either with the Power Point or in the video). This presentation must be 4 minutes in length – no more, no less. The presentation should be a brief summation of the entire project and a more in-depth focus on any of the following parts: c, d, e or f. The presentation component is worth up to 60 (sixty) points.

Submission of the Project

The outline portion should be turned in on paper to the Instructor in class on Wednesday, December 5, 2018.

The presentation or video portion of the project will be submitted through the “Case Study” tab in Blackboard. The presentations will be delivered during the Final Exam Period on Wednesday, December 12, 2018 from 11:00 a.m. to 1:00 p.m.

Absolutely no late projects or presentations will be accepted for credit without documentation for exigent circumstances. The Instructor reserves the right to determine the legitimacy of the documentation and whether or not the circumstances are deemed appropriate for accepting late work.

5. Quizzes

When completing a Quiz through Blackboard, the Instructor strongly suggests using Google Chrome, Mozilla Firefox, or an Apple equivalent!

Quantity and Value

There will be twelve (12) online quizzes throughout the semester. Each quiz will include fifteen (15) questions, each worth one (1) point, and in total each quiz will be worth a total of fifteen (15) points. Therefore, a total of one-hundred-eighty (180) points can be earned during the course through these quizzes.

Question Style and Content

The questions will be objective in style including multiple-choice, true / false, and or matching. Any material that is included within that particular unit may be included on the quizzes including textbook readings, lecture notes, online discussions, article readings, etc. The emphasis of the quizzes will be placed upon the textbook and article readings and the lecture notes. However, this material should NOT be consulted during the process of taking the online quiz as this would violate the purpose of this assessment tool. In addition, as the quizzes are timed, students who choose to consult these materials despite this notation and policy will have a strong likelihood of running out of time in taking the quiz. Study guides for these quizzes will not be made available.

Timing and Availability

Students will be timed during the quiz and will have one-half (1/2) hour or 30 (thirty) minutes to complete each quiz. Typically, they will open at 5:00 p.m. (central time) on a Friday, and will be due by 5:00 p.m. (central time) on the following Friday. Exceptions follow the Academic Calendar for Missouri State University. Please see the Course Calendar at the end of this Syllabus for the due dates.

Technological Difficulties with Quizzes

Students who experience difficulties in taking the online quizzes, may contact the Instructor to have a quiz re-set. Repetitive requests for a single quiz may be denied. If a student is consistently asking for quizzes to be re-set for each of the units, these requests may also be denied. A record will be kept of all students who have asked for requests. No more than 3 (three) re-set requests (including quizzes and exams) will be fulfilled for any student per class per semester. Therefore, it is strongly suggested that students are confident that they are able to take the quiz in its entirety at the time he/she begins the quiz and that he/she is working on a computer with a reliable Internet connection.

Make-up Quizzes

IF a student knows in advance that he / she will be NOT be able to take a quiz during a scheduled week, he /she is required to make arrangements with the Instructor to take the quiz at an earlier date and time, which is prior to the scheduled week for the quiz. Absolutely no late quizzes will be accepted for credit without documentation for exigent circumstances. The Instructor reserves the right to determine the legitimacy of the documentation and whether or not the circumstances are deemed appropriate for accepting late work.

6. Unit Examinations

When completing a Quiz through Blackboard, the Instructor strongly suggests using Google Chrome, Mozilla Firefox, or an Apple equivalent!

Quantity and Value

There will be four (4) unit exams throughout the course of the semester. Each exam will include forty (40) questions, each worth two (2) points for a total of eighty (80) points available for earning on the individual exams. In total, there will be three-hundred-twenty points (320) available through the unit examinations.

Question Style and Content

The questions will be objective in style including multiple-choice, true / false, and or matching. Any material that is included within that particular unit may be included on the quizzes including textbook readings, lecture notes, online discussions, article readings, etc. The emphasis of the quizzes will be placed upon the textbook and article readings and the lecture notes. However, this material should NOT be consulted during the process of taking the online quiz as this would violate the purpose of this assessment tool. In addition, as the quizzes are timed, students who choose to consult these materials despite this notation and policy will have a strong likelihood of running out of time in taking the quiz. Study guides for these quizzes will not be made available.

Timing and Availability

Students will be timed during the quiz and will have one hour or 60 (sixty) minutes to complete each exam. Exams will open one week prior to their due date and time. Typically, they will open at 5:00 p.m. (central time) on a Friday, and will be due by 5:00 p.m. (central time) on the following Friday. Exceptions follow the Academic Calendar for Missouri State University. Please see the Course Calendar at the end of this Syllabus for the due dates.

Technological Difficulties with Unit Examinations

Students who experience difficulties in taking the online Exams, may contact the Instructor to have an Exam re-set. Repetitive requests for a single Exam may be denied. If a student is consistently asking for quizzes to be re-set for each of the units, these requests may also be denied. A record will be kept of all students who have asked for requests. No more than 3 (three) re-set requests (including for quizzes and exams) will be fulfilled for any student per class per semester. Therefore, it is strongly suggested that students are confident that they are able to take the Exam in its entirety at the time he/she begins the quiz and that he/she is working on a computer with a reliable Internet connection.

Make-up Exams

IF a student knows in advance that he / she will be NOT be able to take an Exam during a scheduled week, he /she is required to make arrangements with the Instructor to take the Exam at an earlier date and time, which is prior to the scheduled week for the Exam. Instructor reserves the right to determine the legitimacy of the documentation and whether or not the circumstances are deemed appropriate for accepting late work.

7. Academic Integrity with Assignments, Quizzes and Exams

Misrepresentation of Student's Identity

Students must complete the online discussion boards, online quizzes and both exams by him or her self and cannot, under any circumstance, have someone else complete these components of the course under the guise of the student.

Assistance in Completing Student Work

Students are NOT allowed to use written notes, recorded notes, textbooks, the posted articles, another classmate's written answers, etc. when taking an online quiz or exam. Therefore, absolutely no technological devices, including, but not limited to I-pods, Blue-tooths, cellular telephones, jump sticks, flash drives, etc. should be used by the student while taking an online quiz, or in the completion of the final exam. Students who are determined to be in direct violation of Missouri State University's academic integrity policies, will automatically receive a 0 (zero) score on that online quiz or the final exam.

8. Due Dates and Times

All due dates for all assignments, essays, extra credit, projects and quizzes are indicated on the Course Calendar at the end of the Syllabus and are available by the first day of the semester. The due dates will not be moved ahead or earlier through the semester. If they are moved at all, the due date would be pushed back to a later day and students will be notified via an "Announcement" on Blackboard and via e-mail.

All work that is submitted or completed online in this course is due by 5:00 p.m. (central time) on the due date. If a student cannot submit his / her work during the day (for example between 8 a.m. and 5 p.m. because of work, or other such obligations), he / she is able to submit their work the night before as Blackboard is open and available 24 hours a day, 7 days a week. Moreover, units open a week in advance and there is adequate time to get the work completed on time and even ahead of time if a student so chooses.

This is the same for those students who desire to complete the bulk of their work over the weekend due to a hectic schedule during the week. All material for an upcoming week is available at 5:00 p.m. (central time) on the Friday prior (at the latest), so it can be completed during the weekend before it is due.

FAQ: Why 5:00 p.m.?

- 1) If a student has difficulty taking a quiz or submitting an assignment (i.e. cat unplugs a computer, toddler turns a computer off, room-mate blew a fuse and the electricity went out, Blackboard got a migraine, etc.), then he / she can e-mail the Instructor and get a re-set BEFORE the due time. The Instructor checks emails typically between 7 a.m. and 9 p.m. If the due time was midnight, and a student took a quiz at 11 p.m., but Blackboard experienced a hiccup, he / she would not be able to get a re-set before the due time of midnight, because the Instructor is not available during that time.
- 2) The Instructor frequently completes grading during the evening hours. This means that upon occasion, it is possible that students can / will receive grades for an assignment turned in at 5 p.m. (central time) on any given day, and have it graded by 9 p.m. Feedback is an important part of success for a student in any course and this feedback can help improve future grades. The sooner a student receives feedback, the sooner he / she can make adjustments to ensure better work on the next assignment.

VIII. Grading and Extra Credit**A. Available Points**

Through the following assignments (as discussed previously in this syllabus), the points available for earning by the student in this class are as follows:

<i>Assignment / Assessment</i>	<i>Quantity</i>	<i>Individual Value</i>	<i>Total Value</i>
In-Class Assignments	8	25	200
Weekly Quizzes	12	15	180
Case Study Project	1	240	240
Case Study Presentation	1	60	60
Unit Exams	4	80	320
		<i>Total</i>	1000

B. Grade Calculations

A total of one-thousand (1000) points may be earned throughout the course. Points that are earned by the particular student will be divided by one-thousand (1000) as a means of calculating a percentage in determining the student's grade. The percentage-grade scale will be as follows:

Grade*	Lowest Percentage Possible	Estimated Minimum Number of Points to Earn**
A	90%	900
B	80%	800
C	70%	700
D	60%	600
F	59% or below	599 or below

*There are no +/- grades for this course.

**Grades will be determined by consulting the percentage Microsoft Excel determines. This program is set-up to automatically round the percentage to the nearest 1%.

C. Grade Discussions and Discrepancies

If a student wishes to discuss or dispute any grade earned within this course, including, but not limited to scores recorded for assignments (Discussion Boards or Blogs), the project, and / or quizzes or exams, he / she must do so with the Instructor no more than seven (7) calendar days after said grade has been posted to "My Grades." With quizzes and exam, scores are automatically recorded to "My Grades" immediately upon the completion of said quiz or exam and therefore students should check their grade as soon as he / she is done with that assessment.

D. Extra CreditAvailability of Extra Credit

There will be one extra credit opportunity this semester.

Students who wish to earn extra credit can search for a map of sex offenders near the student's home; there are many internet resources that can be used to achieve this goal. The home location that should be used is the primary address for the student. Once located, the map and list of offenders should be printed. Then, the student should comprise a one page, double-spaced, Times New Roman, 12 point font essay discussing the discovery of the number and type of sex offenders near his / home. The student may discuss how this will or will not impact him / her, who he / she may share this newfound information with, etc. This extra credit opportunity will be due at the start of class on Monday, December 3, 2018. Absolutely no late or emailed extra credit opportunities will be accepted. This extra credit opportunity is worth up to 25 (twenty-five) points.

Requesting Additional Extra Credit and Instructor Assistance

Please do not ask the Instructor for additional extra credit opportunities or other chances at increasing a student grade. If a student is concerned with his or her grade, he/she is strongly encouraged to consult the Instructor about methods that the student can use to increase his or her overall performance in the course. Asking the Instructor for such advice should not be delayed until the last two weeks of the semester as that would be too late for such suggestions to make a difference. Grades will not be "bumped" up per student requests; grades are earned by the student and not "given" by the Instructor.

IX. Course Calendar

The Course Calendar for the entirety of the semester appears on the next four (4) pages of the Syllabus – one (1) page per Unit. This calendar includes topic information, assigned readings and assignment / assessment due dates.

The Course Calendar may be changed at the discretion of the Instructor. If such changes occur, students will be notified via an "Announcement" on Blackboard and/or through an e-mail sent to the student's Missouri State e-mail account. It is the student's responsibility to become aware of such announced changes that may or may not be made during the semester.

UNIT I: INTRODUCTION TO SEX AND SEX CRIMES

<i>Module</i>	<i>Weekday</i>	<i>Date</i>	<i>Lecture / Textbook Reading / Article Reading</i>	<i>Assignment / Assessment</i>
1. Sex in History and “Normal” Sexual Behaviors and Standards	Monday	08/20/2018	Syllabus Lecture: “Sex in History” Textbook: Holmes, Ch. 1 & 3	
	Wednesday	08/22/2018	Lecture: “Sexual Behaviors” Articles: “Sexual Behavior and Deviancy,” “Sexuality and Law” And “Optimal Regulation of Sexuality”	In-Class Assignment #1
	Friday	08/24/2018	Article: “First Date Sexual Expectations” and “Optimal Regulation of Sexuality”	Quiz 1 (due by 5 p.m.)
2. A Brief Overview of Prostitution and Pornography	Monday	08/27/2018	Lecture: “Prostitution and Pornography” Textbook: Holmes, Ch. 8 Articles: “Does Pornography Reduce the Incidence of Rape” and “The Social Consequences of Pornography”	Case Study Selections (in class)
	Wednesday	08/29/2018	Textbook: Terry, Ch. 7 Video: “American Underworld: America’s Prostitution”	<i>Watch video on own in lieu of class</i>
	Friday	08/31/2018		Quiz 2 (due by 5 p.m.)
3. Sexual Offenses Against Children	Monday	09/03/2018		No Class – Labor Day
	Wednesday	09/05/2018	Lectures: “Sexual Offenses Against Children” and “Hebephilia” Textbook: Holmes, Ch. 5 Articles: “Child Sexual Abuse Myths,” “Sexual Abuse of Children 1,” “Sexual Abuse of Children 2,” “Child Sexual Abuse” and “Child Sexual Abuse and Subsequent Offending” Videos: “Sex Offender” by National Geographic” and “A View from the Shadows: Exposing the Mind of Child Sex Offenders”	
	Friday	09/07/2018		Quiz 3 (due by 5 p.m.)
4. Sexual Offenses and Offenders, including Stalking, Sexual Assault and Rape	Monday	09/10/2018	Lecture: “Sexual Offenses and Offenders” and “Sexually Motivated Homicides” Textbook: Terry, Ch. 1 and Holmes, Ch. 11	
	Wednesday	09/12/2018	Lecture: “Rape” Textbook: Holmes, Ch. 12, Articles: “An Overview of Sexual Assault and Sexual Assault Myths,” “What Date Rape Is,” and “Sexual Assault Definitions”	In-Class Assignment #2
	Friday	09/14/2018		Exam I (due by 5 p.m.)

UNIT II: PARAPHILIAS AND FETISHES

<i>Module</i>	<i>Weekday</i>	<i>Date</i>	<i>Lecture / Textbook Reading / Article Reading</i>	<i>Assignment / Assessment</i>
1. Introduction to Paraphilias, Their Classifications and Connections to Crime Scene Investigations	Monday	09/17/2018	Lecture: "Introduction to Paraphilias" Textbook: Terry, Ch. 3	
	Wednesday	09/19/2018	Lecture: "Paraphilias – Classifications" Article: "Paraphilias and Signatures in Crime Scene Investigations"	
	Friday	09/21/2018		Quiz 4 (due by 5 p.m.)
2. Paraphilias of Bodily Fluids	Monday	09/24/2018	Lecture: "Paraphilias – Classifications," continued	In-Class Assignment #3
	Wednesday	09/26/2018	Lecture: "Paraphilias of Bodily Fluids" Article: "Vampirism"	
	Friday	09/28/2018		Quiz 5 (due by 5 p.m.)
3. Introduction to Fetishism	Monday	10/01/2018	Lecture: "Fetishism – An Introduction" Textbook: Holmes, Ch. 4	
	Wednesday	10/03/2018	Articles: "Sadomasochism" and "Foot Fetishism"	In-Class Assignment #4
	Friday	10/05/2018		Quiz 6 (due by 5 p.m.)
4. Nonconsensual and Dangerous Paraphiliac Behaviors	Monday	10/08/2018	Lecture: "Nonconsensual and Dangerous Paraphilic Behaviors" Textbook: Holmes, Ch. 10 Article: "Zoophilia and Bestiality"	
	Wednesday	10/10/2018		Exam II
	Friday	10/12/2018		<i>No Classes – Fall Break</i>

UNIT III: SEXUAL OFFENDERS

<i>Module</i>	<i>Weekday</i>	<i>Date</i>	<i>Lecture / Textbook Reading / Article Reading</i>	<i>Assignment / Assessment Due</i>
1. Theories of Sexual Deviance	Monday	10/15/2018	Lecture Notes Textbook: Holmes, Ch. 2 Articles: "Causes of Serial Rape" and "The Rapists"	In-Class Activity #5
	Wednesday	10/17/2018	Articles: "Male Adolescents" and "Routine Activity Theory"	<i>Project Work Day</i>
	Friday	10/19/2018		Quiz 7
2. Pedophiles	Monday	10/22/2018	Lecture: "Pedophiles" Textbook: Holmes, Ch. 6 and Article: "Profile of Pedophilia" Video: "Go Inside the Mind of FBI's Most Wanted Pedophile" (in-class)	
	Wednesday	10/24/2018	Articles: "Predatory Pedophiles," "Incest, Paedophilia, Pornography" and "The Geriatric Sex Offender"	<i>Project Work Day</i>
	Friday	10/26/2018		Quiz 8
3. Rapists, Juveniles and Female Offenders	Monday	10/29/2018	Lecture: "Sexual Offenders" Article: "Who Rapes?" Textbook: Terry, Ch. 5 & 6	
	Wednesday	10/31/2018	Articles "Exploring the Overlap in Male Juvenile Sexual Offending," "Motives of Serial Rapists," "Typologies of Sex Offenders" and "Female Sexual Offenders"	In-Class Activity # 6
	Friday	11/01/2018		Quiz 9
4. Cycle of Sexual Offending, Disorders and Disturbances	Monday	11/05/2018	Lecture: "Sexual Offending Cycle" Textbook: Terry, Ch. 4 Article: "Control, Supremacy and Fantasy"	
	Wednesday	11/07/2018	Articles: "The Role of Attachments, Intimacy . . .," "An Examination of the Assumptions of Specialization, Mental Disorder . . .," and "Civil Commitment"	<i>Project Work Day</i>
	Friday	11/09/2018		Exam III

UNIT IV: VICTIMS AND RESPONSES

<i>Module</i>	<i>Weekday</i>	<i>Date</i>	<i>Lecture / Textbook Reading / Article Reading</i>	<i>Assignment / Assessment Due by 5:00 p.m. (central time)</i>
1. Victims of Sex Crimes	Monday	11/12/2018	Lecture: "Victims of Sex Crimes" Textbook: Terry, Ch. 9 Articles: "Sexual Victimization," "The Ripple Effect" and "Victim Responses"	
	Wednesday	11/14/2018	Textbook: Holmes, Ch. 13 Article: "Cycle of Child Sexual Abuse," "Your Recovery" and "A Brief History of Rape Law"	In-Class Activity #7
	Friday	11/16/2018		Quiz 10
2. Assessment and Treatment of Sex Offenders	Monday	11/19/2018	Lecture: "Assessment and Treatment of Sex Offenders" Textbook: Terry, Ch. 11 Textbook: Holmes, Ch. 14 Articles: "Assessment and Treatment of Sex Offenders" and "Cognitive-Behavioral Therapy in the Treatment and Management of Sex Offenders"	
	Wednesday	11/21/2018		<i>No Class - Thanksgiving</i>
	Friday	11/23/2018		<i>No Class - Thanksgiving</i>
3. Controlling, Managing and Supervising Sexually Violent Predators, and Registration and Community Notification Laws	Monday	11/26/2018		Quiz 11
	Wednesday	11/28/2018	Lecture: "Controlling, Managing and Supervising Sexually Violent Predators" Lecture: "Registration and Community Notification Laws" Textbook: Terry, Ch. 12 Articles: "Controlling SVPs," and "Sex Offender Risk Management Statutes," "Sexual Predators and Social Policy," "On a Clear Day," and "Management and Supervision"	
	Friday	11/30/2018		Quiz 12
4. Wrapping Up / Course Conclusion	Monday	12/03/2018	Textbook: Terry, Ch. 10 Article: "Megan's Law," "Public Attitudes," "Registration and Community Notification Laws" and "Law Enforcement Reactions to Sex Offender Registration and Community Notification"	In-Class Activity #8 <i>Extra Credit – Sex Offender Map</i>
	Wednesday	12/05/2018		Case Study Projects and Exam IV
	Friday	12/07/2018		<i>No Class – Study Day</i>
	Wednesday	12/12/18	Class will meet from 11:00 a.m. – 1:00 p.m.	Case Study Project Presentations

Note: The course calendar on the previous pages may be changed at the discretion of the Instructor. If such changes occur, students will be notified via posted announcement on Blackboard and e-mailed to the student. It is the student's responsibility to become aware of such announced changes that may or may not be made during the semester.

PARAPHILIAS / FETISHES GLOSSARY

<i>Paraphilia / Fetish</i>	<i>Focus of Erotic Interest</i>
Abasiophilia	People with impaired mobility
Acrophilia	Heights or high altitudes
Acrotomophilia	Amputees
Agalmatophilia	Statues, mannequins, and immobility
Agoraphilia	Open spaces or having sex in public
Agrexophilia	Others knowing the person is having sex
Albutophilia	Water
Altocaliciphila	High heeled shoes
Alvinolagnia	Stomach
Andromimetophilia	Trans men
Apotemnophilia	Having an amputation or losing a limb
Arachnophilia	Spiders
Autagonistophilia	Being on stage or on camera
Autassassinophilia	Being in a life threatening situation
Autoandrophilia	Biological female imagining herself being a male
Autogynephilia	Biological male imagining himself being a female
Autoepiophilia	Image of one's self in the form of an infant
Automysophilia	From being dirty or filthy
Autoplushophilia	Image of one's self in the form of a plus animal
Auovampirism	Image of one's self in the form of a vampire
Catheterophilia	Use of catheters
Chremastistophilia	Being robbed or held up
Chronophilia	Partners of a widely differing chronological age
Dendrophilia	Trees
Erotolalia	Talking about or listening to others having sex
Erotophonophilia	Murder
Feederism	Eating, feeding, and weight gain
Formicophilia	Being crawled upon by small creatures, such as ants or snails, especially on the genitals or nipples
Forniphilia	Turning a human being into a piece of furniture
Gerontophilia	Elderly person
Hybristophilia	Criminals, particular for cruel or outrageous crimes
Kleptophilia	Stealing
Liquidophilia	Immersing genitals in liquids
Macrophilia	Domination by giant women or men
Mechanophilia	Cars or other machines
Morphophilia	Particular body shapes or sizes
Mysophilia	Dirtiness, soiled, filth and or decaying things
Narratophilia	Obscene words or sexual stories
Nasophilia	Noses
Objectophilia	Towards specific inanimate objects
Olfactophilia	Smells
Paraphilic infantilism	Dressing or being dressed like a baby

Partialism	Specific, non-genital body parts
Pedovestism	Dressing like a child
Pictophilia	Pornography or erotic art
Pygophilia	Buttocks
Pyrophilia	Fire
Saliophilia	Soiling or dirtying others
Scatophilia	Making aggressive or obscene telephone calls to cause shock, disgust and or horror
Somnophilia	Sleeping or unconscious people
Sthenolagnia	Muscles and or displays of strength
Stigmatophilia	Body piercings and tattoos
Symphorophilia	Witnessing or staging disasters such as car accidents
Teratophilia	Deformed or monstrous people
Toucherism	Touching an unsuspecting, non-consenting person with the hand
Trichophilia	Hair
Triolism	Watching oneself and / or others in sexual scenes
Vorarephilia	Idea of being eaten by others, sometimes swallowed whole
Zoeroticism	Relationships with animals (different from bestiality as there is no sexual contact with the animals)
Zoosadism	Inflicting pain on or seeing animals in pain