

**San José State University
CASA/Justice Studies
JS/SOCI 155, Victimology, 01, Fall, 2012**

Instructor:	Dr. Veronica Herrera
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Office Hours:	Thursday: 10-11am & 4:30-5:30pm and by appointment
Class Days/Time:	Tuesday & Thursday / 12:00-1:15pm
Classroom:	MQH 523
Prerequisites:	SOCI 1 or equivalent
JS Competency Area:	Theories (A)

Course Description

A stranger rushes towards you with a knife, demanding your wallet. You yell: HELP POLICE! Good Samaritans and the police wrestle your assailant to the ground and make an arrest. Counselors help you cope with the trauma of the event, the assailant is punished, and you are compensated for what you lost.

This is how most people imagine the experience of *being a victim*. But victimization is not so simple: assailants are not usually strangers, the police are not always called, and it is not always clear how to “restore” what was lost in a crime. The study of victims, or victimology, has not always been the focus in the study of crime, but they occupy a crucial position in the commission of crime.

This course examines the relationship between victim and offender; the behavior and attitudes of family, society, and the criminal justice system toward the victim; and the nature and extent of loss, injury and damage to the victim. Future trends in victimology are discussed.

We will begin by exploring the nature and extent of the problem, by examining the research and theory on victimization. Next, we will examine the costs of victimization to the victim, their loved ones, and society at large. This will be followed by an examination of historical and contemporary practical responses to victimization. This will be followed by an examination of different types of victimization and special issues.

Justice Studies Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Course Goals and Student Learning Objectives

Upon successful completion of this course:

SLO1 Students will have learned the theories and methods of victimology.

SLO2 Students will have an understanding of the relationship between victim and offender from competing points of view.

SLO3 Students will develop a critical understanding of the behavior and attitudes of family, society, and the criminal justice system toward the victim.

SLO4 Students will be able to identify the nature and extent of loss, injury, and damage to the victim.

SLO5 Students should read, write, and contribute to discussion at a skilled and capable level.

Required Texts/Readings

Textbook

Daigle, L.E. (2012) *Victimology: A Text/Reader* (ISBN: 9781412987325)

Moriarty, L.J. (2008). *Controversies in Victimology, 2nd Edition* (ISBN: 9781593455682)

Other Readings

Additional readings listed in the Course Schedule will be posted on D2L or provided a web link in the syllabus.

Desire2Learn (D2L)

Syllabus and course content can be found on Desire2Learn (D2L). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking D2L between classes for announcements and course content postings. Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

Teaching Philosophy

This class combines reading, lectures, guest speakers, and video segments to present the conceptual material. Regular in-class discussions and group exercises are used for students to critique the readings, lectures, videos and data presented on rates of incidence and prevalence of victimization. These small group activities and individually written assignments, in class and through outside assignments, also enable students to examine their own attitudes, and cultural and family beliefs about victimization. The focus of the in-class discussions is on engaging in dialogue about critical issues and developing practical, creative and effective community and justice system responses to victimization that are respectful of diverse perspectives and achieves greater justice and equality. **Warning:** The material covered in class is not hypothetical and reflects experiences shared by many individuals including individuals enrolled in the course. It is not unusual for students to have experienced some of the victimization discussed. These personal associations may bring up strong feelings for students. If you feel the material is bringing up issues for you that are affecting your ability to be successful in the course, please take advantage of the SJSU Counseling Center (<http://www.sjsu.edu/counseling/> - they offer free short-term counseling to individuals or couples who are matriculated students of SJSU) and/or see the instructor.

Instructor's note on communication

As you know, a university degree is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. *The best way to keep in touch is in-person during office hours, or at another time by appointment.* If you cannot meet with me in person, I prefer that you email me. Emails will be responded to during business hours (Monday through Friday only). **When you send me an email please put "JS/SOCI155" and your full name in the subject line and address it to Dr. Herrera. I will not respond to emails where the student is not identified in either the subject line or the body of the email.** Please note: all communication regarding assignment and exam grades must be conducted in person and *not* via email.

Classroom Protocol

I expect everyone to attend class regularly, be on time, and be prepared for class lectures and discussions. In order to create a constructive and supportive learning environment, it is expected that class members will participate in class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Class discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class. Students are responsible for all missed notes, materials, and announcements due to absence (i.e. do not email the instructor asking about what you missed).

Electronic Devices: If students choose to use laptops, they must be used responsibly. Students using laptops to purposes not consistent with the learning requirements of that day will be asked to shut down the computer. *Use of cell phones and other electronics is prohibited during class.* Reduce your temptation by turning off your phone. Texting or surfing the web in class will not be tolerated – that includes catching up on Facebook and other social networking sites. It may be that you feel that you are able to multi-task and perusing the internet, taking notes, and paying attention in class is not a problem and does not interfere with your learning. While that may be true for you, it is interfering with the learning of those around you. Your behavior is distracting. Other people are here to learn and it is my job to make the environment as conducive to learning as I see fit. Please be respectful. Lastly, the use of ear buds to listen to music or checking/using your cell phones during exams is also prohibited. These behaviors may be misinterpreted as cheating.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Class Participation (10% of final grade)

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Participation includes but is not limited to in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities *including in-class assignments and pop-quizzes*. This means that assigned readings must be read and “digested” prior to each class meeting. (SLO5)

Exams (50% of final grade)

The Midterm and Final are scheduled to take place on Oct 4th and Dec 12th. Students should assume that all material covered in the lectures, readings, videos, guest speakers and hand-outs will be covered on the exams unless otherwise indicated. Exams will encompass multiple choice, short answer, and essay questions. Exams must be completed on the dates for which they are listed in the syllabus. Make-up exams will only be given in cases of documented medical emergencies or deaths in the family with written documentation of a legitimate excuse. Make-up exams will be different from the ones taken by the rest of the class and will likely be in essay format. If in the unfortunate event you miss an exam, contact the professor immediately. The make-up exam must be taken within one week of the original exam date, with the exception of the final exam which must be taken on the date scheduled. (SLO1, SLO2, SLO3, SLO4)

Book Analysis (20% of final grade)

You will select a victimization-related book (fiction/non-fiction/memoir/etc) to read throughout the course. You will write a 10 page critical response paper integrating course topics and the content from the chosen book. Description of the assignment and suggestions for books will be available on D2L. **All students must receive approval of the chosen book from the instructor by 5pm on Friday, Sept 7th.** Approval is obtained by submitting via D2L dropbox the following information: 1) Your name, 2) Course number, 3) The title and author of the chosen book. You will receive a response via D2L indicating approval. **Once the book selection is approved, it may not be changed.** If you do not contact me by the deadline for book approval, you will be assigned a book at my discretion. Please note that book selection is a graded element of the course and failure to select a book by the deadline will result in a loss of points. Students will submit their paper to a D2L dropbox by the beginning of class on **Nov 20th.** Five points will be deducted for each day a paper is late (SLO3, SLO4, SLO5)

Homework Assignments (20% of final grade)

Each student will submit 4 homework assignments. Descriptions of the homework assignments will be announced in class and posted on D2L. Assignments will be submitted to a D2L dropbox by the beginning of class on the due date. You will be graded not only on content (how well you thought about the assignment) but also on your use of proper English (e.g. punctuation, grammar, spelling, and tense.) Feel free to write in first person (e.g. "I think...") when appropriate. Three points will be deducted for each day a paper is late. (SLO3, SLO5)

Extra Credit Opportunities

Throughout the semester I will provide information about relevant lectures and events happening on campus and in and around town. You can attend up to 2 extracurricular lectures or events for extra credit. To earn the extra credit, you will have to submit an "Extracurricular Activities Write-Up Form" no later than 2 weeks after the lecture/event. This form will be posted on D2L.

Course Grading Breakdown: 300 points total

Class Participation	30 points
Midterm	65 points
Final Exam	85 points
Book Analysis	60 points
Homework assignments	60 points (15 points each)

This course will be using the +/- system on final grades based on the following percentages:

A	95-100	C	74-76
A-	90-94	C-	70-73
B+	87-89	D+	67-73
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

PLEASE NOTE: As a Justice Studies major, you must earn a C or better in this course. If you receive a C- or lower, you will need to retake this course in order to graduate.

University Policies

Academic integrity

Students should know the University's Student Conduct Code, available at http://www.sjsu.edu/studentconduct/docs/Student_Conduct_Code.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development, found at <http://www.sjsu.edu/studentconduct>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Justice Studies Policy

Plagiarism will not be tolerated on **any** piece of assessment, under any circumstances. Any incident of cheating and/or plagiarism must be reported to the Department Chair. The Department Chair will meet and discuss the situation with the student, meet with the faculty member, and decide if action from the department is required. Some level of action will be taken. The faculty member has the discretion to determine the level of response: failing the test or assignment, failing the class, and/or reporting to the Office of Student Conduct & Ethical Development per University policy.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor>.

CASA Student Success Center

The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools.

All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate your way around SJSU? Check out the CASA Student Success Center! It’s also a great place to study, and you can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

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Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule and readings are subject to change. You are expected to complete all readings on time and be prepared to discuss them in class. There is a lot of reading for this course, none of which is optional.

Week	Date	Topic and Assignments
1	8/23	Introduction & Course Overview
SECTION 1: RESEARCH AND THEORY ON VICTIMIZATION		
2	8/28 8/30	<p>What is victimology? Who is a victim?</p> <p><i>Required Readings:</i> Daigle: Ch 1 (skip section on “The Role of the Victim in Crime” pages 2-5)</p> <p>Theories of Victimization</p> <p><i>Required Readings:</i> Daigle: Ch 1 (Read section on “The Role of the Victim in Crime” pages 2-5) Moriarty: Ch 2</p>
	9/ 4 9/ 6	<p>Theories of Victimization continued</p> <p><i>Required Readings:</i> Daigle: Ch 2 p 19-29 (start at section “Theories and Explanations of Victimization) and Readings 1 & 3</p> <p>Measuring Victimization</p> <p><i>Required Readings:</i> Daigle: Ch 2 p 14-19. D2L: Ruback & Thompson Ch 3. Violent victimization and the immediate aftermath. (READ pgs 49-57) Web: BJS (2011) <u>Criminal Victimization 2010</u> http://www.bjs.gov/content/pub/pdf/cv10.pdf</p> <p><i>Assignment #1 due</i></p>
<p>***Submission for approval of the chosen book for Book Analysis is due in D2L dropbox no later than Friday 9/7 by 5pm.</p>		

SECTION II: IMPACT, CONSEQUENCES, AND REACTIONS

4	9/11 9/13	<p>Consequences of Victimization</p> <p><i>Required Readings:</i> Daigle: Ch 3 and Reading 1</p> <p><i>Required Readings:</i> D2L: Ruback & Thompson Ch 3 Violent victimization and the immediate aftermath (READ pgs 57-81)</p>
5	9/18 9/20	<p>Secondary Victimization</p> <p><i>Required Readings:</i> D2L: Ruback & Thompson Ch 5. Secondary victimization.</p> <p>Guest Speakers: Peninsula/South Bay Chapter of Parents of Murdered Children and Other Survivors</p> <p><i>Required Readings:</i> Look through websites: http://pomcca.tripod.com/; http://www.pomc.com/</p>
6	9/25 9/27	<p>The Effect of Victimization on Communities</p> <p><i>Required Readings:</i> Moriarty: Ch 6 D2L: Ruback & Thompson Ch 6. The effects of victimization on communities. Daigle: Ch 3 Reading 3 (p110-115)</p> <p>Media Coverage of Victims</p> <p><i>Required Readings:</i> Moriarty: Ch 4 Web: OVC Bulletin (1998) News, Media, Community http://usinfo.org/enus/media/journalism/docs/bltn14.pdf</p> <p><i>Assignment #2 due</i></p>
7	10/2 10/4	<p>Wrap up and Midterm Review</p> <p>Midterm</p>

SECTION III: INSTITUTIONAL RESPONSES TO VICTIMIZATION

8	10/9	No Class Today: Work on Assignment #3
	10/11	Victim Right's Movement <i>Required Readings:</i> Daigle: Ch 4 (p 116-123) and Reading 2 Moriarty: Ch 1
9	10/16	Guest Speaker: Silicon Valley FACES – Victim Witness Assistance Center <i>Assignment #3 due</i>
	10/18	Victim Advocacy and Services <i>Required Readings:</i> Daigle: Ch 4 (p 124-127 stop at “Restorative Justice”) Moriarty: Ch 8
10	10/23	Victim-Offender Mediation <i>Required Readings:</i> Daigle: Ch 4 (p127-130) and Reading 3 Moriarty: Ch 5 & 9
	10/25	In Class Video and Discussion

SECTION IV: SPECIAL TOPICS IN VICTIMIZATION

11	Oct 30	Sexual Victimization <i>Required Readings:</i> Daigle: Ch 4 (p 169-179 stop at section “Legal and CJ Response”) and Reading 3
	Nov 1	<i>Required Readings:</i> Daigle: Ch 4 (p 179-187) and Reading 2 D2L: Belknap (2010).Rape: Too hard to report, too easy to discredit victims. <i>Violence Against Women, 16, 1335-1344.</i>

