

**San José State University
CASA/Justice Studies
JS 155, Victimology, 02, Fall, 2017**

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Office Hours:	Wednesdays 1:00pm-2:30pm and online
Class Days/Time:	Wednesday 5:30pm-8:15pm
Classroom:	Dwight Bentel Hall Rm 133
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

Hickey, E.E. 2012. *Serial Murders and Their Victims* (7th edition). Independence, K.Y: Cengage Learning.
Karmen, A. 2012. *Crime Victims: An Introduction to Victimology*. Independence, KY: Cengage Learning.

Other Readings

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

Canvas

Syllabus and course content can be found on Canvas: URL: <https://sjsu.instructure.com>. (For more info on Canvas): <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf). 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 Canvas 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 presentations 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. 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 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

Exams (40% of final grade)

The Midterm and Final are scheduled to take place on October 18th and December 13th. 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 need to 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)

Journal Project (25% of final grade): A journal entry is due in the beginning of an assigned class and should be approximately 1 page, double spaced. The journal might be a log of your reactions and insights on the topic covered in readings and lectures, perhaps typing in it after each class or after conducting the readings. Alternatively, you can reflect on what the class has caused you to think about, or things you are noticing around you due to the class material. You can write about your personal experiences past or present. The journals should not be a summary of the facts learned in the lectures or your lecture notes, but rather your evaluation of what you're learning, how what you are learning applies to your life, and what you think is accurate or inaccurate, unique, and so on about the readings, lecture, videos, and guest speakers. You can use the journal to critique and expand upon the readings. Consider this a chance to analyze the material any way you would like. I want to see you are critically thinking of the material and what it means. (SLO2, SLO3, SLO4, SLO5)

Homework Assignments (22% of final grade)

Each student will submit 3 homework assignments. Descriptions of the homework assignments will be announced in class and posted online. Hard copies of the assignments are due at 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.) (SLO3, SLO5)

Class Participation (13% 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 group presentations, pop-quizzes, and online discussions*. This means that assigned readings must be read and "digested" prior to each class meeting. (SLO5)

Group Presentation (10 points): In groups approximately 4 students, you will create a 15-20 minute presentation on some aspect of the assigned reading for that week. Your aim is to explore *the wider social context* in which some versions of "victims" or victimology receive more attention than others, including policy responses and service delivery. Some topics to consider addressing include the following:

1. Who is impacted by the harm
2. The scope and consequences of the harm

3. Why this harm has received less attention, or is not readily identified as involving victims or victimization
4. The type of support the victims have received, and by who or what organizations
5. Ideas for resources/support that have not yet been addressed
6. Who you think could share in responsibility of repairing harm or supporting the victims
7. How your topic relates to any class readings, guest speakers, and/or films
8. The sources of your information should be cited throughout.

All group members will receive approximately the same grade on the presentation, but there may be some variation based on individual contributions and quality of the presentation.

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.

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/>.

JS 155, Victimology, Fall 2017

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 the day they are listed and be prepared to discuss them in class.

Week	Date	TOPIC AND ASSIGNMENTS
1	Aug 23	Introduction & Course Overview
2	Aug 30	<p style="text-align: center;">What is victimology? Who is a victim?</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Karmen: Ch. 1 and Ch. 2 • Article: Stein, J. and Young, M. 2004. History of the Victims' Movement in the United States. • https://www.ncjrs.gov/ovc_archives/ncvrvw/2005/pdf/historyofcrime.pdf <p><i>Assignments:</i> Journal #1</p>
3	Sept 6	<p style="text-align: center;">Patterns of Criminal Victimization</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Karmen: Ch. 3 • Article: Banks, D. and Kyckelhahn, T. 2011. Characteristics of Suspected Human Trafficking Incidents, 2008-2010 • Web: BJS "Criminal Victimization 2011" http://bjs.ojp.usdoj.gov/content/pub/pdf/cv11.pdf <p><i>Assignments:</i> *Group 1 Present* Journal #2</p>
4	Sept 13	<p style="text-align: center;">The Impact of Victimization & Shared Responsibility</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Karmen: Ch. 5 • Hickey: Ch. 10 • Article: DeHart, D.D. 2008. Pathways to prison: Impact of victimization in the lives of incarcerated women. <i>Violence Against Women</i> 14(2), 1362-1381. <p><i>Assignments:</i> *Group 2 Present* Assignment #1 Due</p>

5	Sept 20	<p style="text-align: center;">Types of Crime: Murders and Robberies</p> <p>Readings:</p> <ul style="list-style-type: none"> • Karmen: Ch. 4 • Hickey: Ch. 1 and 3 • Article: Zinzow, Thompson, & Rheingold (2013). Ch 6. Homicide Survivors. In <u>Victims of Crime</u> • Look through websites: http://pomcca.tripod.com/; http://www.pomc.com/ <p>Assignments: Journal #3</p>
6	Sept 27	<p style="text-align: center;">Types of Crimes: Serial Murders</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hickey: Ch. 4, Ch. 7 pgs 233-260, Ch. 8 <p>Assignments: Journal #4</p>
7	Oct 4	<p style="text-align: center;">Types of Crime: Murder, Robberies, and Serial Murder Cont'd</p> <p>Review online lecture</p> <p>In-class guest speaker- <i>Detective SJPD, Robbery Unit- tentative</i></p> <p>Assignments: Journal #5</p>
8	Oct 11	<p style="text-align: center;">Types of Crime: Victimized Children</p> <p>Readings:</p> <ul style="list-style-type: none"> • Karmen: Ch. 8 • Article: Smith, D. W., Letourneau, E. J., Saunders, B. E., Kilpatrick, D. G., Resnick, H. S., & Best, C. L. (2000). Delay in disclosure of childhood rape: Results from a national survey. <i>Child Abuse & Neglect</i>, 24(2), 273-287. • McIntyre, J.K. and Windom, C.S 2011. Childhood victimization and crime victimization. <i>Journal of Interpersonal Violence</i> 26(4), 640-663. <p>Assignments: Journal #6</p>
9	Oct 18	<p>Midterm ☺</p>

10	Oct 25	<p style="text-align: center;">Types of Crime: Intimate Partner Victimization (IPV)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Karmen: Ch. 9 • Hickey: Ch. 9 <p>Assignments: *Group 3 Present* Assignment #2 Due</p>
11	Nov 1	<p style="text-align: center;">Types of Crime: Rapes and Other Sexual Assaults</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hickey: Ch. 5 • Karmen: Ch. 10 • Article: Belknap (2010). Rape: Too hard to report, too easy to discredit victims. <i>Violence Against Women, 16</i>, 1335-1344. <p>In-class guest speaker- YWCA</p> <p>Assignments: Journal #7</p>
12	Nov 8	<p style="text-align: center;">Types of Crime: Additional Groups of Victims/ Hate Crimes</p> <p>Readings:</p> <ul style="list-style-type: none"> • Karmen: Ch. 11 pgs. 393-414 • Article: Johnson, S.D. and Byers, B.D. 2003. Attitudes toward Hate Crime Laws. <i>Journal of Criminal Justice 31</i>, 227-235. • Cramer, R. J., Wakeman, E. E., Chandler, J. F., Mohr, J. J., & Griffin, M. P. (2013). Hate Crimes on Trial: Judgments about Violent Crime against Gay Men. <i>Psychiatry, Psychology & Law, 20</i>(2), 202-215. <p>Assignments: *Group 4 Present* Journal #8</p>
13	Nov 15	<p style="text-align: center;">Types of Crime: Bullying and Stalking</p> <p>Readings:</p> <ul style="list-style-type: none"> • Karmen: Ch. 11 pgs 376-393 • Hickey: Ch.7 pgs. 260-280 • Article: Dussich and Maekoya, 2007. Physical Child Harm and Bullying-Related Behaviors: A Comparative Study in Japan, South Africa and the United States. <i>Interpersonal Journal of Offender Therapy and Comparative Criminology 51</i> (5), 495-509.

		<p><i>Assignments:</i> *Group 5 Present* Journal #9</p>
14	Nov 22	<p style="text-align: center;">Working with Victims</p> <p>TBD</p> <p><i>Assignments:</i> *Group 6 Present* Assignment #3 Due</p>
15	Nov 29	<p style="text-align: center;">Repaying the Victims</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Karmen: Ch. 12 • Hickey: Ch. 12 • Article: VICTIM RESTITUTION IN THE CRIMINAL PROCESS: A PROCEDURAL ANALYSIS. (1984). <i>Harvard Law Review</i>, 97(4), 931. <p><i>Assignments:</i> *Group 7 Present* Journal Entry #10</p>
16	Dec 6	<p>Review for Final</p> <p><i>Assignments:</i> *Group 8 Present* Final Journal Due</p>
17	Dec 13	<p>Final *5:15pm*</p>