

**San José State University
CASA/Justice Studies
JS 155, Victimology, 01, Fall, 2018**

Instructor:	Sheree Martinek
Office Location:	Health Building, Rm 123
Telephone:	
Email:	Sheree.Martinek@sjsu.edu
Office Hours:	Monday-Friday online and Wednesdays 11:00am-1:00pm
Class Days/Time:	Mondays online via Canvas and Wednesdays in-person 1:30pm-2:45pm
Classroom:	Clark Hall 222
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 and Technology Requirements

This course is delivered online through Canvas: <https://sjsu.instructure.com>. You are automatically registered with Canvas as a registered student of the course. Links for students regarding Canvas issues and questions: <http://www.sjsu.edu/at/ec/docs/CanvasStudent%20Login%20Information.pdf> and http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf. Success in this course requires active participation by logging in multiple times a week for updates, announcements, to complete course assignments, take quizzes, review lectures and participate in discussions. 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 posting.

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 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

Exams (40% of final grade)

This course has both a midterm and a final exam. 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)

Quizzes (15% of final grade): Quizzes will be given online and will consist of multiple choice, true/false and/or short answer questions. You will have approximately 10-15 minutes to complete each quiz and you may not pause the quiz once you begin. Please be certain you have a reliable internet connection before beginning each quiz. Each quiz will be available on the Monday it is assigned at 7:00am and close at 11:59pm the same day. Failure to take a quiz during the availability period will result in a score of "0" for that quiz. Make-ups will not be given for quizzes. Please complete the quiz on your own and do not collaborate with other students. There is a total of four quizzes. (SLO2, SLO3, SLO4, SLO5)

Online Discussions (15% of final grade)

This is a hybrid course in which you are required to participate online via Canvas on Mondays when there is either no quiz or homework assignment due. Graded discussions will be used to facilitate student dialogue, an important process for learning and the integration of complex social issues. Discussions will be made available on Monday and close the following day at 11:59pm. You also typically will not have access to other posts until you have posted your initial discussion post. Instructions will be provided with each prompt. Students are responsible for all instructions. Read carefully as soon as the prompt is posted.

Homework Assignments (20% of final grade)

Each student will submit 3 homework assignments. Descriptions of the homework assignments will be announced in class and posted online. All assignments must be submitted via Canvas by the day and time it is due. 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 (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 pop-quizzes*. This means that assigned readings must be read and “digested” prior to each class meeting. (SLO5)

Group Presentation: 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.

I will post grades as we go along so you can see how you are doing. The main reasons people may lose points are because you either did not respond with high quality post or you did not support your opinion. Additionally, all questions for the entire semester are already posted so there is NO excuse for not getting your responses in on time.

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 2018

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 22	Introduction & Course Overview
2	Aug 27 Aug 29	<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/ncvrv/2005/pdf/historyofcrime.pdf <p><i>Assignments:</i> Aug 27: Discussion #1 Aug 29: --</p>
3	Sept 3- No class Sept 5	<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> Sept 3: No class Sept 5: *Group 1*</p>
4	Sept 10 Sept 12	<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> Sept 10: Assignment #1 Due Sept 12: *Group 2*</p>

5	Sept 17 Sept 19	<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: Sept 17: Quiz #1 Sept 19: *Group 3*</p>
6	Sept 24 Sept 26	<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: Sept 24: Discussion #2 Sept 26: *Group 4*</p>
7	Oct 1 Oct 3	<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- Raul Martinez, Detective SJPD Homicide Unit</p> <p>Assignments: Oct 1: Quiz #2 Oct 3: --</p>
8	Oct 8 Oct 10	<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>In-class guest speaker- Nadia Webster</p> <p>Assignments:</p>

		Oct 8: Discussion #3 Oct 10: --
9	Oct 15 Oct 17	Oct 15: Review for Midterm via Discussion Oct 17: Midterm ☺
10	Oct 22 Oct 24	<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:</p> <p>Oct 22: Assignment #2 Due</p> <p>Oct 25: *Group 5*</p>
11	Oct 29 Oct 31	<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>Assignments:</p> <p>Oct 29: Quiz #3</p> <p>Oct 31: *Group 6*</p>
12	Nov 5 Nov 7	<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</i> 31, 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>In-class guest speaker- <i>Probation, Sex Offender Unit</i></p> <p>Assignments:</p> <p>Nov 5: Discussion #4</p> <p>Nov 7: --</p>

13	Nov 12- No class Nov 14	<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</i> 51 (5), 495-509. <p>Assignments: Nov 12: No class Nov 14: *Group 7*</p>
14	Nov 19 Nov 21- No class	<p style="text-align: center;">Working with Victims</p> <p>Lecture via Canvas</p> <p>Nov 19: Quiz #4 Nov 21- No class</p>
15	Nov 26 Nov 28	<p style="text-align: center;">Repaying the Victims</p> <p>Readings:</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>Assignments: Nov 26: Assignment #3 Due Nov 28: *Group 8 Present*</p>
16	Dec 3	<p>Review for Final</p> <p>Assignments: Dec 3: *Group 9 Present*</p>
17		<p>Final</p>