

San José State University
CoSS/Justice Studies
JS 155-80, Victimology, Fall 2021

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Office Hours:	Wednesdays 12:00PM-1:30PM via Zoom
Class Days/Time:	Wednesdays 1:30PM-4:15PM
Classroom:	Online via Canvas and Zoom
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. 2015. *Crime Victims: An Introduction to Victimology* (9th edition). 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.

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

Use of Camera in Class

Students are expected to turn on their cameras during Zoom lessons. If you have special needs or requests for any individual accommodations, please address them with me.

Recording of Zoom Classes

Typically, Zoom lectures will not be recorded. Lessons in which there is a guest speaker may result in the presentation being recorded. Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Zoom Classroom Etiquette

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

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

- Late work will only be accepted under extreme circumstances and with instructor approval.
 - Late assignments will be a letter grade deduction for every day that it is late.
- Assignments will be submitted to Canvas unless otherwise directed.
- E-mailed assignments will not be accepted under any circumstances. Assignments will be submitted to Canvas. If you have issues uploading to Canvas, it is your responsibility to contact the IT department and resolve the issue. I will not accept that as an excuse for late or missing assignments.
- Assignments must include proper APA citation. Students must reference their journal articles in APA- style formatting. Students should refer to an APA style guide or the Online Writing Lab (OWL) from Purdue University at <https://owl.english.purdue.edu/owl/section/2/10/> if unclear about APA guidelines on in-text citations and reference pages.

Midterm (15% of final grade) (CLO 1-3) Final Exam (25% of final grade) (CLO3, CLO4, CLO5)

The Midterm and Final are scheduled to take place on October 20th and December 10th. 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.

Virtual Class Participation (15% 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 and pop quizzes. This means that assigned readings must be read and “digested” prior to each class meeting. (SLO5)

Group Presentation: In a pre-assigned group, students will create a 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.

Weekly Discussion Participation (15% of final grade) (CLO 5)

In order to create a constructive and supportive learning environment, it is expected that class members will participate in online-class discussions, respect varying opinions during Zoom lessons, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Online 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.

I will post and moderate a number of discussion topics to which you are expected to participate actively by posting multiple high quality course-related messages. You are expected to actively participate in an intellectual, thoughtful, and respectful manner. I will provide a General Discussion topic, which you may use to start your own discussions on relevant issues (e.g. discussing materials and questions raised in class, posing questions not covered in class, integrating information from the news and current events with topics being discussed in class). You will be expected to participate in the online discussions through both posting questions/comments and responding to questions/comments posted by other students. Because everyone can read postings on the Forum, please do not post private information. Discussions are available one week before they are due. See Rubric for grading information.

Homework Assignments (30% of final grade) (CLO 3, CLO 2, CLO5)

Each student will submit two homework assignments. Each assignment should demonstrate the student's ability to clearly express their ideas through written expression, comprehension, and ability to apply assigned course material. Also, these assignments should demonstrate For each assignment, students will be given a prompt or question(s) from the instructor, to which students will respond by the assigned date with a completed assignment. The details of these assignments will be posted on Canvas.

Department of Justice Studies Course Grade Determination

Total Points	Grade	Total Points	Grade	Total Points	Grade
98.0 to 100	A plus	80.0 to 82.99	B minus	63 to 67.99	D
93.0 to 97.99	A	78 to 79.99	C plus	00.0 to 62.99	F
90.0 to 92.99	A minus	73.0 to 77.99	C		
88.0 to 89.99	B plus	70 .0 to 72.99	C minus		
83 to 87.99	B	68.00 to 69.99	D plus		

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

University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

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

Week	Date	TOPIC AND ASSIGNMENTS
1	Aug. 25 th	Introduction & Course Overview
2	Sept. 1 st	<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 • https://www.ncjrs.gov/ovc_archives/ncvrv/2005/pdf/historyofcrime.pdf <p><i>Assignments:</i></p> <p>*Group 1 Present*</p>
3	Sept. 8 th	<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: Burbano, D., & Hernandez-Alvarez, M. (2017). Identifying human trafficking patterns online. <i>2017 IEEE Second Ecuador Technical Chapters Meeting (ETCM)</i>, 2017, 1-6. • Web: Review-- BJS "Criminal Victimization 2017" https://www.bjs.gov/content/pub/pdf/cv17.pdf <p><i>Assignments:</i></p> <p>Discussion #1</p>
4	Sept. 15 th	<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: Paceley, M., Goffnett, J., & Gandy-Guedes, M. (2017). Impact of victimization, community climate, and community size on the mental health of sexual and gender minority youth. <i>Journal of Community Psychology</i>, 45(5), 658-671. <p><i>Assignments:</i></p> <p>*Group 2 Present* Assignment #1 Due</p>

5	Sept. 22 nd	<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: Sorochinski, M & Salfati, C.G. (2019). Sex worker homicide series: Profiling the crime scene. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 63(9), 1776-1793. <p>Assignments: *Group 3 Present*</p>
6	Sept. 29 th	<p style="text-align: center;">Types of Crime: Murder, Robberies, and Serial Murder</p> <p>Readings: Hickey: Ch. 4, Ch. 7 pgs 233-260, Ch. 8</p> <p>Assignments: Discussion #2</p>
7	Oct. 6 th	<p style="text-align: center;">Types of Crime: Victimized Children</p> <p>Readings:</p> <ul style="list-style-type: none"> • Karmen: Ch. 8 • Article: McGuire, K., & London, K. (2017). Common beliefs about child sexual abuse and disclosure: A college sample. <i>Journal of Child Sexual Abuse</i>, 26(2), 175-194. <p>In-class guest speaker- Nadia Webster</p> <p>Assignments: *Group 4 Present*</p>
8	Oct. 13 th	<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: Discussion #3 In-Class Activity 1</p>
9	Oct. 20 th	<p>Midterm ☺ via Canvas</p>

10	Oct. 27 th	<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</i>, 20(2), 202-215. <p>Assignments: *Group 5 Present* In-Class Activity 2- Valentine Road</p>
11	Nov. 3 rd	<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</i>, 16, 1335-1344. <p>In-class guest speaker- Lead Investigator, Kathryn Zorb- Santa Clara County Public Defender's Office</p> <p>Assignments: Discussion #4</p>
12	Nov. 10 th	<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 & 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: *Group 6 Present- Bullying* In-Class Activity 3</p>

13	Nov. 17 th	<p style="text-align: center;">Working With/Repaying Victims</p> <p>Readings:</p> <ul style="list-style-type: none"> • Karmen: Ch. 12 • Article: Solnik, C. (2017). Hundreds of thousands in crime victim restitution in limbo. <i>Long Island Business News</i>, Long Island Business News, Jan 6, 2017. via SJSU library. • Peters, D. (2018). Unsettled: Victim discretion in the administration and enforcement of criminal restitution orders. <i>University of Pennsylvania Law Review</i>, 166(5), 1293-1323. <p>Assignments: Assignment #2 Due</p>
15	Dec. 1 st	<p style="text-align: center;">Final Review and Victims in the 21st Century</p> <p>Readings:</p> <ul style="list-style-type: none"> • Karmen: Ch. 13 <p>In class review for final exam.</p> <p>*Group 7 Present* In-Class Activity 4</p>
		<p>FINAL EXAM</p> <p>Thursday, December 9th 12:15PM-2:30PM via Canvas</p>