

San José State University
Department of Justice Studies
JS 155: Victimology, Section 1, Fall 2019

Course and Contact Information

| | |
|--------------------|---------------------------------------|
| Instructor: | Professor Grace Howard |
| Office Location: | MH 513 |
| Telephone: | TBA (my office is still being set up) |
| Email: | grace.howard@sjsu.edu |
| Office Hours: | M&W, 3-4pm |
| Class Days/Time: | M&W, 1:30-2:45pm |
| Classroom: | MH 523 |
| Pre/Co-requisites: | Any 100W |

Course Description

Examination of the relationship between victim and offender; the behavior and attitudes of family, society and justice system toward the victim; nature and extent of loss, injury and damage to the victim.

Course Learning Outcomes

Upon successful completion of this course:

CLO1 Students will have learned the theories and methods of victimology.

CLO2 Students will have an understanding of the relationship between victim and offender from competing points of view.

CLO3 Students will develop a critical understanding of the behavior and attitudes of family, society, and the criminal justice system toward the victim.

CLO4 Students will be able to identify the nature and extent of loss, injury, and damage to the victim.

CLO5 Students should read, write, and contribute to discussion at a skilled and capable level.

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.

Required Texts/Readings

Textbook

Daigle, Leah E. (2018). *Victimology: A Text/Reader* (2nd edition). Sage Publications. ISBN 978-1-50-634521-1

Other Readings

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

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

1. Late work will not be accepted.
2. Assignments will be submitted to Canvas unless otherwise directed.
3. Emailed assignments will not be accepted. If you have issues posting 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.
4. Assignments must include proper APA citations. Students must reference their journal articles in APA-Style formatting. Students should refer to an APA style guide or the online writing lab 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.

Exams (30% of final grade)

The Midterm and Final are scheduled to take place on October 16th 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 (20% 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 (20% 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 (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, pop-quizzes, and online discussions. This means that assigned readings must be read and “digested” prior to each class meeting. (SLO5)

Group Presentation (15% of final grade)

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.

Grading Information

We will discuss grading in class prior to every assignment. Students are encouraged to ask questions to ensure they understand expectations. Rubrics will be provided on Canvas or in class for every assignment.

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (http://www.sjsu.edu/senate/docs/S16-9.pdf)
- [University Attendance and Participation Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (http://www.sjsu.edu/senate/docs/F15-12.pdf)

Grades will be used along with substantive feedback to indicate students’ performance in a variety of tasks. Exams and final grades will be calculated as a percentage on a typical “100 point scale.” Missing, late, or plagiarized work will be given a grade of zero. Contact me early if you are having difficulty completing assignments or need accommodations for disabilities or absences for religious holidays. The final course grade will be calculated based on the following standard scale:

| Grade | Percentage |
|---------|------------|
| A plus | 96 to 100% |
| A | 93 to 95% |
| A minus | 90 to 92% |

| Grade | Percentage |
|---------|------------|
| B plus | 86 to 89 % |
| B | 83 to 85% |
| B minus | 80 to 82% |
| C plus | 76 to 79% |
| C | 73 to 75% |
| C minus | 70 to 72% |
| D plus | 66 to 69% |
| D | 63 to 65% |
| D minus | 60 to 62% |

Please note, a “C” or higher is required to receive credit for this course toward a Justice Studies or Forensic Science Major.

Classroom Protocol

Students are expected to attend all classes and to participate in all discussions, debates, and activities in a respectful and mindful manner. Specifically:

Attendance/Punctuality

Regular attendance and punctuality are encouraged. Students who are routinely inattentive, discourteous or who choose not to contribute to in-class discussion and/or activities, will be noted and may result with up to 10% deducted from the final grade.

Late/Missed Assignments

While an emergency personal or health related situation will be grounds for a student making up missed work or assignments without penalty, in no other circumstances will making up missed tasks be allowed. With regard to any unavoidable missed classes, it is incumbent upon students themselves to ‘catch up’ in terms of content and materials.

Cell Phones/Texting/Social Media

All cell phones should be put away and silenced during class sessions. Routine interruptions with such technologies (phone calls, texting, other non-class related online activity) are strongly discouraged, will be noted, and may result in up to a 10% deduction from the final grade.

Email and Canvas Communications

To ensure confidentiality, instructors are required to communicate with you using only your university account. Please therefore ensure your university account is functioning. You are encouraged to check your university email and Canvas regularly.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

The best way to get in touch with me 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 give 24 hours for a response before sending a subsequent email.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Never present another's argument as your own. Reliable sources for all assertions should be cited in the American Psychological Association (APA) format. Detection of plagiarism will result with no credit earned for the assignment.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the

responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab 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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

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. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MQH) 533 - top floor of MacQuarrie Hall. Contact information: 408.924.2910. Website: <http://www.sjsu.edu/casa/ssc/>. The CASA Student Success Center also provides study space and laptops for checkout.

JS 155, Victimology, Fall 2019

Tentative reading assignments are listed below. However, due to the length of discussions and other factors beyond my control, this schedule and the 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 | Topics, Readings, Assignments, Deadlines |
|------|---|---|
| 1 | 8/21 | Introduction and review of syllabus; make groups |
| 2 | 8/26 & 8/28 | Ch. 1: Introduction to Victimology -History of Victimology -Contributions of the Victims rights Movement -Victimology Today Assignments: Journal #1 due 8/28 |
| 3 | 9/4 (No class Monday September 2, Labor Day Holiday!) | Ch. 2: Extent, Theories, and Factors of Victimization -Specifying the Influence of Family and Peers on Violent Victimization -An Investigation of Neighborhood Disadvantage, Low Self-Control, and Violent Victimization Among Youth Assignments: Journal #2 due 9/4 |
| 4 | 9/9 & 9/11 | Ch. 3 Consequences of Victimization -Victimization, Posttraumatic Stress Disorder Symptomatology, and later Non-suicidal Self-Harm in a Birth Cohort -The Economic Costs of Partner Violence and the Cost-Benefit of Civil Protective Orders Assignments: Group 1 present 9/11 HW Assignment #1 due 9/11 |
| 5 | 9/16 & 9/18 | Ch. 4: Recurring Victimization -The Violent and Sexual Victimization of College Women: Is Repeat Victimization a Problem? -A Network Boost: Burglary Co-Offending and Repeat Victimization Using a Network Approach Assignments Group 2 Present on 9/18 Journal #3 |
| 6 | 9/23 & 9/25 | Ch. 5 Victims' Rights and Remedies -Delivering a Victim Impact Statement: Emotionally Effective or Counterproductive? -Victim Rights and New Remedies: Finally Getting Victims Their Due Journal #4 Group 3 presents |
| 7 | 9/30 & 10/2 | Ch. 6 Homicide Victimization |

| | | |
|----|---|--|
| | | <p>-Victim Lifestyle as a Correlate of Homicide Clearance -Co-Victims of Homicide: A Systematic Review of the Literature</p> <p>Group 4 presents Journal #5</p> |
| 8 | 10/7 & 10/9 | <p>Ch. 7 Sexual Victimization -Alcohol Expectancy, Drinking Behavior, and Sexual Victimization Among Female and Male College Students -The Effectiveness of Sexual Assault Nurse Examiner (SANE) Programs: A Review of Psychological, Medical, Legal, and Community Outcomes</p> <p>Journal #6 Group 5 presents</p> |
| 9 | 10/14 & 10/16 | <p>Ch. 8 Intimate Partner Violence -Conflict and Control: Gender Symmetry and Asymmetry in Domestic Violence -Intimate Partner Violence and the Victim-Offender Overlap -Voices of Strength and Resistance: A Contextual and Longitudinal Analysis of Women's Responses to Battering</p> <p>Assignments: Midterm on 10/16</p> |
| 10 | 10/21 & 10/23 | <p>Ch. 9 Victimization at the Beginning and End of Life: Child and Elder Abuse -Child Abuse and Neglect, Developmental Role Attainment, and Adult Arrests -The Epidemiology of Violence Against the Elderly: Implications for Primary and Secondary Prevention</p> <p>Assignments: Group 6 present on 10/23 HW Assignment #2 Due on 10/23</p> |
| 11 | 10/28 & 10/30 | <p>Ch. 10 Victimization at School and Work -Traditional Bullying, Cyber Bullying, and Deviance: A General Strain Theory Approach -A Multidimensional Examination of Campus Safety: Victimization, Perceptions of Danger, Worry About Crime, and Precautionary Behavior Among College Women in the Post-Clery Era</p> <p>Journal #7</p> |
| 12 | 11/4 & 11/6 | <p>Ch. 11 Property and Identity Theft Victimization -Linking Burglary and Target Hardening at the Property Level: New Insights Into Victimization and Burglary Protection -Online Routines and Identity Theft Victimization: Further Expanding Routine Activity Theory Beyond Direct-Contact Offenses</p> <p>Group 7 present Journal #8</p> |
| 13 | 11/11 & 11/13 (NO CLASS IN PERSON THIS WEEK!) | <p>Ch. 12 Victimization of Special Populations -Partner Violence Against Women With Disabilities: Prevalence, Risk, and Explanations -Mental Disorder and Violent Victimization: The Mediating Role of Involvement in Conflicted Social Relationships -Vicarious Victimization in Prison: Examining the Effects of Witnessing Victimization While Incarcerated on Offender Reentry</p> <p>Journal #9</p> |
| 14 | 11/18 & 11/20 | <p>Ch. 13 Victimology from a Comparative Perspective -The International Crime Victims Survey: A Retrospective -A Systematic Review of Prevalence and Risk Factors for Elder Abuse in Asia</p> <p>HW Assignment 3 due</p> |
| 15 | 11/25 (No class 11/27! Happy X-Giving!) | <p>Ch. 14 Contemporary Issues -Hate Crimes and Stigma-Related Experiences Among Sexual Minority Adults in the US: Prevalence Estimates from a National Probability Sample -Challenges to Identifying and Prosecuting Sex Trafficking Cases in the Midwest United States</p> |

| | | |
|----|-------------|--|
| | | -Does Watching the News Affect Fear of Terrorism? The Importance of Media Exposure on Terrorism Fear Journal entry #10 |
| 16 | 12/2 & 12/4 | Documentary Final journal due |
| 17 | 12/9 | Final Day of Class—Review for Final Exam, closing thoughts, etc. |