

San José State University
Justice Studies JS155 Victimology,
Fall 2020

Instructor: Kevin Lynch, MA

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Office Hours: Tuesdays, Thursdays 9:30 a.m. to 11:00 a.m.

Class Days/Time: 1:30-2:45 p.m.

Classroom: Online

Course Description: 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 along with possible solutions to victimology.

The class explores individual and institutional victimization of ethnic/cultural, women, LGBTQI persons and the impact of white supremacy.

Students will be able to explain how historical power and gender theories are used to maintain systemic victimology. Historical and individual victimology are revealed, compared and discussed. The course also examines social actions that seek to dismantle both individual and systemic victimology. The class centers on student discussions, video lectures, documentaries and possible guest presenters.

General Education Goals and Student Learning Objectives

This course falls within the general education curriculum and as such, it has specific General Education Learning Outcomes:

GELO 1: Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within the contexts of equality and inequality;

GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;

GELO 3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age);

GELO 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Learning Outcomes:

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.

Course Assignments:

1. Group work includes discussions of readings and debating issues.
2. Quizzes on reading and lectures will be given individually and in groups.
3. Individual assignments will be given on selected readings, films and lectures.
4. I will call on students randomly during class. If you are absent, no points. Questions can be about readings concepts or simply opinion. The quality of your answers will be graded.
5. Midterms and finals will be composed of multiple-choice questions.
6. Students will present a creative project, poem, one-act play, power-point presentation, musical performance as part of the final or whatever else you can think of.
7. All presentations must incorporate a concept learned in class. Presentations should be cleared with me first. There's also an option for a research paper.
8. Each week, students will provide an article or social media post, cartoon photo or video on the concepts learned in class that week.

For final papers if you chose to do one:

1. Incorporate no. 7 above in your paper.
2. Cite six sources without using ANY from class assignments
3. Paper should be 12 pages to 15 pages excluding title page but including references. APA style, 12 point type.

Assignment Requirements

For written assignments:

1. Use proper grammar and spelling. Make sure to edit at least once and use spell check. Obvious misspelling will result in missed points.
2. Please put answers in your words. No cut and paste!

3. Make sure your answers come from the reading and not from Google.
4. In your answers, make sure you prove to me that you have **DONE THE READING**.
5. Make sure to send a word doc or pdf for ALL assignments. Anything else will result in no points.
6. For assignments, **do your own work**. Copying others' answers will result on a zero on the assignment and academic discipline.

San Jose State is gaining in its reputation as an academic institution and your graduation from this school and major looks impressive on a resume. This class is designed to increase your academic rigor and add to Justice Studies' reputation. The class will challenge you academically and personally. Consequently, complete assignments on time and stretch your mind. If you expect to slide, you will fail the class, the major, the school, and mostly, yourself. If you are unprepared for such a challenge, please take another class or another instructor.

E-mail Policy

Feel free to e-mail the instructor at any time (I check often); however, please adhere to the e-mail guidelines below:

1. Please include in the "subject line" the course number, your name, and a specific description of your inquiry or comment (e.g., JS152, Your Name, and subject). The instructor **will not** respond to "**no subject**" e-mails, or any e-mail where the student is not identified in either the subject line or body of the e-mail.
2. Any e-mailed assignments must be sent in one of the following formats as a separate attachment: Microsoft Word (*.doc or *.docx), Microsoft Works (*.wps), or in rich text format (*.rtf). Please **do not** copy and paste any assignments into an e-mail, they will not be accepted. Always retain a copy of any e-mail with an assignment attached as proof of submission. All assignments will be submitted on canvas unless instructor gives other instructions,

Required Texts/Readings

Readings will be provided by the instructor.

Library Liaison (Optional)

Nyle Monday, nyle.monday@sjsu.edu, (408) 808-2041

<http://libguides.sjsu.edu/justicestudies>

Grading Information

A student's final grade is based on completion of seven assignments, six quizzes, four debates, a midterm, final, final projects and participation. Midterm and final consists of multiple choice questions derived from the reading assignments, group discussions and lectures.

Determination of Grades

- Effort, insights, and command of material during written exercises.
- Clear concise writing with few or no grammatical or spelling errors.
- No points will be rewarded for missed presentations, exams or quizzes without a documented reason.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>		<i>96 to 100%</i>
<i>A</i>		<i>93 to 95%</i>
<i>A minus</i>		<i>90 to 92%</i>
<i>B plus</i>		<i>86 to 89 %</i>
<i>B</i>		<i>83 to 85%</i>
<i>B minus</i>		<i>80 to 82%</i>
<i>C plus</i>		<i>76 to 79%</i>
<i>C</i>		<i>73 to 75%</i>
<i>C minus</i>		<i>70 to 72%</i>

Written assignments will primarily be graded on content; however, poor writing mechanics and APA formatting will result in a point deduction. Assistance with APA can be found at: <http://owl.english.purdue.edu/owl/resource/560/01/>. Final papers, if you choose to do one over a presentation will be in APA format.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be 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/>

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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/>.

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/>.

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 is 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. 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/>.

Course Outline*

*Please note: Outline is subject to change. Also class discussions and assignments could shift because of current events.

WEEK ONE - Introduction

Class one: Introduction to class, syllabus overview, groups set.

ASSIGNMENT: *Personal essay due Saturday, August 23:* On an experience you, or someone you know, had in regards to victimization. What happened? How did you respond? Was it this systemically unfair? What was the result? What was the impact on you or someone you know? What do you want to learn about victimization?

WEEK TWO – Terms and Theories

Monday, August 24. Set groups, terms, theories. *Anonymous Implicit bias test. Quiz preview. Quiz#1 on syllabus*

ASSIGNMENT: Read pages 1-21 in *Understanding Violence and Victimization*, and *AMA Guidelines on Domestic violence*.

Wednesday, August 26. Terms and theories *Quiz preview*

WEEK THREE – Male Victimization

Monday, August 31. Quiz #2 on terms and theories male victimization lecture and discussion, Hegemonic masculinity *Tough Guise*.

ASSIGNMENT: Read <https://www.msn.com/en-us/health/wellness/men-who-score-highly-on-a-man-box-test-are-more-likely-to-be-violent-toward-others-and-get-depressed-themselves-a-new-study-finds/ar-BB17E3sM?ocid=spartan-ntp-feeds> AND

<https://www.msn.com/en-us/health/wellness/i-may-destroy-you-why-blaming-the-friend-is-just-as-bad-as-blaming-the-victim/ar-BB17BXbX?ocid=spartan-ntp-feeds>

Wednesday, Sept. 2. *Tough Guise*. Hegemonic masculinity and Trump. *Quiz preview*

WEEK FOUR – Hegemonic Vs. Inclusive Masculinity

Monday, Sept 7. Labor Day

ASSIGNMENT: Quiz #3 on domestic violence. Read pages 7-17 in “Assessing Lesbian, Gay and Bisexual Resistance in Core Team Sports. Watch three days of PBS Newshour, Fox News with Brett Hume, CNN and Democracy Now. Where do you see displays of either hegemonic or toxic masculinity? Where do you see an inclusive model? Group exercise.

Wednesday, Sept. 9. Quiz preview on *Tough Guise* and masculinity. “Beautiful” by Christina Aguilera. Wrestler commercial. Clip of *The new Pope* Inclusive masculinity.

WEEK FIVE – Female Victimization

Monday Sept. 14. Quiz #4 on male victimization. Group discussion on hegemonic and inclusive masculinities. Quiz preview

ASSIGNMENT: Study for Monday's quiz. *Filthy Rich* questions

Wednesday, Sept. 16. Rape culture and impunity *Filthy Rich*. Brett Kavanaugh – Christine Bleasy-Ford.

WEEK SIX – Victimization and women in prison

Monday, September 21. Quiz #5 on masculinity. *Rape Myths on trial*.

ASSIGNMENT: Answer *Rape Myths* questions by Saturday, Sept. 26 at 11:59

Wednesday, Sept. 23 *Filthy Rich*. Women in prison lecture.

WEEK SEVEN – Debate

Monday, Sept 28: Women giving birth in prison. Debate preview

ASSIGNMENT: Watch the debate. Isolate issues relating to women, children, and victimization in the debate, and fact check any statements relating to potential programs that deal with women, children and victimization. Discuss findings with your group and be ready to discuss on Monday, Oct. 5.

Wednesday, Sept. 30: Debate review from instructor

WEEK EIGHT – Political Victimization

Monday, Oct. 5. Debate review, midterm preview

ASSIGNMENT: Study for midterm. Systemic Victimization

Wednesday, October 7. Systemic Victimization (Sam Rosen and Tricia Rose video)

WEEK NINE – Midterm, Political Victimization

Monday, Oct. 12: Midterm, Systemic victimization

ASSIGNMENT: Debate # 2 V.P. with focus on systemic victimization

Wednesday, Oct. 14: Systemic and political victimization. Lecture victimization and Corona.

WEEK TEN: Voting and victimization

Monday, Oct. 19: Debate discussion, systemic racism finish Rosen and Rose

ASSIGNMENT: Debate #3, Shelby V. Holder article

Wednesday, Oct. 21: Quiz preview, political victimization solutions

WEEK ELEVEN: Medical Victimization

Monday, Oct. 26: 1619, MV Lecture

ASSIGNMENT: Listen to Medical 1619

Wednesday, Oct. 28: Quiz preview. Victimization and the pandemic. (Video clip)

WEEK TWELVE: Immigration victimization

Monday, Nov. 2: *Crisis at the Border*. Quiz

ASSIGNMENT: Read New Yorker article on Stephen Miller

Wednesday, Nov. 4. Election discussion. What is intersectionality? Quiz preview

WEEK THIRTEEN: Black trans victimization

Monday, Nov. 9 Veterans Day

ASSIGNMENT: *DOUBT*, Crenshaw article

Wednesday, Nov. 11 Quiz. Intersectionality continued, *ANITA*, *DOUBT*

WEEK FOURTEEN: Intersectionality

Monday, Nov. 16: Neff Scott interview

ASSIGNMENT: Ms. Scott impressions, <https://www.msn.com/en-us/health/wellness/men-who-score-highly-on-a-man-box-test-are-more-likely-to-be-violent-toward-others-and-get-depressed-themselves-a-new-study-finds/ar-BB17E3sM?ocid=spartan-ntp-feeds>

Wednesday, Nov. 18: Child Victimization, *Kalief Browder*

WEEK 15: Child Victimization

Monday, Nov. 23: Children, solitary confinement and coerced confessions.

ASSIGNMENT: Article on confessions

Wednesday, Nov. 25: Thanksgiving break

WEEK 16: Financial victimization, Presentations

Monday, Nov. 30: Financial crisis and POC victimization.

ASSIGNMENT: Financial fitness. https://www.nytimes.com/paidpost/financial-health-network/taking-the-nations-financial-pulse.html?cpv_ap_id=50043239&sr_source=lift_hp&tbs_nyt=2020-March-nytnative_hp

Wednesday, Dec. 2: Presentations

WEEK 17: Solutions

Monday, Dec. 7: Presentations

Finals

Tuesday, Feb. 4: *Quiz #2*. Lecture – Class direction: Oppressor rather than oppressed, Baldwin. Discussion – Examples of exploitation, opportunity hoarding, emulation and adaptation.

Thursday, Feb. 6: Atrocity, recognition of humanity, leadership, activism, change and regression. Emmitt Till.

<https://www.bing.com/videos/search?q=eyes+on+the+prize+emmett+till&&view=detail&mid=B3BC5CCA5C3FDF00BA7BB3BC5CCA5C3FDF00BA7&rvsmid=569ACFCE9D827841F5FB569ACFCE9D827841F5FB&FORM=VDQVAP>

ASSIGNMENT: . Watch the democratic debate. *Which candidate talks the most about inequality? Do any of them talk about durable inequality, for example exploitation, opportunity hoarding, emulation or adaptation? Be prepared to discuss on Monday. Assignment #1 due Sunday, Feb. 9*

WEEK FOUR – Feb 11: Debates: William F. Buckley vs. Noam Chomsky debate. What makes a good debater? Baldwin. Supreme Court.

ASSIGNMENT: *The Courts reading and videos*

Feb. 13: Debate #1 *Who are you going to vote for? Quiz prep*

PART II SYSTEMIC RACISM

WEEK FIVE – Racism and criminal Justice

Tuesday, Feb. 18: *Quiz #3. ASSIGNMENT: Alexander Chapter three. Assignment #2 due Sunday, Feb. 23. Debate write up. Racial outline, Bacon's rebellion.*

Thursday Feb. 20: Debate Democratic debate.

WEEK SIX - The courts and racialized criminal justice continued.

Tuesday Feb 25: Key court cases

Thursday Feb. 27: California violation of the 8th amendment. *Quiz preview*

ASSIGNMENT: *Debate write up, “Everything you know about Mass Incarceration is wrong” assignment # 3 due Sunday March 9.*

WEEK SEVEN – The politics of criminal justice racism

Tuesday, March 4 – *Quiz #4. Politics, race and crime lecture.*

Thursday, March 5 – *Midterm preview. Study for midterm.*

WEEK EIGHT – Mass incarceration

Tuesday March 10: Midterm

Thursday March 12: 13th.

ASSIGNMENT: *One Lawyer, 194 cases. 13th questions. Assignment #4 Due March 15th*

WEEK NINE – Mass incarceration

Tuesday, March 17 – *13th part II*

Thursday, March 19. *Quiz preview 13th discussion*

WEEK TEN – Voting discrimination

Tuesday, March 24 – *Quiz #4 Supreme Court decision on prison overcrowding in California lecture.*

Thursday, March 26 – *Debate #2*

WEEK 11 – Spring break

WEEK 12 – Voting discrimination

Tuesday, April 7 *Voting suppression lecture*

Thursday, April 9 – *Voting primaries and inequality.*

ASSIGNMENT: Challenges to the voting rights act. Shelby versus Holder and the challenge to voting rights. <https://www.theatlantic.com/politics/archive/2018/07/how-shelby-county-broke-america/564707/>. *Voting Assignment #5 due April 12*

WEEK 13 – Housing discrimination.

Tuesday, April 14: *Debate #3*

Thursday, April 16: *Housing discrimination lecture, short film. Quiz preview*

ASSIGNMENT: “The Case for reparations” by Te-Neshisi Coates

PART III OTHER INEQUALITIES

WEEK 14 – Latinx discrimination

Tuesday, April 21: *Quiz #5 “Latinos Beyond Reel”*

Thursday, April 23: “Latinos Beyond Reel”

ASSIGNMENT: *Latinx readings, “Beyond Reel” assignment #6 due . Due April 2*

WEEK 15 – Intersectionality

Tuesday, April 28: Intersectionality discussion, “Anita”

Thursday, April 30: Debate #4 “Rape Myths part I *Quiz Preview*

ASSIGNMENT: “Why intersectionality Can’t Wait.” “The high Stakes Translation for Indigenous People”

Week 16 – Gender

Tuesday, May 5: *Quiz #6* Neff Scott

Thursday, May 7: Presentations, “Rape Myths” part II

ASSIGNMENT: “A Violent defense” *Assignment #7 due Sunday, May 9th*

Tuesday May 10: Presentations

FINAL – Presentations. Final exam. Papers due.