

VICTIMOLOGY – SOCI 438

Autumn 2016

Tuesday & Thursday, 2:00 pm – 3:20 pm, Social Sciences 338/330

INSTRUCTOR INFORMATION

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(& by appointment)

TEACHING ASSISTANT

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COURSE DESCRIPTION

In this course, we will survey the field of victimology, which is the study of victims of crime. We will address the extent of victimization in the U.S., considering both violent victimization—such as sexual assault—and property victimization—such as identity theft. We will examine the dominant theoretical explanations for victimization, and we will discuss the causes and consequences of victimization, including the behavioral and psychological reactions to being a victim of crime. We will examine victimization in a wide range of contexts, from intimate relationships to work and school. We will read about a wide range of victims, as well, from children to college students, from the elderly to prison inmates. Finally, we will address emerging issues in the field, including hate crimes, human trafficking, and terrorism.

COURSE OBJECTIVES

- Students will gain a firm understanding of the major issues in victimology.
- Students will read original research in the field.
- Students will develop comprehension skills by identifying key concepts from the readings.
- Students will enhance oral communication skills through active participation in class discussion.
- Students will develop writing skills by (1) writing focused summaries of the assigned readings and (2) writing and revising a paper critically examining issues in the field of victimology.

REQUIRED READINGS

Daigle, L. E., & Muftic, L. R. (2016). *Victimology*. Thousand Oaks, CA: Sage Publications.

We will also have a wide range of additional readings. These articles are intended to expose you to recent criminological research on victimization. You can access these articles through our course website on Moodle.

COURSE REQUIREMENTS

Summaries

In addition to the textbook, we will have a large number of additional readings associated with each topic. Every day, you will turn in a summary for one of these additional readings (if we have more than one additional reading, then you may select one to summarize). These summaries will each be between $\frac{3}{4}$ to 1 single-spaced pages long and typed (Times New Roman, 12 point font, 1 inch margins). At the top of the page, include the citation for the article in ASA or APA style. Summaries are due within the first five minutes of class on the day that we discuss the reading. In order to account for unexpected emergencies, absences, or poor performance, I will drop the 2 lowest summary grades. Summaries should identify the main points and arguments presented in the reading, along with any findings and implications. Each summary will be scored on a 2-point scale. You will earn 2 points if your summary shows excellent understanding of the reading and 1 point for limited or poor understanding. The summaries will be graded on both form and content.

Paper

You will complete a paper over the course of the semester. This paper will address particular issues in the field of victimology. The paper includes four separate assignments: Paper Topic, Annotated Bibliography, First Draft, and Final Draft. I will provide detailed instructions for each component of the paper separately. Each piece of the paper is due at the beginning of class. Any paper assignment turned in after the beginning of class will be deducted one letter grade. Papers received after class but before the end of the day (5:00 pm) will receive a maximum of half credit. Papers will not be accepted after this point.

I will provide detailed feedback on your papers. You will take my comments and rewrite your paper, turning in the revised paper for an additional grade. The revised version is worth more than the first draft.

Class Participation

This is a seminar course, so participation is vital to the class experience. There will be limited lecture when introducing a weekly topic, but the class will consist primarily of discussion of the readings. Therefore, it is of the utmost importance that you come to class having read and prepared to actively participate in the discussion. I do not round up course grades. However, if a student's contributions to the class discussion consistently demonstrate a strong understanding of the material, I will consider rounding a marginal course grade up to the next letter grade.

CLASSROOM COURTESY

You should be aware that we will discuss a number of subjects that you may find controversial. In all of our class discussions, you will be expected to be respectful toward your classmates, despite any disagreement you may have with a classmate's ideas. In this way, we will foster an atmosphere in which each student feels comfortable presenting his or her thoughts, as well as critiquing the arguments presented by others. You should not worry that your grade will be affected if you express opinions different from what you perceive my opinions to be. Instead, focus upon using evidence and logic to present your own arguments and in critiquing the arguments of others. In following these ground rules, I expect our discussion to be lively, interesting, and intellectually challenging.

Please plan to arrive on time for all class sessions and to stay for the entire class. If you **must** arrive late or leave early, please notify me in advance and sit near the door so as not to disturb your classmates. Cell phones should be turned off before entering the classroom. When class begins, please put away all other materials. Laptops may not be used unless you have a documented disability that requires the use of a laptop, as these devices are distracting for other students. Finally, wait until the end of class before putting away your books.

ACADEMIC HONESTY

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. A couple of examples of academic dishonesty are copying from another student's article summaries or presenting another's work as your own in a paper. Ensure that all resources utilized in your papers are appropriately cited. Please note that students who assist other students in academically dishonest acts are in violation of the policy of academic honesty. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code. A full version is available at http://life.umt.edu/vpsa/student_conduct.php. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

COURSE GRADE

Your grade in this course will be calculated based on the total number of points earned throughout the semester.

Graded Items

Grades for the course will be based on the following items:

Summaries (19 out of 21)	45%
Paper: Topic	5%
Paper: Annotated Bibliography	10%
Paper: First Draft	15%
Paper: Final Draft	35%
Total	100%

Final Grade

Final grades for the course are based on the following scale. Please note that course grades are not rounded up to the next letter grade.

Letter Grade	Number Grade
A	93 to 100
A-	90 to 92
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	77 to 79
C	73 to 76
C-	70 to 72
D+	67 to 69
D	63 to 66
D-	60 to 62
F	59 and below

COURSE SCHEDULE

WEEK 1: INTRODUCTION TO VICTIMOLOGY

August 30

Introduction & Orientation for the Course

September 1

Daigle, Chapter 1

Eigenberg, H., & Garland, T. (2008). Victim blaming. In Moriarty, L. J. (Ed.), *Controversies in victimology* (2nd ed.) (pp. 21-36). LexisNexis: Newark, NJ.

WEEK 2: EXTENT, THEORIES, AND FACTORS OF VICTIMIZATION

September 6

Daigle, Chapter 2

Schreck, C. J., & Fisher, B. S. (2004). Specifying the influence of family and peers on violent victimization: Extending routine activities and lifestyles theories. *Journal of Interpersonal Violence, 19*, 1021-1041.

September 8

Clodfelter, T. A., Turner, M. G., Hartmen, J. L., & Kuhns, J. B. (2010). Sexual harassment victimization during emerging adulthood: A test of routine activities theory and a general theory of crime. *Crime & Delinquency, 56*, 455-481.

Berg, M. T., Stewart, E. A., Schreck, C. J., & Simons, R. L. (2012). The victim-offender overlap in context: Examining the role of neighborhood street culture. *Criminology, 50*, 359-390.

WEEK 3: THE VICTIM-OFFENDER OVERLAP

September 13

Daigle, Chapter 3

Turanovic, J. J., & Pratt, T. C. (2013). The consequences of maladaptive coping: Integrating general strain and self-control theories to specify a causal pathway between victimization and offending. *Journal of Quantitative Criminology, 29*, 321-345.

September 15

Averdijk, M., Van Gelder, J., Eisner, M., & Ribeaud, D. (2016). Violence begets violence... but how? A decision-making perspective on the victim-offender overlap. *Criminology*, *54*, 282-306.

Papachristos, A. V., Braga, A. A., Piza, E., & Grossman, L. S. (2015). The company you keep? The spillover effects of gang membership on individual gunshot victimization in a co-offending network. *Criminology*, *53*, 624-649.

WEEK 4: CONSEQUENCES OF VICTIMIZATION

September 20

Daigle, Chapter 4

Bunch, J., Clay-Warner, J., & McMahon-Howard, J. (2014). The effects of victimization on routine activities. *Criminal Justice and Behavior*. *41*, 575-593.

September 22

Xie, M., & McDowall, D. (2014). Impact of victimization on residential mobility: Explaining racial and ethnic patterns using the National Crime Victimization Survey. *Criminology*, *52*, 553-587.

Jaques, S., & Wright, R. (2008). The victimization-termination link. *Criminology*, *46*, 1009-1038.

WEEK 5: RECURRING VICTIMIZATION

September 27

Daigle, Chapter 5

Casey, E. A., & Nurius, P. S. (2005). Trauma exposure and sexual revictimization risk. *Violence Against Women*, *11*, 505-530.

September 29

Clay-Warner, J., Bunch, J. M., & McMahon-Howard, J. (In Press). Differential vulnerability: Disentangling the effects of state dependence and population heterogeneity on repeat victimization. *Criminal Justice and Behavior*.

Turanovic, J. J., & Pratt, T. C. (2014). "Can't stop, won't stop": Self-control, risky lifestyles, and repeat victimization. *Journal of Quantitative Criminology*, *30*, 29-56.

WEEK 6: HOMICIDE VICTIMIZATION

October 4

Daigle, Chapter 7

Swedler, D. I., Simmons, M. M., Dominici, F., & Hemenway, D. (2015). Firearm prevalence and homicides of law enforcement officers in the United States. *American Journal of Public Health*, *105*, 2042-2048.

October 6

Muftic, L. R., & Hunt, D. E. (2013). Victim precipitation: Further understanding the linkage between victimization and offending in homicide. *Homicide Studies, 17*, 239-254.

Sherman, L. W., & Harris, H. M. (2013). Increased homicide victimization of suspects arrested for domestic assault: A 23-year follow-up of the Milwaukee Domestic Violence Experiment (MILDVE). *Journal of Experimental Criminology, 9*, 491-514.

WEEK 7: SEXUAL VICTIMIZATION

October 11

Daigle, Chapter 8

Campbell, R., Patterson, D., & Lichty, L. F. (2005). The effectiveness of sexual assault nurse examiner (SANE) programs: A review of psychological, medical, legal, and community outcomes. *Trauma, Violence, & Abuse, 6*, 313-329.

October 13

Abbey, A. (2002). Alcohol-related sexual assault: A common problem among college students. *Journal of Studies on Alcohol, Supplement, 14*, 118-128.

Shepherd, J. (2002). Reflections on a rape trial: The role of rape myths and jury selection in the outcome of a trial. *Affilia, 17*, 69-92.

WEEK 8: INTIMATE PARTNER VIOLENCE

October 18

Daigle, Chapter 9

Johnson, M. P. (2006). Conflict and control: Gender symmetry and asymmetry in domestic violence. *Violence Against Women, 12*, 1003-1018.

October 20

Graham, L. M., Jensen, T. M., Givens, A. D., Bowen, G. L., & Rizo, C. F. (In Press). Intimate partner violence among same-sex couples in college: A propensity score analysis. *Journal of Interpersonal Violence*.

Kuhl, D., Warner, D. F., & Warner, T. D. (2015). Intimate partner violence risk among victims of youth violence: Are early unions bad, beneficial, or benign? *Criminology, 53*, 427-456.

WEEK 9: VICTIMIZATION AT THE BEGINNING & END OF LIFE: CHILD AND ELDER ABUSE

October 25

Daigle, Chapter 10

Gomez, A. M. (2011). Testing the cycle of violence hypothesis: Child abuse and adolescent dating violence as predictors of intimate partner violence in young adulthood. *Youth & Society, 43*, 171-192.

October 27

Bachman, R., & Meloy, M. L. (2008). The epidemiology of violence against the elderly: Implications for primary and secondary prevention. *Journal of Contemporary Criminal Justice, 24*, 186-197.

Hollist, D. R., Hughes, L. A., & Schaible, L. M. (2009). Adolescent maltreatment, negative emotion, and delinquency: An assessment of general strain theory and family-based strain. *Journal of Criminal Justice, 37*, 379-387.

WEEK 10: VICTIMIZATION AT SCHOOL AND WORK

November 1

Daigle, Chapter 12

Hay, C., Meldrum, R., & Mann, K. (2010). Traditional bullying, cyber bullying, and deviance: A general strain theory approach. *Journal of Contemporary Criminal Justice, 26*, 130-147.

November 3

Katz, J., & Moore, J. (2013). Bystander education training for campus sexual assault prevention: An initial meta-analysis. *Violence and Victims, 28*, 1054-1067.

Kodellas, S., Fisher, B. S., & Wilcox, P. (2015). Situational and dispositional determinants of workplace victimization: The effects of routine activities, negative affectivity, and low self-control. *International Review of Victimology, 21*, 321-342.

WEEK 11: VICTIMIZATION OF SPECIAL POPULATIONS

November 8

Election Day: No Class

November 10

Daigle, Chapter 11

Additional article TBA

WEEK 12: WRITING WEEK

November 15

No class. Use this time to work on your paper.

November 17

Paper Due (First Draft).

WEEK 13: THANKSGIVING BREAK

November 22

No class.

November 24

No class.

WEEK 14: PROPERTY AND IDENTITY THEFT VICTIMIZATION

November 29

Daigle, Chapter 13

Reyns, B. W., & Henson, B. (In Press). The Thief with a Thousand Faces and the Victim with None: Identifying Determinants for Online Identity Theft Victimization with Routine Activity Theory. *International Journal of Offender Therapy and Comparative Criminology*.

December 1

Addington, L. A., & Rennison, C. M. (2015). Keeping the barbarians outside the gate? Comparing burglary victimization in gated and non-gated communities. *Justice Quarterly*, 32, 168-192.

Lantz, B., & Ruback, R. B. (In Press). A networked boost: Burglary co-offending and repeat victimization using a network approach. *Crime and Delinquency*.

WEEK 15: CONCLUSION

December 6

Research Presentations

December 8

Paper Due (Final Draft)