

VICTIMOLOGY – SOCI 438

Spring 2019

Monday, Wednesday, & Friday, 10:00 am – 10:50 pm, Social Sciences 338/330

INSTRUCTOR INFORMATION

Dr. Jackson Bunch

Email: jackson.bunch@umontana.edu

Office: Social Sciences 331

Office Hours: Wednesday, 11:00 – 12:00 & Friday, 3:00 – 4:00 (and by appointment)

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. (2016). *Victimology: The essentials* (2nd ed.). Thousand Oaks, CA: Sage Publications.

We will also have a wide range of additional readings. These academic articles are intended to expose you to recent criminological research on victimization.

DISABILITY SERVICES

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

DISCRIMINATION AND HARASSMENT

The U.S. Department of Education's Office for Civil Rights enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." If any employee of UM, including instructors and teaching assistants, learns of any potential gender-based discrimination (e.g., sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking), they are required to notify the Title IX Coordinator, Jessica Weltman (243-5710, Main Hall Room 006), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

Confidential Resource: The Student Advocacy Resource Center (SARC) provides *free and confidential* support and brief counseling services for students who have experienced gender-based discrimination. SARC is located in Curry Health Center, Room 108, and their number is **243-4429**. Students are also welcome to call their **24-hour support line (406) 243-6559**. Speaking with a confidential resource does not disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

GRADING

I will not be putting grades on any of your writing. Research suggests that the grading of writing can interfere with the learning process. This class is designed to help you become a better writer and researcher, and I will grade you on your effort and participation in the course. I will provide extensive feedback on your written assignments, but this feedback is not necessarily linked to your grade.

This approach to grading is called contract grading. One of the goals of contract grading is to reduce the anxiety about grades that students often experience. Another goal is to encourage students to develop their own motivations for excellence. It is designed to help you develop a sense of what makes writing effective and I hope that it allows you to put in a lot of work without worrying about your grade. A key aspect of contract grading is to emphasize qualitative evaluative feedback over quantitative assessments of students' written work.

Grading Contract

You are guaranteed a final grade of a B in the course if you:

1. Meet the stated criteria for all assignments;
2. Meet due dates for all assignments;
3. Attend class regularly, arrive on time, and stay for the duration of the class;
4. Actively participate in all class discussions and exercises;
5. Edit all assignments so that they conform to the conventions of academic English;
6. Make substantive revisions of your work based on feedback.

The grade of B does not derive from my judgment about the quality of your writing, the uniqueness of your ideas, or your enthusiasm for victimology. Instead, you will earn a B in this course entirely on the basis of what you do (not on how well you do it). If you meet the conditions above, you will earn a B in this class. However, your final grade will fall rapidly below a B if you do not meet these conditions. I will let you know via email or in person if you are in danger of falling below a B in the course.

A grade of A in this course does rest on my judgment about the quality of your writing, the uniqueness of your ideas and the depth of your understanding of victimology. To earn an A in the course, you must do everything that you must do to earn a B as well as:

1. Demonstrate a sophisticated understanding of victimology;
2. Produce creative, unique, thoughtful work;
3. Consistently make high quality contributions to class discussion;
4. Turn in papers that are concise, carefully edited, and easy to read.

To earn an A, your performance in all aspects of this class must be exceptionally high quality. I will let you know via email or in person if you are in the running for an A in the course. You are welcome to discuss this grading contract, your performance in the course or your concerns about your final grade with me during my office hours. Grade questions and concerns are always best addressed earlier rather than later.

This grading contract borrows extensively from contracts created by Jake Hansen and Dr. Daisy Rooks.

COURSE SCHEDULE

WEEK 1

Monday, January 14

How to Read a Research Article

Writing Center Introduction

No Reading

Wednesday, January 16

Introduction to Victimology

Paper Assignment Distributed

Read:

Daigle, Chapter 1

Friday, January 18

Extent, Theories, and Factors of Victimization

Read:

Daigle, Chapter 2

WEEK 2

Monday, January 21

Martin Luther King, Jr. Day: No Class

Wednesday, January 23

Extent, Theories, and Factors of Victimization (continued)

Read:

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.

Friday, January 25

Consequences of Victimization

Paper Topic Due

Read:

Daigle, Chapter 3

WEEK 3

Monday, January 28

Consequences of Victimization (continued)

Read:

Jordan, C. E., Combs, J. L., & Smith, G. T. (2014). An exploration of sexual victimization and academic performance among college women. *Trauma, Violence, and Abuse, 15*, 191-200.

Wednesday, January 30

Recurring Victimization

Read:

Daigle, Chapter 4

Friday, February 1

Recurring Victimization (continued)

Read:

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 4

Monday, February 4

Recurring Victimization (continued)

Read:

Culatta, E., Clay-Warner, J., Boyle, K. M., & Oshri, A. (In Press). Sexual revictimization: A routine activity theory explanation. *Journal of Interpersonal Violence*.

Wednesday, February 6

Recurring Victimization (continued)

Read:

Clay-Warner, J., Bunch, J. M., & McMahon-Howard, J. (2016). Differential vulnerability: Disentangling the effects of state dependence and population heterogeneity on repeat victimization. *Criminal Justice and Behavior, 43*, 1406-1429.

Friday, February 8

Discuss the ongoing research process.

No reading.

WEEK 5

Monday, February 11

The Victim-Offender Overlap

Read:

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.

Wednesday, February 13

The Victim-Offender Overlap (continued)

Read:

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.

Friday, February 15

Writing Center Workshop

No reading.

Annotated Bibliography Due

WEEK 6

Monday, February 18

Presidents' Day: No Class

Wednesday, February 20

Individual Meetings to Discuss Plans for First Draft: No Class

Friday, February 22

Individual Meetings to Discuss Plans for First Draft: No Class

WEEK 7

Monday, February 25

Individual Meetings to Discuss Plans for First Draft: No Class

Wednesday, February 27

Individual Meetings to Discuss Plans for First Draft: No Class

Friday, March 1

Homicide Victimization

Read:

Daigle, Chapter 6

WEEK 8

Monday, March 4

Homicide Victimization (continued)

Read:

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.

Wednesday, March 6

Sexual Victimization

Read:

Daigle, Chapter 7

Friday, March 8

Sexual Victimization (continued)

Read:

Cowley, A. D. (2014). "Let's get drunk and have sex": The complex relationship of alcohol, gender, and sexual victimization. *Journal of Interpersonal Violence, 29*, 1258-1278.

WEEK 9

Monday, March 11

Intimate Partner Violence

Read:

Daigle, Chapter 8

Wednesday, March 13

Intimate Partner Violence (continued)

Read:

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

Friday, March 15

Writing Center Workshop

No reading.

WEEK 10

Monday, March 18

Intimate Partner Violence (continued)

Read:

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*.

Wednesday, March 20

Child and Elder Abuse

Read:

Daigle, Chapter 9

Friday, March 22

Child and Elder Abuse (continued)

Read:

Bunch, J. M., Iratzoqui, A., & Watts, S. J. (2018). Child abuse, self-control, and delinquency: A general strain perspective. *Journal of Criminal Justice*, 56, 20-28.

First Draft of Paper Due

WEEK 11

Monday, March 25

Spring Break: No Class

Wednesday, March 27

Spring Break: No Class

Friday, March 29

Spring Break: No Class

WEEK 12

Monday, April 1

Individual Meetings to Discuss Revising First Draft: No Class

Wednesday, April 3

Individual Meetings to Discuss Revising First Draft: No Class

Friday, April 5

Individual Meetings to Discuss Revising First Draft: No Class

WEEK 13

Monday, April 8

Individual Meetings to Discuss Revising First Draft: No Class

Wednesday, April 10

Individual Meetings to Discuss Revising First Draft: No Class

Friday, April 12

Individual Meetings to Discuss Revising First Draft: No Class

WEEK 14

Monday, April 15

Victimization at School and Work

Read:

Daigle, Chapter 10

Wednesday, April 17

Victimization at Work and School (continued)

Read:

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.

Friday, April 19

Victimization of Special Populations

Read:

Daigle, Chapter 12

WEEK 15

Monday, April 22

Victimization of Special Populations (continued)

Read:

Steiner, B., Ellison, J. M., Butler, H. D., & Cain, C. M. (2017). The impact of inmate and prison characteristics on prisoner victimization. *Trauma, Violence, and Abuse, 18*, 17-36.

Wednesday, May 24

Research Presentations

No Reading

Friday, May 26

Focus Group: Feedback on Course

No Reading

Revised Paper Due
