

# VICTIMOLOGY – SOCI 538

Spring 2019

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

## INSTRUCTOR INFORMATION

Dr. Jackson Bunch

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Office: Social Sciences 331

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

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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. (2016). *Victimology: The essentials* (2<sup>nd</sup> 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;
7. Demonstrate thought and preparation during your class discussion facilitations and presentations.

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 (First Paper)**

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 (Shawn Facilitates Class Discussion)

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** (Anthony Facilitates Class Discussion)

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 Paper and Literature Review: No Class

### **Friday, February 22**

Individual Meetings to Discuss Plans for First Paper and Literature Review: No Class

## **WEEK 7**

### **Monday, February 25**

Individual Meetings to Discuss Plans for First Paper and Literature Review: No Class

### **Wednesday, February 27**

Individual Meetings to Discuss Plans for First Paper and Literature Review: 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** (Ekaterina Facilitates Class Discussion)

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** (Shawn Facilitates Class Discussion)

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** (Anthony Facilitates Class Discussion)

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 Literature Review: No Class

### Wednesday, April 3

Individual Meetings to Discuss Literature Review: No Class

### Friday, April 5

Individual Meetings to Discuss Literature Review: No Class

## WEEK 13

### Monday, April 8

Individual Meetings to Discuss Literature Review: No Class

### Wednesday, April 10

Individual Meetings to Discuss Literature Review: No Class

### Friday, April 12

Individual Meetings to Discuss Literature Review: 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** (Ekaterina Facilitates Class Discussion)

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

**Literature Review Paper Due**

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