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 though 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


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 article though 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 ¾ 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 4 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 be 6 to 7 typed pages, not including cover page or references (Times New Roman, 12 point font, 1 inch margins, & double spaced). This paper will address particular issues in the field of victimology. I will provide detailed instructions for the paper separately. The paper is due at the beginning of class. Papers 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](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:

<table>
<thead>
<tr>
<th>Summaries (18 out of 22)</th>
<th>50%</th>
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<tbody>
<tr>
<td>Paper (First Draft)</td>
<td>15%</td>
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<tr>
<td>Paper (Revision)</td>
<td>35%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Number Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>93 to 100</td>
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<tr>
<td>A-</td>
<td>90 to 92</td>
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<tr>
<td>B+</td>
<td>87 to 89</td>
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<td>B</td>
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<td>C</td>
<td>73 to 76</td>
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<tr>
<td>C-</td>
<td>70 to 72</td>
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<td>D+</td>
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<td>D</td>
<td>63 to 66</td>
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<td>D-</td>
<td>60 to 62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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WEEK 1: INTRODUCTION TO VICTIMOLOGY

January 26
Introduction & Orientation for the Course

January 28
Daigle, Chapter 1

WEEK 2: EXTENT, THEORIES, AND FACTORS OF VICTIMIZATION

February 2
Daigle, Chapter 2

February 4


WEEK 3: THE VICTIM-OFFENDER OVERLAP

February 9
Daigle, Chapter 3

February 11

Additional article TBA
WEEK 4: CONSEQUENCES OF VICTIMIZATION

February 16
Daigle, Chapter 4

February 18

WEEK 5: RECURRING VICTIMIZATION

February 23
Daigle, Chapter 5

February 25


WEEK 6: HOMICIDE VICTIMIZATION

March 1
Daigle, Chapter 7

March 3

Readings TBA
WEEK 7: SEXUAL VICTIMIZATION

March 8
Daigle, Chapter 8

March 10

WEEK 8: INTIMATE PARTNER VIOLENCE

March 15
Daigle, Chapter 9

March 17

WEEK 9: WRITING WEEK

March 22
No Class: Use this time to work on your paper. I will be available during our class time to discuss your paper.
March 24
Paper Due (First Draft)

WEEK 10: VICTIMIZATION AT THE BEGINNING & END OF LIFE: CHILD AND ELDER ABUSE

March 29
Daigle, Chapter 10


March 31


WEEK 11: SPRING BREAK

April 5
No Class

April 7
No Class

WEEK 12: VICTIMIZATION OF SPECIAL POPULATIONS

April 11
Daigle, Chapter 11

April 14


WEEK 13: VICTIMIZATION AT SCHOOL AND WORK

April 19

Daigle, Chapter 12


April 21


WEEK 14: PROPERTY AND IDENTITY THEFT VICTIMIZATION

April 26

Daigle, Chapter 13

April 28


**WEEK 15: CONCLUSION**

**May 3**

Research Presentations

**May 5**

Papers Due