

TIPS ON TEACHING:

VICTIMOLOGY

AND CRIME & INEQUALITY

Looking for some quick tips on teaching either Victimology or Crime & Inequality? Look no further! Here's a compilation of the tips that fellow DWC members have to offer.

VICTIMOLOGY

From Alisa Smith: in the next *Criminologist*, I submitted a teaching tip that I used in my victimology course (it can be used for others too). I created four groups of students and assigned a topic: bullying, child abuse, date rape, and dating victimization. Then, I arranged to have them present at our local juvenile detention center to the students (the teachers are helpful). I'll leave the information at that, the teaching tip provides more guidance. I was told it should be in the next edition, so if you are interested you can look there.

From Kate Fox: I am a doctoral candidate at the University of Florida and I have taught 3 sections of Victimology (although now I teach research methods). I am writing you in response to the comment you sent via the DWC listserv and I hope I can help a bit. I use Doerner & Lab's text, although it closely mirrors the content Karmen presents. There are several things that students seem to enjoy (per my evaluations): (1) guest speakers, (2) the video, and (3) book selections. I have had success with inviting domestic violence shelter directors and sexual assault victims to the class. I think this gives my students a "real world" perspective on victimization related issues. Also, the documentary I show in class is called *Two Towns of Jasper* and this phenomenal film documents the friends, family, and community members affected by the fatal dragging and death of James Byrd Jr in Jasper Texas. This fits in

nicely to the hate crime section (which I supplement given that the book I use does not cover this topic). I also find students enjoy debating the merits of hate crime legislation. Students are also required to select a victimization-related book (fiction/non-fiction/memoir/etc) to read throughout the course, write a paper integrating course topics and the content from their chosen book, and present this information to the class at the end of the semester. Each student is to select a book that only they read, write about, and present. Not only does this liven things up for me when reading their papers, but it also allows the students to hear from (and learn from) their peers about different types of victimization experiences & books. This may be too late to implement in your class this semester, but it may be an idea you consider in the future. Here is my website, which has the syllabus and some other materials: <http://www.clas.ufl.edu/users/katefox/>

From Kristy Holtfreter: A&E and PBS have produced some good videos dealing with victimization. This one is on restorative justice (a topic that seems to interest students): <http://store.aetv.com/html/product/index.jhtml?id=77390>. One other suggestion is to include some materials on victims of white-collar and corporate crime, as these victims are often overlooked in the victimology texts. 2005's *Enron: The Smartest Guys in the Room* is excellent, but is fairly lengthy. If you don't want to take up class time showing the whole DVD, there are probably some shorter clips on youtube, including segments on gas and telephone company employees who were defrauded out of their entire pensions, retirement, etc. On a related note, PBS has a few short segments on other types of financial crimes that victimize consumers. Here is a link to one on ID theft:

http://www.pbs.org/newshour/bb/business/jan-june05/identity_2-24.html.

From Connie Frey: This is probably my favorite course to teach, in part because students seem to be more excited and eager to learn about the subject than I see in other classes. My opinion for why that is that so many have been victims of something, they are able to connect to the material in a meaningful and emotional way. I've attached my most recent syllabus here (**see end of document**). You'll see I don't use a textbook – only readings. The textbooks I have seen are limited only to victims of street crime, and I cover a wider range of victimization than that. You'll also see that the course is set up as a workshop rather than a traditional lecture. In the past,

it's only been offered in the summer in a 2 week time period. This upcoming spring, I will offer it in a regular semester for the first time. I'm still considering how that might change the requirements. I'm also considering using *Controversies in Victimology*, edited by Moriarty. I have the first edition – and include a couple of those chapters on the attached syllabus. I've requested a review copy of the second edition, but it's not available until later next month. Have you seen any good texts in this area? I'm always looking.

From Joanne Belknap: Here are some really good films the students LOVE:

- *Who Killed Vincent Chin?*
- *Defending Our Lives*

Here's an exercise that I use:

THE DRAWBRIDGE

As he left for a visit to his outlying districts, the jealous baron warned his pretty wife: "Do not leave the castle while I am gone, or I will punish you severely when I return!" But as the hours passed, the young baroness grew lonely, despite her husband's warning she decided to visit her lover, who lived in the countryside nearby.

The castle was situated on an island in a wide, fast-flowing river. A drawbridge linked the island to the mainland at the narrowest point in the river.

"Surely my husband will not return before dawn," she thought and ordered her servants to lower the drawbridge and leave it down until she returned.

After spending several pleasant hours with her lover, the baroness returned to the drawbridge, only to find it blocked by a gateman wildly waving a long, cruel knife.

"Do not attempt to cross this bridge, Baroness, or I will have to kill you," he cried. "The baron ordered me to do so."

Fearing for her life, the baroness returned to her lover and asked him for help.

"Our relationship is only a romantic one," he said, "I will not help."

The baroness then sought out a boatman on the river, explaining her plight to him, and asked him to take her across the river in his boat.

I will do it, but only if you can pay my fee of five marks.”

But I have no money with me!” the baroness protested.

“That is too bad. No money, no ride,” the boatman said flatly.

Her fear growing, the baroness ran crying to the home of a friend and, after explaining her desperate situation, begged for enough money to pay the boatman his fee.

If you had not disobeyed your husband, this would not have happened,” the friend said. “I will give you no money.”

With dawn approaching and her last resource exhausted, the baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the gateman.

Who do you think is most responsible for the baroness’s death? Please rank the characters in order of how responsible you think they are in causing the baroness’s death (1=Most Responsible and 6=Least Responsible). This list should be prepared by one’s own value system, not the values of the time of the story.

CHARACTERS:

___ Barron

___ Baroness

___ Gateman

___ Boatman

___ Friend

___ Lover

After they do it I ask them to report back to the whole class what issues came up, how they did their rankings, could they reach consensus, etc. and then I tell them:

Baron represents powerful (rich, white, male, 1st world nations)

Baroness represents powerless (people of color, women, 3rd world)

Gatekeeper represents agencies with orders from powerful (police, military, etc.)

Boatman represents institutions (red tape with all of the institutions that are supposed to help us but often don't)

Friend represents liberals who talk the talk but don't walk the walk

Lover reps freedom and excitement and things that most of us want in our lives.

*This exercise was taken from J. Katz (1978) *White Awareness: Handbook for Anti-Racism Training*. Norman: University of Oklahoma Press.

From Ellen Cohn: One topic that always generates considerable discussion in my undergrad victimology class is whether or not the state should be responsible for helping to restore victims to their pre-crime financial state. In other words, SHOULD we have victim compensation programs at all. It sounds odd, but there is often a lively debate on this, with a reasonable percentage of the students against state compensation. Not because they don't want victims to be helped, but because they do not feel it this a state responsibility. One common argument is that people have auto insurance in case they get into a car accident - there's no state compensation program to help those victims - so people should take similar precautions to protect themselves from crime (health insurance, property insurance, etc.) I have also given this question out as a written assignment where students have to present their opinion and justify it.

From Brenda Sims-Blackwell: When I do the section on rape, I use an exercise that Joanne Belknap shared. I have the students (as a homework assignment) write a letter to someone they are close to disclosing to them that they were raped. They are then to set the letter aside for a bit. They then should write a paragraph or so discussing how writing that letter made them feel and identifying what they learned about victimization by having to disclose (even a fake) themselves. They are asked to turn in ONLY the latter paragraphs (not the letter). Most of my students are very moved by this....especially the men. They are able to identify how hard it is to talk about and that they are afraid of what kinds of judgments they will face from others. I ask students to verbally react to the assignment as we move into discussing rape

myths. It is a good conversation starter. I do allow students to opt out of the assignment for cause. Also, be forewarned. I get a lot of disclosures as a result of this assignment.

I do this in my gender and criminal justice class and it is very effective.

From Rhonda Dobbs: I have taught Victimology several times and have used Karmen's text...I agree that it needs to be spiced up a bit. Sometimes, I assign the book *Our Guys* as a supplemental reading. I usually try to invite guest speakers into the classroom – I often have someone from the local police department's Victim Advocate come in. I have also had someone from a local group here that helps disabled crime victims – the woman who started the program was paralyzed as the result of victimization several years ago. I have also had a woman come in that lost her teenage son to murder. Those personal experiences seem to really resonate with the students and elicit really good discussion. I also use videos sometimes to help elicit discussion. There is a documentary called "Hate.com" that is really good for hate crimes and the influence of the Internet on hate groups, etc. – I believe it was originally on HBO a few years ago. I also like the video *Defending Our Lives* – women who were victims of domestic violence that ended up killing their abusers – really good for setting up a discussion of battered women's syndrome. I vary what videos and speakers I use each semester so that I am sure to have time for lecture and discussion. I have used paper assignments before, although not frequently because the class is generally too large.

From Kiesha Warren-Gordon: Here's an assignment that can be used.

Design a Program for Violence Prevention or Control

Prepare a professional report describing a specific program to deter or prevent violence. You may adapt a preexisting program or create one for this assignment.

Separate your report into seven parts as indicated below and include a heading for each section. Reports are expected to be about fifteen pages long. Pay attention to the Deadlines for each portion of this project.

Preparation and background for this report will include library research and field research to find out about relevant delinquency prevention and control programs..

You are encouraged to collect observations and interviews from local, ongoing juvenile programs. Include your notes from observations and interviews in an appendix.

The bibliography must clearly cite all relevant materials and sources of information. Be sure to credit all sources--author, title, publisher, dates, page numbers, and so forth.

SECTION ONE Introduction: Needs Assessment, Rationale, Focus

SECTION TWO Review of Relevant Materials: Magazines, Journals, Books, Govt. Documents, and Program Materials, Including Observations and Interviews. Due Feb. 29. Min. of 5 sources one must be an academic journal article.

SECTION THREE Explanation: General Goals, and Specific Purposes

SECTION FOUR Implementation: Feasibility, Finance, Support, Set-up

SECTION FIVE Operation: Start-up, Day-to-Day Management and Administration

SECTION SIX Evaluation and Conclusion: Measuring Goals and Purposes

SECTION SEVEN Bibliography: Sources, References and Materials

From Kathryn Branch: I have been bringing in a lot of people from the field to speak to my students. I have had someone from a domestic violence shelter, child protective services, and a drug abuse counselor so far. My students enjoy hearing from people working in the field and say that is very helpful for them to have a contact for a possible internship or job. Many of my students are still trying to figure out what they want to do. **(see end of document for syllabus)**

From Nicky Smolter: I did an activity/assignment for the Victimology class I was a TA for that involved the media's treatment of crime victims. I found several articles (newspapers, magazines, etc.) that focused on different types of crime and had the students write a short paper (1-2 pages) relating it to what we were talking about in class. We focus a lot on issues of race/class/gender/sexuality and how that impacted how the story was told and from a practical or policy perspective what was being done or what help was available to victims of certain types of crimes (i.e. are there organizations for specific types of victims, any types of policies or legislation made specifically for victims of that specific crime). I think this was helpful to students because it made the topics more tangible with real world examples and solutions.

From Robin Robinson: Those who are in helping professions, exposed to their clients' stories of trauma and acute and post-traumatic stress, are vulnerable to vicarious traumatization, which in effect vicariously victimizes those who support victims full-time in their jobs. I've just finished a study of this effect amongst domestic violence shelter workers, and have all my references and materials accessible. There are quite a few excellent sites that might give you ideas of how to convey this material.

From Bonnie Kern: Pedophiles steal a child's potential, who they might have been. Rape and other abuses change the chemical balance of the child. Their developmental stages are skewed forever. It is especially confusing for the child when the perpetrators are family members or people the child has been taught to trust.

The family dynamics are transformed by pedophiles. Denial, secrecy, and blaming the victim, I have learned in my graduate classes, are normal reactions when people do not know how to cope with a crisis. My mother told me that I would be killed if I told what was happening to me so I kept silent and used alcohol and drugs to survive even after her death.

Education helped me understand concepts like marginal, token, stigma, internalized barriers and scapegoating and how these concepts and others had affected me and my family. I have been a speaker to classes at Des Moines Area Community College and Drake University to help students understand that women in mental health

institutions and prison need help. I have volunteered at the women's correctional facility in Des Moines and facilitated Alcoholics Anonymous meetings in the women's prison.

Today I believe that my role is to be a mentor to the millions of girls and women who have, and are still living the confusion of trying to find answers. I believe that, since I have lived in the violent ward of mental health hospitals and over four years in prison, I can combine my experience with education to be a conduit between lawmakers, corrections and prisoners to reduce recidivism.

Many people with good intentions give up trying to help yesterday's victims who have been warehoused in institutions, sometimes for years, without counseling. After talking to so many women over the past thirty years who have lived my experience, some a lot worse, it is imperative that we all recognize the emotional whiplash of going from an environment where all of your decisions are made for you to one where you are supposed to make immediate, positive life choices. Instead, progress is made in a stair-step fashion with the treads representing emotional adjustment and sometimes regression into the comfort of the familiar. New coping skills have to be learned or we continue doing the same things in the same way.

I had all of my graduate rehabilitation counseling classes completed at Drake University and could not start my internship until last month. This summer I networked with criminal justice, restorative justice, victim impact, mentoring, and Friends of Iowa Female Prisoner groups in Des Moines. I mentored several female reentry groups. I plan to return to these activities after my internship and graduation in May 2009.

There have been social movements lately to curb drunk driving and smoking in public places. It is my mission to yell, scream, and throw tantrums in a socially and academically acceptable way so we stop beating up our wounded: yesterday's victims. They need PTSD (post traumatic stress disorder) and other treatments to heal from the original abuses and the stigma of being warehoused in mental health and criminal justice institutions. They need to understand that even though there was no one to put their arms around them and protect them when they were young, we are here now to emotionally nurture that little child in them who has been dying for affection

and understanding. The pedophiles need to pay the consequences for their crimes. Society and families need to stop scapegoating and blaming the victim!

CRIME & INEQUALITY

From Emily Lenning: In my intro class I give a two day “story telling” of the Rodney King case because, though some of them know that “Rodney King was this guy that got beat by the cops,” they really don’t know the whole story. The “story” includes a Powerpoint that has hyper links to the Holliday tape, lots news footage (including the famous “can’t we all just get along” speech), and a clip on the reaction from gangsta rap. I tend to focus not so much on just the event, but the social, political, and pop culture reaction to it, and the effect that technology (i.e., the tape) has on our view of police. My students love the two days that I do this (and I’m at an HBCU, so they already “get” racial profiling, too). If you’d like to see the Powerpoint, email Emily at elenning@uncfsu.edu.

From Paula Rector: I do this "label game" at the start of the course to prompt a discussion about stereotypes and reveal that everyone operates with the use of stereotypes at some level. I have students wear the labels backwards (over their heads where the label can be read from their backs). You can also create stickers to put on their backs. I then have all students move around the room and have other students give them as adjective that describes the term, without using the actual word. After everyone has ten they return to their seats and we go one by one asking if they can guess who they are. It is really interesting to see how easy it is for some to guess what they are because we all use some of the same words to describe each other (stereotypes). Here are some examples of the labels I use: female officer, male officer, elderly women, honor roll student, female and male professor, blonde woman, prostitute, drug addict, homeless person, military veteran, female and male lawyer, Black officer, white male (this is the best one because students say things like normal and average and it highlights how this is the standard for comparison, i.e. white privilege), single mother, truck driver, gang member, etc. You do have to be careful in picking labels that help to show your point and go beyond reinforcing stereotypes, but I have found it to be very useful at the start of class to get beyond the idea that

stereotypes are just words without powerful meanings. I simply make the point that if they are so meaningless then people could not guess their label so quickly. I also highlight how those working in the CJS may have some of these ideas about the labels as well. If you have a large class it will be easier for some students to wear the labels and some students give descriptors.

S Y L L A B I

VICTIMOLOGY CRM 300, SEC P

FALL SEMESTER 2007

COURSE SYLLABUS

Dr. Kathryn A. Branch

Assistant Professor & Internship Coordinator

Department of Criminology

CLASS MEETING TIME: Tuesday & Thursday, 4:00pm-5:50pm

LOCATION: PH 231

CONTACT INFO: SC 246, 257-1705, kbranch@ut.edu

OFFICE HOURS: Tuesday, Wednesday & Thursday 12-2 or by appointment

**REQUIRED TEXT: *Victimology* (Fifth Edition)
William Doerner & Steven Lab (2005)
Anderson Publishing/ Lexis Nexis
Controversies in Victimology
Laura Moriarty (2003)
Anderson Publishing/ Lexis Nexis**

TECHNOLOGY REQUIREMENTS:

This course is on Blackboard. You must register for blackboard! You also must check your e-mail three times a week and log onto blackboard to obtain announcements and information for the class.

NOTE: Laptops are not permitted during guest speaker and multi-media lessons.

COURSE DESCRIPTION:

This course provides an introduction to the study of victims and the criminal justice system. The history of victimology, theories of victimization and the collection of victimization data will be discussed. The collection of factual knowledge, however, is less important than the development of critical thinking and abstract reasoning. You will be expected to identify the strengths and weaknesses of the information provided to you in the text, articles and statistics. It is also expected that you will be able to articulate opinions on a variety of issues and support your positions. The ability to conceptualize ideas and apply information to real world situations and scenarios is essential. At the end of the semester, each student will produce a paper that examines and critiques the treatment of a particular type of victim in the criminal justice system, and to develop programs dedicated to improving the criminal justice response to that victim.

The course is designed to help you achieve the following specific objectives:

1. To become familiar with the history of victimology.
2. To become familiar with the theories and data related to victimization.
3. To learn about the impact of policies intended to benefit victims.
4. To see how criminal justice professionals respond to victims.

PROFESSIONALISM: Students are expected to handle themselves professionally during class. Professionalism includes attending and being prepared for class (e.g., reading the required material), arriving to class on time, and being engaged, active participants in the classroom experience. It is my intent to treat each student as an adult, and as such, require standards of professionalism that are highly consistent with the “real world.”

The use of cell phones (including text messaging, checking messages or incoming phone numbers), use of audio devices, inappropriate talking, inappropriate

use of laptop (including surfing the internet, watching videos, and checking email), and sleeping and distracting activities will not be permitted. Any student not conducting himself/herself professionally will be referred to the campus judicial system for possible violation of the Compliance with Directives section of the student conduct code and/or other appropriate sections. In addition, students are expected to dress appropriate, and thus pajamas, bathing suits or clothing bearing offensive phrases or images is not permitted. Students who violate this policy will be asked to leave. Repeat violators will be removed and receive an 'F' for the course.

I intend to discuss controversial criminal justice/social issues in a frank and forthright manner because I believe it is important to do so. As professionals, each student must direct comments or responses to the class and me in a professional manner. We must all respect the opinions of one another. I would also request that if you are offended by the comments of a fellow class member or myself that you come to me during office hours to discuss the problem with me personally. In many cases these instances can be used as valuable learning experiences and I will do my best to rectify any problems.

COURSE GRADING:

Grades will be computed on the basis of four elements: (1) total points earned on the final exam (worth 100 points), (2) total points earned on quizzes (worth 120 points), (3) total points earned on the group presentation (worth 80 points), and (4) chapter summaries (worth 40 points). There are 340 points possible in this course. Your grade is calculated by dividing the points you earn by the 340 points possible. The grading scale is as follows:

A	93-100%
A/B	89-92%
B	83-88%
B/C	79-82%
C	73-78%
C/D	69-72%
D	59-68%
F	Below 58%

EXAMINATIONS: There will be one final exam (scheduled by the University). If you miss class on the day of the final, you will get a zero on the exam. No make-up examinations will be scheduled. Arrange your schedule around the exams because they will not be given on any other day or time. The final is cumulative and will consist of multiple choice and true false questions.

You will be responsible for all material assigned as set out in the syllabus or as amended by me in class. You will be tested on all materials and information whether we have discussed the information in class or not. It is your responsibility to read, understand and learn all materials, including but not limited to text book assignments, readings, Blackboard materials and hand-outs. You will be tested on material from the text, information distributed in class, during class lectures, video presentations, guest lectures and field presentations (when attended). You will be tested on student presentation material as well! I am emphasizing that you will be tested on all assigned readings AND class discussions.

If you miss class, it is YOUR responsibility to get materials, hand-outs or notes from another student. Do not request this information from me.

QUIZZES: You will be given weekly/daily quizzes. These quizzes will be given at the beginning of classes. You will be tested on the text and materials assigned (set out in the course outline or modified by me) for that class period. In other words, you will be tested on the reading assignments before we discuss them in class. The questions will be multiple choice or true/false only. Twelve quizzes are given during the semester. Each quiz is worth 10 points.

GROUP PRESENTATION: You will work in a group of 5 to 7 students to develop a final presentation to be used to educate young people held in the Hillsborough County Detention Center West on one of the following topics: date rape (to female inmates), child abuse (to young, small and mentally challenged boys), dating violence (to older boys), or bullying (to younger -13 to 14 year old boys).

Each student will be assigned to a group and topic. The assignments will be made during the class period following drop & add. This presentation should be as informative and as interesting as possible. The goal of the presentation is to inform

and prevent date rape, child abuse, dating violence and bullying. This presentation should be between 20 and 30 minutes in length. It does not have to include a multimedia element (powerpoint, relevant video clip etc), but may. Please keep in mind:

- The juvenile detention center does not have access to email accounts and some internet sites.
- You must bring materials with you.
- The most important part of the presentation is YOU.
- You should interact with your audience.
- Do not sit down to present, walk around and keep their attention.
- Do NOT read from a powerpoint; you lose your audience.
- I suggest skits and audience participation or the like.
- Be prepared to make your presentations without any technology or under less than perfect circumstances. We cannot control all outside influences, and you must be prepared for almost anything.

In any event, your presentations should be as creative as possible to get the attention of adolescents. Students will be individually graded on the group presentation. You will be graded on your contribution to the overall, final presentation including your level of involvement, its comprehensiveness and creativity. It is expected that groups will meet outside of class to develop their presentations. I will be asking each member of your group to assess an anonymous grade, based on participation and involvement with the project, for the other members of the group. The individual project grade will be determined based on:

- Participation;
- The average of your group's anonymous assessments;
- And, the score I give to your project during class presentations.

Failure to give a presentation will amount to a zero for the presentation grade; groups must be prepared to fill in the gaps if one student fails to show for the final presentation. Presentations will be scheduled some time during the last week of class.

Practice Presentations will be conducted in class. ALL students must attend practice presentations. Attendance will be taken. Failure to attend a practice presentation, for another group, will result in a 10 point reduction in your presentation grade. Failure to attend your own practice presentation will result in a 25 point reduction in your presentation grade. No excuses will be accepted.

CHAPTER SUMMARIES: Prior to class on the specified due date students must submit at least one page each for a chapter summary on the Moriarty text. Each summary is worth 5 points. Chapter summaries must show independent thought and not be an exact replica of the reading assignment. The chapter summaries will be completed and submitted via the Assignments folder in Blackboard. The summaries will be due by 4pm (before class starts) on the due date. **NO LATE SUMMARIES WILL BE ACCEPTED.**

STUDENTS WITH DISABILITIES:

If there is a student who has special needs because of any disability, please go directly to Dr. Keith Pounds in PH 409 to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

PLAGIARISM/ACADEMIC DISHONESTY STATEMENT:

The following summary of the University's policy on academic honesty applies to conduct in this class:

The University's goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they will not be tolerated in any form. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty.

Additional information about academic dishonesty is detailed in the undergraduate catalog and several university publications including The University of Tampa Student Handbook. Incidents involving academic dishonesty will be addressed on an

individual basis and are always forwarded, with documentation, to the Students Conduct Office.

In the event that a student violates any provision of the University of Tampa's policy on academic integrity as spelled out in the student handbook, the professor reserves the right to assign whatever grade for the course the professor judges to be appropriate, including a grade of F, without regard to the student's accumulated points. Violations of academic integrity will be handled in accordance with the University's policies. It is each student's responsibility to be familiar with the policies of the University regarding academic integrity and to avoid violating these policies.

EMERGENCY CONTACT INFORMATION:

In case of any adverse condition or situation which could interrupt the schedule of classes (e.g., hurricane), each student is asked to access www.ut.edu for information about the status of the campus and class meetings.

IMPORTANT DATES:

August 29th is the last day of drop/add AND to withdraw with 100% tuition credit

November 3 is the last day to withdraw from classes

COURSE SCHEDULE:

Week 1:

August 26 (T)	Syllabus, Course Expectations
August 28 (Th)	1st Quiz: What is Victimology? Doerner Chapter 1, Moriarty Ch. 2
Chapter summary for Moriarty Chapter 2 due	

Week 2:

September 2 (T)	2nd Quiz: The Costs of being a Victim Doerner Chapters 2 & 3, Moriarty Ch. 1
Chapter summary for Moriarty Chapter 1 due	

Assign Groups (JDC)

September 4 (Th) The Role of Alcohol in Victimization
Additional reading in course documents folder “Drinking among Young Women,
Moriarty Ch. 3
Chapter summary for Moriarty Chapter 3 Due
**Guest Speaker: Gina Firth, Associate Dean of Students

Week 3:

September 9 (T) Victims of Sexual Assault
Doerner Chapter 6,
**Guest Speaker: Tom Mueller, Director of Tampa Learning Connections, Crisis
Center of Tampa Bay

September 11 (Th) 3rd Quiz: Victims of Sexual Assault
Chapter summary for Moriarty Chapter 4 Due

Week 4:

September 16 (T) 4th Quiz: Victims of Domestic Violence
Doerner 7,
Chapter summary for Moriarty Chapter 5 Due

September 18 (Th) **Guest speaker: Linda Hess, Community Relations
Director for the Spring of Tampa Bay

Week 5:

September 23 (T) 5th Quiz: Child Maltreatment
Doerner Chapter 8

September 25 (Th) **Guest speaker: Marion Tarallo, M.A., Child
Protective Investigator Trainer HCSO/CPID

Week 6:

September 30 (T) 6th Quiz: Elder Abuse

Doerner Chapter 9

October 2 (Th)

Free class period: Work on Group projects

Week 7:

October 7 (T)

7th Quiz: Victims of Homicide
Doerner Chapter 10

October 9 (Th)

Green River Killer
Discussion of serial killer victim's information

Week 8:

October 14 (T)

8th Quiz: Victimization at Work and School
Doerner Chapter 11

October 16 (Th)

Victimization at Work and School

Week 9:

October 21 (T)

9th Quiz: Remediating the Plight of Victims
Doerner Chapter 4

October 23 (Th)

Remediating the Plight of Victims
Chapter Summary for Moriarty Chapter 7 due

Week 10:

October 28 (T)

10th Quiz: Restorative Justice
Doerner Chapter 5

(HW: Research the use of restorative justice in our criminal justice system, bring information to class)

October 30 (Th)

Restorative Justice
Chapter summary for Moriarty Chapter 9 due

Week 11:

November 4 (T) 11th Quiz: Victim Rights
Doerner Chapter 12
(HW: Current Status of constitutional rights for victims? Bring update to class from a state or the fed. government)

November 6 (Th) Victim Rights
Chapter Summary for Moriarty Chapter 8 due

Week 12:

November 11 (T) Last Free Day before Group Presentations
Presentations will be GRADED in class: Do your
BEST!

November 13 (Th) Date Rape Presentation

Week 13:

November 18 (T) Bullying Presentation

November 20 (Th) Dating Violence Presentation

Week 14:

November 25 (T) Group Discussion

Week 15:

December 2 (T) Child Abuse Presentation

THURSDAY, December 4 Juvenile Detention Center Presentations in the
Morning

FINAL EXAM: Tuesday, December 9, 3:45-5:45

**Department of Sociology & Criminal Justice
Southern Illinois University – Edwardsville
Edwardsville, IL 62026-1455**

SOC 474-001

VICTIMS & SOCIETY

Connie D. Frey

12-4:30PM, MTWRF Office: PH 1228

Room: PH 2403 Phone: 650-3323

Email: cfrey@siue.edu

Office Hours: by appointment

COURSE SYLLABUS

I. Course Objective: This course serves as an intensive review of the study of victimology. We begin by exploring the role of power & stratification in how people become victims & what their alternatives are once they are victimized. Other areas which will be covered include: the history, influence, & problems of victims' movements; women & children's victimization; restorative justice; victimization carried out by the state; & white collar victimization.

II. Course Requirements

A. Required Readings: Will be distributed in class or posted on Blackboard.

B. Class Participation: It is your responsibility to attend ALL classes, take notes, & participate. Because class participation is such a vital component of this course, attendance will be taken daily. If you miss one day's session, you will lose one letter grade. If you miss two complete sessions, you will automatically fail the course. This may sound harsh, but this workshop has been designed to include lecture, grounded discussion, & hands-on activities, & its success depends on complete participation by all. I strongly encourage you to articulate your sociological views. Further, you are required to have the necessary reading completed before lectures so that you may engage in an informed discussion of ideas.

I believe education to be an active process; therefore, I do expect that you will not read the paper, surf the internet, talk while others have the floor, Facebook, MySpace, text message, or get up & walk out at any given moment. The use of tobacco products of any kind are not permitted in class. Cell phones must be silenced during class. Mutual respect is necessary. I encourage you to argue ideas. Please note that class will begin on time & consequently you are expected to be punctual. Points will be deducted for tardiness.

C. Memo Writing: You will write & turn in 5 one-page, single-spaced, typed memos. Memos can include reflective comments, questions, &/or criticisms of the readings, class discussions, guest speakers, films, or in-class exercises. Memos should demonstrate your ability to understand victimology from a sociological perspective. Memos will be discussed in class with appropriate confidentiality safeguards. Memos must be posted on Blackboard under “assignments.” Each memo is worth 20 points, for a total of 100 points.

D. Oral Reports: You will make a 5 minute presentation that summarizes what you learned in the class, & how the sociological perspective contributed to your understanding of victimization. This presentation is worth 25 points.

E. Grading Scale: The grading scale for total course points is as follows:

A = 225-202.5 points

B = 202-180

C = 179.5-157.5

D = 157-135

F = 134.5-0

F. Quizzes: There will be 4 quizzes worth 25 points each, for a total of 100 points. Quizzes may be multiple choice or open-ended items. They will cover the previous

day's discussion as well as the readings assigned for that day. Quizzes will be given at the beginning of class & cannot be made up.

NOTE: Grades are EARNED by the student; are NON-NEGOTIABLE; & will not be curved.

III. Academic Honesty

Plagiarism & cheating will not be tolerated. If you are caught cheating, you will receive a failing grade on the assignment. Falsifying data is considered cheating. Refer to the Undergraduate Bulletin, page 126, for definitions & consequences of cheating. If you are unfamiliar with the process of citing others' works, ask me.

IV. Tentative Schedule

DATE	TOPICS & EXERCISES
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5/12	Introduction to the course & each other;
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- Exercise: Star Power
- Internet assignment: Getting familiar with resources
- Search for victimology, victims services, victims and the law, etc.
- Who is a victim? How do the various groups define eligibility?
- Exercise: Identifying the best resources (NVAA)
- Graduate Students – See me after class!

5/13	
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- History of Victims' Movements
- The Social Creation/Construction of Victims
- Victims' Rights

- Read: Trulson, Chad R. 2005. "Victims' Rights & Services: Eligibility, Exclusion, & Victim Worth." *Criminology & Public Policy* 4: 399-414.

- Read: "Illinois Bill of Rights for Victims and Witnesses of Violent Crime." (pamphlet) Illinois Criminal Justice Information Authority.

- Read: "Information for Crime Victims, Victim Justice: A New Day Dawns." (pamphlet) Illinois Criminal Justice Information Authority.

- Exercise: Core Victims' Rights and Responsibility for Implementation (NVAA)

- 2-3PM – Special Guest: Jessica Vick, Victim Advocate/Outreach Specialist, Crime Victim Advocacy Center of St. Louis

- Victims' Participation

- Read: Morgan, Kathryn & Brent L. Smith. 2005. "Victims, Punishment, & Parole: The Effect of Victim Participation on Parole Hearings." *Criminology & Public Policy* 4: 333-360.

- Read: Sims, Barbara, Berwood Yost, & Christina Abbott. 2005. "Use & Nonuse of Victim Services Programs: Implications From a Statewide Survey of Crime Victims." *Criminology*

& *Public Policy* 4: 361-384.

- 3:30PM – Lab:

- Exercise: National Crime Victimization Survey, 1992—2003

- Read: "Dennis Shepard's Statement to the Court." (online)

News Media's Coverage of Crime & Victimization

- Read: Chapter 18: "The News Media's Coverage of Crime and Victimization" in the National Victim Assistance Academy Textbook

(<http://www.ojp.usdoj.gov/ovc/assist/nvaa2002/chapter18.html>)

- Read: Anastasio, Phyllis A. and Diana M. Costa. 2004. "Twice Hurt: How Newspaper Coverage May Reduce Empathy and Engender Blame for Female Victims of Crime." *Sex Roles* 51: 535-542.

- Read: Franiuk, Renae, Jennifer L. Seefeld, Sandy L. Cepress, and Joseph A. Vandello. 2008. "Prevalence and Effects of Rape Myths in Print Journalism: The Kobe Bryant Case." *Violence Against Women* 14: 287-309.

- Read: Muschert, Glenn W. 2007. "The Columbine Victims and the Myth of the Juvenile Superpredator." *Youth Violence and Juvenile Justice* 5: 351-366.

- Exercise: Remedying the Major Concerns of Media Representations of Victims (NVAA)

- Identity Theft

- "Deter, Detect, Defend: Avoid ID Theft" (online video; 10 min.)

- Read: Sharp, Tracy; Andrea Shreve-Neiger, William Fremouw, John Kane, and Shawn Hutton. 2004. "Exploring the Psychological and Somatic Impact of Identity Theft." *Journal of Forensic Sciences* 49: 131-136.

- Exercise: Respecting Diversity – Assessing Your Own Social Identity (NVAA)

5/15 Victimization of Women & Children

- Exercise: Exploring the Victim Experience (From U.S. DoJ, National Institute of Corrections,

Restorative Justice: Principles, Practices, & Implementation, Facilitator Guide.)

- 12:30-2PM – Special Guest: Deb Mize, Violence Prevention Center of Southwestern Illinois

- Read: Hare, Sara C. 2006. “What Do Battered Women Want? Victims’ Opinions on Prosecution.” *Violence and Victims* 21: 611-628.

- Read: “Illinois Domestic Violence Act” (pamphlet) Illinois Coalition Against Domestic Violence.

- Exercise: Reporting Sexual Assault (NVAA)

- Exercise: Identifying the Needs of Domestic Violence Victims (NVAA)

- Beyond Conviction (film; 97 min.)

- Read: Stein, Rachel E. and Stacey D. Nofziger. 2008. “Adolescent Sexual Victimization: Choice of Confidant and the Failure of Authorities.” *Youth Violence and Juvenile Justice* 6: 158-177.

- Read: Herrenkohl, Todd I., Cynthia Sousa, Emiko A. Tajima, Roy C. Herrenkohl, and Carrie A. Moylan. 2008. “Intersection of Child Abuse and Children's Exposure to Domestic Violence.” *Trauma, Violence, and Abuse* 9: 84-99.

- Exercise: Understanding Childhood Victimization (NVAA)

- Exercise: Responding to Childhood Victimitizations (NVAA)

5/16 Workplace Victimitizations

- Read: Henshaw, John L., Shannon H. Gaffney, Amy K. Madl, and Dennis J. Paustenbach. 2007. “The Employer’s Responsibility to Maintain a Safe and Healthful Work Environment: An Historical Review of Societal Expectations and Industrial Practices.” *Employee Responsibilities & Rights Journal* 19:173–192.

- Read: Rosenman, Kenneth D., Alice Kalush, Mary Jo Reilly, Joseph C. Gardiner, Mathew Reeves, and Zhewui Luo. 2006. “How Much Work-Related Injury and Illness is Missed By the Current National Surveillance System?” *Journal of Occupational and Environmental Medicine* 48: 357-365.

- “A Dangerous Business Revisited” – The McWane Cast Iron Pipe Company
(Frontline video; 60 min.)

- Exercise: Perspective Taking – Listening & Understanding (From U.S. DoJ,
National

Institute of Corrections, Restorative Justice: Principles, Practices, &
Implementation,

Facilitator Guide.)

- Coal Mining

- Read: Weeks, James L. 2003. “The Fox Guarding the Chicken Coop: Monitoring
Exposure to Respirable Coal Mine Dust, 1969-2000.” American Journal of Public
Health 93:1236-1244.

- “Out of the Depths” (film; 55 min.)

5/19 Restorative Justice

- Read: Meyer, Jon’a F. 2003. “Restoration & the Criminal Justice System.” In
Moriarty,

Laura J. (ed.) Controversies in Victimology, Cincinnati, OH: Anderson.

- Read: Herman, Susan. 2004. “Is Restorative Justice Possible Without a Parallel
System for Victims?” In Zehr, Howard & Barb Toews (eds.) Critical Issues in
Restorative Justice,

New York: Criminal Justice Press.

- Read: Boyes-Watson, Carolyn. 2004. ”The Value of Citizen Participation in
Restorative/

Community Justice: Lessons from Vermont.” Criminology & Public Policy 3: 687-
692.

- Exercise: Restorative Justice online tutorial
- Exercise: Exploring our Values (From U.S. DoJ, National Institute of Corrections, Restorative Justice: Principles, Practices, & Implementation, Facilitator Guide.)
- Exercise: Victim Analogy (From U.S. DoJ, National Institute of Corrections, Restorative Justice: Principles, Practices, & Implementation, Facilitator Guide.)

5/20 Restorative Justice con't.

- Read: Rodriguez, Nancy. 2005. "Restorative Justice, Communities, and Delinquency: Whom Do We Reintegrate?" *Criminology and Public Policy* 4: 103-130.

- Read: Smith, Michael. 2003. "Victim-Offender Reconciliation Programs." Pp. 103-116 in

Moriarty, Laura J. (ed.) *Controversies in Victimology*, Cincinnati, OH: Anderson.

- 12:00-1:30PM – Special Guest: Bonnie Miller, Victim-Offender Dialogue Program

- Read: Hayner, Priscilla B. "The Truth and Reconciliation Commission." Excerpted in part from *Unspeakable Truths: Confronting State Terror and Atrocity*.

- "Long Night's Journey Into Day" (film; 94 min.)

5/21 State Victimization

- Read: Kauzlarich, David, Rick A. Matthews, & William J. Miller. 2001. "Toward a Victimology of State Crime." *Critical Criminology: An International Journal* 10: 173-194.

- Read: Rothe, Dawn L. and Christopher W. Mullins. 2007. "Darfur and the Politicization of International Law: Genocide or Crimes Against Humanity?" *Humanity and Society* 31: 83-107.

- Read: Faust, Kelly and David Kauzlarich. 2008. "Hurricane Katrina Victimization as a State Crime of Omission." *Critical Criminology* 16:

- 2PM – 3:30PM – Special Guest: Tracey Hayes, SWIC

- "On Our Watch" (Frontline video; 60 min.)

- "The Deadly Deception" (film; 60 min.)

5/22 Visit to the Holocaust Museum & Learning Ctr., Creve Couer, MO

5/23 - Wrap-up

- Oral Reports