

SEMINAR IN VICTIMOLOGY

Criminal Justice 5364.01 (CID82502) Fall 2017 Distance Education Course
https://shsu.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=567_1

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Office Hours:	By appointment

COURSE DESCRIPTION

This course is designed to introduce students to the study of victimization. By the end of the course, students will have a solid understanding of victimology-related: theories, research, typologies, practice, and policy implications. Additionally, students will have improved their reading, writing, and professionalization skills. At times, the issues raised in this course may be controversial and emotional. Please assist in cultivating an inclusive online environment by showing respect and sensitivity regardless of your (dis)agreement with a particular view.

COURSE OBJECTIVES

At the end of this course, students will be able to:

- ✓ Gain factual knowledge about the study of Victimology
- ✓ Learn fundamental principles, generalizations, and theories
- ✓ Apply course materials to improve writing skills
- ✓ Find and use resources for answering questions and solving problems

REQUIRED TEXTBOOK AND READINGS

- 1) Daigle, L.E., & Muftic, L.R. (2016). *Victimology*. Thousand Oaks, CA: Sage. (ISBN 978-1-4833-5901-4). First Edition. http://www.amazon.com/Victimology-Leah-E-Elizabeth-Daigle/dp/1483359018/ref=sr_1_1?s=books&ie=UTF8&qid=1435891250&sr=1-1
- 2) *Required scholarly articles and technical reports as outlined in the schedule section of the syllabus, all available online via SHSU Newton-Gresham Library
<http://library.shsu.edu/>
- 3) *BOOKS FOR REVIEW, IN ORDER OF COURSE SCHEDULE:*

Buchwald, E., P. Fletcher & M. Roth (Eds.) (2005). *Transforming a Rape Culture*; Revised Edition. Minneapolis, MN: Milkweed Editions, Inc. ISBN13: 978- 1571312693.

Brooks, D. (2016). *Too Pretty to Live; The Catfishing Murders of East Tennessee*. New York: Diversion Publishing. ISBN-13: 9781682301999.

Anderson, G. (2014). *Stealing Joy: A True Story of Alzheimer's, Elder Abuse, and Fraud*. Far Hills, NJ: New Horizon Press. ISBN-13: 9780692252307.

Rosenblatt, K, and C. Murphey (2014). *Stolen: The True Story of a Sex Trafficking Survivor*. Grand Rapids, MI: Fleming H. Revell Company. ISBN-13: 9780800723453.

Citron, D.K. (2016). *Hate Crimes in Cyberspace*. Cambridge, MA: Harvard University Press. ISBN 9780674659902.

NATIONAL ADVOCATE CREDENTIALING PROGRAM

CRIJ 5364 has been approved by the National Advocate Credentialing Program (NACP) for Credentialed Advocate CEUs (45 hours) and can be applied towards the *Basic or Advanced Specialty training* requirements. For more information about the NACP credentialing, click on <http://www.trynova.org/help-crime-victim/nacp/>.

COURSE REQUIREMENTS

Details of these requirements will be provided as they are assigned.

	Points
Group Discussions (4) @ 5 points each	20
Supplemental Reading Reports (5) @ 5 points each	25
Book Reviews (4) @ 10 points each	40
Final Examination (Book Review (#5) + Essay)	15
Total	100

GRADING

90-100 pts.	A	80-89 pts.	B	70-79 pts.	C	<70 pts.	D
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STUDENT ACADEMIC POLICIES

Policies related to Attendance, Academic Honesty, Disabled Student and Services for Disabled Students, and Absences on Religious Holy days may be found at:
<http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

SafeAssign anti-plagiarism software will be used in this course.

Because this is a distance learning course, your class attendance will be based upon your participation in weekly assignments.

TOLERANCE

You are expected to be courteous and respectful in everything you communicate online in this course. You can state your thoughts, including disagreements with other students, but do so in a socially acceptable way. Anyone using profanity or derogatory language may be subject to dismissal from the class or referral to the appropriate administrator.

MANDATORY REPORTING OF KNOWN OR SUSPECTED ABUSE OF OTHERS

Texas law* says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to the Department of Family and Protective Services. A person who reports abuse in good faith is immune from civil or criminal liability. DFPS keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony. Time frames for investigating reports are based on the severity of the allegations. Reporting suspected abuse makes it possible for a family to get help.

Here is a link to allow for such reporting and for further information:

http://www.dfps.state.tx.us/Contact_Us/report_abuse.asp

**If you are a student residing in another state, please review the relevant policies for that jurisdiction.*

TRIGGER WARNING

It is important to keep in mind that victimization is something that affects millions of people nationwide. It is likely that students in this classroom may have had experiences with or know someone who has experienced some form of victimization. As we discuss and explore the etiology of victimization, the definitions, illustrations, and examples of victimization, this may illicit discomfort and/or emotional responses. We call these “triggers.” Please note that this course is made up of readings, discussions, and exercises that involve extraordinarily sensitive material being presented in lecture or film. Please plan accordingly.

MANDATORY REPORTING FOR PROFESSORS

As a professor at SHSU, I am under federal obligation to relay information regarding victimization disclosure to our University’s Title IX Coordinator for the purpose of ensuring appropriate services and accommodations are provided to anyone who has disclosed victimization. It is important that you know, should you disclose ongoing or past victimization in writing assignments, during class, or to me personally, I am legally obliged to relay this information to the Dean of Students office in order to facilitate appropriate service provision. While I do not want this to deter you from seeking help, it is important that you understand my federal legal obligations.

LATE ASSIGNMENTS & MAKE-UP POLICY

Late assignments are not accepted without express prior approval. Even with prior approval, more than two late assignments will result in a maximum grade of “C” for this course.

COURSE INCOMPLETES

University policy specifies that any student who seeks an Incomplete for a course must have passed a minimum of 50% of the course requirements with a C or better and have extenuating circumstances (e.g., documented health problems) that prevent him or her from completing the course.

USE OF TELEPHONES AND TEXT MESSENGERS IN ACADEMIC CLASSROOMS AND FACILITIES <http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>

SHSU ONLINE SUPPORT DESK

This is for problems with videos, course tools or features, course access, browser / plugin / display issues, or help with wikis, blogs, podcasts, or installation of Respondus Lock Down Browser.

MON. - FRI.
24HRS

SATURDAY
7 a.m. - Midnight

SUNDAY
1 p.m. - Midnight

936.294.2780

Toll-free: 877.759.2232
@blackboardshsu

online.shsu.edu/support
blackboard@shsu.edu

*The SHSU Online Support Desk is closed during university holidays and observes shorter hours during interim sessions.

IT@SAM HELP DESK

This is for problems or questions about campus computers, or to reset your password.

Email: helpdesk@shsu.edu

Phone: [936.294.1950](tel:936.294.1950)

Hours: Mon. - Thurs. 8:00am - 9:00pm

Fri. 8:00am - 6:00pm

YOUR PROFESSOR

This is if you need to reset a test or quiz, have questions about your course content, grades, discussion board participation, or when assignments are due. Read your syllabus, professor/staff information, or virtual office for contact information.

SHSU ONLINE

This is for questions about online programs or admission requirements.

Email: delta@shsu.edu

Phone: [936.294.2420](tel:936.294.2420)

Hours: Mon. - Fri. 8:00am - 5:00pm

ACADEMIC ENRICHMENT

As a student of Sam Houston State University, several valuable resources are available to you with all of your courses. These include:

**Student Advising and Mentoring (SAM) Center http://www.shsu.edu/~sam_www/

**Sam Houston Reading and Writing Center http://www.shsu.edu/~rdg_www/

ACADEMIC CALENDAR

See http://www.shsu.edu/~reg_www/academic_calendar/

COURSE SCHEDULE & OUTLINE (Note: This schedule is subject to change as needed. You are responsible for any web-posted announcements of changes.)	
MODULES/DATES	TOPICS / READINGS / TASKS
MODULE 1 AUGUST 23-27	Topics Welcome & Introductions Introduction to Victimology Readings/Video Daigle & Muftic, Chapter 1 Video: History of the Victims' Rights Movement, https://www.youtube.com/results?search_query=History+of+the+Victims%27+Rights+Movement%2C Part 1 (5:48 minutes) Part 2 (6:18 minutes) Part 3 (5:31 minutes) Tasks Rent or buy Textbook and Books for Review Complete Assigned Readings/Videos Introduce Yourself to the Class , Sunday, August 27 11:59 pm CST Deadline
MODULE 2 AUGUST 27 – SEPTEMBER 3	Topics Extent, Theories & Factors of Victimization The Victim-Offender Overlap Readings/ Videos Daigle & Muftic, Chapters 2,3 Fagan, A. (2011). Repeat offending and repeat victimization: Assessing similarities and differences in psychosocial risk factors. <i>Crime and Delinquency</i> , 57, 732. (Online via SHSU Newton-Gresham Library http://library.shsu.edu/) Tasks Complete Assigned Readings Submit Supplemental Reading Report #1 (Fagan) , Sunday, September 3, 11:59 pm CST Deadline (<i>Work on Book Review #1 -- due in Module 3</i>)

<p>MODULE 3 SEPTEMBER 3-10</p>	<p>Topics Consequences of Victimization Recurring Victimization</p> <p>Readings/Videos Daigle & Muftic, Chapters 4,5</p> <p>Video: Victim Impact: Listen and Learn (14 cases/ 57:12 minutes)</p> <p>Buchwald, E., P. Fletcher & M. Roth (Eds.) (2005). <i>Transforming a Rape Culture</i>; Revised Edition. Minneapolis, MN: Milkweed Editions, Inc. ISBN13: 978-1571312693.</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Submit Book Review #1 (Buchwald, et al., <i>Transforming a Rape Culture</i>), Sunday, September 10, 11:59 pm CST Deadline</p>
<p>MODULE 4 SEPTEMBER 10-17</p>	<p>Topic Victims' Rights and Remedies</p> <p>Readings/ Videos Daigle & Muftic, Chapter 6</p> <p>Video: "Every Victim; Every Time" (DOJ on Victims' Rights) (5:22 minutes)</p> <p>Audio: Victim's Rights in the Pretrial Process (31.27 minutes)</p> <p>Davis, R. C., & Mulford, C. (2008). Victim rights and new remedies: Finally getting victims their due. <i>Journal of Contemporary Criminal Justice</i>, 24, 198-208. (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Participate in Discussion 1 (Step 1 Wednesday, Sept.13, 11:59 pm CST Deadline/ Step 2 Sunday, Sept.17, 11:59 pm Deadline</p> <p>(Work on Book Review #2 -- due in Module 5)</p>
<p>MODULE 5 SEPTEMBER 17-24</p>	<p>Topic Homicide Victimization</p> <p>Readings Daigle & Muftic, Chapter 7</p> <p>Brooks, D. (2016). <i>Too Pretty to Live; The Catfishing Murders of East Tennessee</i>. New York: Diversion Publishing. ISBN-13: 9781682301999.</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Submit Book Review #2 (Brooks, <i>Too Pretty to Live</i>;), Sunday, Sept. 24, 11:59 pm CST Deadline</p>

<p>MODULE 6</p> <p>SEPTEMBER 24 – OCTOBER 1</p>	<p>Topic Sexual Victimization</p> <p>Readings Daigle & Muftic, Chapter 8</p> <p>Video: The Impact of SANE Programs on the Prosecution of Sexual Assault (43:57 minutes)</p> <p>Video “Rape Survivor, Bridget Kelly” https://www.youtube.com/watch?v=VFcKP-1iKns (15:33 minutes)</p> <p>Campbell, R. (2008). The psychological impact of rape victims’ experiences with the legal, medical, and mental health systems. <i>American Psychologist</i>, 68, 702-717. (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Submit Supplemental Reading Report #2 (Campbell), Sunday, October 1, 11:59 pm CST Deadline</p>
<p>MODULE 7</p> <p>OCTOBER 1-8</p>	<p>Topic Intimate Partner Violence</p> <p>Readings Daigle & Muftic, Chapter 9</p> <p>Video: Domestic Violence (6:34 minutes)</p> <p>Dutton M. A., (2009). Pathways Linking Intimate Partner Violence and Posttraumatic Disorder. <i>Trauma Violence Abuse</i> July 2009 10: 211-224. (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Participate in Discussion #2, Step 1 Wednesday, Oct. 4, 11:59 pm CST Deadline/ Step 2 Sunday, Oct. 8, 11:59 pm Deadline</p>
<p>MODULE 8</p> <p>OCTOBER 8-15</p>	<p>Topic Victimization at the Beginning and End of Life</p> <p>Readings Daigle & Muftic, Chapter 10</p> <p>Video: Cyber Safety (3:18 minutes)</p> <p>Audios: Elderly: Beware of Fraud and Scams - I (1 minute) Elderly: Beware of Fraud and Scams - II (1 minute)</p>

	<p>Brian K. Payne (2010) Understanding elder sexual abuse and the criminal justice system's response: Comparisons to elder physical abuse, <i>Justice Quarterly</i>, 27:2, 206-224. (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Anderson, G. (2014). <i>Stealing Joy: A True Story of Alzheimer's, Elder Abuse, and Fraud</i>. Far Hills, NJ: New Horizon Press. ISBN-13: 9780692252307.</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Submit Book Review #3 (Anderson, <i>Stealing Joy</i>.....), Sunday, Oct. 15, 11:59 pm CST Deadline</p>
<p>MODULE 9</p> <p>OCTOBER 15-22</p>	<p>Topic Victimization of Special Populations</p> <p>Readings Daigle & Muftic, Chapter 11</p> <p>Video: Mentally Ill Victimization (3:27 minutes)</p> <p>Lund, E. M. (2001). Community-Based Services and Interventions for Adults with Disabilities Who Have Experienced Interpersonal Violence: A Review of the Literature. <i>Trauma Violence Abuse</i> October 2011 12: 171-182 (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Solomon P.L., Cavanaugh M. M., Gelles, R. J. (2005). Family Violence among Adults with Severe Mental Illness: A Neglected Area of Research. <i>Trauma Violence and Abuse</i> January 2005 6: 40-54 (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Submit Supplemental Reading Report #3 (Lund or Solomon et al.), Sunday, Oct. 22, 11:59 pm CST Deadline</p>

<p>MODULE 10</p> <p>OCTOBER 22-29</p>	<p>Topic Victimization at School and Work</p> <p>Readings Daigle & Muftic, Chapter 12</p> <p>Jeanne Clery Act Summary: http://www.cleryact.info/clery-act.html</p> <p>Greene M., (2005). Reducing Violence and Aggression in Schools. <i>Trauma Violence and Abuse</i> July 2005 6: 236-253 (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>National Institute for Occupational Safety and Health. (2012). Diseases and injuries. Retrieved from http://www.cdc.gov/niosh/</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Participate in Discussion #3, Step 1 Wednesday, Oct. 25, 11:59 pm CST Deadline/ Step 2 Sunday, Oct. 29, 11:59 pm Deadline</p>
<p>MODULE 11</p> <p>OCTOBER 29- NOVEMBER 5</p>	<p>Topic Property and Identity Theft Victimization</p> <p>Readings Daigle & Muftic, Chapter 13</p> <p>"Fighting Back against Identity Theft" Federal Trade Commission; http://www.ftc.gov/bcp/edu/microsites/idtheft/)</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Submit Supplemental Reading Report #4 (FTC) Sunday, Nov. 5, 11:59 pm CST Deadline</p>
<p>MODULE 12</p> <p>NOVEMBER 5-12</p>	<p>Topics Victimology from a Comparative Perspective Contemporary Issues in Victimology</p> <p>Readings Daigle & Muftic, Chapters 14,15</p> <p>Video: I Survived my Hate Crime (2:37 minutes) Audio: Domestic Trafficking (1 minute)</p> <p>Rosenblatt, K, and C. Murphey (2014). <i>Stolen: The True Story of a Sex Trafficking Survivor</i>. Grand Rapids, MI: Fleming H. Revell Company. ISBN-13: 9780800723453.</p> <p>Tasks Complete Assigned Readings/Video</p> <p>Submit Book Review #4 (Rosenblatt & Murphey, <i>Stolen</i>.....) Sunday, Nov. 12, 11:59 pm CST Deadline</p>

<p>MODULE 13</p> <p>NOVEMBER 12-19</p>	<p>Topic Evaluation Research & Evidence-Based Practices</p> <p>Readings/Videos</p> <p>Renzetti, C.M., Bush, A., Castellanos, M., & Hunt, G. (2015). Does training make a difference? An evaluation of a specialized human trafficking training module for law enforcement officers. <i>Journal of Crime and Justice</i>. (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Roberto, K.A., Teaster, P.B., McPherson, M.C., Mancini, J.A., & Savla, J. (2015). A community capacity framework for enhancing a criminal justice response to elder abuse, <i>Journal of Crime and Justice</i>, 38:1, 9-26. (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Tasks Listen to Module Lecture Complete Assigned Readings/Video</p> <p>Submit Supplemental Reading Report #5 (Renzetti or Roberto) Sunday, Nov. 19, 11:59 pm CST Deadline</p>
<p>NOVEMBER 22-24</p>	<p>Thanksgiving Break</p>
<p>MODULE 14</p> <p>NOVEMBER 26-DECEMBER 3</p>	<p>Topic Impact of Victimization on Service Providers</p> <p>Readings/Videos</p> <p>Killian, K.D. (2008). Helping till it hurts? A multimethod study of compassion fatigue, burnout, and self-care in clinicians working with trauma survivors. <i>Traumatology</i>, 14:2, 32-44. (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Maltzman, S. (2001). An organizational self-care model: Practical suggestions for development and implementation. <i>The Counseling Psychologist</i> 39:2, 303-319 (Online via SHSU Newton-Gresham Library http://library.shsu.edu/)</p> <p>Tasks Listen to Module Lecture Complete Assigned Readings/Video</p> <p>Participate in Discussion #4, Step 1 Wednesday, Nov. 29, 11:59 pm CST Deadline/ Step 2 Sunday, Dec. 3, 11:59 pm Deadline</p>
<p>MODULE 15</p> <p>DECEMBER 3-6</p>	<p>Task Final Examination Book Review & Essay Citron, D.K. (2016). <i>Hate Crimes in Cyberspace</i>. Cambridge, MA: Harvard University Press. ISBN 9780674659902.</p> <p>Exam opens: 12:01 am CST December 3 (Sunday) Exam closes: 11:59 pm CST December 6 (Wednesday)</p>
<p>DECEMBER 8,9</p>	<p>Fall Commencement Bernard G. Johnson Coliseum</p>