

Department of Criminal Justice and Criminology
CRIJ 3350.08
Victimology (Online)
Fall 2017

Instructor: Dr. Kathy Latz

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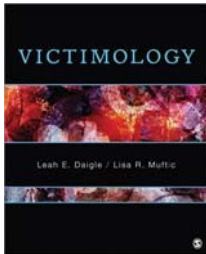
Email: klatz@shsu.edu

Class Hours: Online

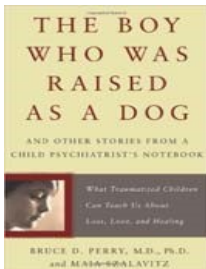
Classroom: Online

Office Hours: Tues. & Thurs. 2pm-4pm (and by appointment)

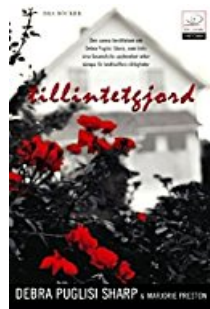
***Required Textbooks:**



Daigle, L.E. and Muftic, L.R. (2015). *Victimology*. Thousand Oaks, CA: Sage Publications.



Perry, B.D. & Szalavitz, M. (2006). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love and healing*. New York, NY: Basic Books.



Puglisi-Sharp, D. (2004). *Shattered: Reclaiming a life torn apart by violence*. New York, NY: Atria Books.

***Required Films:**

As partial fulfillment of the requirements for the course, students will be required to view two documentaries and submit critiques/reaction papers. To do so, they must either rent or purchase:

1.) *It Happened Here* and 2.) *I am Jane Doe*. Both are available through Amazon.com. Students may also wish to check Netflix and Hulu for additional viewing options. Consult the “Film Critique” tab on the course homepage for more information.

***Course Description:** Victimology is the scientific study of victims of crime. This course will examine the characteristics of various victims of crime, victim-offender relationships, the interactions between victims and the criminal justice system, as well as the physical, emotional, and financial harm individuals suffer at the hands of offenders. In exploring these dynamics and connections, this course will address the theory, history, research, legislation, and policy implications related to victimization.

***Course Objectives:**

Through active participation in class, students in this course will:

- (1) Increase their knowledge regarding the amount and different types of victimization,
- (2) Develop an understanding of the etiology of victimization,
- (3) Identify and examine a range of controversial topics surrounding the study of crime victims,
- (4) Develop critical thinking skills through the assessment and evaluation of course readings, and
- (5) Improve communication skills through written assignments and optional discussions.

***Mandatory Reporting:** Under Title IX of the 1972 Education Amendments to the United States Code, I am required to report sexual assault, domestic violence, and stalking to campus administrators. Please avoid disclosing personal information in your papers or posts if you are concerned about it being reported. Confidential help is available should you need it through the SHSU Counseling Center, SAAFE House (936.291.3369), or the National Domestic Violence Hotline (1-800-799-SAFE). For assistance with a Title IX matter, contact the Dean of Students Office at: 936.294.1785, Campus Police (936.294.1000), or 911 in the event of an emergency. Under Texas law, I am also required to report child and elder abuse and the maltreatment of persons with disabilities. To report child abuse, call: 1.800.252.5400 (Texas), the National Child Abuse Hotline (outside of Texas) (1.800.422.4453), or 911 in the event of an emergency.

***Disclaimer:** This course deals with subjects that may be triggering to some students. Should you require assistance, please contact the SHSU Counseling Center: 936.294.1720.

***Attendance Policy:** Unlike a traditional, instructor-led course, this course does not require you to present to class at a specific time. Instead, you must make a consistent effort to read the chapters, complete the assignments, and review the lecture material.

***Statement of Teaching Philosophy:** Of the various lessons I choose to impart in the course of any semester, principal among them are: 1.) tolerance and respect for opposing viewpoints; 2.) writing as a means of expression; and 3.) an appreciation for the American criminal justice system and its processes.

As an educator, I aspire to promote a learning environment in which my students may express their convictions freely. By emphasizing the fact that we are all students of the world who can learn from one another, I encourage them to engage with their fellow classmates, and to open their minds to new ideas. Facilitating lively classroom discussions, I introduce students to multiple sides of an argument. Provided the opportunity to question their own beliefs, they may come to understand *why* they believe what they do--and thus develop skills to form stronger written and verbal arguments.

At the college level, students are expected to express themselves in a clear and intelligent fashion. Yet, while many exhibit sufficient verbal skills, some have difficulty expressing themselves proficiently in writing. It has been my experience that practical, written exercises not only measure students' comprehension of course material, but also provide them an opportunity to improve their writing skills. Through regular feedback, extra credit incentives, and, where necessary, individual tutoring, they may exponentially improve problem areas by the semester's end.

Recognizing that students are unique individuals, who learn in a variety of different ways, I employ a multi-faceted teaching strategy to most effectively meet the needs of my class. An advocate of cooperative learning, I frequently supplement lectures, homework assignments, and required readings with small group activities and discussions. Relating abstract, theoretical principles to real world events, I facilitate a "hands on" approach to studying the crime control and due process ideologies which have governed American jurisprudence throughout history.

By exploring the nexus between the past and the present, students may develop a greater appreciation for contemporary criminal justice trends.

Fundamentally, my teaching philosophy is predicated on educating my students and preparing them for life outside of the classroom. Learning to embrace diversity, to express themselves intelligently, and to appreciate the legal institutions and processes which govern their everyday existence -- these are tools that they may take with them, and apply long after the semester has gone.

***Grading Policy, Scale and Requirements:**

Students will be evaluated according to the following criteria:

A.) Weekly Readings: All readings should be completed by the due dates. Students may post comments or questions about the readings on the optional discussion board.

B.) (2) Book Reviews: Students will be required to complete two book reviews on 1.) *Shattered: Reclaiming a life torn apart by violence*; and 2.) *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing*. Consult the "Book Review Instructions" tab on the course homepage for more information.

C.) Midterm Examination: A midterm examination will be used to assess students' grasp of the course content. The exam will include 50 multiple-choice and true/false questions.

D.) (2) Film Critiques: Students will be required to view two critically- acclaimed films and submit critiques/reaction papers. In order to do so, they must either rent or purchase: 1.) *It Happened Here* and 2.) *I am Jane Doe*. Both are available through Amazon.com. Students may also wish to check Netflix and Hulu for additional viewing options. Consult the "Film Critique" tab on the course homepage for more information.

E.) Final Examination: A (non-cumulative) final examination will be used to assess students' mastery of the course material. The exam will include 50 multiple-choice and true/false questions.

***Course Requirements:**

(2) Book Reviews
(2) Film Critiques
Midterm Examination
Final Examination

***Maximum Point Values:**

25 pts. (12.5 pts. each)
25 pts. (12.5 pts. each)
25 pts.
25 pts.
100 pts.

***Grading Scale:**

A=100-90
B=89-80
C=79-70
D=69-60
F=59 and below

***Make-Up Policy:** Late assignments and examinations will not be accepted without the instructor's prior consent.

***Technical Assistance:** For technical assistance (including questions about Blackboard), call: SHSU Online at 936.294.2780. You may also contact the technicians via email at: blackboard@shsu.edu. *Please note that SHSU Online's hours of operation are Mon.-Sat., 7am-Midnight.

Students are responsible for submitting all assignments by the designated due dates.

For other technology-related concerns (ex. issues with your email account, etc.), contact IT@Sam at: 936.294.1950 or helpdesk@shsu.edu.

For all course-related questions, please contact your professor.

***Annotated Outline of Topics:**

**Please Note: This calendar is tentative and subject to change.*

Module 1 8/23-8/30	Introduction to Victimology
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	<p>*Readings: 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i>,. Thousand Oaks, CA: Sage Publications (Chapter 1)</p> <p>*Tasks: <input type="checkbox"/> Complete the reading assignment & post questions or comments on the optional discussion board. <input type="checkbox"/> Review the Module 1 power point and lecture <input type="checkbox"/> Submit your (MANDATORY) introductory post on the Module 1 discussion board.</p>
Module 2 8/30-9/6	<p>Extent, Theories, and Factors of Victimization</p> <p>*Readings: 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i>,. Thousand Oaks, CA: Sage Publications (Chapter 2) 2.) Puglisi-Sharp, D. (2004). <i>Shattered: Reclaiming a life torn apart by violence</i>. New York, NY: Atria Books (Pp. 1-100).</p> <p>*Tasks: <input type="checkbox"/> Review the Module 2 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Begin working on Book Review #1 (Due 9/20). (Review the instructions under the “Book Review Instructions” tab).</p>
Module 3 9/6-9/13	<p>The Victim-Offender Overlap</p> <p>*Readings: 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i>,. Thousand Oaks, CA: Sage Publications (Chapter 3) 2.) Puglisi-Sharp, D. (2004). <i>Shattered: Reclaiming a life torn apart by violence</i>. New York, NY: Atria Books (Pp. 101-200).</p> <p>*Tasks: <input type="checkbox"/> Review the Module 3 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Continue working on Book Review #1 (Due 9/20).</p>
Module 4 9/13-9/20	<p>Consequences of Victimization</p> <p>*Readings: 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i>,. Thousand Oaks, CA: Sage Publications (Chapter 4) 2.) Puglisi-Sharp, D. (2004). <i>Shattered: Reclaiming a life torn apart by violence</i>. New York, NY: Atria Books (Pp. 200-End).</p> <p>*Tasks: <input type="checkbox"/> Review the Module 4 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Book Review #1 Due 9/20 (11:59pm CST).</p>

Module 5 9/20-9/27	Recurring Victimization <u>*Readings:</u> 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i> ,. Thousand Oaks, CA: Sage Publications (Chapter 5) <u>*Tasks:</u> <input type="checkbox"/> Review the Module 5 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Begin watching <i>It Happened Here</i> and working on Film Critique #1 (Due 10/11) (Review the “Film Critique Instructions” on the course homepage.)
Module 6 9/27-10/4	Victims’ Rights and Remedies <u>*Readings:</u> 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i> ,. Thousand Oaks, CA: Sage Publications (Chapter 6) <u>*Tasks:</u> <input type="checkbox"/> Review the Module 6 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Continue working on Film Critique #1 (Due 10/11)
Module 7 10/4-10/11	Homicide Victimization <u>*Readings:</u> 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i> ,. Thousand Oaks, CA: Sage Publications (Chapter 7) <u>*Tasks:</u> <input type="checkbox"/> Review the Module 7 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Film Critique #1 Due 10/11(11:59pm CST)
Module 8 10/11-10/18	Sexual Victimization <u>*Readings:</u> 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i> ,. Thousand Oaks, CA: Sage Publications (Chapter 8) <u>*Tasks:</u> <input type="checkbox"/> Review the Module 8 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> MIDTERM EXAM (Due 10/18, 11:59pm) (Available 10/11-10/18).
Module 9 10/18-10/25	Intimate Partner Violence <u>*Readings:</u> 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i> ,. Thousand Oaks, CA: Sage Publications (Chapter 9)

	<p>2.) Perry, B.D. & Szalavitz, M. (2006). <i>The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love and healing</i>. New York, NY: Basic Books (Pp. 1-100).</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 9 power point, lecture, and videos. <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Check the ED Forum daily for updates and post at least one reply for the week. <input type="checkbox"/> Begin working on Book Review #2 (<i>The boy who was raised as a dog</i>) (Due 11/8). <p>Review the “Book Review Instructions” on the course homepage.</p>
Module 10 10/25-11/1	<p>Victimization at the Beginning and End of Life</p> <p>*Readings:</p> <p>1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i>,. Thousand Oaks, CA: Sage Publications (Chapter 10)</p> <p>2.) Perry, B.D. & Szalavitz, M. (2006). <i>The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love and healing</i>. New York, NY: Basic Books (Pp. 101-200).</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 10 power point and lecture <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Continue working on Book Review #2 (Due 11/8).
Module 11 11/1-11/8	<p>Victimization of Special Populations</p> <p>*Readings:</p> <p>1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i>,. Thousand Oaks, CA: Sage Publications (Chapter 11)</p> <p>2.) Perry, B.D. & Szalavitz, M. (2006). <i>The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love and healing</i>. New York, NY: Basic Books (Pp. 200-End).</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 11 power point and lecture <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Book Review #2 Due 11/8 (11:59pm CST).
Module 12 11/8-11/15	<p>Victimization at School and Work</p> <p>*Readings:</p> <p>1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i>,. Thousand Oaks, CA: Sage Publications (Chapter 12)</p> <p>*Tasks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Module 12 power point and lecture <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board.

	<input type="checkbox"/> Begin watching <i>I am Jane Doe</i> and working on Film Critique #2 (Due by 11/29). Review the “Film Critique Instructions” on the course homepage.
Module 13 11/15-11/22	Property and Identity Theft Victimization <u>*Readings:</u> 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i> ,. Thousand Oaks, CA: Sage Publications (Chapter 13) <u>*Tasks:</u> <input type="checkbox"/> Review the Module 13 power point and lecture <input type="checkbox"/> Complete the reading assignment & post any questions or comments on the optional discussion board. <input type="checkbox"/> Continue working on Film Critique #2 (Due by 11/29)
11/22-11/24	Happy Thanksgiving!
Module 14 11/25-11/29	Victimology from a Comparative Perspective & Contemporary Issues in Victimology <u>*Readings:</u> 1.) Daigle, L.E. and Muftic, L.R. (2015). <i>Victimology</i> ,. Thousand Oaks, CA: Sage Publications (Chapters 14 & 15) <u>*Tasks:</u> <input type="checkbox"/> Review the Module 14 power point and lecture <input type="checkbox"/> Film Critique #2 Due by 11/29 (11:59pm CST)
Module 15 11/29-12/6	<input type="checkbox"/> Final Examination--Due 12/6 (11:59pm CST) (Available 11/29-12/6).

***UNIVERSITY POLICIES** concerning 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>

Academic Honesty: The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

Services for Students with Disabilities: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academics program of the University. Further, the students shall not be denied the benefits of these programs nor shall they be subjected to discrimination.

Students with disabilities that might affect their academic performance are expected to contact the Services for Students with Disabilities (SSD) at the SHSU Counseling Center for accommodations. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that

participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities.

Services for students with disabilities can be accessed via the following website:

<http://www.shsu.edu/~counsel/sswd.html>

Student Absences on Religious Holy Day Policy: Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, United States Tax Code.