



Texas A&M
UNIVERSITY
Central Texas

CRIJ 5389
Victimology
Fall 2017

Class Location: FH 213
Class Hours: W 6-9
Instructor: Floyd Berry, PhD
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Office Hours: MTWR 2-5
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1.0 Course Description

Victimology is the social scientific study of the relationship between offenders and victims. Victim populations, characteristics, and prevalence are examined. Prominent theories are examined according to empirical evidence.

2.0 Accessing Canvas

This is a lecture course with online components in Canvas. The student accesses Canvas on the TAMUCT website ("Search myCT").

3.0 Course Objectives

1. Students will be able to describe the historical development of victimology.
2. Students will be able to discuss and critically analyze prominent theories of victimology.
3. Students will be able to describe the dual nature of the offender-victim phenomenon.
4. Students will be able to critically examine and discuss the role of government agencies in collecting data on victims.
5. Students will write a literature review based on some victim population of interest and present their main findings in oral presentation.

4.0 Textbook

4.1 Required for Course

Daigle, L. E., & Muftić, L. R. (2016). *Victimology*. Los Angeles: Sage.

4.2 Recommended but Not Required

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. NOTE: *This work will be referred to as the APA manual in this syllabus and in the course.*

- Davies, P., Francis, P., & Greer, C. (Eds.). (2007). *Victims, crime and society*. Los Angeles: Sage.
- Hindelang, M. J., Gottfredson, M. R., & Garofalo, J. (1978). *Victims of personal crime: An empirical foundation for a theory of personal victimization*. Cambridge, MA: Ballinger.
- Schafer, S. (1968). *The victim and his criminal: A study in functional responsibility*. New York: Random House.
- Von Hentig, K. (1979). *The criminal and his victim: Studies in the sociobiology of crime* (Originally published in 1948 by Yale). New York: Schocken.
- Walklate, S. (Ed.). (2018). *Handbook of victims and victimology* (2nd ed.). London: Routledge.
- Wolfgang, M. E., & Ferracuti, F. (1967). *The subculture of violence: Towards an integrated theory in criminology*, (2001 reprint by Routledge). London: Tavistock.

5.0 Course Requirements

5.1 Exams (400 pts)

The student will take two exams, a mid-term and a final. Each exam is valued at 200 points. The student has a maximum of two hours to take the exam, given immediately after roll call. The exam window closes, however, when two hours have elapsed. The mid-term exam will receive comments from the instructor and returned to student via the message feature of Canvas. The exams are essay in nature, and the student must access a computer terminal at the library and use Microsoft Word to complete the two exams. Use of books, notes, or the internet (except for use of Canvas when submitting work) is forbidden during these two exams. Students are advised to review their work before submission. Submission will be as an attachment to the message feature of Canvas. The following rubric will guide the instructor in grading exams.

Qualities & Criteria	Poor	Good	Excellent
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <p>(Weight: 70%)</p> <p>(continued)</p>	<p>Essay is not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues.</p> <p>(0-109 pts)</p>	<p>Essay is mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues.</p> <p>(110-131 pts)</p>	<p>Essay is objective and addresses all the issues. Provided information is necessary and sufficient to discuss the issues.</p> <p>(132-140 pts)</p>

<p>Quality of Writing</p> <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence <p><i>(Weight: 30%)</i></p>	<p>Essay is poorly written and contains flagrant spelling and grammatical errors. Essay is poorly organized, lacks clarity, and incoherent.</p> <p>(0-40 pts)</p>	<p>Essay is mostly well-written, without spelling or grammatical errors. Essay is well organized, is clear, and ideas are presented in coherent ways.</p> <p>(41-55 pts)</p>	<p>Essay is well-written, without spelling or grammatical errors. Essay is well organized, clear, and ideas are presented in coherent ways.</p> <p>(56-60 pts)</p>
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A week before each exam, the instructor will provide students with two exam questions. This practice provides the student with a week's worth of preparation. It is highly recommended that students compose some outline of how they will write their essays and commit that outline to memory. After beginning the exam, students may wish to write their memorized outlines on the blank exam questions page, given to students before they begin their exams. This practice provides coherency and organization for one's essay.

5.2 Class Participation (100 pts)

The students are expected to participate in class discussions, indicating an understanding of the reading material and how to apply it. Students earn a point for full attendance on a specific day (appears on time and does not leave early). Students earn an additional point for participating in class discussion. (No points are awarded on exam days, however.) Thus, the student earns 0-2 points on each class day (total of 13 days), which translates into the following grade for class participation in the course:

Points	Grade	Points	Grade
26	100	16-17	75
24-25	95	14-15	70
22-23	90	12-13	65
20-21	85	10-11	60
18-19	80	0-9	0

NOTE: If the student is tardy (appears in class after roll is called), it is the responsibility of the student to notify the instructor at the conclusion of class (before leaving the classroom that evening), that the student arrived in class and would like to receive some credit for class participation. Failure to notify the instructor may result in an absence for that day. The student is allowed to miss a class without major reduction in points. **If the student misses two classes, the final letter grade for the course will be reduced by one letter grade (e.g., A becomes a B, B becomes a C, etc.).**

5.3 Discussion Posts

During the weeks of 10/4 and 11/15 (see Course Calendar), classes will be online, and students will submit two discussion posts. Discussion posts should be one or two paragraphs in length and should be critical (from an academic perspective). Simple agreeing with someone is not adequate and requires more substance. Students should indicate to their colleagues and the professor that they understand the material. Discussion posts will be graded as class participation for those two weeks (see section 5.2).

On 10/4, students will initiate their first post by indicating their paper topic and indicate why they are interested in this topic. The second post will respond to a post from the instructor.

On 11/15, students will reply to the instructor's post and then reply to another student's post.

5.4 Academic Honesty

During the first week of class, the student is to read the section in the syllabus on academic honesty (section 8.0) and the material at the Purdue University OWL website regarding plagiarism. The student must sign the document pertaining to academic honesty and return it to the instructor. **NOTE: Students will not be allowed to continue in the course without notifying the instructor of their comprehension of this material (by signing the document and submitting it to the instructor).**

5.5 Term Paper Topic (25 pts)

On 10/4/17, students shall present to the online class the topic of their term papers. A paragraph should suffice. Students shall indicate their topic and why they have chosen this topic.

5.6 Annotated Bibliographies (100 pts)

On 11/29/17, students shall submit *at least* 15 annotated bibliographies based on peer-reviewed sources, using Microsoft Word documents. Students shall choose from any one type of victimization (e.g., bullying victimization) and should include information regarding (1) definitions, (2) prevalence, (3) characteristics of victims, and (4) consequences (e.g., disturbed emotions or problematic behavior). **The sources must be from academic articles published in peer-reviewed journals and available from the TAMUCT library databases.** There is no need for a cover page, but do provide a header for each bibliographic page that matches the header of the term paper. Students will submit their annotated bibliographies via the message feature of Canvas.

5.7 Term Paper Presentation (75 pts)

On 12/6/17, students shall give oral presentations of their term papers to the class and field questions, using PowerPoints. This should take about 10-15 minutes, highlighting the main points of the term paper. The presentation should bring all of the sources together in some way for a unified presentation of the topic.

5.8 Term Paper (300 pts)

On 12/6/17, the student shall submit a term paper, using APA guidelines, using the message feature of Canvas. The paper shall be in the form of a **literature review** based on peer-reviewed sources. One's annotated bibliographies are consulted to write the review. Students shall choose from any one type of victimization (e.g., bullying victimization) and should include information regarding (1) definitions, (2) prevalence, (3) characteristics of victims, and (4) consequences (e.g., disturbed emotions or problematic behavior). Sub-headings will be used in the paper, except for the introduction, in conformity with the APA manual. The paper will have an introduction and a summarizing conclusion. **The literature review will be based on a minimum of 15 sources. The sources must be from academic articles published in peer-reviewed journals and available from the TAMUCT library databases.**

Sources must be legitimate sources for credit and not be viewed as "fillers" to satisfy the requisite number of sources. For example, if an identical idea is found in two articles, citing both articles would be improper when one of them will do; however, if the two researchers disagree on an idea or cover different aspects of the concept or practice, then both may be considered legitimate sources. Students are expected to actually read the article, at least the abstract and conclusion/discussion, before citing the article as a source. To simply cite a source because another source has cited it, without inspecting the article oneself, is a form of academic dishonesty. The author may have misinterpreted data, and by simply citing an article without having read it, one assumes that the data is not misinterpreted or that no typos in the source information exist. It may also be an inaccurate citation, for even researchers make errors, citing one source for an idea when they intended to cite another. Students will not know this if they don't access the referenced article themselves.

The paper shall conform to the APA manual, having a cover page, the body of the paper, and a references page. There is no need for an abstract page, inasmuch as the prose product is a simple literature review. The student shall use Microsoft Word. The paper shall be double-spaced, using normal margins (1"). The completed term paper shall consist of, *at minimum*, 9 pages, including the cover page, body of paper, and references page. The body of the paper will consist of *a minimum of 7 pages*. The typeface shall be Times New Roman, size 12. The paper shall have a header with page number. (To create the header,

choose Insert, Page Number, Top of Page, and Plain Number 3.) The running head will conform to the APA manual.

The student should avoid the use of second-person pronouns, dangling modifiers, sentence fragments, excessive use of figures of speech, bulleted items that are not part of a complete sentence, and the word “etc.” (Refer to APA manual.) **Under no circumstances shall the student *quote* any portion of any source.** Instead, students shall use their own words in conveying the meaning of cited source material. Points will be deducted for using these forbidden items. Students should review their papers before submission and make needed changes.

The **cover page**, in addition to the Running head feature, shall include the following information, centered on the page:

An Examination of (your topic)

John Smith (your name)

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The words “An Examination of” may be omitted, in accordance with APA. Do **not** submit the term paper to turnitin.com or other related tool. The paper is graded according to the following rubric:

Qualities & Criteria	Poor	Good	Excellent
<p>Format/Layout</p> <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Requirements of length, font, and style • APA style • <p><i>(Weight: 20%)</i></p> <p><i>(continued)</i></p>	<p>Follows poorly the requirements related to format and layout.</p> <p>(0-30 pts)</p>	<p>Mostly follows the requirements related to format and layout.</p> <p>(31-35 pts)</p>	<p>Closely follows all the requirements related to format and layout.</p> <p>(36-40 pts)</p>

<p>Content</p> <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <p><i>(Weight: 40%)</i></p>	<p>Essay is not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues.</p> <p>(0-63 pts)</p>	<p>Essay is mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues.</p> <p>(64-71 pts)</p>	<p>Essay is objective and addresses all the issues. Provided information is necessary and sufficient to discuss the issues.</p> <p>(72-80 pts)</p>
<p>Quality of Writing</p> <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence <p><i>(Weight: 20%)</i></p>	<p>Essay is poorly written and contains flagrant spelling and grammatical errors. Essay is poorly organized, lacks clarity, and incoherent.</p> <p>(0-30 pts)</p>	<p>Essay is mostly well-written, without spelling or grammatical errors. Essay is well organized, is clear, and ideas are presented in coherent ways.</p> <p>(31-35 pts)</p>	<p>Essay is well-written, without spelling or grammatical errors. Essay is well organized, clear, and ideas are presented in coherent ways.</p> <p>(36-40 pts)</p>
<p>Citations, References, & Style</p> <ul style="list-style-type: none"> • APA style • Sources correctly referenced <p><i>(Weight: 20%)</i></p>	<p>Essay fails to follow APA guidelines and sources are incorrectly referenced for content expressed in sources.</p> <p>(0-30 pts)</p>	<p>Essay mostly follows APA guidelines and sources are (mostly) referenced correctly for content.</p> <p>(31-35 pts)</p>	<p>Essay follows APA guidelines and sources are correctly referenced for content.</p> <p>(36-40 pts)</p>

NOTE: The student is expected to have an adequate knowledge of the essentials of grammar, writing style, and guidelines for paper organization and referencing in accordance with the APA manual and consistent with graduate-level college standing. If the student does *not* have adequate knowledge in these areas, then the purchase and use of additional books is recommended. Failure to provide written work in accordance with the essentials of acceptable, English writing style and APA guidelines will result in poor grades.

6.0 Grading Matrix and Conversion

6.1 Matrix

	Points
Exams (2 @ 200)	400
Class Participation	100
Paper Topic	25
Annotated Bibliographies	100
Presentation	75
Term Paper	300
Academic Honesty Document	-----
Total:	1000

6.2 Conversion to Course Letter Grade

Points	%	Grade
900 – 1000	90 – 100	A
800 – 899	80 – 89	B
700 – 799	70 – 79	C
600 – 699	60 – 69	D
0 – 599	0 – 59	F

7.0 Course Calendar¹

Date	Topics/Activities	Readings ²	Assignments Due ³
8/30	Academic honesty Course requirements Citations and references	Academic honesty/plagiarism readings (see document) Syllabus PowerPoint discussion	
9/6	Introduction to victimology	ch 1	Academic honesty document due
9/13	Prevalence and theories	ch 2	
9/20	Victim-offender duality	ch 3	
9/27	Consequences of victimization	ch 4	
10/4	Class is Online this week! Topic Recurring victimization	ch 5	Topic due Discussion Posts
10/11	Mid-term exam (chs 1-5)		
10/18	Homicide victimization	ch 7	
10/25	Sexual victimization	ch 8	
11/1	Child and elder abuse	ch 10	
11/8	Special populations	ch 11	
(cont.)			

11/15	Class is online this week! Victimization at school and work	ch 12	Discussion Posts
11/22	No class		
11/29	Property and identity theft	ch 13	Annotated bibliographies due
12/6	Presentations		Term paper due Presentations due
12/13	Final exam (chs 7-8, 10-13)		

¹ Events are subject to minor revision

² All readings are in Daigle & Muftić, *Victimology*

ch = chapter, **chs** = chapters, **pp** = pages

³ All assignments are due at 6:00 p.m.

8.0 Academic Honesty

TAMUCT expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, self-plagiarism (“recycling”), or collusion. The instructor shall initiate action for each case of academic dishonesty and report it to the Associate Director of Student Conduct. Zero points will be assigned for any course product that violates academic honesty. The student should access this link for more information: <https://www.tamuct.edu/departments/studentconduct/academicintegrity.php>.

9.0 Disability Support

If students believe that this course may present barriers to learning due to a disability, they must contact Access and Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, students may visit their website at <https://www.tamuct.edu/departments/access-inclusion/>. Any information that the student provides is private and confidential and will be treated as such. The instructor cannot accommodate students’ disabilities unless they communicate with Access and Inclusion first.

10.0 Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the social sciences. In this course, each voice in the classroom has value in contributing to class discussion. The student should respect the different experiences, beliefs, and values expressed by one’s fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

11.0 Writing Center

The University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in Warrior Hall, Rm 416. The Center is open 11 am - 6 pm, Monday-Thursday during the term. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office Suite and connects to WIFI, or by consulting the resources on writing, including all of the relevant style guides. Students may also arrange a individual session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective creative and revision strategies.

12.0 Late Work

As a rule, make-up work for term paper topic, annotated bibliographies, presentation, term paper, and exams will not be accepted. In rare instances, however, *a make-up for the mid-term exam may be offered, but with a 20-point deduction* (evidence pertaining to a serious emergency will be considered for such a makeup). *In no instance will a make-up be offered for the final exam, and in no instance will a make-up for an exam be given after two weeks from the original exam date.* To be considered as a prospect for making up an exam, the student must contact the instructor within 24 hours of having missed an exam for purposes of making it up. A request for make-up, of course, may or may not be granted. The final course grade will be posted within a few days of the final exam; therefore, *no incompletes will be awarded for this course.* If students foresee that they will be unable to complete the course, then they should either drop the course or accept the posted grade.

13.0 Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the course calendar (sect. 7.0). If modified, the revised course calendar will be posted on Canvas and will replace section 7.0 of the syllabus.

14.0 Contact with the Instructor

The student should contact the instructor via the message feature of Canvas about any topic or issue that pertains to the course.

15.0 Announcements

The student is responsible for checking Canvas on a near-daily basis for ongoing announcements pertaining to the course.