

CRIM 6308: Victimology Course Syllabus

Course Information

Course Number/Section CRIM 6308.001
Course Title Victimology
Term Spring 2022
Class Time & Location Tuesday 4:00 - 6:45 PM GR 4.208

Professor Contact Information

Professor Dr. Michelle Harris
Office Phone 972-883-2485
Email Address Michelle.Harris@utdallas.edu
Office Location GR 3.528
Online Office Hours Tuesday 2:00 - 3:30 PM and by appointment
Other Information Please use your UTD email for all correspondence

Course Modality and Expectations

Instructional Mode	The instructional modality for this course is in person, meaning that synchronous learning at the day and time of the class will take place.
Course Platform	This course will be supplemented using three main platforms including eLearning, MS Teams, and MS Stream (if needed). The primary platform — eLearning — will be used to provide relevant content, notes, and assignments.
Expectations	Although this is an elective course, it will require quite a bit of work. It is imperative that you complete all of the required readings and content on time. If students have the ability to attend our class meetings on Tuesdays from 4:00-6:45 PM, I strongly encourage you to do so, as critical discussions of relevant content, the ability to ask questions, and interactions with others will be imperative.

COVID-19 Guidelines and Resources

Student Resources

[Student Safety](#): Students are expected to make a Comet Commitment by adhering to the safety and health expectations to keep the UT Dallas community and fellow Comets safe.

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see ["What should I do if I become sick?"](#))

[Spring 2021 Return to Campus](#): students are encouraged to read this guide in order to adhere to University requirements

[Classroom Safety](#): covers topics such as Face Coverings, Classroom Density, Identifying Useable Areas, Sanitation

[Campus Guidelines](#): covers topics such as Entering Buildings, Face Coverings, Using Elevators, Restrooms, Staff Screenings, Dining On Campus, Retail Services, Print Shop

[Asynchronous Access for Spring 2021](#): provides details about asynchronous option. Additional information is posted on the [Spring 2021 Registration Information](#) website.

COVID-19 Resources

[Comets United: UTD Responds to COVID 19](#): check frequently

[FAQ](#): check out the FAQs and reach out to your instructor or academic advisor if answers are not included

[Student Resources](#): a variety of resources are available to help students during this unprecedented pandemic.

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching associates/assistants and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy - [UTDBP3102](#), faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-5202. Additional information and resources may be found at <https://www.utdallas.edu/institutional-initiatives/title-ix/resources/>.

Class Participation

Regular class participation is expected regardless. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The Instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

None

Course Description

The contemporary criminal justice system is largely focused on the offender. In recent years, though, increased attention has been given to the victim. Thus, the study of victimology is largely devoted to understanding the unique experience of crime victims. As such, victimology focuses on the causes of victimization, the experience of different types of victimization, and the role of the victim in the criminal justice system. In this course, we will discuss theoretical explanations of victimization as well as controversial issues within the field of victimology.

Student Learning Objectives/Outcomes

This course is designed to be a seminar-format course in which information in various forms will be presented and discussed by both the instructor and the students. Through active participation in class, by the end of the course students should be able to:

- (1) describe the prevalence and measurement of different types of victimization
- (2) analyze the etiology of different types victimization
- (3) identify and examine a range of controversial topics surrounding the study of crime victims
- (4) critically assess the role of the victim in the criminal justice system
- (6) effectively communicate through writing and orally

Required Textbooks and Materials

Required Texts

There is not a required textbook for this course. Readings are available via the internet, library, or posted to eLearning.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Calendar

Week 1- January 18th: Introduction to the Course and Victimology

Readings:

Chapter 1- Daigle, L.E. (2021). *Victimology: The Essentials*. Chapter 1. Sage Publications

Week 2- January 25th: Measurement and Extent of Victimization

Readings:

Daigle, L. E., Snyder, J. A., & Fisher, B. S. (2016) Measuring victimization: Issues and new directions. In Huebner, Beth M. and Bynum, Timothy S. (Eds.) *Handbook in Criminology and Criminal Justice* (pp. 249-276). Wiley-Blackwell.

The National Crime Victimization Survey (eLearning)

NCVS findings for 2020 – get feel for what is measured, the extent of victimization, who is victimized (eLearning)

Uniform Crime Report Data for 2018 – pay attention to what is measured, the extent of crime, information on victimization (eLearning)

NIBRS Data – pay attention to what is measured, the extent of crime as compared to UCR, information on incidents (eLearning)

Crime Survey for England and Wales - get feel for what is measured, the extent of victimization, who is victimized (eLearning)

- *Be able to compare/contrast UCR, NCVS, and NIBRS
- *how does CESW compare?

NCVS incident Report (eLearning)

NCVS Screen Question (eLearning)

*Don't spend a lot of time here, but see how screen questions are worded and how detailed the incident report is

Assignment: Table Comparing Measurement Strategies and Providing Key Findings

Week 3- February 1st: Theories Part I

Readings:

Hindelang, M. J., Gottfredson, M.R., & Garofalo, J. (1978). Toward a theory of personal criminal victimization. In Hindelang, M. J., Gottfredson, M.R., and Garofalo, J., *Victims of Personal Crime: An Empirical Foundation For a Theory of Personal Victimization*. Cambridge, Mass: Ballinger Publishing Company.

Cohen, L.E. & M. Felson. (1979). Social change and crime rate trends: A routine activities approach. *American Sociological Review*. 44, 88-100.

Miethe, T.D., & Meier, R. F. (1990). Opportunity, choice, and criminal victimization: A test of a theoretical model. *JRCD*, 27, 243-266.

Pratt, T. C., & Turanovic, J. J. (2016). Lifestyle and routine activity theories revisited: The importance of "risk" to the study of victimization. *Victims & Offenders*, 335-354.

Assignment: Response Paper – address the following:

What are the key propositions/components of routine activities theory? Lifestyle-exposure theory? How do these perspectives compliment and differ from one another?

Week 4- February 8th: Theories and Risk Factors Part II

Readings:

Schreck, C. (1999). Criminal victimization and low self-control: An extension and test of a general theory of crime. *Justice Quarterly*, 16, 633-654.

Boutwell, B. B., Franklin, C. A., Barnes, J. C., Tamplin, A. K., Beaver, K. M., & Petkovsek, M. (2013). Unraveling the covariation of low self-control and victimization: A behavior genetic approach. *Journal of Adolescence*, 36(4), 657-666.

Felson, R. B., & Burchfield, K. B. (2004). Alcohol and the risk of physical and sexual assault victimization. *Criminology*, 42(4), 837-860.

Chen, F. R. (2020). Behavioral Inhibition System function as the mediator in the pathway from electrodermal fear conditioning to antisocial behavior: Integrating the Reinforcement Sensitivity Theory. *Personality and Individual Differences*, 166, 110179.

Assignment: Dialogical Writing Assignment: Address the following:

How can policy makers or those working in CJ/Victim Services use the findings linking biopsychosocial risk factors to victimization? What are the challenges in doing so? What are the responses to those who worry about these findings being construed as deterministic?

Week 5- February 15th: Revictimization

*Be sure to turn in paper topic proposal

Readings:

Farrell, G., Phillips, C., & Pease, K. Like taking candy: Why does repeat victimization occur? *British Journal of Criminology*, 35, 384-399.

Clay-Warner, J., Bunch, J. M., & McMahon-Howard, J. (2016). Differential vulnerability: Disentangling the effects of state dependence and population heterogeneity on repeat victimization. *Criminal Justice and Behavior*, 43, 1406-1429.

Daigle, L. E., Harris, M. N., & Teasdale, B. (2020). Psychopathic traits and victimization: what mechanisms mediate the relationship?. *Criminal Justice and Behavior*, 47(7), 886-904.

Turanovic, J. J., & Pratt, T. C. (2014). "Can't stop, won't stop": Self-control, risky lifestyles, and repeat victimization. *Journal of Quantitative Criminology*, 30, 29-56.

Listen:

Listen to the podcast:

You Are Not So Smart – "Learned Helplessness" Episode 91

Just read abstract:

Mitchell, K. J., Moschella, E. A., Hamby, S., & Banyard, V. (2020). Developmental Stage of Onset, Poly-Victimization, and Persistence of Childhood Victimization: Impact on Adult Well-Being in a Rural Community-Based Study. *Child Maltreatment, 25*(1), 20–31

Assignment: Response Paper: Address the following:

Why are people at risk of experiencing more than one victimization? Given the risks, what can be done to prevent revictimization?

Week 6- February 22nd: Victimization as Trauma

Readings:

Berg, M.T, & Felson, R.B. (2016). Why are offenders victimized so often? From The Wiley Handbook on the Psychology of Violence. Editors: Carlos A. Cuevas and Callie Marie Rennison. John Wiley & Sons.

Karr-Morse, R., & Wiley, M. S. (1997). *Ghosts from the nursery: Tracing the roots of violence*. Atlantic Monthly Press.

**read chapters 2 and 7 (eLearning)*

Karr-Morse, R. (2012). *Scared sick: The role of childhood trauma in adult disease*. Basic Books.

**read excerpt (eLearning)*

Watch:

National Center for Victims of Crime Videos:

Part 1 What Makes Victimization Traumatic (eLearning)

Part 2 The Developmental Effects of Victimization and Trauma (eLearning)

Assignment: Response Paper: Address the following:

Is victimization a form of trauma? How does it help conceive of victimization as trauma in terms of understanding the consequences of victimization? Is there anything in the reading that surprised or particularly resonated with you? Why?

Week 7- March 1st: Victim Services

Readings:

Boateng, F. D., & Abess, G. (2017). Victims' role in the criminal justice system: A statutory analysis of victims' rights in US. *International Journal of Police Science & Management, 19*(4), 221-228.

Daigle, L. E., Guastaferrero, W. P., & Azimi, A. (2016). Victims' compensation as a tool of therapeutic justice? Examining the physical and mental health needs of victim compensation applicants. *Violence and Victims, 31*, 834-853.

Atlantic Article: What are Victim Impact Statements For? (eLearning)

Stanford Rape Victim's VIS (eLearning)

Alliance for Safety and Justice: Crime Victim Survey on Perspectives of CJ (eLearning)

Assignment: Analytic Memo

Week 8- March 8th: Fear of Crime

Readings:

Ferraro, K. F., & LaGrange, R.L. (1987). The measurement of fear of crime. *Sociological Inquiry*, 57, 70-101.

LaGrange, R.L., Ferraro, K. F., & Supancic, M. (1992). Perceived risk and fear of crime: Role of social and physical incivilities. *Journal of Research in Crime and Delinquency*, 29, 311-334.

Ferraro, K. F. (1996). Women's fear of victimization: Shadow of sexual assault? *Social Forces*, 75, 667-690.

Lane, J., Gover, A. R., & Dahod, S. (2009). Fear of violent crime among men and women on campus: The impact of perceived risk and fear of sexual assault. *Violence and victims*, 24(2), 172-192.

Suggested Reading (NOT REQUIRED): Yang, S., & Wyckoff, L. (2010). Perceptions of safety and victimization: Does survey construction affect perceptions? *Journal of Experimental Criminology*, 6, 293-323.

Assignment: Poster or Exhibit

Week 9- March 15th: Spring Break!

Week 10- March 22nd: Sexual Victimization I

Readings:

Daigle, L. E., Fisher, B. S., & Stewart, M. (2009). The effectiveness of sexual victimization prevention among college students: A summary of "what works". *Victims and Offenders*, 4(4), 398-404.

Krebs, C. (2014). Measuring sexual victimization: On what fronts is the jury still out and do we need it to come in? *Trauma, Violence, & Abuse*, 15, 170-180.

Ferguson, C. E., & Malouff, J. M. (2016). Assessing police classifications of sexual assault reports: A meta-analysis of false reporting rates. *Archives of sexual behavior*, 45(5), 1185-1193.

Felix, S.F., Daigle, L.E., & Hawk, S.R. Lesbian, gay, and bisexual victims' reporting behaviors to informal and formal sources. *Sexuality Research and Social Policy*.

Assignment: Response Paper- Address the following:

Do you think we can get accurate estimates of sexual victimization? Why or why not? Why is sexual victimization so unlikely to be reported? What can we do to improve reporting and decrease the public's perception that people falsely accuse others of rape at very high levels?

Week 11- March 29th: Sexual Victimization Part II

Readings:

Abbey, A. et al. (2001). Alcohol and sexual assault. *Alcohol Research & Health*, 25, 43-51.

Kelley, E. L., Orchowski, L. M., & Gidycz, C. A. (2016). Sexual victimization among college women: Role of sexual assertiveness and resistance variables. *Psychology of Violence*, 6(2), 243–252.

Gidycz et al. (2006). Women's risk perception and sexual victimization: A review of the literature. *Aggression and Violence Behavior*, 11, 441-546.

Franklin, C. A. (2016). Sorority affiliation and sexual assault victimization: Assessing vulnerability using path analysis. *Violence against women*, 22(8), 895-922.

Listen:

Listen to podcast: Intelligence Squared U.S. Debates, "Should courts or campuses decide sexual assault cases?"

Visit:

Visit: <https://projects.chronicle.com/titleix/>

Suggested reading (NOT REQUIRED): Ullman, S. E. (2007). A 10-year update of "Review and critique of empirical studies of rape avoidance." *Criminal Justice and Behavior*, 34, 411-429.

Assignment: Infographic

Week 12- April 5th: Intimate Partner Violence

Readings:

Tjaden, P., & Thoennes, N. (2000). Prevalence and consequences of male-to-female and female-to-male intimate partner violence as measured by the National Violence Against Women Survey. *Violence Against Women*, 6, 142-161.

Straus, M.A., Hamby, S. L., Boney-McCoy, S., & Sugarman, D. B. (1996). The revised Conflict Tactics Scale (CTS2): Development and preliminary psychometric data. *Journal of Family Issues*, 17, 283-316.

***do not read whole article; only read pp. 310-311. Look at CTS2 for how to measure intimate partner violence*

Johnson, M. P. (2006). Conflict and control: Gender symmetry and asymmetry in domestic violence. *Violence Against Women, 12*, 1003-1018.

Felson, R. B. (2006). Is violence against women about women or about violence? *Contexts Magazine, 5*, Issue 2.

Reed et al., 2017. Gender matters: Experiences and consequences of digital dating abuse victimization in adolescent dating relationships. *Journal of Adolescence, 59*, 79-89.

Huffington Post: Why didn't you just leave? (eLearning)

Assignment: Popular Press Critique

Week 13- April 12th: Victimization of Special Populations

Readings:

Silver, E., Arsenault, L., Langley, J., Caspi, A., & Moffitt, T. (2005). Mental disorder and violent victimization in a total birth cohort. *American Journal of Public Health, 95*, 2015-2021.

Daquin, J., Daigle, L. E., & Listwan, S. J. (2016). Witnessing victimization in prison and post-release outcomes. *Criminal Justice and Behavior, 43*, 1018-1033.

Codina, M., Pereda, N., & Guilera, G. (2020). Lifetime victimization and poly-victimization in a sample of adults with intellectual disabilities. *Journal of Interpersonal Violence*.

Inside Higher Ed Article (eLearning)

Listen:

Listen: Reducing Crime Podcast Episode 15 Ella Cockbain
<https://www.reducingcrime.com/podcast-1-20>

Assignment: Response Paper: Address the following:

What do these special populations, if anything, have in common that would influence their risk for victimization? What theories may help us understand the victimization of these special populations (and how do they apply)?

Week 14- April 19th: Crime (or Victimization) Prevention

Readings:

Clarke (1997): Situational Crime Prevention Introduction (eLearning)

Felson : Those Who Discourage Crime (eLearning)

Coker, A. L., Cook-Craig, P. G., Williams, C. M., Fisher, B. S., Clear, E. R., Garcia, L. S., & Hegge, L. M. (2011). Evaluation of Green Dot: An active bystander intervention

to reduce sexual violence on college campuses. *Violence against women*, 17(6), 777-796.

Feder et al. Mandated Batterer Intervention Programs to Reduce Domestic Violence Ch. 9 in *Preventing Crime: What Works for Children, Offenders, Victims and Places* Editors: Welsh, Brandon C., Farrington, David P. (Eds.)

Piza et al. (2019): CCTV surveillance for crime prevention A 40-year systematic review with meta-analysis. *Criminology & Public Policy*, 18, 135-159.

Assignment: Evaluate a Prevention Program:

Find a crime prevention program that has not been discussed in your reading and write a one-page paper describing the program, its aims, and the research findings on its effectiveness.

Week 15- April 26th: Presentations

Grading Policy

The final grade in the course will consist of points acquired on the following:

Weekly Writing Assignments (8 @ 20 points)	160 points
Class Participation	30 points
Discussion Leading	30 points
Project	100 points
Total:	320 points

The final letter grade will be determined using the following grading schema based on the percentage of total points earned:

98-100% A+	83-86% B	67-69%	D+
93-97% A	80-82% B-	63-66%	D
90-92% A-	77-79% C+	60-62%	D-
87-89% B+	73-76% C	<59%	F
	70-72% C-		

Course Requirements

Reading

It is expected that all reading assignments will be completed prior to the beginning of class. To participate in class discussions in a meaningful way, it is necessary to have an understanding of the assigned material.

Class Participation

Participation in class discussion and activities are key elements to the format and success of the class. As graduate students, you are expected to meaningfully contribute to each class discussion. A portion of your final grade consists of points earned through participation in in-class activities and/or contributing to the discussion board. Participation includes coming to the class having read assigned material, preparing any

assignment given the previous week, contributing to discussion, and participating in in-class activities. We will also have discussion boards for each week's class. You can post THOUGHTFUL comments to the discussion board after class to follow up on what is discussed in class, ask questions, and expand on topics. I will use these discussion board posts as part of your participation grade.

Students are encouraged to ask questions before, during, and after class. Should you need assistance, students are welcome to contact me via email or phone.

Each week, 1-2 students will lead class discussion. They will be randomly assigned at the beginning of the semester. They should prepare questions ahead of class and **submit them to the instructor 48 hours in advance (e.g., Sunday's by 4:00 PM)** and bring these questions to class to lead discussion. They will be the class "go-to" person that day.

Written Assignments

You will turn in 8 assignments based on the reading and class. There are 14 weeks of class— you must choose **8 weeks** for which you will turn in an assignment. Each writing assignment is designed to critically assess material and apply course concepts to issues related to people with mental disorders. Each assignment will also be used as an assessment of your ability to express your ideas in writing. It is expected that all assignments be turned in by the beginning of the class period to eLearning on the specified due date.

Late papers will NOT be accepted! It is up to you to integrate the readings together in your assignment.

Out of the 8 weeks, at least 3 of your assignments must be one-single spaced "response" paper that integrates the week's readings.

Project

Each student will produce a final project related to a victimization topic. The project will include a paper and a presentation. The paper will consist of a front-end, methods, data analysis, results, and conclusion (PhD students), or development of a research plan (master's students). Students may work independently or in groups of 2. More details about the project will be distributed in class. Additional details on the final project can be found on eLearning. The project topic and design must be approved by the instructor by **February 15th**.

Course Policies

Extra Credit

There will be NO extra credit given in this course.

Late Work

Aside from university approved excused absences, no late work will be accepted. You must turn in all assignments during class on the scheduled dates. If you know of absences in advance, **please notify me as soon as possible to make arrangements**. Whether or not an excuse is legitimate is at the sole discretion of the instructor.

Classroom Citizenship

As noted above, class participation is a component of your grade. As such, everyone is

encouraged to engage the instructor and fellow students by contributing to discussions. In other words, please ask questions via live class meetings, eLearning discussion boards, through email, or set a meeting with me via MS Teams! You are each here to learn and one of the best ways to do so is by engaging in discussion about the topic at hand and sharing your ideas. However, I insist on respectfulness in the online classroom for all participants. Disrespect to any classroom participant will not be tolerated. Any classroom participant behaving in such a manner may be subject to grade reduction or referral to the appropriate university officials.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.