COURSE DESCRIPTION
In this course, we will survey the field of victimology, which is the study of victims of crime. We will address the extent of victimization in the U.S., considering both violent victimization—such as sexual assault—and property victimization—such as identity theft. We will examine the dominant theoretical explanations for victimization, and we will discuss the causes and consequences of victimization, including the behavioral and psychological reactions to being a victim of crime. We will examine victimization in a wide range of contexts, from intimate relationships to work and school. We will read about a wide range of victims, as well, from children to college students, from the elderly to prison inmates. Finally, we will address emerging issues in the field, including hate crimes, human trafficking, and terrorism.

COURSE OBJECTIVES
- Students will gain a firm understanding of the major issues in victimology.
- Students will read original research in the field.
- Students will develop comprehension skills by identifying key concepts from the readings.
- Students will enhance oral communication skills through active participation in class discussion.
- Students will gain experience leading a class by facilitating discussion on the articles.
- Students will develop writing skills by (1) writing focused summaries of the assigned readings, (2) writing a paper critically examining issues in the field of victimology, and (3) writing a literature review on a particular aspect of victimology.

REQUIRED READINGS
We will also have a wide range of additional readings. These articles are intended to expose you to recent criminological research on victimization. You can access these articles through our course website on Moodle.

COURSE REQUIREMENTS
Attendance
Attendance is required for this course. You are expected to arrive on time and stay for the entire class. If you will be absent due to an unforeseen emergency, it is courteous to notify the professor in advance.

Summaries
In addition to the textbook, we will have a large number of additional readings associated with each topic. Every day, you will turn in a summary for one of these additional readings (if we have more than one additional reading, then you may select one to summarize). These summaries will each be between ¾ to 1 single-spaced pages long and typed (Times New Roman, 12 point font, 1 inch margins). At the top of the page, include the citation for the article in ASA or APA style. Summaries are due within the first five minutes of class on the day that we discuss the reading. In order to account for
unexpected emergencies, absences, or poor performance, I will drop the 3 lowest summary grades. Summaries should identify the main points and arguments presented in the reading, along with any findings and implications. Each summary will be scored on a 3 point scale. You will earn 3 points if your summary shows excellent understanding of the reading, two points for limited understanding, and one point for poor understanding. The summaries will be graded on both form and content.

**Paper**

You will complete a paper over the course of the semester. This paper will be 6 to 7 typed pages, not including cover page or references (Times New Roman, 12 point font, 1 inch margins, & double spaced). This paper will address particular issues in the field of victimology. I will provide detailed instructions for the paper separately. The paper is due at the beginning of class. Papers turned in after the beginning of class will be deducted one letter grade. Papers received after class but before the end of the day (5:00 pm) will receive a maximum of half credit. Papers will not be accepted after this point.

**Class Participation**

This is a seminar course, so participation is vital to the class experience. There will be limited lecture when introducing a weekly topic, but the class will consist primarily of discussion of the readings. Therefore, it is of the utmost importance that you come to class having read and prepared to actively participate in the discussion. I do not round up course grades. However, if a student’s contributions to the class discussion consistently demonstrate a strong understanding of the material, I will consider rounding a marginal course grade up to the next letter grade.

**Class Facilitation**

On Thursdays, when we discuss the additional readings for the weekly topic, a graduate student will be responsible for leading the discussion. This is intended to give you experience leading a class. You will each facilitate 2 class discussions. In order to account for improvement, the second facilitation will be weighted somewhat more heavily.

**Literature Review**

You will complete a literature review on a particular aspect of victimology that you find interesting. This paper will be 9 to 11 typed pages, not including cover page or references (Times New Roman, 12 point font, 1 inch margins, & double spaced). The topic may be something that we have covered in class, but you must move well beyond the material that we discussed. Alternately, you may research a topic that we did not discuss in class. I will provide detailed instructions for the literature review separately. Be prepared to submit your topic by the 7th week of class.

**Presentation of Research**

During the final three class meetings, the graduate students will present their literature reviews to the class. These presentations will be 15 to 20 minutes long, plus a short Q&A in which the presenter will field questions from the class.

**CLASSROOM COURTESY**

You should be aware that we will discuss a number of subjects that you may find controversial. In all of our class discussions, you will be expected to be respectful toward your classmates, despite any disagreement you may have with a classmate’s ideas. In this way, we will foster an atmosphere in which each student feels comfortable presenting his or her thoughts, as well as critiquing the arguments presented by others. You should not worry that your grade will be affected if you express opinions different from what you perceive my opinions to be. Instead, focus upon using evidence and logic to present your own arguments and in critiquing the arguments of others. In following these ground rules, I expect our discussion to be lively, interesting, and intellectually challenging.

Please plan to arrive on time for all class sessions and to stay for the entire class. If you must arrive late or leave early, please notify me in advance and sit near the door so as not to disturb your classmates. Cell phones should be turned off before entering the classroom. When class begins, please put away all other materials. Laptops may not be used unless you have a documented disability that requires the use of a laptop, as these devices are distracting for other students. Finally, wait until the end of class before putting away your books.
ACADEMIC HONESTY

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. A couple of examples of academic dishonesty are copying from another student’s article summaries or presenting another’s work as your own in a paper. Ensure that all resources utilized in your papers are appropriately cited. Please note that students who assist other students in academically dishonest acts are in violation of the policy of academic honesty. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code. A full version is available at http://life.umt.edu/vpsa/student_conduct.php. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

COURSE GRADE

Your grade in this course will be calculated based on the total number of points earned throughout the semester.

Graded Items

Grades for the course will be based on the following items:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Summaries (18 out of 21)</td>
<td>10%</td>
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<tr>
<td>Paper</td>
<td>25%</td>
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<tr>
<td>Facilitation (2)</td>
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<tr>
<td>Literature Review</td>
<td>45%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Final Grade

Final grades for the course are based on the following scale. Please note that course grades are not rounded up to the next letter grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
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<tr>
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<tr>
<td>A-</td>
<td>90 to 92</td>
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<tr>
<td>B+</td>
<td>87 to 89</td>
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<td>B</td>
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<td>F</td>
<td>59 and below</td>
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WEEK 1: INTRODUCTION TO VICTIMOLOGY

**January 27**
Introduction & Orientation for the Course

**January 29**
Daigle, Chapter 1


WEEK 2: EXTENT, THEORIES, AND FACTORS OF VICTIMIZATION

**February 3**
Daigle, Chapter 2


**February 5**


WEEK 3: CONSEQUENCES OF VICTIMIZATION

**February 10**
Daigle, Chapter 3


**February 12 (Ally leads discussion)**


WEEK 4: RECURRING VICTIMIZATION

February 17
Daigle, Chapter 4

February 19 (Christian leads discussion)

WEEK 5: VICTIMS’ RIGHTS AND REMEDIES

February 24
Daigle, Chapter 5

February 26 (Elliot leads discussion)

WEEK 6: SEXUAL VICTIMIZATION

March 3
Daigle, Chapter 6

March 5 (Ashley leads discussion)
WEEK 7: INTIMATE PARTNER VIOLENCE

March 10
Daigle, Chapter 7


March 12 (Laura leads discussion)


WEEK 8: VICTIMIZATION AT THE BEGINNING & END OF LIFE: CHILD AND ELDER ABUSE

March 17
Daigle, Chapter 8


March 19 (Laura leads discussion)


WEEK 9: WRITING WEEK

March 24

No Class: Use this time to work on your paper.

March 26

Paper Due
WEEK 10: SPRING BREAK

March 31
No Class

April 2
No Class

WEEK 11: VICTIMIZATION OF SPECIAL POPULATIONS

April 7
Daigle, Chapter 9


April 9 (Ally leads discussion)


WEEK 12: VICTIMIZATION AT SCHOOL AND WORK

April 14
Daigle, Chapter 10


April 16 (Christian leads discussion)


WEEK 13: PROPERTY AND IDENTITY THEFT VICTIMIZATION

April 21
Daigle, Chapter 11

April 23 (Ashley leads discussion)


WEEK 14: CONTEMPORARY ISSUES IN VICTIMOLOGY: VICTIMS OF HATE CRIMES, HUMAN TRAFFICKING, AND TERRORISM

April 28 (Elliot leads discussion)
Daigle, Chapter 12


April 30
Research Presentations

WEEK 15: CONCLUSION

May 5
Research Presentations

May 7
Research Presentations

FINALS WEEK

May 11
Literature Review Due