

**San José State University**  
**CHHS/Justice Studies**  
**JS 155, Victimology, Spring 2020**

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<b>Office Hours:</b>	Online Monday-Friday via Canvas and in-person Wednesdays 1:30pm-2:45pm
<b>Class Days/Time:</b>	Wednesdays 3:00pm- 5:45pm
<b>Classroom:</b>	MacQuarrie Hall 520
<b>JS Competency Area:</b>	Theories (A)

### **Course Description**

A stranger rushes towards you with a knife, demanding your wallet. You yell: HELP POLICE! Good Samaritans and the police wrestle your assailant to the ground and make an arrest. Counselors help you cope with the trauma of the event, the assailant is punished, and you are compensated for what you lost.

This is how most people imagine the experience of *being a victim*. But victimization is not so simple: assailants are not usually strangers, the police are not always called, and it is not always clear how to “restore” what was lost in a crime. The study of victims, or victimology, has not always been the focus in the study of crime, but they occupy a crucial position in the commission of crime.

This course examines the relationship between victim and offender; the behavior and attitudes of family, society, and the criminal justice system toward the victim; and the nature and extent of loss, injury and damage to the victim. Future trends in victimology are discussed.

We will begin by exploring the nature and extent of the problem, by examining the research and theory on victimization. Next, we will examine the costs of victimization to the victim, their loved ones, and society at large. This will be followed by an examination of historical and contemporary practical responses to victimization. This will be followed by an examination of different types of victimization and special issues.

## **Justice Studies Reading and Writing Philosophy**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime

## **Course Goals and Student Learning Objectives**

Upon successful completion of this course:

SLO1 Students will have learned the theories and methods of victimology.

SLO2 Students will have an understanding of the relationship between victim and offender from competing points of view.

SLO3 Students will develop a critical understanding of the behavior and attitudes of family, society, and the criminal justice system toward the victim.

SLO4 Students will be able to identify the nature and extent of loss, injury, and damage to the victim.

SLO5 Students should read, write, and contribute to discussion at a skilled and capable level.

## **Required Texts/Readings**

### **Textbook**

Hickey, E.E. 2012. *Serial Murders and Their Victims* (7<sup>th</sup> edition). Independence, K.Y: Cengage Learning.  
Karmen, A. 2012. *Crime Victims: An Introduction to Victimology*. Independence, KY: Cengage Learning.

### **Other Readings**

Additional readings listed in the Course Schedule will be posted on Canvas or provided a web link in the syllabus.

## **Canvas**

Syllabus and course content can be found on Canvas: URL: <https://sjsu.instructure.com>. (For more info on Canvas): <http://www.sjsu.edu/at/ec/docs/Canvas-Student%20Login%20Information.pdf> and [http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial\\_New.pdf](http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_New.pdf)). Course material will be made available as needed and as determined by our collaborative determination of the needs of the class. Students are responsible for checking Canvas between classes for announcements and course content postings. Please be advised that course materials provided online are intended to support your learning and are not considered sufficient for successful completion of this course without attending class.

## **Teaching Philosophy**

This class combines reading, lectures, guest speakers, and video segments to present the conceptual material.

Regular in-class discussions and group presentations are used for students to critique the readings, lectures, videos and data presented on rates of incidence and prevalence of victimization. These small group activities and individually written assignments, in class and through outside assignments, also enable students to examine their own attitudes, and cultural and family beliefs about victimization. The focus of the in-class discussions is on engaging in dialogue about critical issues and developing practical, creative and effective community and justice system responses to victimization that are respectful of diverse perspectives and achieves greater justice and equality. **Warning:** The material covered in class is not hypothetical and reflects experiences shared by many individuals including individuals enrolled in the course. It is not unusual for students to have experienced some of the victimization discussed. These personal associations may bring up strong feelings for students. If you feel the material is bringing up issues for you that are affecting your ability to be successful in the course, please take advantage of the SJSU Counseling Center (<http://www.sjsu.edu/counseling/> - they offer free short-term counseling to individuals or couples who are matriculated students of SJSU) and/or see the instructor.

### **Instructor's note on communication**

As you know, a university degree is a significant undertaking and requires a high level of commitment, time management, organization, and initiative. Thus, it is in your best interest to stay on top of the readings and keep in touch with the instructor. *The best way to keep in touch is in-person during office hours, or at another time by appointment.* If you cannot meet with me in person, I prefer that you email me. Please note: all communication regarding assignment and exam **grades** must be conducted in person and *not* via email.

### **Classroom Protocol**

I expect everyone to attend class regularly, be on time, and be prepared for class lectures and discussions. In order to create a constructive and supportive learning environment, it is expected that class members will participate in class discussions, listen well to others, respect varying opinions, avoid degrading or disrespectful language, and understand the multicultural atmosphere of this learning environment. Class discussions should take place within a context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. This is a time to open your minds to new ideas, to explore new concepts, so please take advantage of this opportunity. Respect and professionalism are the guiding principles of this class. Students are responsible for all missed notes, materials, and announcements due to absence (i.e. do not email the instructor asking about what you missed).

**Electronic Devices:** If students choose to use laptops, they must be used responsibly. Students using laptops for purposes not consistent with the learning requirements of that day will be asked to shut down the computer. *Use of cell phones and other electronics is prohibited during class.* Texting or surfing the web in class will not be tolerated – that includes catching up on Facebook and other social networking sites. It may be that you feel that you are able to multi-task and perusing the internet, taking notes, and paying attention in class is not a problem and does not interfere with your learning. While that may be true for you, it is interfering with the learning of those around you. Your behavior is distracting. Other people are here to learn and it is my job to make the environment as conducive to learning as I see fit. Please be respectful. Lastly, the use of ear buds to listen to music or checking/using your cell phones during exams is also prohibited. These behaviors may be misinterpreted as cheating.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://www.sjsu.edu/advising/faq/index.htm#add>. Information about

late drop is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **Assignments and Grading Policy**

### **Exams (40% of final grade)**

Students should assume that all material covered in the lectures, readings, videos, guest speakers and hand-outs will be covered on the exams unless otherwise indicated. Exams will encompass multiple choice, short answer, and essay questions. Exams must be completed on the dates for which they are listed in the syllabus. Make-up exams will only be given in cases of documented medical emergencies or deaths in the family with written documentation of a legitimate excuse. Make-up exams will be different from the ones taken by the rest of the class and will likely be in essay format. If in the unfortunate event you need to miss an exam, contact the professor immediately. The make-up exam must be taken within one week of the original exam date, with the exception of the final exam which must be taken on the date scheduled. (SLO1, SLO2, SLO3, SLO4)

### **Online Discussions (15% of final grade)**

Graded discussions will be used to facilitate student dialogue, an important process for learning and the integration of complex social issues. Discussions will be made available one week prior to their due date. You also typically will not have access to other posts until you have posted your initial discussion post. Instructions will be provided with each prompt. Students are responsible for all instructions. (SLO2, SLO3, SLO4, SLO5)

### **Homework Assignments (30% of final grade)**

Each student will submit 3 homework assignments. Descriptions of the homework assignments will be announced in class and posted online. All assignments are to be submitted via Canvas. You will be graded not only on content (how well you thought about the assignment) but also on your use of proper English (e.g. punctuation, grammar, spelling, and tense.) (SLO3, SLO5)

### **Class Participation (15% of final grade)**

Critical reading, thinking, and writing involve a number of practical skills. These skills must be practiced to be developed and maintained. Students are expected to come to class prepared to discuss and critique the assigned readings. In order to participate, one must be in attendance. Participation includes but is not limited to in-class comments indicating knowledge of the subject matter, asking probing questions, and involvement in class activities *including group presentations, pop-quizzes, and online discussions*. This means that assigned readings must be read and “digested” prior to each class meeting. (SLO5)

**Group Presentation (10 points):** In groups approximately 3 students, you will create a 15-20 minute presentation on some aspect of the assigned reading for that week. Your aim is to explore *the wider social context* in which some versions of “victims” or victimology receive more attention than others, including policy responses and service delivery. Some topics to consider addressing include the following:

1. Who is impacted by the harm
2. The scope and consequences of the harm
3. Why this harm has received less attention, or is not readily identified as involving victims or victimization
4. The type of support the victims have received, and by who or what organizations
5. Ideas for resources/support that have not yet been addressed
6. Who you think could share in responsibility of repairing harm or supporting the victims
7. How your topic relates to any class readings, guest speakers, and/or films

8. The sources of your information should be cited throughout.

All group members will receive approximately the same grade on the presentation, but there may be some variation based on individual contributions and quality of the presentation.

#### **Department of Justice Studies Course Grade Determination**

<b>Total Points</b>	<b>Grade</b>	<b>Total Points</b>	<b>Grade</b>	<b>Total Points</b>	<b>Grade</b>
98.0 to 100	A plus	80.0 to 82.99	B minus	63 to 67.99	D
93.0 to 97.99	A	78 to 79.99	C plus	60.0 to 62.99	F
90.0 to 92.99	A minus	73.0 to 77.99	C		
88.0 to 89.99	B plus	70.0 to 72.99	C minus		
83 to 87.99	B	68.00 to 69.99	D plus		

### **University Policies**

University Policies: Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## JS 155, Victimology, Spring 2020

Tentative reading assignments are listed below. However due to the length of discussions and other factors beyond my control, this schedule and readings are subject to change. You are expected to complete all readings on the day they are listed and be prepared to discuss them in class.

Week	Date	TOPIC AND ASSIGNMENTS
1	Jan. 29 <sup>th</sup>	<b>Introduction &amp; Course Overview</b>
2	Feb. 5 <sup>th</sup>	<p style="text-align: center;"><b>What is victimology? Who is a victim?</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karmen: Ch. 1 and Ch. 2</li> <li>• <a href="https://www.ncjrs.gov/ovc_archives/ncvrvw/2005/pdf/historyofcrime.pdf">https://www.ncjrs.gov/ovc_archives/ncvrvw/2005/pdf/historyofcrime.pdf</a></li> </ul> <p><b>Assignments:</b>  <b>*Group 1 Present*</b>  <b>Discussion #1</b></p>
3	Feb. 12 <sup>th</sup>	<p style="text-align: center;"><b>Patterns of Criminal Victimization</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karmen: Ch. 3</li> <li>• Article: Burbano, D., &amp; Hernandez-Alvarez, M. (2017). Identifying human trafficking patterns online. <i>2017 IEEE Second Ecuador Technical Chapters Meeting (ETCM)</i>, 2017, 1-6.</li> <li>• Web: Review-- BJS "Criminal Victimization 2017"  <a href="https://www.bjs.gov/content/pub/pdf/cv17.pdf">https://www.bjs.gov/content/pub/pdf/cv17.pdf</a></li> </ul> <p><b>In-class guest speaker- Deputy Alyssa Lorenzatti</b></p> <p><b>Assignments:</b>  <b>Discussion #2</b></p>
4	Feb. 19 <sup>th</sup>	<p style="text-align: center;"><b>The Impact of Victimization &amp; Shared Responsibility</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karmen: Ch. 5</li> <li>• Hickey: Ch. 10</li> <li>• Article: Paceley, M., Goffnett, J., &amp; Gandy-Guedes, M. (2017). Impact of victimization, community climate, and community size on the mental health of sexual and gender minority youth. <i>Journal of Community Psychology</i>, 45(5), 658-671.</li> </ul> <p><b>Assignments:</b>  <b>*Group 2 Present*</b>  <b>Assignment #1 Due</b></p>

5	Feb. 26 <sup>th</sup>	<p style="text-align: center;"><b>Types of Crime: Murders and Robberies</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karmen: Ch. 4</li> <li>• Hickey: Ch. 1 and 3</li> <li>• Article: Gabrielle, S. (2019). Sex worker homicide series: Profiling the crime scene. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 63(9), 1776-1793.</li> </ul> <p><b>Assignments:</b>  <b>*Group 3 Present*</b>  <b>Discussion #3</b></p>
6	Mar. 4 <sup>th</sup>	<p style="text-align: center;"><b>Types of Crime: Murder, Robberies, and Serial Murder</b></p> <p><b>Readings:</b>  Hickey: Ch. 4, Ch. 7 pgs 233-260, Ch. 8</p> <p><b>In-class guest speaker-</b> <i>Sergeant Detective Raul Martinez, SJPD, Homicide Unit (retired)</i></p> <p><b>Assignments:</b>  <b>Discussion #4</b></p>
7	Mar. 11 <sup>th</sup>	<p style="text-align: center;"><b>Types of Crime: Victimized Children</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karmen: Ch. 8</li> <li>• Article: McGuire, K., &amp; London, K. (2017). Common beliefs about child sexual abuse and disclosure: A college sample. <i>Journal of Child Sexual Abuse</i>, 26(2), 175-194.</li> </ul> <p><b>In-class guest speaker-</b> <i>Nadia Webster</i></p> <p><b>Assignments:</b>  <b>Assignment #2 Due</b></p>
8	Mar. 18 <sup>th</sup>	<p style="text-align: center;"><b>Types of Crime: Intimate Partner Victimization (IPV)</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karmen: Ch. 9</li> <li>• Hickey: Ch. 9</li> </ul> <p><b>Assignments:</b>  <b>Discussion #5</b></p>
9	Mar. 25 <sup>th</sup>	<p style="text-align: center;"><b>Midterm ☺</b></p>

10	Apr. 8 <sup>th</sup>	<p style="text-align: center;"><b>Types of Crime: Additional Groups of Victims/ Hate Crimes</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karmen: Ch. 11 pgs. 393-414</li> <li>• Article: Johnson, S.D. and Byers, B.D. 2003. Attitudes toward hate crime laws. <i>Journal of Criminal Justice</i>, 31, 227-235.</li> <li>• Cramer, R. J., Wakeman, E. E., Chandler, J. F., Mohr, J. J., &amp; Griffin, M. P. (2013). Hate crimes on trial: Judgments about violent crime against gay men. <i>Psychiatry, Psychology &amp; Law</i>, 20(2), 202-215.</li> </ul> <p><b>Assignments:</b>  <b>*Group 4 Present*</b>  <b>Discussion #6</b></p>
11	Apr. 15 <sup>th</sup>	<p style="text-align: center;"><b>Types of Crime: Rapes and Other Sexual Assaults</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hickey: Ch. 5</li> <li>• Karmen: Ch. 10</li> <li>• Article: Belknap (2010). Rape: Too hard to report, too easy to discredit victims. <i>Violence Against Women</i>, 16, 1335-1344.</li> </ul> <p><b>Assignments:</b>  <b>Discussion #7</b>  <b>*Group 5 Present*</b></p>
12	Apr. 22 <sup>nd</sup>	<p style="text-align: center;"><b>Types of Crime: Bullying and Stalking</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karmen: Ch. 11 pgs 376-393</li> <li>• Hickey: Ch.7 pgs. 260-280</li> <li>• Article: Dussich &amp; Maekoya (2007). Physical child harm and bullying-related behaviors: A comparative study in Japan, South Africa and the United States. <i>Interpersonal Journal of Offender Therapy and Comparative Criminology</i>, 51 (5), 495-509.</li> </ul> <p><b>Assignments:</b>  <b>*Group 6 Present- Bullying*</b></p>
13	Apr. 29 <sup>th</sup>	<p style="text-align: center;"><b>Working With/Repaying Victims</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Karmen: Ch. 12</li> <li>• Article: Claude Solnik. (2017). Hundreds of thousands in crime victim restitution in limbo. <i>Long Island Business News</i>, Long Island Business News, Jan 6, 2017. via SJSU library.</li> </ul>



		<ul style="list-style-type: none"> <li>Peters, D. (2018). Unsettled: Victim discretion in the administration and enforcement of criminal restitution orders. <i>University of Pennsylvania Law Review</i>, 166(5), 1293-1323.</li> </ul> <p><b>Assignments:</b>  <b>Assignment #3 Due</b></p>
15	May 6th	<p style="text-align: center;"><b>Final Review</b></p> <p>In class review for final exam</p> <p><b>*Group 7 Present*</b></p>
		<p><b>FINAL EXAM</b></p> <p><b>May 13th at 12:15PM</b></p>