

MCJ 6200—Seminar: Victimology

Spring Semester 2015
January 12th – April 27th
Online Class

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Course Description

This is a graduate-level online course designed to provide an overview of key research areas in victimology. Particular emphasis will be placed on theory, measurement, and empirical results related to different types, consequences, and prevention of victimization.

Since this course is entirely online, we will be using **Canvas** extensively throughout the semester. You can access Canvas through your Weber State portal. This is where you will find a copy of the syllabus, announcements related to class, supplemental readings, the discussion boards, and the chat feature (if we use it). The course is divided into “modules” for every week of the semester. All of the assignments, readings, and other files for each respective week can be found in the course modules tab in Canvas. It is essential that all students stay engaged and up-to-date as the class progresses because we will cover material at a brisk pace.

Course Objectives

1. Review current research in the field of victimology
2. Identify risk factors for victimization
3. Evaluate the victim’s role in the criminal justice system

Course Materials

Reading assignments from the textbooks and assigned articles are outlined in the course calendar. These readings should be completed prior to each writing assignment. Assigned empirical and theoretical articles are provided and posted in Canvas, and the books required for the course are listed below. Most weeks there is also a recommended reading from a forthcoming victimology textbook posted in the weekly module. This is meant to be a summary of key points that students should “take away” from the week’s materials.

1. Felson, M., & Boba, R. (2010). *Crime and Everyday Life* (4th edition). Thousand Oaks, CA: Sage. ISBN: 978-1-4129-3633-0

2. Fisher, B.S., Daigle, L.E., & Cullen, F.T. (2010). *Unsafe in the Ivory Tower: The Sexual Victimization of College Women*. Thousand Oaks, CA: Sage. ISBN: 978-1-4129-5477-8

Grading

Weekly response papers	60 points
Books discussions	20 points
Midterm Exam	50 points
Final Exam	50 points

Weekly Response Papers

There will be 12 short writing assignments (two to three pages), due weekly, throughout the semester. Each paper will be based on the assigned readings for the week, so it is essential that every student keeps up with the readings.

Papers are graded based on the quality of the answer (fully address question) and quality of the writing (sentence structure, grammar). These are not research papers, and do not require references or title pages. However, the usual standards to academic integrity apply, and plagiarism will result in a failed grade for that assignment. Be aware that uploaded assignments will automatically be submitted to plagiarism detection software. If you have questions about avoiding plagiarism, visit WSU's student code of conduct page:

http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

Book Discussions

There will be two discussion boards during weeks 7 and 14 in which we will discuss the assigned texts "book club" style. I will post questions for us to discuss, and students will contribute to the discussion by replying to my initial questions and each other. The purpose is to discuss the material like we would in a face-to-face course. This assignment will be graded subjectively by me, and students will receive a grade based on my perceived contribution to the discussion. A loose guideline for grading is listed below:

- 4 posts = bare minimum participation
- 6 posts = good participation
- 8 posts = excellent participation

*These grading criteria assume that students have posted a substantive response. By "substantive response," I mean that you cannot simply post "I agree" or "I disagree." An informed answer will require reading the material and taking some time to think about it. It will be clear if students have not fully read the assigned books, and grades will reflect that lack of preparation.

Exams

There will be a midterm exam and a final exam, each worth 50 points.

Grading Scale

For the assignment of final letter grades for this course, the following grading scale will be used. The percentage of points you have of the possible 180 points will determine where you fall on this scale:

A.....	95% and above
A-.....	90%-94%
B+.....	87%-89%
B.....	82%-86%
B-.....	79%-81%
C+.....	77%-78%
C.....	72%-76%
C-.....	69%-71%
D+.....	67%-68%
D.....	62%-66%
D-.....	59%-61%
F.....	below 59%

Class Policies and Other Useful Information

Missed Exams

It is not acceptable to miss an exam, and make-up exams will be given at my discretion. If for some reason you do miss an exam (or know that you're going to), it is your responsibility to notify me immediately. If you have some sort of documentable emergency, I will allow you to retake the exam within one week of the original exam date (or during final exam week, whichever I choose).

Ethical Conduct and TurnItIn

I will strictly adhere to the WSU Student Code of Conduct in matters related to this class, including academic honesty, and classroom conduct. Familiarize yourself with the Code of Conduct here: http://www.weber.edu/ppm/Policies/6-22_StudentCode.html

WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. Enrollment in this course will require you to submit some or all of your assignments to it this semester, and documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and agreement with this policy.

After you have uploaded your assignments to Canvas, a percentage will appear with your file upload. This represents the percentage of your paper that is an exact match to already existing content, such as the textbook, a website, or a paper that has been submitted elsewhere. As a general rule of thumb, if this percentage exceeds **20 percent** you will be asked to rewrite the assignment or take a zero score because what you have submitted is not original work.

Extra Credit

No extra credit will be available for this course. Please don't ask. The course grading is set up in such a way that you can succeed as long as you are engaged in the course and complete the assigned work on time.

Accommodations for Students with Disabilities

“Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary.” For more information about the SSD contact them at 801-626-6413, ssd@weber.edu, or departments.weber.edu/ssd

Support Contact Information

For assistance with Canvas related technical issues, please call 801-626-6499. This phone is staffed Mon-Thurs from 8am- 5pm and Fridays from 8am-4:30pm. A message can be left during non-business hours for a return call. Alternatively, students can send an email message to wsuonline@weber.edu.

If students have technical issues related to usernames/passwords, please call the Help Desk at 801-626-7777, or email csupport@weber.edu.

Tentative Reading and Topic Schedule

*This is a reading intensive course, so be prepared. If you are not willing to invest the appropriate amount of time into staying up to date with the readings, then you should be prepared to receive a lower grade at the end of the semester.

**The readings are listed in the recommended reading order.

***Email notifications will be considered adequate notice that the schedule has been changed.

Week 1 (1/11/2015)

To do by Saturday, 1/17/2015:

- Review the syllabus
- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: Origins of Victimology

Required Readings:

1. Dussich, J.P.J. (1986). *Victimology: Past, Present, and Future*. Available online: http://www.unafei.or.jp/english/pdf/RS_No70/No70_12VE_Dussich.pdf

2. Schafer, S. (1977). The history of the victim. In S. Schafer, *Victimology: The Victim and His Criminal* (pp. 5-29). Reston, VA: Reston Publishing Company, Inc.
3. Fattah, E.A. (2000). Victimology: Past, present, and future. *Criminologie*, 33, 17-46.

Recommended Reading:

- Chapter 1 in forthcoming textbook

Week 2 (1/18/2015)

To do by Saturday, 1/24/2015:

- Complete assigned readings
- Visit websites listed in weekly assignment
- Upload weekly writing assignment into Canvas

Topic: Sources of Victimization Data

Required Readings:

4. Cantor, D., & Lynch, J.P. (2000). Self-report surveys as measures of crime and criminal victimization. In D. Duffee (Ed.), *Criminal Justice 2000: Measurement and Analysis of Crime and Justice* (Vol. 4) (pp. 85-138). Washington, DC: U.S. Department of Justice.
5. Rand, M.R. (2005). *The National Crime Victimization Survey: 32 Years of Measuring Crime in the United States*. Presented at the meeting of the Siena Group on Social Statistics. Helsinki, Finland.
6. Rennison, C., & Rand, M. (2007). Introduction to the National Crime Victimization Survey. In J. Lynch, & L. Addington (Eds.), *Understanding Crime Statistics: Revisiting the Divergence of the NCVS and UCR* (pp. 17-54). New York: Cambridge University Press.

Recommended Reading:

- Chapter 4 in forthcoming textbook

Week 3 (1/25/2015)

To do by Saturday, 1/31/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: First Generation of Victimology Theory

Required Readings:

7. Von Hentig, H. (1940). Remarks on the interaction of perpetrator and victim. *Journal of Criminal Law & Criminology*, 31, 303-309.

8. Wolfgang, M.E. (1957). Victim precipitated criminal homicide. *The Journal of Criminal Law, Criminology, and Police Science*, 48, 1-11.
9. Amir, M. (1971). Victim precipitated forcible rape. *The Journal of Criminal Law, Criminology and Police Science*, 58, 493-502.

Recommended Reading:

- Chapter 1 in forthcoming textbook

Week 4 (2/1/2015)

To do by Saturday, 2/7/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: Second and Third Generations of Victimology Theories

Required Readings:

10. Hindelang, M.J., Gottfredson, M.R., & Garofalo, J. (1978). Toward a theory of personal criminal victimization. In M.J. Hindelang, M.R. Gottfredson, & J. Garofalo, *Victims of personal crime: An empirical foundation for a theory of personal victimization*. Cambridge, MA: Ballinger Publishing Company.
11. Cohen, L.E., & Felson, M. (1979). Social change and crime rate trends: A routine activity approach. *American Sociological Review*, 44, 588-608.
12. Cohen, L.E., Kluegel, J.R., & Land, K.C. (1981). Social inequality and predatory criminal victimization: An exposition and test of a formal theory. *American Sociological Review*, 46, 505-524.
13. Miethe, T.D., & Meier, R.F. (1990). Opportunity, choice, and criminal victimization: A test of a theoretical model. *Journal of Research in Crime and Delinquency*, 27, 243-266.
14. Spano, R., & Freilich, J.D. (2009). An assessment of the empirical validity and conceptualization of individual level multivariate studies of lifestyle/routine activities theory published from 1995 to 2005. *Journal of Criminal Justice*, 37, 305-314.

Recommended Reading:

- Chapter 2 in forthcoming textbook

Week 5 (2/8/2015)

To do by Saturday, 2/14/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: Fourth Generation of Victimology Theory

Required Readings:

15. Schreck, C.J. (1999). Criminal victimization and low self-control: An extension and test of a general theory of crime. *Justice Quarterly*, 16, 633-654.
16. Schreck, C.J., Wright, R.A., & Miller, J.M. (2002). A study of individual and situational antecedents of violent victimization. *Justice Quarterly*, 19, 159-180.
17. Schreck, C.J., & Fisher, B.S. (2004). Specifying the influence of family and peers on violent victimization: Extending routine activities and lifestyles theories. *Journal of Interpersonal Violence*, 19, 1021-1041.
18. Schreck, C.J., Stewart, E.A., & Fisher, B.S. (2006). Self-control, victimization, and their influence on risky lifestyles: A longitudinal analysis using panel data. *Journal of Quantitative Criminology*, 22, 319-340.

Recommended Reading:

- Chapter 3 in forthcoming textbook

Week 6 (2/15/2015)

To do by Saturday, 2/21/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas
- Midterm exam opens

Topic: Personal Victimization

Required Readings:

19. Sampson, R.J. (1987). Personal violence by strangers: An extension and test of the opportunity model of predatory victimization. *The Journal of Criminal Law and Criminology*, 78, 327-356.
20. Sampson, R.J., & Lauritsen, J.L. (1990). Deviant lifestyles, proximity to crime, and the offender-victim link in personal violence. *Journal of Research in Crime and Delinquency*, 27, 110-139.
21. Henson, B., Wilcox, P., Reyns, B.W., & Cullen, F.T. (2010). Gender, adolescent lifestyles, and violent victimization: Implications for routine activity theory. *Victims & Offenders*, 5, 303-328.
22. Tillyer, M.S., Tillyer, R., Miller, H.V., & Pangrac, R. (2011). Reexamining the correlates of adolescent violent victimization: The importance of exposure, guardianship, and target characteristics. *Journal of Interpersonal Violence*, 26, 2908-2928.

Recommended Reading:

- Chapter 5 in forthcoming textbook

Week 7 (2/22/2015)

To do by Saturday, 2/28/2015:

- Complete assigned readings
- Participate in book club on discussion board
- Complete midterm exam

Topic: Sexual Victimization

Required Reading:

23. Fisher, Daigle, & Cullen book.

Week 8 (3/1/2015)

To do by Saturday, 3/7/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: Property Victimization

Required Readings:

24. Kennedy, L.W., & Forde, D.R. (1990). Routine activities and crime: An analysis of victimization in Canada. *Criminology*, 28, 137-152.
25. Massey, J.L., Krohn, M.D., & Bonati, L.M. (1989). Property crime and the routine activities of individuals. *Journal of Research in Crime and Delinquency*, 26, 378-400.
26. Messner, S.F., Lu, Z., Zhang, L., & Liu, J. (2007). Risks of criminal victimization in contemporary urban China: An application of lifestyle/routine activities theory. *Justice Quarterly*, 24, 496-522.
27. Reysn, B.W. (2013). Online routines and identity theft victimization: Further expanding routine activity theory beyond direct-contact offenses. *Journal of Research in Crime and Delinquency*, 50, 216-238.

Recommended Reading:

- Chapter 7 in forthcoming textbook

3/8/2015 – 3/14/2015

Spring Break

No assignments this week

Week 9 (3/15/2015)

To do by Saturday, 3/21/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: Domains of Victimization

Required Readings:

28. Lynch, J.P. (1987). Routine activity and victimization at work. *Journal of Quantitative Criminology*, 3, 283-300.
29. Fisher, B.S., Sloan, J.J., Cullen, F.T., & Lu, C. (1998). Crime in the ivory tower: The level and sources of student victimization. *Criminology*, 36, 671-710.
30. Reyns, B.W., Henson, B., & Fisher, B.S. (2011). Being pursued online: Applying cyberlifestyle-routine activities theory to cyberstalking victimization. *Criminal Justice and Behavior*, 38, 1149-1169.
31. Wilcox, P., Tillyer, M.S., & Fisher, B.S. (2009). Gendered opportunity? School-based adolescent victimization. *Journal of Research in Crime and Delinquency*, 46, 245-269.

Recommended Reading:

- Chapter 8 in forthcoming textbook

Week 10 (3/22/2015)

To do by Saturday, 3/28/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: The Reoccurrence of Victimization

Required Readings:

32. Daigle, L.E., Fisher, B.S., & Cullen, F.T. (2008). The violent and sexual victimization of college women: Is repeat victimization a problem? *Journal of Interpersonal Violence*, 23, 1296-1313.
33. Farrell, G., Phillips, C., & Pease, K. (1995). Like taking candy: Why does repeat victimization occur? *British Journal of Criminology*, 35, 384-399.
34. Fisher, B.S., Daigle, L.E., Cullen, F.T. (2010). What distinguishing single from recurrent sexual victims? The role of lifestyle-routine activities and first-incident characteristics. *Justice Quarterly*, 27, 102-129.
35. Polvi, N., Looman, T., Humphries, C., & Pease, K. (1991.). The time course of repeat burglary victimization. *British Journal of Criminology*, 31, 411-414.

Recommended Reading:

- Chapter 9 in forthcoming textbook

Week 11 (3/29/2015)

To do by Saturday, 4/4/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: Victim Decision Making

Required Readings:

36. Gottfredson, M.R., & Hindelang, M.J. (1979). A study of the behavior of law. *American Sociological Review*, 44, 3-18.
37. Englebrecht, C.M., & Reyns, B.W. (2011). Gender differences in acknowledgment of stalking victimization: Results from the NCVS stalking supplement. *Violence and Victims*, 26, 560-579.
38. Felson, R.B., Messner, S.F., & Hoskin, A. (1999). The victim-offender relationship and calling the police in assaults. *Criminology*, 37, 931-948.
39. Guerette, R.T., & Santana, S.A. (2010). Explaining victim self-protective behavior effects on crime incident outcomes. *Crime & Delinquency*, 56, 198-226.
40. Reyns, B.W., & Englebrecht, C.M. (2010). The stalking victim's decision to contact the police: A test of Gottfredson and Gottfredson's theory of criminal justice decision making. *Journal of Criminal Justice*, 38, 998-1005.

Recommended Reading:

- Chapter 10 in forthcoming textbook

Week 12 (4/5/2015)

To do by Saturday, 4/11/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: Fear of Crime and Victimization

Required Readings:

41. Ferraro, K.F. (1996). Women's fear of victimization: Shadow of sexual assault? *Social Forces*, 75, 667-690.
42. Fisher, B.S., & Nasar, J.L. (1992). Fear of crime in relation to three exterior site features: Prospect, refuge, and escape. *Environment and Behavior*, 24, 35-65.

43. Warr, M. (2000). Fear of crime in the United States: Avenues for research and policy. In D. Duffee (Ed.), *Measurement and analysis of crime and justice* (Vol. 4, pp. 452-489). Washington, DC: National Institute of Justice.
44. Swartz, K., Reynolds, B.W., Henson, B., & Wilcox, P. (2011). Fear of in-school victimization: Contextual, gendered, and developmental considerations. *Youth Violence and Juvenile Justice, 9*, 59-78.
45. Henson, B., Reynolds, B.W., & Fisher, B.S. (2013). Fear of crime online? Examining the effect of risk, previous victimization, and exposure on fear of online interpersonal victimization. *Journal of Contemporary Criminal Justice*. DOI: 10.1177/1043986213507403

Recommended Reading:

- Chapter 13 in forthcoming textbook

Week 13 (4/12/2015)

To do by Saturday, 4/18/2015:

- Complete assigned readings
- Upload weekly writing assignment into Canvas

Topic: Cybercrime Victimization

Required Readings:

46. Hinduja, S., & Patchin, J.W. (2008). Cyberbullying: An exploratory analysis of factors related to offending and victimization. *Deviant Behavior, 29*, 129-156.
47. Holt, T.J., & Bossler, A.M. (2009). Examining the applicability of lifestyle-routine activities theory for cybercrime victimization. *Deviant Behavior, 30*, 1-25.
48. Reynolds, B.W., Burek, M.W., Henson, B., & Fisher, B.S. (2013). The unintended consequences of digital technology: Exploring the relationship between sexting and cybervictimization. *Journal of Crime and Justice, 36*, 1-17.
49. Reynolds, B.W., Henson, B., & Fisher, B.S. (2012). Stalking in the twilight zone: Extent of cyberstalking victimization and offending among college students. *Deviant Behavior, 33*, 1-25.
50. Van Wilsem, J. (2013). Hacking and harassment – Do they have something in common? Comparing risk factors for online victimization. *Journal of Contemporary Criminal Justice*. DOI: 10.1177/1043986213507402

Week 14 (4/19/2015)

To do by Saturday, 4/25/2015:

- Complete assigned readings
- Participate in book club on discussion board
- Upload weekly writing assignment into Canvas
- Final exam opens

Topic: Preventing Victimization

Required Readings:

51. Felson & Boba book.

Week 15 (4/26/2015)

To do by Saturday, 5/2/2015:

- Complete final exam