

# CJUS 4650: Victimology

## Course Syllabus

**Instructor:** Jordan Russell, M.S.

**Term:** Spring 2024

**Class meeting:** This is an online class. Course expectations and classroom policies are outlined in the syllabus below. While students are expected to participate in online discussions and online quizzes, there are no formal on campus meetings for this course which would require a student to come to campus.

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### Instructor's Contact Information

<b>Email</b>	Jordan.Russell@unt.edu
<b>Office Location</b>	Chilton 273F
<b>Office Hours</b>	By appointment
<b>TA</b>	McKenzie Broussard
<b>Email</b>	McKenzieBroussard@my.unt.edu

*Scheduling meetings during office hours:* If you need to schedule a face to face meeting, I am available by appointment. The primary method to contact me is through email (which is also the method used to schedule meetings).

**\*\*Note:** Emails sent after 5p *or* on the weekends (holidays) will be answered the following business day.

*Email expectations:* When sending an email, please put the COURSE NUMBER (CJUS 4650) in the subject line of the email. **Only emails sent from your UNT email account ([username@my.unt.edu](mailto:username@my.unt.edu)) will receive a response.** Please allow 48 hours of turnaround time (weekdays) for your email inquiries when contacting either the instructor or the TA. Also, to ensure that you receive timely course related correspondence, make sure your official email address at UNT is forwarded to your preferred email address.

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### Required readings

The assigned text listed below is required for all students enrolled in this course. Reading assignments are noted in the Course Calendar.

Karmen, A. (2020). *Crime Victims an introduction to Victimology 10<sup>th</sup> edition*. Boston, MA:Cengage.

\*Additional readings can be located through the university library and/or will have the appropriate web links in Canvas.

## Course Description

Exploration of the scope of victim issues in American society. Review of the programs and services provided victims of crime. The expanding roles of the courts, police, battered women shelters, victim/witness assistance programs, crisis intervention units and legislation are highlighted. Prerequisites: none (3 hours)

## Learning Objectives

Upon successful completion of the course the student will be able to:

1. Define and distinguish between key terms in criminology and victimology
2. Discuss the breadth and depth of the study of victimology
3. Describe the evolution of discovery of victims
4. Critically assess issues related to theory, types of victimization, and responses to crime victims
5. Identify and describe characteristics of victims of different types of crime
6. Discuss the various responses to victims and victim services in the United States

## Technical Requirements/Assistance

The following information has been provided to assist you in preparation for the technological aspect of the course.

UNT Technical Support: <https://it.unt.edu/helpdesk>

Canvas Student Guides: <https://community.canvaslms.com/docs/DOC-10701>

Canvas Video Guides for Students:

[https://community.canvaslms.com/community/answers/guides/video-guide#jive\\_content\\_id\\_Students](https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students)

Basic Technical Requirements for Canvas: <https://community.canvaslms.com/docs/DOC-10721>

Canvas VPAT: <https://www.canvaslms.com/accessibility>

Minimum Technical Skills:

This is not a computer skills course and as such, students are expected to have a minimum skill set in order to access course materials and complete course assignments. Specifically, students should know how to access a Web site when given an address, use the features of their Web browser, download files, attach files to emails, use word processing software, copy and paste ...etc.

## Access and Navigation

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to: <https://unt.instructure.com/login/ldap>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

## Student Resources

As a student, you will have access to:

- Student Orientation via Canvas. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Canvas, you will have access to the “*UNT Helpdesk*” tab which provides student resources and Help Desk Information.

## Course Organization

Students will spend most of their time on the Modules page in the course. The Start Here module will be available throughout the course and contains the course syllabus. Each week new materials will unlock in line with that noted in the syllabus. Each module will contain objectives, an introduction and to do list for the week, weekly notes, assignments that are due and next steps. You will be able to complete all activities for each week within the Module. Updates to the course and important information will be shared on the Announcements page. Finally, students can view their Grades in the course using the Grades tab in Canvas.

## First steps

Upon entrance into the online classroom, students should spend some time navigating course materials and links to ensure they are able to locate all required materials. The student should review the syllabus and course materials early in the semester and keep a copy of the syllabus for easy reference throughout the course.

## Student Support

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

## Method of Evaluation

As this is an online class, students must be prepared to take responsibility for their own learning. Students should be prepared to take quizzes and complete online discussions with little direction beyond that provided in the syllabus and individual assignment instructions. Students will earn points through two methods of evaluation.

*Quizzes:* Students will complete a total of 13 chapter quizzes throughout the semester worth a total of 325 points or 25 points each. Quizzes can be accessed through the Quiz tab in each week’s module in Canvas. Weekly quizzes will be available for 30 minutes upon opening the

quiz and must be completed in one attempt – so make sure you have a reliable internet connection and are ready to complete the entire quiz when you open it. (Technical issues will only be considered in extreme circumstances, once per semester and can only be evaluated by the instructor. Note technical difficulties, such as losing internet connection on the night the quiz is due do not warrant a quiz reset or constitute an extreme emergency.)

Questions that have not been answered at the end of 30 minutes will receive 0 points. Quizzes will become available Monday mornings and are due Sunday nights by 11:59p Central Time on the due dates outlined in the course calendar. Quizzes are individual assignments and should be completed in private and not in the company of any other student. Quizzes may consist of multiple choice, true/false, matching, short answer questions, and/or essay. While course materials may be referenced during the quizzes, students should treat these quizzes as they would an in class exam and prepare accordingly. Correct responses to quiz questions will be available after the quiz availability period has ended. As such, questions regarding your quiz score should only be sent to the instructor after the correct responses have posted and you have had a chance to review them.

\* There are no make-up tests/assignments in this class with the exception of authorized absences according to University policies prescribing authorized absences in certain situations. Correct responses become available immediately after the quiz closes.

*Discussion and participation:* Online discussions comprise the written component of the course and will emulate that of the traditional or face to face classroom environment. Students will complete 5 discussion question posts worth a total of 225 points. The first introduction post is worth 25 points. The remaining 4 content discussions are worth 50 points each. For each discussion, students will be required to both respond to the weekly discussion question as well as make two substantive posts to classmates' posts in order to receive full credit for the week. Discussion question responses should be at least 250 words of original content (references etc. do not count towards the word count requirement). Participation posts must reflect critical thought and reflect substantive contribution to the class discussion (a minimum of 100 words per response). Consider: what makes sense about your classmate's post? What flaws can you see in the post? A simple statement of agreement or disagreement with the initial posting is insufficient. Furnish a thoughtful response and support it. These posts account for a substantive portion of the overall course grade and will not be treated as completion grades. Students should take their time in responding and crafting a carefully thought out response. Students will be graded on grammar, so proofread submissions prior to posting.

Responses should be typed in a word document before cutting and pasting them into the text submission box to ensure you have a backup copy in the event of a technical issue. Students are strongly encouraged to complete their work as early as possible during the discussion week to avoid these types of issues.

The best discussion/participation posts will incorporate scholarly references with appropriate in text citations as well as a complete reference page in APA format for any and all information obtained from academic references. Discussions will close promptly at 11:59p on the due date

listed in the course calendar at the end of the syllabus. Discussion/ participation posts cannot be submitted after the discussion forum closes on the designated due date and time.

Students are only permitted one attempt on discussion assignments. Students are required to submit their discussion response prior to viewing the responses or replies of other students. This standard method is to ensure all students are practicing academic honesty, and not drawing their discussion response information from the work of other students. For this reason, we only grade the first discussion response submitted by students, and students cannot delete a submission from our view. If the first discussion response is blank or incomplete, it will still be graded as the attempt. If you have any issues with your discussion submission, please email the TA or me ASAP.

\* All discussion and participation posts must be completed by the due date and time. No late discussion posts or participation posts will be accepted for any reason. If you have technical difficulties in submitting your post, you must email the instructor a copy of your post prior to the discussion due date for your circumstances to be evaluated. The instructor retains discretion to accept or evaluate any submission not turned in through the Discussion forum in Canvas by the due date and time. Discussion posts/participation posts will be graded and returned within one week of the assignment due date. Discussion posts submitted as an attachment will not be graded and will be assigned a score of a 0.

Discussion questions are designed to assess your comprehension and understanding of course materials, not a description of your personal opinion regarding victimology. As such, discussions will be evaluated using the following criteria:

<b>Content</b>	<b>Participation</b>	<b>Length</b>	<b>Editing (spelling and grammar)</b>
<b>Excellent 22-25 points</b> All of the required components of the response were adequately addressed with full explanations	<b>Excellent 13-15 points</b> Student submitted 2+ substantive participation posts with full and supported explanations.	<b>Excellent 5 points</b> Discussion response exceeded required length, 2 participation responses were posted that also exceeded required length	<b>Excellent 5 points</b> If there were any spelling or grammar errors they were insignificant
<b>Good 18-21 points</b> A minor required component was missing, or there was not good explanation for at least one of the required major components	<b>Good 11-12 points</b> Student submitted 1-2 substantive participation posts with supported explanations.	<b>Good 4 points</b> Discussion response met required length, 2 participation responses were posted - one response met the 100 word count requirement, one did not	<b>Good 4 points</b> There were a few spelling or grammar errors that were noticeable but did not detract from the paper
<b>Fair 15-17 points</b> Important required components of the response were missing or there were a few components not fully explained.	<b>Fair 9-10 points</b> Student submitted 1-2 substantive participation posts. Additional explanation or support was needed.	<b>Fair 3 points</b> Discussion response was at or right below required length, 2 responses were posted, but neither met the 100 word count requirement or 1 response was posted that met the 100 word count requirement	<b>Fair 3 points</b> There were a few spelling or grammar errors that were noticeable and detracted somewhat from the paper

<b>Poor 12-14 points</b> Not all of the required components of the response were addressed, nor were they fully explained	<b>Poor 7-8 points</b> Students submitted 0-1 substantive participation responses.	<b>Poor 1-2 points</b> Discussion response was at or below required length, 2 responses were posted 1 substantive response was posted that did not meet the 100 word count requirement	<b>Poor 1-2 points</b> There were a number of spelling and grammar mistakes that detracted from the paper
<b>Failing 0-11 points</b> The content of the response was inadequate with limited coverage of required elements and very little if any explanation of required components	<b>Failing 0-6 points</b> There were no substantive participation posts submitted.	<b>Failing 0 points</b> Discussion response was at or below the required length and there were no substantive participation posts	<b>Failing 0 points</b> There were a great number of spelling and grammar mistakes that detracted greatly from the reading of the paper, such that it was difficult to read

*\*Last minute technical issues will not warrant a reset after the assignment (quizzes or discussions) due date. For example, if a student chooses to wait until the weekend, or evening, the quiz is due and there is a technical issue (such as my internet stopped working, Canvas kicked me out, etc.), the submission will retain the score at the time the assignment is due - which may be a 0. There will be no quiz resets following the due date.*

As discussed above, students will have the opportunity to earn up to 550 points for the semester. Possible points can be earned in the following manner:

Discussion responses (1 @ 25 points, 4 @ 50 points each)	225 possible points
Quizzes (13 @ 25 points each)	<u>325 possible points</u>
	550 possible points

Note: The course is based on a point scale, not percentages. Grades will be determined based on the total number of points earned (as outlined in the table below) and will not be rounded or adjusted in any way.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
495-550 points	440-494 points	385-439 points	330-384 points	329 and below

*\*Grade related questions or concerns must be addressed within 1 week of the grade being posted to Canvas. Do not contact the instructor at the end of the semester with a concern over the first discussion – instead, contact the instructor immediately upon grades being posted to discuss these concerns.*

\*If an extra credit opportunity presents itself it will be posted as an announcement and assignment and available to the entire class. There are no individual opportunities for extra credit in the course. Focus your efforts on submitting all assignments on time to earn the most points possible.

## **Attendance Policy**

As this is an online course, there are fixed deadlines on assignments that students must meet in order to receive up to full credit for completed assignments. Students are expected to log in to the course daily to review course assignments, due dates, and check announcements, etc. All assignments must be submitted by the due date listed in the course calendar in the syllabus. Students that have fallen behind, are failing and/or choose to not complete the coursework for the semester are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of "F".

## **Classroom Policies**

Students are expected to log in to Canvas daily to check Announcements or changes to the course. Missing deadlines as a result of not frequently checking Canvas will not be an excuse for late work submission.

No late submissions are accepted for any reason. Assignments are generally available for a week, as such, there are no extensions for last minute technical difficulties or unexpected events. As this is an online class, students are expected to use their time wisely and complete assignments within the availability period. Time management is an important skill both in terms of academic performance as well as in a professional environment. If a student will be out of town on vacation, work related travel, etc., the student should plan accordingly to complete any assignments prior to being out of town. Requesting exceptions to this policy is unfair to other students who complete assignments within the required time period.

Any assignment submitted in a format that the instructor cannot open, for any reason, will receive a score of a 0 regardless of when the assignment was submitted. Follow individual assignment instructors for formatting and submission expectations. Students should be careful to submit assignments as attachments, unless specifically instructed, as this increases the likelihood an assignment will not be visible to the instructor.

Grade related questions or concerns must be addressed within 1 week of the grade being posted to Canvas. Quiz grades post immediately with correct responses available after the quiz close date. Students should email the instructor with quiz questions after they have reviewed the correct responses within one week of the grade being posted. Questions related to the quiz will not be answered while the quiz is still available. Do not wait until the end of the semester or half way through the semester to ask questions about previous assignments. Students are expected to stay on top their grades as well as their course standings and ask questions in a timely manner.

Final grades are determined based on the point total listed in the syllabus. There is no rounding. Students should do their best on each assignment and submit all completed assignments on time to maximize their performance and earned point total for the course.

*Online Discussion Expectations:* While this is an online class, we will engage in online discussions in which individuals may have strong opinions regarding course related topics. Our online classroom is a collaborative environment in which every student should feel comfortable expressing ideas, opinions and engaging in thoughtful discussions. Students will respect the

views and opinions of others at all times; name-calling and personal attacks are not permitted. Students engaging in disruptive or disrespectful behavior in the classroom will be given one warning through an email from the instructor. A second violation will result in the student being locked out of future discussions eliminating their ability to either participate in future discussions or earn additional discussion points for the course.

*A Grade of “Incomplete” (“I”):* An Incomplete Grade (“I”) is a non punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule; and (3) arranges with the professor before the end of the semester to finish the course at a later date by completing specific requirements that the professor must list on the grade sheet. All work in the course must be completed within the specified time (not to exceed one year after taking the course) If you do not meet the specifications for this grade, you will need to see the Registrar’s office about resigning from the University.

*Syllabus Change:* I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that it must be modified. In the case that it needs to be adjusted, I will announce such adjustments to the class. I will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student’s responsibility to check announcements/notifications/emails so that any and all changes are documented. Failure to obtain syllabus changes because of failure to check and read announcements/notifications/emails does not constitute a basis for a missed applicable change.

*Artificial Intelligence Adopted Policy:* I expect you to generate your own work in this class. When you submit any kind of work (including projects, exams, quizzes, or discussions), you are asserting that you have generated and written the text unless you indicate otherwise by the use of quotation marks and proper attribution for the source. Submitting content that has been generated by someone other than you or was created or assisted by a computer application or tool, including artificial intelligence (AI) tools such as ChatGPT is cheating and constitutes an academic integrity violation. You may use simple word processing tools to update spelling and grammar in your assignments, but you may not use AI tools to draft your work, even if you edit, revise, or paraphrase it. There may be opportunities for you to use AI tools in this class. Where they exist, I will clearly specify when and in what capacity it is permissible for you to use these tools.

*Things you CAN use AI for:* Use it to chat about a topic you’re interested in. However, it’s probably no more than 65% accurate. You will need to use academic sources to verify what AI told you. It can be a useful tool for identifying starting points on a topic but should not be utilized as an alternative to scholarly research. It cannot provide reliable resources or data.

*Things you CANNOT use AI for:* Do not use AI to draft any written scholarly work. Do not use citations provided by AI. Not only is it unreliable, but you risk an academic integrity violation. You are here to analyze and develop your critical thinking skills. If you need to use it as a starting



point, that's fine. However, when it's time to draft a written assignment, close AI generated content before you begin and utilize the reliable scholarly sources you have found.

The UNT library system is a valuable resource!

## **Being a Successful Online Student**

[-What Makes a Successful Online Student?](#)

[-Self Evaluation for Potential Online Students](#)

### **Academic integrity**

Standards of academic integrity are expected with regard to any course related work or submission. Students should consult the UNT website for questions, guidelines, appeals, and other information related to these policies:

[http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

Academic violation of UNT policy consists of the following:

A. Cheating. The use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
3. acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
4. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment.

B. Plagiarism. Use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

C. Forgery. Altering a score, grade or official academic university record or forging the signature of an instructor or other student.

D. Fabrication. Falsifying or inventing any information, data or research as part of an academic exercise.

E. Facilitating Academic Dishonesty. Helping or assisting another in the commission of academic dishonesty.

F. Sabotage. Acting to prevent others from completing their work or willfully disrupting the academic work of others.

Any violation of academic integrity will be handled on a case-by-case basis. At a minimum, the student will receive a zero on the assignment in question, but more serious academic violations may be subject to the assignment of a failing grade for the course. Please do not hesitate to contact the instructor with questions related to citations or other academic integrity concerns.

## **Resources**

**Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab are available on the university website.**

UNT Portal: <http://my.unt.edu>

UNT Library Information for Off-Campus Users:

<http://www.library.unt.edu/services/facilities-and-systems/campus-access>

UNT Computing and Information Technology Center:

<http://citc.unt.edu/services-solutions/students>

UNT Academic Resources for Students: <http://www.unt.edu/academics.htm>

Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

## **Student Evaluation of Instruction (SPOT)**

*Student feedback is important and an essential part of participation in this course. The student evaluation of instruction (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester to provide you with an opportunity to evaluate how this course is taught. Student feedback is very important to UNT, please complete your SPOT (Student Perceptions of Teaching) survey during the open evaluation time.*

## **ADA Statement and Disabled Student Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet (i.e., electronically, phone, or in person) with each faculty member prior to implementation in each class. For additional information, see the Office of Disability Access website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

## **Important Notice for F-1 Students taking Distance Education Courses**

### *Federal Regulation*

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### *University of North Texas Compliance*

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

## **Copyright Notice**

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.

## Course Calendar and Topics

Students are responsible for keeping up with the schedule, any schedule changes as well as the assigned readings as we progress through the course. This is a tentative schedule and the instructor reserves the right to modify any part of the schedule at any time throughout the semester. All assignments must be submitted by 11:59p Central time on the date listed below. *Late submissions are not accepted.*

DATE	TOPIC AND ASSIGNMENT SUMMARY
Week 1 1/16-1/21	<b>Topic:</b> Course overview and introduction <b>Readings:</b> Course syllabus; course overview; Start Here and Introduction Modules <b>Assignments:</b> Introduction discussion 1 due Sunday 11:59p
Week 2 1/22-1/28	<b>Topic:</b> Defining Victimology – What is victimology? <b>Readings:</b> Chapter 1 <b>Assignments:</b> Quiz Chapter 1 due Sunday 11:59p
Week 3 1/29-2/4	<b>Topic:</b> The Rediscovery of Crime Victims <b>Readings:</b> Chapter 2 <b>Assignments:</b> Quiz Chapter 2 and discussion 2 due Sunday 11:59p
Week 4 2/5-2/11	<b>Topic:</b> Victimization in the United States: An Overview <b>Readings:</b> Chapter 3 <b>Assignments:</b> Quiz Chapter 3 due Sunday 11:59p
Week 5 2/12-2/18	<b>Topic:</b> A Closer Look at the Victims of Interpersonal Crimes of Violence and Theft <b>Readings:</b> Chapter 4 <b>Assignment:</b> Quiz Chapter 4 due Sunday 11:59p
Week 6 2/19-2/25	<b>Topic:</b> The Ongoing Controversy Over Shared Responsibility <b>Readings:</b> Chapter 5 <b>Assignments:</b> Quiz Chapter 5 and discussion 3 due Sunday 11:59p
Week 7 2/26-3/3	<b>Topic:</b> Victims and the police <b>Readings:</b> Chapter 6 <b>Assignment:</b> Quiz Chapter 6 due Sunday 11:59p
Week 8 3/4-3/10	<b>Topic:</b> Victims' Rights and the Criminal Justice System <b>Readings:</b> Chapter 7

	<b>Assignment:</b> Quiz Chapter 7 due Sunday 11:59p
<b>SPRING BREAK – 3/11-3/17</b>	
Week 9 3/18-3/24	<p><b>Topic:</b> Victimized Children  <b>Readings:</b> Chapter 8</p> <ol style="list-style-type: none"> <li>Chapters 10-11 Daigle and Muftic</li> <li>Optional reading for those interested – you will not be quizzed over this reading:  Perry, B. D., &amp; Szalavitz, M. (2008). <i>The boy who was raised as a dog: What traumatized children can teach us about loss, love, and healing</i>. New York: Basic Books.</li> </ol> <p><b>Assignments:</b> Quiz Chapter 8 due Sunday 11:59p</p>
Week 10 3/25-3/31	<p><b>Topic:</b> Victims of Violence by Lovers and Family Members  <b>Readings:</b> Chapter 9  <b>Assignment:</b> Quiz Chapter 9 and discussion 4 due Sunday 11:59p</p>
Week 11 4/1-4/7	<p><b>Topic:</b> Victims of Rapes and Other Sexual Assaults  <b>Readings:</b> Chapter 10  <b>Assignments:</b> Quiz Chapter 10 due Sunday 11:59p</p>
Week 12 4/8-4/14	<p><b>Topic:</b> Additional Groups of Victims with Special Problems -  <b>Readings:</b> Chapter 11</p> <ol style="list-style-type: none"> <li>Steiner, B., Ellison, J. M., Butler, H. D., &amp; Cain, C. M. (2017). The impact of inmate and prison characteristics on prisoner victimization. <i>Trauma, Violence, &amp; Abuse</i>, 18(1), 17-36.</li> </ol> <p><b>Assignment:</b> Quiz Chapter 11 due Sunday 11:59p</p>
Week 13 4/15-4/21	<p><b>Topic:</b> Additional Groups of Victims with Special Problems – Stalking victimization  <b>Readings:</b> Chapter 11 continued</p> <ol style="list-style-type: none"> <li>Tjaden, P. “Stalking in America: Laws Research and Recommendations.” In Davis, R. C., Lurigio, A. J., &amp; Herman, S. (Eds.). (2012). <i>Victims of crime</i>. Sage Publications.</li> <li>Pesta, A. (2012, October 12). Busting a Cyberstalker: How Carla Franklin Fought Back. In <i>Daily Beast</i>. Retrieved from <a href="https://www.thedailybeast.com/busting-a-cyberstalker-how-carla-franklin-fought-back">https://www.thedailybeast.com/busting-a-cyberstalker-how-carla-franklin-fought-back</a></li> <li>Jacobson, R. (2016, February 29). I've Had a Cyberstalker Since I Was 12. In <i>WIRED</i>. Retrieved from <a href="https://www.wired.com/2016/02/ive-had-a-cyberstalker-since-i-was-12/">https://www.wired.com/2016/02/ive-had-a-cyberstalker-since-i-was-12/</a></li> </ol> <p><b>Assignment:</b> Discussion 5 due Sunday 11:59p</p>
Week 14 4/22-4/28	<p><b>Topic:</b> Repaying Victims  <b>Readings:</b> Chapter 12</p>

	<b>Assignment:</b> Quiz Chapter 12 due Sunday 11:59p
Week 15 4/29-5/5	<b>Topic:</b> Victims in the 21 <sup>st</sup> Century: Alternative Directions <b>Readings:</b> Chapter 13 <b>Assignment:</b> Quiz Chapter 13 due Sunday 11:59p