



**FALL SEMESTER 2013
VICTIMOLOGY & DOMESTIC VIOLENCE
HYBRID- EVERY OTHER TUESDAY 3:00-5:40pm
WESTERN MONMOUTH CAMPUS
01:202:310**

Instructor: Dr. Kristen Zgoba

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IT IS YOUR RESPONSIBILITY TO READ AND FULLY COMPLY WITH THIS SYLLABUS

**Learning Goals:
A Statement of Principles**

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. Competence:

- a.) **Theory.** Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology,

labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.

- b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
- c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

- 2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.
- 3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

COURSE DESCRIPTION

This course includes a review of the issues, prevalence, myths, policies, programs, and services aimed at victims of violent crimes. The expanding role of the courts, police, battered women shelters, victim/witness assistance programs, crisis intervention units, and legislation are also highlighted.

COURSE OBJECTIVES

At the completion of this course, students are responsible for:

- 1) Students will learn to define victimization and learn the scope of violent crime in society.
- 2) The course will also highlight non-conventional conceptions of victimization and international perspectives on victims' rights.

REQUIRED READINGS- this book is not optional

Crime Victims: An Introduction to Victimology. Karmen, Andrew. 2013. ISBN: 978-1-133-04972-2.

The book is required and is available at the campus bookstore. Additionally, it can be purchased on the bookstore website, AMAZON and through the Wadsworth/Cengage website. Additional readings will be posted on the sakai website for the class. This will mostly be articles.

COURSE REQUIREMENTS

1) Attendance & Participation

This is a hybrid class, which means we rotate between meeting in-person, in-class on two rotating Tuesdays a month and the other two weeks you complete online assignments. This will make more sense when looking at the course schedule. Because we ONLY see each other EVERY OTHER week, participation and attendance are required and mandatory, as they accrue toward your grade. An absence will only be excused with the proper documentation (hospital stay, death in family, etc.) and participation will be assessed after each class. Roll will be taken during each class. You are expected to have the material read for the respective class and the online week prior. Failing to provide sufficient answers to posed questions will result in a score of zero for that day's participation. Students are expected to fully participate in the lectures and will be called on regularly. No amendments will be made to grades after the class is complete. Do not ask for extra credit beyond what I allow for (if I do at all) and I will not change grades at the end of the course.

2) Reading Material

Readings are assigned for every Tuesday, regardless of whether we meet on that Tuesday or if it is our "online" week. The class that we meet at will then cover the material from the online week before and that particular day. If participation and feedback on readings suffers, pop quizzes will be given sporadically. Be on notice, I WILL give pop quizzes if you are not prepared.

3) Newspaper Article Review/Presentation

One grade will be a write-up and presentation of a newspaper article dealing with an issue pertinent to victimology and domestic violence. The possibilities are infinite and as long as your topic relates to the course, I will not object. If someone presents a newspaper article on something before you, please refrain from choosing the same article. Hard copy newspaper articles can be searched, as well as outlets like the New York Times and the Washington Post, which would allow you to search by key word. NO WIKIPEDIA. The article should be attached to a 1 page type-written summation. Students should outline the problem or topic in the article and depending on the content, they should offer suggestions, opinions or remedies- DO NOT SIMPLY REGURGITATE THE ARTICLE. The class should also pay attention to grammar, spelling and content, as this contributes to your grade. A sign-up sheet will be provided early in the semester and late assignments will not be accepted, write down the date you choose. Presentation of this newspaper article and your opinions and suggestions are expected to last between FIVE and TEN MINUTES. If you are going to use power point, please arrive early and boot up the computer and load your presentation on the desktop, I will not hold up class if you fail to do so. This is worth 15% of your grade.

4) Bi-Weekly Online Assignments

During the weeks that we do not meet in-person (which is every other week- so if we meet today on our 1st Tuesday, 9/3 then we won't meet again until 9/17 and the week between 9/9/2013 – 9/13/2013 is considered our online week), I will post an on-line assignment through sakai. You must become familiar with sakai if you are not already, and can sign up for training if you choose. That assignment will "open", which means become available for you to complete at any point, from the Saturday following our class session to the following Friday. The assignment will post/open that Saturday morning at 8am and will close at 5pm Friday. You can take it at any point within those 6 days, however, it may be timed. If it is timed, you will know how long you have. You MAY use your books but are NOT allowed to cut and paste

	Chapter 5 Newspaper Presentations
WEEK 6	ONLINE Chapter 6 Online Assignment
WEEK 7	IN CLASS Chapter 7 Newspaper Presentations
WEEK 8	ONLINE Chapter 8 Online Assignment
WEEK 9	IN CLASS Chapter 9 Newspaper Presentations
WEEK 10	ONLINE Chapter 10 Online Assignment
WEEK 11	IN CLASS Chapter 11 Newspaper Presentations
WEEK 12	ONLINE Chapter 12 Online Assignment
WEEK 13	IN CLASS Chapter 13 Newspaper Presentations
WEEK 14	ONLINE Posted Sakai Readings Online Assignment
WEEK 15	IN CLASS Catch-up on Readings Review Newspaper Presentations