

Victimology and Domestic Violence

01:202:310 - Fall 2014

Monday and Thursdays 12:00N – 1:20PM

LUCY STONE HALL – B115

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Lecturer: Program in Criminal Justice

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Room A361 (Office Hours: Monday 2pm to 4pm/By arrangement)

General Description of the Course:

Students will learn to define victimization and learn the scope of violent crime in society. The Course includes a review of the issues, prevalence, myths, policies, programs, and services aimed at victims. The class will examine the expanding role of the courts, the police, battered women's shelters, victim/witness assistance programs, crisis intervention units and legislation. The course will also highlight non-conventional conceptions of victimization and international perspectives on victims' rights.

Learning Goals:

A Statement of Principles from the Department of Criminal Justice:

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. Although not covered in this course, 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.

Dates of Note:

Topics Due = 10/2

Midterm Exam = 10/23

Papers Due = 11/25

Time line Due = 12/8

Final Exam - Follow University Exam Schedule

Grades:

15% = Quizzes/Attendance/In-Class assignments

15% = Timeline – Due 12/8/14 – Due at the beginning of your last day of class

20% = Midterm Exam in class – Thursday 10/23

25% = Final Exam – Follow University Final Exam Schedule

25% = Research Paper – Due at the beginning of class on Tuesday 11/25/14

Required Texts:

Doerner, W.G., & Lab, S.P. (2008). Victimology (7th Ed). Newark, NJ: Lexis Nexis Group.

Moriarty, L.J. (2008). Controversies in Victimology (2nd Ed). Newark, NJ: Lexis Nexis Group.

On Sakai:

Roberts, A. R. (2002). Handbook on Domestic Violence Intervention Strategies. New York: Oxford University Press

Quizzes, Attendance and In-Class Assignments:

Together these will make up 15% of your grade. Quizzes will only be given as needed and there will be as few or as many as are needed in the course if it is evident that students are not reading (gauged by participation in class discussion). Quizzes and in-class assignments are not available for make-up unless you have an EXCUSED absence, and will be due or assigned upon the first day the student returns to class.

Excuses are outlined by the University, including but not limited to doctor's appointments, funerals, and religious observances; also included are University-sanctioned events such as conferences, athletic events in which one takes part as a University team member, and other such instances. All excused absences must be PRE-APPROVED by the professor unless impossible because of presenting circumstances. All excuse notes become property of the professor. Any counterfeit notes or excuses such as doctor's notes are grounds for failing this course.

Timelines:

Students will prepare a timeline of significant events in relation to victims' rights and world history, including only those things covered either in class or in the assigned readings. This will be discussed further throughout the semester.

TIMELINE ASSIGNMENTS THAT ARE TURNED IN LATER THAN CLASSTIME ON THE ASSIGNED DATE WILL LOSE 10% FOR EVERY 24 HOURS THE ASSIGNMENT IS LATE. IF YOU TURN IT IN BY 12:00 THE FOLLOWING DAY YOU WILL LOSE 10%, IF YOU TURN IT IN BY 12:00 THE SECOND DAY AFTER IT WAS DUE, YOU WILL LOSE 20%, ETC. NO ELECTRONIC SUBMISSIONS WILL BE ACCEPTED.

Research Paper Assignment:

Select a biographical or auto-biographical account of a victimization event. This book must be published in the last 10 years and be no less than 200 pages. Once you have selected a book it must be approved by the professor. Your hard copy of book title and Work Cited Page is due at the beginning of class on **9/30/2014**. **Changes of submitted titles will not be permitted after 9/30/14.**

In addition to reading the book, you will also find 2 research articles in referenced journals that discuss the same type of victimization. These articles **MUST** come from academic journals, **NOT** *Time Magazine*, *The NY Times*, or anything similar. They may **NOT** be websites. They may not be books or government documents. They must be no older than publication in 2003.

The paper will discuss the experiences of the particular victim/victimization and what the research says about the victim or victims who have experienced the type of victimization described in your research.

1. Papers are to be written in APA format
2. Papers are to be no less than 5 pages long, not including cover pages or reference pages.
3. All papers will be submitted in Times New Roman font, 12 point, with normal margin pre-sets of one inch on top, bottom, left, and right.
4. There is to be no collaboration with other students on this paper, and cheating, copying or plagiarism in any way is grounds for course failure.
5. Your hard copy will be due in class on **Tuesday 11/25/2014**.

Exam Make-up Policy:

As defined above, only excused absences are grounds for a make-up exam, and MUST be made apparent and approved before the exam start time, including the final.

Special note about movies and other missed work:

Whenever a movie or other clip is shown in class, the notes from that movie will suffice or the film may be borrowed from the professor. As such, it is important that you, as a student, take full responsibility for catching up on any and all missed work that occurs as a result of excused or unexcused absences. Notes and other course materials are the responsibility of the student, and the professor will not provide such work to any student.

Other vital information:

Students with disabilities are advised to contact the Office of Disability Services so that arrangements may be made with the instructor in order to meet any necessary accommodations.

Academic Freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses and will be handled as such.

Dishonesty includes but is not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information. For more information on these topics and the penalties available to your professor, please refer to the University Website. If you are dishonest by any of these standards, you will fail this course, NO EXCEPTIONS.

Tentative Schedule:

Week 1	Monday 9/1 Labor Day Thursday 9/4 Introduction to the Course – Defining Victimology and Victims
Week 2	Monday 9/8 Chapter 1 D&L Scope of Victimology Chapter 2 Moriarty Victim Blaming Thursday 9/11 Video
Week 3	Monday 9/15 Chapter 2 D&L – <i>Measuring Criminal Victimization</i> Chapter 3 D&L Explaining Victimization Thursday 9/18 Chapter 4 D&L – The Costs of Victimization Chapter 4 Moriarty – <i>The Mass Media and Victims of Rape</i>
Week 4	Monday 9/22 Chapter 5 D&L Remediating the Financial Impact of Victimization Chapter 6 D&L Remediating the Non-Financial Impact of Victimization Thursday 9/25

	<p>Chapter 7 D&L Victims Rights</p> <p>Chapters 5 & 8 Moriarty – Victims: Right to Meet with Their Offenders; Victim Impact Statements</p>
Week 5	<p>Monday 9/29 PAPER TOPIC AND WORKS CITED DUE</p> <p>Thursday 10/2</p> <p>Chapter 8 D&L – <i>Traditional Crimes</i></p> <p>Chapter 14 D&L - <i>Victimization at Work and School</i></p>
Week 6	<p>Monday 10/6</p> <p>Chapter 6 Moriarty Fear of Crime</p> <p>Thursday 10/9</p> <p>Victim Rights and Compensation – no reading assigned</p> <p>– Speaker</p>
Week 7	<p>Monday 10/13 - Chapter 23 Roberts - Elder Abuse and Gerontological Social Work</p> <p>Thursday 10/16</p> <p>Chapter 16 Roberts – Children Exposed to Domestic</p> <p>Chapters 6 Roberts – Police Responses to Battered Women</p>
Week 8	<p>Monday 10/20</p> <p>Thursday 10/23 – MID TERM EXAM</p>

	<p>Monday 10/27</p> <p>Chapter 9 D&L Sexual Battery</p> <p>Chapter 10 D&L Intimate Partner Violence</p> <p>Chapter 7 Roberts - Court Responses to Battered Women and Their Children</p>
Week 9	<p>Monday 10/27</p> <p>Chapter 10 Moriarty Female Sex Offenders</p> <p>Juvenile Sex Offenders – no reading assigned</p> <p>Thursday 10/30</p> <p>Video</p> <p>Assignment</p>
Week 10	<p>Monday 11/3 no reading assigned</p> <p>Thursday 11/6 – <i>Roberts – Chapter 5 Read</i></p>
Week 11	<p>Monday 11/10</p> <p>In Class Assignment</p> <p>Thursday 11/13</p> <p>Chapter 3 Moriarty Same Sex Domestic Violence</p>
Week 12	<p>Monday 11/17</p> <p>Chapter 11 D&L Child Maltreatment</p> <p>Thursday 11/20 Child Maltreatment</p>
Week 13	<p>Monday 11/24</p>

	<p>Chapter 11 D&L - Crime and The Elderly</p> <p>Chapter 23 Roberts – Elder Abuse and Gerontological</p> <p>Tuesday 11/25 – PAPER DUE</p> <p>Chapter 13 D&L – Hate Crimes</p> <p>(Thursday 11/27 – Thanksgiving – No Class)</p>
Week 14	<p>Monday 12/1</p> <p>Guest Speaker</p> <p>Thursday 12/4 Video</p>
Week 15	<p>Monday 12/8 TIMELINES DUE</p> <p>Final Exam Review</p>

Follow Scheduled Final Exam Period

This schedule WILL be altered throughout the course of the semester and it is your responsibility as the student to be aware of these changes as they are announced in class.

LATE WORK: FINAL ASSIGNMENTS THAT ARE TURNED IN LATER THAN CLASSTIME ON THE ASSIGNED DATE WILL LOSE 10% FOR EVERY 24 HOURS THE ASSIGNMENT IS LATE. IF YOU TURN IT IN BY 12:00 THE FOLLOWING DAY YOU WILL LOSE 10%, IF YOU TURN IT IN BY 12:00 THE SECOND DAY AFTER IT WAS DUE, YOU WILL LOSE 20%, ETC. NO ELECTRONIC SUBMISSIONS WILL BE ACCEPTED.

Nota Bene: The tape recording of lectures is strictly prohibited, along with note-taking for commercial purposes.

This syllabus is subject to changes as deemed necessary by the Professor.