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### SOCI 438.01: Seminar on Crime: Victimology

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# **VICTIMOLOGY – SOCI 438**

**Spring 2018**

Monday, Wednesday, & Friday, 10:00 am – 10:50 pm, Social Sciences 338/330

## **INSTRUCTOR INFORMATION**

Dr. Jackson Bunch

Email: [jackson.bunch@umontana.edu](mailto:jackson.bunch@umontana.edu)

Office: Social Sciences 305

Office Hours: Monday, 11:00–12:00 (& by appointment)

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## **COURSE DESCRIPTION**

In this course, we will survey the field of victimology, which is the study of victims of crime. We will address the extent of victimization in the U.S., considering both violent victimization—such as sexual assault—and property victimization—such as identity theft. We will examine the dominant theoretical explanations for victimization, and we will discuss the causes and consequences of victimization, including the behavioral and psychological reactions to being a victim of crime. We will examine victimization in a wide range of contexts, from intimate relationships to work and school. We will read about a wide range of victims, as well, from children to college students, from the elderly to prison inmates. Finally, we will address emerging issues in the field, including hate crimes, human trafficking, and terrorism.

## **COURSE OBJECTIVES**

- Students will gain a firm understanding of the major issues in victimology.
- Students will read original research in the field.
- Students will develop comprehension skills by identifying key concepts from the readings.
- Students will enhance oral communication skills through active participation in class discussion.
- Students will develop writing skills by (1) writing focused summaries of the assigned readings and (2) writing and revising a paper critically examining issues in the field of victimology.

## **REQUIRED READINGS**

Daigle, L. E. (2016). *Victimology: The essentials* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.

We will also have a wide range of additional readings. These academic articles are intended to expose you to recent criminological research on victimization.

## **COURSE REQUIREMENTS**

### **Summaries**

In addition to the textbook, we will have a large number of additional readings associated with each topic. Every day, you will turn in a summary for the research article of the day. These summaries will each be between  $\frac{3}{4}$  to 1 single-spaced pages long and typed (Times New Roman, 12 point font, 1 inch margins). At the top of the page, include the citation for the article in APA or ASA style (see the Purdue Online Writing Lab for excellent descriptions of the formatting for both of these citation styles). Summaries are due within the first five minutes of class on the day that we discuss the reading. In order to account for unexpected emergencies, absences, or poor performance, I will drop the 3 lowest summary grades. Summaries should identify the main points and arguments presented in the reading, along with any findings and implications. Each summary will be scored on a 2-point scale. You will earn 2 points if your summary shows excellent understanding of the reading and 1 point for limited or poor understanding. The summaries will be graded on both form and content.

### **Paper**

You will complete a paper over the course of the semester. This paper will address particular issues in the field of victimology. The paper includes four separate assignments: Paper Topic, Annotated Bibliography, First Draft, and Revised Draft. I will provide detailed instructions for each component of the paper separately. Each piece of the paper is due at the beginning of class. Any paper assignment turned in after the beginning of class will be deducted one letter grade. Papers received after class but before the end of the day (5:00 pm) will receive a maximum of half credit. Papers will not be accepted after this point.

I will provide detailed feedback on your papers. You will take my comments and rewrite your paper, turning in the revised paper for an additional grade. The revised version is worth more than the first draft.

### **Class Participation**

This is a seminar course, so participation is vital to the class experience. There may be limited lecture when introducing a topic, but the class will consist primarily of discussion of the readings. Therefore, it is of the utmost importance that you come to class having read and prepared to actively participate in the discussion. I do not round up course grades. However, if a student's contributions to the class discussion consistently demonstrate a strong understanding of the material, I will consider rounding a marginal course grade up to the next letter grade.

## **CLASSROOM COURTESY**

You should be aware that we will discuss a number of subjects that you may find controversial. In all of our class discussions, you will be expected to be respectful toward your classmates, despite any disagreement you may have with a classmate's ideas. In this way, we will foster an atmosphere in which each student feels comfortable presenting his or her thoughts, as well as critiquing the arguments presented by others. You should not worry that your grade will be affected if you express opinions different from what you perceive my opinions to be. Instead, focus upon using evidence and logic to present your own arguments and in critiquing the arguments of others. In following these ground rules, I expect our discussion to be lively, interesting, and intellectually challenging.

Please plan to arrive on time for all class sessions and to stay for the entire class. If you **must** arrive late or leave early, please notify me in advance and sit near the door so as not to disturb your classmates. Cell phones should be turned off before entering the classroom. When class begins, please put away all other materials. Laptops may not be used unless you have a documented disability that requires the use of a laptop, as these devices are distracting for other students. Finally, wait until the end of class before putting away your books.

## ACADEMIC HONESTY

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. A couple of examples of academic dishonesty are copying from another student's article summaries or presenting another's work as your own in a paper. Ensure that all resources utilized in your papers are appropriately cited. Please note that students who assist other students in academically dishonest acts are in violation of the policy of academic honesty. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code. A full version is available at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

## COURSE GRADE

Your grade in this course will be calculated based on the total number of points earned throughout the semester.

### Graded Items

Grades for the course will be based on the following items:

Summaries (24 out of 27)	45%
Paper: Topic	5%
Paper: Annotated Bibliography	10%
Paper: First Draft	15%
Paper: Revised Draft	25%
<b>Total</b>	<b>100%</b>

### Final Grade

Final grades for the course are based on the following scale. Please note that course grades are not rounded up to the next letter grade.


## COURSE SCHEDULE

### WEEK 1

#### **Monday, January 22**

Introduction & Orientation for the Course

#### **Wednesday, January 24**

How to Read a Research Article

Writing Center Introduction

No Reading

#### **Friday, January 26**

Introduction to Victimology

Paper Assignment Distributed

Read:

Daigle, Chapter 1

### WEEK 2

#### **Monday, January 29**

Extent, Theories, and Factors of Victimization

Read:

Daigle, Chapter 2

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.

#### **Wednesday, January 31**

Extent, Theories, and Factors of Victimization (continued)

Read:

Turanovic, J. J., & Pratt, T. C. (2013). The consequences of maladaptive coping: Integrating general strain and self-control theories to specify a causal pathway between victimization and offending. *Journal of Quantitative Criminology, 29*, 321-345.

## **Friday, February 2**

Extent, Theories, and Factors of Victimization (continued)

### **Paper Topic Due**

Read:

Berg, M. T., Stewart, E. A., Schreck, C. J., & Simons, R. L. (2012). The victim-offender overlap in context: Examining the role of neighborhood street culture. *Criminology*, 50, 359-390.

## **WEEK 3**

### **Monday, February 5**

Consequences of Victimization

Read:

Daigle, Chapter 3

Bunch, J., Clay-Warner, J., & McMahon-Howard, J. (2014). The effects of victimization on routine activities. *Criminal Justice and Behavior*. 41, 575-593.

### **Wednesday, February 7**

Consequences of Victimization (continued)

Read:

Jordan, C. E., Combs, J. L., & Smith, G. T. (2014). An exploration of sexual victimization and academic performance among college women. *Trauma, Violence, and Abuse*, 15, 191-200.

### **Friday, February 9**

Recurring Victimization

Read:

Daigle, Chapter 4

Turanovic, J. J., & Pratt, T. C. (2014). "Can't stop, won't stop": Self-control, risky lifestyles, and repeat victimization. *Journal of Quantitative Criminology*, 30, 29-56.

## **WEEK 4**

### **Monday, February 12**

Recurring Victimization (continued)

Read:

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.

### **Wednesday, February 14**

Recurring Victimization (continued)

Read:

Clay-Warner, J., Bunch, J. M., & McMahon-Howard, J. (2016). Differential vulnerability: Disentangling the effects of state dependence and population heterogeneity on repeat victimization. *Criminal Justice and Behavior*, 43, 1406-1429.

### **Friday, February 16**

Writing Center Workshop

No Reading

## **WEEK 5**

### **Monday, February 19**

Presidents' Day: No Class

### **Wednesday, February 21**

The Victim-Offender Overlap

Read:

Averdijk, M., Van Gelder, J., Eisner, M., & Ribeaud, D. (2016). Violence begets violence... but how? A decision-making perspective on the victim-offender overlap. *Criminology*, 54, 282-306.

### **Friday, February 23**

The Victim-Offender Overlap (continued)

**Annotated Bibliography Due**

Read:

Papachristos, A. V., Braga, A. A., Piza, E., & Grossman, L. S. (2015). The company you keep? The spillover effects of gang membership on individual gunshot victimization in a co-offending network. *Criminology*, 53, 624-649.

## **WEEK 6**

### **Monday, February 26**

Individual Meetings to Discuss Plans for First Draft: No Class

### **Wednesday, February 28**

Individual Meetings to Discuss Plans for First Draft: No Class

## **Friday, March 2**

Individual Meetings to Discuss Plans for First Draft: No Class

### **WEEK 7**

## **Monday, March 5**

Homicide Victimization

Read:

Daigle, Chapter 6

Muftic, L. R., & Hunt, D. E. (2013). Victim precipitation: Further understanding the linkage between victimization and offending in homicide. *Homicide Studies, 17*, 239-254.

## **Wednesday, March 7**

Homicide Victimization (continued)

Read:

Swedler, D. I., Simmons, M. M., Dominici, F., & Hemenway, D. (2015). Firearm prevalence and homicides of law enforcement officers in the United States. *American Journal of Public Health, 105*, 2042-2048.

## **Friday, March 9**

Homicide Victimization (continued)

Read:

Martinez, R., Stowell, J. I., & Lee, M. T. (2010). Immigration and crime in an era of transformation: A longitudinal analysis of homicides in San Diego neighborhoods, 1980-2000. *Criminology, 48*, 797-829.

### **WEEK 8**

## **Monday, March 12**

Homicide Victimization (continued)

Read:

Turchan, B., Zeoli, A. M., & Kwiatkowski, C. (2017). Reacting to the improbable: Handgun carrying permit application rates in the wake of high-profile mass shootings. *Homicide Studies, 21*, 267-286.



## **Wednesday, March 14**

### Sexual Victimization

Read:

Daigle, Chapter 7

DeLisi, M., Kosloski, A. E., Vaughn, M. G., Caudill, J. W., & Trulson, C. R. (2014). Does childhood sexual victimization translate into juvenile sexual offending? New evidence. *Violence and Victims*, 29, 620-635.

## **Friday, March 16**

### Sexual Victimization (continued)

Read:

Cowley, A. D. (2014). "Let's get drunk and have sex": The complex relationship of alcohol, gender, and sexual victimization. *Journal of Interpersonal Violence*, 29, 1258-1278.

## **WEEK 9**

## **Monday, March 19**

### Intimate Partner Violence

Read:

Daigle, Chapter 8

Johnson, M. P. (2006). Conflict and control: Gender symmetry and asymmetry in domestic violence. *Violence Against Women*, 12, 1003-1018.

## **Wednesday, March 21**

### Intimate Partner Violence (continued)

Read:

Graham, L. M., Jensen, T. M., Givens, A. D., Bowen, G. L., & Rizo, C. F. (In Press). Intimate partner violence among same-sex couples in college: A propensity score analysis. *Journal of Interpersonal Violence*.

## **Friday, March 23**

### Writing Center Workshop

### **First Draft of Paper Due**

No Reading

## **WEEK 10**

## **Monday, March 26**

Spring Break: No Class

**Wednesday, March 28**

Spring Break: No Class

**Friday, March 30**

Spring Break: No Class

**WEEK 11**

**Monday, April 2**

Child and Elder Abuse

Read:

Daigle, Chapter 9

Bunch, J. M., Iratzoqui, A., & Watts, S. J. (In Press). Child abuse, self-control, and delinquency: A general strain perspective. *Journal of Criminal Justice*.

**Wednesday, April 4**

No class: Use this time to review the feedback for the First Draft and start working on the Revised Paper.

**Friday, April 6**

No class: Use this time to review the feedback for the First Draft and start working on the Revised Paper.

**WEEK 12**

**Monday, April 9**

Individual Meetings to Discuss Revising First Draft: No Class

**Wednesday, April 11**

Individual Meetings to Discuss Revising First Draft: No Class

**Friday, April 13**

Individual Meetings to Discuss Revising First Draft: No Class

**WEEK 13**

**Monday, April 16**

Victimization at School and Work

Read:

Daigle, Chapter 10

Hay, C., Meldrum, R., & Mann, K. (2010). Traditional bullying, cyber bullying, and deviance: A general strain theory approach. *Journal of Contemporary Criminal Justice*, 26, 130-147.

### **Wednesday, April 18**

#### Victimization at Work and School (continued)

Read:

Kodellas, S., Fisher, B. S., & Wilcox, P. (2015). Situational and dispositional determinants of workplace victimization: The effects of routine activities, negative affectivity, and low self-control. *International Review of Victimology*, 21, 321-342.

### **Friday, April 20**

#### Property and Identity Theft Victimization

Read:

Daigle, Chapter 11

Reyns, B. W., & Henson, B. (2016). The Thief with a Thousand Faces and the Victim with None: Identifying Determinants for Online Identity Theft Victimization with Routine Activity Theory. *International Journal of Offender Therapy and Comparative Criminology*, 60, 1119-1139.

<b>WEEK 14</b>
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### **Monday, April 23**

#### Property and Identity Theft Victimization (continued)

Read:

Lantz, B., & Ruback, R. B. (2017). A networked boost: Burglary co-offending and repeat victimization using a network approach. *Crime and Delinquency*, 63, 1066-1090.

### **Wednesday, April 25**

#### Victimization of Special Populations

Read:

Daigle, Chapter 12

Steiner, B., Ellison, J. M., Butler, H. D., & Cain, C. M. (2017). The impact of inmate and prison characteristics on prisoner victimization. *Trauma, Violence, and Abuse*, 18, 17-36.

### **Friday, April 27**

#### Victimization of Special Populations (continued)

Read:

Daquin, J. C., Daigle, L. E., & Listwan, S. J. (2016). Examining the effects of witnessing victimization while incarcerated on offender reentry. *Criminal Justice and Behavior*, 43, 1018-1033.

<b>WEEK 15</b>
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**Monday, April 30**

Research Presentations

No Reading

**Wednesday, May 2**

Research Presentations

No Reading

**Friday, May 5**

**Revised Paper Due**

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