

**PERU STATE COLLEGE
CJUS 385 VICTIMOLOGY
FALL 2009 SYLLABUS**

Instructor: Dr. Kelly Asmussen
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Office Hours: M/W 11 – 12:30 TH 10:00 – 12:00 By Appt.
Course Credit: 3 credit hours
Course Meets: MW 2:00 – 3:15 P.M. TJM 301
Required Text: **Victimology: Legal, Psychological & Social Perspectives.**
Harvey Wallace. 2007. Allyn & Bacon.

Course Description:

This course will focus on the theoretical perspectives of victimization, the scope of victimization in the United States and internationally, the justice system's response, victim's rights, topical issues, restorative justice, and research and evaluation findings. Exposure to and understanding victimization issues will facilitate a student's knowledge about a comprehensive system of justice rather than a "criminal's justice system."

Course Objectives:

1. Examine the scope of victimization within the United States and internationally.
2. Explain the various theoretical perspectives developed to understand victimization.
3. Summarize the various approaches utilized by various agencies working with crime victims.
4. Examine victim rights legislation, laws, and reform issues.
5. Discuss and explore several topical issues, but not limited to; stalking, elder abuse, hate and bias crimes, campus crime, child abuse, white-collar crime, etc.
6. Develop an awareness and appreciation of restorative justice efforts toward crime victims.
7. Analyze research findings and evaluation efforts on victimization studies.
8. Explore the impact of victimization upon those associated with victims.
9. Develop an awareness and appreciation of restorative justice efforts toward crime victims.

These objectives fit with the School of Professional Studies objectives, as this class is designed to help you: communicate clearly, be a critical thinker, and develop the capacity for intellectual change. You will learn how the study of victims fits into the larger scheme of the Justice System and the importance of knowing how and where to access the resources to help victims. Course requirements will require you to conduct independent research, apply theory to situations, and identify organizations that provide victim services, as well as helping you learn empathy and understanding of the various issues victims face in our society.

- What is the “real impact” of this problem? 10 points
 Who does this problem impact? 10 points
 What kinds of research have been conducted to help us understand this problem? 10 pts
 What suggestions have researchers proposed – and have these been implemented or evaluated? 10 points
 APA Style format – Citations 10 points

You are NOT limited to just these questions; however, **I DO NOT JUST A GENERAL REVIEW OF SOME GENERAL FACTS.** The research paper is due NLT **Wednesday, Oct. 21, 2009.** Suggested topics may include, but are not limited to:

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| Parricide, matricide, or patricide | Violence on native reservations |
| Victim Advocates | Children of illegal aliens |
| Stalking | Student’s Right to Know Act |
| Runaway/throw away children | Rural crime |
| College date rape, marital rape, prison rape | Workplace violence |
| Designer drugs | The Occult |
| Hate crimes – Gay/Lesbian | Counter culture groups |
| Theories of Liability – failure to act, train, protect | Judicial training |
| Restraining orders/Protective orders | International perspectives |
| Victim impact statements | Specific aspect of terrorism |

Reaction Paper Criteria:

50 points

Students will complete a reaction paper using the following guidelines; Review the statements below regarding victimology. Select the statement you want to write a reaction paper on; this is not purely an opinion paper. You are expected to discuss and react to that statement, and support your beliefs from a variety of quality sources. You should use your cumulative life experiences, information from the internet (at least 10 citations) from more than one educational website, professional journals (at least 1), your course text, and in periodicals or magazines (current within the last 18 months) pertinent to victimology. The paper will be APA style paper. You will need a total of ten references, including the text. Wikipedia is NOT considered an academic site. Use peer reviewed academic journals, books, and educational websites. You can use the EBSCO online database at the PSC Library for your journal sources. Another valuable source is NCJRS. The Wallace text also has numerous websites cited that may assist you in developing your paper.

Good grammar, spelling and punctuation, 12 point font, and double spacing are required. Each paper should be at least 5 pages long, including a one page separate reference section that includes an APA reference section. The reaction paper is due NLT **Monday, November 23, 2009.**

Reaction Paper Questions:

Sexual offenders should be chemically or physically castrated to minimize impact on future possible victims. Refute or defend this statement.

Spouses do not leave battering relationships primarily due to reasons beyond their control. Support or refute this statement.

A lack of cultural awareness among many citizens is the primary rationale for what has led to the hate and bias crimes in the United States. Support or refute this statement.

How victims of crime handle the mental crisis afflicting them following their victimization largely depends upon the support system around them. Support or refute this statement.

The federal, state and local government does not do enough to support and assist victims of crimes. Support or refute this statement.

The "latch key" environment many children reside in today is indicative of the commitment many guardians have to other responsibilities instead of their children, thus increasing the opportunity for victimization of children left alone. Support or refute this statement.

Extra Credit: Volunteer Service or Victim Advocate Interview

Volunteer Service: 100 points

If you choose to do this volunteer service, each student will volunteer 12 hours; 6 hours in a rural setting and 6 hours in an urban setting. An urban area in Nebraska would be a city larger than 10,000. Students will be expected to be directly working with clients or client providers who provide direct services. The purpose of this project is to help expose students to real-life problems and concerns of victims, as well as to make you more knowledgeable about the issues they face in managing and coping in their daily life. A report discussing your volunteer efforts must be submitted and the length should be at least 3 pages for each setting (total of 6-8 pages). Each report is to be handed in separately. **I DO NOT WANT A PAPER THAT MERELY TELLS WHAT YOU DID DURING YOUR EXPERIENCE. I want you to tell what you learned from this experience. How does it relate to what we have learned during the semester?** I would advise you to secure a place early in the semester, as waiting will only cause you lots of stress. **This project and write-ups must be completed and submitted by December 9, 2009.**

Victim Advocate Interview Criteria: 50 points

You will be expected to interview a person **working** with clients or client services providers who provide direct services to victims. The purpose of this project is to help students understand the real-life problems and concerns of victims, as well as to make

you more knowledgeable about the issues victim service providers face in coping with how to juggle multiple responsibilities as a liaison for many victims, and how their case load affects the provider physically, psychologically and emotionally. People that you should consider as viable interviewees are child support workers, counselors that provide victim services to governmental agencies on contract or as a government employee, or people that work in a role to continually aid victims. Domestic violence centers, the YWCA, and victim assistance programs are good sources of potential people that may be interviewed. **LAW ENFORCEMENT OFFICERS can not be interviewed for this assignment.**

This essay paper shall be at least 5 pages in length, double spaced, proofread for spelling, punctuation and grammar, and include the name, phone number and email of the victim advocate interviewed.

Questions that you should ask the advocate:

1. How long have you done this type of work?
2. What is the most difficult part of this job?
3. What is the most enjoyable part of this job?
4. Do you believe the justice system adequately supports crime victims?
5. Where does your office receive its primary funding?
6. Does your office rely upon goodwill contributions or grant funding?
7. What are your perceptions of how others involved in the criminal justice system who have contact with victims work to assist victims (police officers, judges, probation or parole officers, etc)?
8. What do you feel is the most difficult type of case to administer as an advocate?
9. What roadblocks do you, as an advocate, perceive as hindrances to making sure victims get the assistance they need?
10. What types of counseling or assistance does your agency provide or recommend for victims of crime?
11. How mentally, physically or emotionally demanding is your job?
12. Is it required an advocate have any college for this type of employment? If so, what?
13. Who has provided you the most important information or role modeling regarding how to be a good advocate?

14. Knowing what you know now, would you repeat this type of employment or volunteer experience or recommend such a career for others?

15. Any other questions you feel are pertinent to completing this assignment may be asked.

Do not write the paper in a question/answer format. Start with an introductory paragraph that describe who you interviewed, followed by a narrative that describes the experience, role, successes and frustrations of the advocate from their perspective based on your questions, and then include your own perspective (reflection) at the conclusion of the paper. Your own perspective (reflection) is a very important part of the assignment!

This paper is due **NLT December 2, 2009.**

Daily Chapter Questions:

In each chapter, general questions will be posed to you to answer in class. This is the class discussion aspect of the course. It is expected that you will have read the chapter materials prior to coming to class and be able to provide a plausible answer to the question posed to you. "I don't know" is not an acceptable answer and you will be docked 5 points.

Grading:

Your final grade will be based upon daily chapter questions and responses, exam and quiz scores, research paper, reaction paper response, and extra credit assignments.

CJUS 385 TENTATIVE COURSE SCHEDULE: The instructor reserves the right to make changes to facilitate student learning. Any changes to the curriculum will be communicated to students in advance.

M Aug 24	Syllabus	Ch 1
W Aug 26	Ch 1 & Ch 2	
M Aug 31	Quiz Ch 1 & 2	Ch 3
W Sept 2	Ch 3	
M Sept 7	LABOR DAY HOLIDAY	
W Sept 9	Quiz Ch 3 & 4	Ch 4
M Sept 14	Ch 5	
W Sept 16	Ch 5	
M Sept 21	Ch 6	
W Sept 23	Quiz Ch 5 & 6	Ch 6

M Sept 28	TEST # 1	Ch 1 - 6	
W Sept 30	Ch 7		
M Oct 5	Ch 8		
W Oct 7	Quiz Ch 7 & 8	Ch 8	
M Oct 12	Ch 9		
TH Oct 14	Ch 9		
M Oct 19	FALL BREAK		
W Oct 21	Ch 10	Research Paper	
M Oct 26	Ch 10		
W Oct 28	Ch 11		
M Nov 2	Quiz Ch 10/11	Ch 12	
W Nov 4	Ch 12		
M Nov 9	Ch 13		
W Nov 11	Ch 13		
M Nov 16	TEST # 2	Ch 7 - 13	
W Nov 18	Ch 14		
M Nov 23	Ch 16	Reaction Paper	
W Nov 25	THANKSGIVING VACATION (Nov. 25 - 29)		
M Nov 30	Quiz Ch 14 & 16	Ch 16	PAPERS DUE
W Dec 2	Ch 17	Victim Advocate Interview (E.C.)	
M Dec 7	Ch 17		
W Dec 9	Quiz Ch 17/18	Ch 18	Volunteer Service (E.C.)
M Dec 14	Academic Day		
W Dec 16	TEST # 3	Ch 14 – 18	REQUIRED
	3:30 – 5:30	During Finals Week	