Course Description

Examines trends and patterns of victimization through history. Students explore victim rights, fair treatment, empowerment, and compensation. Focus is given to society’s response to victims and their problems as well as victimization by the justice system.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe the effects of victimization on individuals and families.
2. Discuss the role of victims within the criminal justice system.
3. Summarize social implications of victimization.
4. Explain victim services such as compensation programs, rights, and prevention programs.
5. Identify major public policy initiatives directed towards victims.
6. Explain the historical elements and subfields of victimology.
7. Examine the interactions experienced by victims with their offenders, the criminal justice system, and society.
8. Interpret the major theoretical explanations of criminal victimization.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Study Guide: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Each unit contains a Unit Lesson, which discusses lesson material.
4. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook.
5. Unit Assessment: This course contains one Unit Assessment to be completed at the end of Unit I. The assessment is composed of written-response questions.
6. Unit Assignments: Students are required to submit for grading Unit Assignments in Units II-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
7. Ask the Professor: This communication forum provides you with an opportunity to ask your professor general or course content related questions.
8. Student Break Room: This communication forum allows for casual conversation with your classmates.
The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

Unit Assignments

Unit II Reflection Paper

In this reflection paper, you are to submit a three-page paper that addresses the following:

1. Imagine you are the victim of a crime; you may pick any crime covered in Chapter 4. Explain how it affects you and your family. Pay attention to tangible and intangible losses as well as physical and emotional trauma.
2. As a victim, how would your social and personal life change? What effects would this crime leave on you, both short-term and long-term?
3. Reflecting on the history of victim’s rights, which you covered in the first unit as well as this one, how has the change in victim’s rights throughout history provided you with the ability to get through and survive this crime? If you did not have these rights, how would it be different?
4. Imagine you are assigned a victim advocate. What would you want and need from him or her in order to assist you in navigating through the criminal justice system and returning to your life before the crime?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit III Scholarly Activity

For this assignment, you may choose from one of the crimes discussed in Chapters 6 and 7. In this scholarly activity, you are to submit a three-page paper that addresses the following:

1. Explain who the victim of this crime is (e.g., person or their family, friends, spouses).
2. Explain the interaction following the crime that the victim will need to have with the offender(s).
3. Explain the interaction the victim will have following the crime with the criminal justice system.
4. Explain the various forms of interaction with society (e.g., could be peers, press, neighbors, or bystanders).
5. Look through the major explanations of victimization related to your crime within the chapter. Interpret how this explanation would tie into this crime.
6. If you were the victim of this crime, how would you feel interacting with the offender, the criminal justice system, and your family/friends after the crime?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Reflection Paper

One of many issues in this unit is child abuse. You will likely have opinions about this, as do most Americans. Submit a three-page reflection paper that answers the following questions:

1. Should we punish or treat child molesters? Because some would argue that you can never cure a pedophile, does this mean that we should lock the offender up forever?
2. Should convicted child abusers be required to inform all social partners of their crimes?
3. What if the criminal is dating someone who has small children and she asks him to watch her children while she goes to work for the day?
4. If this convicted child abuser did abuse the child, what would the impact be on the child and the mother?
5. How could reporting the crime to the police affect the child and the mother?
6. What kind of lasting effects do you think this victimization would have on the child?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Reflection Paper

In this three-page reflection paper, imagine you are a victim of a hate crime. You may pick what aspect about you that could be the potential reason for this, or you may put yourself in the role of someone else. Be sure to explain why the aspect you choose is considered a hate crime within the introduction of your paper. Remember, you are putting yourself in the victim’s shoes.

1. What crime was committed against you, and how did you “being who you are” lead to your victimization?
2. As a victim, how would your interaction with criminal justice system and the offender possibly affect you? How do you think people would view your crime (for example, blame you or target you more).
3. Explain what can be done to prevent further victimization, such as this. Touch on trainings discussed and how those could facilitate change.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI Reflection Paper

In this three-page reflection paper, imagine you are a victim services worker. You have two clients, a brother and sister. The brother has autism and is moderate on the functioning scale, and the sister has cerebral palsy. Both were victims of bullying and physical abuse at school.

1. What kinds of services/needs may they have that are different than other victims you may work with?
2. What kinds of programs exist in your area (e.g., location, area of expertise) to assist victims of crime with disabilities? How would you provide these services to your clients?
3. Are there public policy initiatives that exist to assist them?
4. Referring to the potential causes of crime in the chapter, is there one (or more) that fits the probable cause of their victimization? Explain your rationale.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VII Scholarly Activity

For this activity, you are required to submit a minimum three-page paper that uses at least two credible sources (other than your textbook). All source material must be referenced (paraphrased and quoted material must have accompanying citations). Conduct research using the online library databases to address the following questions:

1. What are the rights guaranteed to victims?
2. Imagine you are a victim of a crime. What would/should you do if your rights are violated?
3. What are the rights and laws involved in domestic violence cases? Are restraining orders and mandatory arrests enough to help a victim?
4. What kinds of victim’s rights, compensation programs, and prevention programs for victims of domestic violence exist in your state? Are there any national programs? How do these help the victim?

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Scholarly Activity

For this activity, you will submit a one-page response addressing these questions:

- Should law enforcement officers inform a crime victim about victim impact statements?
- Would it depend on the crime?
- How would you discuss it with a victim?
- How does this form and explanation of rights assist victims in the criminal justice process?
- Would the lack of it change the process for them?
Include with your response two one- to two-page forms. One form is something that could be given to victims outlining their rights. The other form outlines what you think a victim impact statement should include. You may research and look at examples of these forms, but you must create your own.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.
Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

**Grading**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflection Papers (4 @ 12%)</td>
<td>48%</td>
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<tr>
<td>Scholarly Activities (3 @ 15%)</td>
<td>45%</td>
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<tr>
<td>Unit I Assessment</td>
<td>7%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<table>
<thead>
<tr>
<th>Unit I</th>
<th>History of Victims</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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</table>
| **Read:**   | □ Chapter 1: Introduction and History of Victimology  
□ Chapter 2: An Overview of the Justice System  
□ Chapter 3: Measurement of Crime and Its Effects |
| **Submit:** | □ Assessment        |
| **Notes/Goals:** |                   |

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<tr>
<th>Unit II</th>
<th>The Consequences and Advocacy of Victimization</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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</table>
| **Read:**   | □ Chapter 4: The Consequences of Victimization  
□ Chapter 5: Victim Advocacy |
| **Submit:** | □ Reflection Paper                            |
| **Notes/Goals:** |                      |

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Victims of Homicide and Sexual Crimes</th>
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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</tbody>
</table>
| **Read:**   | □ Chapter 6: Homicide Victims                
□ Chapter 7: Sexual Victimization |
| **Submit:** | □ Scholarly Activity                         |
| **Notes/Goals:** |                      |

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<thead>
<tr>
<th>Unit IV</th>
<th>Partner &amp; Child Abuse</th>
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<tr>
<td><strong>Review:</strong></td>
<td>□ Unit Study Guide</td>
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</tbody>
</table>
| **Read:**   | □ Chapter 8: Intimate Partner Abuse          
□ Chapter 9: Child Abuse |
| **Submit:** | □ Reflection Paper                            |
| **Notes/Goals:** |                      |
### Unit V: Victims of Elder Abuse and Hate Crimes

**Review:**
- Unit Study Guide

**Read:**
- Chapter 10: Elder Victims
- Chapter 11: Hate Crimes

**Submit:**
- Reflection Paper

**Notes/Goals:**

### Unit VI: Special Victim Populations

**Review:**
- Unit Study Guide

**Read:**
- Chapter 12: Special Victim Populations

**Submit:**
- Reflection Paper

**Notes/Goals:**

### Unit VII: Courts, Constitution, and Rights of Victims

**Review:**
- Unit Study Guide

**Read:**
- Chapter 13: Negligence and Intentional Torts

**Submit:**
- Scholarly Activity

**Notes/Goals:**

### Unit VIII: Compensation and Impact Statements

**Review:**
- Unit Study Guide

**Read:**
- Chapter 15: Compensation and Restitution of Victims
- Chapter 16: Victim Impact Statements

**Submit:**
- Scholarly Activity

**Notes/Goals:**