**CRIM 404 VICTIMIZATION**

**GALLAGHER FALL 2022**

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**ABOUT THIS COURSE**

The past few years have been like no others. It has laid bare who among us is most vulnerable to societal ills. It has made clear there is a fundamental interconnectedness among group characteristics, protection or exposure to harm, and history.

Typically, one would think this class deals strictly with what we in the United States consider street crime victimization. We know now that the harms groups or individuals experience are tied deeply to many other aspects of life – from housing to health, psychic trauma and intergenerational wealth, and burdens of work and childcare, to exposure to violence. This course tackles these issues so that we may understand what victimization is, how much we have, how it impacts individuals, groups, generations, and future opportunity.

**CONTENT**

With the above in mind, this course is designed to provide and critically evaluate:

(1) The highest rigor evidence on the distribution of victimization across people, time, places, spaces,

(2) A survey of theories of victimization and corresponding risk and protective factors, and

(3) Access to thought pieces and data about special groups who are uniquely vulnerable for becoming victims and groups we might not yet consider to be victimized.

(4) It also considers how we prioritize concern about certain types of victims,

(5) What rights victims have (and whether they are respected), and

(6) How current events and case studies can inform our thinking.

**COURSE FORMAT**

**Online format**

This is an online course. It is listed on your course schedule as ‘synchronous.’

* We will be using Blackboard Ultra Collaborate for our meetings
	+ This may be accessed through Blackboard/Tools/Ultra/Join session
	+ I have created a link that repeats throughout the semester
* I tend to record all class meetings and post them through Ultra
* I often tend to provide my slides to the class through the Course Content function of Blackboard
* All course assignments will also be posted on Blackboard through assignments.
	+ I will provide you with specific instructions on where to find and submit each essay and structured activity.

**Regarding video and audio**

I appreciate that sometimes you are in places/situations that make turning your cameras on difficult. I would like for you to have your cameras on, but I will not enforce this. **However, if you are contributing to a discussion, it is very important that your classmates can see your delivery so we can minimize misunderstandings through the lost context of facial expressions, demeanor, etc.**

I record and post our meetings to the ULTRA storage area. These are not for sharing, and if they are used in any assignment they must be properly attributed.

**READINGS**

All reading assignments are available electronically through Mason libraries or through open-access websites. There are no required books.

**Please see the course schedule below for readings for each class – THE READINGS FOR EACH CLASS ARE TO BE COMPLETED FOR DISCUSSION ON THAT CLASS MEETING DAY**

Please note: Some of your readings are going to be tough. I do not expect everyone (or anyone) to fully understand the articles that are published in peer-reviewed journals. I will walk you through the statistical findings and main concepts. Please read the narrative portions, focusing on the introduction and review of the topic, and the conclusions.

**STUDENT EVALUATION**

SHORT ANSWER TEST 1 15

RESPONSE ESSAY 1 15

SHORT ANSWER TEST 2 20

FINAL SHORT ANSWER AND RESPONSE TEST 20

STRUCTURED ACTIVITIES/EXERCISES/ESSAYS 30

Total 100 points

**Short answer tests**

You will have three (including the final) short answer/longer response tests this semester. You will have one week to complete each and will submit it via Blackboard for feedback and grading.

These will often include specific questions about topics we’ve covered to make sure you can summarize them clearly and critically.

* You will be evaluated on your ability to tie in our course material, readings, theories, and your critical analysis
* I will provide a very structured format
* They are open book but you may not consult with anything but our course materials
* **This means you may not consult anyone else in formulating your answer, nor may you search the internet**
* If you would like to include additional resources, please make sure to properly cite them, and be very clear as to why you are including them

**Response Essays**

You will have two response essays this semester (one of which is part of the final exam). These will ask you develop a thesis that responds to a very specific question. You will use use information we have read and discussed in class, and information you have sought on your own. You will be graded on the logical cohesiveness, accuracy, and thoroughness of your response.

**Structured activities/exercises/essays**

Throughout the semester we will have some announced and some unannounced exercises.

* These are activities that I will often cover or introduce in lectures (recorded or live) and will require you to access the instructions for completing your activities and submitting them through Blackboard.
	+ In most cases, the activities will take root from our live or recorded lectures, and may occur during the live lecture.
	+ If you miss a live lecture, please access its recording so you can complete your activity.
* Each activity will be submitted via Blackboard one week after assigned.
	+ I usually announce the activity in class, but it will also be posted to Blackboard Assignments. In other words, if you miss class, you may still complete the activity, though you will want to review the recorded lecture for more details.
	+ Late activities will not be accepted.
	+ Please alert me if you have accommodations that affect this turnaround.
* The point of these activities is to use real-life examples or issues or to delve more deeply into a subject.
	+ These may include watching a video, responding to a news article, listening to a podcast, or creating a response based on a specific prompt.
	+ They are designed to be interesting and interactive.
	+ They will be used as discussion points in our live meetings.
* Often times – especially on hot button issues – we will argue two or more sides, even if that position is not your own personal belief.
	+ You will be challenged to make arguments consistent with facts (not ideology) and to evaluate how well the argument position is supported by our readings and data.
* I expect everyone to do well on these and so my grading consists of reading them, using them for our next class discussion, and giving you credit for completing them.
	+ Students will receive scores of
		- Well done (100% of points)
		- Satisfactory (85% of all points)
		- Unsatisfactory (50% of points) – and guidance for the next activity
	+ I will alert you if your responses require more attention, detail, or elaboration.
	+ If you do not hear from me, you are on track.
	+ I will note each completed activity in Blackboard grades. They will vary in number of points (usually between 3-5 points each) for a total of 30 points.

**MISSING DEADLINES**

**Missed** tests and course activities may **not be made up** if they are turned in after the due date and time unless you either a. alert me before the essay is due or b. provide proof of a *legitimate conflict* that prevented you from completing the short answer/essay assignment.

Legitimate conflicts for missing a class include: an illness, family illness, or death in the family. Please provide documentation that will exempt you from the affected participation grade at my discretion.

Please do note that this is a crazy time, and that I will factor that in when considering our workload, any individual issues you may have, and any flexibility I may feel we need.

**CORRESPONDENCE**

* Please make sure to check your Mason email.
* Please **use your Mason email** to contact me using the following format in the subject line: **404 LASTNAME TOPIC** (for instance: 404 SMITH Broken leg).
	+ If you do not use Mason email your note is more likely not to reach me, and
	+ If you do not use this subject format, I will have a hard time following and archiving your questions.
	+ Thank you!

**HONOR CODE**

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form.

***It is not anticipated that we will have any issues in this regard, but I remind you: Any perceived violation of our honor code will be reported.***

**DISCCUSSION**

Another aspect of academic integrity and freedom is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

**PRONOUNS and NAMES for addressing you**

Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email.

*All students are encouraged to log into our online class with their names and gender pronouns.*

I go by Catherine, or if you are more formal Prof. /Dr./Ms. Gallagher.

I use she/her pronouns.

**ACCOMMODATIONS**

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process.

Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474

Any classmates with accommodations should alert me within the first week of the semester to create a plan for course work and class meetings.

**If there are any issues that are not part of an accommodation plan that you anticipate could impact your ability to meet the requirements of the course, please contact me so that we may work out a means to address them.**

**MANDATORY REPORTING**

As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator (703-993-8730; titleix@gmu.edu).

**AUDIO OR VISUAL ASPECTS and RECORDING OF THIS COURSE**

As noted above, this virtual course will be recorded – either the live virtual meetings or pre-recorded lectures.

Recordings are the intellectual property of the instructor and so they are not to be shared, posted, copied, or otherwise distributed.

I prefer if you keep your video camera on during class. This helps me determine if I need to make adjustments.

Nonetheless, I will not require you to turn on your camera during lecture, however, unless there are extenuating circumstances, I will ask you to have your video on when you ask questions or are in a group breakout meeting.

Course Schedule and Readings

FALL 2022

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| Aug 23 | Course overview |
| Aug 25 | Victimization in the United StatesREAD:<https://bjs.ojp.gov/sites/g/files/xyckuh236/files/media/document/cv20.pdf> |
| Aug 30 | Measuring victimization in the United StatesFocus on (that is, re-read) pages 11-16<https://bjs.ojp.gov/sites/g/files/xyckuh236/files/media/document/cv20.pdf>Access and review<https://www.bjs.gov/content/pub/pdf/ncvs18_bsq.pdf><https://bjs.ojp.gov/data-collection/ncvs#18s6hz><https://www.bjs.gov/content/pub/pdf/ncvs18_cir.pdf> |
| Sep 1 | Continue on measurement from last meeting |
| Sep 6 | Firearm violence[Https://bjs.ojp.gov/content/pub/pdf/tpfv9318.pdf](https://bjs.ojp.gov/content/pub/pdf/tpfv9318.pdf) |
| Sep 8 | Homicide<https://www.pewresearch.org/fact-tank/2021/10/27/what-we-know-about-the-increase-in-u-s-murders-in-2020> |
| Sep 13 | Risk factors –Persons with disabilities<https://www.bjs.gov/content/pub/pdf/sivc.pdf> |
| Sep 15 | Risk factors – Trauma, impact of victimization<https://www.bjs.gov/content/pub/pdf/sivc.pdf> (the impact of victimization). |
| Sep 20 | Course meeting used to review material or as padding if we go over**SHORT ANSWER TEST  1 POSTED** |
| Sep 22 | **NO MEETING – WORK ON SHORT ANSWER TEST 1** |
| Sep 27 | **SHORT ANSWER TEST DUE by 11:59 pm**Risk factors race/ethnicity, income, locationIncome and race/ethnicity, intergenerational patterns<https://www.bjs.gov/content/pub/pdf/vvre0519.pdf><http://www.bjs.gov/content/pub/pdf/hpnvv0812.pdf> |
| Sep 29 | Risk factors race/ethnicity, income, location<http://apps.urban.org/features/wealth-inequality-charts/><https://www.pewresearch.org/fact-tank/2013/05/21/blacks-suffer-disproportionate-share-of-firearm-homicide-deaths/><https://www.pewsocialtrends.org/2013/05/07/chapter-2-firearm-deaths/>Risk factors race/ethnicity, income, locationBerthelot ER, Brown TC, Thomas SA, Burgason KA. Racial (In)variance, Disadvantage, and Lethal Violence: A Survival Analysis of Black Homicide Victimization Risk in the United States. Homicide Studies. 2016;20(2):103-128. doi:10.1177/1088767915570311<https://journals.sagepub.com/doi/pdf/10.1177/1088767915570311>L Cao, A Adams, VJ Jensen (1997) A test of the black subculture of violence thesis: A research note. Criminology, Volume 35, Issue 2, Pages 367–379. |
| Oct 4 | Foundation theories on victimization: Routine Activities/Repeat VictimizationBunch, Clay-Warner. Demographic Characteristics and Victimization Risk: Testing the Mediating Effects of Routine Activities. Crime and delinquency 61.9 (2015): 1181–1205. Web.Iratzoqui A. Strain and Opportunity: A Theory of Repeat Victimization. Journal of Interpersonal Violence. 2018;33(8):1366-1387. doi:10.1177/0886260515615146Janet L. Lauritsen, Kenna F. Davis Quinet (June 1995). Repeat victimization among adolescents and young adults. Journal of Quantitative Criminology, Volume 11, Issue 2, pp 143-­166 |
| Oct 6 | Economic and social insecurityMatthew J.Breiding, Kathleen C.Basile, Joanne Klevens, Sharon G.Smith (2017) Economic Insecurity and Intimate Partner and Sexual Violence Victimization. American Journal of Preventive Medicine, Volume 53, Issue 4, October 2017, Pages 457-464.**RESPONSE ESSAY 1 POSTED** |
| Oct 11 | **NO CLASS meeting per UNIVERSITY SCHEDULE** |
| Oct 13 | **NO CLASS meeting work on RESPONSE ESSAY 1** |
| Oct 18 | **RESPONSE ESSAY 1 DUE 11:59 pm**Chronic stress and developmentEvans, G. W., & Kim, P. (2013). Childhood poverty, chronic stress, self‐regulation, and coping. Child Development Perspectives, 7(1), 43-48. |
| Oct 20 | Low self-control Schreck, Stewart and Fisher. (2006). Self-control, victimization and their influence on risky lifestyles: A longitudinal analysis using panel data. Journal of Quantitative criminology, v. 22, p319-340. |
| Oct 25 | Effects of place, race/ethnicity/inheritance on riskGibson, C., Morris, S., Beaver, K. (2009). Secondary exposure to violence during adolescence: Does neighborhood context matter? Justice Quarterly, 26, 30–57 |
| Oct 27 | Intergenerational transmission of trauma/human rights victimizationSangalang, C.C., Vang, C. Intergenerational Trauma in Refugee Families: A Systematic Review. J Immigrant Minority Health 19, 745–754 (2017). https://doi.org/10.1007/s10903-016-0499-7 |
| Nov 1 | Theories of victimization risk – more comprehensiveFinkelhor and Asdigan. Risk factors for youth victimization: Beyond a lifestyles/routine activities theory approach (1996) Violence & Victims, v11n1.Teresa C. Kulig, Francis T. Cullen, Pamela Wilcox & Cecilia Chouhy (2019) Personality and Adolescent School-Based Victimization: Do the Big Five Matter?, Journal of School Violence, 18:2, 176-199, DOI: 10.1080/15388220.2018.1444495 |
| Nov 3 | Theories of victimization risk – human trafficking victimization risk factorsFedina, Lisa Risk Factors for Domestic Child Sex Trafficking in the United States. Journal of interpersonal violence. (12/2017)**SHORT ANSWER TEST  2 POSTED** |
| Nov 8 | **NO CLASS meeting work on SHORT ANSWER TEST 2****ELECTION DAY** |
| Nov 10 | **SHORT ANSWER TEST  2 DUE 11:59 pm**The role of the mediaSara Beale, The News Media's Influence on Criminal Justice Policy: How Market-Driven News Promotes Punitiveness, 48 Wm. & Mary L. Rev. 397 (2006), <http://scholarship.law.wm.edu/wmlr/vol48/iss2/2>Taylor CA, Sorenson SB The nature of newspaper coverage of homicide. Injury Prevention 2002; 8:121-127.<https://injuryprevention.bmj.com/content/8/2/121> |
| Nov 15 | Victim impact statements and victim blamingExplore victim rights by state; examine at least one state in depth[https://victimlaw.org/victimlaw/topicalSearch.do?invoke=getRights&flow=next#](https://victimlaw.org/victimlaw/topicalSearch.do?invoke=getRights&flow=next)Carolyn L. Hafer ,Alicia N. Rubel,Caroline E. Drolet. December 30, 2019. Experimental evidence of subtle victim blame in the absence of explicit blame. PLOS ONE.<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0227229> |
| Nov 17 | Victim impact statements and victim rightsBooth T. (2015) Victim Impact Statements, Sentencing and Contemporary Standards of Fairness in the Courtroom. In: Wilson D., Ross S. (eds) Crime, Victims and Policy (pp 161-183). Palgrave Studies in Victims and Victimology. Palgrave Macmillan, London. Available at <https://link.springer.com/chapter/10.1057/9781137383938_8> |
| Nov 22 | Victim impact statements and victim rightsRead this example of a victim impact statement: <https://www.documentcloud.org/documents/2852615-Stanford-Victim-Letter-Impact-Statement-From.html>(Brock Turner Victim Impact Statement) |
| Nov 24 | **NO CLASS - UNIVERSITY CLOSED** |
| Nov 29 | Social and biological impacts – resilience and damage and breaking intergenerational cyclesThomason ME, Hect JL, Waller R, Curtin P. Interactive relations between maternal prenatal stress, fetal brain connectivity, and gestational age at delivery. Neuropsychopharmacology. 2021 Sep;46(10):1839-1847. doi: 10.1038/s41386-021-01066-7. Epub 2021 Jun 29. PMID: 34188185. |
| Dec 1 | LAST CLASS MEETINGVideo (in class):https://www.breakthroughfilms.org/episodes/the-trauma-tracer/ |
| Dec 8 | EXAM PERIOD per UNIVERSITY<https://registrar.gmu.edu/wp-content/uploads/Fall-2022-Final-Exam-Schedule.pdf>**FINAL SHORT ANSWER AND RESPONSE TEST POSTED DEC 5****FINAL SHORT ANSWER AND RESPONSE TEST DUE DEC 12, 11:59 pm** |