



Learning Outcomes

Victimology is the interdisciplinary study of the physical, psychological and financial hardship suffered by the primary and secondary victims of crime. The critical analyses of age, race, gender, sexual orientation, political/religious views, socio-economic status, and lifestyle of the victim will be explored. Students should be prepared to discuss a variety of crimes from several different perspectives.

After successfully completing this course you will be able to:

- Discuss victimization in its historical, legal, economic, political and social contexts.
- Identify the scope of the problem of victimization, different forms, trends and practices, and different actors involved at all levels.
- Discuss the multiple layers of victimization in order to understand the relationship between perpetrators and victims.
- Examine the roles of government, the community, and individual actors in addressing the problem.
- Compile strategies that have proven effective.

Required Resources

Course website: elms.umd.edu



Victimology: Theories and Applications
Burgess, A. W., Regehr, C., Roberts, A. R.
Second edition (2013).
ISBN-13: 978-1449684938

ELMS – Additional readings will be required and available on ELMS

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Louis Morlier, MSW
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Class Meets
Wednesdays
6:30pm – 9:00 pm
BLD 3 Room 2226

Office Hours
By Appointment

Prerequisites
CCJS105

Course Communication
You should specify how you will send time-sensitive information to students (e.g., ELMS announcement) and how you want students to contact you (e.g., ELMS vs. email) to discuss questions, absences, or accommodations. You might also include a link with helpful guidance on writing professional emails ([ter.ps/email](mailto:ter.ps@email)).

Activities, Learning Assessments, & Expectations for Students

This class will be a mixture of lectures and class discussions. We will talk openly about this controversial topic. Guest speakers from various governmental and non-profit organizations may assist in our understanding of this issue. We will view various media to expand our knowledge.

Students will be expected to attend all class sessions and actively participate. There are several requirements that must be fulfilled to be successful in this course:

Reading Assignments: Each student is responsible for reading assignments as outlined below as well as other readings posted on the ELMS website. All students should be fully prepared to participate in classroom discussions.

Participation: I expect students to ask questions, participate in discussions and be active listeners. Also as part of your participation grade you will need to do the following:

- A collection of in-class group assignments, and observation of classroom and group discussions. Absent students will not be permitted to make-up in-class assignments without documentation for an excused absence.
- Participate in occasional online discussion. I will post discussions regularly and welcome you to do the same if you come across something relevant and interesting. If participation in a discussion is required I will let you know with at least one week's notice.

Academic Article Review: Students will individually write a 2 page review of one of several article in the course article library. Your review should incorporate material from at least two of the other required readings and may include additional scholarly literature or government reports. APA formatting is expected. (*This assignment is not a book report or a review that you would read on Amazon.com*). A rubric is available under this assignment in ELMS. APA formatting is required for this assignment. Students will review at least four articles during the course.

Research Paper: Students will conduct independent research in an area of victimology which interests them. The topic can be a particular population, crime, component of the criminal justice system, policy, etc. The paper should be 10-12 pages double spaced, APA format. The paper is due December 11th. Students should clearly identify the issue they are responding to and provide appropriate APA citations. More information will be provided on this assignment on ELMS.

Course-Specific Policies

Attendance and Make-Up Policy

Opportunities to make-up missed in-class work will only be given in cases of excused absences and official documentation is required. Exams and assignments are considered to be Major Scheduled Graded Events and therefore the new University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them. Excused absences are: illness with a doctor's note, death in the immediate family, required school activities and required court appearance. If the doctor will not write you a note, you will need to get a copy of your medical record from them to verify your illness. By law, you are entitled to get a copy of this and it is your responsibility to do so. I must be notified in person or by phone or by e-mail PRIOR to missing an in-class assignment for me to consider giving you a makeup. If you know you will not be in class for in-class work or a date an assignment is due for an excused reason, it is your responsibility to turn in the work PRIOR to the due date.

Grade Disputes

All grades will be posted on ELMS. If you have any concerns or issues regarding a grade and would like to discuss it with me or have it reviewed, please contact me **within 48 hours of receiving the grade**. I will not discuss grade disputes after this time.

Life happens and sometimes for various reasons material can be challenging. Should you feel overwhelmed or frustrated and are worried that your grades are suffering, please see me. It is better to tackle the problem at the earliest possible moment and find a solution that will most benefit you.

Classroom Code of Conduct

The success of this class is dependent not only on my abilities and talents as an instructor to communicate information and ideas, but also on our ability as a class to work together to create an environment conducive to active learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn. The University of Maryland's Code of Academic Integrity defines classroom disruption as "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." Examples include coming late to class, repeatedly leaving and entering the classroom without authorization, excessive talking, persisting in speaking without being recognized, allowing cellphones to ring, talking on a cellphone and receiving and sending text messages. None of this behavior will be tolerated. Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to show civility with one another, the teaching assistants or with me will be subject to being referred to the Office of Student Conduct or to Campus Police. You are expected to adhere to the Code of Student Conduct.

Use of Technology

In this class, students will be allowed to use their personal computers and tablets to take class notes. This policy may change should students use their laptops and tablets in an inappropriate or distracting manner. Students will be prohibited from using their mp3 players, cell phones or any other type of technology during class.

Absences due to Religious Observances

Students are expected to notify me within the first two weeks of class if they intend to be absent for a class or announced examination due to a religious observance. Reasonable opportunities to make-up any work missed will be provided.

Students with Disabilities

Students with disabilities are responsible for registering with Disabilities Services (DSS) in order to receive academic accommodations. Students who intend to receive accommodations during the semester, should provide me with a letter from DSS within the first two weeks of class. Further, you need to remind me of accommodation requests at least five business days prior to needing the accommodation.

Academic Dishonesty

Academic Dishonesty of any form will absolutely NOT be tolerated. Academic dishonesty encompasses the traditional behavior such a cheating on exams and assignments, giving false statements, etc., but also includes activities such as possessing and/or reviewing previous semester's exams and computer assignments. Additionally, students will be asked to write the University approved Honor Pledge on each exam and project. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit

<http://www.studenthonorcouncil.umd.edu/whatis.html>

Copyright Notice

*Legally, course materials such as written or recorded lectures and Power Point presentations are copyright protected and the ability to copy and distribute course materials unless it is for personal use and with instructor's permission is **illegal**.*

The lectures that I provide and course materials I create are protected by federal copyright law as my original works. My lectures are delivered from written lectures in order to ensure copyright protection. You are permitted to take notes and use course materials but please do not record my lectures, reproduce or distribute notes of lectures or my materials or make any commercial use of them without my express consent.

I will provide “shells” of my lectures so you may take notes and fill in gaps during our sessions together. If you have any questions or concerns please let me know.

Inclement Weather

Official closures and delays are announced on the campus website at <http://www.shadygrove.umd.edu> and snow phone line (301-738-6000) as well as local radio and TV stations. **USG follows its own closure schedule, not that of College Park.**

Should class be cancelled due to inclement weather, the instructor will communicate via email any changes to the course schedule and deadlines.

Course Evaluation

Your feedback about this course is very important to me. One important campus-wide evaluation is the online evaluation at the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.

Get Some Help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit the Center for Academic Success to learn more about the wide range of campus resources available to you.



To learn more about the Center for Academic Success and the services they offer, visit their website here: <https://shadygrove.umd.edu/student-services/center-for-academic-success>

Most services free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within 48 hours of receiving the grade.

Points shall be awarded as follows:

Grade Distribution

Participation*	15%
Quiz One	20%
Quiz Two	20%
Quiz Three	20%
Article Reviews	20%
Research Paper	20%
TOTAL	100%

A+ 97% and above	A 93-96%	A- 90-92%
B+ 87-89%	B 83-86%	B- 80-82%
C+ 77-79%	C 73-76%	C- 70-72%
D+ 67-69%	D 63-66%	D- 60-62%
F < 60%		

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Course Schedule

Date	Assignments Due	Reading	Topic
8/30		Burgess, Chapter One	Course Intro
9/6		Burgess, Chapter Three	Victimology Theory
9/13	Article Review #1	Burgess, Chapter Two	Victimization Surveys
9/20		Burgess, Chapter 6	Victims and the Police Victims and the Courts
9/27	Quiz One		
10/4		Readings will be available on ELMS	The Effects of Psychological Trauma
10/11	Article Review #2	Burgess, Chapter Eleven	Sexual Assault Victimization
10/18		Burgess, Chapter Nine	Intimate Partner Violence and Strangulation
10/25		Burgess, Chapter Seven	Child Sexual Abuse
11/1	Quiz Two		
11/8	Article Review #3	Burgess, Chapter Fourteen	Hate Crimes
11/15		Burgess, Chapter Fifteen, pages 524-532	Fraud and Financial Crimes
11/22	No Class: Thanksgiving Break		
11/26	Article Review #4	Readings will be available on ELMS	Genocide and War Crimes
12/6	Quiz Three		
12/11	Research Paper Due (Via ELMS) by 11:59pm		

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.