

**CCJS 360
Victimology
Fall 2025**

Instructor: Cortney Fisher, JD, PhD

Course Time: Monday, 11:00 am – 12:15 pm

Office: 2217 Lefrak Hall (CP)
Bldg. III – 5101 (SG)

Course Location: Bldg. III – 2219

Zoom: 357 163 5269

Office hours:

USG: Wed: 9:30 a – 10:45 a

CP: Tues: 1:00 p – 3:30 p

Email: cfisher3@umd.edu

Slack:

@cfisher3

*****Communication in this course is to be conducted via Slack. Each student in the course will be invited into a Course Channel. Do not email me with questions, concerns, or comments. Slack me! I cannot promise that I will be responsive to email, but I will be responsive to Slack*****

Course Objective

This course is designed to introduce the student to the crime victim as a part of our larger society and as a part of the criminal justice system. Students will develop an understanding of the impact of crime on the victim and the victim's role and rights in the criminal justice system. Students will also develop an understanding about how race, gender, age, sexual orientation, and ethnicity impact the way in which victims are treated and respond to the criminal justice system.

- (1) Students will understand the role of the crime victim as a part of the larger society and as a part of the criminal justice system.
- (2) Students will understand the impact of violent crime on the victim.
- (3) Students will be able to assess the ways in which the victim can and do interact with the criminal justice system.
- (4) Students will be able to assess the intersections of race, gender, age, sexual orientation, and ethnicity with the ways in which victims of crime interact with the criminal justice system.

Notice: This course is, by its definition, a course about crime and the people who commit crime. By the nature of this course, we are discussing trauma and traumatic events. It is impossible for me to identify when any particular topic is going to bring up difficult feelings and emotions for any one person in the class. However, I do expect that many people in the class have experienced trauma caused by criminal victimization and I anticipate that some of the material may be difficult.

Always take care of yourself first. If you need to stop reading a book or an article, put it aside until you feel that you are better able to focus on it and talk to me about it. If you need to talk more at length, I am always available during office hours but University policy requires that I report certain information if certain crimes have happened on campus. There are confidential resources for you to access:

**Center for Counseling and Consultation
301.738.6273**

Required Texts

1. *Something Bad Happened Last Night, 2nd Edition*
Cortney Fisher
(eBook) ISBN: 978-1-5249-7088-8

There will be readings, documentaries, videos, podcasts, and lectures posted in ELMS – Canvas. **Reading the assigned material, watching the recorded lecture, and watching/listening to all assigned recorded material is required for this class.** Students should review the syllabus for all assignments to ensure that they have read and watched what is required **before each class**. *Failure to complete the material before each class and be able to use that material in the classroom discussion may result in a 0 for your daily fishbowl/participation grade.*

| TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY | MONDAY |
|-------------------------|--|--|--------|---|---------------------------------|--|
| Read weekly assignments | Watch lecture and review all material posted on ELMS | Complete 1 st Discussion post by 11:59 pm | | Respond to one Discussion post of another student by 11:59 pm | Quiz on content due by 11:59 pm | In-person class 11:00 – 12:15 Fishbowl Discussion |

Course Requirements

Students in CCJS 460 will receive 4 grades in this course.

- 20% - Quiz grade
- 20% - Discussion Posts
- 30% - Final Project
- 30% - Fishbowl Participation

This is the formula that you need to use to calculate your grade. Do NOT use ELMS-CANVAS to calculate your grade. Plug your grades into the formula below.

Quizzes 100 points x 2 = 200 points

~10 points per quiz x ~10 quizzes = ~100 points

(To calculate your quiz grade, add all your quizzes together. Once you've added all your quizzes together, multiply that number by 2)

There will be 13 quizzes throughout the semester. Each quiz is worth 10 points. Each quiz will be taken on ELMS Canvas and will be announced on ELMS-Canvas. Students will have until 11:59 pm every Sunday evening to complete the quiz. Quizzes are open note and open book (but not collaborative) and will be based on the material in the assigned readings and posted on ELMS. It is highly recommended that you read, watch, and review all material before you take the quizzes.

*Students have to take 10 of the 13 quizzes. If you take more than 10 quizzes, I will include the top 10 quiz grades in your final grade. **There are no excuses for missed quizzes. Students who miss a quiz can take the quiz for 50% credit for 48 hours after the quiz closes.***

Your first quiz is a quiz that tests your knowledge of the contents of the syllabus. This syllabus is a contract between each of you and me. Completing the quiz posted on ELMS certifies to me that you have read and understand the requirements of this course. Please do not take the quiz until you are able to certify that this is true. You will be held to the requirements of this course.

The first quiz is due to be completed on ELMS on Tuesday, September 12 at 11:59 pm. Students who miss this quiz can take the quiz for 50% credit for 48 hours after the quiz closes.

Discussion Posts

100 points x 2 = 200 points

10 points per assignment x 10 assignments = 100 points

(To calculate your Discussion Post grade, add all your discussion posts together. Once you've added all your assignments together, multiply that number by 2.)

Each module during the course will have one prompt for a Discussion Post and one prompt for the response post. The prompt will be directly related to the material that you've been asked to read, watch, and listen to for the week. Over the course of the semester, students are required to create 10 original posts in response to the original prompts and reply to 10 of your classmates' original posts. Discussion Post grade includes one (1) original post submitted by Thursday at 11:59 pm EDT each week and one (1) response to another student's post submitted by Saturday at 11:59 pm. A Discussion is not considered complete unless there is one (1) original post and (1) response post. *NOTE: Your grade for the assignment depends on BOTH your original post AND your response post. If you do one, but not the other, you cannot earn the maximum number of points.* Each post has a maximum point total of 5 points.

Students are required to engage in 10 out of the 12 Discussions in the class. If you complete more than the required 10 Discussions, **I will drop your lowest two grades.** **There is no credit offered for late Discussion Posts.** **If you miss a Discussion Post, you miss the opportunity to earn a grade for that week.**

Requirements for Discussion assignments. Both original posts and responsive posts require at least two paragraphs to be considered complete. The rubric for assessment of EACH of your Discussion posts is:

Excellent (5 points): The post adds value to the discussion. It is evident that the student has read and reflected upon the assigned readings or videos prior to entering into the online discussion with peers. Comments made indicate an understanding of the major concepts studied, and are relevant to the discussion. The comments are respectful of others and their views, and demonstrate appropriate communication. The post attends to the discussion topic at hand, and stays focused. The post is an appropriate length.

Good (4 points): The post demonstrates understanding of the concepts and reading material, and adds some value to the discussion. It is evident that the student has read the material, but the reflection and analysis is not of the quality that is evident in "excellent participation." The post offers fewer "new" or "unique" ideas than an excellent participant. The comments are respectful of others and their views, and demonstrate appropriate communication. The post attends to the discussion topic at hand, and stays focused. The post is of appropriate length.

Average (3 points): It is evident that the student has read the material, but has not reflected on it in any depth. The contributions to discussion are clearly tied to what s/he has read, and do not go beyond the required material. There is little value-added. The student's comments are respectful of others and their views, and demonstrate appropriate communication. The student attends to the discussion topic at hand, and stays focused. The post is of appropriate length.

Superficial or Unhelpful (2 points): The student has participated, but comments indicate a lack of preparation prior to responding. Participation does not indicate familiarity with the concepts or readings, and comments are not always relevant to the topic being discussed. The post's comments may be inappropriate or inattentive to the ongoing discussion.

Non-Participation (0 points): The student did not participate.

Final Project 100 points x 3 = 300 points

For this assignment, each student must develop a policy that you believe that the State of Maryland OR the federal government should implement or should modify to reduce trauma or injustice for victims of crime.

Once you have identified the policy that you want to propose, each student should identify one person as a case study that helps them illustrate the need for the policy change for which they are advocating. *The individual chosen for the case study must be someone that would have been positively impacted by the policy that you proposed.* Use something discussed in class, in your textbook (*Something Bad Happened Last Night*) or in any of the books that you read for this class (*Know My Name, A Rip in Heaven, An American Summer, or Shattered*) or in any of the documentaries that you watched for this class to develop the policy that you believe must be implemented or changed. The final deliverable will be a presentation slide deck submitted via an upload in the appropriate ELMS assignment tool. In addition to telling Governor Moore OR Attorney General Bondi which policy they should implement, we need to explain WHY. Teach them and their advisors how the existing policy, practice, or procedures is creating additional trauma or injustice for victims in the criminal justice system. Then explain to your audience why your proposal would reduce or eliminate these injustices or unnecessary traumas.

The final deliverable will be a presentation slide deck submitted via an upload in the appropriate ELMS assignment tool on Sunday, December 14 by 11:59 pm.

Audience: Governor Wes Moore and his criminal justice advisors OR Attorney General Pamela Bondi and her criminal justice advisors. Everyone in the room understands the criminal justice system, but they need to better understand how victims who participate in the criminal justice process experience additional trauma and how the work of victim advocates assists in mitigating that trauma.

Purpose of the Assignment: To recommend one policy and explain to policymakers why this policy is necessary. Since Governor Moore and Attorney General Bondi have busy schedules, the slide deck should be appropriate for a 10 – 15 minute presentation.

Policy Proposal (15 points) due by Thursday, October 13 at 11:59 pm

Description of a problem impacting the equitable or fair outcomes in the criminal court system

- Problem is directly and clearly related to a problem in the state or federal criminal court system **(4 points)**

Identification of a case study, i.e. one person or group of people that were negatively impacted by the problem identified

- Case study is identified and case study's connection to the problem is clear **(4 points)**

Proposal for a policy that would have changed the experience for the case study

- Policy is supported by identified data and evidence **(2 points)**
- Policy is implementable **(2 points)**

Preliminary Bibliography

- At least 5 credible and reliable sources are identified **(3 points)**

Final Project (85 points) due by Monday, December 14 at 11:59 pm

Introduction/Title Page/Honor Code (1 slide)

- Honor Code is included on the title page **(5 points)**

Description of a problem impacting equitable or fair outcomes in the criminal court system (1-3 slides)

- Problem is well-defined and supported by source information **(10 points)**

Identification of a case study, i.e. one person or group of people that were negatively impacted by the problem identified (1 – 2 slides)

- Case study fits the problem defined **(7 points)**

Proposal of a policy that would have changed the experience for the case study (7 – 11 slides)

- Description of the policy proposed (federal or state) (1 slide)
- Elements of the policy (1 slide)
 - Policy is well described **(7 points)**
- Credible and reliable data and evidence that supports the efficacy of the policy (1-2 slides)
 - Policy is well supported by credible and reliable evidence and data **(7 points)**
- How would the policy be implemented (1 - 2 slides)
 - Implementation is described fully **(7 points)**
- How would the policy have impacted the case study (1 slide)
 - Policy would have had a significant impact on the case study **(5 points)**
- What are the challenges of the policy and/or barriers to full implementation (1 - 2 slides)
 - Challenges are well described **(7 points)**
- How do the benefits of the policy outweigh the challenges or barriers? (1 slide)
 - **(5 points)**

Technical Score **(15 points)**

- Format, professionalism, visual appeal, spelling, grammar, etc.

Works Cited (1-2 slides)

- Required that there is at least one source on each slide
- Bare minimum of sources used = 10
 - Citations are complete and source material is relevant and based on credible and reliable evidence **(10 points)**

Fishbowl/Participation

100 points x 3 = 300 points

The Fishbowl and your participation in the fishbowl is worth 30% of your grade and refers to your level of participation in classroom discussions and assignment completion. An engaged student is one who is fully absorbed by and enthusiastic about the course and so takes positive and consistent action to further the student's understanding of the material.

The structure of this course is based heavily on discussion – the nuances of victimology require discussion, debate, and the exchange of ideas. If you are not in class and actively participating, and if you are not fully engaging with the course material on ELMS, you will not earn a passing grade for Participation, but you will also not fully achieve the learning objectives of the course.

Each student will be placed in a small group and each group will be randomly assigned to one Fishbowl. When a student's group is assigned to the Fishbowl, the group is responsible for leading the class on the identified question from the lesson. **The Fishbowl that is lead by the group is worth 40 points.**

1. **Objective:** The goal is to enhance understanding of your assigned topic by teaching it to your peers and connecting it tightly to the subject we were discussing during the preceding week.

2. **Research and Preparation**

- Students conduct thorough research into the topic that they are teaching, e.g., if you are assigned a book, make sure you have read the book thoroughly and take notes; if you are assigned a documentary, make sure you've watched the documentary at least twice.
- Choose the key points of the topic that you'd like to focus on for the class. Try to choose topics that relate most directly to the key points of the module.

3. **Lesson Planning**

- Your work should include an introduction on the subject, specific bulleted exploratory questions regarding the key issues that are important to the discussion, and a debrief. You are required to teach our class all facets of this topic. In a teaching takeover, it is not appropriate to persuade your students to accept a certain outcome. You have to provide them data, facts, and evidence, as well as real-life cases so that they can come to their own conclusions. Appropriate citations and references should be included.
- Develop a structured plan to facilitate a discussion on your key points
- Plan activities or discussions to engage the class in the Fishbowl

4. **Lead the Fishbowl**

There are 13 Fishbowls throughout the semester. I will provide a grade for your participation in each fishbowl. For the Fishbowl that you lead, you can earn up to 40 points. For each additional Fishbowl, you can earn 6 points per Fishbowl. **At the end of the semester, I will drop your two lowest fishbowl grades, giving you 11 graded Fishbowls: 1 Fishbowl you led with your group (40 points possible) and 10 Fishbowls in which you participated as a classmate (60 points possible).**

I reserve the right to increase or decrease your Fishbowl grade up to 10 points in either direction if your engagement in other areas of the course is either exemplary or very poor.

The grade given for in-class Fishbowl participation and the 10 points of adjustment is at the discretion of the Instructor.

Total points 1000 points

Extra Credit Points to be added to the END of your point total, as calculated above

At times during the course of the semester, extra credit opportunities may be offered to students. These will depend on events that are occurring on or near campus, or are in the news. Students are able to earn up to fifty (50) points in extra credit during the course of the semester if it is offered.

| | | | | |
|---------------|--------------|--------------|--------------|---------------|
| A+ = 985-1000 | B+ = 875-894 | C+ = 775-794 | D+ = 675-694 | F = below 595 |
| A = 935-984 | B = 825-874 | C = 725- 774 | D = 625-674 | |

University Policies

All University policies apply to this course. <http://www.ugst.umd.edu/courserelatedpolicies.html>

Classroom Behavior

Class discussion, questions, expression of viewpoints, concerns, and opinions are encouraged. This classroom and my style are very informal. However, I require that all students speak in a non-offensive manner to other students, to the TA (if there is one), and to me. Using language that is offensive, being disruptive or disrespectful, or failing to treat other students and me with respect will result in a reduction of the Engagement grade.

When you are in class, the expectation is that you are present in the class and not on your phone or having a side conversation with another student. Students are required to be present for the entirety of the class. If you arrive late, are disruptive, are disrespectful, or leave early, you may lose any participation points for that day. If the behavior is chronic, it will heavily impact your Participation grade. You should not be talking to or engaging with anyone else except me and the other students in class about the material that we are discussing during the entirety of the class. You should raise your hand if you wish to participate. Failure to acknowledge these parameters will result in a reduction of your grade and may result in a referral to the Office of Student Conduct.

Diversity, Equity, Inclusion, and Belonging. This course explores identity interactions within the criminal justice system, addressing biases, hate speech, and bias-driven incidents. At the University of Maryland and the Department of Criminology and Criminal Justice, we prioritize inclusivity and belonging. **Disrespectful comments and unverified facts from unreliable sources are prohibited.** Participation requires respectful, evidence-based discussions.

- **Acknowledgments:**

- **Implicit Biases:** Recognize biases shaped by personal backgrounds.
- **Impact of Biases:** Understand how biases affect interactions and professional conduct.
- **Cultural Influences:** Identify racism, sexism, and other biases in societal and systemic structures.
- **Daily Impact:** Acknowledge how societal biases affect peers and colleagues.
- **Critical Analysis:** Learn to identify and critically evaluate personal biases.
- **Conduct:** Maintain respect, kindness, openness, and compassion.

Non-compliance may lead to referral to the Office of Student Conduct.

Special Guest Speakers. At various times during the semester, there may be special guest speakers who are relevant to the subject that we are discussing. Behavior and attendance during a special guest speaker is extremely important. I will not tolerate inappropriate behavior during a special guest speaker, and I will remove up to 25 points from your Engagement grade for inappropriate behavior. Inappropriate behavior includes texting from your cell phone, chatting or using technology other than that which is appropriate for class use, or talking to other students while the guest speaker is speaking. Further, attendance at special guest speaker appointments is mandatory. The information provided by the guest speakers will be quizzed and tested heavily.

Use of Personal Technology

The use of personal technology, e.g. personal laptop computers, tablets, SmartPhones, is required for this class to facilitate lectures, assignments, interaction with the professor and TA, quizzes, readings for the course, and exams. Course notes and outlines will often be made available to students prior to each class period. Students are encouraged to download those materials onto a tablet OR print the materials for use during class time.

Personal laptop computers are prohibited for use in class. SmartPhones are prohibited for use in class. Students can use tablets to take notes provided the tablet is laying flat on the student's desk while in the class.

Recording lectures is prohibited for this class. Students that are found to be recording this class for any purpose will be referred to appropriate authority for consequences.

If students are found to be using personal technology devices in any way that is not specifically related to the day's class discussion, or in a way that is explicitly prohibited, then I may deduct up to 10 points from the student's engagement grade for the first offense and/or ask the student to leave the class. On the second and subsequent offenses, students will be referred to the Departmental Director of Undergraduate Programs and/or the Office of Student Conduct for violating course policy on the use of technology during the course.

Major Scheduled Grading Events and Prolonged Absences. All Major Scheduled Grading Events are indicated on the attached schedule. Students who miss a Major Scheduled Grading Event due to illness or who have a prolonged absence due to illness (multiple consecutive absences due to the same illness) shall be required to provide his or her instructor with written documentation of the illness from the University Health Center or from his or her own health care provider. The University Health Center or health care provider shall verify dates of treatment and indicate the dates the student was unable to meet academic responsibilities.

For this course, all quizzes *are not* considered to be Major Scheduled Grading Events. When the student does not meet the quiz time limits or misses a quiz, the student will forfeit the opportunity to take the quiz and will receive a zero.

Because attendance is not mandatory for lectures, there is no need for a student to provide a self-signed note or advanced notification for missing a lecture.

Office Hours

Sometimes the material is understood better by talking it through. Because this is an asynchronous class, I may not have the instant feedback that I would get in a smaller classroom as to whether a student understands the material or is confused. Students who wish to discuss the material can attend my office hours to ask questions and talk through the material. Coming to my office hours are first-come, first-served. I will speak to each student individually and privately as they enter my physical office in College Park or my Zoom meeting room.

Students with Disabilities:

- **Accommodation:** To receive accommodation, students must be registered with ADS and provide a valid ADS Accommodation form. Unregistered students or those without ADS-reviewed documentation cannot be accommodated.
- **Responsibility:** Students must arrange a 1:1 meeting to discuss and plan accommodation. Notify me at least 48 hours before deadlines if extensions are needed. Unclear or unknown issues cannot be addressed.

Lecture Material:

- **Copyright:** Lectures and course materials are protected by copyright law. You may take notes and use materials for personal study but cannot record, reproduce, or distribute them commercially without written consent.
- **Violations:** Selling or distributing materials may violate the University Code of Student Conduct, Part 9 (k).

You play stupid games, You win stupid prizes¹, aka Academic Integrity

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#)

¹ Swift, T. (2019). Miss Americana & the Heartbreak Prince. On *Lover*. Republic Records.

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

It is important to note that course assistance websites, such as CourseHero, or AI generated content are not permitted sources unless explicitly authorized by the assignment instructions. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. **However, collaboration on graded assignments is strictly prohibited. And, the information that is circulated through these informal chats is often erroneous.** Examples of prohibited collaboration include asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: ***I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment.*** If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask!*** To help you avoid unintentional violations, ***the following table*** lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

| |  OPEN NOTES |  USE BOOK |  LEARN ONLINE |  GATHER CONTENT With AI |  ASK FRIENDS |  WORK IN GROUPS |
|------------------|--|--|--|--|--|--|
| Quizzes | ✓ | ✓ | --- | --- | --- | --- |
| Discussion Posts | ✓ | ✓ | ✓ | --- | --- | --- |
| Final Project | ✓ | ✓ | ✓ | --- | --- | --- |

To reiterate, the prohibition on academic dishonesty extends to the use of any and all tools that use artificial intelligence to generate material. It also extends to using another's work without proper citation or "collaborating" on assignments that aren't intended for collaboration. We will use the Turnitin score on your written assignments, as well as other methods of detecting whether your material has been significantly "borrowed" from another source. Students who are found to be in violation of this classroom policy **OR** any other UMD campus policy regarding academic integrity will:

- Receive a 0 for the assignment; and
- Be referred to the Student Honor Council and the Office of Judicial Programs

| | | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | Monday |
|---------------------------------------|-----------------------------|--|--|--|---|---|--|--|
| | TOPIC | Read weekly assignments | Watch lecture and review all material posted on ELMS | Complete 1st Discussion Post by 11:59 pm | No assignments due - Catch up with material | Respond to one Discussion post of another student by 11:59 pm | Quiz on content due by 11:59 pm | In-person class 11:00 am - 12:15 pm; In-class Fishbowl Discussion |
| Week 1 (Tues. Sept. 2 - Sept. 8) | Class Introduction | Read Syllabus and Course Schedule; Begin reading <i>Know My Name</i> by Chanel Miller | | | | | Quiz 1 (Syllabus Quiz) | Introduction to CCJS360 |
| Week 2 (Tues. Sept. 9 - Mon. Sept.15) | Introduction to Victimology | <i>Something Bad Happened Last Night</i> , Chapter 1; <i>Know My Name</i> (Miller); Articles posted in Introduction to Victimology ; Introductory videos posted in Introduction to Victimology | Lecture 1: | Discussion 1: Go to https://implicit.harvard.edu/implicit/selectatest.html . Choose Take a Test and choose one of the following tests: Transgender IAT, Weapons IAT, Skin-tone IAT, Arab-Muslim IAT, Race IAT, Hispanic IAT, Sexuality IAT, Asian IAT, or Gender-Career IAT. Reflect on your findings and how you believe that you can manage your findings when working as a criminal justice professional. | | Response 1: Choose a post from one of your classmates. Describe how the findings of your test are similar or different and discuss how you plan to neutralize your biases when working as a criminal justice professional. | Quiz 2 (Introduction to Victims of Crime) | Fishbowl 1: In this Module we discussed risk reduction versus crime prevention. In Chapter 2 of your text book, there is a short section on victim blaming. Victims of crime in our society face an unprecedented level of blame from society at large, influenced by the victim's circumstances, age, race, gender, socioeconomic status, or what the victim was doing when the crime occurs. Lead the class in a discussion of the two articles from the Washington Post posted on ELMS. One article is titled "DC police say woman found dead in July had been asphyxiated" and the second article is titled "DC police say 8-year-old girl struck by bullet in Southeast Washington." How does victim blaming impact the way we view the two victims, primary and secondary? Are they different? Do you have more empathy for one victim over another? What circumstances of these victims influence your reactions? Apply the theories of victim blaming that are detailed in Chapter 2 |

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| Week 3 (Tues. Sept. 16 - Mon. Sept. 22) | Impact of Victimization - Part I | <i>Something Bad Happened Last Night</i> , Chapter 2; Begin reading <i>A Rip in Heaven</i> by Jeannine Cummins; Articles and Infographics posted in Impact of Victimization ; Introductory videos posted in Impact of Victimization | Lecture 2: Watch the Bryan Kohberger Sentencing Hearing (7/24/25): https://www.youtube.com/live/nbV7L9XzAxE?si=c6OBcuHcA0SidO9n | Discussion 2: Chapter 2 of the book, as well as the lectures on the Impact of Victimization, discuss in detail the way that criminal violence, a trauma, impacts the victim. Case Study #1 discusses the impact of 9/11 on a Pentagon police officer. Case Study #2 discusses the impact of trauma on the family of a man killed in the Pentagon on 9/11. Using what you've learned about the different factors that impact trauma, resilience, assumptive world, and the way that trauma is stored in and manifests itself in the victim's biology, compare and contrast the experiences of the victims in both case studies. What factors contributed to the responses that each of them had? Were their responses different or the | | Response 2: Identify a discussion post that highlights different areas of contrast or comparison with the two case studies. What did you learn from your classmate that you did not understand or appreciate previously? | Quiz 3 (Impact of Victimization) | Fishbowl 2: Lead a discussion of the impact of Bryan Kohberger's crimes on the various primary and secondary victims that spoke at his sentencing hearing. Be sure to highlight the range of impacts that you heard from the victims. |
| Week 4 (Tues. Sept. 23 - Mon. Sept. 29) | Impact of Victimization - Part II | Complete <i>A Rip in Heaven</i> (Cummins); Review <i>Something Bad Happened Last Night</i> , Chapter 2. | Lecture 3: | Discussion 3: You will need to access the article "The Monster in All of Us," reprinted in your text book on page 27 to complete this assignment. "The Monster in All of Us" is an article by Abbe Smith reprinted in Chapter 2 of your textbook. It discusses the experience of Aileen Wuornos, a woman dubbed by the media as America's first female serial killer. This article is, however, embedded in the chapter in your book on the Impact of Victimization. How did Aileen Wuornos early trauma frame her future as a person who committed multiple homicides? | | Response 3: Read your classmates' responses. Do you think of victims and offenders differently now that you've read this article in the context of how violence impacts a person? | Quiz 4 (Impact of Victimization) | Fishbowl 3: Lead the class in a discussion of <i>Know My Name</i> by Chanel Miller. Focus on the impact of the sexual assault on her life. Make sure to cover how the crime impacted her physically, emotionally, interpersonally, financially, and psychologically. |

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| Week 5 (Tues. Sept. 30 - Mon. Oct. 6) | Victims' Rights in the Criminal Justice System - Part I | <i>Something Bad Happened Last Night</i> , Chapters 3 - 4; Articles posted in Victims' Rights in the Criminal Justice System | | <p>Discussion 4: In Chapter 3 of your textbook, the core rights of crime victims were discussed. In Chapter 4, you were introduced to how those core rights are implemented through the different phases of the criminal justice processes. In the preceding chapters of this book and in the preceding lectures, we discussed victim blaming, our biases, and how the circumstances of the victim impact how we view the victim and may treat them.</p> <p>Choose one core right of crime victims. Describe how implementation of the right to [enter the victim's right] is impacted by the victim's race, class, sexual orientation, and gender, i.e. how a person's bias may lead to increase</p> | | Response 4: Identify the post of a classmate that chose a different right than you. What did you consider after reading your classmate's post that you had not considered before? | Quiz 5 (Victims' Rights in the Criminal Justice System) | Fishbowl 4: Lead the class in a discussion of <i>A Rip in Heaven</i> . Focus on the process of the criminal justice system as it applied to all of the victims (primary and secondary). What went right and what went wrong? |
| Week 6 & Week 7 (Tues. Oct. 7 - Mon. Oct. 20) Includes Fall Break | Victims' Rights in the Criminal Justice System - Part II | Review all material from Week 5; Catch up on all reading previously assigned; Begin reading <i>An American Summer</i> by Alex Kotlowitz | | <p>Discussion 5: Describe and discuss which victims' rights you saw portrayed in <i>A Rip in Heaven</i>. How would you rate the St. Louis police department and prosecutor's office in ensuring that Tom Cummins and his family (including Robin and Julie's mother, Ginna) received their statutory rights?</p> | | Response 5: Choose an answer that has identified rights other than those that you identified. Do you agree or disagree with your classmate's analysis? | Part I of the Final Project (Due Oct 13 at 11:59 pm); Quiz 6 (Victims' Rights in the Criminal Justice System) - Due Oct 19 at 11:59 pm) | Fishbowl 5: Considering the findings from the "Crime Survivors Speak" report, what changes would you propose for the future of victims' engagement with the criminal justice system to improve victim satisfaction with the criminal justice system? How can policymakers better align the justice system with the needs and preferences of crime victims to enhance their recovery and sense of justice while maintaining the goals of punishment for |
| Week 8 (Tues, Oct. 21 - Mon, Oct. 27) | Child and Teen Victims | <i>Something Bad Happened Last Night</i> , Chapter 5; Introductory videos posted in Child and Teen Victims | Watch: <i>At the Heart of Gold</i> (MAX) | <p>Discussion 6: For this module, we watched the Ted Talk of Dr. Burke Harris. We also discussed mandatory reporting as a policy shift. Discuss whether mandatory reporting minimizes the ACEs that children experience or makes the trauma worse</p> | | Response 6: Identify a student with a different answer than you had. Comment on whether the other student's analysis shifts your perspective. Why or why not? | Quiz 7 (Child and Teen Victims) | Fishbowl 6: Lead a discussion on <i>At the Heart of Gold</i> . Discuss the impact of crime on the child athletes. Consider how some of the modifications discussed in lecture may have helped the victims in this case. |

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| <p>Week 9 (Tues, Oct. 28 - Mon, Nov. 3)</p> | <p>Victims of Hate Crimes and Terrorism</p> | <p><i>Something Bad Happened Last Night</i> , Chapter 6; Articles posted in Victims of Hate Crimes and Terrorism; Introductory videos posted in Victims of Hate Crimes and Terrorism</p> | <p>Watch: <i>Oklahoma City Bombing: American Terror</i> (Netflix)</p> | <p>Discussion 7: On May 20, 2017, Lt. Richard Collins was murdered outside of Montgomery Hall on the University of Maryland campus in what is widely considered to be a hate crime based on race. In Fall 2018, several swastikas and anti-LGBTQ messaging was found on campus. And, in Fall 2023, there was visible anti-Semitic messaging on the UMD campus. In Fall 2023 alone, the BISS office received 112 complaints of hate or bias, which is up from 30 incidents in Fall 2022.</p> <p>We discussed in class how a hate crime is distinguished from other crimes because the impact extends to the whole community. Discuss how these incidents have impacted you as a member of a targeted community or an ally of a</p> | | <p>Response 7: Read your classmates' responses and reflect on how your classmates' experiences were expected or unexpected? Did you foresee this impact? If not, why not?</p> | <p>Quiz 8 (Victims of Hate Crimes and Terrorism)</p> | <p>Fishbowl 7: Watch <i>Oklahoma City Bombing: American Terror</i> on Netflix. Lead the class through a group discussion of the terrorist attack focusing on the experiences of the crime victims profiled and those that you may have learned about from outside research.</p> |
| <p>Week 10 (Tues. Nov. 4 - Mon, Nov. 10)</p> | <p>Victims of Homicide and Community Violence</p> | <p><i>Something Bad Happened Last Night</i> , Chapter 7; Complete <i>An American Summer</i> (Kotlowitz); Watch <i>Life After the Gunshot</i> ; Articles posted in Victims of Homicide and Community Violence; Introductory video posted in Victims of Homicide and Community Violence</p> | | <p>Discussion 8: Choose one of the profiled characters in <i>An American Summer</i> . Discuss how their experiences were similar or different than the experiences of other victims that we've discussed in class. Why do you think that is?</p> | | <p>Response 8: Identify a discussion post from a student who chose a different character in <i>An American Summer</i> . How did their character's experience differ from the experiences of the</p> | <p>Quiz 9 (Victims of Homicide and Community Violence)</p> | <p>Fishbowl 8: Lead the class in a discussion of <i>An American Summer</i> . Discuss how reading this book deepened your understanding of community violence and homicide.</p> |

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| Week 11 (Tues, Nov. 11 - Mon, Nov. 17) | Victims of Sexual Violence - Part I | <i>Something Bad Happened Last Night</i> , Chapter 9; Introductory video posted in Victims of Sexual Violence | Watch: <i>The Hunting Ground</i> (UMD Library) | Discussion 9: In <i>Know My Name</i> , Chanel Miller transforms from a victim of sexual assault into a powerful voice for survivors, reclaiming her identity and narrative. How do Chanel Miller's experiences reflect broader societal issues surrounding sexual assault, the legal system, and the victim-blaming culture. How does Miller's decision to publicly share her story shift the conversation around victims' rights and victim blaming? | | Response 9: Identify one of your classmate's posts. Does their perspective differ from yours? How? | Quiz 10 (Victims of Sexual Violence) | Fishbowl 9: Lead a discussion of <i>The Hunting Ground</i> . Consider the impact of sexual assault on the victim survivors profiled in the documentary. What, if any, modifications to the criminal justice system would have made their experiences more tolerable? |
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| Week 12 (Tues, Nov. 18 - Mon, Nov. 24) | Victims of Sexual Violence - Part II | Review readings from Week 11 | Watch: <i>The Invisible War</i> (UMD Library) | Discussion 10: You've watched the <i>TedTalk</i> led by Nate Burke about bystander intervention, and you've learned about Dr. Lisak's research about bystander intervention. Synthesizing what you've learned about bystander intervention, discuss how greater bystander awareness could have impacted the victims in <i>The Hunting Ground</i> and <i>The Invisible War</i> . | | Response 10: Read through your classmate's posts. Choose one of the posts and respond to their perspective about how greater bystander intervention may have helped the victims in <i>The Hunting Ground</i> and <i>The Invisible War</i> . | Quiz 11 (Victims of Sexual Violence) | Fishbowl 10: Lead a discussion of <i>The Invisible War</i> . Consider the impact of sexual assault on the victim survivors profiled in the documentary. What, if any, modifications to the criminal justice system would have made their experiences more tolerable? |
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| Week 13 (Tues, Nov. 25 - Dec. 1) | Victims of Intimate Partner Violence - Part I | <i>Something Bad Happened Last Night</i> , Chapters 8 and 10; Articles posted in Victims of Intimate Partner Violence ; Introductory video posted in Victims of Intimate Partner Violence | Listen: Southern Fried True Crime Podcast, Episode 88: Yearley Love: The UVA Lacrosse Murder (https://youtu.be/_0YDPvRdSQ0?si=_ZWBu4rfjqk_oMuU) | Discussion 11: Mistaken cultural beliefs about IPV often influence how victims are treated, both legally and socially. How do cultural attitudes toward intimate partner violence in the US shape the experiences of victims, particularly in terms of stigma, victim-blaming, and support systems? How are the experiences shaped by the victim's or the offender's race, gender, age, socioeconomic status, or sexual orientation? | | Response 11: Identify one of your classmate's posts. Did your classmate identify a perspective that you had not yet identified? How? What did you learn from your classmate? | Quiz 12 (Victims of Intimate Partner Violence) | Fishbowl 11: Lead a discussion of <i>Episode 88: Yearley Love: The UVA Lacrosse Murder</i> . Focus on the elements of intimate partner violence did you notice in the podcast. |
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| Week 14 (Tues, Dec. 2 - Mon, Dec.8) | Victims of Intimate Partner Violence - Part II | Review readings from Week 13 | Watch: <i>The Framingham Eight</i> (UMD Library) | <p>Discussion 12: Relationship violence is perhaps the most complex of all crimes that we will be discussing in Victimology. It is also the most common, one of the most normalized parts of being a police officer, and can be the most lethal.</p> <p>Since September 2023, there have been several domestic or intimate partner related homicides in the DC-MD-VA area that have been in the news. Choose one of those homicides and discuss how you see the incident differently now than you did before you took</p> | | Response 12: Identify a post from a classmate that discussed a case of IPV-related homicide that you did not identify. What did you learn about that case that you did not already know? | Quiz 13 (Victims of Intimate Partner Violence) | Fishbowl 12: Lead a discussion on <i>The Framingham Eight</i> . Focus on the experiences of the women profiled. Discuss whether their sentences were fair or unfair and how societal bias may have played a role in their sentencing. |
| Final Project Due (Due December 14 at 11:59 pm) | | | | | | | | |