Course Description

This seminar is a graduate-level review and analysis of criminal victimization. The issues we will discuss include the nature and extent of victimization in the United States, theories of victimization, and the consequences of victimization for victims and society. We will also examine the interactions between victims and the criminal justice system and other special issues. Students will be exposed to the work of leading victimologists and will be expected to synthesize and critically evaluate their work. Students will also attend lab sections in which they will learn to use large data sets, particularly the National Crime Victimization Survey.

The lab sections will use SPSS and Stata. Previous experience with these software programs is not required.

Course Materials/Resources

- **Required texts:**


  Other assigned readings (downloadable from UMD library web site, or as PDF files through the “Files” folder in the ELMS web site [http://elms.umd.edu](http://elms.umd.edu)).

- **Optional/suggested texts:**


- **Library Resources:**
The University Libraries provide an effective gateway to research resources available locally and at remote sites. Access to online journals is FREE through the UMD library website. Also, you can download articles for FREE (at home, you will need your Directory ID and Password). It is your responsibility to learn to use the university libraries for research purposes. If there is any problem doing so, be sure to contact library staff for assistance.

Please visit the UMD library website for information on services for graduate students:
http://www.lib.umd.edu/tl/faculty-and-grads

ONLINE COURSE MANAGEMENT
Students can access the course syllabus, weekly reading assignments, and other relevant class materials through the ELMS web site http://elms.emd.edu. You must first be registered for the class. Once registered you use your Directory ID and password to log onto the web site.

The class shell contains multiple learning modules (one for each week), which will have assigned reading and course work that will be due by 11:59pm on the designated dates. All assignments must be turned in through ELMS. You can also access your grades (but not those of others) through ELMS once they are posted.

Course Requirements
Your course grade will be based on your class participation, homework assignments (weekly), and one research project.

Class participation is required for this class. Students are expected to participate in classroom activities and conduct themselves in a professional manner at all times. A class for which you are late or leave early is treated as a missed class unless I am notified in advance. Depending on the circumstances, I may require proper documentation (e.g., a doctor’s note) to be provided within 24 hours.
Part of our class will run as a professional seminar-discussion format, and the assigned readings will form the basis of that week’s discussion. As such, I expect you to come to class prepared to fully participate. Your writing assignment and group discussion will prepare you for that task. You should come ready to identify the key points of the readings and to critically assess their strengths and limitations.

Computers in the classroom should be used for the class only. Surfing the Internet or checking email is not an acceptable use of a computer in the class. Any misuse of the computers may results in a point deduction or a failing grade for the class.

Homework assignments: Each student must turn in separate assignments even though you may consult one another on homework assignments. Each student is responsible for the content of the assignment that he or she turns in. I will explain the structure of the assignments in class, and specific instructions are also posted on the ELMS web site. The due dates for the assignments are listed in the syllabus (see Course Schedule). No late assignments will be accepted except for documented excuses (see Makeup policy).

Essentially, each week you will complete a short writing assignment. Each writing assignment is based on the assigned reading for that week and includes 2 parts for you to complete (Part I is an individual research assignment, and part II is a group discussion assignment). I will show you the template for the writing assignment, and we will use the first week to get you familiarized with the assignment format. You will also complete a syllabus quiz in the first week (to make sure that you know your responsibilities), and write and post a short intellectual autobiography in week 1.

In the lab sections, we will learn and practice using the National Crime Victimization Survey and other data sets. I will assign data-analysis assignments periodically based on our progress.

Assignment deadlines are either Thursday or Saturday (11:59pm). Be sure to check the course schedule and the ELMS for course deadlines.

Research project: Students are expected to write and present a research paper. The subject should be informed by materials covered in this class, but it should represent a unique contribution to the field. You will present the paper during the last two weeks of the semester.

It is possible for students to work together on a research project—especially if students are keen to pursue projects that may result in MA or PhD theses, scholarly publications, or conference papers. Students interested in this option must contact me to discuss a research plan. It is also possible to continue with a research project into spring semester for which students can earn additional course credits (independent study). This option must be discussed with me based on the topic of your research.

The research paper can take various forms. It can be a research proposal that identifies an unanswered question and proposes a study to address it. It can be a theory paper that develops an innovative theoretical argument to explain some phenomenon surrounding criminal victimization, or it can be an empirical paper that takes some existing data to conduct a thorough analysis.
The project contains 3 parts. Part I: **A two page proposal of the paper topic must be turned in and approved by the instructor by September 27th (10% of project grade)**. The proposal should include a short description of the research question, an explanation of its importance, your way of addressing the issue, identification of the data source (if this is an empirical paper), current status of data (e.g., in your possession, ready to analyze, or nowhere to be found), and a description of the strengths and weaknesses of your research and the data.

Part 2: **Final paper (70% of project grade, due December 08)**
Format of the Paper: Double spaced, typed in at least 12 point font with 1 inch margins. It should have a title page and an abstract. There is no minimum or maximum length, but it should be shorter than the average journal article length (typically 25 pages excluding references). Minimal use (if at all) of popular culture sources (e.g., magazines) unless these sources are integral to the research (e.g., content analysis of popular media). Use APA or *Criminology*’s guidelines for authors to format your paper ([http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291745-9125/homepage/ForAuthors.html](http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291745-9125/homepage/ForAuthors.html)).

Part 3: **Presentation (20% of project grade, December 1 or December 8)**
You will present your project to the rest of the class in the format of an ASC panel presentation. You will have 15-20 minutes to present your project, followed by up to 3 minutes to answer questions. Your presentation will be graded on organization (15%), effective framing of the research problem (25%), clear communication of results using tables and/or figures (25%), demonstration of knowledge in answering questions (15%), and correct formatting, spelling, grammar, and timing (20%). Your presentation should answer 5 questions: (1) What is the research question? (2) Why is it important? (3) How do you solve it? (4) What do you find? (5) What is next?

You must be present for other students’ presentations regardless of whether you have done your own presentation. You will lose points for not attending presentation sessions unless you have an acceptable excuse (see Makeup policy).

**Grading Scale**
Your grade will be calculated based on the following point breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus quiz</td>
<td>10</td>
</tr>
<tr>
<td>Autobiography</td>
<td>40</td>
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<tr>
<td>8 Research assignments w/ discussion (50 pts each)</td>
<td>400</td>
</tr>
<tr>
<td>Data-analysis assignments (50 pts each)</td>
<td>TBA</td>
</tr>
<tr>
<td>Research project</td>
<td>500</td>
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<tr>
<td>Class participation</td>
<td>100</td>
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To calculate your grade, I will simply divide the number of points you have earned by the total possible. Letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
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Makeup Policy
Makeup assignments will only be given with a DOCUMENTED excuse. Acceptable excuses include personal illness with a doctor’s note, death in the immediate family, a religious observance, and required court appearance. Submitting falsified documentation will not be tolerated and may result in a failing grade for the course. Students are responsible for giving me advance notice that will require excused absences or make-up assignments. For emergencies, you must notify me in person or by phone within 24 HOURS of a missed assignment to be considered eligible for a makeup. If you have a problem, discuss it with me as soon as possible.

Special Needs
Students having a documented disability and requiring special accommodations should contact me as soon as possible so that we can schedule a meeting and discuss how to meet your needs. Prior to our meeting be sure you are registered with the Disability Support Services (DSS) Office. In order to help you, I will need written documentation from the DSS. For information, visit http://www.counseling.umd.edu/DSS/.

Academic integrity & Plagiarism
Dishonesty in the form of cheating, plagiarism, or misrepresentation of data or sources will not be tolerated. Such offenses will be dealt with according to the school academic policy, and will at a minimum result in a failing grade for the course.

You are expected to read and act in accordance with university policies, including:

The Code of Academic Integrity: http://www.president.umd.edu/policies/iii100a.html

The Code of Student Conduct: http://www.president.umd.edu/policies/docs/V-100B.pdf

A Few Thoughts on Plagiarism
(Taken from H. LaFollette, syllabus for Philosophy of Punishment/CCJ 4933/USF. Created 12/31/04.)

(1) Word-for-word. Many people assume they can copy a sentence from a writer without including the words in quotation marks and giving a citation. Wrong! Exactly replicating another’s words is plagiarism, even if it is only a sentence—or even a long phrase. Of course someone might stumble on the same sentence by chance, so it would be difficult to prove that someone has plagiarized if they copied only a single sentence. But once someone has copied several consecutive sentences, the case is closed.

(2) Rephrasing. “Aha,” someone might say, “if plagiarism is copying whole sentences word for word, I will not plagiarize if I rephrase the author.” Wrong! Merely changing a few words is still plagiarism. Consider the following:

Original
The problem, in its most general form, is this. As moral agents, we cannot play favorites--at least, not according to the conception of morality as impartiality. But as parents, we do play favorites. Parental love is partial through and through. And we think there is nothing wrong with this; in fact, we normally think there is
something wrong with the parent who is not deeply partial where his own children are concerned. Therefore, it would seem, one or the other of these conceptions has to be modified or abandoned.

Revised
The general problem is that moral agents cannot play favorites, at least according to the principle of impartiality. Nonetheless, we parents do play favorites. Parental love is completely partial. We think this is morally acceptable. In fact, we think there is something objectionable about the parent who is not partial toward his own children. Therefore, it seems one of these conceptions must be modified or rejected.

This revised version is still plagiarism. Of course if the student had acknowledged that she was paraphrasing the author, and had given an appropriate citation (see below), then that would not be plagiarism.

(3) Using someone’s ideas, even if not their words. If you use someone else’s ideas, even if not their words, and you do not give an appropriate citation, then you have plagiarized.

WHY SHOULDN’T I PLAGIARIZE?

(1) It undercuts the aims of education. If you plagiarize you will not learn the skills you should learn—you are merely copying someone else’s words and ideas.
(2) It is theft. And all theft is wrong, whether it is theft of an idea or an object.
(3) You harm other students. By plagiarizing you make professors more suspicious of students. This encourages them to make assignments that are plagiarism-proof rather than ones that are educationally sound.
(4) You will get caught. I am very good at spotting plagiarism, and tenacious at gathering evidence to establish that a student plagiarized. Think about it a minute: if you plagiarize from a good source—one that is likely to help your grade—the professor will likely know (or can easily find) the source. And if your writing style drastically changes from sentence to sentence or from paper to paper, then even a causal observer will notice. To plagiarize well—to plagiarize in a way that is likely to land you a decent grade and minimize the chance that you are caught—you would have to know the material so well, that it would be easier—and more educationally beneficial—to write the essay yourself.

PENALTY
If you plagiarize, you fail the course. If the plagiarism is especially egregious, I will also turn you in to the dean’s office for academic misconduct. No excuses. No exceptions.

Course Evaluation
Your feedback about this course is very important to me. I will welcome student feedback regarding course readings, assignments, and lab sections throughout the course of the semester. Online evaluations will also be available at the end of the semester, and you can go directly to the website (www.courseevalum.umd.edu) to complete your evaluation starting in late November or early December.
# Course Schedule

* Course schedule is tentative. All changes, if any, will be posted on ELMS.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Topic /Readings</th>
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| **LM1** (09/08 – 09/14) | Class topic: Course Introduction  
Reading for the next class: Historical Overview and Theories of Victimization  
Moriarty / Introduction; Chapter 1; Chapter 2  
**Assignment 1**  
– Syllabus quiz due 09/11  
– Intellectual autobiography due 09/13  
-- Practice: Individual research & group discussion (No due dates; not graded) |
| **LM2** (09/15 – 09/21) | Class topic: Historical Overview and Theories of Victimization  
Reading for the next class: The Nature and Extent of Victimization (Data, Trends, Patterns, Media, and Public Perceptions)  
Moriarty / Chapter 6  
**Assignment 2 -- Individual research due 9/18  
-- Group discussion due 9/20  
-- Data analysis assignments (check ELMS, if assigned, due 9/20)** |
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<tr>
<th>Learning Module</th>
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Reading for the next class: Victim Rights and Services  
Optional resources: Where to get information on victim rights and services? [http://www.ovc.gov/rights/overview_rights.html](http://www.ovc.gov/rights/overview_rights.html) (federal and states)  
**Assignment 3** -- Individual research due 9/25  
-- Group discussion due 9/27  
-- Data analysis assignments (check ELMS, if assigned, due 9/27)  
**Research proposal due 9/27** |
| LM4 (09/29 – 10/05) | Class topic: Victim Rights and Services  
Reading for the next class: Victims and the Criminal Justice System  
Moriarty / Chapter 4; Chapter 5; Chapter 8; Chapter 9  
**Assignment 4** -- Individual research due 10/02  
-- Group discussion due 10/04  
-- Data analysis assignments (check ELMS, if assigned, due 10/04) |
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<tr>
<th>Learning Module</th>
<th>Topic /Readings</th>
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| LM5 (10/06 – 10/12) | Class topic: Victims and the Criminal Justice System  
Reading for the next class: Victimization, place, and multilevel analyses  
| Assignment 5 – Individual research due 10/09  
-- Group discussion due 10/11  
-- Data analysis assignments (check ELMS, if assigned, due 10/11) |
| LM6 (10/13 – 10/19) | Class topic: Victimization, place, and multilevel analyses  
Reading for the next class: Race, Crime, and Victimization  
| Assignment 6 – Individual research due 10/16  
-- Group discussion due 10/18  
-- Data analysis assignments (check ELMS, if assigned, due 10/18) |
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<th>Learning Module</th>
<th>Topic /Readings</th>
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<tr>
<td><strong>LM7</strong> (10/20 – 10/26)</td>
<td>Class topic: Race, Crime, and Victimization</td>
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<td>Reading for the next class:  Victimization, time, and longitudinal analyses</td>
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| | **Assignment 7 -- Individual research due 10/23**  
| | -- Group discussion due 10/25  
| | -- Data analysis assignments (check ELMS, if assigned, due 10/25) |
| **LM8** (10/27 – 11/02) | Class topic: Victimization, time, and longitudinal analyses |
| | Reading for the next class: The intersection between victimization and gender |
| | Moriarty / Chapter 10 |
| | **Assignment 8 -- Individual research due 10/30**  
| | -- Group discussion due 11/01  
<p>| | -- Data analysis assignments (check ELMS, if assigned, due 11/01) |</p>
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<tr>
<th>Learning Module</th>
<th>Topic /Readings</th>
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| **LM9** (11/03 – 11/09) | Class topic: The intersection between victimization and gender  

Reading for the next class: Less-Studied Forms of Victimization  
**Assignment 9 -- Individual research due 11/06**  
-- Group discussion due 11/08  
-- Data analysis assignments (check ELMS, if assigned, due 11/08) |
| **LM10** (11/10 – 11/16) | Class topic: Less-Studied Forms of Victimization  

**Summary: Victimization research and practice** |
| (11/17 – 11/23) | No class—ASC |
| (11/24 – 11/30) | No class meeting (Thanksgiving week); class time reserved for questions on research papers |
| **LM11** (12/01 – 12/07) | Student presentations |
| **LM12** (12/08 – 12/14) | Student presentations and **final paper due 12/08** |