

CCJS 699C
Seminar on Victimization
University of Maryland
Department of Criminology and Criminal Justice
Fall 2019

Class Time: Th 4:00pm-6:45pm Location: CCJS Large Conference Room

Professor: Min Xie, Ph.D.

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Office Hours: MW 12:30-1:30pm, or by appointment

COURSE DESCRIPTION

This seminar is a graduate-level review and analysis of criminal victimization. The issues we will discuss include the origins of victimology, theories of victimization, the nature and extent of victimization in the United States, 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 substantial research and will be expected to synthesize and critically evaluate prior work. Students will also attend lab sections in which they will learn to use large data sets, particularly the National Crime Victimization Survey.

COURSE OBJECTIVES

By the end of the semester, students should be able to:

1. Demonstrate sensitivity to the social, political, and methodological factors shaping victimization research.
2. Critically evaluate ways to advance victimology and generate new ideas.
3. Evaluate major data collection strategies used in the field, and describe the strengths and weaknesses of using secondary sources of crime statistics.
4. Use the NCVS data for research.
5. Develop a research project, and demonstrate proficiency in writing about research based on quantitative data.

ELMS

The course uses the web-based tool, ELMS, to provide you with easy access to all information and notices about the class (<http://elms.umd.edu>). In order to access ELMS, you must first be registered for the class. Once registered, use your Directory ID and password to log onto the website. This website will contain a wealth of information about the class such as a copy of the syllabus, reading materials, and class announcements. You can also access your grades (but not those of others) through ELMS once they are posted.

REQUIRED COURSE READINGS

Textbooks

Takahashi, Yoshiko, and Chadley James. 2019. *Victimology and Victim Assistance: Advocacy, Intervention, and Restoration*. Los Angeles, CA: Sage.

Additional readings

Listed in weekly schedules

COURSE GRADING

The ultimate goal of this class is for you to learn how to think critically about research on victimization and crime. Grades will be based on whether you are reading the assigned readings (leading discussion), how deeply you think about research (research proposal), how engaged you are (class participation), and how much you have learned (discussion and exam).

Grading Breakdown:

Class participation	10%
Leading discussion 1	10%
Leading discussion 2	10%
Research paper	30%
Presentation	10%
Exam	30%

Final course grades will be assigned according to the following scale:

A+ = 96.5% - 100%	C+ = 76.5% - 79.49%
A = 92.5% - 96.49%	C = 72.5% - 76.49%
A- = 89.5% - 92.49%	C- = 69.5% - 72.49%
B+ = 86.5% - 89.49%	D+ = 66.5% - 69.49%
B = 82.5% - 86.49%	D = 62.5% - 66.49%
B- = 79.5% - 82.49%	D- = 59.5% - 62.49%
	F = Any grade < 59.5%

Class Participation (10%)

Students learn the most when they take an active part in learning instead of being passive recipients of information. Thus to strengthen understanding, class participation (e.g., discussion and team work) is an integral part of the class. For those who are shy, remember that class participation is often rather difficult at first but becomes much easier with practice.

Our objective is for students to discuss and critically evaluate assigned readings and their implications for carrying out research in practical situations. I will lecture on relevant topics, but you should come to class prepared to discuss the readings in depth, ask questions, and consider applications of our discussion points.

My expectation is that students will demonstrate their knowledge and understanding. It is your responsibility to read, study, participate, and perform.

Leading Class Discussion (20%)

Each student is expected to summarize the reading and lead discussion for two class sessions during the semester. We will choose the various topic areas for presentation in the first class.

This task consists of three main parts:

1. Thoroughly read and outline the class material as if you are summarizing it for your classmates. You should highlight key points and develop discussion questions.
2. Provide me with a one or two page single-spaced summary (via email) of your understanding of the readings and the points you wish to highlight during class **by 5pm Wednesday of the week** for which you are scheduled.
3. Lead part of the class session for a particular week. This entails highlighting the key points in the reading and proposing discussion questions to the group for our consideration. Essentially, you will be “second in command” for that particular class and I will lean heavily on the work that you have done in moving the discussion along. You will not have to stand in front of the class and recite what you know for the entire class period, however. Again, I do not expect that you will “get” every last detail of the assigned reading, but you should be able to summarize key points and present informed questions to the class.

A few tricks for discussion leaders:

A useful list by Lee Haugen (Center for Teaching Excellence)

- **Show enthusiasm for the subject.** You cannot expect others to become interested in a discussion topic for which the discussion leader shows no enthusiasm. This usually means that the discussion leader has not done his/her homework, a part of which is to think about what is interesting, why the subject is worthwhile or relevant, personal experience with the subject, how the topic relates to current events, etc. If you are interested in the subject, then you will be interested in discovering what your classmates think and feel.
- **Clarify for yourself how you see your role as a discussion facilitator.** If you are uncomfortable, the others in the room will also be uncomfortable. So don't try to make yourself into the “Great Communicator” if you are not. Are you more comfortable with a prepared list of topics and questions or do you like a more free-wheeling atmosphere? Do you feel that some topics are strictly off limits or do you feel that you can manage even very “touchy” topics by keeping the discussion relevant and on course?
- **When possible, set up the room for discussion.** A circle works best, especially if the group can sit around a table. If you can't re-arrange the furniture, then move around the room, sit among the others; become a discussion participant rather than a teacher.
- **Ease others into discussion.** One tactic is to arrive at the classroom early and get others comfortable and talking so that as you ease them into the subject for the day, you are not making a sudden demand for performance. You will also be establishing the idea that discussion is a natural process, not cruel and inhuman punishment, or something with which they have no experience.
- **Avoid yes/no questions.** Ask “why” or “how” questions that lead to discussion and when others give only short answers, ask them to elaborate. Also, avoid questions that have only one answer. This isn't “Jeopardy” and people shouldn't be put into the position of trying to guess which set of words you have in mind.

- **Don't fear silence.** This may be the most difficult thing to do but it is absolutely essential. When we are responsible for facilitating a discussion, we tend to feel that a lack of response within one or two beats is stretching into an eternity. But even if you have posed a very interesting question or situation, the others will need some time to think and formulate a response. If you have very reticent classmates, you can try asking them to write down one or two ideas before you open up discussion. Or try handing out a list of discussion topics at the beginning of the session to give them time to think. Even so, there may be times when there is just no response. That's when you need to re-state the topic, use a different example, take only a part of it at a time, or throw out a "what if" scenario or devil's advocate proposition. But the important thing is to learn to bide your time and bite your tongue and wait for the others to respond.
- **Provide positive feedback for participation.** If a student is reluctant to speak up and then makes a contribution that just lies there like a dead fish, that student is not likely to try again. If you can't think of anything better, thank the student for his/her contribution. But it's much better to build on what the student has said, add an insight, ask others how they would respond to what the student said, and otherwise weave that contribution into the fabric of the discussion. Feedback can be a good means of getting through a lull in the discussion also.
- **When possible, encourage quiet people to contribute.**
- **A recap of what has been discussed** so far lets others know that you heard what they said, helps to reinforce main points, and often stimulates further discussion.

Research Paper (30%)

The research paper has several submission stages. You select a topic that you think might contribute to study of crime and/or victimization. You use NCVS data for this paper so that you become an expert of the NCVS. Requests to use other data must be approved by the instructor under special circumstances.

Overall, you should provide the background for the research problem in which you are interested and how addressing it would provide a contribution to the discipline; a clear indication of your research question(s); a statement about your expectations, hypotheses, and aims; a thorough discussion of your research design and plan (e.g., data, sample, measures, and analytic plan); the major findings; and the potential implications of your study in terms of theoretical contribution, policy development, and/or program enhancement. You will be evaluated on your ability to convey your research plan to readers, so be sure that your proposal is well-written and thoroughly checked for spelling, grammar, etc.

Paper part 1 – Topic Selection (no grade)

Please submit a brief paragraph on one possible research topic. If you need help choosing a topic, you may submit two brief paragraphs on two possible research topics.

In this paragraph, describe the research question, the data source (both the NCVS and other data in addition to NCVS), and current status of data (e.g., in your possession, ready to analyze, or your plan to collect data). To put your research in context, briefly describe how your question relates to existing literature, and why your question is interesting and important. This does not need to be extensive. It is used by the instructor to decide the worthiness of the project.

If you have trouble developing a research question, I recommend taking a look at our weekly schedules and find topics that seem interesting to you. Also, the following things are useful.

1. Searching library databases and looking through journals for articles that interest you.
2. Attending classes/seminars/talks at the department could spark nice ideas (even if they seem not related to your research).
3. Chatting with other graduate students.
4. Reading deeply with **why?** in mind. This means reading a lot and also means stopping more than usual in the assumptions, hypotheses, and results for different papers.
5. Read future work and conclusions of the papers. Some papers have a real list of future research ideas.

Paper part 2 – Literature Review (10%)

In no more than 8 double-spaced pages (not counting references), please clearly identify the research topic you will work on for the remainder of the semester. This section of the proposal should state the topic and the theoretical and practical importance of studying it. It should also identify and review the major studies that have examined this issue in the past. What are their theoretical and methodological strengths and weaknesses? Use this to explain how your research will contribute to the discipline. State the major hypotheses that your study will test. Identify the major dependent and independent variables and the unit of analysis, as part of your proposal. Include references in *APA* format.

Paper part 3 – Data and Research Design (10%)

In no more than 8 double-spaced pages (not counting references), indicate clearly the type of data you will use, your measures, and the analytical strategy you will use for your proposed research. In this section, pay particular attention to practical issues, such as sample size, potential attrition, and the quality of data and measures. Provide a justification for the decisions you make. To get high marks, you need to let the reader know the key variables you use to test your hypothesis. Indicate precisely how you will measure them and defend your measures. Discuss your plan for analysis. Include references in *APA* format.

Paper part 4 – Full paper with results and discussion (10%)

This final paper should address all comments and suggested revisions provided throughout the semester. It should have “Results” and “Discussion” sections. The paper should be double-spaced, in 12-point Times New Roman, with 1-inch margins and in *APA* format. A 20-25 page limit (not counting references) will be strictly enforced.

Presentations (10%)

You will present your paper to the rest of the class in the format of an ASC panel presentation. You will have 15-18 minutes to present your project, followed by up to 2 minutes to answer questions. Your presentation will be graded on organization, effective framing of the research problem, clear communication of results using tables and/or figures, demonstration of knowledge in answering questions, and correct formatting, spelling, grammar, and timing. Your presentation should answer 5 questions: (1) What is the research question? (2) Why is it important? (3) How do you address it? (4) What do you find? (5) What is next?

Exam (30%)

This will be an in-class, closed-book exam that will test you on the core themes covered in the class.

CLASS POLICIES

Attendance: 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. Any absences will be not be excused unless the student provides documentation (such as a physician's note) of a medical or family emergency. In cases of extended absences, the student must meet with me in order to arrive at a plan that will address the missed material and his or her participation grade.

Disability Support: I will make every effort to accommodate students who are registered with the Accessibility and Disability (ADS) Office and who provide me with a University of Maryland ADS Accommodation form, which has been updated for the fall 2019 semester. This form must be presented to me **no later than September 5, 2019**. I am unable to accommodate students who are not registered with ADS or who do not provide me with documentation that has not been reviewed by ADS by that date. ADS students who are requesting to take their exams at the ADS Center need to provide me with a testing form. The form must be turned in to me no later than 1 week prior to the exam. The student is expected to take the exam at the same time as the rest of the class.

Religious Observances: If you are restricted from meeting your course requirements due to a religious observance, you will need to discuss this with me by **September 5, 2019**. Please submit a request for an alternative time to complete an assignment by that date.

Missed Deadlines/Late Assignments: Makeup assessments (including extensions for papers and leading class discussions) will not be given for unexcused or undocumented absences. Accompanying written documentation, such as hospital admission papers or a physician's note, is required. If a *complete* assignment is late without my prior approval, it will lose one letter grade for every 24 hours that is past the due date.

Academic Integrity: Academic dishonesty of any form will NOT be tolerated. The University of Maryland has a nationally recognized Code of Academic Integrity. 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.shc.umd.edu>.

Course Evaluation: Your feedback about this course is very important to me. Completing a course evaluation is also part of what it means to be a member of the UMD academic community. At the end of the semester I very much would like you to fill out the online course evaluation. CourseEvalUM will be open for you to complete your course evaluation. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluation starting in late November.

Graduate Course Related Policies and Graduate Student Rights and Responsibilities

The Graduate School has prepared a guide in order to provide you with information about graduate course policies, other policies related to graduate study, and relevant on-campus resources. Your syllabus applies specifically to a given course. The guide at the following link applies in general to your graduate coursework and experience at UMD:

<https://gradschool.umd.edu/course-related-policies>.

COURSE SCHEDULE

(Course schedule is tentative and subject to change)

Date	Topic /Readings/Assignments
08/29	<p>Introduction and orienting remarks</p> <p>Why victimology? The development of criminology and contributions made by victimology</p> <p>Victimology & Victim Assistance —why the book?</p>
09/05	<p><u>Immerse yourself in US national crime statistics and NCVS research (part 1)</u></p> <p>Cantor, David, and James P. Lynch. (2000). Self-report surveys as measures of crime and criminal victimization. Pp. 85-138 in David Duffee (ed.), <i>Criminal Justice 2000, volume 4: Measurement and Analysis of Crime and Justice</i>, Washington, D.C.: National Institute of Justice.</p> <p>Rennison, C.M. & Rand, M. (2007). Introduction to the National Crime Victimization Survey. In Lynch, J.P. & Addington, L.A. (eds.). <i>Understanding crime statistics: Revisiting the divergence of the NCVS and UCR</i>. Cambridge, UK: Cambridge University Press.</p> <p>Addington, L. A. (2008). <i>Current Issues in Victimization Research and the NCVS's Ability to Study Them</i>. Prepared for presentation at the Bureau of Justice Statistics Data User's Workshop. Washington, DC.</p> <p>Xie, M., & Baumer, E. P. (2019). Neighborhood immigrant concentration and violent crime reporting to the police: A multilevel analysis of data from the National Crime Victimization Survey. <i>Criminology</i>, 57(2), 237-267.</p> <p>In-class lecture and practice: The NCVS (part 1)</p>
9/12	<p><u>Immerse yourself in US national crime statistics and NCVS research (part 2)</u></p> <p>Paper part 1 due</p> <p>Lauritsen, J. L. (2003). <i>How Families and Communities Influence Youth Victimization</i>. Washington, DC: US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.</p> <p>D'Alessio, S. J., & Stolzenberg, L. (2003). Race and the probability of arrest. <i>Social Forces</i>, 81(4), 1381-1397.</p> <p>Xie, M., Lauritsen, J. L., & Heimer, K. (2012). Intimate partner violence in US Metropolitan areas: The contextual influences of police and social services. <i>Criminology</i>, 50(4), 961-992.</p> <p>Slocum, L. A. (2018). The effect of prior police contact on victimization reporting: Results from the Police–Public Contact and National Crime Victimization Surveys. <i>Journal of Quantitative Criminology</i>, 34(2), 535-589.</p> <p>In-class lecture and practice: The NCVS (part 2)</p>

Date	Topic /Readings
9/19	<p data-bbox="354 275 1003 306"><u>Historical Overview and Theories of Victimization</u></p> <p data-bbox="354 346 1474 415">Rock, Paul. (2018). Theoretical perspectives on victimisation. In Sandra Walklate (ed.), <i>Handbook of Victims and Victimology</i>. New York: Routledge.</p> <p data-bbox="354 422 1451 527">Meier, Robert F., and Terance D. Miethe. (1993). Understanding theories of criminal victimization. Pp. 459 - 499 in <i>Crime and Justice: A Review of Research</i>, vol. 17, edited by M. Tonry. Chicago: University of Chicago Press.</p> <p data-bbox="354 533 1317 602">Lauritsen, Janet L. (2010). Advances and challenges in empirical studies of victimization. <i>Journal of Quantitative Criminology</i> 26:501-508.</p> <p data-bbox="354 609 821 640">Takahashi & James. Chapters 1 & 2.</p>
9/26	<p data-bbox="354 676 805 707"><u>Nature and Extent of Victimization</u></p> <p data-bbox="354 747 751 779">Takahashi & James. Chapter 3.</p> <p data-bbox="354 785 1451 890">Baumer, E. P., Velez, M. B., & Rosenfeld, R. (2018). Bringing crime trends back into criminology: A critical assessment of the literature and a blueprint for future inquiry. <i>Annual Review of Criminology</i>, 1, 39-61.</p> <p data-bbox="354 896 1474 1001">Lauritsen, J. L., & Rezey, M. L. (2018). Victimization trends and correlates: Macro-and microinfluences and new directions for research. <i>Annual Review of Criminology</i>, 1, 103-121.</p> <p data-bbox="354 1008 1484 1113">Morden, H. K., and Ted Palys. 2019. "Measuring Crime." In Neil Boyd (Ed.), <i>Understanding Crime in Canada: An Introduction to Criminology</i>. Toronto: Emond Publishing.</p>
10/03 Paper part 2 due	<p data-bbox="354 1152 927 1184"><u>Victimization, place, and multilevel analyses</u></p> <p data-bbox="354 1224 1500 1293">Wilcox, P., & Cullen, F. T. (2018). Situational opportunity theories of crime. <i>Annual Review of Criminology</i>, 1, 123-148.</p> <p data-bbox="354 1299 1451 1404">Eck, John and Weisburd, David L. (2015). Crime Places in Crime Theory. <i>Crime and Place: Crime Prevention Studies</i>, 4 (pp. 1-33); Hebrew University of Jerusalem Legal Research Paper. https://ssrn.com/abstract=2629856</p> <p data-bbox="354 1411 1484 1516">Pickett, K. E., & Pearl, M. (2001). Multilevel analyses of neighbourhood socioeconomic context and health outcomes: a critical review. <i>Journal of Epidemiology & Community Health</i>, 55(2), 111-122.</p> <p data-bbox="354 1522 1443 1627">Xie, M., Heimer, K., Lynch, J. P., & Planty, M. (2018). Why is the victimization of young Latino adults higher in new areas of settlement? <i>Journal of Quantitative Criminology</i>, 34(3), 657-690.</p>

Date	Topic /Readings
10/10	<p data-bbox="354 243 1333 279"><u>Victim experiences by gender, age, ethnicity, sexuality, and intersectionality</u></p> <p data-bbox="354 317 1466 386">Davies, Pamela. (2018). Feminist voices, gender and victimisation. In Sandra Walklate (ed.), <i>Handbook of Victims and Victimology</i>. New York: Routledge.</p> <p data-bbox="354 390 1495 459">Lee, Jaekyung. (2002). Racial and ethnic achievement gap trends: Reversing the progress toward equity? <i>Educational Researcher</i> 31: 3-12.</p> <p data-bbox="354 464 1484 569">Lauritsen, J. L., & Heimer, K. (2010). Violent victimization among males and economic conditions: The vulnerability of race and ethnic minorities. <i>Criminology & Public Policy</i>, 9(4), 665-692.</p> <p data-bbox="354 573 1442 678">Freilich, J. D., & Chermak, S. M. (2013). Hate crimes. Problem-oriented guides for police, Problem-Specific Guides Series, No. 72. Office of Community Oriented Policing Service. Washington, DC: US Department of Justice.</p>
10/17	<p data-bbox="354 722 873 758"><u>Victims and the Criminal Justice System</u></p> <p data-bbox="354 795 821 831">Takahashi & James. Chapters 5, 6, 7</p> <p data-bbox="354 835 1500 905">Xie, M., & Baumer, E. P. (2019). Crime Victims' Decisions to Call the Police: Past Research and New Directions. <i>Annual Review of Criminology</i>, 2, 217-240.</p>
10/24	<p data-bbox="354 942 1317 1012"><u>Victimization and longitudinal analyses (including victim help-seeking and consequences of victimization)</u></p> <p data-bbox="354 1050 1495 1119">Farrell, G., & Pease, K. (2001). <i>Repeat Victimization</i>. Read the following pages only: Pp. 1-26 & Pp. 241-254.</p> <p data-bbox="354 1123 1463 1228">Finkelhor, D., Ormrod, R. K., & Turner, H. A. (2007). Re-victimization patterns in a national longitudinal sample of children and youth. <i>Child Abuse & Neglect</i>, 31(5), 479-502.</p> <p data-bbox="354 1232 1484 1337">Daigle, L. E., Fisher, B. S., & Cullen, F. T. (2008). The violent and sexual victimization of college women: Is repeat victimization a problem? <i>Journal of Interpersonal Violence</i>, 23(9), 1296-1313.</p> <p data-bbox="354 1341 1471 1446">Xie, M., & Lynch, J. P. (2017). The effects of arrest, reporting to the police, and victim services on intimate partner violence. <i>Journal of research in crime and delinquency</i>, 54(3), 338-378.</p>

Date	Topic /Readings
<p>10/31</p> <p>Paper part 3 due</p>	<p><u>Less-studied forms of victimization and going forward</u></p> <p>Petersilia, J. R. (2001). Crime victims with developmental disabilities: A review essay. <i>Criminal Justice and Behavior</i>, 28(6), 655-694.</p> <p>Bachman, R., & Meloy, M. L. (2008). The epidemiology of violence against the elderly: Implications for primary and secondary prevention. <i>Journal of Contemporary Criminal Justice</i>, 24(2), 186-197.</p> <p>Stamatel, J. P., & Mastrocinque, J. M. (2011). Using national incident-based reporting system (NIBRS) data to understand financial exploitation of the elderly: A research note. <i>Victims and Offenders</i>, 6(2), 117-136.</p> <p>Dussich, John P. J. (2006). Victimology – Past, Present and Future. https://www.unafei.or.jp/publications/pdf/RS_No70/No70_12VE_Dussich.pdf</p>
<p>11/07</p>	<p>Summary: Victimization research and practice</p>
<p>11/14</p>	<p>No class—ASC</p>
<p>11/21</p>	<p>Student presentations</p>
<p>11/28</p>	<p>No class (Thanksgiving)</p>
<p>12/05</p>	<p>Exam</p>
<p>12/12</p> <p>Paper part 4 due</p>	<p>Give me a hard copy by 4pm</p>