

**The University of Texas at El Paso**  
**Department of Criminal Justice**  
**CRIJ 5341: Violence and Victimization (CRN: 15812)**  
**Fall 2023**

**PROFESSOR INFORMATION**

**Professor:** Dr. Amanda Goodson

**Office:** Education Building, Room 111-P (2300 Randolph Drive)

**Email:** [ajgoodson@utep.edu](mailto:ajgoodson@utep.edu)

**Telephone:** (915) 747-6831

**Office Hours:** Thursdays from 3:00pm-5:00pm or by appointment

**MEETING TIME AND PLACE**

**Class Time:** 6:00pm – 8:50pm on Thursdays

**Classroom:** Education Building, Room 114

**REQUIRED READINGS AND MATERIALS**

This class uses an Open Educational Resources format, which means all required readings, videos, websites, etc. are provided on the course Blackboard at no cost to students.

**COURSE DESCRIPTION**

**Catalog Description:** This course covers topics in the study of violence and victimization. Topics may include different types of aggression and violent behavior, historical trends and patterns, theoretical explanations, contexts and settings for violence (home, school, workplace, etc.), the role of gangs and violence, the role of drugs, alcohol, and/or firearms, and control of violent crime.

**Class Description:** The purpose of this course is to expand your knowledge of a variety of topics related to violence and victimization, which is broadly referred to as the field of victimology. While the study of criminal justice often focuses on aspects of the system and issues related to criminal offending, the study of victimization is crucial to developing a holistic understanding of crime and its impact. Throughout the semester, we will examine several aspects of victimization including trends, theories, and correlates. In addition, we will investigate specific forms of victimization such as intimate partner violence, sexual violence, and child abuse. The focus will be on current research related to these topics, though we will examine them through a historical lens as well.

**Trigger Warning:** It is important to keep in mind that victimization is something that affects millions of people nationwide. It is likely that students in this classroom may have had experiences with or know someone who has experienced some form of victimization. As we discuss and explore the etiology of victimization, the definitions, illustrations, and examples of victimization, illicit discomfort and/or emotional responses may arise. We call these “triggers.”

Please note that this course is made up of readings, discussions, and exercises that involve extraordinarily sensitive material being presented in lecture or film. Please plan accordingly. I've also included a list of university, community, and national resources on Blackboard and I encourage you to use them when needed.

## **COURSE OBJECTIVES OR EXPECTED LEARNING OBJECTIVES**

This course is designed to help you achieve the following specific learning outcomes:

1. Describe the evolution of the field of victimology, including contemporary and historical theoretical explanations for victimization
2. Explain the measurement and prevalence of criminal victimization
3. Identify the effects of victimization on individuals, the criminal justice system, and society
4. Summarize crime victims' rights and the remedies available for restoration and recovery
5. Describe the characteristics of a variety of types of criminal victimization
6. Synthesize and effectively communicate research on victimization

## **COURSE FORMAT**

This course is administered as a face-to-face class and regular attendance is expected of all students. Class starts promptly at 6:00pm on Thursdays so please make sure to arrive on time.

Discussion will be a primary component of this course. The purpose of class discussion is to foster critical thinking and evaluation of important issues related to violence and victimization. It is expected that each and every student will help facilitate healthy discussion by respecting other students and their opinions. Disrespect towards the professor and/or other students during class time will not be tolerated.

## **COURSE ASSIGNMENTS**

### **1) Reading**

This is a graduate level course and there are weekly required readings and materials (see course calendar and Blackboard). As graduate students, I expect that you carefully review all assigned materials and take careful notes as you progress through the content. Your notes will help you during class discussion and aid in preparing for any required assignments throughout the course of the semester. Here are some questions that may be helpful to think about as you review the required materials:

- What is the main thesis or idea?
- What is the hypothesis?
- What methods are used to test this hypothesis and are they qualitative or quantitative?
- What are the main findings?
- Do you believe that the authors draw reasonable conclusions about their findings? Why or why not?
- What are the limitations?
- What is the intended audience of this article?

- What does the article add to your knowledge of the subject?
- What are the implications for policy and practice that can be derived from this article?

## **2) Discussion Questions: 66 points**

Beginning in Week 2, students are required to submit three discussion questions (each worth 2 points for a total of 6 points) in advance of every class session. The discussion questions should clearly demonstrate that you have read through and thought about the weekly material. Moreover, the discussion questions should be designed to facilitate class discussion (i.e., not a yes/no type questions). Discussion questions must be unique in that they cannot come pre-existing sources (e.g., websites, textbooks, etc.) and you may not work with other students to compose them. **Discussion questions must be typed and submitted via the assignment link on Blackboard by 12:00pm on Thursdays.** There are 12 submissions, 11 of which will count toward your final grade. Please refer to the course calendar for specific due dates and times.

## **3) Participation: 110 points**

Participation is an integral part of this of this class and will be required to be successful in the course. Starting in Week 2, participation in each class meeting is worth 10 points. That said, merely attending class will not earn you full points. Instead, it is expected that you engage in meaningful class discussion and contribute through multiple occasions per class session. Contributions should demonstrate that you have completed class readings and materials. I encourage you to prepare one key takeaway from each of the readings, bring your discussion questions, and any additional notes that you completed on the materials. These will aid in your ability to successfully participate in class. Points missed due to absence, tardiness, or leaving early cannot be made up unless there is a university approved reason (e.g., university sponsored event, religious holiday). There are 12 weeks of participation, 11 of which will count toward your final grade.

## **4) Literature Synthesis (x2): 100 points**

There are three distinct units in this course (i.e., foundations of violence and victimization, specific forms of violence and victimization, and institutional responses to violence and victimization). You will be required to select two of the three units and write a corresponding literature synthesis. Literature syntheses are designed to act as a critical assessment of materials read in class. Each literature synthesis must incorporate at least five (5) of the assigned readings (Note: you cannot use media) from the selected unit. Literature syntheses should articulate any main themes from the readings, compare and contrast differences, or discuss connections among the selected readings. Each synthesis should be approximately 3-4 pages double-spaced, excluding title and reference pages. Papers should follow APA 7<sup>th</sup> edition format. Literature syntheses must be submitted via the SafeAssign link on Blackboard by the designated date and time in the course calendar. Each literature synthesis is worth 50 points, for a total of 100 points. I encourage you to review the due dates in the course calendar and plan accordingly.

## **5) Book Review: 100 points**

At the beginning of the semester, you will select a non-fictional book related to violence and victimization. While students may choose books on similar topics, no two students may read the same book and your book must be approved by me. As such, you must submit your book choice and a brief synopsis (in your own words) of why you chose the book and how it relates to this course. If two students select the same book, the student who submitted their selection first will receive approval. I will share a list of books that *could* be used for this assignment though you are not required to select a book from this list. This portion of the assignment is worth up to 5 points and must be submitted via the SafeAssign link on Blackboard by Thursday, September 28<sup>th</sup>.

Your written review should be approximately 4-6 double-spaced pages (excluding title page, references, etc.), and it should follow the format of those published in academic journals. In other words, it should include a concise summary of the book, a critical analysis of the content, a critique of the strengths and weaknesses, and application of the book to course material. APA 7<sup>th</sup> edition should be used for assignment formatting. This portion of the assignment is worth up to 95 points and is due via the SafeAssign link on Blackboard by Thursday, November 30<sup>th</sup>.

### 6) Take-Home Final Exam: 100 points

At the end of the semester, students will be required to complete a take-home final exam. The purpose of this take-home final examination is to acquire and then demonstrate knowledge in a given area of violence and victimization, while learning how to locate and synthesize various scholarly and legislative resources in a given sentence length. You will provide an extensive amount of information about a topic related to violence and victimization (it cannot be on the same topic as your selected book review), using the fewest words. This assignment will require you to demonstrate the application of your knowledge and your written communication ability.

### 7) Extra Credit

There may be extra credit opportunities made available at my discretion throughout the semester. If offered, extra credit opportunities will be available to the entire class. Individual level basis opportunities will not be provided.

## COURSE GRADING

Final grades will be calculated based on **TOTAL POINTS** earned across all assignments outlined below and completed extra credit. You are responsible for obtaining the grade that you want in this class.

<b>Progress Checks: Points Weighted Equally</b>	<b>Points Each</b>	<b>Total Points</b>
11 Weeks of Discussion Questions	6 points	66 points
11 Weeks of Participation	10 points	110 points
2 Literature Syntheses	50 points	100 points
1 Book Review	100 points	100 points
1 Take-Home Final Exam	100 points	100 points
	<b>Total Points</b>	<b>476 points</b>

428 – 476 Points	90 – 100%	A
380 – 427 Points	80 – 89%	B
333 – 379 Points	70 – 79%	C
285 – 332 Points	60 – 69%	D
285 & Below	59% or Less	F

## **CLASSROOM POLICIES**

**Attendance and Participation Policy:** Your success in this course is contingent upon attending class regularly and participating in a meaningful way. As discussed above, participation is offered and integrated into the final grade. Points missed due to absence, tardiness, or leaving early cannot be made up. Work, transportation, etc. are NOT university excused absences. Please notify me via email if you are unable to attend class. Students are responsible for all course material covered in their absence and to ensure that assignments are still submitted on time.

**Student Expectations/Responsibilities:** This is a graduate level course and the required material is substantially larger than undergraduate coursework. I do not provide a time requirement for this course. Instead, it is up to you to devote enough time to this course each week. During most weeks, this includes completing assigned readings, preparing to contribute to class discussions, submitting your assignments, and attending class. Please let me know of any individual learning needs or schedule conflicts in advance of their occurrence.

**Netiquette and Seminar Discussion Guidelines:** This course will be taught in an inclusive and comfortable space that is intellectually challenging. We will be talking about violence and victimization, which means there may be discussion surrounding debated and controversial topics. As we know, it is possible to miscommunicate what we mean or to misunderstand what was said in the classroom. Here are some basic ground rules that will facilitate healthy discussion and conversations:

- Always consider your audience. This is a graduate-level course
- Be respectful and courteous to fellow classmates and professor at all times. No harassment or inappropriate comments will be tolerated.
- When reacting to someone else, address their ideas, not the person. With this in mind, do not verbally attack another because their position is different than yours. Instead, practice refining your discussion/debate skills by becoming more informed about issues that interest you. Keep in mind that the field of criminal justice is characterized by a diverse continuum of perspectives, and the university educational experience requires that we examine issues from numerous angles.
- Blackboard is not a public internet venue; all discussions and postings to it should be considered private and confidential. Do not copy and paste documents or course material to a publicly accessible website, blog, or other space.

As the professor, I will work to foster an environment that is supportive, accepting, respectful, and intellectually stimulating. I expect all students to contribute to the shaping of an inclusive, comfortable, and educational setting by honoring the diverse backgrounds, statuses, and

experiences of your fellow classmates. Failure to observe the ground rules may result in disciplinary action.

**Late Work Policy:** Requests for extensions and make-up work will only be granted in the case of a **documented, university approved** event/circumstance. If you miss an assignment/class and the reason falls outside of a university approved event/circumstance, you will receive a zero. **Students must reach out to me prior to the deadline/class** to see if an extension or make-up assignment can be granted. If an extension or make-up work has been granted, no further deadlines will be provided for that assignment/class. I strongly encourage students to submit work with plenty of time to spare in case technological issues arise.

**Email Policy:** The best way to contact me is through UTEP email. During the week (Monday – Friday) you can expect an answer from me within 24 hours. If you email me after 5:00pm, on the weekend, or a university holiday, expect a response the next business day. A few email guidelines:

- 1) Email me from your UTEP account;
- 2) Use my appropriate name (Dr. Goodson or Professor Goodson);
- 3) Identify yourself and your class (hint, this class is CRIJ 3321: Family Violence);
- 4) Clearly state your question or explain why you are emailing;
- 5) Always check the syllabus to see if your question can be answered!

This article helps with email etiquette: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Be proactive in communication – please let me know if you find that you are having trouble keeping up with the material as this will allow us time to find a solution. Finally, it is your responsibility to check your UTEP email every day for important announcements or class updates.

**Technology Requirements and Policies:** Laptops may be used only for the purpose of note-taking or other course-related activities. If students are caught using their laptops for anything non-school related, the student will lose their privilege to do so permanently. Cell phones and headphones are not permitted for use in the classroom. Should you be observed texting or wearing headphones during class, you will be asked to leave the classroom.

Much of the course content will be available through the Blackboard learning management system. Ensure your UTEP email account is working and that you have access to the Web and a stable Web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

At a minimum, you will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

**Prohibition of Course Work Acquired Outside of Student's Own Work:** Papers purchased, written by another individual, or written using or with the assistance of an artificial intelligence system or software (e.g., ChatGPT) are strictly prohibited in this course. Failure to follow this will be considered academic dishonesty and referred to the Office of Student Conduct and Conflict Resolution. See the Scholastic Integrity section of this syllabus for more information about academic dishonesty and its consequences.

**Classroom Materials and Recording Policy:** To ensure free and open discussion of ideas, students are prohibited from recording class sessions without necessary, individual documentation from UTEP's CASS. Moreover, students are prohibited from taking pictures of or sharing classroom materials including, but not limited to class notes, PowerPoint slides, quizzes, exams, assignments, and any written, audio, and video materials developed by the professor. In individual cases where students have an accommodation for a recording device, use of recorded class content outside of the parameters of the course is prohibited. It will be for individual and educational purposes only and may be used solely for the student's own private use. Distribution or sale of any class material is prohibited without the written permission of the instructor and others who are recorded. Distribution without permission is a violation of educational privacy law.

## **UNIVERSITY POLICIES**

**Class Attendance:** According to UTEP Curriculum and Classroom Policies, "Students are expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Per the [university policy](#), excused absences include university-recognized activities (e.g., sports, band, professional conference, etc.), religious holy day, and military leave. Students must follow the required process and guidelines for notifying the instructor of these absences. Missing class due to work, transportation issues, etc. are not excused absences.

**Incomplete Grade Policy:** Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

**Accommodations Policy:** The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

**Scholastic Integrity:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, using previously submitted academic work, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

**Copyright Statement for Course Material:** All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

**Mandatory Reporting:** Under Title IX of the 1972 Education Amendments to the United States Code, I am required to report sexual assault, domestic violence, and stalking to campus administrators. Confidential help is available should you need it through the [UTEP Counseling and Psychological Services](#) or the National Domestic Violence Hotline (1-800-799- SAFE). An additional resource includes the [Center Against Sexual and Family Violence](#). Under Texas law, I am required to report child and elder abuse and the maltreatment of persons with disabilities. Texas law says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to DFPS. A person who reports abuse in good faith is immune from civil or criminal liability. The Texas Department of Family and Protective Services (DFPS) keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony.



Time frames for investigating reports are based on the severity of the allegations. Reporting suspected abuse makes it possible for a family to get help. Here is a link to allow for such reporting and for further information:

[http://www.dfps.state.tx.us/Contact\\_Us/report\\_abuse.asp](http://www.dfps.state.tx.us/Contact_Us/report_abuse.asp)

**Course Resource:** UTEP provides a variety of student services and support. Please see below.

- Technology Resources
  - [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- Academic Resources
  - [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
  - [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Individual Resources
  - [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
  - [Center for Accommodations and Support Services \(CASS\)](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
  - [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

## WEEKLY COURSE SCHEDULE

The following is a tentative course schedule. I reserve the right to make changes to the syllabus at any time for any justifiable reason. If changes are made, they will be announced in class and an updated syllabus will be uploaded to Blackboard.

Week and Days	Topic(s)	Required Material	Assignment Due Dates
<b>UNIT 1: FOUNDATIONS OF VIOLENCE AND VICTIMIZATION</b>			
W1: August 31	Syllabus review  Introduction to Victimology; Data Sources for Victimization	Review the syllabus and bring any questions you have to class	
W2: September 7  <b>*UTEP is closed Sept. 4<sup>th</sup> to observe Labor Day</b>	Founders, Theories, and Controversies	Clevenger, S., Navarro, J. N., Marcum, C. D., & Higgins, G. E. (2018). <i>Understanding victimology: An active-learning approach</i> . Routledge.  Daly, K., & Chesney-Lind, M. (1988). Feminism and criminology. <i>Justice Quarterly</i> , 5(4), 497- 538.  Yager, J. (2022). The discipline of victimology – Founders, theories, and controversies. In <i>Essentials of victimology: Crime victims, theories, controversies, and victims' rights</i> . (pp. 69-100). Aspen Publishing.	Discussion questions due by 12:00pm
W3: September 14  <b>*Sept. 13<sup>th</sup> last day to register for classes</b>	Historical Context of Victimology – The Women's Movement and the Crime Victim's Rights Movement	Davis, R. C., & Mulford, C. (2008). Victim rights and new remedies: Finally getting victims their due. <i>Journal of Contemporary Criminal Justice</i> , 24(2), 198-208.  Englebrecht, C. M. (2012). Where do I stand? An exploration of the rules that regulate victim participation in	Discussion questions due by 12:00pm

		<p>the criminal justice system. <i>Victims &amp; Offenders</i>, 7(2), 161-184.</p> <p>Pilcher, J., &amp; Whelehan, I. (2017). Feminisms. In <i>Key concepts in gender studies</i>. (pp. 53-56). Sage.</p> <p>Pilcher, J., &amp; Whelehan, I. (2017). Waves of feminism. In <i>Key concepts in gender studies</i>. (pp. 166-169). Sage.</p>	
W4: September 21	Neurobiology of Trauma, Vicarious Trauma, Burnout	<p>Media: <u>Trauma and the Brain</u> (8:44)</p> <p>Media: <u>The World's Messiest Desk</u> (6:53)</p> <p>Brady, P. Q. (2017). Crimes against caring: Exploring the risk of secondary traumatic stress, burnout, and compassion satisfaction among child exploitation investigators. <i>Journal of police and criminal psychology</i>, 32, 305-318.</p> <p>Campbell, R. (2008). The psychological impact of rape victims' experiences with the legal, medical, and mental health systems. <i>American Psychologist</i>, 68, 702-717.</p> <p>Helpingstine, C., Kenny, M. C., &amp; Malik, F. (2021). Vicarious traumatization and burnout among service providers for victims of commercial sexual exploitation. <i>Journal of Child Sexual Abuse</i>, 30(6), 722-745.</p>	<p>Discussion questions due by 12:00pm</p> <p>Literature synthesis on Foundations of Violence and Victimization due by 6:00pm</p>
<b>UNIT 2: SPECIFIC FORMS OF VIOLENCE AND VICTIMIZATION</b>			
W5: September 28	Homicide and Traumatic Death	<p>Connolly, J., &amp; Gordon, R. (2015). Co-victims of homicide: A systematic review of the literature. <i>Trauma, Violence, &amp; Abuse</i>, 16(4), 494-505.</p> <p>Metzger, J., Mastrocinque, J. M., Navratil, P., &amp; Cerulli, C. (2015). Improving systematic response in the face of homicide: Family and friends of homicide victims service needs. <i>Violence and Victims</i>, 30(3), 522-532.</p>	<p>Discussion questions due by 12:00pm</p> <p>Book review selection due by 6:00pm</p>

		Rydberg, J., & Pizarro, J. M. (2014). Victim lifestyle as a correlate of homicide clearance. <i>Homicide Studies, 18</i> (4), 342-362.	
W6: October 5	Child and Elder Victimization	<p>Austin, A. E., Lesak, A. M., &amp; Shanahan, M. E. (2020). Risk and protective factors for child maltreatment: A review. <i>Current Epidemiology Reports, 7</i>, 334-342.</p> <p>Policastro, C., Gainey, R., &amp; Payne, B. K. (2015). Conceptualizing crimes against older persons: Elder abuse, domestic violence, white-collar offending, or just regular 'old' crime. <i>Journal of Crime &amp; Justice, 38</i>(1), 27-41.</p> <p>Storey, J. (2020). Risk factors for elder abuse and neglect: A review of the literature. <i>Aggression and Violent Behavior, 50</i>, 101339.</p> <p>Widom, C. S. (2017). Long-term impact of childhood abuse and neglect on crime and violence. <i>Clinical Psychology Science and Practice, 24</i>(2), 186-202.</p>	Discussion questions due by 12:00pm
W7: October 12	Sexual Victimization	<p>Lisak, D., &amp; Miller, P.M. (2002). Repeat rape and multiple offending among undetected rapists. <i>Violence and Victims, 17</i>, 73-84.</p> <p>Mujal, G. N., Taylor, M. E., Fry, J. L., Gochez-Kerr, T. H., &amp; Weaver, N. L. (2021). A systematic review of bystander interventions for the prevention of sexual violence. <i>Trauma, Violence, &amp; Abuse, 22</i>(2), 381-396.</p> <p>Pinchevsky, G. M., Magnuson, A. B., Augustyn, M. B., &amp; Rennison, C. M. (2020). Sexual victimization and sexual harassment among college students: A comparative analysis. <i>Journal of Family Violence, 35</i>, 603-618.</p> <p>Richards, T. N., Gillespie, L. K., &amp; Claxton, T. (2021). Examining incidents of sexual misconduct reported to Title IX coordinators: Results from New York's institutions of</p>	Discussion questions due by 12:00pm

		higher education. <i>Journal of School Violence</i> , 20(3), 374-387.	
W8: October 19	Intimate Partner Abuse and Stalking	<p>Johnson, M. P. (2006). Conflict and control: Gender symmetry and asymmetry in domestic violence. <i>Violence Against Women</i>, 12(11), 1003-1018.</p> <p>Logan, T. K. (2020). Examining stalking experiences and outcomes for men and women stalked by (ex)partners and non-partners. <i>Journal of Family Violence</i>, 35, 729-739.</p> <p>Policastro, C., &amp; Payne, B. K. (2013). The blameworthy victim: Domestic violence myths and the criminalization of victimhood. <i>Journal of Aggression, Maltreatment &amp; Trauma</i>, 22, 329-347.</p> <p>Stark, E. (2006). Rethinking coercive control. <i>Violence Against Women</i>, 15, 1509-1525</p>	Discussion questions due by 12:00pm
W9: October 26	Human Trafficking and Hate Crimes	<p>Duncan, A. C., &amp; DeHart, D. (2019). Provider perspectives on sex trafficking: Victim pathways, service needs, and blurred boundaries. <i>Victims &amp; Offenders</i>, 14(4), 510-531.</p> <p>Farrell, A., &amp; Lockwood, S. (2023). Addressing hate crime in the 21st Century: Trends, threats, and opportunities for intervention. <i>Annual Review of Criminology</i>, 6, 107-130.</p> <p>Knight, L., Xin, Y., &amp; Mengo, C. (2022). A scoping review of resilience in survivors of human trafficking. <i>Trauma, Violence, &amp; Abuse</i>, 23(4), 1048-1062.</p>	Discussion questions due by 12:00pm
W10: November 2  <b>*Nov. 3<sup>rd</sup> is the Fall Drop/Withdrawal Deadline</b>	Victimization at School and Work	Brendgen, M., Poulin, F., & Denault, A. (2019). Peer victimization in school and mental and physical health problems in young adulthood: Examining the role of revictimization at the workplace. <i>Developmental Psychology</i> , 55(1), 2219-2230.	Discussion questions due by 12:00pm

		<p>Peguero, A. A., Popp, A. M., &amp; Koo, D. J. (2015). Race, ethnicity, and school-based adolescent victimization. <i>Crime &amp; Delinquency</i>, 61(3), 323-349.</p> <p>Tomsich, E. A., Gover, A. R., &amp; Jennings, W. G. (2011). Examining the role of gender in the prevalence of campus victimization, perceptions of fear and risk of crime, and the use of constrained behaviors among college students attending a large urban university. <i>Journal of Criminal Justice Education</i>, 22(2), 181-202.</p>	
W11: November 9	Property Crime and Cyber Victimization	<p>Ngo, F. T., Piquero, A. R., LaPrade, J., &amp; Duong, B. (2020). Victimization in cyberspace: Is it how long we spend online, what we do online, or what we post online? <i>Criminal Justice Review</i>, 45(4), 430-451.</p> <p>Patel, U., &amp; Roesch, R. (2022). The prevalence of technology-facilitated sexual violence: A meta-analysis and systematic review. <i>Trauma, Violence, &amp; Abuse</i>, 23(2), 428-443.</p> <p>Yager, J. (2022). Property crime victims – Robbery, burglary, larceny/theft, motor vehicle theft, graffiti, vandalism, and arson. In <i>Essentials of victimology: Crime victims, theories, controversies, and victims' rights</i>. (pp. 293-332). Aspen Publishing.</p>	<p>Discussion questions due by 12:00pm</p> <p>Literature synthesis on Specific Forms of Violence and Victimization due by 6:00pm</p>
W12: November 16	ASC – Work Week	We will not meet in person. Use this time to work on any remaining semester readings and assignments	No Assignments due
W13: November 23  <b>*UTEP closed Nov. 23-24 for Thanksgiving Holiday</b>	No Class – Enjoy your holiday!	No new material	No assignments due

**UNIT 3: INSTITUTIONAL RESPONSES TO VIOLENCE AND VICTIMIZATION**

<p>W14: November 30</p>	<p>Criminal Justice Responses to Gender-Based Violence</p>	<p>Backes, B. L., Fedina, L., &amp; Holmes, J. L. (2020). The criminal justice system response to intimate partner stalking: A systematic review of quantitative and qualitative research. <i>Journal of Family Violence, 35</i>(7), 665-678.</p> <p>Feder, L., &amp; Wilson, D.B. (2005). A meta-analytic review of court-mandated batterer intervention programs: Can courts affect abusers' behavior? <i>Journal of Experimental Criminology, 1</i>, 239-262.</p> <p>Lutze, F., &amp; Symons, M. (2003). The evolution of domestic violence policy through masculine institutions: From discipline to protection to collaborative empowerment. <i>Criminology and Public Policy, 2</i>, 319-328.</p> <p>Sherman, L.W., &amp; Berk, R.A. (1984). The specific deterrent effects of arrest for domestic assault. <i>American Sociological Review, 49</i>, 261-272.</p> <p>Spohn, C. (2020). Sexual assault case processing: The more things change, the more they stay the same. <i>International Journal for Crime, Justice, and Social Democracy, 9</i>(1), 86-94.</p>	<p>Discussion questions due by 12:00pm</p> <p>Book review due by 6:00pm</p>
<p>W15: December 7</p> <p><b>*Dec. 7<sup>th</sup> last day of in-person classes</b></p> <p><b>*Dec. 8<sup>th</sup> dead day</b></p>	<p>Victim Advocacy, SANE Effectiveness, and Restorative Justice</p> <p>***Take-home final exam released</p>	<p>Campbell, R., Patterson, D., Lichy, L.F., (2004). The effectiveness of sexual assault nurse examiner programs (SANEs): A review of psychological, medical, legal, and community outcomes. <i>Trauma, Violence, and Abuse, 6</i>, 313-329.</p> <p>Johnson, L., &amp; Stylianou, A. M. (2022). Coordinated community responses to domestic violence: A systematic review of the literature. <i>Trauma, Violence, &amp; Abuse, 23</i>(2), 506-522.</p>	<p>Discussion questions due by 12:00pm</p> <p>Literature synthesis on Institutional Responses due by 6:00pm</p>

		<p>Maier, S.L. (2008). "I have heard horrible stories..." Rape victim advocates' perceptions of the revictimization of rape victims by police and medical system. <i>Violence Against Women, 14</i>, 786- 808.</p> <p>Rossner, M. (2017). Restorative justice and victims of crime: Directions and developments. In <i>Handbook of victims and victimology</i> (pp. 229-246). Routledge.</p>	
<p>W16 Dec. 11 – 15</p> <p>*Final Exams Week and Commencement</p>	Final exams week	Work on take-home final exam	Take-home final exam is due by 11:59pm on Thursday, December 14 <sup>th</sup>