

## Syllabus

### Course Overview

The term *victimology* was first introduced in the 1940s (Doerner & Lab, 2017). As a field of inquiry and science it was meant to better understand the role and needs of those who have been impacted by crime. The field has evolved through the decades in terms of the focus of inquiry, improvements in the information collected on crime and victimization, and in the application of information gained through these efforts to improve laws, the legal system, and social responses to victims of crime.

In this course we examine what victimology currently means as an academic field of study, its history, and what this field of study means in reality for all of those impacted by crime: individuals, families, communities, and the larger social structure. The course presents the academic and practical study of crime from the point of view of the victim. While there are other types of victims, such as those impacted by natural disasters, accidents, and other noncriminal events, this course focuses specifically on victims of crime. In this course you develop knowledge of the history and theories that provide the foundation for understanding the nature of crime and its impact.

Together we examine the rights of victims and learn about social and legal options available for them. We learn about the roles of various professionals in responding to victims, and explore laws and social policies that address the protection of persons from victimization, and recourse for those victimized. Change begins with individuals who work with others to organize efforts for social reform. In the course we examine factors that impact those laws and policies, and you will apply the theories you have learned and the research you have explored to help guide social policies that lead to constructive changes in responses to victims.

#### Reference

Doerner, W. G., & Lab, S. P. (2017). *Victimology* (8th ed.). New York, NY: Routledge.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze issues concerning victims' rights.
- 2 Examine the personal and social consequences of crime.
- 3 Apply victimology theory and scholarly research to guide social policy.
- 4 Communicate professionally with proper mechanics and effective organization.

### Course Prerequisites

*There are no prerequisites for this course.*

## Required

The materials listed below are required to complete the learning activities in this course.

## Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Aradillas, E. (2014). My sister's murder 45 years after Manson. *People*, 82(10), 90–95.
- Boeckmann, R. J., & Turpin-Petrosino, C. (2002). Understanding the harm of hate crime. *Journal of Social Issues*, 58(2), 207–225.
- Callanan, C. (2010). Taking action on hate crime. *Learning Disability Practice*, 13(6), 17–20.
- DeMatteo, D., Galloway, M., Arnold, S., & Patel, U. (2015). Sexual assault on college campuses: A 50-state survey of criminal sexual assault statutes and their relevance to campus sexual assault. *Psychology, Public Policy, and Law*, 21(3), 227–238.
- Doerner, W. G., & Lab, S. P. (2017). *Victimology* (8th ed.). New York, NY: Routledge.
- Goldberg, M. (2014). Campus rape crisis. *The Nation*, 298(26), 12–16.
- Goodrum, S. (2007). Victims' rights, victims' expectations, and law enforcement workers' constraints in cases of murder. *Law and Social Inquiry*, 32(3), 725–757.
- Mangan, K. (2015). State lawmakers ask colleges to report rapes more swiftly. *Chronicle of Higher Education*, 61(22), A10.
- Mazza, O. (2008). Re-examining motions to compel psychological evaluations of sexual assault victims. *St. John's Law Review*, 82(2), 763–785.
- McCollister, K. E., French, M. T., & Fang, H. (2009). The cost of crime to society: New crime-specific estimates for policy and program evaluation. *Drug and Alcohol Dependence*, 108(1–2), 98–109.
- Morrall, P., Hazelton, M., & Shackleton, W. (2011). Homicide and its effect on secondary victims. *Mental Health Practice*, 15(3), 14–19.
- Murphy, C. E. (1999). Civil rights lawyers organize a national response to hate crime. *Corrections Today*, 61(5), 88–93.
- Nassar-McMillan, S. C., Lambert, R. G., & Hakim-Larson, J. (2011). Discrimination history, backlash fear, and ethnic identity among Arab Americans: Post-9/11 snapshots. *Journal of Multicultural Counseling and Development*, 39(1), 38–47.
- Rowe, M. (2015). Community impact statements in domestic violence criminal cases—A world first. *Legaldate*, 27(2), 11–13.
- Runge, R. R. (2010). The legal response to the employment needs of domestic violence victims an update. *Human Rights*, 37(3), 13–23.
- Thomas, K. A., Goodman, L., & Putnins, S. (2015). 'I have lost everything': Trade-offs of seeking safety from intimate partner violence. *American Journal of Orthopsychiatry*, 85(2), 170–180.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Federal Bureau of Investigation (n.d.). Crime statistics. Retrieved from <https://www.fbi.gov/stats-services/crimestats>
- The National Center for Victims of Crime. (2012). What is a victim advocate?. Retrieved from <https://www.victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/what-is-a-victim-advocate->
- The United States Department of Justice. (2015). Overview of Title IX of the education amendments of 1972, 20 U.S.C. AS 1681 ET. SEQ. Retrieved from <http://www.justice.gov/crt/overview-title-ix-education-amendments-1972-20-usc-1681-et-seq>

- U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau (n.d.). [Child welfare information gateway—Protecting children, strengthening families: Child abuse and neglect statistics](https://www.childwelfare.gov/topics/systemwide/statistics/can/). Retrieved from <https://www.childwelfare.gov/topics/systemwide/statistics/can/>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Cuevas, C. A., Bell, K. A., & Sabina, C. (2014). Victimization, psychological distress, and help-seeking: Disentangling the relationship for Latina victims. *Psychology of Violence, 4*(2), 196–209.
- Edwards, K. M., Sylaska, K. M., & Neal, A. M. (2015). Intimate partner violence among sexual minority populations: A critical review of the literature and agenda for future research. *Psychology of Violence, 5*(2), 112–121.
- Lippman, J. (2013). Ensuring victim safety and abuser accountability: Reforms and revisions in New York courts' response to domestic violence. *Albany Law Review, 76*(3), 1417–1443.
- Morse, D. S., Paldi, Y., Egbarya, S. S., & Clark, C. J. (2012). 'An effect that is deeper than beating': Family violence in Jordanian women. *Families, Systems, and Health, 30*(1), 19–31.
- Rivers, M. J. (2005). Navajo women and abuse: The context for their troubled relationships. *Journal of Family Violence, 20*(2), 83–89.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Health and Human Services. (n.d.). [Children's Bureau: An office for administration of children and families](http://www.acf.hhs.gov/programs/cb). Retrieved from <http://www.acf.hhs.gov/programs/cb>

## Unit 1 >> Introduction to and Theories of Victimology

### Introduction

In this Unit, you explore the field of victimology and the theories that provide the foundation for thinking in the field. Together we look at categories and types of crime. We also examine how victimology has developed as a construct and a field of study and discipline. There are many types of professionals involved in understanding crime and victimization, and in assisting victims of crime. Professionals include law enforcement officials, attorneys, medical professionals, mental health professionals, law makers, and victim advocacy groups.

Understanding the history and foundation of the development of victimology provides a sightline into how views on crimes and victimization have changed and continue to change. Societal developments based on events and philosophical and scholarly inquiry have shaped theories about why crimes occur and on the relationship between criminals and their victims. Societal developments also shape collective responses to crime. Through the lens of theory and research, social demands for change, and exploring practical problems in the field, we can continue to work toward improvements in response to those impacted by crime.

## Learning Activities

### u01s1 - Studies

## Readings

Use [Victimology](#) to complete the following:

- Read Chapter 1, "The Scope of Victimology."
- Read Chapter 2, "Measuring Criminal Victimization."
- Read Chapter 7, "Traditional Crimes."

## Internet Resources

Visit the following Web site to better understand the duties of a victim advocate:

- [What Is a Victim Advocate?](#) from the National Center for Victims of Crime.

## Multimedia

- View the [Victimology Timeline](#) interactive media.
  - As you complete your readings in *Victimology*, this media piece will help you see and understand the sequence of events as they occurred historically.
- Complete the [Theories of Victimization Self-Check](#).
  - As you read *Victimology* Chapter 2, "Measuring Criminal Victimization," use the Theories of Victimization Self-Check to help you understand the similarities and differences between the various theories. This will help you to build your foundational knowledge of theories relevant to criminal victimization, as well as to help prepare you for the discussion this week and for later assessments.
- View the [Systems Thinking in Victimology](#) interactive media.

### u01s2 - Assignment Preparation

For your Unit 3 Assignment you will be analyzing the psychological, financial, systemic, and social impacts of a crime on the victim and society. To help prepare for the assignment, you will select a topic, and present your topic in the second discussion of this unit.

Keep in mind that your topic should be substantial enough in order to analyze the crime thoroughly. For example, if you choose a minor theft crime, it will be very difficult to find enough information within that type of crime to accomplish the goals throughout the course. Also, keep in mind to consider your crime topic carefully as you will use it when completing the assignments throughout the remainder of the course.

Select one crime from the following list:

- Child abuse.
- Hate crime.
- Domestic partner abuse.
- Sexual assault or battery.
- Child or adult abduction, or human trafficking.
- Homicide.
- Identity theft (where the full identity is stolen, not simply the theft of a credit card or such).

Find a recent article, or an article no more than five years old that describes the crime and a victim of that crime. Try to find an article that is devoted solely to the victim. If you are unable to find an article on the victim, use an article about the crime that gives some good detail on the victim or victims.

If you are having difficulty picking a topic, ask your instructor for help in identifying a topic you can use throughout the course.

Once you have selected the case, imagine that you are in the job role of a victim advocate or law enforcement officer who is working with directly with the victim.

See Unit 1, Discussion 2 for instructions on presenting your topic this week.

### u01d1 - Theories of Victimization

Theories provide a framework to explain and better understand phenomena that we see and experience including human behavior and reactions. In this discussion you will apply theories of victimization to a series of human actions.

Read the following scenario and then answer the questions and points that follow:

Renee, a young woman, is attending an outdoor music festival. She leaves her group of friends to go to the concession stand. As she is walking back toward her friends, Joe, a young man who is a stranger to Renee, and who has had too much to drink, begins to harass her. He shouts things such as "Hey baby, why don't you come with me?" She tells him she is returning to her friends and begins to walk faster. He continues to follow and harass her. Another young man, Alan, sees the problem escalating and intervenes, telling Joe, "Hey man just leave her alone." Joe tells the intervening Alan to mind his own business. Alan steps in between Renee and Joe. Joe begins to poke Alan in the chest and starts to throw a punch at Alan's face. Alan blocks his punch and punches Joe several times knocking him to the ground. Joe is now bleeding from his nose and has a black eye. The police and ambulance are called.

First, identify who you believe is the victim (or victims) in this scenario, and explain why you think so.

Next, select three theories of victimization (from the theories presented in Chapter 2 of *Victimology*) and explain the origins of the crime and victimization from the perspective of each of the three selected theories.

Finally, describe how the integration of the theories helps provide a more thorough understanding of the crime than one theory alone could. Why is it valuable to consider multiple perspectives when examining the origins of crime and victimization?

## Response Guidelines

After completing your main post, be sure to respond to at least two other learners' posts during the week. Please note that in order to earn full credit for your discussion, you must participate on two separate days and make a minimum of one posting on each of those two days. Comment on themes raised in the posts and pose questions to move the discussion forward.

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### u01d2 - Topic Presentation

For this discussion, present the topic that you chose in Unit 1 Study 2.

After identifying your topic, describe the victim or victims of the crime. Present the name of the victims, the nature of the crime, and some details of the criminal action. Be sure to cite any sources, such as online newspaper articles that you consulted in developing your post.

Describe the job role—victim advocate or law enforcement officer—and setting with which you as the hypothetical professional have come into contact with the victim. Explain the professional's responsibilities to the victim. To what needs of the victim does this professional attend? **Hint:** Search the Internet for descriptions of job roles and cite them along with describing your understanding of the role. In other words do not simply list the job responsibilities.

In your role as victim advocate or law enforcement officer, how would you respond to the needs of the victims?

## Response Guidelines

After completing your main post, be sure to respond to at least two other learners' posts during the week. Please note that in order to earn full credit for your discussion, you must participate on two separate days and create a minimum of one posting on each of those two days. Comment on themes raised in the posts and pose questions to move the discussion forward.

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## Unit 2 >> Personal Costs to Victims, and Victims' Rights

### Introduction

In this unit we look to better understand what happens for the victims themselves. Being the target of a crime carries many emotional and psychological burdens, and can also involve physical injuries and financial burdens. While victims of various crimes may have many experiences in common, there are also differences in the types of suffering they experience based on the nature of the crime, and based on the people involved.

Throughout the course, you will examine a number of crimes from different aspects. In this unit, we focus on the personal costs to victims of partner violence, which often includes displacement from their homes, loss of income, loss of safety for themselves and their children, and embarrassment from social stigma. We also look at how responses to victims of domestic violence have changed over time. Early laws once permitted spousal abuse in parts of the United States (Doerner & Lab, 2017). Laws were reformed to make domestic battery illegal, but leniency was given to perpetrators since it was considered a private crime. Social pressures from agencies representing the rights of women have led to improvements in convicting perpetrators, providing advocacy for victims, and training professionals in responding to domestic violence.

As you completed the studies for this unit, you are encouraged to learn about and think about the personal consequences to victims of various types of crimes.

### Reference

Doerner, W. G., & Lab, S. P. (2017). *Victimology* (8th ed.). New York, NY: Routledge.

### Learning Activities

#### u02s1 - Studies

### Readings

Use [\*Victimology\*](#) to complete the following:

- Read Chapter 3, "The Costs of Victimization."
- Read Chapter 6, "Victim Rights."
- Read Chapter 9, "Intimate Partner Violence."

Use the Capella University Library to complete the following:

- Read Rowe's 2015 article, "[Community Impact Statements in Domestic Violence Criminal Cases—A World First](#)," from *Legaldate*, volume 27, issue 2, pages 11–13.
- Read Runge's 2010 article, "[The Legal Response to the Employment Needs of Domestic Violence Victims An Update](#)," from *Human Rights*, volume 37, issue 3, pages 13–23.
- Read Thomas, Goodman, and Putnins' 2015 article, "['I Have Lost Everything': Trade-Offs of Seeking Safety From Intimate Partner Violence](#)," from *American Journal of Orthopsychiatry*, volume 85, issue 2, pages 170–180.

### Optional Readings

The following optional readings provide a few examples of many articles available on domestic violence and culture. You may use one of these articles for your Unit 3 discussion, or you can search the library for another article of your choice.

- Lippman's 2013 article, "Ensuring Victim Safety and Abuser Accountability: Reforms and Revisions in New York Courts' Response to Domestic Violence," from *Albany Law Review*, volume 76, issue 3, pages 1417–1443.
- Edwards, Sylaska, and Neal's 2015 article, "Intimate Partner Violence Among Sexual Minority Populations: A Critical Review of the Literature and Agenda for Future Research," from *Psychology of Violence*, volume 5, issue 2, pages 112–121.
- Cuevas, Bell, and Sabina's 2014 article, "Victimization, Psychological Distress, and Help-Seeking: Disentangling the Relationship for Latina Victims," from *Psychology of Violence*, volume 4, issue 2, pages 196–209.
- Rivers' 2005 article, "Navajo Women and Abuse: The Context for Their Troubled Relationships," from *Journal of Family Violence*, volume 20, issue 2, pages 83–89.
- Morse, Paldi, Egbarya, and Clark's 2012 article, "'An Effect That Is Deeper Than Beating': Family Violence in Jordanian Women," from *Families, Systems, and Health*, volume 30, issue 1, pages 19–31.

## u02d1 - Personal Costs of Victimization

Personal crimes result in many emotional, psychological, and financial costs to the victims of the crimes and their families. In this discussion we consider the personal costs and consequences to victims of domestic violence.

To consider these personal losses, you will first look at the impact of domestic violence to victims in general, and will then explore the rights of and the changing social responses to domestic violence victims.

In your discussion, address the following points:

- Describe the personal costs to victims of domestic violence. Describe some of the emotional, psychological, physical, and financial consequences that may result from domestic abuse.
- What rights are afforded to victims of domestic violence? Who is responsible for ensuring that these rights are met?
- How have attitudes toward and resources available for victims of domestic violence changed over time?

## Response Guidelines

After completing your main post, be sure to respond to at least two other learners' posts during the week. Please note that in order to earn full credit for your discussion, you must participate on two separate days and make a minimum of one posting on each of those two days. Comment on themes raised in the posts and pose questions to move the discussion forward.

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u02d2 - Victimization in Cultural Context

Search the Capella University Library for an article on domestic violence and culture. Focus on individuals living within the United States. For example, you may be interested in understanding more about members of a culture living in your geographic area who are different from your own culture.

In your discussion, address the following:

Summarize the main points of the article. Describe personal costs that may be unique to victims of this particular culture. Based on your research, what may be similar and different about the losses that members of this particular culture experience as a result of their beliefs, practices, or cultural norms? What obstacles need to be overcome in effectively assisting individuals from this culture when they have experienced domestic violence?

## Response Guidelines

After completing your main post, be sure to respond to at least two other learners' posts during the week. Please note that in order to earn full credit for your discussion, you must participate on two separate days and make a minimum of one posting on each of those two days. Comment on themes raised in the posts and pose questions to move the discussion forward.

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

## u02q1 - Quiz 1

This multiple-choice quiz will help you gauge your understanding of the concepts in Chapters 1, 2, 3, 6, 7, and 9 of *Victimology*.

The quiz provides an opportunity for you to demonstrate your mastery of the following course competencies:

1. Analyze issues concerning victims' rights.
2. Examine the personal and social consequences of crime.

Read the following instructions and parameters before taking the quiz:

- There will be no time limit on the quiz.
- You must access, take, and submit the quiz in this unit. The quiz will be open to take at the beginning of Unit 2.
- Once you have answered each question, submit your quiz to receive credit. It is automatically scored and you will receive feedback immediately. There are 100 total points possible. Each question is worth 5 points.
- You may access the quiz to view the questions; however, you cannot retake the quiz to change your grade. Once the grade is recorded, it cannot be changed.
- Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

### Unit 3 >> Measures of and Resources to Criminal Victimization

#### Introduction

In the early 1900s, a growing need and desire emerged to develop a way to record the types and numbers of crimes that occur (Doerner & Lab, 2017). Measuring the types of crimes would benefit us in knowing trends of criminal activity, determining rights, developing laws, and knowing what types of resources are needed to combat crime and assist victims. Organized measurement of crime first took place in 1930 through police records collected by the Federal Bureau of Investigation (FBI, n.d.).

In this unit we learn about the history of the development of measures of crime and criminal victimization, and how changes to the process of measurement continue to improve as new knowledge occurs and technological advances take place. Additionally, we explore both financial and nonfinancial recourse for victims, such as restitution, civil litigation, and victim compensation. As you read about these options, consider the strengths and pitfalls of each option, and think about ways these processes might be improved.

#### References

Doerner, W. G., Lab, S. P. (2017). *Victimology* (8th ed.). New York, NY: Routledge.

Federal Bureau of Investigation. (n.d.). Uniform Crime Reports. Retrieved from <https://www.fbi.gov/about-us/cjis/ucr>

#### Learning Activities

##### u03s1 - Studies

### Readings

Use *Victimology* to complete the following:

- Review Chapter 2, "Measuring Criminal Victimization."
- Read Chapter 4, "Remedying the Financial Impact of Victimization."
- Read Chapter 5, "Remedying the Non-financial Impact of Victimization."
- Read Chapter 10, "Child Maltreatment."

### Internet Resources

Visit the following Web site to read about the prevalence of child abuse in the United States and identify information by state:

- [Child Welfare Information Gateway: Protecting Children. Strengthening Families](#) from the U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau.

To view statistics by the year and type of crime, visit the following:

- [Crime Statistics](#) from the Federal Bureau of Investigation.

You may also wish to search other Web sites by searching "statistics on child abuse" or similar terms.

### Optional Readings

The following Web site may be helpful in understanding this unit's topics:

- [Children's Bureau](#) from the U.S. Department of Health and Human Services, Administration for Children and Families.



### u03a1 - Costs of Victimization Analysis

Based on the information that you learned from articles on the crime and the victim, and information you have learned from your textbook and other professional and scholarly sources, you will be analyzing the personal and social consequences of the crime.

Using the crime, the victim, and the job role that you presented in Unit 1 Discussion 2, write a 5–7 page paper that addresses the following:

1. Describe how a professional comes into contact and interacts with a specific type of victim.
2. Apply theories to explain the role of the victim in the crime.
3. Analyze the personal consequences of the crime on the victim and family.
4. Describe possible social consequences of the crime. Your description should be based on what you have learned so far and identified as the personal consequences of a crime. You should think about how those personal consequences of a crime may impact society. You will have the opportunity to explore the social consequences of a crime in detail in the upcoming units and in the final assignment.
5. Describe two or more social policies that impact the victim in the case.

For this assignment, you will be introducing the policies that you find relevant to the victim by naming and describing the policies. In your final assignment, you will go into more detail on the policy and analyze how the policy has impacted the victim.

Policies that impact victims may be found in the following areas:

- Healthcare policies.
- Social response policies, such as access to shelters or other alternative housing, community advocacy programs, and so forth.
- Educational policies.
- Public assistance policies, such as those that impact access to victims' compensation.
- Law enforcement policies.
- Workplace or employment policies, such as those that define and allow access to employee assistance programs, or those that respond to workplace violence, and so forth.

### Additional Requirements

- **Written communication:** Writing should be free of errors that detract from the overall message.
- **APA formatting:** Your paper should be formatted according to current APA style and formatting.
- **Length:** Your paper should be 5–7 typed, double-spaced pages in addition to the title and references pages.
- **References:** Your paper should include a minimum of two scholarly sources, and three professional sources, such as textbooks and professional Web sites.
- **Font:** Times New Roman, 12 point.

For this assignment, use the SafeAssign Draft option to check your writing and ensure that you have paraphrased, quoted, and cited your sources appropriately.

Course Resources

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[APA Style and Format](#)

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[SafeAssign](#)

### u03d1 - The Prevalence of Child Abuse

Search for statistics on child abuse in your state. Citing your sources, present some of the statistics you found. Compare and contrast the reported prevalence of your state with at least one other state.

What information did you find on how the data from your state was collected and determined? Describe the challenges there are in obtaining accurate accounts of child abuse.

## Response Guidelines

After completing your main post, be sure to respond to at least two other learners' posts during the week. Please note that in order to earn full credit for your discussion, you must participate on two separate days and make a minimum of one posting on each of those two days. Comment on themes raised in the posts and pose questions to move the discussion forward.

Course Resources

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Psychology Undergraduate Discussion Scoring Guide

### Unit 4 >> Social Costs of Crime and Victimization

#### Introduction

In 2015, David Sweat and Richard Matt escaped from a New York prison. According to Danner from New York News and Politics (2015), the New York comptroller's office reported that the man hunt that ensued to catch the two escapees was 22.9 million dollars in overtime for New York State Police alone. In addition to New York Police overtime, there were costs for personnel in the search from the Vermont State Police, New York Forest Rangers, and the U.S. Customs and Border Protection. Additionally, the community remained in fear following the escape since the escapees could, at any time of the day or night, target their homes for hideouts or the purpose of taking hostages.

In this unit we explore many of the social consequences of crimes. Not only does crime take a psychological and financial toll on the direct victims of crime, but groups, organizations, schools, communities, and society as a whole suffer in various ways. Crimes cost billions of dollars in annually in losses to victims, and even more in law enforcement, correctional facilities, and judicial and legal activities (McCollister, French, & Fang, 2010). In addition to the financial strains, communities may be left with the grief and fear that a school shooting, a child abduction, burglaries, or other crimes create.

#### References

Danner, C. (2015). New York prison break cost \$23 million in overtime. *New York News and Politics*. Retrieved from <http://nymag.com/daily/intelligencer/2015/08/prisoner-manhunt-cost-23-million-in-overtime.html>

McCollister, K. E., French, M. T., & Fang, H. (2009). The cost of crime to society: New crime-specific estimates for policy and program evaluation. *Drug and Alcohol Dependence*, 108(1-2), 98–109.

#### Learning Activities

##### u04s1 - Studies

## Readings

Use [Victimology](#) to complete the following:

- Review Chapter 3, "The Costs of Victimization," on pages 87–89.
- Review Chapter 7, "Traditional Crimes," on pages 191–196.
- Read Chapter 12, "Hate Crime Victimization."

Use the Capella University Library to complete the following:

- Read Morrall, Hazelton, and Shackleton's 2011 article, "Homicide and Its Effect on Secondary Victims," from *Mental Health Practice*, volume 15, issue 3, pages 14–19.
  - Pay particular attention to how homicides have impacted the lives of surviving family members and communities.
- Read Aradillas' 2014 article, "My Sister's Murder 45 Years After Manson," from *People*, volume 82, issue 10, pages 90–95.
  - Pay particular attention to how homicides have impacted the lives of surviving family members and communities.
- Read Goodrum's 2007 article, "Victims' Rights, Victims' Expectations, and Law Enforcement Workers' Constraints in Cases of Murder," from *Law and Social Inquiry*, volume 32, issues 3, pages 725–757.

- Note the differences between the perceptions and goals of the victims' families and those of the law enforcement officers. Consider how these differing views and needs impact the relationships between families and members of the legal system.
- Read Callanan's 2010 "[Taking Action on Hate Crime](#)," from *Learning Disability Practice*, volume 13, issue 6, pages 17–20.
  - This article concerns the history of defining and responding to hate crime, and the consequences of hate crime.
- Read Murphy's 1999 article, "[Civil Rights Lawyers Organize a National Response to Hate Crime](#)," from *Corrections Today*, volume 61, issue 5, pages 88–93.
  - This article concerns the history of defining and responding to hate crime, and the consequences of hate crime.
- Read Boeckmann and Turpin-Petrosino's 2002 article, "[Understanding the Harm of Hate Crime](#)," from *Journal of Social Issues*, volume 58, issue 2, pages 207–225.
  - This article concerns the history of defining and responding to hate crime, and the consequences of hate crime.
- Read Nassar-McMillan, Lambert, and Hakim-Larson's 2011 article, "[Discrimination History, Backlash Fear, and Ethnic Identity Among Arab Americans: Post-9/11 Snapshots](#)," from *Journal of Multicultural Counseling and Development*, volume 39, issue 1, pages 38–47.
  - This article concerns the history of defining and responding to hate crime, and the consequences of hate crime.
- Read McCollister, French, and Fang's 2009 article, "[The Cost of Crime to Society: New Crime-Specific Estimates for Policy and Program Evaluation](#)," from *Drug and Alcohol Dependence*, volume 108, issue 1-2, pages 98–109.
  - This article will help you to understand how cost of crime is linked to the development of social and program policies. This is a good article to help you prepare to examine policies for your Unit 5 assignment.

#### u04d1 - Social Costs of Hate Crimes

Victims of hate crimes are targeted based on prejudices of the attacker. Doerner and Lab (2017) describe hate crimes as "bias-motivated violence" (p. 392). The attacker may or may not personally know the victim. The victim is selected based on the attacker's perception that the victim belongs to a particular group (based on race, ethnicity, national origin, religion, sexual orientation, gender identity, disability, and so forth), thereby intending for the larger group to suffer as indirect victims of the attack.

For this discussion, search for a popular or scholarly article that presents a hate crime and a discussion of the implications for other members that fit within the targeted group. Integrating (and citing) what you learned from the article and other sources along with your critical thinking on the topic, discuss how the hate crime potentially impacts the identity of other members of the group.

Next, search the Internet for an organization that works to protect the rights of the targeted group. The organization might be a local, state, or national group. Provide the name of the organization and describe the support, services, or lobbying that the organization provides for members of the targeted group.

### Response Guidelines

After completing your main post, be sure to respond to at least two other learners' posts during the week. Please note that in order to earn full credit for your discussion, you must participate on two separate days and make a minimum of one posting on each of those two days. Comment on themes raised in the posts and pose questions to move the discussion forward.

#### Reference

Doerner, W. G., & Lab, S. P. (2017). *Victimology* (8th ed.). Routledge. New York, NY.

#### Course Resources

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Psychology Undergraduate Discussion Scoring Guide

#### u04d2 - Social Costs of Mass Homicide

Mass casualty events leave many victims of different types. Some victims who were present may have not been physically injured. Others may not even have been the scene when the event occurred. It is important to identify and understand the different victims and their relationships to the actual event.

- On July 20, 2012 James Holmes opened fire in an Aurora Colorado movie theatre killing 12 people and wounding 70.
- On December 12, 2012 Adam Lanza killed his mother and then opened fire in the Sandy Hook elementary school in Newtown Connecticut killing 20 children and 6 adults.
- On April 16, 2007 Seung-Hui Cho opened fire on the Virginia Tech college campus killing 32 students and faculty members.

In these cases of murder, the assailants did not personally know their victims. The costs were overwhelming for the victims, their families, and their communities.

For this discussion, focus on the responses of the communities. Search the library or Internet for articles relating to how one of these communities is recovering from the devastation of those public shootings. Citing the sources you read, address the following:

- What do members of the community describe as the loss to their community?
- What do they describe as their greatest challenges?
- What changes in their communities have taken place as a result? (For example, local laws or policies might have changed, neighborhood watch groups may have formed, support services or local customs may have evolved from the community loss.) Describe specifics on how the particular community has come together to support community members and to remember victims.

## Response Guidelines

After completing your main post, be sure to respond to at least two other learners' posts during the week. Please note that in order to earn full credit for your discussion, you must participate on two separate days and make a minimum of one posting on each of those two days. Comment on themes raised in the posts and pose questions to move the discussion forward.

### Course Resources

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## u04q1 - Quiz 2

This multiple-choice quiz will help you gauge your understanding of the concepts in Chapters 2, 4, 5, 7, and 12 of *Victimology*.

The quiz provides an opportunity for you to demonstrate your mastery of the following course competencies:

1. Analyze issues concerning victims' rights.
2. Examine the personal and social consequences of crime.

Read the following instructions and parameters before taking the quiz:

- There will be no time limit on the quiz.
- You must access, take, and submit the quiz in this unit. The quiz will be open to take at the beginning of Unit 4.
- Once you have answered each question, submit your quiz to receive credit. It is automatically scored and you will receive feedback immediately. There are 100 total points possible. Each question is worth 5 points.
- You may access the quiz to view the questions; however, you cannot retake the quiz to change your grade. Once the grade is recorded, it cannot be changed.
- Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

## Unit 5 >> Social Policies Impacting Victims

### Introduction

The broad usage of the term social policies refers to any policies in arenas such as, health, education, housing, public protection, social care, and others that impact human economic, social, and political well-being. In this unit, we examine social and organizational policies that impact victims of crime. Policies are defined as "operating rules that can be referred to as a way to maintain order, security, consistency, or otherwise further a goal or mission" (Vargas-Hernández, Noruzi, & Irani, 2011). Once laws are established, policies help to carry out the processes through which those laws are met. Policies are under constant evaluation as to how effectively or smoothly they carry through on the practicalities of meeting regulations. Law and policy

sometimes clash, and as laws change, so must policies. Agencies, institutions, and other organizations have need to review policies regularly to better meet the needs of those impacted such as, constituents, students, employees, patients, and so forth.

Vargas-Hernández et al. (2011) identify the common elements among policies as: a purpose statement, an applicability and scope statement, an effective date, a responsibilities section outlining who is responsible for what, and policy statements that specific regulations and modifications required by stakeholders. In addition, they describe that many policies may include background information about what led to creation of the policy, and definitions of terminology in the policy.

In this unit, we examine social policies relevant to specific crimes. You will apply many of the concepts you have learned throughout the course to guide social policies relevant to a specific crime that you selected earlier in the course. This is an opportunity for you to gain insight into the factors that go into developing policies that impact victims, and to critically think about how professionals in the field working with victims can influence the creation or revision of those policies.

#### References

Vargas-Hernández, J., Noruzi, M. R., & Irani, F. N. H. A. (2011). What is policy, social policy and social policy changing? *International Journal of Business and Social Science*, 2(10), 287–291.

### Learning Activities

#### u05s1 - Studies

### Readings

Use *Victimology* to complete the following:

- Read Chapter 8, "Sexual Battery."

Use the Capella University Library to complete the following:

- Read Mangan's 2015 article, "[State Lawmakers Ask Colleges to Report Rapes More Swiftly](#)," from *Chronicle of Higher Education*, volume 61, issue 22, page A10.
- Read Mazza's 2008 article, "[Re-Examining motions to compel psychological evaluations of sexual assault victims](#)," *St. John's Law Review*, 82(2), 763-785.
- Read DeMatteo, Galloway, Arnold, and Patel's 2015 article, "[Sexual Assault on College Campuses: A 50-State Survey of Criminal Sexual Assault Statutes and Their Relevance to Campus Sexual Assault](#)," from *Psychology, Public Policy, and Law*, volume 21, issue 3, pages 227–238.
- Read Goldberg's 2014 article, "[Campus Rape Crisis](#)," from *The Nation*, volume 298, issue 26, pages 12–16.

### Internet Resources

Visit the following Web site to read about Title IX:

- [Overview of Title IX of the Amendments of 1972](#) from the United States Department of Justice.

### Multimedia

- View the [Victimology Timeline](#).
  - As you complete your readings in *Victimology*, this media piece will help you see and understand the sequence of events as they occurred historically.

#### u05a1 - Social Policies Power Point Presentation

For this assignment, you will be creating a 14–18 slide PowerPoint presentation examining social policies related to the crime and victim you analyzed in Unit 3.

Imagine that you are a professional advocate, law enforcement officer, or community activist presenting recommendations for social policy to a committee in your community. Include a title slide and reference slide or slides and complete the following:

1. Provide an overview of the crime and victim. (You can summarize your work from the Unit 3 assignment by rewriting it in a format applicable to the presentation. Avoid simply copying and pasting your previous description.)
2. Summarize the personal consequences of the crime. Again you may summarize your previous work without copying and pasting. (Paraphrase and summarize what you previously wrote in a format applicable for a PowerPoint presentation.)
3. Analyze the social consequences of the crime. Build off of your description of the social consequences of the crime in the previous assignment to analyze the impact the crime has on society. What are the costs of the crime to society? Address the impact of the crime on multiple systems, for example the criminal justice system, social services, mental health centers, schools (if applicable), and so forth.
4. Explain specific social policies and how they influence the rights of the victim. Consider current social policies and other relevant policies, such as those in the arenas of healthcare, the workplace, and law enforcement response that are relevant to the victim with whom you were working, and the response the victim received from various aspects of the system (such as law enforcement, advocacy programs, prosecutor's office, the court, mental health services, and so forth). Present at least two social policies that are relevant to the response your victim has received. Consider in what ways and to what extent the policies were effective and ineffective in assisting the victim. Policies that impact victims may be found in areas such as the following:
  - Healthcare policies.
  - Social response policies, such as access to shelters or other alternative housing, community advocacy programs, and so forth.
  - Educational policies.
  - Public assistance policies, such as those that impact access to victims' compensation.
  - Law enforcement policies.
  - Workplace or employment policies, such as those that define and allow access to employee assistance programs.
5. Apply victimology theories for understanding specific social policies. Refer to the theories that you learned about earlier in the course. Describe how the theories seem to explain the foundation of the law and resulting social policies. Explain how the theories help to guide the definition, purpose, scope, and features of the policies. (For example, specific aspects of the routine activities theory might help to guide security policies on college campuses by acknowledging that students who walk across campus after late evening classes or leaving on-campus jobs late at night, through no fault of their own, will be at greater risk and will need additional security options.)
6. Finally, recommend changes to social policy based on theory and research. Your recommendation may be to keep, modify, or terminate a policy. Be sure to support your decision with concrete information that demonstrates why this policy should remain as is, be revised, or thrown out altogether. Support your thinking with at least two scholarly research articles no more than five years old, and professional sources that are needed to provide information on the policies, theory, and other foundational information you may need to support your presentation. Consider how victims of the crime would be better served based on the recommendation.

## Additional Requirements

- **Written communication:** Writing should be free of errors that detract from the overall message.
- **APA formatting:** Your references should be formatted according to current APA style and formatting.
- **Length:** Your presentation should be about 14–18 slides including the title and references slide.
- **References:** Your presentation should include a minimum of two scholarly sources, and two professional sources, such as textbooks and professional Web sites.

For this assignment, use the SafeAssign Draft option to check your writing and ensure that you have paraphrased, quoted, and cited your sources appropriately.

Course Resources

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[APA Style and Format](#)

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[SafeAssign](#)

### u05d1 - Rape on College Campuses

After reading about policies on college campuses concerning the reporting of and handling of complaints about sexual assaults, describe the gap between the Title IX laws and the handling of reports of rape on campuses. Describe the challenges that colleges face in addressing cases of rape. Describe the challenges victims face in reporting rape. Based on what you read and your critical thinking on the subject, what recommendations do you have for colleges in handling the problem of rape on campuses?

## Response Guidelines

After completing your main post, be sure to respond to at least two other learners' posts during the week. Please note that in order to earn full credit for your discussion, you must participate on two separate days and make a minimum of one posting on each of those two days. Comment on themes raised in the posts and pose questions to move the discussion forward.

Course Resources

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### u05d2 - Course Reflection

Describe your main takeaways from the course. How has this course influenced your views of crime and victims? How can you apply this information in your career field of interest?

## Response Guidelines

No responses are required for this discussion. You may respond to your peers if you wish.

Course Resources

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