

# **COURSE NUMBER CJS K298**

Fall 2012

Three Rivers Community College  
574 New London Turnpike  
Norwich, Connecticut 06360

Instructor  
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Conference Hours:

Occasional Saturday Mornings at TRCC to be Determined

CJS K298 Introduction to Victimology

3 Credit Course

Pre-Requisites: Criminal Justice \_\_\_\_\_ -- suggested but not required

Co-requisite ENG K100

Course Description: Victimology is a field which studies the circumstances of the occurrence of crimes along with the characteristics of victims. Victimology has evolved within the fields of criminal justice and sociology and more recently has developed elements as an important field of study on its own. The field also studies the effects of crime upon victims and the responses of society and of government institutions and of the criminal justice systems with regard to the needs and goals of victims.

STUDENT DEVELOPMENT GOALS

Understand History of Victimology as an Academic Field

Appreciate Terms, Important Contributors and Gathering of Statistics

Understand the Impacts upon Crime Victims and Recovery Services

Appreciate the National, State and Criminal Justice Responses to the Needs of Victims

Appreciate The Controversies within the Field

Appreciate How Victimology Adds to the Study of Criminal Justice

Implement College Level Skills

Develop Critical thinking

Use Clear writing skills

Develop Clear and direct communication skills

Working in groups toward common goals

Learning Resources

1. textbook Victimology: Legal, Psychological and Social Perspectives

2. Supplemental Suggested Readings

3. Interactive Class Discussions- students will be encouraged to develop and to express their thoughts within the field of victimology

4. guest speakers who will share their experiences.

5. Current events participation-students will gather newspaper articles which reflect concepts of victimology and to present a one page summary and analysis of the significance of the articles.

6. multiple reputable websites

7. Important Information and Concepts—The Instructor will provide on Blackboard lists of important information and concepts for each class session. The questions and written answer requests for the quizzes and Final Exam will be drawn from the lists. Students should form study groups to expand upon and to discuss the lists prior to each quiz or test.

## FOUNDATION CONCEPTS FOR THE COURSE

### Major Class Concepts

- a) Describe the field by the two components of the word Victimology. First address the concept of victim including heroic responses by crime victims and advocates resulting in changed laws and changing social perspectives along with adding programs along with the evolution of victims rights and services
  - a. Concurrent with the contributions of victims and advocates there has occurred the evolution of the intersection of psychology and sociology and criminology with victimology and the evolution of academic study unique to Victimology. Those studies become the “ology” of Victimology
- b) How does the study of Victimology add to the program focus of Enforcement and Treatment within the Three Rivers Criminal Justice Program

### Nature of Crimes

1. Identification of the crime
2. characteristics of the crime which enabled occurrence
3. characteristics of the victim which enabled occurrence
4. statistical occurrence of the crime by categories (see data gathering below)

### Data Gathering of the Occurrence of Crimes

1. Major sources of data gathering
2. Potentials and limitations of gathered data
3. Interpreting Statistical Data
4. Developing Understanding of Statistical Data
5. Discussion of humanistic and scientific aspects of victimology

### Effects of Crime Upon Victims

1. Emotional, psychological, financial and physical harms
2. anxiety disorders arising from crime
3. post traumatic stress disorders
4. victim dysfunction after the crime
5. factors which can contribute to victims' ability to function
6. effects upon the society in general

### Historical and Contemporary Study of Evolving Concepts of Justice for Victims

1. Biblical concepts of justice
2. Evolution of the King or State as the Representative of Victims
3. Evolution of Victims' Rights and implementation
4. Types of justice- criminal, civil, retributive, restorative, parallel justice

### Evolving Concepts of Justice for Victims within the Criminal Justice System

1. Victims within the Criminal Justice Process
2. Relevance of Victims Rights to the Needs and Goals of Victims

### National and Statewide Responses Including Victim Services and Victim Advocacy

1. significant national programs, Victims of Crime Act and other national acts and programs- responses through law and agencies
2. evolution of National Support systems and agencies- psychological and society responses
3. Connecticut Advocacy and Resources: Office of Victim Services, Office of Victim Advocate, MADD, Connecticut Sexual Assault Crisis Services, Connecticut Coalition Against Domestic Violence, Survivors of Homicide
4. Connecticut laws and services of importance to victims
5. Forensic Victimology in Criminal Investigations

### Continuing Study and Involvement

1. continuing controversies and challenges within victimology
1. volunteer learning and service-
2. further academic programs
3. career development
4. revisiting Forensic Victimology in modern day Practice and TV
5. awareness of continuing importance of Victimology

### ADDITIONAL SKILL DEVELOPMENT

1. DEVELOPING SKILLS OF CRITICAL THINKING TO DETERMINE WHAT SOURCES AND INFORMATION IS RELIABLE AND COMPLETE
2. IN DEPTH THINKING- EXPLORE WHAT IS MISSING FROM NEWS PIECES AND WHAT WOULD MAKE A NEWS PIECE BETTER FROM THE PERSPECTIVE OF VICTIMOLOGY CONCEPTS
3. PLANNING AND ORGANIZING EFFORT THROUGH THE COURSE BY SCHEDULING THE PAPERS AND CHOSING TOPICS AND CONDUCTING THE RESEARCH
4. DEVELOP CLEAR AND FOCUSED WRITING SKILLS—ON THE WRITTEN TOPICS PRESENT THE THESIS (WHY THE TOPIC IS IMPORTANT) – PRESENT THE RESEARCH AND BACKGROUND- CONCLUDE WITH WHAT COULD BE DONE OR WHAT WOULD BE RECOMMENDED
5. DEVELOP “JOB BASED” SKILLS INCLUDING PUBLIC SPEAKING, EYE CONTACT, WORKING WITHIN GROUPS AND RESPECT FOR OTHER CLASS MEMBERS
6. EDUCATION OCCURS THROUGH INTERACTIVE COMMUNITY—CLASS WILL INCLUDE GROUP DISCUSSIONS AND REPORTS FROM THE GROUPS—STUDENTS WILL BE ASKED TO SHARE THEIR THOUGHTS ABOUT NEWLY LEARNED INFORMATION AND CONCEPTS

## **I. Instructional Methods:**

- A. Text Readings
- B. Instructor Lectures will Comment Upon and Supplement the Readings
- C. In Class Discussions of Topics
- D. Review and Commentary on Current Events and News stories
- E. Student in Class Presentations on Topics
- F. Recollection and Discussion Devices (ungraded quizzes)
- G. Guest Speakers TBD
- H. Use of Blackboard Learn—course syllabus and outline, announcements, reminders of upcoming events, present important terms and concepts for review, additional readings, student discussions

## **II. Texts and Resources**

Required Text Victimology: Legal, Psychological and Social Perspectives,  
Harvey Wallace and Cliff Roberson

Other Texts and Resources will be Provided through Blackboard

Multiple Web Based Resources will be presented in class

### **111. Readings and Discussion of Current Events in Victimology**

There will be required readings from the Text. In addition, Class Lectures will address topics from the text along with supplementary materials.

Discussion components of the classes will focus on recent or current events which illustrate concepts developed during the course. Each student will be expected to submit three “Commentary Reports” which will include a current events article from a reputable news service and a two page commentary by the student to analyze the concepts illustrated by the article or to discuss important victimology aspects which might be omitted from the news article. The Reports will be due on certain dates and will be graded on a basis one one point or two. The points will considered in the final grade. The purpose of this technique is to show the contemporary relevance of the concepts of the course. The instructor will provide guidelines for the commentary articles.

## **1V Students Respect and Courtesy and Confidentiality**

The study of Victimology can be diverse and emotional for students. Students might share personal histories, if they desire. Students will be expected to extend respect and courtesy to each other and to treat personal history information as confidential to NOT be discussed or revealed outside the class. Students will not use any confidential information to harass, or to annoy or to attempt to intimidate any other student in any way including electronic republication. Complaints of any violation of this section shall first be brought to the Instructor's attention and the instructor will investigate confidentially and discuss the matter with the respondent. Serious violations shall be handled in accordance with the Three Rivers Code of Student Conduct.

### Late or Missed Assignments

The graded quizzes and the Final Exam will be announced in advance. Students are expected to be present. After each quiz or the Exam the Instructor will be available on a Saturday morning for make-up sessions. Except for documented severe cause, there will not be further make-up opportunities.

## **V. Evaluation Procedures and Grades**

Your final grade will be determined by a combination of quizzes, final exam, current events papers, final paper, class attendance and class participation. The the weighting of the elements will be as follows:

First Quiz

Second Quiz

First Current Events Paper

Second Current Events Paper

Research Paper

Class Attendance ( applies only if more than one class is missed)

Class Participation based upon respectful responses to concepts and Opinions or thoughts of other students)

Rubrics for Written Papers. Points and Grading of Papers shall be based upon the Instructors Assessment of the following qualities.

List them

**Grades:** All grades will be posted on Blackboard on each student's individual site.

## **V1   Final Grade Scale**

A	=	931 - 1000
A-	=	900 - 930
B+	=	870 - 899
B	=	830 - 869
B-	=	800 - 829
C+	=	770 - 799
C	=	730 - 769
C-	=	700 - 729
D+	=	670 - 699

W	=	Withdrawal
I	=	Incomplete
P / F	=	Pass / Fail
AU	=	Audit

### **EARNING POINTS THROUGH THE CLASS**

First Quiz—possible 100 points depending on quiz score

Second Quiz – possible 100 points depending on quiz score

Final Exam- possible 200 points depending on test score

First News Piece Paper 100 points max

Second News Piece 100 points max

Research Paper 300 Points max

Thoughtful Class Participation and Support of other Students max 100 points

Total Possible Points 1,000 max

## **V11   College Withdrawal Policy**

A verbal “drop or withdrawal” from course(s) cannot be accepted by the instructor. Students must complete the required form and file it with the Registrar’s Office. Students may drop or withdraw from a course up to the 12<sup>th</sup> week of the semester; the exact ending date for the drop period is listed in the academic calendar.

## **V111   Instructor’s Attendance Policy**

Consistent attendance at class meetings is crucial to success in this course. You are expected to attend all classes in order to receive full benefit from instruction.

Students having attendance problems should speak with the instructor before taking any action. Attendance will count toward the earned grade. More than one unexcused absence will result in a deduction. More than three unexcused absences will result in an incomplete.

If you are too sleepy to stay awake in class, please leave class as you will not benefit from the instruction and will serve as a distraction to the class and instructor.

## **1X Academic Dishonesty**

Conduct which as its intent or effect the false representation of a student's academic performance and/or knowingly and intentionally assisting another student to do so in any way constitute academic dishonesty. In the event of academic dishonesty, the College's policy will be enforced. Bottom line is this: each student will be expected to show their own thoughts and critical reflection in the written assignments, and hopefully also in the oral discussions. Students may include thoughts and opinions from other sources but should indicate the source of the cited material. No student should write an assignment for another student and no student should copy the work of another student.

## **X Cellular Phones etc.**

Students are notified that cellular phones and other electronic devices are allowed in class only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone, the student should speak to the instructor prior to class so that together they can arrive at an agreement.

## **XV. Early Warning Policy**

Students experiencing academic difficulty and/or chronic absenteeism will be notified by the Instructor through a confidential communication through Blackboard or by email if they have provided an address. The Instructor will try to provide encouragement and assistance and will assess the student's response.

**RELIGIOUS EVENTS OR ANTICIPATED ABSENCES**—If any class member anticipates missing class for an important religious event or for any other reason the student should contact the instructor in advance and should discuss the conflict so that plans can be made to stay current with the course progression.



**PERSONAL REACTIONS TO THE MATERIAL** If there are ten or more students, statistically someone in the group will have been the victim of a serious crime, perhaps a crime of emotional impact. Students will not be required to reveal such a history. They may reveal the history if they choose, but only voluntarily. Students will be expected to respect this privacy consideration of other students. The information revealed shall be confidential, as described in Course Norms. Students who are adversely impacted by any aspect of the course are encouraged to consult with the Course Instructor or with the Three Rivers Office of Student Counseling. Any student who uses personal information to harass or to embarrass or to torment any other student, will be subject to discipline.

**FIRST CLASS, AUGUST 30<sup>TH</sup>**

**PLEASE FIRST COMPLETE THE STUDENT QUESTIONNAIRE WHICH IS ON BLACKBOARD**

**READ “WHO ARE THE VICTIMS?” found on Blackboard**

**INTRODUCTION OF THE COURSE, AND OF STUDENTS, CLASS NORMS, REVIEW SYLLABUS**

1. Brief description of Victimology and the Instructor to confirm that students are in a course which meets their goals.

Welcome the students

Introduce the Instructor along with the Purposes and the Process of the Course

Student Introductions (please hand in the student questionnaires)

Discuss interests and expectations of students with short presentations from students for benefit of the other students

Discuss course norms

Discuss course Syllabus and grading and quizzes and final exam and short news pieces, review the form for the three one page pieces, discuss the final paper along with topics and timelines and oral presentations

**DISCUSSION OF “WHO ARE THE VICTIMS?”**

Discuss vast resources of the National Center for Victims of Crime including printouts and the DVD

Return to General Overview of Evolution and Nature of the field of Victimology which includes academic study and research along with action and advocacy by victim and victim advocate which then influence the evolution of the field—discuss some examples

Begin Discussion of Controversies in Victimology

Discuss future course assignments

Further Introduction to Victimology

**SECOND CLASS, SEPTEMBER 6<sup>th</sup>**

**FURTHER INTRODUCTION AND HISTORY OF VICTIMOLOGY**

**MEASUREMENT OF CRIME OCCURRENCE**

**REQUIRED READING TEXT CHAPTERS 1, AND 2**

**ADDITIONAL READINGS ON BLACKBOARD**

2. Expanded lecture of the evolution and nature of Victimology. Why the field is worthy of study? Evolution of Perspectives. What are the processes of gathering and interpreting statistics and information? What are the processes of developing theories? Inclusion of the fields of Sociology, Psychology, Criminal Justice, Medicine, and Criminal Justice – Evolution of Theories – describe Victimology as a Movement and as an “ology” meaning a field of disciplined study

Begin analysis of the needs of victims and the manner that those needs are addressed (recurring theme throughout the course)

Responses to crimes – individual responses of victims, community responses, governmental responses – laying groundwork for raising these issues through the course

Introduce Criminal Justice, Civil Justice, Parallel Justice and Restorative Justice. Describe that these concepts will reoccur throughout the course.

### **THIRD CLASS, SEPTEMBER 13**

#### **TEXT CHAPTERS 3 AND 12**

#### **CONSEQUENCES OF VICTIMIZATION AND OVERVIEW OF CRIMINAL JUSTICE SYSTEM**

#### **OTHER SUGGESTED READINGS TO BE DETERMINED**

#### **CONSEQUENCES OF VICTIMIZATION AND CRIMINAL PROCESS**

3. Analysis of the Diversity and Nature of Harms to Victims

Connecticut Penal Code (Criminal Laws) elements of offenses, procedures of a criminal case, trials, appeals, sentencing, Correctional System

Discussion of the Criminal Justice process of determining facts, such as pre-trial proceedings and trial--

Overview of the Criminal Justice System from the perspective of victim needs and victim rights. At what stages would victim have interests?

Victims and the Criminal Justice System – interactions with police, courts, prosecutors, Judges, Correctional Systems.

What motivates victims to report crimes? Are there factors which cause underreporting of crimes? What are likely areas for underreporting of crimes? What are the consequences of underreporting? What steps or programs can address underreporting?

Receive student’s news articles and one/two page analysis and discuss

## **FOURTH CLASS, SEPTEMBER 20<sup>ND</sup>**

### **READ TEXT CHAPTER 5**

**TWO VIDEOS “HEAVENS RAIN” AND DISCUSSION AND “SURVIVORS OF HOMICIDE” CABLE TV TALK SHOW, USE DISCUSSION GUIDES FROM HEAVEN’S RAIN (to be provided by Instructor) Sadly, the Instructor will miss this session to attend the Conference of the National Center for Victims of Crime**

4. Class sessions four through eleven will address types of crimes and “movement responses” along with National, State Victim Services and Criminal Justice responses. Students will have some choice between topics for class.

First subject matter will be Homicide

Video “Heavens Rain” – themes of devastating impact, stages of grief, finding meaning and purpose, restoring community—there will be handouts of the Discussion Guides for Heavens Rain and hopefully class discussions of the concepts.

Video of Attorney Fairlie and Suzette Jones on a TV Talk Show on the topic of “Homicide Survivor Support Groups”

## **FIFTH CLASS, SEPTEMBER 27<sup>TH</sup>**

**DISCUSSION OF VAST CONSEQUENCES OF HOMICIDE INCLUDING CO-VICTIMS, COMMUNITY FEAR, EXAMINE HOMICIDE RATES, CONTRIBUTION OF FIREARMS TO HOMICIDE, ATTEMPTS AT NATIONAL GUN CONTROL, FURTHER DISCUSSION OF HOMICIDE RELATED TOPICS**

### **INTIMATE PARTNER VIOLENCE**

#### **READ TEXT CHAPTER 7**

#### **BEGIN DISCUSSION OF INTIMATE PARTNER VIOLENCE**

**ADDITIONAL MATERIALS WILL INCLUDE THE INSTRUCTOR’S PAPER ON DOMESTIC VIOLENCE, STALKING, RISK FACTORS OF VIOLENCE, AND RESTRAINING ORDERS IN CONNECTICUT**

Discuss firearms and homicide – Regulation and control of firearms and explore the conflicting interests such as gun control, political interests, economic impacts, Second Amendment rights, and ongoing controversies

### **FIRST QUIZ**

Develop planning for PAPERS AND COMMUNITY FORUM

Possible FORUM topics could be:

1. responding to an urban murder to illustrate complexity, conflicting interests and multiple factors contributing to the problem – relationship of social, economic, public safety and legal concerns – develop and Action Plan for a City Response – discuss forum presentations and speakers
2. another forum topic could be sex trafficking worldwide, nationwide and locally – support systems for extracting young people – develop speakers for forum and topics

Students may help choose the forum topic and may contribute papers and presentations.

## BEGIN DISCUSSION OF INTIMATE PARTNER AND DOMESTIC VIOLENCE

### Domestic Violence

Characteristics of occurrence, impacts on individuals and the society (costs, physical, emotional and financial along with disruption of lives), characteristics of perpetrators and victims, societal, governmental and criminal justice responses.

Definitions, descriptions of offenses and victims

Unique concerns and factors

Evolution of understanding the field

Examination of the Tracy Thurman case from Torrington, Connecticut which resulted in dramatic changes in the Connecticut law on Domestic Violence

Current Connecticut laws and programs – Protective Orders and Restraining Orders

Guest speaker from the field of Domestic Violence

## **SIXTH CLASS, OCTOBER 4<sup>TH</sup> EMPOWERING VICTIMS TEXT CHAPTER 4 CAMPUS VIOLENCE AND CAMPUS VICTIMOLOGY READ TEXT CHAPTER 8 PAGES 202-206**

Empowering Victims

. Campus Crimes and Campus Safety

Unique characteristics of the campus environment

Types of risks and competing interests, statistical occurrence, Jeanne Cleary murder and the organization of security on campus

Examples of tragedy – Columbine High School, Virginia Technical and others – addressing school violence, college and university responses, competing values, current examples and responses

Examine the more recent policies and procedures including those at colleges and universities.

Choose topics for class nine. Can some students be ready for their oral presentations? The final research papers will not be due until Class 11.

## **SEVENTH CLASS, OCTOBER 11**

**Text chapter 6**

**FEMALES AS VICTIMS**

**OTHER READING TO BE DETERMINED**

**Some students to present their news article reviews and hand in their short papers**

Sexual Assaults

Effects of sexual assault on adults and children – review two convention papers written by the instructor.

Analysis of the Diagnostic and Statistical Manual of Mental Disorders  
(DSM – 4<sup>th</sup> Edition)

Abuse of children – impacts on the children, challenges for the criminal justice system, challenges to victim rights and participation

Adult assaults – characteristic of occurrence, characteristics of offender and victims, participation in the criminal justice system, recovery issues and programs

Issues within the criminal justice system, responses of institutions and society and government

Speaker – Adult survivor of childhood sexual abuse

**DISTRIBUTE VANITY FAIR ARTICLE ON SEX-TRAFFICING**

## **EIGHTH CLASS, OCTOBER 18<sup>TH</sup>**

**SEX TRAFFICING- NATIONAL AND INTERNATIONAL (ADULTS AND CHILDREN)**

**READING VANITY FAIR ARTICLE WHICH WILL BE HANDED OUT**

**OTHER READINGS TO BE DETERMINED**

## Sex Trafficking

Understanding the problem, focus on the victimology of the victims and effects on victims and communities, the control by pimps, international, nationwide and criminal justice responses – arrest and further oppression of victims, analyze different cultures and the consequences of trafficking of youths, conflict between immigration laws and victim reporting of crimes (reflecting continuing controversies).

Victim movement responses, changes in Immigration Enforcement, legal responses to protect youth including Safe Haven laws – continuing controversies and programs

Discuss Research Papers, Topics, Hopefully Choose Topics, Discuss Rubrics for the Papers and Discuss Paper Presentations to Class

Select Topics for Class Nine

Remaining students to describe their news analysis and to turn in their papers

## **NINTH CLASS, OCTOBER 25 READ TEXT CHAPTER 11**

Review of other types of crimes and victimization – topics will be selected by students including papers and presentations—selections to have been made at Class Six

- Alcohol related offenses
- Driving under the influence, drunk drivers and MADD
- Stalking
- Internet related crimes
- Bullying
- Cyber Bullying
- Other possible choices

## **TENTH CLASS, NOVEMBER 1 READ TEXT CHAPTERS 15 & 16**

Responses to victim needs, support programs and victim rights

Physical Harm Impacts  
Emotional Impacts  
Psychological impacts on victim  
Financial impacts  
Recovery programs

Compensation programs

Community responses

Victim services

Addressing victim needs  
Characteristics of the work of service providers  
Ethics  
Vicarious trauma  
Service agencies

Connecticut Victim Service Agencies  
Office of Victim Services  
Connecticut Coalition against Domestic Violence  
Connecticut Sexual Assault Crisis Services  
Mothers Against Drunk Driving  
Survivors of Homicide

History of Victim Rights Movement and legislation, nationally and in Connecticut – including controversies -- examine the degree to which Victim Rights contribute to victim recovery ( and whether further recovery resources are needed)

Office of the Victim Advocate – explore services and website

Identify some of the conflicting interests in the field of victim rights and victim services (recurring themes through the course) describe the continuing controversies

**ELEVENTH CLASS, NOVEMBER 8**  
**RESEARCH PAPERS TO BE SUFFICIENTLY COMPLETED FOR THE ORAL PRESENTATIONS TO START**  
**SELECT SOME PAPERS FOR ORAL CLASS PRESENTATIONS AT CLASS 12**  
**REVIEW PREPARATION AND PROCEDURES FOR THE ORAL PRESENTATIONS**  
**READ TEXT CHAPTERS 13 & 14**

Civil Justice System and suits by or on behalf of victims

Courageous survivors and significant cases



National Crime Victims Bar Association

Failures and Limitations of Civil Justice—IF CIVIL JUSTICE IS FLAWED, FROM WHERE SHOULD EVOLVE VICTIM RESTORATION?

Continuing controversies in Civil Recourse for Victims

What should constitute justice for victims? Concepts of parallel justice

Second Quiz

**TWELFTH CLASS, NOVEMBER 15  
READ TEXT CHAPTER 17**

**FURTHER STUDENT PRESENTATIONS—SELECTIONS TO HAVE BEEN MADE AT CLASS 11 OR SOONER---STUDENTS WILL HAVE PRIOR NOTICE**

**VICTIM IMPACT STATEMENTS—HISTORY AND CONTROVERSIES  
PRESENT STUDENT RESEARCH PAPERS—EACH PRESENTATION LIMITED TO TEN MINUTES**

Presentation of student projects – about six projects will be selected by the instructor for presentation to the class – emphasis will be on originality of the project, depth of thinking and reflection of the controversies and concerns within the area addressed by the project-students are encouraged to discuss their papers with their study groups—

STUDENTS WILL SHARE CONSTRUCTIVE SUGGESTIONS FOR IMPROVING THE ORAL PRESENTATIONS AND FOR ADDING TO THE TOPIC--- STUDENTS WHO MADE ORAL PRESENTATIONS WILL HAND IN WRITTEN PAPERS AT CLASS 13

**THIRTEENTH CLASS, NOVEMBER 29**

**FINISH THE ORAL PRESENTATIONS--- STUDENT SUGGESTIONS----  
PRESENTERS PAPERS WILL BE TURNED IN AT CLASS 14**

**FORENSIC VICTIMOLOGY—an evolving important tool in crime investigation**

**REVIEW COURSE AND INTEGRATING CONCEPTS -- COMBINATION OF  
INSTRUCTOR ENCOURAGED DISCUSSIONS AND STUDENT CONTRIBUTIONS**

Vocabulary review, terms and phrases review, historical timelines review, trends in Victimology, Review Class Highlights materials

Review The Instructor Provided Lists of Information and Concepts- Students will be expected to participate in these discussions and to provide answers to questions—this session will not be a lecture and will be Instructor Lead Student Discussions

**FOURTEENTH CLASS, DECEMBER 6  
FINAL EXAM—DO NOT MISS THIS CLASS**

**45 MINS OF CONCEPT AND TERM REVIEW ( INSTRUCTOR LEAD STUDENT DISCUSSIONS TO PREPARE FOR FINAL EXAM)**

**FINAL EXAM** combination of multiple choice, short paragraph length answers and longer essays

FIFTEENTH CLASS December 13

Return final exams after grading

Return Research Papers and Discussions

Discuss final examination Answers

Discuss websites and resources

Discuss Future Growth in the Field of Victimology

**WHY VICTIMOLOGY CONTINUES TO BE IMPORTANT**