

4. Term project (100 points):

Each student is responsible for a term project due the last week of the semester, in lieu of a final exam. This written project includes multiple sections, detailed below. I am available for assistance and guidance throughout the semester. Please do not hesitate to ask me questions!

Students will select some aspect of “Critical Victimology” and explore the wider social context in which some versions of “victims” or victimology receive more attention than others, including legal responses, policy responses, media responses, and service delivery.

Topic selection and plan: Each student should select a topic for their project and develop a plan for the fieldwork aspect of the project. The topic should be something that students can identify relevant scholarly articles to include in the literature review. The due date for the topic selection and plan is provided in the semester schedule below.

Students will be required to interview TWO people who have some connection to this topic, including but not limited to: a direct crime victim, a secondary victim (i.e., friend, family member or significant other of a victim who was affected in some way), practitioner in the field, or advocate. Students may interview other individuals affected by the topic of their choice, but it is subject to instructor approval. This may require students to research organizations or agencies related to this topic to contact a professional in the field for an interview. In lieu of one interview, students may also attend community meetings, support groups, or court hearings related to the issue. Students will provide the instructor with a description of their topic and their plan for the two individuals they will interview. DO NOT provide the names of the interviewees for confidentiality and anonymity reasons. Rather, provide me with their role in relation to the topic. If you do not know this person, provide me with your plan for getting in contact with them.

Suggested topics include, but are not limited to individuals in connection with the following:

Intimate partner violence

Major natural disaster (e.g., Hurricane Katrina)

Sexual abuse by Catholic priests

Sexual assault/rape

Environmental crimes

Financially based corporate crimes (e.g., Enron)

BP oil spill

Immigration detainment or deportation

Abu Ghraib/Guantanamo
Wrongful conviction/death penalty case
Homicide
Gang violence
Growing up in an abusive home

Genocide
Police brutality
9/11 bombings
Sexual/physical abuse while incarcerated
Domestic violence within military families

Literature review and data exploration (3-4 pages) (25 points): Upon topic approval, students should begin conducting a literature review related to the topic. The final project will include a 3-page (minimum) literature review. It is required that students include AT LEAST 3 scholarly sources (peer-reviewed journal articles or scholarly books). If you need help identifying scholarly sources, please contact me or use the library resources provided at the end of this syllabus. Students may also include non-scholarly sources such as news articles from a reputable source. The goal of this section is to develop and present knowledge of the topic as it relates to victims. All sources must be cited in-text and at the end in a references list in APA format.

Field Work: Interviews and/or observation (4-5 pages) (30 points): Students will obtain firsthand knowledge about the topic from TWO sources. Students will propose and receive approval for their informants at the point of topic selection. Please keep data anonymous and confidential; Be sure to fully disclose to the informant what you are doing with the information. Safety of students is of utmost importance. Please use good safety practices when engaging in data collection. In this section, students should use their data to answer the following:

1. Who are the informants? (i.e., who did the student interview or observe?)
2. What role do the informants play in relation to this topic?
3. Who is impacted by the harm?
4. The scope and consequences of the harm.
5. What kind of attention has been received by this harm? (e.g., law enforcement, media, policy)
6. What type(s) of support have victims received, and by who or what organizations? This can also include informal support (friends, family, romantic partners, etc.)

Critical review and recommendations (3-4 pages) (30 points): Students will provide a critical review of the issue. This section will require students to use the information gathered for purposes of this project, in addition to class discussions and readings to fully analyze the issue to make recommendations. The critical review and recommendations should be a combination of the student's own knowledge and class resources. This section should include the following:

1. Discussion of how this topic relates to any class readings or material covered in class.
2. Recommendations for research, practice, and/or policy on the topic.
3. Ideas for resources and support that have not been addressed.
4. Discussion of who could share responsibility of repairing harm or supporting the victims.
5. Citation of information sources (e.g., class materials/readings, scholarly sources cited in the literature review).