

**CONTEMPORARY ISSUES IN CRIMINAL JUSTICE:
VIOLENCE AND VICTIMIZATION**

University of Florida
CCJ 4934, Section # MY40, Class # 24581
Mon, Wed, and Fri. Period 6 (12:50 pm–1:40 pm)
Turlington Hall 2322

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Office: 3353 Turlington Hall
Office Hours: M/W/F 10:30–11:30am, TBA

Course description and objectives

This course is designed to achieve four primary goals. First, students will explore theoretical approaches to understanding victimization, integrating empirical research with criminological theory. While victimization can be analyzed through conventional criminological frameworks, it also requires a distinct perspective, separate from offending. Second, the course examines both the predictors and consequences of victimization, considering individual characteristics as well as the broader situational and social contexts. Third, it provides an overview of the processes linking victimization to offending, culminating in a comprehensive understanding of crime prevention and control policies aimed at protecting victims. Fourth, the course addresses various special topics related to victimization, integrating criminological theories with relevant policy interventions. By the end of the course, students will have a well-rounded understanding of victimization from criminological perspectives and be equipped to critically evaluate relevant policies and practices.

Course objectives include the following:

1. Identify the sources and consequences of exposure to violence.
2. Understand theoretical foundations, with a particular focus on victimization.
3. Explore the intervening processes linking victimization to offending.
4. Examine various special topics of victimization.
5. Become familiar with various crime control policies and programs designed to protect victims.

Required Materials

There are two required textbooks:

1. *Revitalizing victimization theory*, edited By Jillian J. Turanovic, Travis C. Pratt, ISBN 9780367748036
2. *Thinking About Victimization: Context and Consequences* (2nd Edition), by Jillian J. Turanovic, Travis C. Pratt, ISBN 9781032216874
3. Additional readings posted on Canvas.

Additional supplemental information will be placed on Canvas. Please check the Canvas site regularly to ensure that you do not miss important updates or supplementary class materials.

Course requirements

1. Discussion board postings (25% of grade). You will complete **Five** discussion questions. I will post a discussion question on Canvas one week before the due date. Each student must post an initial response to this discussion question by 11:59 PM on the due date. These initial postings are expected to be 3-4 paragraphs, but the most important issue will be contents. Your posting should directly answer the discussion questions, and you should demonstrate your understanding of what you read in the reading materials. This should be clear, organized, and well-written, and citing the reading materials directly.

You must also reply to at least one posting made by another student. You must use polite, professional, and respectful behaviors when posting your responses to prompts in the Discussion Boards. The response posting will be shorter in length, but it should be also organized well with a detailed description, citing relevant reading materials where appropriate.

Each discussion question will be worth a total of 10 points—each initial posting is worth 7 points, and each response posting is worth 3 points. The five discussion questions will be worth a total of 50 points for this course, which is 20% of your grade.

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| a. Discussion #1 | 10 points | Date: 01/31/2025 |
| b. Discussion #2 | 10 points | Date: 02/26/2025 |
| c. Discussion #3 | 10 points | Date: 03/28/2025 |
| d. Discussion #4 | 10 points | Date: 04/04/2025 |
| e. Discussion #5 | 10 points | Date: 04/14/2025 |
2. Class participation/attendance (5% of grade). These discussion postings will be simultaneously discussed in a classroom. Each student is expected to attend class, read the assigned materials, and contribute to the class discussion. Excused absences include documented illness, deaths in the family, and other documented crises as according to the “University Attendance Policy”.
 3. Writing assignment (20% of grade). We will explore and discuss in class how exposure to violence early in life may increase the likelihood of engaging in offending behaviors later on. You will select a drama or movie that depicts this process (e.g., the drama *The Glory*). You are expected to summarize the story and provide your own insights on why and how victims are likely to engage in delinquent behaviors later in life, as illustrated in the narrative. Your arguments should be grounded in criminological theories, with citations and references for the sources you use. Finally, suggest relevant crime interventions or policies to reduce criminal behaviors that may arise after victimization. More specific instructions for this assignment will be provided on Canvas later. The essay should be 6-7 pages, double-spaced, and will be worth 40 points.

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| a. Draft-Writing assignment | 0 points | Date: 03/14/2025 |
| b. Final-Writing assignment | 40 points | Date: 04/28/2025 |

4. Exam (50% of grade). There will be *two* exams—a mid-term and a final—testing your knowledge of the criminal justice administration and policies that have been covered in the course. You should sufficiently show your understanding by incorporating our reading materials and lecture notes. These exams will consist of 25 multiple-choice questions worth two point each. Each exam will cover all materials and notes discussed in this course.

You do not have restrictions on your use of notes or the textbook, so these exams are “open book” tests. Note you do not need to search other materials outside of course. However, you will be able to successfully complete these exams on time when you carefully summarize and study our reading materials and lecture notes.

- c. Exam #1 50 points Date: 02/24/2025
 d. Exam #2 50 points Date: 04/23/2025

Course Grades

The following grading standards will be used in this class.

Discussion board postings	5 @ 10 points each	50 points
Attendance / Discussion	—	10 points
Writing Assignment	—	40 points
Exams	2 @ 50 points each	100 points

Grade	Points Range	% Range
A	188-200	93% - 100%
A-	180-187	90% - <93%
B+	174-179	87% - <90%
B	168-173	83% - <87%
B-	160-167	80% - <83%
C+	154-159	77% - <80%
C	148-153	73% - <77%
C-	140-147	70% - <73%
D+	134-139	67% - <70%
D	128-133	63% - <67%
D-	120-127	60% - <63%
F	0 - 119	0% - <60%

Course Policies

University Attendance Policy. Excused absences include documented illness, professional activities that conflict with attendance (e.g. attending a conference), deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily

penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. More information on attendance policies is available via UF academic regulations at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Makeup and late work. Missing or late exams and assignments will receive 0s unless you are unable to complete or submit exams or assignments without an acceptable excuse (per the University attendance policy above). Prior to the due date, you must submit a written and signed explanation as to why the exam or assignment will be missed. If you ask for an excuse after the due date of the scheduled exams, you must submit documentation of your absence (e.g., a doctor's note). An undocumented illness will not qualify as excused absence. Requirements for make-up exams, assignments, and other work in the course are consistent with university policies. For more policy, see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Grading Policy. Assignments should be completed with professional integrity: do your own work, as that is good professional practice, and you benefit more. I will provide detailed instructions for graded work. I will provide comments and suggestions on assignments with grading rubrics, and assign points based on performance relative to the rubric. Information on current UF grading policies for assigning grade points is available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Policy on responding to students. Email responses typically within 24 hours. Graded assignments are typically returned within 1 week after the due date.

Syllabus Change Policy. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

In-class Recording of Lectures. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private 3 conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring

services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Academic Honor Policy. The University of Florida Student Honor Code outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Academic Success. Your academic success is a top priority for the University of Florida. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

Americans with Disabilities Act. UF values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. UF is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

To receive academic accommodations, a student:

- (1) must register with and provide documentation to the Disability Resource Center;
- (2) must provide a letter from the DRC to the instructor indicating the need for accommodation and what type; and,
- (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the DRC has been provided. For more information, you can contact the

Disability Resource Center

001 Reid Hall
University of Florida
Gainesville, FL 32611
(352) 392-8565
<https://disability.ufl.edu>

Campus Resources. Various centers and programs are available to assist students. These include the following:

E-Learning Technical Support

For issues with technical difficulties for E-learning in Canvas, 24/7
(352) 392-HELP (4357)
<https://it.ufl.edu/helpdesk/>

Library Support

Various ways to receive assistance with respect to using the libraries or finding resources.
(866) 281-6309 or email ask@ufl.libanswers.com
<https://uflib.ufl.edu/>

Teaching Center

General study skills and tutoring.
1317 Turlington Hall, (352) 392-2010
<https://umatter.ufl.edu/office/teaching-center/>

Writing Studio

Help brainstorming, formatting, and writing papers. Help brainstorming, formatting, and writing papers.
Daytime (9:30am-3:30pm): 2215 Turlington Hall, (352)846-1138
Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339)
<https://umatter.ufl.edu/office/writing-studio/>

Enrollment Management Complaints

Registrar, Financial Aid, Admissions
<https://em.ufl.edu/complaint>

Office of the Ombuds

Academic Complaints
(352) 392-1308
<https://www.ombuds.ufl.edu/complaint-portal/>

University Counseling & Wellness Center

Counseling, crisis services, outreach, referrals, self-care, etc.
(352) 392-1575
<https://uhs.fsu.edu/>

Student Health Care Center

General medical care, urgent care, immunizations pharmacy, counseling, etc.

(352) 392-1161

<https://shcc.ufl.edu/>

University Policy Department

For issues with safety on campus, 24/7

(352) 392-1111 (for non-emergencies), 911 (for emergencies)

<https://police.ufl.edu/>

UF Health Shands Emergency Room/ Trauma Center

For immediate medical care

(352) 7333-0111

<https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/>

GatorWell Health Promotion Services

For prevention services focused on optimal wellbeing, including Wellness

Coaching for Academic Success

(352) 273- 4450

<https://gatorwell.ufsa.ufl.edu/>

Collegiate Veterans Success Center

Supporting UF student veterans, service members, and their families by providing a designated space on campus to study, socialize, and connect with both on- and off-campus resources in a fun and relaxing atmosphere.

(352) 294-7233

https://dso.ufl.edu/areas_services/veterans/

Topics and Readings

The specific topics and reading assignments covered during class are as follows:
(B1: *Revitalizing victimization theory* & B2: *Thinking About Victimization*)

Victimization Theory

1. Classical theories
2. Positive theories
 - B1. Part I, Ch.2, p.56-76
 - Reading Article (Canvas) : You and Stults (2023)
3. Cultural Deviance theories
 - B1. Part I, Ch.3, p.77-103
4. Environmental criminology
 - B1. Part I, Ch.4, p.104-130
 - Reading Article (Canvas) : Turanovic and Pratt (2014)
5. Critical theories
 - Reading Article (Canvas) : Hay and Evan (2006)
6. Biosocial perspectives
 - B1. Part III, Ch.9, p.237-253
7. Life-course perspectives
 - Reading Article (Canvas) : Turanovic (2016)

The Sources of Victimization

1. Individual sources
 - B2. Part II. Ch.3, p.29-50
 - Reading Article (Canvas) : You (2024)
 - Reading reports (Canvas): Criminal-victimization-2022
2. Situations and context
 - B2. Part II. Ch.5, p.68-80
3. Victimization from the offender's perspectives
 - B2. Part II. Ch.4, p.51-64

The Consequences of Victimization

1. Personal consequences
 - B2. Part III. Ch.6, p.87-106
2. Legal consequences
 - B2. Part III. Ch.7, p.110-125
3. Social and political consequences
 - B2. Part III. Ch.8, p.129-142

The Victim-Offender Overlap

1. Reading Article (Canvas) : Averdijk et al. (2016)
2. Reading Article (Canvas) : You and Turanovic (2024)

Special Topics in Victimization

1. Violence against women
 - B1. Part II. Ch.6, p.163-184; Part III. Ch.11, p.279-308
 - B2. Part IV. Ch.9, p.149-169
2. Victimization at school
 - B1. Part II. Ch.8, p.212-236
 - B2. Part IV. Ch.10, p.173-188
3. Cybervictimization
 - B1. Part III. Ch.10, p.254-278
 - B2. Part IV. Ch.11, p.191-201
 - Reading Article (Canvas) : Stults and You (2022)
4. Victimization in prison
 - B1. Part II. Ch.7, p.185-211
 - B2. Part IV. Ch.12, p.205-218
5. Immigration and violence
 - B2. Part IV. Ch.13, p.223-228

Schedule of Readings and Assignments

B1: Revitalizing victimization theory & B2: Thinking About Victimization

Week	Date	Lecture Topic	Reading	Assignment
1	1/13 (M)	Course Plan		
	1/15 (W)	Introduction of VIC	[B1] p.1-8; [B2] p.1-24	
	1/17 (F)	Classical Criminology	[B1] p.15-55	
2	1/20 (M)	Martin Luther King (No Lecture)		
	1/22 (W)	Classical Criminology	[B1] p.15-55	
	1/24 (F)			
3	1/27 (M)	Positive Criminology	[B1] p.56-76	
	1/29 (W)		Reading articles (Canvas)	
	1/31 (F)			Discussion 1
4	2/03 (M)	Cultural Deviance & Environmental Criminology	[B1] p.77-103	
	2/05 (W)		Reading articles (Canvas)	
	2/07 (F)			
5	2/10 (M)	Critical Criminology	[B1] p.104-140	
	2/12 (W)		Reading articles (Canvas)	
	2/14 (F)			
6	2/17 (M)	Biosocial Criminology	[B1] p.237-253	
	2/19 (W)	Life-course Perspectives	Reading articles (Canvas)	
	2/21 (F)			
7	2/24 (M)	Exam I (50 min)		
	2/26 (W)	Exam I Review (50 min)		Discussion 2
	2/28 (F)			
8	3/03 (M)	The Victim-Offender Overlap	Reading articles (Canvas)	
	3/05 (W)			
	3/07 (F)	Writing Assignment Overview		
9	3/10 (M)	ACJS Conference Week (No Lecture)		
	3/12 (W)			
	3/14 (F)			Draft – Writing Assignment
10	3/17 (M)	Spring Break (No Lecture)		
	3/19 (W)			
	3/21 (F)			
11	3/24 (M)	The Sources of VIC: Individual Sources	[B2] p.29-50 Reading articles (Canvas)	
	3/26 (W)	The Sources of VIC: Situations and Context	[B2] p.68-80 Reading articles (Canvas)	
	3/28 (F)	The Sources of VIC: Offenders' perspectives	[B2] p.51-64	Discussion 3
12	3/31 (M)	The Consequences of VIC: Personal Consequences	[B2] p.87-106	
	4/02 (W)	The Consequences of VIC: Social/political consequences	[B2] p.129-142	

	4/04 (F)	The Consequences of VIC: Legal consequences	[B2] p.110-125	Discussion 4
13	4/07 (M)	Special Topics: Violence Against Women	[B1] p. 279-308 [B2] p. 149-169	
	4/09 (W)	Special Topics: Victimization at School	[B1] p. 212-236 [B2] p. 173-188	
	4/11 (F)	Special Topics: Cybervictimization	[B1] p. 254-278	Discussion 5
14	4/14 (M)		[B2] p. 191-201 Reading Articles (Canvas)	
	4/16 (W)	Special Topics:	[B1] p. 185-211	
	4/18 (F)	Victimization in Prison	[B2] p. 205-218	
15	4/21 (M)	Special Topics: Immigration and Violence	[B2] p. 223-228	
	4/23 (W)	Exam II (50 min)		
	4/25 (F)	Reading Days (No Lecture)		
16	4/28 (M)	Exam II Review (50 min)		Final – Writing Assignment