

CRIJ 6335 - Advanced Topics in Victimology

Fall 2024 Syllabus, Section 160, CRN 15555

Instructor Information

Brittany Hood

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Office Hours:

Tuesday's 4-6 PM

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Times and Location

T 6pm-8:45pm in Bullock Hall 206

Course Description

Since the 1970s, victimology has been a primary focus of criminal justice in America. This course provides an advanced analysis of the etiology of victimology, the treatment of victims in the criminal justice system, and the current research in this area.

Social Sciences Department, College of Arts & Sciences

Additional Course Information

COURSE POLICIES & EXPECTATIONS

Contacting the Instructor: I can be most easily reached via e-mail. Due to FERPA and to protect your confidentiality, you should only contact me through your university email address. If I receive an email from a different email address, I will respond asking you to resend your email through the university email address instead which might cause delays in my communication.

I strongly encourage students to take advantage of my office hours. If you plan to attend my office hours, I recommend you make an appointment, so that I can better prepare for the meeting; however, you are more than welcome to virtually attend at any time. **Please do not wait until the end of the semester to contact me about any issues! I can only help you if you communicate in a timely fashion**, if you are unable to make it to my office hours, please contact me so we can set up an alternative time that is beneficial to us both; I can be pretty flexible for meetings with advanced notice.

Messages should be written using a professional tone and should conclude with your name and course, so that I can easily identify who the message is coming from. I will answer most of your message within 24 hours, if not sooner (may have longer response times on weekends). **If I have not responded to your message after 24 hours during the week and 48 hours during the weekend, please feel free to message me again.**

Maintaining a Supportive Learning Environment: The role of all employees and students is to create and maintain a supportive and harassment-free working and learning environment for all members of the campus community. Since students learn the most when they are actively engaged in learning, classroom discussions will be a major part of the class, and I will expect everyone to engage in these discussions from an intellectual standpoint. If at any time you feel threatened or uneasy, please bring it to my attention via email, during my office hours, or by appointment.

Writing Expectations: This course will require you to participate in weekly discussions, act as a session leader, as well as write and present your final paper. I expect you to write professionally. This means that your writing should be polished graduate-level writing, with proper spelling, grammar, and citations (when necessary). This will be factored into your grade for each assignment. TAMIU's Writing Center (Cowart Hall, 2013) offers free writing support to all writers in the TAMIU community.

Tutors are available to work one-on-one with you on any stage of a writing assignment, for any writing project. If you need help brainstorming, planning, drafting, revising, or editing, visit The Writing Center to work with a tutor. Visit <https://www.tamui.edu/uc/writingcenter/FAQS.shtml> (<https://www.tamui.edu/uc/writingcenter/FAQS.shtml/>) for more information. In addition, I will be happy to sit with you (in person or virtually) and review your writing; please stop by my office if you wish to take advantage of this opportunity.

Technology Use: Technology can be useful in enhancing educational outcomes. We may use certain applications to integrate technology use into our classroom. If you need access to a laptop, or better laptop than the one you currently are using, please contact TAMIU OIT (link (<https://www.tamui.edu/oit/students/index.shtml/>)) to inquire about a laptop loan.

Academic Integrity: Each student's work should be his or her own. Instances of academic

dishonesty or plagiarism will be met with penalties in accordance with TAMIU's Academic Honesty guidelines. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Self-plagiarism is still considered cheating! Additionally, students may not use pre-made papers or assignments from the Internet or any other source to submit as their own work. I will be checking all of your written assignments using TurnItIn/Safe Assign/and similar software, which will compare your papers to Internet sources and the TAMIU database of papers submitted by other professors.

It is expected that citations will be offered where citations are needed. For this course we will use APA 7 citing format. If you are unclear on proper citation practices, please visit Purdue Owl (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) or consult me. We will also discuss proper citation throughout the course. **Students who violate these rules may receive a penalty grade, including, but not limited to, a failing grade on the assignment or in the course.** Contact me if you have any questions or if you are unsure about the appropriateness of your work. For more information on plagiarism, please refer to the College of Arts & Sciences policies listed at the end of this syllabus.

Artificial Intelligence (A.I.) Policy: The use of Artificial Intelligence (AI) tools in this Ph.D. level victimology course is permitted under specific conditions to enhance learning and academic integrity. This policy outlines the acceptable and prohibited uses of AI to ensure that students maintain rigorous academic standards and originality in their work.

Permitted Uses of AI:

1. Brainstorming and Idea Generation:

- Students may use AI tools to generate initial ideas and brainstorm potential topics related to course assignments and research projects.
- AI can assist in exploring different perspectives and generating a broad range of ideas to help students develop their own unique arguments and approaches.

2. Grammar and Language Improvement:

- AI tools may be used for proofreading and correcting grammatical errors, spelling mistakes, and syntax issues in written assignments.
- AI can assist in enhancing the clarity and coherence of the text by suggesting improvements in language and sentence structure.

3. Clarity of Original Work:

- AI can be employed to improve the overall clarity and readability of students' original work.
- This includes refining language, rephrasing sentences for better understanding, and ensuring that the writing is concise and well-organized.

Prohibited Uses of AI:

1. Generation of Original Content:

- AI tools may not be used to generate substantial portions of text or original content for assignments, research papers, or any other course-related work.
- The primary responsibility for writing and developing content must rest with the student.

2. Plagiarism and Academic Integrity:

- AI tools must not be used to plagiarize or to produce work that is not the student's own. All submissions must reflect the student's individual analysis, understanding, and synthesis of course materials.
- Students are required to properly cite any sources or ideas generated with the assistance of AI tools in accordance with academic standards.

3. Substitution of Critical Thinking:

- AI should not be used as a substitute for critical thinking, analysis, and scholarly engagement with course materials.
- Students must actively engage with the concepts, theories, and research discussed in the course, using AI only as a supplementary aid rather than a replacement for their intellectual contributions.

Compliance and Enforcement:

- Students are expected to adhere to this policy and are responsible for ensuring that their use of AI aligns with the guidelines provided.
- Any suspected misuse of AI tools will be reviewed in accordance with the University's academic integrity policies, and appropriate actions will be taken if violations are found.

By following this policy, students will be able to leverage AI tools effectively while maintaining the integrity and originality of their academic work.

Missed & Late Assignments: It is important to keep up with the materials and assignments. Therefore, late assignments will not be accepted without a university-approved absence. **In the event you miss a deadline with a university-approved absence or emergency, please contact me with documentation within 48 hours of missing the exam or assignment, so we can identify how to make-up the missed work.** However, you should be working on materials well before our weekly meetings and, therefore, procrastination will be considered in the event that material is missing or late. The instructor reserves the right to modify assignments as needed for make-up work. The only exceptions to this rule are those listed in the College of Arts & Sciences Policies located at the end of this syllabus.

COURSE STRUCTURE AND ASSIGNMENTS

• Class participation and contribution: 15% (150 out of 1000 course points)

- You are expected to read and study carefully all of the assigned material prior to the class meeting in which it is to be discussed and to participate effectively in class discussion. Please note that it is acceptable to be wrong, to misinterpret, to be shy, or simply to misunderstand. However, it is unacceptable to be unprepared.
- Additionally, you are expected to listen carefully to the session and paper presentations by other students, ask informed questions, and offer constructive criticisms.
- As part of this portion of your grade, you are responsible for scheduling a one-on-one virtual appointment (30 minutes) to check in on your midterm grade. You can schedule as early as you would like but you must schedule in advance and between October 14th and October 19th

• Discussion questions and diligence: 15% (150 out of 1000 course points)

- You are required to develop TWO discussion questions based on commonly assigned readings each week. The questions should be sent by Monday at 5 PM via email to me, with that week's session leader copied (cc) to the email. The session leader and/or I may discuss some of these questions in class.
- For the "diligence" portion of your grade, I will evaluate the thoughtfulness of these questions and their pertinence to the weekly topic of discussion, as well as the overall efforts at comprehension displayed during other phases of the course (e.g., during course participation; as a session leader; in writing and revising the term paper).

• Session leader: 25% (250 out of 1000 course points)

- You will be assigned to lead four of the regular class sessions (September 17 – December 3). I will begin each of these sessions with a brief "mini-lecture" to cover key points. As session leader, you will then be expected to:
 - Present, in brief, the content of the common readings for that class.
 - The book is helpful for the students to read and should supplement your knowledge of basic victimology concepts. However, for the sake of time, session leaders should not cover the book in their weekly discussion.
 - Pose meaningful questions about that presentation
 - Facilitation group discussions
 - Incorporate student's discussion questions (as you see fit)
- I will evaluate your comprehension of the material and the effectiveness of your presentation. You have the autonomy to present as you wish; however, your classmates would likely appreciate an outline or written summary of the materials. The summary should be emailed to the instructor and students by 5 PM Tuesday's before class.
- To effectively facilitate a Ph.D. level class, begin by understanding the core concepts of the readings and defining clear objectives for the class meeting. Start with a brief overview and a thought-provoking question to engage students. Facilitate discussion by encouraging diverse viewpoints, asking open-ended questions, and linking the readings to broader themes in victimology discussed throughout the course. If you desire, you may incorporate group activities where students analyze and present specific aspects of the readings, ensuring all perspectives are shared. Make sure to summarize the connections between the readings, broader theories, and current research. Remain flexible, actively engage participants, and keep the discussion focused and relevant.
- Remember, the purpose of a pro-seminar course is to delve deeper into specialized topics at a more advanced level. Students are expected to engage with seminal and more recent empirical and theoretical research, as well as to contribute original insights. The expectation is for students to critically analyze and challenge established theories, methodologies, and findings amongst each other.

• Written Final Exam: 45% (450 out of 1000 course points)

- Immediately following the final class meeting on December 3, your final exam will become available on Blackboard.
- The final exam for this Ph.D. course in Victimology is designed to assess your comprehensive understanding of the course material and your ability to apply theoretical concepts to practical scenarios. The exam will be more of a Comprehensive Exam, consisting of 4-6 questions that cover a broad range of topics discussed throughout the course. These questions will challenge you to integrate and synthesize key concepts, theories, and research findings. The exam questions may include a mix of essays, case analyses, and theoretical applications. You will be asked to demonstrate a deep understanding of theoretical frameworks, analyze empirical research, apply concepts to real-world examples, and integrate outside readings into your responses.
- Responses will be based on the following criteria:
 - Depth of Knowledge: Demonstrate a thorough understanding of the concepts and theories covered in the course.
 - Critical Analysis: Show the ability to critically evaluate and integrate different theoretical perspectives and empirical evidence.
 - Application: Apply theoretical concepts to practical scenarios or case studies effectively.
 - Clarity and Coherence: Present arguments clearly and logically, with well-organized and concise writing.
- To prepare:
 - Review Key Theories: Ensure you have a solid grasp of the major theories discussed, including their strengths, limitations, and applications.
 - Integrate Readings and Discussions: Reflect on how various readings and class discussions contribute to your understanding of victimology.
 - Practice Application: Be prepared to apply theoretical concepts to case studies or real-world situations.
 - Organize Your Thoughts: Practice articulating your responses clearly and logically to ensure you can effectively communicate your understanding during the exam.

While a specific minimum or maximum length is not set, responses should generally fall between 5 and 7 pages per question, double-spaced, using 12-point Times New Roman font with 1-inch margins. Quality and thoroughness of your answers are more important than length. Focus on providing a comprehensive and well-structured response that directly addresses the question and demonstrates your understanding of the material. Avoid unnecessary verbosity and ensure that every part of your response contributes to answering the question effectively.

Due date details are available in the itinerary, below.

Student Learning Outcomes

Course Learning Objectives

My primary goal in this course is to guide and evaluate your pursuit of the following objectives:

- Understand key historical trends in the study of victimology
- Explore and analyze contemporary problems and trends in victimology
- Appreciate the nature and scope of the problems faced by victims of crime and the issues related to the treatment of crime victims in our culture
- Consider strengths and weaknesses of various methods used to study victims and victim issues
- Understand and compare the different theoretical perspectives utilized in victimology

In having a working philosophy, understanding the topic of victimology, and evaluating research on the topic are essential to the everyday work and successful career and development as a professional criminologist. In pursuit of these objectives, you are expected to do the following:

- Read common materials assigned and develop two thoughtful discussion questions each week
- Demonstrate comprehension by participating in class discussions in an intelligent and informed way
- Serve as a session leader for four classes
- Prepare a term paper and present the content in a class session near the end of the semester

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Victimology: A Comprehensive Approach 2nd	Daigel & Muftic	9781544344157
Required	The Criminal and His Victim	Hans Von Hentig	

Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home/\)](https://www.bkstr.com/texasaminternationalstore/home/).

Assigned Articles (see itinerary below)

Grading Criteria

Basis for student grading: All earned points will be added together to determine your grade for the course using the scale below.

GRADE	PERCENTAGE
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Tue	8/27	Introduction to course and victimology as a field of study		
Tue	9/3	Historical context of victimology	<ol style="list-style-type: none"> Chapter 1 Davis, R. C., & Mulford, C. (2008). Victim rights and new remedies: Finally getting victims their due. <i>Journal of Contemporary Criminal Justice</i>, 24, 198-208 Englebrecht, C. M. (2011). The struggle for "ownership of conflict": An exploration of victim participation and voice in the criminal justice system. <i>Criminal Justice Review</i>, 36, 129-151. Smith, B. L., Sloan, J. L., & Ward, R. M. (1990). Public support for the Victims' Rights Movement: results of a statewide survey. <i>Crime & Delinquency</i>, 36, 488-502. Jaishankar, K. (2020). Cyber victimology: A new sub-discipline of the twenty-first century victimology. An international perspective on contemporary developments in victimology: A festschrift in honor of Marc Groenhuijsen, 3-19. 	
Tue	9/10	No class – SCJA Conference	You should begin reading your book if you have not already.	

Tue 9/17 Human Trafficking

1. Chapter 13 p. 302 – 312 (Human Trafficking section only)
2. Rand, A. (2010). It can't happen in my backyard: The commercial sexual exploitation of girls in the United States. *Child & Youth Services*, 31, 138-156.
3. Shdaimah, C. S., & Wiechelt, S. A. (2013). Crime and compassion: Women in prostitution at the intersection of criminality and victimization. *International Review of Victimology*, 19, 23-35.
4. Spohn, C. (2014). The non-prosecution of human trafficking cases: An illustration of the challenges of implementing legal reforms. *Crime, Law, and Social Change*, 61, 169-178.
5. Tyldum, G. & Brunovskis, A. (2005). Describing the unobserved: Methodological challenges in empirical studies on human trafficking. *International Migration*, 43, 17-34.

Tue 9/24 Sexual Assault

1. Chapter 8
2. Fisher, Daigle, & Cullen. (2010). What distinguishes single from recurrent sexual victims? The role of lifestyle-routine activities and first incident characteristics. *Justice Quarterly*, 27, 102-129.
3. Koss, M. P., Gidycz, C. A., & Wisniewski, N. (1987). The scope of rape: Incidence and prevalence of sexual aggression in a national sample of higher education students. *Journal of consulting and clinical psychology*, 55, 162-170.
4. Spohn, C., & Holleran, D. (2006). Prosecuting sexual assault: A comparison of charging decisions in sexual assault cases involving strangers, acquaintances, and intimate partners. *Justice Quarterly*, 18, 651-688.

Tue 10/1 Intimate Personal Violence (IPV)

1. Chapters 7 & 9
2. Beeble, M. L., Bybee, D., & Sullivan, C. M. (2007). Abusive men's use of children to control their partners and ex-partners. *European Psychologist* 12(1), 54-61.
3. Bouffard, L. A., Wright, K. A., Muftic, L. & J Bouffard, J. A. (2008). Gender differences specialization in intimate partner violence: Comparing the gender symmetry and violent resistance perspectives. *Justice Quarterly* 25, 570-94.
4. Campbell, J. C., Webster, D. W., Koziol-McLain, J., Block C. R., Campbell, D., Curry, M. A., Gary, F., Sachs, C., Sharps, P. W., Wilt, S., Manganello, J., & Xu, X. (2003). "Risk factors for femicide in abusive relationships: Results from a multi-site case control study." *American Journal of Public Health*, 93, 1089-1097.
5. Fleury, R. E., Sullivan, C. M., & Bybee, D. I. (2000). When ending the relationship does not end the violence: Women's experiences of violence by former partners. *Violence Against Women*, 6(12), 1363-1383.

Tue 10/8 Hate Crimes

1. Chapter 13 p. 291 – 302 (Hate crime section only)
2. Gruenewald, J. & Kelley, K. (2014). Exploring Anti-LGBT homicide by mode of victim selection. *Criminal Justice and Behavior*, 41, 1130-1152.
3. Lockwood, S., & Cuevas, C. A. (2022). Hate crimes and race-based trauma on Latinx populations: A critical review of the current research. *Trauma, Violence, & Abuse*, 23(3), 854-867.
4. Al-Hakim, M. (2015). Making a home for the homeless in hate crime legislation. *Journal of interpersonal violence*, 30(10), 1755-1781.
5. Walfield, S. M., Socia, K. M., & Powers, R. A. (2017). Religious motivated hate crimes: Reporting to law enforcement and case outcomes. *American journal of criminal justice*, 42(1), 148-169.

Tue	10/15 Vulnerable Victims, Poly-victimization, and the Cycle of Violence	<ol style="list-style-type: none"> 1. Chapter 10 and Chapter 12 p. 266 – 274 (K-12 section only) 2. Acierno et al. (2010). Prevalence and correlates of emotional, physical, sexual, and financial abuse and potential neglect in the United States: The national elder mistreatment study. <i>American Journal of Public Health</i>, 100(2), 292-297. 3. Gomes, A. M. (2010). Testing the cycle of violence hypothesis: Child abuse and adolescent dating violence as predictors of intimate partner violence in young adulthood. <i>Youth & Society</i> 4. Jackson, S. L. (2016). All elder abuse perpetrators are not alike: The heterogeneity of elder abuse perpetrators and implications for intervention. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 6(3), 265-285. 5. Messinger, A. M., Guadalupe-Diaz, X. L., & Kurdyla, V. (2022). Transgender polyvictimization in the US transgender survey. <i>Journal of interpersonal violence</i>, 37(19-20). 	Required one-on-one check in this week
Tue	10/22 The Criminal and His Victim	Hans von Hentig's <i>The Criminal & His Victim</i> (Book)	
Tue	10/29 Self-Control and Biosocial Theories of Victimization	<ol style="list-style-type: none"> 1. Chapter 4 2. Beaver, K. M., Mancini, C., DeLisi, M., & Vaughn, M. G. (2011). Resiliency to victimization: The role of genetic factors. <i>Journal of Interpersonal Violence</i>, 26, 874-898. 3. Beaver, K. M., Wright, J. P., DeLisi, M., Daigle, L. E., Swatt, M. L., & Gibson, C. L. (2007). Evidence of a gene x environment interaction in the creation of victimization: Results from a longitudinal sample of adolescents. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 51, 620-645. 4. Franklin, C. A. (2011). "An Investigation of the Relationship between Self-Control and Alcohol Induced Sexual Assault Victimization." <i>Criminal Justice and Behavior</i>, 38, 263-285. 5. Schreck, C. J., Stewart, E. A., & Fisher, B. S. (2006). Self-control, victimization, and their influence on risky lifestyles: A longitudinal analysis using panel data. <i>Journal of Quantitative Criminology</i>, 22, 319-340. 	



Tue	11/5	Routine Activities, Lifestyle Exposure, and Social Disorganization Theories	<ol style="list-style-type: none">1. Chapter 32. Sampson, R., & Wooldredge, J. (1987). Linking the micro- and macro-level dimensions of lifestyle-routine activity and opportunity models of predatory victimization. <i>Journal of Quantitative Criminology</i>, 3(4): 371-393.3. Mustaine, E. E., & Tewksbury, R. (1999). A routine activity explanation for women's stalking victimizations. <i>Violence Against Women</i>, 5, 43-62.4. Schwartz, M. D., DeKeseredy, W. S., Tait, D., & Alvi, S. (2001). Male peer support and a feminist routine activities theory: Understanding sexual assault on the college campus. <i>Justice Quarterly</i>, 18(3), 623-649.5. Konkel, R. H., Hafemeister, A. J., & Daigle, L. E. (2021). The effects of risky places, motivated offenders, and social disorganization on sexual victimization: A microgeographic-and neighborhood-level examination. <i>Journal of interpersonal violence</i>, 36(17-18), 8409-8434.
Tue	11/12	Life Course, Social Learning, and Strain Theories	<ol style="list-style-type: none">1. Turanovic, J. J. (2023). Victimization and Its Consequences over the Life Course. <i>Crime and Justice</i>, 52(1), 265-342.2. Fox, K. A., Nobles, M. R., & Fisher, B. S. (2016). A multi-theoretical framework to assess gendered stalking victimization: The utility of self-control, social learning, and control balance theories. <i>Justice Quarterly</i>, 33(2), 319-347.3. Hesselink, A. (2022). Illustrating The Victim Offender Overlap Utilizing the General Strain Theory with Females That Committed Murder: A Criminological Case Study Analysis. <i>Open Access Journal of Biomedical Science</i>, 4(6).4. Wemmers, J. A., Cyr, K., Chamberland, C., Lessard, G., Collin-Vézina, D., & Clement, M. E. (2018). From victimization to criminalization: General strain theory and the relationship between poly-victimization and delinquency. <i>Victims & Offenders</i>, 13(4), 542-557.5. DeCamp, W., & Zaykowski, H. (2015). Developmental victimology: Estimating group victimization trajectories in the age-victimization curve. <i>International review of victimology</i>, 21(3), 255-272.



Tue	11/19	Victim Precipitation v Feminist Perspectives	<ol style="list-style-type: none">1. Chapter 22. Victim Precipitation vs. Feminist Theory Amir, M. (1967). Victim precipitated forcible rape. <i>The Journal of Criminal Law, Criminology, and Police Science</i>, 58, 493.3. Daly, K., & Chesney-Lind, M. (1988). Feminism and Criminology. <i>Justice Quarterly</i>, 5, 497- 538.4. DeKeseredy, W. S. (2011a). Feminist contributions to understanding woman abuse: Myths, controversies and realities. <i>Aggression and Violent Behavior</i>, 16, 297-302.5. Flavin, J. (2001). Feminism for the mainstream criminologist: An invitation. <i>Journal of Criminal Justice</i>, 29, 271-285.
Tue	11/26	Institutional Responses to Victimization	<ol style="list-style-type: none">1. Chapter 62. Campbell, R., Patterson, D., & Lichty, L. F., (2004). The effectiveness of sexual assault nurse examiner programs (SANEs): A review of psychological, medical, legal, and community outcomes. <i>Trauma, Violence, and Abuse</i>, 6, 313-3293. Feder, L., & Wilson, D. B. (2005). A meta-analytic review of court-mandated batterer intervention programs: Can courts affect abusers' behavior? <i>Journal of Experimental Criminology</i>, 1, 239-262.4. Maier, S. L. (2008). "I have heard horrible stories..." Rape victim advocates' perceptions of the revictimization of rape victims by police and medical system. <i>Violence Against Women</i>, 14, 786- 808.5. Renzetti, C. M., Bush, A., Castellanos, M., & Hunt, G. (2015). Does training make a difference? An evaluation of a specialized human trafficking training module for law enforcement officers. <i>Journal of Crime and Justice</i>

Tue	12/3	Coordinated Community Responses/ Situational Crime Prevention	<ol style="list-style-type: none"> 1. Clarke, R. V. (1997). Introduction. In R. V. Clarke (Ed.), <i>Situational crime prevention: Successful case studies</i>, 2(43). New York: Harrow and Heston. https://popcenter.asu.edu/sites/default/files/library/reading/PDFs/scp2_intro.pdf 2. Greeson, M. R., & Campbell, R. (2015). Coordinated community efforts to respond to sexual assault: A national study of sexual assault response team implementation. <i>Journal of interpersonal violence</i>, 30(14), 2470-2487. 3. Lund, E. M. (2001). Community-based services and interventions for adults with disabilities who have experienced interpersonal violence: A review of the literature. <i>Trauma Violence and Abuse</i> October 2011, 12,171-182. 4. Miller, S. L., & Hefner, M. K. (2015). Procedural justice for victims and offenders?: Exploring restorative justice processes in Australia and the US. <i>Justice Quarterly</i>, 32, 142-167.
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Tue 12/10

Final exam due via email by 11:59 PM on December 10th

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamui.edu/scce/studenthandbook.shtml> (<https://www.tamui.edu/scce/studenthandbook.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
 - *Caution:* Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
 - *Caution:* Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional

penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”

- **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA’s for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the “Leave of Absence Request” form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student’s physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student’s status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of

Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.