

CRJ 403: VICTIMS AND THE CRIMINAL JUSTICE SYSTEM

Faculty	
Name: Dr. Abigail Henson Email: Abigail.henson@asu.edu Meeting Time: TTh 12pm-1:15pm Meeting Location: Dtphx HLTHN222 Office Hours: Tuesdays 1:30-2:30pm or arranged via email on an as-needed basis	

I will gladly honor your request to address you by an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Please note: You can change your displayed name in some ASU systems including Canvas, Email, and Google Apps. Learn more about preferred name displays here: <https://students.asu.edu/forms/preferred-display-name> You can learn how to set personal pronouns in Canvas here: <https://lms.asu.edu/how-set-personal-pronouns-canvas>

Land Acknowledgement

Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posb (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.

Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are

addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective. At Watts College, we echo these sentiments through [Our Aspirations](#) to be a vehicle through which we make the world a better place.

Course Information

Course Catalog Description

Examines criminal victimization in the United States. Topics may include: victimization theories, the nature and extent of victimization, the impact of crime on victims and society, the interactions between victims and the criminal justice system, and victim rights and services.

Course prerequisite(s)

CRJ100 with C or better
CRJ201 with C or better
CRJ225 with C or better
Junior or Senior academic standing

Course overview

In this course we will rethink the socially constructed concepts of victims and offenders. The purpose of this course is to complicate these dualities, demystify stereotypes, and add context to cause and effects of crime and victimization. We will use both historical and contemporary accounts to learn, analyze, and critique theories of victimization. Throughout this class you will be provided tools to become inquisitive, critical thinkers.

Learning Outcomes

1. Students will become critical thinkers.
2. Students will learn how to challenge research and commonly accepted definitions.
3. Students will learn to develop academic writing and active reading skills.
4. Students will learn to reflect introspectively and to communicate in an articulate and concise way.
5. Students will learn and examine different theories of victimization

Course Materials

Required books

Wallace, H. & Roberson, C. (2018). Victimology: Legal, psychological, and social perspectives. 5th edition. Pearson publishing. ISBN-13:978-0-13-486826-4

The required material for this course is provisioned as an e-book and made available at a discounted rate significantly cheaper than if purchased directly from the publisher. If you wish to take advantage of this discounted group rate, no additional action is needed. Following the drop/add period, a charge of \$35.50, plus tax, will post to your student account under the header "Bkstr Publisher Negotiated Rate." If you'd rather purchase the material from an alternate choice, you may choose to opt out of the program by using this link:

<https://includedcp.follett.com/1230> (Tempe and Online)

<https://includedcp.follett.com/1232> (Poly)

<https://includedcp.follett.com/1233> (West)

<https://includedcp.follett.com/1234> (Downtown)

Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory>), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued. Watch for an email from the Bookstore the week before class starts explaining how to access the book and how to opt out. You can also contact the Bookstore at asuinclusiveaccess@gmail.com with questions.

Required Articles, Book Chapters, Research Reports

Braman, D. (2007). Race, Poverty and Incarceration. *Poverty & Race*, 16(6), 1-6.

Brunson, R. K. (2007). "Police don't like black people": African-American young men's accumulated police experiences. *Criminology & public policy*, 6(1), 71-101.

Christian, J., Mellow, J., & Thomas, S. (2006). Social and economic implications of family connections to prisoners. *Journal of Criminal Justice*, 34, 443-452.

Collins, P. H. (1998). The tie that binds: Race, gender and US violence. *Ethnic and Racial Studies*, 21(5), 917-938.

Doerner & Lab, Ch.7 *Restorative Justice*.

Emory, A.D., Nepomnyaschy, L., & Haralampoudis, A. (2019). Summary report: State policies and employment outcomes among fathers with criminal records. *Fatherhood Research and Practice Network*.

Green, S., Calverley, A., & O'Leary, N. (2021). A new approach for researching victims: The Strength-Growth-Resilience framework. *British Journal of Criminology*, 61, 852-871.

King, K. (2004). It hurts so bad: Comparing grieving patterns of the families of murder victims with those of families of death row inmates. *Criminal Justice Policy Review*, 15(2), 193-211.

Maruna, S. (2011). Reentry as a rite of passage. *Punishment & Society*, 13(1), 3-28.

Sered, D. (2006). Mature justice: Developing restorative practices for serious young offenders. *Paper presented at the International Institute of Restorative practices "The Next Step: Developing Restorative Communities*.

Sered, D. (2011). A new approach to victim services: The Common Justice Demonstration Project. *Federal Sentencing Reporter*, 24(1), 50-53.

Smith, A. (2004). The monster in all of us: When victims become perpetrators. *Suffolk UL Rev.*, 38, 367.

Tedeschi, R.G., & Calhoun, L.G. (1996). The Posttraumatic Growth Inventory: Measuring the positive legacy of trauma. *Journal of Traumatic Stress*, 9(3), 455-471.

Vuolo, M., Lageson, S., & Uggen, C. (2017). Criminal record questions in the era of "Ban the Box." *Criminology & Public Policy*, 16(1), 1-27.

Wildeman, C. (2009). Parental imprisonment, the prison boom, and the concentration of childhood disadvantage. *Demography*, 46(2), 265-280.

Guest Speakers and Films

Occasionally, the class may host invited speakers or watch documentary films. These are included to be illustrative of the educational components of the class. The films are not censored for language, so students may be exposed to uncomfortable language and swear words. If any student is concerned, speak to the professor before the course begins.

Computer Resources

1. **Computer System:** Windows or Macintosh desktop or laptop computer purchased within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.

2. **Operating System:** Windows-based computers must be running Windows 10 or newer. Macintosh computers must be running OS 10.13 (High Sierra) or higher
3. **Required Software:** [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
4. **Web Browser:** Use only a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer. Safari and Edge have known compatibility issues with Canvas.
5. **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
6. **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth
7. **Webcam:** Built-in or USB plug-in

Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or [My ASU Service Center](#) for help.

Assignments and Evaluation Procedures

Learning Activities:

1. Reading Assignments – Each week there will be readings assigned. Exam and discussion questions will be drawn from the readings, so I encourage you to take active notes while reading.
2. Discussion Groups: In order for you to become critical thinkers, I would like for you to take the time to reflect on what we have read. Each class, you will be presented with questions pertaining to the readings via Canvas discussion board. Choose one question to come prepared to class to discuss with a small group. Small groups will meet for 10-15 minutes at the beginning of class to discuss your answers. We will then come together as a class to discuss the conversations held in the small groups.
3. Film/Speaker Responses: You will be provided a worksheet with open-ended questions to be completed for each speaker or film. These responses can be found in the Assignments tab on Canvas.
4. Trial Exploration Project

In this 7 page writing assignment, you and your group will explore a criminal trial where some of the public perceived the defendant as a victim or some of the public saw the victim as the offender, for example O.J. Simpson, Mike Tyson, Kyle Rittenhouse, Amber Heard, etc. Do a deep dive into media coverage of the trial and provide some evidence to demonstrate how the label of “victim” and label of “offender” are socially constructed and based on perceptions of individuals. After providing some details about this case, you will answer several questions. Please use headers throughout the paper for the sake of organization and clarity.

1. How was the defendant described as a victim by different media outlets?
2. How was the victim described as an offender by different media outlets?
3. What does this coverage tell us about how the labels “victim” and “offender” are socially constructed?
4. Do you feel like the media or the criminal legal system has more power in defining someone as a victim or offender? Explain.
5. What impact do you think it has on an individual to be publicly labeled as a victim or an offender?

In addition to the paper, your group will lead a 5-7 minute presentation outlining the details of your paper. Make sure that the slides are aesthetically pleasing and do not have much text at all.

This paper should be no less than 5 pages excluding the title page and references. Use Times New Roman, double-spaced, 12-pt font, 1-inch margins and include a proper introduction, body, and conclusion. Please use APA style for any and all citations.

Papers should be submitted in Word doc format. I DO NOT ACCEPT PAPERS IN .PDF OR OTHER FORMATS. Papers submitted in .pdf or other formats will be given an automatic 0 grade and no make-ups will be allowed.

5. Final Project: Choose your own adventure (this will be determined on the first day of class):

Option 1: The purpose of this class is to expand and challenge traditional perceptions of “victim” and “offender” and to enhance understanding of the process of victimization. With the intention of sharing this nuance with the general population, please choose **five topics** from the semester. Create five separate videos that summarize the concepts in a captivating and entertaining way. This is the kind of video you might find on Tik Tok or Instagram.

Each video should be no less than one minute and no longer than three minutes long. For two of the other topics.

DO NOT USE JARGON OR ACADEMIC LANGUAGE. The goal is to have these posts be aesthetically pleasing and informative for a general audience. For each video, your group will write a 250-word caption. You want these captions to be captivating, concise, and clear. Engage your audience by asking questions. Include citations in APA format of the sources used to inform the slides.

Ultimately your group will upload 5 videos and one word document that has each video’s caption and citations under the header with the title of the corresponding video.

Your group will then present the videos to the class and your fellow classmates will grade your videos based on clarity, information, entertainment, and aesthetic.

Option 2: Write a 10 page paper (double-spaced, Times New Roman, 12pt font, page count not including cover/ref) on a topic of your choice. The topics have to be somehow related to victimization- you can make a case for your topic if it's not obvious. This will be a research

paper highlighting the details of the issue of choice and how it relates to victimology - please draw on at least one course theory (e.g. PTG, Victim blaming, resilience, victim precipitation, structural violence, etc). The paper should include at least three headers: **Background** (answer: what is the issue? who does it impact? when does it occur (historical context)? why does it occur? where does it occur?). **Connection to Victimology** (answer how does this topic relate to victimology? what theory does it draw upon?). And **Future Directions** (answer: what is being done to address the issue and decrease victimization? what more can be done? (be creative here)). Please include at least two sources from class and four additional external legitimate sources (academic journal articles/books/newspapers) on your chosen topic. Be sure to use APA citation style.

You will present a 5 min powerpoint presentation to the class on your topic, using your paper as a guide.

6. Reflection Journal

In no less than 5 double-spaced pages (not including title or reference list), please discuss how your perspective on victimization and the perpetration of harm has changed over the course of the semester. While you can use "I" statements, please ensure that each written sentence is complete and has purpose. *No fluff!* Cite and engage with at least 5 sources from class- this can include, articles, text chapters, podcasts, videos, or guest speakers. Touch on concepts of **justice, accountability, victims, survivors, harm, and healing**. Begin the paper by explaining your beliefs on these topics prior to class and what informed these beliefs. Then, go into a discussion on whether or not your perspective has changed on these topics and where you stand today. Conclude the paper by discussing how your current perspective may inform your next steps, decisions, the way you speak, and future conversations.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, must be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email unless Canvas is down

Grading

Grading Procedure

Grades reflect your performance on assignments. Review individual assignments for grading criteria. Graded assignments will be available within one week of the due date via the Gradebook

Summary of Graded Assessments:

Each of the following components contributes to the corresponding percentage toward your final course grade:

Components	Value
Reflection Journal	10%
Discussion Groups/Participation	30%
Speaker/Film Responses	5%
Trial Paper/Presentation	25%
Final Project	30%

Final Course Grading Scale:

Average Between	Equals
97.00% and 100.00%	A+
94.00% and 96.99%	A
90.00% and 93.99%	A-
87.00% and 89.99%	B+
84.00% and 86.99%	B
80.00% and 83.99%	B-
77.00% and 79.99%	C+
70.00% and 76.99%	C
60.00% and 69.99%	D
0.00% and 59.99%	E
80.00% and below	Y

Course Participation and Absences

When any of the following three reasons directly conflict with class meeting times, students are responsible for informing the professor of the reason for the absence at least one week in advance of the absence: (1) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); (2) university-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.); or (3) religious reasons.

In accordance with ACD 304–02, students who participate in university-sanctioned activities that require classes to be missed will be given opportunities to make up examinations and other graded in-class work without penalty, if possible. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Thus, if making-up with work is not possible, then the student may receive an incomplete contingent upon making arrangements with the professor to complete the final coursework and earning a final grade.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook: A Uniform System of Citation* (20th ed) in all papers.

Communication

You should look for the answer first before reaching out to me or any teaching assistant, if applicable. When questions arise during the course of this class, please remember to check these three sources for an answer before contacting your instructor:

- Course Syllabus
- Announcements in Canvas
- The Q & A Forum/Hallway Conversations

If you cannot find an answer to your question using these resources, and it is a question of a general nature (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A Forum Discussion Board (DB). This DB can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. Your instructor will post answers on the Q & A Forum within one (1) business day.

For questions of a personal nature, however, you should email your instructor directly, allowing for between 24 and 48 hours for replies to direct instructor emails.

Course Conduct

Together, we will come up with class guidelines that we will hold ourselves and each other accountable to throughout the semester. Once they have been decided upon, the guidelines will be uploaded to Canvas for referral.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Drop and Add Dates/Withdrawals

This course adheres to a schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Due Dates, Late, or Missed Assignments

Written assignments are to be submitted on the due date by the times specified (Arizona Time, which is always Mountain Standard Time since Arizona does not observe Daylight Savings Time). Late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided. Alternatively, the instructor reserves the right to accept a late assignment for good cause (even if that cause does not rise to the level of warranting an unforeseeable excused absence) and reduce the grade on the assignment by a full letter grade for each day the assignment is late.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account.***

Sending E-Mail to Me – All email correspondence with me must comply with the following rules:

1. Subject Line – If you send any e-mail to me, please reference “CRJ 403” in the subject line of the e-mail so that your message does not get “lost” among the dozens (sometimes even hundreds) of e-mail messages that I receive each day.

2. Salutation – It is considered good form to begin any correspondence with a polite greeting such as, “Dear Dr. Henson” This displays respect and modesty, both of which are simply good etiquette as well as good strategy. If you are trying to elicit a response that may require some effort on the part of the respondent, certainly it makes good sense to present yourself as intelligent and polite.
3. Identify Yourself – Any and all e-mail messages you send to me must be “signed” with both your first and last name; failure to comply with this directive will result in your e-mail message being discarded.
4. Compose Thoughtfully – While your friends and relatives may not care if you use proper grammar, spell correctly, use slang, or punctuate, the same is not true of formal correspondence. Ignoring the most basic rules of grammar or failing to take the time to proofread correspondence directed to faculty or staff will only serve to make you appear uneducated and unconcerned. This means that you ought not use “instant messaging” shorthand in email correspondence.
5. Timing – It is unwise to send me an email message late at night when the question needs to be answered before a fast-approaching deadline. So plan ahead! As a rule, any properly labeled and signed e-mail message that you send to me will usually be responded to within 24 hours to 48 hours (barring long weekends, holidays, or vacations).

Extra Credit

Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for attending a talk or participating in a learning experience beyond those anticipated in this syllabus, no individualized extra credit work will be permitted.

Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create high-quality audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. While adhering to any policies on the use of GenAI in this course, students utilizing GenAI content in their assignments, including in their practicum placements, must provide clear and comprehensive descriptions of the GenAI used. Students utilizing GenAI techniques should be aware of potential ethical implications and must adhere to relevant ethical guidelines and ensure that their work respects privacy and confidentiality. If the scholarly work involves human subjects, appropriate informed consent procedures must be followed. Scholarly work must be the student’s own, and not present others’ ideas, data, words or other material without adequate citation, i.e., any use of GenAI must not breach academic integrity and plagiarism standards. Students should be cautious of incorrect or inaccurate information, as well as bias in GenAI generated content; the use of person-first and bias-free language is

critical. Review, fact-check, and edit material produced by GenAI. The student is ultimately accountable for all submitted work.

If you are in doubt as to whether you are using GenAI appropriately in this course, reach out to your instructor.

Please adhere to the following policy when using GenAI in this course: During this course, we may use GenAI tools. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or

victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Course Policies

For information regarding course and college policies, please refer to the [Course Policies link](#) on the course menu. Students are responsible for reviewing and complying with all ASU policies. In this page, you will find important information related to the following:

- Academic Integrity
- Accessibility
- Attendance, including accommodations.
- Conduct
- Student Success Resources

Module Learning Objectives

Module 1: Theory/History

- Distinguish between criminology and victimology
- Understand the history of victimology

Module 2: Measurement

- Explain the differences between the various types of official reports
- Understand the advantages and disadvantages of each of the various mechanism that are used to measure crime and victimization

Module 3: Consequences

- Explain the types of psychological, physical, financial, and system participation costs suffered by victims
- Understand the manifestations of stress and crises

Module 4: Victim Precipitation

- Understand the importance of studying victim precipitation
- Describe the controversial issues with victim precipitation and victim blaming

Module 5: Resilience and Posttraumatic-Growth

- Understand how to best communicate and assist with those who have been victimized
- Understand how trauma can spark positive growth

Module 6: Enduring and Healing Trauma

- Understand how trauma impacts health outcomes later in life
- Understand how trauma can spark engagement in crime

Module 7: Systemic Violence

- Understand the concept of structural racism
- Discuss intersectionality and anti-racism
- Have a deeper understanding of history and the ways that racism is embedded within our criminal legal system

Module 8: Police Brutality

- Have a deeper awareness of the history of policing in America
- Take a critical approach to addressing racism in policing today

Module 9: Unconventional Victims

- Understand the impact of experiencing maternal and/or paternal incarceration
- Think critically about how children of incarcerated parents are often portrayed in research and media

Module 10: Compensation and Restitution

- Distinguish between compensation and restitution
- Understand the rationale behind the funding of compensation programs
- Understand the advantages and disadvantages of each type of compensation and restitution

Module 11: Reentry and Stigma

- Identify the ways that stigma impacts the livelihood of those returning home from prison
- Explain how race plays a key component in re-entry success

Module 12: Victim Impact Statements

- Explain the constitutional evolution of victim impact statements
- Explain how victims view the effect of victim impact statements and compare this with how judges view this process
- Distinguish between victim impact statements and victim impact panels

Module 13: Advocacy and Vicarious Trauma

- Identify best practices for processing vicarious trauma
- Understand how to assist victims/survivors in the healing process

Module 14-15: MMIP

- Discuss how MMIP occurs in both rural and urban settings
- Understand the importance and difficulty of data collection

Module 15-17: Restorative Justice

- Explain the purpose and history of restorative justice
- Outline and discuss common elements of dispute resolution
- Discuss the theory of reintegration shaming

Course Schedule

Here is an outline of the material we will cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor any given class session.

Week	Dates	PREPARATION	TOPIC OVERVIEW	ASSIGNMENT DUE	DUE DATES BY 11:59PM ARIZONA TIME
1	Aug 17	Week 1 Welcome	Course Overview		
2	Aug 22	<u>Module 1</u> Read: Ch.1	Theory/History		
2	Aug 24	<u>Modules 2</u> Read: Ch. 3	Measurement	Discussion Questions 1	
3	Aug 29	<u>Modules 3</u> Read: Ch. 4	Consequences	Discussion Questions 2	
3	Aug 31	<u>Module 4</u> Read: Miethe, 1985 Listen: Why Factor	Victim precipitation	Discussion Questions 3	
4	Sept 5	<u>Module 5</u> Read: Green, Calverly, & O'Leary, 2021; Tedeschi & Calhoun, 1996 Listen: Hidden Brain	Resilience and Post-traumatic Growth	Discussion Questions 4	

4	Sept 7	<u>Module 6:</u> Read: Smith, 2005 Watch: Ted talk	Enduring and Healing Trauma	Discussion Questions 5	
5	Sept 12	<u>Module 7</u> Read: Alexander, 2010 Listen: Brene Brown podcast Watch: Ted Talk + The Atlantic	Systemic Violence	Discussion Questions 6	
5	Sept 14	<u>Module 8</u> Read: Brunson, 2007; Williams, 2015 Watch: TedX Listen: Critical Conversations either season 3 episode 1	Police Brutality	Discussion Questions 7	
6	Sept 19	<u>Module 10</u> Read: Braman, 2007, Christian et al., 2006 King, 2004 Listen: Critical Conversations episode 2	“Unconventional Victims” Guest Speaker	Discussion 8	Speaker questions due Sept 19th 12pm
6	Sept 21	<u>Module 13</u> Read: Chapter 15	Compensation and Restitution		Hollins response due Sept 22 11:59pm

7	Sept 26	<u>Module 11</u> Read: FRPN Summary, Vuolo, Lageson, & Uggen, 2017 Listen: Critical Conversations episode 5	Re-entry and stigma	Discussion 9	
7	Sept 28	Watch: Knife Skills	Work on Presentations		Personal Response due Sept 28th, 12pm Peer Response due Oct 1st, 11:59pm
8	Oct 3	Presentations			
8	Oct 5	Presentations			
9	Oct 10	No School			
9	Oct 12	Presentations			
10	Oct 17	<u>Module 14</u> Read: Chapter 16, The Atlantic	Victim Impact Statements	Discussion 11	
10	Oct 19	<u>Module 12</u> McCann & Pearlman, 1990; Chapter 5	Advocacy and Vicarious trauma		EC Film Response due Oct 22nd, 11:59pm
11	Oct 24	Guest Speaker: Bianca Harper			Speaker response due Oct 27th, 11:59pm
11	Oct 26	Module 17	MMIP		
12	Oct 31	Module 18	MMIP	Guest Speaker	Speaker response due Nov 5th, 11:59pm
12	Nov 2	<u>Module 15</u> Read: Doerner & Lab Ch.7 Watch: Intro to Restorative Justice Part 1	Restorative Justice	Upload active notes	Nov 2nd 12pm

13	Nov 7	<u>Module 16</u> Read: Latimer et al., 2005 Watch: Intro to Restorative Justice Part 2	Restorative Justice	Upload active notes	Nov 7th 12pm
13	Nov 9	Watch: Concrete, Steel & Paint	Restorative Justice	Discussion 13	Film response due Nov 12th 11:59pm
14	Nov 14	Work on Final Project			
14	Nov 16	Work on Final Project			
15	Nov 21	FINAL PROJECT DUE//Final Presentations			
15	Nov 23	No School			
16	Nov 28	Final Presentations			
16	Nov 30	Final Presentations // Reflection Journal Due			