MEET YOUR INSTRUCTOR: Dr. Qingli Meng, Assistant Professor, Sociology, Anthropology & Criminology

I received my MPA from the University of North Carolina at Pembroke. I moved to Charlotte, North Carolina, to pursue my Ph.D. in Public Policy (with the focus on Criminal Justice and Criminology) from the University of North Carolina at Charlotte (UNCC). During 2008-2009, I served as an assistant to the Treasurer, World Society of Victimology (In Consultative Status with the United Nations ECOSOC and Council of Europe). I am an active member of the World Society of Victimology and the American Society of Criminology. I am currently an assistant professor of criminology in the Department of Sociology, Anthropology and Criminology at UNI.


Selected publication in Victimology:


I currently live in Cedar Falls, Iowa. My significant other is an assistant professor of Computer Science. I have a variety of interests including travelling, reading, and cooking. My husband and I enjoy our family, especially, our son, the pride of our family.

COURSE OVERVIEW:

This course covers the topic of Victimology. The term “victimology” generically refers to the study of victims—patterns, characteristics, and the various types of harm victims incur. We will study the role of victims in the criminal justice system throughout history, the nature and extent of crime victimization, and victim characteristics. Specifically, throughout the reading and assignments for this course, you will learn about the history of Victimology, the role of the victim in crime, extent, theories and factors explaining victimization, victims' rights and remedies, consequences of victimization and will cover specific crimes and how they affect crime victims such as sexual victimization, intimate partner violence, victimization at the beginning and end of life (child and elder abuse), victimization of special populations. We will also study contemporary issues in victimology such as victims of hate crimes, human trafficking and terrorism.

Course Objectives:

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the history of victimology and define victimology and describe its origins.
2. Evaluate the validity of research findings and describe the strengths and weaknesses of common methodological approaches to research in victimology.
3. Analyze aspects of victimization from various criminological theoretical perspectives and identify factors influencing crime victimization (individual-level factors, structural factors, and social process factors).
4. Identify the costs of victimization (short-term and long-term costs) and how victims can be compensated.
5. Recognize victims' rights and the role of the criminal justice system to provide victims with rights.
6. Understand the dynamic nature of sexual victimization with the widespread use of the Internet and technology.
7. Describe the measures the criminal justice system, social service agencies, and the health care community should take to reduce intimate partner violence (IPV) victimization.
8. Identify issues with generating accurate estimates of the extent of child maltreatment and elder maltreatment.
9. Identify some country-level factors that place women at risk of experiencing human trafficking.
10. Describe the extent, risk factors, consequences and response of officials to specific types of victimization.

Required Text:


This course requires that you purchase a course packet. Course packets are available from Copyworks. Call 319-266-2306 to order your course packet over the phone with a credit card. Packets are available electronically or through hard copy.

COURSE ORGANIZATION:

This course will be delivered over World Wide Web, utilizing web pages and the eLearning learning management system (Bb Learn). All assignments will be submitted via eLearning.
Please Note: UNI Guided Independent Study requires that you submit all assignments and complete all exams to receive a grade in the course.

Text and Reading Assignments

Each assignment is developed around one chapter of the textbook. Many of the chapters in the text have assessment activities and boxes with additional information. The students should do all assessments as they do the assigned reading. Chapter objectives are included with each assignment. Those objectives were written by the author of the textbook and provide a thorough overview of the chapter content. The student should read the objectives before reading the text and then used as a study guide in test preparation.

“Text boxes” or what publishers sometimes call “sidebars” allow authors to introduce short features on topics that augment the material being covered but not necessarily a central part of the content being developed in the chapter. They often have human interest and also allow the author to cover important substantive material. Analysis of material in several of these text boxes is included in written assignments. The student should be familiar with the content of all text boxes.

Supplemental Readings:

Articles are included in each of the assignments to supplement the content of the text. Insight from the articles may be needed to complete the written assignments. Exam questions may be written from these readings.

Written Assignments:

Personal assessment and synthesis strategies will be an important part of the written assignments. These will be evaluated on your understanding and application of the concepts presented in the chapter reading material. Please be assured that the information you provide in the personal assessment exercises will be confidential, however do not feel you must reveal any personal information that you are uncomfortable sharing with the instructor.

Each written assignment will be a total of 25 points. Several assignments have 2, 3, or 4 parts with points assigned to each section. Please organize your written assignments in the order in which they are presented in the syllabus. All questions must be answered in complete sentences and the material organized as presented. All assignments must be typewritten.

Article Summary and Critiques:

Several assignments require summaries of articles from current literature. Acceptable publications are indicated. A complete bibliographic reference is required. Please be familiar with the information in “Guidelines for Writing an Article Summary” found below.

Guidelines for Assignments:

A Guided Independent Study course restricts person-to-person interactions. This can make understanding what is expected of you more difficult. Because of this, you must be very careful about how you complete your assignments. Present your very best work in order for the instructor to evaluate your understanding of the material covered. To facilitate understanding and evaluation, you are asked to do the following:

1. Follow the instructions for each assignment carefully and organize your written work in the order in which it is presented in the assignment. Be sure to number each part of your written work to coordinate with each part of the assignment.
2. Type all of your written work. A computer word processor is an excellent resource for this.
3. Proofread your answers and correct grammatical, spelling, and typing errors. The appearance and organization of your assignments reflect your attitude, interest and motivation in this course.
4. Written assignments will vary according to the content. Many of the written assignments are an application of the reading and may require you to assess your own adjustment.
5. When informed opinion is an important part of your response, present the reasons for your reaction.
6. Written assignments will be graded on their clarity, completeness, insightfulness, and proper use of written English composition. Specific grading criteria are included with some assignments.
7. Writing skills are reflected in the use of grammar, punctuation, and style of writing. When you are asked to answer questions, use complete sentences.
8. One of the problems with Guided Independent Study is the tendency to put it off. Avoid procrastination.
9. If you do not understand an assignment, add a note to your preceding assignment so the instructor can respond to your questions. This means that you must look ahead to the next assignment before you submit the current one.

Please type all assignments using a word processing program and save as a file. If you are using a word processing program other than Microsoft Word, please save your file as Rich Text Format. Submit your assignment by clicking on the Assignment Submission link in Course Content menu on the left and uploading your file. Need help? See the eLearning Tutorials for instructions on how to submit an assignment.

Guidelines for Writing an Article Summary and Answering Essay Questions:

You will be asked to write summaries of the articles and answer essay questions generated from the articles as you proceed through the written assignments. Many students have trouble writing summaries of articles and answer essay questions generated from the articles. Summaries and abstracts are methods of speeding information. They tell you just enough to let you know if the article is worth reading page by page. Summaries and answering essay questions also allow your reader to follow arguments you may make against articles or stands with which they may not be familiar. In each case, the idea is to find the major points or ideas and write them in simple, straightforward sentences. This involves being very familiar with the article you are summarizing; understanding the major arguments proposed by the authors. You can’t just slap down the opening paragraph and go to the next assignment. The original sentence should not appear in your summary.

The article and essay questions should not be more than two double-spaced pages. For summarizing an article, first listing the topic sentences (usually the first sentence) of each paragraph will give a hint as to what the main idea of the part is; a certain phrase or sentence may strike
you, or make an impression. If it does, it was meant to, and may well be the central idea of the article. That goes into the summary.

Direct Quotations: If you wish to quote from the article, use the correct form. Anything not put into your own words should either be set aside with quotation marks or, if a longer passage, it should be indented and single-spaced. A summary is meant to be your summarization of the article. The reader does not expect to go to the article and read what the student wrote verbatim. This is plagiarism. Reference citing is not necessary in a summary because all of the information is coming from the one specific article you are summarizing and your bibliographic references is sufficient for giving credit to the source.

Examinations:

There are three exams, each worth 100 points for a total of 300 points to be taken after the 4th, 8th, and 12th assignments. Each exam covers specific chapters and content. Exams will consist of objective type multiple-choice questions and true-false questions worth 1 point.

GRADING:

Your course grade will be a compilation of points you have earned on each of your 12 assignments (300) and the three exams (300 points total). Each written assignment is worth 25 points toward your total grade. The three exams (100 points each) and written assignments (300 points) make a total of 600 points.

The grading scale is as follows:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>555-600</td>
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<tr>
<td>A-</td>
<td>540-554</td>
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<tr>
<td>B+</td>
<td>525-539</td>
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<tr>
<td>B</td>
<td>495-524</td>
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<tr>
<td>B-</td>
<td>480-494</td>
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<tr>
<td>C+</td>
<td>465-479</td>
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<tr>
<td>C</td>
<td>435-464</td>
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<tr>
<td>C-</td>
<td>420-434</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>360-374</td>
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Please keep in mind that the quality of your work is reflective of your willingness to do the reading to understand what you read, and to complete the written assignments concisely in typewritten and grammatically correct form. If you have questions about the expectations of the instructor or concerns about the course, feel free to contact me at 319-273-7242 or email me at Qingli.meng@uni.edu. Be sure to identify yourself as a Guided Independent Study student.

Technical Support

If you experience any technical problems, do not contact the instructor. Please contact the Office of Continuing and Distance Education at 319-273-7740 or cesp-consult@uni.edu. Support hours are available Monday – Thursday 8am – 9pm and Friday 8am – 5pm.