

- On February 15, 2006, 18-year-old Jennifer Ann Crecente (pictured here), a senior in high school, accompanied her ex-boyfriend to check out a car that he wanted to buy. Unfortunately, he had made up that story to get Jen into the woods where he had hidden the shotgun that he would use to shoot her in the back of the head. Her body was found two days later. (See Chapter 7 for more details about Jen’s murder based on interviews with her father, Drew.) (Crecente, 2020)
- From 2004 to 2018, Rachel W. was sexually harassed by a member of her congregation. Victimized over a period of 14 years when she was in her 50s and 60s, Rachel wants those studying victimology to know that sexual harassment can happen at any age and that it can be prolonged and not just a one-time occurrence. (Interview with the author, 2020)



These are two real-life examples of the kinds of cases and crime victims that are included in this textbook on victimology, *Essentials of Victimology: Crime Victims, Theories, Controversies, and Victims’ Rights*. So what is victimology? It will be explained again in Chapter 1, but for those reading this preface, it could be defined as the scientific study of victims, especially victims of crime, including the victim-offender relationship and the aftermath of the victims’ experiences—such as how crime affects the victim physically, emotionally, legally, and financially. Victimology also addresses the interactions of crime victims with the criminal justice system, if they decide to report the crime.

Victimology has become a popular undergraduate course for anyone pursuing a career in criminology, criminal justice, forensic psychology, victimology, and such related professions as law enforcement, law, corrections, rehabilitation counseling, social work, and victim advocacy. It is also being taught at the graduate level in master’s and PhD programs in criminal justice, criminology, victim services, and forensic psychology; as part of police academy training; and in some law schools. Crime victim advocacy training at rape crisis centers, domestic violence shelters, and counseling centers offering help to a wider range of victims also look to victimology for a greater understanding of those who are victimized, as well as those who respond to victims, including police, medical personnel, crime victim advocates, lawyers, and prosecutors.

This is the second edition of *Essentials of Victimology*. The first edition was published three years ago. In addition to updating selected statistics throughout the textbook, the author has carefully edited this second edition so it has a more manageable length, but without

losing any key content. But the goal for the second edition of *Essentials of Victimology* is the same as it was for the first edition: to contribute a new textbook for anyone seeking to gain a fundamental understanding of victimology.

The victimology courses that I teach are almost always closed out soon after registration is opened up because the course has become so popular. What might account for that popularity? Over the years, a frequent comment from my students is, “All my other courses focus on the criminal. I wanted to learn more about the victim.”

Essentials of Victimology will provide you with an awareness of the evolution of the discipline of victimology, as well as an understanding of the early and current victimology theories, and a discussion of key concepts as *victim blame*, *victim precipitation*, *repeat victimization*, the *just world hypothesis*, and *system blaming*, among others. (All these terms are defined in Chapter 3.)

The question, “Who are the victims?” is a pervasive theme in the study of victimology and all its related issues. (Quinney, 1972) By reading this textbook, you will acquire a deeper insight as to *who the victims are* of all the major violent, property, and economic crimes, such as murder, rape and sexual abuse, robbery, burglary, larceny/theft, child abuse, dating violence, school violence, workplace violence, hate crimes, terrorism, stalking, domestic violence, elder abuse, cybercrime, white-collar crime, and even some rarely addressed victim issues, such as the victims of animal cruelty and natural disasters.

Essentials of Victimology is based on the research, teaching, writing, and victim advocacy that this author has been participating in for more than five decades, beginning with the course in “The Roots of Violence” that she taught at the New School and, since August 2014, at John Jay College of Criminal Justice, a senior college in the City University of New York (CUNY), among other colleges and universities.

WHAT ESSENTIALS OF VICTIMOLOGY COVERS

The first six chapters of *Essentials of Victimology* cover the basics that a student of victimology needs to know, including definitions of major crimes experienced by the victims discussed in this textbook (Chapter 1), an anthropological and historical view of how the rights of crime victims have evolved over time (Chapter 2), the founders, theories, and controversies behind victimology, such as *victim blame* and *victim precipitation* (Chapter 3), and why and how we measure crime and victimization (Chapter 4).

In Chapter 5, there is a discussion of victims and their interactions with the criminal justice system—namely the police, the courts, and corrections, including prisons. You will also read about related issues, such as the need for the criminal justice system to avoid inflicting on victims what has been referred to as the “second injury,” a concept popularized by former police officer and psychiatrist Dr. Martin Symonds, who specialized in crime victims. (Symonds, 1980)

In Chapter 6, the discussion focuses on medical, psychological, and financial help for victims, including emergency room (ER) examinations, crisis intervention, trauma therapy, post-traumatic stress disorder (PTSD), and eye movement desensitization and reprocessing (EMDR). Also discussed in this chapter is the option of civil suits that victims could consider pursuing since technically that is outside of the criminal justice system.

From Chapters 7 through 15, major violent, property, and white-collar or economic crimes are explored in separate chapters beginning with the primary (direct) and secondary

(family members and friends) victims of homicide (Chapter 7); followed by property crime victims, including robbery, burglary, larceny/theft, motor vehicle theft, graffiti, vandalism, and arson (Chapter 8); and cybercrime, white-collar crime, and economic crime victims (Chapter 9).

The next two chapters focus on child and teen victims, addressing issues such as abuse, neglect, and family violence affecting children under age 12 and teenagers (Chapter 10) and teen and college victims (Chapter 11), including dating violence and school violence.

Chapter 12 covers victims of sexual violence, including rape, sexual abuse, assault, and harassment, and Chapter 13 deals with assault, domestic violence, stalking, and elder abuse.

Victims of the criminal justice system, including inmates who have been hurt or even extorted during imprisonment and those who have been falsely arrested, and challenges faced by the families of the incarcerated are explored in Chapter 14.

Chapter 15 looks at various special victim populations, including victims of workplace crime, terrorism, and human trafficking; people with intellectual, physical, and mental disabilities and disorders; and substance abuse victims. Also discussed in this chapter are victims of hate crimes related to race, ethnicity, religion, or sexual orientation, including those who are victimized because they are members of the lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) community. The chapter concludes with a discussion of animal cruelty and wildlife crime victims, natural disaster victims, and cruise ship victims. In addressing those situations, the focus is on the victim of a crime rather than a more general examination of those issues.

Finally, Chapter 16 provides information about more than 60 careers that are directly or indirectly related to victimology, and about victims and the media.

THE CHALLENGE OF OVERLAPPING CRIMES

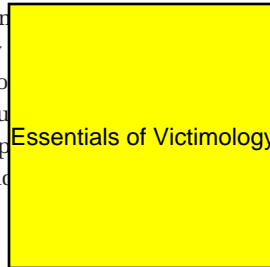
Some information discussed in one chapter may also be an issue addressed or mentioned in other chapters. Take cybercrime, for example. It is primarily an economic crime, including identity theft and credit card fraud, and is discussed in Chapter 9, on white-collar and economic crimes. But cyberstalking, a form of cybercrime, is mentioned in reference to stalking in Chapter 13. Because cybercrime also includes cyberbullying, it is also covered in Chapter 10. Just be aware as you read *Essentials of Victimology* that you might find information about a particular crime and its victims in more than one chapter. These seeming repetitions are unavoidable, and intentional.

CHAPTER STRUCTURE

Here is what you can expect in each of the chapters that follow.

1. Learning Objectives—These learning objectives list what you can expect to have learned after you have read the chapter.
2. Core of the Chapter—You will read facts, examples, excerpts from verbatim interviews, statistics, tables, and charts related to that chapter's content.

3. Profile—This is a section in many chapters; it is one or more extensive interviews that is related to the topics explored in the chapter.
4. Summary—At the end of each chapter, there is a summary of what you have just read, highlighting key information covered in that chapter. The summary will reinforce what you are learning and better prepare you for any quizzes or tests.
5. Key Terms—This is a list of the key terms presented and defined in the chapter. The first time it is defined or where it is significant, not incidental, in a chapter it is in boldface. (Key terms are also defined again, in alphabetical order, in the Glossary for the entire textbook at the end of the textbook.)
6. Review Questions—Every chapter has a list of questions to help you to review the chapter's essential information that you have learned. By asking, and answering, these questions you can keep yourself on track throughout the semester.
7. Critical Thinking Questions—You will find critical thinking questions intended to help you apply what you have learned, challenging you to think creatively and critically about what you have learned.
8. Activities and Exercises—One or more activities or exercises related to the chapter's subject matter are provided. You could carry out these activities on your own or as class work. Group activities can be organized in person or online via the Breakout Room function if the videoconferencing program offers that feature.
9. Resources—This section includes related associations, agencies, organizations of note, and annotated listings.
10. Cited Works—Any works cited in the chapter will be listed in alphabetical order, beginning with the author's name.
11. Videos, Films, Documentaries, or Podcasts—This last section includes any videos, films, documentaries, or podcasts related to the chapter.
12. Additional References—This section concludes each chapter.



MY BACKGROUND

I was a 20-year-old senior in college, majoring in fine arts, a week before my wedding, when my world was shattered by the mugging and subsequent death due to his stab wounds of my older brother, Seth Alan Barkas (pictured here when he was a student at New York University). Seth was a 23-year-old freelance writer, married, with a five-year-old son and another son on the way, when a teenage gang robbed and attacked him as he was on his way to his car to go home after reviewing an off-off-Broadway play in Manhattan for his freelance job as a reviewer for a national theater newspaper.



At Seth's funeral, I experienced for the first time what I would learn is known as "victim blame." Too many mourners asked me what Seth was doing on the street at that hour—it was around 11 o'clock at night—as if going to a play in the evening put the blame on Seth for what happened to him.

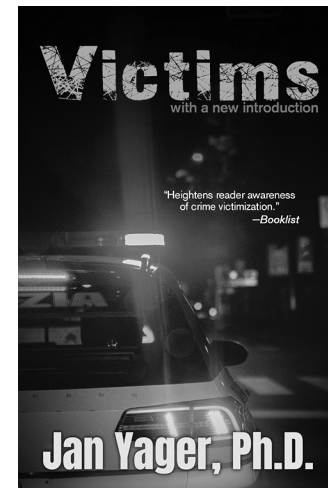
After graduation, I initially went to graduate school to become an art therapist. But I decided that was not the career for me. I landed jobs in book publishing, but I left after a few years to pursue a master's degree in criminal justice, as well as to research, write, and teach about the criminal justice system, including crime victims, traveling throughout the United States, Canada, and Europe, conducting interviews. My first book on crime victims, *Victims*, was published by Scribner's in 1978, with appearances on the *Today Show* and a cross-country author tour. A year later, it was published in the United Kingdom by Peel Press.

When I went on tour for *Victims*, I was asked if I had a PhD or a law degree. Since I was just thirty at the time, I decided to go back to school, graduating in 1983 from CUNY Graduate Center with a PhD in sociology, including specialization in deviance (crime).

In 1996, when my father passed away at the age of 80 of a brain tumor, I shared in my eulogy that there were two Bill Barkases, the one before and the one after my brother was a primary victim of homicide. I was stating what I learned as the secondary victim of homicide—namely, that the impact of crime on the family, friends, and even the co-workers of the crime victim, can be quite extreme but it is too often overlooked. (In Chapter 1, you will also learn about the tertiary and quaternary victims of crime.)

Over the years, I have been teaching criminology, victimology, and sociology courses including, since August 2014, at John Jay College of Criminal Justice, where I am an adjunct associate professor. I also teach at William Paterson University and Baruch College and have taught at Sam Houston State University, Kean University, the University of Connecticut, Stamford University, Temple University, the New York Film Academy, and other colleges and universities.

My practical experience has included working at a crime victim hotline, becoming a certified crime victim advocate in the state of Connecticut (in 1995 and again in 2021), participating in a reentry volunteer program for women at Bedford Hills Correctional Facility, developing and running a crime prevention resource center in New York City (which was housed at Marymount Manhattan College) for two years, and, for 1 1/2 years, being a participant observer in a support group for adult survivors of childhood and teenage sexual abuse. I have also conducted countless interviews in person, by phone, or via Zoom with crime victims or their families or friends, as well as police officers, crime victim advocates, ex-offenders, counselors, physicians, and those incarcerated in jails and prisons.



A SPECIAL NOTE TO STUDENTS WHO ARE READING THIS TEXTBOOK

I have written this victimology textbook as if you are a student in my Victimology class. I have discovered from years of teaching victimology, as well as criminology, penology, and the sociology of deviance, that what students find most interesting are the original interviews

that I have conducted with crime victims and other experts. Some of those guest presentations, as well as additional interviews that I conducted in-person, by phone, or via Zoom, are excerpted throughout this textbook.

But students also need to learn the statistics about who are the most typical victims of a particular crime and if there are any notable trends to consider. For example, in 2022, according to the Crime Data Explorer online resource of the Federal Bureau of Investigation, there were 150,107 robberies reported to law enforcement in the United States by 13,621 law enforcement agencies, which represented 76 percent of the population. That number is based on the official source of crime data in the United States, the National Incident Reported System (NIBRS), which you will learn about in Chapter 4.

But compare that to the 695,860 robberies reported by the data collected by the National Crime Victimization Survey (NCVS), which includes unreported as well as reported crimes, a far greater number than what the official crime statistics reported. (Thompson and Tapp, 2023) You will learn about the NCVS in Chapter 4 as well.

The discrepancy between reported and unreported crimes is just one of the many insights that you will hopefully gain from reading this textbook and studying victimology. You will also, hopefully, see beyond the statistics as you consider each crime victim as a unique individual. The NIBRS recategorized robbery as a property crime when it became the official source of crime statistics from law enforcement agencies on January 1, 2021. The previous crime data system, UCR, categorized it as a violent crime.

How hard is it to justify that change in classification when you consider that in 2019, of the 267,988 reported robberies in the United States, 509 resulted in the death of the victim, in what is known as a robbery-homicide? The phrase “Your money or your life” may be a cliché, but it is often said by the robbers and, as that 509 number indicates, for the 509 victims the robbery was fatal. (FBI, 2019 *Crime in the United States*, “Expanded Homicide Data Table 10”)

Students also need to be aware of the classic and contemporary peer-reviewed articles related to crime victims that are pivotal to the study of victimology.

This textbook is structured for a traditional twice a week, or once a week, 16-week course over four months, assigning and covering a chapter a week. If your college or university follows a 14-week semester schedule, your professor can double up chapters over several weeks. (Chapters 8 and 9, which are both related to property crimes, can easily be combined in the same week.)

Because of my experiences with in-person as well as distance or online learning, I know this textbook will work in in-person, hybrid, or remote-only learning formats whether in a synchronized or asynchronous format.

At the product page for this book at the publisher’s website, www.aspenpublishing.com, there are materials available in two sections: the Instructor’s portion, which is password protected, and the Student section, which is not. Instructors will be advised how to make any password-protected materials available to their students, such as the chapter-by-chapter Microsoft PowerPoint slides unique to *Essentials of Victimology*, if they choose to do so.

Students may freely download any of the materials posted at the product page for this book, archived in the Student portion of the product page. Materials include the appendices, such as the Crime Victims’ Rights Act (CVRA) (2004) and “Tips on Responding to Survivors of Homicide Victims.”

Please note that all these materials, unless it is a government publication and/or in the public domain, are copyright protected, meaning the materials are for individual educational use only. Please do not repost, copy, publish, or share these materials without written permission from the publisher.

A SUGGESTION TO THOSE OFFERING TRAINING AT CRISIS CENTERS OR IN OTHER PROGRAMS

Essentials of Victimology was written with the idea that every chapter is pivotal to the field of victimology. However, if this textbook is being used for training at a crisis center, depending upon the type of crime victim that the center focuses on, some chapters could be optional or skipped. If this textbook is being used as part of police academy training, although police officers would benefit from reading the entire book, if there is only time to cover a couple of chapters, these chapters would be recommended: Chapters 5 and 6, and as many of the chapters on specific crime victims as possible, from Chapters 7 through 15. For a training for crime victim advocates specializing in sexual violence victims, these chapters might be most pertinent: the preface, Chapters 1, 2, 3, 5, 6, and especially Chapters 10, 11, and 12.

Please visit my website, <https://www.drjanyager.com>, where you will find blogs on a range of topics and a resource section that you might want to explore.

Although personal replies cannot be guaranteed, you are welcome to write to me at my e-mail address listed below with suggestions, comments, or additional materials related to *Essentials of Victimology*.

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