

Course Outline

COURSE: CRCJ 4001A – Critical Victimology (Seminar)

TERM: Fall 2022 – Updated August 25, 2022

PREREQUISITES: CRCJ 2100, Fourth-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice

CLASS: **Day & Time:** In-Person Class: Tuesday, 11:35-2:25 p.m.
Room: Please check Carleton Central for current room location.

INSTRUCTOR: Dr. Ellen Faulkner
ellen.faulkner@carleton.ca

CONTACT: **Office:** TBA
Office Hrs: After Class Tuesday 2:30-3:30, or by appointment via Zoom.
Email: Ellen.Faulkner@carleton.ca

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Special Information for Pandemic Measures

Carleton will continue to follow all public health guidelines as the COVID-19 pandemic continues. Please see the guidelines on the COVID-19 website: <https://carleton.ca/covid19/safe-return-to-campus/classroom-guidelines/>

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information

in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or Faculty of Public Affairs 20 Teaching Regulations 2021-22 as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. Note: You no longer require a letter from a physician for the medical self declaration and assessment. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me via Zoom to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

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COURSE DESCRIPTION

This course will examine victims of crime and factors connected to the victim, including a historical perspective on the study of victimology, theories related to the explanation of victimization, the modern evolution of victim rights, provincial, federal, international legislation related to victims, the development of victim services, positivist victimology and the impact of critical victimology. The goals of this course are: (1) To introduce the student to the development of the field of victimology and the development of critical victimology; 2) To delineate conceptual boundaries of critical victimology; 3) To familiarize the student with basic concepts and literature within various subareas of critical victimology; 4) To explore policy developments and practical applications that stem from this concern over victims; 5) To assess the progress away from a criminal justice system toward achieving a victim justice system and 6) To examine the development of critical victimology on the discipline. *I have added weekly study questions to guide your reading in Brightspace.* **Students are expected to read the assigned material on a weekly basis and participate in class discussion and experiential activities. Please come prepared to answer questions from the assigned readings during class discussion.**

Weekly Schedule: Each week the seminar course will be offered in-person.

LEARNING OUTCOMES

- Through seminar discussions on assigned readings, and engagement with each other students will be able to think critically about critical victimology in North America and Internationally and state responses.
- Weekly discussion forums and seminar discussions in class will allow students to engage more thoroughly with the course readings and develop their practical and analytic research skills.
- Faculty and Guest speakers will expose students to a breadth of contemporary critical victimology studies that demonstrate critical victimology theories in practice, including research that informs academic work as well as community-engaged studies.
- Special topics in seminar discussions will equip students with practical skills in researching in the field of victimology, including selecting research topics, writing essay proposals, online postings, engaging in critical analysis and giving presentations.
- The final research paper and presentation will enable students to demonstrate their ability to conduct research in an area related to critical victimology, and make policy recommendations.

RESOURCES:

1) Required Textbook:

Scott, Hannah. (2016). *Victimology: Canadians in Context*. Oxford University Press. Second Edition. ISBN-13: 9780199014637. Online book available from Bookshelf Vital Source: <https://www.vitalsource.com/en-ca/products/victimology-canadians-in-context-hannah-scott-v9780199014644>. Vitalsource price: \$50.62. Online book available from: Redshelf: <https://www.redshelf.com/app/ecom/search/?terms=9780199014637> Redshelf price: \$35,00. Paperback available in the Carleton University Bookstore.

2) Supplementary Texts: Available online in the Carleton University Library and Ares (Brightspace):

Daigle, Leah E. and Lisa R. Muftic (2019). *Victimology: A Comprehensive Approach*. Sage. (Second Edition).

- Doerner, William G. and Steven P. Lab. (2021). *Victimology*. Routledge.
- Elias, Robert. (2013). *Victims, Victimology and Human Rights*. Sage.
- Elias, Robert. (1993) *Victims Still: The Political Manipulation of Crime Victims*. Sage.
- Faulkner, E. and MacDonald, G. (2009). *Victim No More. Women's Resistance to Law, Culture, Power*. Fernwood.
- Hall, Matthew (2012). *Victims and Policy Making. A Comparative Perspective*. Routledge.
- Haskell, Lori and Melanie Randall. (2019). *The Impact of Trauma on Adult Sexual Assault Victims*. Submitted to the Department of Justice, Canada. https://publications.gc.ca/collections/collection_2019/jus/J4-92-2019-eng.pdf
- Landau, Tammy. (2014). *Challenging Notions: Critical Victimology in Canada*. Canadian Scholar's Press. (Second Edition).
- McGowan, William. (2022). *Victims of Political Violence and Terrorism*. Routledge.
- Spencer, Dale and Sandra Walklate (Eds). (2016). *Reconceptualizing Critical Victimology. Interventions and Possibilities*. Lexington Books.
- Shoham, Shlom Giora, Paul Knepper and Martin Kett. (2010). *International Handbook of Victimology*. Taylor and Francis Group.
- Wemmers, Jo-Anne. (2017) *Victimology: A Canadian Perspective*. University of Toronto Press.
- Walklate, Sandra and R. I. Mawby. (1994). *Critical Victimology: International Perspectives*. Sage.

3) **Additional Readings** will be posted in Ares Reserves online via Brightspace.

POLICIES

(i) Contact with Professor

I will be available for consultation with students during class time or by appointment. Please e-mail me using the Brightspace e-mail system should you want to set up an appointment outside of regularly scheduled office hours.

(ii) E-mail Policy

Every student is expected to have a Carleton e-mail address and to check it regularly. University policy dictates that Professors will not send e-mails to students at any other addresses. If a class has to be cancelled, or if there is any other matter that you should know about prior to class, you may be sent an email on your Carleton account. E-mails will generally be returned within 2-3 days. **I read and respond to email between 9:00am - 6:00pm on weekdays.**

(iii) Late Assignments:

A Penalty of 10% will be deducted for each day an assignment is late. Assignments more than three days late will not be accepted. **Computer failure, conflicts with work schedules, or similar problems are not a valid excuse for failing to submit an assignment on time.** Extensions will only be granted in cases of documented illness or other serious problems. Extensions will not be granted over the phone or email. Students must notify me as soon as possible in the case of an emergency or see me in advance during office hours and after our meeting we will record (in written form) reasons for the extension and, if an extension is granted, the new due date.

Please note that there are no late submissions for the final essay. Exceptions ONLY for extraordinary circumstances beyond one's control. Please contact me early if you have concerns about submitting your final paper.

(iv)Disclaimer:

Please note that this schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

(v) Respect

Our classroom will be defined by a commitment to intellectual openness and the acceptance of multiple opinions. Therefore, everyone must feel safe to express opinions, beliefs, and live out their values. We will all demonstrate respect for everyone in this class during discussions. Respect does not mean that you cannot disagree. Rather it means listening to differing perspectives without interruption, prejudice or intimidation – verbal or nonverbal. Any form of disrespect will not be tolerated.

(vi) Confidentiality

Treat any personal information that you hear about a peer or an instructor as strictly confidential.

COURSE EVALUATION: All written Assignments are due at 11:59 pm on due dates.

Grading Scheme: Weekly quizzes, essay proposal, essay, presentation on essay, discussion forum based on weekly reading content and seminar discussions.

1)	Multiple choice quizzes (Weekly)	20%
2)	Essay Proposal (Week 5)	10%
3)	Essay (Due: Dec 9)	30%
4)	Presentation on Essay (last two weeks of class)	20%
5)	Discussion Forum Weekly Posts on readings	20%
TOTAL		100%

Students should note that a considerable portion of your grade involves writing. An inability to present a clear and concise work will have an impact on the grade you receive for the class. Cheating, plagiarism, handing in the same assignment as someone else in the class, and handing in the same assignment or essay for two or more courses (without the permission of all instructors involved) are classified by the University as academic offences and will be dealt with accordingly. If you would like assistance with your writing, please contact the Centre for Academic Support (CSAS) Writing Services at:

<https://carleton.ca/csas/writing-services/>

Please note: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. **No grades are final until they have been approved by the Dean.**

EVALUATION:

1) QUIZZES. Weekly Quizzes. (20%)

There will be 10 on-line open book multiple-choice quizzes, each worth 2% for a total of 20%. Each Sunday at **1:00 AM** a quiz will be made available. You will have until the following **Sunday at 11:59PM** to complete it. Once you start a quiz, you will have **35 minutes** to complete it (accommodations will be made for students registered with PMC to receive more time).

2) ONLINE DISCUSSION FORUM POSTS – WEEKLY. Due before Tuesday’s class. (Worth 20%).

There will be 10 Online Discussion Forum Posts Starting Week 2 and ending Week 11. Every week before class on Tuesday you are to post to the online Discussion Forum. Online Posts are to consist of a) three interesting and/or problematic points you learned from the weekly assigned reading(s) and b) two questions for the author(s) to promote class discussion. Posts will be evaluated at 5 pts each. Questions will be posted on Brightspace. The questions will require you to make connections with weekly assigned course content. Posts can be viewed by other students in the class which will enable sharing of ideas to promote in-class seminar discussion on a weekly basis.

Post Evaluation Criteria Include:

1. Three interesting things you learned from the weekly assigned readings. (2.5 pts)
2. Two questions for the author(s) (2.5 pts)

TOTAL 5 pts.

3) ESSAY PROPOSAL – Worth 10% - Due Class 5 – October 11, 2021 by 11:59 pm

The Essay Proposal (10%) consists of a written (one-page or 200 word double-spaced) summary of your working essay. Students will write an essay one of the topics covered in the course: homicide, sexual assault, family violence, fraud and white collar crime, Indigenous Peoples of Canada and victimization, vulnerable populations, bullying and victimization in public and private spaces over the lifecourse, victims in the criminal justice system, environmental & corporate victimization, the aftermath of victimization: resilience and recovery or another topic with permission of the professor. The Proposal must identify a theoretically grounded thesis regarding a victimology case study involving victimization focusing on a Canadian incident. You may use a case study approach examining a victim incident, and examination of a legal case, media coverage of an event, or policy initiative.

Utilize a theory from the course to explain the victim incident paying attention to critically analyse traditional theories which have been used to explain the victim event and then explaining how critical victimology is a better explanatory framework by which to understand and explain the case/topic.

Briefly comment on your research methodology and how you will obtain your data: Will you use a case study approach examining a victim incident, an examination of a legal case, media coverage of an event, or policy, initiative, and will you draw from media sources and scholarly journal articles? Provide specifics about how you will conduct your search and collect your data. **Draw upon *primary scholarly and government sources only*** (i.e. peer-reviewed academic books and journal articles, government documents or reports available in print or on the WEB, laws, judicial proceedings). News sources are acceptable as extra sources. Do not draw upon, cite or reference undergraduate text books, lecture notes, overheads or handouts, popular web sites, Wikipedia, or other popular media except by permission of instructor.

Include a References list of **at least 5 (five) required/recommended sources from the course syllabus and at least 5 independently scholarly peer reviewed located sources (in addition to the 200 word summary) for a total of 10 required sources.** News articles are accepted as extra resources.

DUE TUESDAY OCTOBER 11, 2022 (Week 5) by 11:59 pm. (Please see the guidelines and grading rubric).

Proposal Structure:

Title: Include the working title of your paper; make it interesting in order to draw the reader in.

Introduction outlining your topic: Provide information on your topic and why you chose this issue. Provide a thesis statement telling the reader what you hope to prove in your essay. The Proposal must identify a theoretically grounded thesis regarding an issue of victimization, theory, law and social policy as explored in the course. (2.5 pts). Outline the facts of the event, contributing factors, response by individuals and the community and the state, and outcome and impact.

Theoretical Perspective: Choose a theoretical perspective examined in the course to explain how the victim event was interpreted and explained and the response to the victim incident, keeping in mind that traditional criminological theories have provided limited explanatory value in explaining victim events and then show how critical victimology provides a better explanatory framework. (2.5 pts)

Methodology: Briefly comment on your research methodology and how you will obtain your data: Will you use a case study approach examining a victim crime incident, an examination of a legal case, media coverage of an event, policy initiative, and will you draw from media sources and scholarly journal articles? Provide specifics about how you will conduct your search and collect your data. **Draw upon *primary scholarly and government sources only*** (i.e. peer-reviewed academic books and journal articles, government documents or reports available in print or on the WEB, laws, judicial proceedings). News articles are considered extra sources. Do not draw upon, cite or reference undergraduate text books, lecture notes, overheads or handouts, popular web sites, or other popular media except by permission of instructor. (2.5 pts)

Reference List: References list of at least 5 (five) required/recommended sources from the course syllabus and at least 5 independently scholarly peer reviewed located sources (in addition to the 200 word summary). Use APA format for in-text citations and references. (2.5pts)

PLEASE NOTE: THE ESSAY PROPOSAL MUST BE HANDED IN AND GRADED BEFORE SUBMITTING THE FINAL ESSAY. NO FINAL ESSAY WILL BE ACCEPTED WITHOUT A GRADED PROPOSAL.

4) ESSAY 30% - DUE FRIDAY DECEMBER 9 by 11:59 pm. IN BRIGHTSPACE.

The Essay (30%) is approximately 10-15 double-spaced pages (3000-3500 words), not including the title page and references and is to have five components:

- I. **TITLE PAGE, INTRODUCTION AND THESIS STATEMENT:** Provide a title page, introduction providing the reader with an overview of your paper topic and a theoretically grounded thesis or argument on the substantive issue identified in your proposal and approved by the course instructor; outline the facts of the case, contributing factors, response by individuals and the community/state and the outcome/impact.
- II. **THEORETICAL FRAMEWORK:** Provide information on what theoretical perspective you plan to utilize in your paper. Why is this theoretical framework most suitable for your argument? Draw from the theories discussed in the course textbook to show the problems with traditional approaches: original typologies, victim precipitation theories, victim provocation theories, causality theories from the Classical School of Thought (criminal event perspective, rational choice theories, lifestyle theories, routine activities theory, deterrence theory, situated transactional theory), positivist theories (psychological and control theories), social reaction theories (symbolic interactionist and labelling theory). include an explanation of why and how these theoretical perspectives are limited in explaining the victim event and how critical victimology approaches provide an improved explanatory framework. (See Scott chapters 3 & 4).
- III. **METHODOLOGY/DATA:** Briefly in one paragraph, describe how you obtained your data that you use to support your thesis statement. Provide factual (empirical) support for your argument and cite all sources. Students lose marks when claims are advanced without acknowledging a source, when cited sources are not referenced, and when referenced sources are not cited.
- IV. **ANALYSIS AND CRITICAL DISCUSSION/CRITIQUE: This should be the largest section of your essay.** Present your analysis in this section. Explain how and why critical victimology provides a better explanatory framework by which to explain your case. Explain the problems/issues with traditional criminal justice theories, typologies and concepts. Also provide a skeptical, challenging, and critical (using your own words) scholarly discussion on the relevance of this argument/evidence to the ongoing development of critical victimology and the impact on social policy. Draw from five required/recommended course readings and five independently located sources. Newspaper sources are considered extra sources.
- V. **CONCLUSION & REFERENCES:** Provide a summary of your research findings and conclusions. Discuss your findings and provide recommendations for policy development and social justice initiatives. **Include a References list of at least 5 (five) required/recommended sources from the syllabus, including chapters from the course text, and at least 5 or more independently scholarly peer reviewed located sources).** Draw upon *primary scholarly and government sources only* (i.e. peer-reviewed academic books and journal articles, government documents or reports available in print or on the WEB, laws, judicial proceedings).Newspaper sources may be used as extra sources. Do not draw upon, cite or reference undergraduate text

books, lecture notes, overheads or handouts, popular web sites, or other popular media except by permission of instructor.

DUE: FRIDAY DECEMBER 9, by 11:59 p.m. in Brightspace. (Please see the guidelines and grading rubric).

Essay guidelines:

- 1) Avoid inflammatory rhetoric, over-generalizations, and long quotations (paraphrase informational claims and theoretical postulates, acknowledging sources).
- 2) Accept no claims as self-evident or definitive, and do not exhort your reader to treat your claims (conclusions) as self-evident or definitive (you cannot “prove” anything in an essay; nor can anyone else).
- 3) Focus on interpreting and analyzing (i.e. arguing) rather than on merely describing (remembering to maintain a sceptical, challenging, critical, and scholarly (formal) tone and stance throughout the essay).
- 4) Use 12 pt. font and APA format for In-text citations and References List. Submit your essay as a Word document. Insert page numbers on all pages except the title page.
- 5) Remember – to fail to acknowledge a source is plagiarism; to treat a secondary source as a primary source is plagiarism; to advance a claim without a source is poor scholarship!

5) IN-CLASS PRESENTATION - Due: The last two weeks of class (Nov 29 & Dec 6). (Worth 20%)

Presentations are intended to focus on a summary of your essay research and your preliminary essay findings. The presentation should outline your: a) topic, b) thesis statement/argument, c) facts of the case, d) outcome, e) analysis, f) social justice and policy recommendations. You may use powerpoint or any other multimedia for your presentation. Each presenter is to independently contribute unique information from their essay and share it with the class during a 5-10 minute in-class presentation with the aim of sharing their preliminary findings and obtaining feedback from classmates. A printed copy of the presentation is to be submitted to the instructor in class on the day of your scheduled presentation. (Please see the guidelines and grading rubric in Brightspace).

Useful Resources:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

OTHER CONCERNS

September 20, 2022. Last day to withdraw from early fall courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.

<https://calendar.carleton.ca/academicyear/>

Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Intellectual Property

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

SCHEDULE *Please note that on occasion the class schedule may vary slightly from the course outline.* This schedule is a general guide and subject to change, as deemed necessary in keeping with course objectives.

MODULE 1: THE SCOPE OF VICTIMOLOGY, VICTIMOLOGY RESEARCH METHODS

DATE	LECTURE TOPIC	READINGS
Week 1 - Sept 13, 2022	Lecture/Discussion: Introduction to the Course.	Required Reading: Scott, “Introduction & Chapter 1 “Understanding Victimology.” Supplementary: Faulkner, E & MacDonald, G. (1999). “Introduction.” <i>Victim No More: Women’s Resistance to Law, Culture and Power</i> . Halifax, NS: Fernwood Pub; Elias, R. (1993) Chapter 1: Still Victims after all of these Years.” And Chapter 2: “Media Amnesia: Abetting Victimization” in Elias, R. (1993) <i>Victims Still: The Political Manipulation of Crime Victims</i> . Sage.

<p>Week 2 - September 20, 2022</p>	<p>Lecture/Discussion: Victimology Research Methods: Canada & the U.S.</p> <p>Assignments: Quiz 1 (Scott Ch1--2) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post #1 Due: 11:35 a.m. in Brightspace</p>	<p>Required Reading: Scott Ch 2, "Measuring Victimization."</p> <p>Supplementary: Cotter, Adam. (August 25, 2021). "Criminal Victimization in Canada, 2019." <i>Juristat</i>. Statistics Canada. Catalogue No. 85-002-x.</p>
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3. TYPOLOGIES OF VICTIM-VICTIMIZER INTERACTION.

<p>Week 3 - September 27, 2022</p>	<p>Lecture/Discussion: Victimology Typologies and Early Theories: Radical and Critical Victimology</p> <p>Assignments: Quiz 2 (Scott Ch3) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post # 2 Due: 11:35 a.m. in Brightspace</p>	<p>Required Reading: Scott Ch 3, "Typologies of Victim-Victimizer Interaction.</p> <p>Supplementary: R. Elias (1993) Ch 3: "Victims all Dressed Up but No Where to Go." <i>Victims Still: The Political Manipulation of Crime Victims</i>. Sage.</p>
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4. CRIMINOLOGICAL THEORIES AND THE VICTIM

<p>Week 4 – Oct 4, 2022</p>	<p>Lecture/Discussion: Theories of Victimization</p> <p>Assignments: Quiz 3 (Scott Ch4) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post #3 Due: 11:35 a.m. in Brightspace</p>	<p>Required Reading: Scott, Ch 4: Criminological Theories and the Victim.</p> <p>Supplementary: Elias, R. (1993) Ch 4: "Taking the Victim Movement for a Ride." <i>Victims Still: The Political Manipulation of Crime Victims</i>. Sage.</p>
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5. THE CRIMINAL EVENT: HOMICIDE.

<p>Week 5, October 11, 2022</p>	<p>Lecture/Discussion: Homicide and Victimization</p> <p>Assignments: Quiz 4 (Scott Ch5) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post #4 Due: 11:35 a.m. in Brightspace</p> <p>Essay Proposal due Tuesday October 11 at 11:59 p.m. in Brightspace</p>	<p>Required Reading: Scott, Ch 5: “The Criminal Event: Homicide.”</p> <p>Supplementary reading: Armstrong, A & Jaffray, B. (Nov 25, 2021). “Homicide in Canada, 2020.” <i>Juristat</i>. Statistics Canada. Cat No. 85-002-x; Elias, R. 1993. “Wars on Drugs as Wars on Victims. <i>Victims Still: The Political Manipulation of Crime Victims</i>. Sage.</p>
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6. THE CRIMINAL EVENT: SEXUAL ASSAULT.

<p>Week 6, October 18, 2022</p>	<p>Lecture/Discussion: Sexual Assault Law & Victims In Canada</p> <p>Assignments: Quiz 5 (Scott Ch6) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post #5 Due: 11:35 a.m. in Brightspace</p>	<p>Required Reading: Scott, Ch 6: “The Criminal Event: Sexual Assault.”</p> <p>Supplementary: Haskell, Lori and Melanie Randall. (2019). <i>The Impact of Trauma on Adult Sexual Assault Victims</i>. Submitted to the Department of Justice, Canada; Doolittle, Robyn. The Unfounded Effect. The Globe and Mail; Toronto, Ont. [Toronto, Ont]. 09 Dec 2017: A.12; Elias R. 1993. Ch 6: “Do Victims want Revenge?” <i>Victims Still</i>. Sage.</p>
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FALL BREAK: OCTOBER 24-28, 2022 – No Classes.

7. FAMILY VIOLENCE.

<p>Week 7, Nov 1, 2022</p>	<p>Lecture/Discussion: Family Violence</p> <p>Assignments: Quiz 6 (Scott Ch7) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post #6 Due: 11:35 a.m. in Brightspace</p>	<p>Required Reading: Scott, Ch 7: “The Criminal Event: Family Violence.”</p> <p>Supplementary: Conroy, S. (March 2, 2021). “Family Violence in Canada: A Statistical Profile, 2019.” Canadian Centre for Justice & Community Safety Statistics; Brief (2022). Statistical Profile of Intimate Partner Violence in Canada. Canadian Centre for Justice and Community Safety Statistics. Statistics Canada.” NFB Film: You Can’t Beat a Woman; Elias, R. 1993. “Controlling Victimization: War or Peace?” <i>Victims Still</i>.</p>
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8. FRAUD & WHITE COLLAR CRIME.

<p>Week 8, November 8, 2022</p>	<p>Lecture/Discussion: Fraud and White Collar Crime</p> <p>Assignments: Quiz 7 (Scott Ch8) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post #7 Due: 11:35 a.m. in Brightspace</p>	<p>Required Reading: Scott, Ch 8: "The Criminal Event: Fraud and White Collar Crime."</p> <p>Supplementary Reading: Moreau, G. (July 27, 2021). Police Reported Crime Statistics in Canada, 2020." Canadian Centre for Justice and Community Safety Statistics; Elias, R. 1993. Ch 8. "New Culture, Less Victimization." Victims Still. The Political Victimization of Crime Victims. Sage.</p>
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9. INDIGENOUS PEOPLES OF CANADA AND VICTIMOLOGY.

<p>Week 9, November 15, 2022</p>	<p>Lecture/Discussion: Indigenous Peoples of Canada & Victimization.</p> <p>Assignments: Quiz 8 (Scott Ch9) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post #8 Due: 11:35 a.m. in Brightspace</p>	<p>Required Reading: Scott, Ch 9: "Indigenous Peoples of Canada and Victimization."</p> <p>Supplementary Reading: The Daily. (July 19, 2022). "Criminal Victimization of First Nations, Metis, and Inuit People in Canada, 2018 to 2020." The Daily; Truth and Reconciliation Commission. <i>Report: Call to Action</i>. (2015).</p>
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10. VULNERABLE POPULATIONS AND VICTIMOLOGY.

<p>Week 10, November 22, 2022</p>	<p>Lecture/Discussion: Vulnerable Populations and Victimology</p> <p>Assignments: Quiz 9 (Scott Ch10) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post #9 Due: 11:35 a.m. in Brightspace</p>	<p>Required Reading: Scott, Ch 10: "Vulnerable Populations and Victimology."</p> <p>Supplementary Reading: Roebuck, B. (2008). Homelessness, Victimization and Crime. University of Ottawa: Institute for the Prevention of Crime; Crichlow, W. (2014). "Weaponization and Prisonization of Toronto's Black Male Youth." <i>International Journal for Crime, Justice and Social Democracy</i>. 26 3(3); The Daily. (January 26, 2022). "Experiences of violent victimization among persons with mental health-related disabilities in Canada, 2018." Statistics Canada;</p>
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11. BULLYING AND VICTIMIZATION IN PUBLIC AND PRIVATE SPACES OVER THE LIFECOURSE.

<p>Week 11, November 29, 2022</p>	<p>Lecture/Discussion, Bullying and Victimization in Public and Private Places over the Lifecourse.</p> <p>Assignments: Quiz 10 (Scott Ch11) due Sunday 11:59 p.m. in Brightspace</p> <p>Discussion Forum Post #10 Due: 11:35 a.m. in Brightspace</p> <p>Assignment: Essay Presentations Group 1</p>	<p>Required Reading: Scott, Ch 11: “Bullying and Victimization in Public and Private Spaces over the Lifecourse.”</p> <p>Supplementary Reading:</p> <p>The Amanda Todd Case. Gutenkunst, Erik K. (2014). “Cyberbullying: A legal crisis in the age of technology.” <i>Revue Juridique etudiante de l’universite de Montreal</i>. Vol 1.1; Charlebois, B. August 11, , 2022. “Amanda Todd online harassment case sets precedent, but more needs to be done, experts say.” <i>Globe and Mail</i>; Alam, H, August 6, 2022. “Man accused in Amanda Todd harassment case found guilty on all charges.” <i>Globe and Mail</i>.</p> <p>Essay Presentations In-Class</p>
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12. AFTERMATH OF VICTIMS IN THE CRIMINAL JUSTICE SYSTEM

<p>Week 12, December 6, 2022</p>	<p>Lecture/Discussion: Aftermath of Victims in the Criminal Justice System & Resistance and Recovery</p> <p>Assignment: Essay Presentations: Group 2</p>	<p>Required Reading: Scott, Ch 12: “Aftermath of Victims in the Criminal Justice System.” & Scott, Ch 13: “Aftermath: Resistance and Recovery.”</p> <p>Essay Presentations In-Class</p>
<p>Friday December 9, 2022</p>	<p>Assignment: Final Essay Due</p>	<p>Essay due: Friday December 9, 2022 at 11:59 P.M. in Brightspace</p>

Final Essay: Due Friday, December 9, 2022 at 11:59 pm on Brightspace.

Have a great break!