

COURSE TITLE	Critical Victimology – SOC 3410 – A01 3 rd year Undergraduate, Winter 2014
DEPARTMENT	Sociology
INSTRUCTOR	Dr. Dale Spencer Email: Dale.Spencer@ad.umanitoba.ca
Course Type	Survey
Credit Hours	3.000
Class Location	235 Isbister Building
Office Location and Phone Number	306 Isbister Building. (204) 480-1039
MEETING TIMES	Tuesday and Thursday, 1pm-2:15pm
Office Hours	By Appointment.

COURSE DESCRIPTION & COURSE OBJECTIVES

GENERAL COURSE DESCRIPTION

This course introduces students to the study of victims and victimization. A wide array of information is provided to demonstrate the diverse experiences that victims commonly confront, the process of victimization, and the coping mechanisms victims use to address their difficult circumstances. The course explores the social consequences of specific types of victimization, including family violence, elder abuse, and sexual assault. This course looks at victim service organizations and their roles in attending to the trauma resulting from victimization. The course tracks the victim's role through all stages of criminal procedure, from the event of victimization to investigation through sentence and post-sentence matters. It examines provincial constitutions and federal statutory victims' rights. This class offers the opportunity to understand the law in this area and the underlying cultural dynamics and their relationship with the legal system. This course is concerned with individual and collective forms of victimization; state and corporate forms of victimization; and victimization of marginalized populations. Finally, the course examines how the rights of victims are defined and how society can address victims' needs.

Course Objectives

1. To read and discuss a variety of theoretical perspectives and empirical investigations of issues related to victims and criminal justice, utilizing victimological, legal, historical,

criminological, sociological, philosophical and interdisciplinary perspectives.

2. To assist in the development of critical reading, writing, presentation, discussion, and analytical skills through class participation, small group presentations, and written assignments.

REQUIRED MATERIALS

Students are only required to buy one textbook and one text for the book review assignment. All additional materials are available through the University of Manitoba library online journal and catalogue system or through Desire2Learn.

Course Text:

Hall, Matthew (2010) *Victims and Policy-Making: A Comparative Perspective*. New York and London: Routledge.

Book Review Text (CHOOSE ONE):

Huey, Laura (2012) *Invisible Victims: Homelessness and the Growing Security Gap*. Toronto: University of Toronto Press.

Balint, Jennifer (2013) *Genocide, State Crime and the Law*. New York and London: Routledge.

GRADES & SCORING

Assignments	Percentage of Total Grade	Due Date
Paper Abstract and Sample Bibliography	5%	February 13 th , 2014
Book Review	30%	February 27 th , 2014
Research Paper	45%	March 27 th , 2014
Final Take-Home Exam	20%	April 8th, 2014

Grades: Percentage, Letter Grade and Descriptive Scale GPA

93 to 100 = A+, Exceptional 4.5

85 to 92 = A, Excellent 4.0

80 to 84 = B+, Very Good 3.5

70 to 79 = B, Good 3.0
66 to 69 = C+, Satisfactory 2.5
60 to 65 = C, Adequate 2.0
50 to 59 = D, Marginal 1.0
0 to 49 = F, Failure 0.0

ASSIGNMENTS AND EXAM

Paper Abstract and Sample Bibliography (5%):

This assignment involves the development of a specific research question and research parameters for your final paper. The abstract (1 double spaced typed page) should briefly outline the thesis, issues, and arguments you will present in your final paper. Try to choose a clearly delineated and manageable topic and avoid embarking on vast research enterprises.

The bibliography should present the literature you propose to use to address these issues. The bibliography is expected to conform to the minimum requirements for the final research paper (see below).

Students are *strongly encouraged* to consult with the following text as a guide for conducting their literature reviews:

Ridley, Diana (2012) *The Literature Review. A Step-by-Step Guide for Students. 2nd Edition*. Thousand Oaks and London: Sage. [2 hour reserve @ Elizabeth Dafoe library]

Book Review (30%):

This assignment involves the review of one of the two books listed in the additional texts listed above. Students may review a book pertaining to this course other than the ones listed but are required to discuss and receive approval from me of the proposed book. Students are required to write an 1000 word review of the chosen book. A guide to writing book reviews will be disseminated to students on week 2 of the class.

Research Paper Assignment (45%):

For this assignment, students shall write an essay on a subject matter suitable to the course. It is important to utilize ideas, arguments, and concepts presented in class and in course readings and to discuss and critically evaluate the materials you use in your paper. The aim of the research paper is to synthesize, discuss, and assess (not simply describe or summarize) scholarly literature and to develop a conceptual analysis of the topic chosen.

Papers shall be **12-15 pages** and must be *typed* and *double-spaced*.

Composition of the Research Paper: The paper should reflect and communicate specific information from the writer to the reader. It should start with a statement of intentions and objectives, followed by a discussion and analysis of supporting and illustrative materials. Do not limit yourself to descriptive analyses only; employ relevant concepts and incorporate theoretical (or formal explanatory) arguments within your study. In writing your essay, you should be able to summarize the thesis (major argument) in a brief statement or short paragraph.

Layout of the Research Paper:

Introduction: The introduction presents the theme or issues explored in the essay. It briefly outlines your approach to the topic and the major ideas and argument(s) advanced in the main body of the essay. This section is 1-2 pages in length.

Main body of the research essay: This section develops and contains the central thesis or argument(s) of the essay. This main body should review and assess the appropriate literature, while providing an exposition of the central points. The research theme, together with ideas relating to the central thesis, should be clearly presented and substantiated. Ideally, each paragraph should focus upon a major point related to the central argument(s) or theoretical framework. Internal headings and sub-headings are useful as a device to mark shifts in discussion while, at the same time, maintaining an integration of points to the central theme. This section is 10-12 pages in length.

Conclusion: This last section provides a brief summary of the essay's major argument(s) within the context of the central theme addressed. The conclusion is 1-2 pages in length.

Bibliography/References: Each research paper must make direct references to appropriate course readings on your specific topic.

A minimum of fifteen cited scholarly references is required including; at least five references from course reading materials and at least ten separate scholarly journal articles or academic quality book chapters on your selected topic by different reputable social scientific authors.

References to source(s) of information should include the author's surname, year of publication, and pagination as in the *Canadian Journal of Sociology* or the APA style guide.

Citation of the sources must always be given for the following: all direct quotations; paraphrases of the statements of others; opinions, ideas, and theories not your own; and, information which is not a matter of general knowledge. Even when using proper citation,

it is a mistake to place too much reliance on one source. Furthermore, direct quotations from one or more authors should seldom occur in an essay and should not be longer than two or three sentences in length. All quotations of over four text lines should be indented and single spaced with quotation marks omitted. Quotations of any kind, however, must be acknowledged by a reference to the source, and include the page number(s). Quotations should be used as a way to emphasize a point or because the original author has an authority of expertise that can be best expressed by her/him).

Take-home Final Exam (20%) Course Material Assessed (from **all** readings and lectures)

Format:

Essay question – Choice of 1 of 3 possible questions

Handout Date: April 1st, 2014

Due date: April 8th, 2014 – in Drop Box on Desire2Learn.

ATTENDANCE & LATE ASSIGNMENT POLICY

Students will be expected to attend all course lectures and read all assigned readings. The topics covered during the lectures will not necessarily be covered in the course readings and vice versa.

Note: Students are required to provide a medical note within one week if an assignment is late and you require extra time.

Weekly Breakdown

Week 1 – January 7 & 19, 2014 – Introduction & Victimology as a discipline

Readings

Hall Text, Chapter 1

O'Connell, M. (2008). Victimology: A social science in waiting? *International Review of Victimology*, 15, 91–104.

Week 2 – January 14 & 16, 2014 – Theoretical Perspectives on Victims and Victimization I

Readings

Miers, D. (1990). Positivist victimology: a critique; Part 2: critical victimology. *International Review of Victimology*, 1(1), 3–22.

Ronald J. Berger and Patricia Searles (1985) Victim-Offender Interaction in Rape:

Victimological, Situational, and Feminist Perspectives. *Women's Studies Quarterly*, 13(3/4): 9-15.

Week 3 – January 21 & 23, 2014 – Theoretical Perspectives on Victims and Victimization II

Readings

Spencer, D. (2011) 'Event and Victimization', *Criminal Law and Philosophy*, 5(1): 39-52.

McShane, M. D., & Williams, F. P. (1992). Radical Victimology: A Critique of the Concept of Victim in Traditional Victimology. *Crime & Delinquency*, 38(2), 258–271.

Week 4 – January 28 & 30, 2014 – Types of Victims and Victimization

Readings

Hall text, Chapter 2

Walklate, S. (2012). Who is the victim of crime? Paying homage to the work of Richard Quinney. *Crime, Media, Culture*, 8(2), 173–184.

Week 5 – February 4 & 6, 2014 – Victims, Justice and Rights

Readings

Hall text, Chapter 5

Wemmers, Jo-Anne and Katie Cyr (2006) 'What Fairness Means to Crime Victims: A social psychological perspective on victim-offender mediation', *Applied Psychology in Criminal Justice* 2(2): 102-128.

Week 6 – February 11 & 13, 2014 – Victims and Victim Services

Readings

Best, J. (1997). Victimization and the victim industry. *Society*, 34(4), 9–17.

Simmonds, L. (2009) 'What Victims Want! Victim Support, an objective or relative approach to victims' needs', *Social Policy and Public Policy Review* 3(2): 1 - 18.

Week 7 - Midterm Break

Week 8 – February 25 & 27, 2014 - Violence against Women

Readings

Walklate, S. (2008) "What is to be done about violence against women? Gender, Violence, Cosmopolitanism and the Law", *British Journal of Criminology*, 48: 39-54.

Week 9 – March 4 & 6, 2014 – Marginalized Victims

Readings

Hoyle, C., Bosworth, M., & Dempsey, M. (2011). Labelling the Victims of Sex Trafficking: Exploring the Borderland between Rhetoric and Reality. *Social & Legal Studies*, 20(3), 313–329.

Dylan, A., Regehr, C., & Alaggia, R. (2008). And Justice for All? Aboriginal Victims of Sexual Violence. *Violence Against Women*, 14(6), 678–696.

Week 10 - March 11 & 13, 2014 – Corporate and White Collar Victims and State Victims

Readings

Spencer, D. and Fitzgerald, A. (2013) “Three Ecologies, Transversality and Victimization: The case of British Petroleum”, *Crime, Law and Social Change*, 59(2): 209-223.

Croall, H. (2008) 'White collar crime, consumers and victimization', *Crime, Law and Social Change*, 51 (1), pp. 127-146.

Week 11 – March 18 & 20, 2014 – Victims, Police and the Courts

Readings

Maier, S.L., (2008) “I Have Heard Horrible Stories...”: Rape Victim Advocates Perceptions of the Revictimization of Rape Victims by the Police and Medical System”, *Violence Against Women*, 14(7), 786-808.

Regehr, C., Alaggia, R., Lambert, L., and Saini, M. (2008) “Victims of Sexual Violence in Canadian Criminal Courts”, *Victims and Offenders*, 3: 99-113.

Week 12 – March 25 & 27, 2014 – Victims and the Media

Readings

Greer, C. (2007) 'News Media, Victims and Crime', in P. Davies, P. Francis and C. Greer (eds.) *Victims, Crime and Society*, London: Sage.

Research Papers Due: March 27th, 2014

Week 13 – April 1, 2014 – Class Summation (April 3, no class)

Week 14 – Final Exams Due – April 8th, 2014 - To be submitted on Drop Box on Desire2Learn.

My Philosophy of Teaching

I believe that the purpose of education – my philosophy on life – is to inquire and to reflect on the past, present, and future and to carry this quest for understanding beyond this educational institution into the world. What I can promise is that what you will learn and the skills acquired in this class will help you critically engage

with what you hear and see in the world. I am inimical to forms of education that are predicated on indoctrination for conformity and the pursuit of a high grade without actual reflection on the academic material.

Other matters

Late Assignments: Late assignments will receive a 10% deduction for every day the assignment is late. Only under exceptional circumstances (e.g., medical issues accompanied by a valid doctor's note) will a student be able to receive an extension. To be clear, in the event of a medical issue or death in the family, you *must* submit a doctor's note or a death certificate. Unless you can demonstrate through documentation that you need or deserve an extension, you will receive the 10% deduction for every day that your assignment is late. Students that miss their presentations will receive '0' their presentation grade.

Student Concerns/Complaints: From time to time students object to or have concerns about the grade they receive on a given assignment. While students may raise concerns regarding the grade they receive from me, you must wait two days after the assignment was handed back and must put your specific reasoning of why you deserve a higher grade in print. There is also a chance – upon reevaluation of the grade you received – that you will receive a lower grade on your assignment. To be clear, it is *not* enough to say that you worked really hard on an assignment, that you get higher grades in other classes, or that you believe, without a rationale, you deserve a higher grade.

Your feedback about the course: If you have any suggestions about the course, they are encouraged at any time. I have incorporated a number of students' suggestions in the past.

All final grades in this course are subject to the approval of the Department head. Students must retain a clean hard copy of their assignments.

Voluntary Withdrawal: The final date for voluntary withdrawal from this course is March 19th, 2014. There are no refunds on this date – see the Fall/Winter Calendar for details.

Academic Integrity: Students should acquaint themselves with the University's policy on plagiarism, cheating, exam personation, ("Personation at Examinations" (Section 5.2.9) and "Plagiarism and cheating" (Section 8.1)) and duplicate submission by reading documentation provided at the Arts Student Resources web site at <http://www.umanitoba.ca/faculites/arts/student/index.html>. Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for

violating them. The Faculty of Arts also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism. If Dr. Spencer suspects plagiarism on the Research Paper assignment, he *will* submit your paper to iThenticate, the University of Manitoba's plagiarism detection software.

Unclaimed term work disposal:

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

Electronic Devices: Students are required to silence all electronic devices (cellular phones, Blackberries, I-phones, pagers, ipods, etc.) when in the classroom. If there is a reason that you require your device to remain on 'ring' mode (i.e., sick child at daycare), please inform me at the start of the class. Students are not permitted to send or receive text messages during class. A student found texting during class will be asked to leave. Students are welcome to bring laptop computers to class for notetaking purposes only. Students found using social networking sites or surfing the Internet during class will be asked to leave.

Classroom Disruptions: Students should recognize that excessive talking, late arrival, or early departures from the classroom are disrupting for both the instructor and classmates. Please be considerate of others in the class. Continual disruption by a student may result in disbarment from the course. Please notify the instructor at the onset of class if you need to leave early or if you have to come late to the next class.

Accommodations

Special Needs: Students with special learning needs (who for legitimate reasons require extra time to write a test, or who require aids or other supports) should identify themselves to the instructor at the beginning of the term in order to arrange suitable accommodation.

Religious Holidays: The University recognizes the right of all students to observe recognized holidays of their faith, which fall within the academic year. With instructor discretion, necessary arrangements can be made to ensure studies are not jeopardized. The instructor should be notified of a student's intended absence in advance and at least three weeks notice of absence should normally be given where special arrangements are sought.