Victimology

Police and Public Safety Institute

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Co-Requisites:</th>
<th>Pre-Requisites:</th>
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</thead>
<tbody>
<tr>
<td>GED5002</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Applicable Program(s):</td>
<td>AAL:</td>
<td>Core/Elective:</td>
</tr>
<tr>
<td>Multiple Programs</td>
<td>Multiple Levels</td>
<td>Multiple Core/Elective</td>
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<tr>
<td>Prepared by:</td>
<td>Benjamin Roebuck, Professor</td>
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<tr>
<td>Approved by:</td>
<td>Laura Cohen, Chair</td>
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</tr>
<tr>
<td>Approval Date:</td>
<td>Thursday, June 20, 2019</td>
<td></td>
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<tr>
<td>Approved for Academic Year:</td>
<td>2019-2020</td>
<td></td>
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<tr>
<td>Normative Hours:</td>
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Course Description

An increased awareness of the ripple effect of crime has given rise to victimology as a significant field of study. Students investigate victims of crime and the impact that crime has on their lives, their families and society by studying the history of victimology and the victims' movement, the nature and extent of victimization, its emerging theories and resulting legislation. In addition victims' services, accessibility to services, rights of the victim and the victim in the criminal justice system are examined. Students also learn about crime in the workplace, schools, and campuses and the importance of recognizing those at risk.

General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Civic Life

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

- EES 2 Respond to written, spoken or visual messages in a manner that ensures effective communication. (T, A, CP)
- EES 6 Locate, select, organize and document information using appropriate technology and information systems. (T, A)
- EES 8 Show respect for diverse opinions, values, belief systems and contributions of others. (T, A)
- EES 11 Take responsibility for one's own actions, decisions and consequences. (T, CP)
When you have earned credit for this course, you will have demonstrated the ability to:

1.) Identify victims of crime, various types of victimization and the impact of victimization
   - Compare the various definitions of victim
   - Use the terms primary victim, secondary victim and tertiary victim appropriately
   - Compare and contrast the characteristics of victims of different types of crime such as stalking, sexual assault, homicide, general assault, partner assault, child abuse, elder abuse, hate crimes
   - Examine the consequences / impact of victimization

2.) Outline the evolution of victimology
   - Identify critical dates in the history of Victimology
   - Map the “victims movement” timeline over the past 30 years
   - Compare and contrast existing theories of victimization

3.) Recognize gaps in services available to victims of crime
   - List victim services available at the local, national and international level
   - Compare and contrast the needs of victims of general assault, partner assault, sexual assault, child abuse, elder abuse and homicide
   - Compare and contrast the needs and services of diverse populations

4.) Analyze the effects of the media on society’s perception of victims, violence and crime
   - Interpret how the media reports on crime, paying special attention to how the victim is portrayed
   - Compare and contrast the portrayal of “special victim populations” in various forms of media
   - Debate whether extreme violence in the media, particularly film, may be the norm rather than the exception
   - Discuss the links between violence in society and violence in the media
   - Assess the effects of how the media reports on crime and how society responds to victims and offenders

5.) Evaluate the legal rights and responsibilities of victims and the relevant legislation relating to victims of crime
   - Identify provincial legislation pertaining to victims of crime in Ontario
   - Describe the various steps in the criminal justice system from the position of the offender and the victim
   - Discuss victim impact statements
   - Examine compensation and restitution for victims
6.) Examine the causes and impact of violence in schools, on campuses, the workplace and other public places
   Identify potential factors leading to violence
   Analyze recent acts of violence on campuses, in schools and the workplace in North America

Evaluation/Earning Credit

The following list provides evidence of this course’s learning achievements and the outcomes they validate:

Assignment(s) (20%)
Validates Outcomes: CLR 1, CLR 2, CLR 3, EES 6, EES 11

Quiz(zes)/Test(s) (35%)
Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, EES 2

Discussion Forum (45%)
Validates Outcomes: CLR 1, CLR 3, CLR 4, CLR 5, CLR 6, EES 8, EES 11

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Learning Resources

Course notes supplied by instructor.
Web based readings, resources and websites supplied by the instructor, embedded into the course notes and as external links including: Canadian Charter of Rights and Freedoms, Criminal Code of Canada, Victims Bill of Rights etc
Media such as film, newsletters, newspapers
Further readings will be assigned online.

Learning Activities

Online discussions and debate
Personal reflection
Case studies
Online websites
Monitoring media coverage of material relevant to course content
Linking course content to current events and to learners’ own experiences

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

• Other: See the PLAR office for further details.

Grade Scheme

<table>
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<tr>
<th>Final Grade</th>
<th>Mark Equivalent</th>
<th>Numeric Value</th>
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<th>Mark Equivalent</th>
<th>Numeric Value</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>90% - 100%</td>
<td>4.0</td>
<td>A</td>
<td>85% - 89%</td>
<td>3.8</td>
</tr>
<tr>
<td>A-</td>
<td>80% - 84%</td>
<td>3.6</td>
<td>B+</td>
<td>77% - 79%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73% - 76%</td>
<td>3.0</td>
<td>B-</td>
<td>70% - 72%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>67% - 69%</td>
<td>2.3</td>
<td>C</td>
<td>63% - 66%</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>60% - 62%</td>
<td>1.7</td>
<td>D+</td>
<td>57% - 59%</td>
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<tr>
<td>D</td>
<td>53% - 56%</td>
<td>1.2</td>
<td>D-</td>
<td>50% - 52%</td>
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<td>0</td>
<td>FSP</td>
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Course Related Information

Please refer to the Course Section Information (CSI) / weekly schedule for specific course-related information as provided by your professor.

Department Related Information

STUDENT SUCCESS SPECIALIST
The Faculty Student Success Specialist is Karen Gendron in room P112. Karen may also be reached at telephone extension 7558 or by e-mail at gendrok@algonquincollege.com

ALGONQUIN COLLEGE - CODE OF CONDUCT
All members of the Algonquin Community will undertake to:
1. Conduct themselves in a manner which respects and promotes the dignity of others, and interact with others in the community in a spirit of cooperation, goodwill and mutual respect.

2. Conduct themselves in an honest and ethical manner, refraining from using their position or power to exploit any other individual, refraining from misrepresenting themselves, their work or qualifications in any manner, and refraining from violence, abuse, harassment and discrimination of any kind.

3. Assist in the maintenance of good order within their environment and refrain from creating a disturbance or a disruption to activities.

The Code of Conduct applies to students and staff of Algonquin College while at all College locations and while representing or carrying out activities related to the College at any off-campus location.

CONFIDENTIALITY

Students are required to respect the confidentiality of employer, client and/or patient information, interactions, and practices that occur either on Algonquin College premises, or at an affiliated clinical/field/co-op placement site. Concerns regarding clients, patients, and/or employer practices are to be brought to the attention of the program coordinator, or designated field/clinical/co-op placement supervisor so that they may be resolved collaboratively. Such concerns are not to be raised publically either verbally, in writing, or in electronic forums. These matters are to be addressed through established program communication pathways.

College Related Information

Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Students with Disabilities

If you are a student with a disability, you are strongly encouraged to make an appointment at the Centre for Accessible Learning to identify your needs. Ideally, this should be done within the first month of your program, so that a Letter of Accommodation (LOA) can be provided to your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

Retroactive Accommodations

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.
Academic Integrity & Plagiarism

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback

It is Algonquin College’s policy to give students the opportunity to share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Mobile Devices in Class

With the proliferation of small, personal mobile devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Mobile Devices in Class

Transfer of Credit

It is the student’s responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: It is the student’s responsibility to refer to the Algonquin College Policies website for the most current information at http://www.algonquincollege.com/policies/

Legend

Terms

• ALO: Aboriginal Learning Outcome
• Apprenticeship LO: Apprenticeship Learning Outcome
• CLR: Course Learning Requirement
• DPLO: Degree Program Learning Outcome
• EES: Essential Employability Skill
• EOP: Element of Performance
• GELO: General Education Learning Outcome
• LO: Learning Outcome
• PC: Program Competency
• PLA: Prior Learning Assessment
• PLAR: Prior Learning Assessment and Recognition
• VLO: Vocational Learning Outcome

Assessment Levels

• T: Taught
• A: Assessed
• CP: Culminating Performance