Instructor: Prof. A. Nelson  
Class Time/Place: Tuesdays 7:00-9:50  RCH 112  
Office: PAS 2028  
Phone: 519-885-1211 X35190  
Office Hours: Fridays, 1:00-3:00  
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T.A.: Marcella Granick  
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T.A.’s Office Hours: Thursdays, 1:00-3:00

Course Description:  
The course is intended to serve as an introduction to theoretical victimology. Topics will include: images of victims; ways of thinking about victims and victimology (e.g., positivistic victimology; radical victimology; feminism and victimology; critical victimology); sources of data on criminal victimization, patterns of criminal victimization and the nature of victimization in relation to the intersecting and overlapping social divisions of class, “race,” age, gender and sexual orientation; criminal victimization and its impact; and victimization, risk and fear.

Required Text:  
*Two copies of this text are available (on 3-hour reserve) at the Dana Porter library. In addition, since this text has been repeatedly used for this course (most recently in the winter 2011 term), copies may be available in the campus used bookstore in the SLC. [http://www.lindencriminology5e/nelson.com](http://www.lindencriminology5e/nelson.com)

Course Readings:  
The appropriate readings for each lecture are indicated in the outline. Students should be aware that the selected readings are meant to complement - not reiterate - the contents of materials discussed in class lectures.

Class Format  
The course is organized in a lecture format; however, students are most welcome at any time during class to request clarification, express opinions (so long as comments are delivered in civil tones) and share their insights on the material discussed. Questions may be raised at any time during the lecture and it is expected that, as a courtesy to your peers, all students will keep...
the noise level down to a minimum while questions are asked and/or answered. Any material provided during the course of answering questions will be considered testable material for the purpose of the examinations.

**A WORD OF CAUTION:** It is inevitable that certain topics or examples may upset or offend some persons. Each student will undoubtedly find topics and theories that are appealing and appalling to them; however, given the subject matter, this is unavoidable. I hope that some of the topics will be of especial interest to you. For those topics which cause you personal discomfort due to past experiences, my apologies in advance. Please do feel free to contact me or Marcella without hesitation or embarrassment if you anticipate problems or experience difficulties with the subject matter; we will try our best to assist you.

**NOTE ON AVOIDANCE OF ACADEMIC OFFENCES**
The following statements come from the Arts Faculty Council:

**Academic Integrity:** in order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. (Check [http://www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information)

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm) For typical penalties check Guidelines for the Assessment of Penalties, [http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm)

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm) When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established.Read Policy 72-Student Appeals, [http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (UW):** [http://uwaterloo.ca/academicintegrity/](http://uwaterloo.ca/academicintegrity/)
TESTING FORMAT:

There are three multiple-choice examinations in this course. The three examinations are NOT cumulative. Two of the three exams will be given during the term; the third examination will be given during the registrar-scheduled final examination period. Each of the three exams are equal in value; each is worth precisely one-third of your final course grade. **Please note that:** (1) **there are no supplemental exams or term paper options available**; (2) marks will **not** be placed on a bell-curve distribution; (3) there are no predetermined percentages of students who will necessarily receive grades in the "A-range" "B-range" and so on; and (4) exams **cannot** be reweighted.

All of the three examinations are identical in format. Each will consist of 50 multiple-choice questions, 25 of the questions on each exam will be drawn from the assigned readings and 25 from lecture material and/or films presented in class. The examinations will require each student to select the *best answer* from four possible answers.

**Accommodation for Students With Disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic programs to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Accommodation for Religious Observances:** Students must make a request for accommodation on religious grounds within a week of the announcement of the conflicting assignment or event.

**OUTLINE OF LECTURES**

**Please note:** Lectures are designed to supplement the readings in your text rather than to reiterate what is already contained therein. Accordingly, students are strongly encouraged to attend class regularly and to take notes on materials discussed in class.

All of the overheads that I will be presenting in class (with the exception of copyrighted material) can be accessed on-line through UW-ACE. [http://www.lib.uwaterloo.ca](http://www.lib.uwaterloo.ca) UW-ACE can be accessed through the homepage of the University of Waterloo website. Under “Lessons,” you will see the designations “Part A” (denoting lecture overheads that apply for the first part of the term (i.e., up until the time of the first midterm). In like fashion, “Part B” indicates lectures overheads used for the second exam and “Part C” indicates overheads used in the final third of the course. The course outline is also available on-line through UW-ACE. **Please note:** The overheads are simply designed to provide you with a guide of the topics covered during lectures; however, they are **NOT** exhaustive and students are strongly encouraged to attend class and supplement what appears on the overheads with their own notes.
The results of each mid-term exam will be available on-line on UW-ACE. Please note: due to UW regulations, the final exam results and final course grades cannot be released until the conclusion of the university-wide final exam period.

OUTLINE OF LECTURE TOPICS

Please note: Lectures are designed to complement the readings in your text rather than to reiterate what is already contained therein.
All of the overheads that I will be using in class (with the exception of copyrighted material) can be accessed on-line through UW-ACE. <http://www.lib.uwaterloo.ca> UW-ACE can be accessed through the homepage of the University of Waterloo website. However, these overheads are simply a guide to the ordering of topics/concepts discussed in class. As such, students are strongly encouraged to attend class regularly and to take their own notes on materials discussed in class.

September 13, 2011
Topic: What is Victimology? Who is a Victim?
Assigned Reading: Karmen, chapters #1, #2

September 20, 2011:
Topic: Conceptualizing and measuring victimization
Assigned Reading: Karmen, chapters #3

September 27, 2011:
Topic: Conceptualizing and measuring victimization (continued)
Assigned Reading: Karmen, chapters #4

October 4, 2011:
Topic: Victimization and Social Inclusion/Exclusion

October 11, 2001:
7:00-8:00: FIRST EXAM: Bring a pencil, eraser and your WATCARD
8:15-9:30: Film, “Deliver us from evil”

October 18, 2011:
Topic: Conceptualizing Victims’ Contributions to the Crime Problem
Assigned Reading: Karmen, chapters #5, #6

October 25, 2011:
Topic: Conceptualizing Victims’ Contributions to the Crime Problem (cont’d)
Assigned Readings: Karmen, chapter #8, #9

November 1, 2011:
Topic: Victims: Engaging the Criminal Justice System
Assigned Readings: Karmen, chapter #10

November 8, 2011:
7:00-8:00: Second Exam: Bring a pencil, eraser and your WATCARD
8:15-9:30: Film: “Finding Dawn

November 15, 2011:
Topic: Victims in the Criminal & Civil Justice Systems
Assigned Reading: Karmen, chapter 7, 11

November 22, 2011:
Topic: Resources for Victims in the Criminal Justice System
Assigned Reading: Karmen, chapter 12

November 29, 2011:
Topic: Victims in the Twenty-First Century: Alternative Directions
Assigned Reading: Karmen, chapter 13

Hints for Tired Students Dreading Multiple-Choice Exams

It has been my experience that most students become somewhat anxious wondering what will and will not be on the examinations. For those of you who are, this section is intended to help you focus your energies most efficiently and effectively in preparing for the examinations. I realize that there is a great deal of reading; I also realize that most of you are combining this course with (1) other on-campus courses; (2) distance education courses; (3) paid employment; (4) parenthood or all of the above and more. What follows is a guide to eliminating/reducing some anxiety. Hopefully, some of your questions will be answered herein. If not, please feel to contact me or the TA directly at any time during the course.

I. What's The Format of the Examination?

Each exam consists of 50 multiple choice questions. Each question has four possible answers. You are required to select the BEST answer for each question.

Hints:

1. There are sample exam questions provided for you on UW-ACE; these questions are very much representative of the style and kinds of questions that will feature on the exam.

2. Half of the 50 questions are taken from the assigned readings. The lectures are designed to (hopefully) allow you to absorb and have an expanded discussion of some of the topics raised. However, while I appreciate that it is much easier to study for an examination from a printed text rather than a lecture, do not neglect to review and study the lecture material. If you miss a class, I’d strongly encourage you to borrow notes from a classmate.
3. When studying for multiple-choice questions, focus in on **concepts, major theories** and **key findings**.

(1) If a theory/theorist is given substantial attention in the text/lectures, this theory/theorist will probably feature on the exam as well.

(2) Use the “key terms” at the end of each chapter to help you identify important concepts from the text; supplement these key terms with any other concepts that are set apart in quotation marks or in italics or which appear in the context of a typology within each of the assigned text chapters. In reviewing your lecture notes/course overheads, make sure that you pay especial attention to the key concepts bolded, italicized or set in quotations.

(3) Build a glossary of these terms for yourself using the definitions as they appear in the text. The reason? The exam will likely use the verbatim definition; as such, using these terms in your glossary will (hopefully) provide you a memory-jogging prompt when you see these terms on the exam. A second reason for using the verbatim definition: it eliminates the possibility that errors will be introduced by your paraphrasing of what appears in the text.

(4) Employ the above principles when studying from your class notes.

**II. Do we have to memorize statistics?**

The short answer is - no.

The longer answer is: You will never find questions that, for example, ask, “How many Canadians were the victims of homicide in 2010?” or “According to the Consumer Sentinel database, which percentage of all identity theft victims reported out-of-pocket expenses in 2004?” I will take it as given that, should the need for such rarefied data ever present itself to you in your future career as a student/professional, the opportunity will also exist for you to access an appropriate source. Since I very much doubt that anything valuable would be accomplished by my asking you to memorize vast amounts of numbers, I don’t ask questions that require you to memorize such minutiae.

What you SHOULD know is what, in a general way, the statistics tell us. That is, what do the graphs/tables presented on the overheads/text tell us about patterns of victimization? Is there a gender divide in relation to the subtypes of family violence? Spousal homicides? Child physical abuse? Child sexual abuse? Elder abuse? What is the most common reason why people do or do not report criminal victimization?

**III. Do we have to memorize the names of the all the theorists/researchers that are mentioned in the text and on the overheads?**

You will never be asked to name who conducted what study or who coined what term. You will find that the exam questions are designed to provide you with certain memory-jogging prompts. For example, a question may read: “According to Mendelsohn’s six-step classification of victims, which category is reserved for those who pretend that they have been victimized (e.g., for example, a person who claims to have been mugged, rather than admitting to gambling his/her paycheck away)?”
IV. I've Never Written A Multiple-Choice Exam Before And Think I’ll Panic!

Please don't. Multiple-choice examinations can be somewhat intimidating; however, they can be made less so if you observe the following suggestions:

(1) Read the exam question carefully. For example, does the question ask you to identify "which of the following is correct?" or "which of the following is NOT correct?"

(2) Go through the entire exam and circle the answers to the questions you readily recognize as correct on the test booklet. If you cannot answer a question, it may be helpful to simply flag or asterisk it as a reminder to yourself to return to it later - and move on to the next question.

(3) Social psychologists have repeatedly demonstrated that your FIRST ANSWER on a multiple choice test tends to be accurate. If an answer strikes you right away as correct, DON'T CHANGE IT. When you change answers on a multiple choice exam you are statistically far more likely to go from a correct to an incorrect answer than the other way round. If you feel intuitively that an answer is correct, don't conclude “nah, it couldn’t possibly be that easy” and then, spend the next ten minutes trying to convince yourself that, well, maybe, possibly, perhaps, that another answer is kinda, sorta, the correct answer instead.

(4) After you have answered all of the questions, if there are still a few that you have absolutely no clue about, you might as well guess at them. Like buying a lottery ticket, it's worth a shot and you might hit it lucky. At worst, you won't get a point for the question; if you leave it blank, you're no further ahead. Another reason for choosing something rather than nothing: when transferring your answers onto the optical scan sheet, blank spaces can confuse you. That is, by omitting to select an answer for question 14 out, you may inadvertently mark the answer for question 15 in the space designated for question 14. Minimize the potential for confusion and answer all of the questions even if it means guessing at some.

(5) CAREFULLY transfer your answer from the test booklet onto the optical scan sheet. You must do this in pencil; pen will not show up on the optical scan sheet. Circle the answer in fully. If you decide to discard my earlier advice and change an answer after you have selected it, be careful to completely erase your previous answer. DON'T make a slash through it, write me notes saying "THIS ONE" with arrows pointing north and south, and so on. The optical scan marks any double answers as wrong answers.

(6) You are responsible for ensuring that you transfer your answers correctly onto the optical scan sheet. ONLY THE OPTICAL SCAN CARD IS MARKED. To be fair to all of my students, I cannot award you a mark for a correct answer that you have circled in your examination booklet if you have marked an incorrect answer on your optical score card. Accordingly, it is your responsibility to ensure that the answer you select as correct is clearly indicated on the optical score card.
V. Can I Bring Any Additional Material Into the Exam Room With Me?

When writing your exam, your desk must be clear of all material other than the exam booklet, the optical scan card, a pencil(s), an eraser and your WATCARD. No supplemental materials (e.g., notes, summaries, laptops, dictionaries, etc.) may be used in the completion of any of the three examinations. You will also be required to unplug yourself from any devices that are not medically necessary (e.g., cellphones, iPods, MP3 players, etc.) before the beginning of the exam and ensure that these devices are turned off.

VI. I Was Sick On The Day of the Midterm - What Do I Do Now?

In cases of medical illness, you must (1) download a “verification of illness” form from the UW website; (2) have your physician complete it, clearly specifying your dates and degree of incapacitation; and (3) provide me with this documentation. Students with documented illness on the date of a midterm will be allowed to write a makeup exam for the exam that they missed during the second last week of November. The specific date and time of the makeup exam session will be announced on the course website on UW-ACE.

VII. Where Are The Exam Results Posted?

Midterm results will be posted as soon as they become available on UW-ACE. However, due to university regulations, the results of the final exam cannot be posted until after the university-wide final examination period has ended. Please note: to ensure confidentiality, neither Marcella and/or myself can release your exam results over the phone/email nor tell you how your friend performed on the exam.

VIII. I Just Saw My Grade On Ace And Can’t Understand How I Could Have Done So Poorly; Can I Look Over My Exam?

Absolutely! Just contact Marcella or myself and we’ll be happy to meet with you for that purpose.

IX. Can I Write My Final Exam Earlier/Later Than Its Scheduled Date?

In a memo dated July 27, 2009, the Associate Dean of Arts, Professor B. Chesney, reminded all Faculty of Arts instructors that “Accommodations for deferred final exams are made only under specific conditions and time restrictions. Requests for accommodation based on religious holidays must be submitted to the Associate Dean as soon as the conflict becomes apparent; in any case, no later than one week following the publication of the final exam schedule. It is the student’s responsibility to make him/herself available for the entire examination period, and travel plans are not a sufficient reason to have a final exam deferred” (emphasis in original).

X. You Didn't Answer the Question That I Wanted Answered
Please feel free to contact either Marcella or myself with your questions at any time during the course of this term. If your question/problem is urgent, you may also wish to leave a message for me with the department of sociology's undergraduate secretary, Mrs. McGinley, at 519-885-1211 ext. 32421. When leaving voicemail messages on my voicemail (at 519-888-4567, ext. 35190), please ensure that you leave a phone number where you can be reached and specify the best time for me to contact you. If leaving an email address, please speak s-l-o-w-l-y and to spell out your email address. When sending emails to either Marcella or myself, please specify “Soc. 201” in the subject line.