

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2018/2019**

Part I Course Overview

Course Title: _____ Psychology and Crime _____

Course Code: _____ SS5304 _____

Course Duration: _____ One Semester _____

Credit Units: _____ 3 _____

Level: _____ P5 _____

Medium of Instruction: _____ English _____

Medium of Assessment: _____ English _____

Prerequisites:
(Course Code and Title) _____ Nil _____

Precursors:
(Course Code and Title) _____ Nil _____

Equivalent Courses:
(Course Code and Title) _____ Nil _____

Exclusive Courses:
(Course Code and Title) _____ Nil _____

Part II Course Details

1. Abstract

This course is designed to be a provocative, challenging, and unforgettable learning experience into the disciplines of forensic psychology and criminology. This course will provide an examination into various psychological aspects of crime and criminal behaviour. It enables students to examine how forensic psychology and criminology work in practice. This course will explore the nature and scope of forensic psychology and criminology; evaluate the roles of public and private security practices in the fields of forensic psychology and criminology. This course aims to equip students with practical skills to devise procedures for crime detection and prevention.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	To examine the history behind forensic psychology and criminology; and theories which apply today	20%	√	√	
2.	To evaluate scope of forensic psychology and criminology and their application in the fields of police investigation, criminal profiling, crime prevention, and public security practices	20%	√	√	√
3.	To explain how forensic psychology and criminology work together to detect crime, arrest suspects, and deal with offenders in the community	20%	√	√	√
4.	To analyse how forensic psychological and criminological theories influence research and policies	20%	√	√	√
5.	To devise procedures and practice models for detecting crimes and prevent offender recidivism.	20%	√	√	√
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1. Lectures	With help of PowerPoint slides and lecture notes, students are expected to acquire basic concepts and knowledge on the academic subject.	√	√	√	√	√	
2. Readings	Students are required to study the assigned reading materials on the academic subject.	√	√	√	√	√	
3. Video documentaries watching, worksheets, and interactive exercises	Students are required to engage in self-reflection on the video documentaries related to the academic subject shown in class, and to participate in interactive exercises with help of worksheets.		√	√		√	
4. Group research project and presentation	Students are required to conduct an empirical research on a specific topic within the fields of forensic psychology and criminology.	√	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Quizzes	√	√	√			50%	
Video Documentaries Watching, Worksheets, and Interactive Exercises	√	√	√	√	√	10%	
Group Research Project		√	√	√	√	30%	
Group Presentation		√	√	√	√	10%	
Examination: 0 % (duration: , if applicable)						100%	

Further description of ATs:

AT1: Quizzes (50%)

Short quizzes will be conducted to assess students' understanding on the topics discussed over the course of a semester on the academic subject.

AT2: Video Documentaries Watching, Worksheets, and Interactive Exercises (10%)

Various video documentaries related to the topics discussed over the course of a semester will be used to assess students' critical thinking skills through in-class group discussions and participation.

AT3: Group Research Project (30%)

Students will be assigned to groups and each group of students is required to conduct an empirical research study on a topic relevant to the academic subject. Empirical data collection, analysis, and interpretation of the findings are core components in this research project.

AT4: Group Presentation (10%)

Students, in respective groups, are required to present their research project during a class session to encourage peer evaluation and learning.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quizzes (50%)	1.1. Ability to acquire a good knowledge of concepts and theories	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Video Documentaries Watching, Worksheets, and Interactive Exercises (10%)	2.1. Ability to grasp the core concepts and messages as presented in the video documentaries	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.2. Ability to contribute to class by offering ideas and answers, and asking constructive questions	High	Significant	Moderate	Basic	Not even reaching marginal levels
	2.3. Ability to provide critical constructive feedback	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Group Research Project (30%)	3.1. Ability to critically analyse and synthesise relevant literature	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.2. Ability to identify valid research questions/variables or hypotheses for the study	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.3. Ability to formulate clear, logical, and detailed plan on research methodology and data analysis	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.4. Ability to demonstrate superior execution of research procedures and statistical analyses	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.5. Ability to produce clear and logical report of research findings	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.6. Ability to demonstrate correct and critical interpretation or discussion of research findings in relation to previous studies, and to offer implications and limitations of the study	High	Significant	Moderate	Basic	Not even reaching marginal levels
	3.7. Ability to demonstrate overall good organization and scholarly writing style, to comply with research ethics, and	High	Significant	Moderate	Basic	Not even reaching marginal levels

	to show no evidence of academic dishonesty					
4. Group Presentation (10%)	4.1. Ability to deliver a clear and concise verbal presentation	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4.2. Ability to articulate collective reflection	High	Significant	Moderate	Basic	Not even reaching marginal levels
	4.3. Ability to show good responsibility in taking one's share of group tasks	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Forensic psychology; forensic criminology; forensic psychiatry; forensic science; criminal psychology; psychological criminology; psychology and crime; police psychology; investigative psychology; legal psychology; correctional psychology

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Arrigo, B. A. (2005). <i>Introduction to forensic psychology: Issues and controversies in crime and justice</i> . Amsterdam; Boston, MA: Elsevier
2.	Bartol, C. R. (2012). <i>Introduction to forensic psychology: Research and Application</i> (3 rd ed.). London: Sage.
3.	Bartol, C. R., & Bartol, A. M. (Eds.). (2012). <i>Current perspectives in forensic psychology and criminal justice</i> (3 rd ed.). Thousand Oaks, CA: Sage.
4.	Helfgott, J. (2013). <i>Criminal psychology</i> (Vol. 1-4). Santa Barbara, CA: Praeger.
5.	Howitt, D. (2009). <i>Introduction to forensic and criminal psychology</i> . Essex: Pearson Education Limited.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Ainsworth, P. (2000). <i>Offender profiling and crime analysis</i> . Cullompton: Willan.
2.	Adler, J. (2004). <i>Forensic psychology: Concepts, debates and practice</i> . Cullompton, Devon: Willan.
3.	Bartol, C. R., & Bartol, A. M. (2004). <i>Psychology and law: Theory, research, and application</i> (3 rd ed.). Belmont, CA: Thomson/Wadsworth.
4.	Chan, H. C. O. (2015). <i>Understanding sexual homicide offenders: An integrative approach</i> . Hampshire, England: Palgrave Macmillan
5.	Fraser, J., & Williams, R. (2009). <i>Handbook of forensic science</i> . Devon: Willan Publishing.
6.	Langford, A., Dean, J., Reed, R., Holmes, D., Weyers, J., & Jones, A. (2005). <i>Practical skills in forensic science</i> . Harlow, England; New York: Pearson Prentice Hall.
7.	O'Shea, T., & Nicholls, K. (2003). <i>Crime analysis in America</i> . Washington: US Department of Justice.
8.	Roesch, R. & Gagnon, N. (Eds.). (2007). <i>Psychology and law: Criminal and civil perspectives</i> . Aldershot, UK: Ashgate.