

**City University of Hong Kong  
Course Syllabus**

**offered by College/School/Department of Social and Behavioural Sciences  
with effect from Semester A 2022/23**

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**Part I Course Overview**

<b>Course Title:</b>	Advanced Theories in Criminology
<b>Course Code:</b>	SS5301
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course explores major issues in contemporary criminological theories in order to answer several vexing questions such as “What is crime?”, “Why do people break the law?”, “Why do some people obey the law?”, and “How can we respond to violent and non-violent offending?” Criminologists in the 21st century are provided with a rich legacy of research and theoretical development drawing from various academic disciplines, including sociology, psychology, law and political science. The course aims to help students develop a firm foundation for future work in criminology and understand the role that theories play in predicting and explaining various types of delinquent and criminal behaviour. To develop a deeper understanding of the discipline of criminology, we will examine selected concepts and issues that have emerged (or remain) as important ideas or debates in criminology.

### 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.	Examine theories to understand why there is crime	25	✓	✓	
2.	To develop a firm foundation for future work in criminology and understand the role that theories play in predicting and explaining various types of delinquent and criminal behaviour	25	✓	✓	✓
3.	To develop a deeper understanding of the discipline of criminology	25	✓	✓	✓
4.	To serve as a foundation to other Criminology courses and to prepare students for their Master thesis	25	✓	✓	✓
		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	
Lectures	Weekly Lectures. The lecture includes presentation, discussion, case studies and demonstration of theories via real life example.	✓	✓	✓		
In-class documentary and video discussion	Selected documentaries and videos will be used to provide a deeper understanding of the course content.	✓	✓			
In-class and take-home individual worksheet/exercise	Assisted with in-class and take-home worksheet, students are free to discuss their ideas in the class.	✓	✓	✓	✓	

### 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				
Continuous Assessment 100%								
Individual Worksheet		x	x				20	
Term Paper		x	x	x			40	
Group Presentation	x	x	x				40	
Examination:      % (duration:                      , if applicable)								
							100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Individual Worksheet	To encourage students to think critically on a chose topic	A clear understanding of the topic Extensive understanding of academic theory(ies) & concepts covered in class	Satisfactory understanding of the topic Satisfactory understanding of academic theory(ies) & concepts covered in class	Limited understanding of the topic Limited understanding of relevant theory(ies) & concepts	Poor understanding of the topic Fail to relate the topic to any relevant theory(ies) & concepts
2. Term Paper	To encourage students to develop academic argument with wider reading and sources	Clear understanding Strong evidence of wider research and reading Clear argument supported by literature and persuasive examples Considered different perspectives Logical presentation of argument Careful proofreading Consistent referencing	Satisfactory understanding Satisfactory evidence of wider research and reading Argument supported by literature and well-chosen examples Some consideration of different perspectives Satisfactory presentation of argument Evidence of proofreading Consistent referencing	Average understanding Limited evidence of wider research and reading Argument supported by limited literature and examples Limited consideration of different perspectives Parts of the answer difficult to follow Little evidence of proofreading Lack of consistency in referencing	Little understanding No evidence of wider research and reading Repetition of existing literature with no argument No attempt to explain key ideas Careless mistakes Missing references

3. Group Presentation	To encourage students to think critically on a chosen topic	<p>Clear understanding of in class materials</p> <p>Strong evidence of reading and effort</p> <p>Clear application of theories supported by persuasive examples</p> <p>Considered different perspectives</p> <p>Evidence of team work</p>	<p>Satisfactory understanding</p> <p>Satisfactory evidence of reading and effort</p> <p>Satisfactory application of theories supported by well-chosen examples</p> <p>Some consideration of different perspectives</p> <p>Evidence of team work</p>	<p>Average understanding</p> <p>Limited evidence of reading and effort</p> <p>Average application of theories supported by examples</p> <p>Limited consideration of different perspectives</p> <p>Evidence of team work</p>	<p>Little understanding</p> <p>No evidence of reading and effort</p> <p>Minimal application of theories supported no argument</p> <p>No attempt to explain key ideas</p> <p>Little evidence of team work</p>
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Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Fair (B-, C+, C)	Marginal (D)	Failure (F)
1. Individual Worksheet	To encourage students to think critically on a chose topic	<p>A clear understanding of the topic</p> <p>Extensive understanding of academic theory(ies) &amp; concepts covered in class</p>	<p>Satisfactory understanding of the topic</p> <p>Satisfactory understanding of academic theory(ies) &amp; concepts covered in class</p>	<p>Limited understanding of the topic</p> <p>Limited understanding of relevant theory(ies) &amp; concepts</p>	<p>Poor understanding of the topic</p> <p>Fail to relate the topic to any relevant theory(ies) &amp; concepts</p>	<p>No understanding of the topic</p>
2. Term Paper	To encourage students to develop academic argument with wider reading and sources	<p>Clear understanding</p> <p>Strong evidence of wider research and reading</p>	<p>Satisfactory understanding</p> <p>Satisfactory evidence of wider</p>	<p>Average understanding</p> <p>Limited evidence of wider research and</p>	<p>Little understanding</p>	<p>No evidence of wider research and reading</p>

		<p>Clear argument supported by literature and persuasive examples</p> <p>Considered different perspectives</p> <p>Logical presentation of argument</p> <p>Careful proofreading</p> <p>Consistent referencing</p>	<p>research and reading</p> <p>Argument supported by literature and well-chosen examples</p> <p>Some consideration of different perspectives</p> <p>Satisfactory presentation of argument</p> <p>Evidence of proofreading</p> <p>Consistent referencing</p>	<p>reading</p> <p>Argument supported by limited literature and examples</p> <p>Limited consideration of different perspectives</p> <p>Parts of the answer difficult to follow</p> <p>Little evidence of proofreading</p> <p>Lack of consistency in referencing</p>	<p>Little evidence of wider research and reading</p> <p>Repetition of existing literature with no argument</p> <p>Minimal attempt to explain key ideas</p> <p>Careless mistakes</p> <p>Missing references</p>	
3. Group Presentation	To encourage students to think critically on a chosen topic	<p>Clear understanding of in class materials</p> <p>Strong evidence of reading and effort</p> <p>Clear application of theories supported by persuasive examples</p> <p>Considered different perspectives</p> <p>Evidence of team work</p>	<p>Satisfactory understanding</p> <p>Satisfactory evidence of reading and effort</p> <p>Satisfactory application of theories supported by well-chosen examples</p> <p>Some consideration of different perspectives</p> <p>Evidence of team work</p>	<p>Average understanding</p> <p>Limited evidence of reading and effort</p> <p>Average application of theories supported by examples</p> <p>Limited consideration of different perspectives</p> <p>Evidence of team work</p>	<p>Little understanding</p> <p>Little evidence of reading and effort</p> <p>Minimal application of theories supported no argument</p> <p>Limited attempt to explain key ideas</p> <p>Limited evidence of team work</p>	<p>No evidence of reading and effort</p> <p>No evidence of teamwork</p>

### 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.)

Criminology, crime, offending behaviour, punishment

#### 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. Bartol, C. R., and Bartol, A. M. (2014). *Criminal Behavior: A Psychological Approach*. Boston: Pearson.
2. Carrabone, E. (2004). *Criminology: A Sociological Introduction*. London: Routledge
3. Delaney, T. (2017). *Social Deviance*. Lanham MD: Rowman & Littlefield Publishers
4. Lanier, M.M. (2018). *Essential Criminology*. London: Taylor and Francis
5. Newburn, T. (2017). *Criminology*. New York: Routledge.

##### 2.2 Additional Readings

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

Ayling, J. (2013), 'What Sustains Wildlife Crime? Rhino Horn Trading and the Resilience of Criminal Networks', *Journal of International Wildlife Law & Policy*, 16: 57--80.

Chiu, Y. N., Leclerc, B., & Townsley, M. (2011). Crime script analysis of drug manufacturing in clandestine laboratories: implications for prevention. *The British Journal of Criminology*, 51(2), 355-374.

Cornish, D. B. (1994). The procedural analysis of offending and its relevance for situational prevention. *Crime prevention studies*, 3, 151-196.

Cornish, D. B., & Clarke, R. V. (2008). The rational choice perspective. *Environmental criminology and crime analysis*, 21.

de Bie, J. L., de Poot, C. J., & van der Leun, J. P. (2015). Shifting modus operandi of Jihadist foreign fighters from the Netherlands between 2000 and 2013: A crime script analysis. *Terrorism and Political Violence*, 27(3), 416-440.

Hutchings, A., & Holt, T. J. (2014). A crime script analysis of the online stolen data market. *British Journal of Criminology*, 55(3), 596-614.

Levi, M., and Pithouse, A. (1992), 'The Victims of Fraud', in D. Downes, eds., *Unravelling Criminal Justice*, 229--246. Palgrave Macmillan UK

Moreto, W. D. (2015), 'Poaching in Uganda: Perspectives of Law Enforcement Rangers', *Deviant Behavior*, 36/11: 853--873.