

**City University of Hong Kong
Course Syllabus**

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

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: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	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 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.)

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. Quizzes (50%)	Ability to acquire a good knowledge of concepts and theories	Strong evidence for the ability to acquire a good knowledge of concepts and theories	Good evidence for the ability to acquire a good knowledge of concepts and theories	Fair to limited evidence for the ability to acquire a good knowledge of concepts and theories	Insufficient evidence for the ability to acquire a good knowledge of concepts and theories
2. Video Documentaries Watching, Worksheets, and Interactive Exercises (10%)	Ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback	Strong evidence for the ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback	Good evidence for the ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback	Fair to limited evidence for the ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback	Insufficient evidence for the ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback
3. Group Research Project (30%)	Ability to critically analyse and synthesise relevant literature; to identify valid research questions/variables or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research procedures and statistical analyses; to produce clear and logical report of research findings; to demonstrate correct and critical	Strong evidence for the ability to critically analyse and synthesise relevant literature; to identify valid research questions/variables or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research procedures and	Good evidence for the ability to critically analyse and synthesise relevant literature; to identify valid research questions/variables or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research procedures and	Fair to limited evidence for the ability to critically analyse and synthesise relevant literature; to identify valid research questions/variables or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research	Insufficient evidence for the ability to critically analyse and synthesise relevant literature; to identify valid research questions/variables or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research

	interpretation or discussion of research findings in relation to previous studies, and to offer implications and limitations of the study; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	procedures and statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	procedures and statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty
4. Group Presentation (10%)	Ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	Strong evidence for the ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	Good evidence for the ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	Fair to limited evidence for the ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	Insufficient evidence for the ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quizzes (50%)	Ability to acquire a good knowledge of concepts and theories	Strong evidence for the ability to acquire a good knowledge of concepts and theories	Good evidence for the ability to acquire a good knowledge of concepts and theories	Fair to limited evidence for the ability to acquire a good knowledge of concepts and theories	Limited evidence for the ability to acquire a good knowledge of concepts and theories	Insufficient evidence for the ability to acquire a good knowledge of concepts and theories
2. Video Documentaries Watching, Worksheets, and Interactive Exercises (10%)	Ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback	Strong evidence for the ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback	Good evidence for the ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback	Fair to limited evidence for the ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback	Limited evidence for the ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback	Insufficient evidence for the ability to grasp the core concepts and messages as presented in the video documentaries; to contribute to class by offering ideas and answers, and asking constructive questions; and to provide critical constructive feedback
3. Group Research Project (30%)	Ability to critically analyse and synthesise relevant literature; to identify valid research questions/variables or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data	Strong evidence for the ability to critically analyse and synthesise relevant literature; to identify valid research questions/variables	Good evidence for the ability to critically analyse and synthesise relevant literature; to identify valid research questions/variables	Fair to limited evidence for the ability to critically analyse and synthesise relevant literature; to identify valid research	Limited evidence for the ability to critically analyse and synthesise relevant literature; to identify valid research questions/variables	Insufficient evidence for the ability to critically analyse and synthesise relevant literature; to identify valid research

	<p>analysis; to demonstrate superior execution of research procedures and statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty</p>	<p>or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research procedures and statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty</p>	<p>or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research procedures and statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty</p>	<p>questions/variables or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research procedures and statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty</p>	<p>or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research procedures and statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty</p>	<p>questions/variables or hypotheses for the study; to formulate clear, logical, and detailed plan on research methodology and data analysis; to demonstrate superior execution of research procedures and statistical analyses; to produce clear and logical report of research findings; 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; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty</p>
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4. Group Presentation (10%)	Ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	Strong evidence for the ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	Good evidence for the ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	Fair to limited evidence for the ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	Limited evidence for the ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	Insufficient evidence for the ability to deliver to clear and concise verbal presentation; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks

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

1. Keyword Syllabus

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> (3rd ed.). London: Sage.
3.	Bartol, C. R., & Bartol, A. M. (Eds.). (2012). <i>Current perspectives in forensic psychology and criminal justice</i> (3rd ed.). Thousand Oaks, CA: Sage.
4.	Chan, H. C. O., & Ho, S. M. Y. (2017). <i>Psycho-criminological perspective of criminal justice in Asia: Research and practices in Hong Kong, Singapore, and beyond</i> . Oxfordshire, UK: Routledge.
5.	Chan, H. C. O., & Adjorlolo, S. (2021). <i>Crime, mental health and the criminal justice system in Africa: A psycho-criminological perspective</i> . Cham, Switzerland: Palgrave Macmillan.
6.	Helfgott, J. (2013). <i>Criminal psychology</i> (Vol. 1-4). Santa Barbara, CA: Praeger.
7.	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> (3rd 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.	Chan, H. C. O. (2019). <i>A global casebook of sexual homicide</i> . Singapore: Springer Nature.
6.	Chan, H. C. O., & Sheridan, L. (2020). <i>Psycho-criminological approaches to stalking behavior: An international perspective</i> . West Sussex, UK: John Wiley & Sons.
7.	Fraser, J., & Williams, R. (2009). <i>Handbook of forensic science</i> . Devon: Willan Publishing.
8.	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.

9.	O'Shea, T., & Nicholls, K. (2003). <i>Crime analysis in America</i> . Washington: US Department of Justice.
10.	Roesch, R. & Gagnon, N. (Eds.). (2007). <i>Psychology and law: Criminal and civil perspectives</i> . Aldershot, UK: Ashgate.