City University of Hong Kong
Course Syllabus

offered by Department of Social & Behavioural Sciences
with effect from Semester A 2024/25

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 provides an in-depth understanding of how psychological issues impact crime and crime prevention. It will examine a range of different crime types and apply psychological and behavioural economic approaches to understanding the motivations of offenders and criminal organisations. Both psychological theories and practical applications will be explored throughout the course, complete with contemporary case studies, examples and analyses of existing policy approaches. Students will be equipped with practical skills to enhance their crime prevention and detection capabilities by applying various psychological theories and practices. This course is also one of the first at CityU to utilise the team-based learning approach, where students will work in groups to devise practical solutions to contemporary crime problems during in-class sessions.

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.	Describe the theories underpinning psychology and crime, and their contemporary applications	20%	√	√	
2.	Explain how these theories shape policy and practice, as well as their effectiveness	20%	√	√	√
3.	Discuss the psychology of victims of crime and harm reduction approaches	20%	√	√	√
4.	Assess contemporary crime problems through a psychological perspective to aid prevention and detection	20%	√	√	√
5.	Design procedures and policies to facilitate better crime prevention using psychological approaches	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 real-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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1. Lectures	With help of PowerPoint slides and lecture notes, students will engage in acquiring basic concepts and knowledge on the academic subject.	√	√	√	√	√	
2. Readings	Students will study the assigned reading materials on the academic subject.	√	√	√	√	√	
3. In-class exercises and team-based learning	Students will work together on mini-class exercises, which will put their understanding of the readings and lecture concepts into practice		√	√	√	√	
4. Group research project	Students will work in groups to produce a report on a crime problem of their choice using psychological approaches, which will also involve exploring potential prevention measures. Groups will present their findings to their peers.		√	√	√	√	

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	√	√	√			35%	
In-class participation	√	√	√	√	√	25%	
Group Research Project		√	√	√	√	30%	
Group Research Presentation		√	√	√	√	10%	
Examination: 0% (duration: , if applicable)							
						100%	

Further description of ATs:

AT1: Quizzes (35%)

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

AT2: In-class participation (25%)

Throughout the lectures and in team-based learning exercises, students will complete a range of tasks that will put the concepts learned from the lectures and readings into practice. The purpose of these tasks will be to prepare students for practical work typically encountered in various practitioner and relevant industry environments.

AT3: Group Research Project (30%)

In small groups, students will engage in a deep-dive into a certain crime topic of their choice and use the psychological theories, applications and concepts from the lectures to devise an effective understanding of, and solutions to, the problem. They will produce a report, outlining their approach, the underlying psychological theories used, existing case studies and possible prevention measures. Strong reports will demonstrate evidence of wider research, including the statistical analysis of public data, to evaluate the crime problem and existing policies to motivate their chosen approach.

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 before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quizzes (35%)	Clear 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. In-class Participation (25%)	Clear ability to think critically about the lecture content or team-based learning exercises, and to apply original thought and ideas to complex dilemmas and problems.	Strong participation in the in-class exercises, with consistent demonstration of outside-the-box thinking, very good familiarity with the lecture content and readings; ability to formulate robust responses to complex issues	Good participation in the in-class exercises, with consistent demonstration of outside-the-box thinking, very good familiarity with the lecture content and readings; ability to formulate robust responses to complex issues	Fair to limited participation in the in-class exercises, with consistent demonstration of outside-the-box thinking, very good familiarity with the lecture content and readings; ability to formulate robust responses to complex issues	Limited participation in the in-class exercises, with consistent demonstration of outside-the-box thinking, very good familiarity with the lecture content and readings; ability to formulate robust responses to complex issues	Insufficient participation in the in-class exercises, with consistent demonstration of outside-the-box thinking, very good familiarity with the lecture content and readings; ability to formulate robust responses to complex issues
3. Group Research Project (30%)	Clear ability to work as a team effectively to tackle a complex real-world crime problem using a range of approaches discussed in the lectures, readings, and beyond the course materials. Clear demonstration of research	Strong evidence for the ability to critically analyse and synthesise relevant literature; to formulate clear, logical, proposals; to evaluate	Good evidence for the ability to critically analyse and synthesise relevant literature; to formulate clear, logical, proposals; to evaluate	Fair to limited evidence for the ability to critically analyse and synthesise relevant literature; to formulate clear, logical, proposals;	Limited evidence for the ability to critically analyse and synthesise relevant literature; to formulate clear, logical, proposals; to evaluate	Insufficient evidence for the ability to critically analyse and synthesise relevant literature; to formulate clear, logical, proposals;

	methods used to understand and analyse issues, existing approaches, current limitations and methods to overcome them. Groups will need to present a sound, well-rounded, justifiable report that provides strong evidence of wider reading and the use of a range of research methods to provide robust evaluations of both existing policies and their own proposals.	possible risks, challenges and limitations of existing approaches; to use statistical research methods as a means of providing robust evaluations and justifications for proposals; to produce clear and logical report of research findings and implications; to demonstrate correct and critical interpretation or discussion of research findings to motivate their chosen approach; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	possible risks, challenges and limitations of existing approaches; to use statistical research methods as a means of providing robust evaluations and justifications for proposals; to produce clear and logical report of research findings and implications; to demonstrate correct and critical interpretation or discussion of research findings to motivate their chosen approach; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	to evaluate possible risks, challenges and limitations of existing approaches; to use statistical research methods as a means of providing robust evaluations and justifications for proposals; to produce clear and logical report of research findings and implications; to demonstrate correct and critical interpretation or discussion of research findings to motivate their chosen approach; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	possible risks, challenges and limitations of existing approaches; to use statistical research methods as a means of providing robust evaluations and justifications for proposals; to produce clear and logical report of research findings and implications; to demonstrate correct and critical interpretation or discussion of research findings to motivate their chosen approach; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	to evaluate possible risks, challenges and limitations of existing approaches; to use statistical research methods as a means of providing robust evaluations and justifications for proposals; to produce clear and logical report of research findings and implications; to demonstrate correct and critical interpretation or discussion of research findings to motivate their chosen approach; 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 Research Presentation (10%)	Clear ability to deliver to clear and concise verbal presentation; to do so using well-formatted professional slides; to articulate collective	Strong evidence for the ability to deliver to clear and concise verbal presentation; to do	Good evidence for the ability to deliver to clear and concise verbal presentation; to do	Fair to limited evidence for the ability to deliver to clear and concise verbal	Limited evidence for the ability to deliver to clear and concise verbal presentation; to do	Insufficient evidence for the ability to deliver to clear and concise verbal

reflection; and to show good responsibility in taking one's share of group tasks	so using well-formatted professional slides; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	so using well-formatted professional slides; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	presentation; to do so using well-formatted professional slides; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	so using well-formatted professional slides; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks	presentation; to do so using well-formatted professional slides; to articulate collective reflection; and to show good responsibility in taking one's share of group tasks

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Quizzes (35%)	Clear 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. In-class participation (25%)	Clear ability to think critically about the lecture content or team-based learning exercises, and to apply original thought and ideas to complex dilemmas and problems.	Strong participation in the in-class exercises, with consistent demonstration of outside-the-box thinking, very good familiarity with the lecture content and readings; ability to formulate robust responses to complex issues	Good participation in the in-class exercises, with consistent demonstration of outside-the-box thinking, very good familiarity with the lecture content and readings; ability to formulate robust responses to complex issues	Fair to limited participation in the in-class exercises, with consistent demonstration of outside-the-box thinking, very good familiarity with the lecture content and readings; ability to formulate robust responses to complex issues	Insufficient participation in the in-class exercises, with consistent demonstration of outside-the-box thinking, very good familiarity with the lecture content and readings; ability to formulate robust responses to complex issues
3. Group Research Project (30%)	Clear ability to work as a team effectively to tackle a complex real-world crime problem using a range of approaches discussed in the lectures, readings, and beyond the course materials. Clear demonstration of research methods used to understand and analyse issues, existing approaches, current limitations and methods to overcome them. Groups will need to present a sound, well-rounded, justifiable report that provides	Strong evidence for the ability to critically analyse and synthesise relevant literature; to formulate clear, logical, proposals; to evaluate possible risks, challenges and limitations of existing approaches; to use statistical research methods as a means of providing robust evaluations and justifications for	Good evidence for the ability to critically analyse and synthesise relevant literature; to formulate clear, logical, proposals; to evaluate possible risks, challenges and limitations of existing approaches; to use statistical research methods as a means of providing robust evaluations and justifications for	Fair to limited evidence for the ability to critically analyse and synthesise relevant literature; to formulate clear, logical, proposals; to evaluate possible risks, challenges and limitations of existing approaches; to use statistical research methods as a means of providing robust evaluations and justifications for	Insufficient evidence for the ability to critically analyse and synthesise relevant literature; to formulate clear, logical, proposals; to evaluate possible risks, challenges and limitations of existing approaches; to use statistical research methods as a means of providing robust evaluations and justifications for

	strong evidence of wider reading and the use of a range of research methods to provide robust evaluations of both existing policies and their own proposals.	proposals; to produce clear and logical report of research findings and implications; to demonstrate correct and critical interpretation or discussion of research findings to motivate their chosen approach; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	proposals; to produce clear and logical report of research findings and implications; to demonstrate correct and critical interpretation or discussion of research findings to motivate their chosen approach; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	proposals; to produce clear and logical report of research findings and implications; to demonstrate correct and critical interpretation or discussion of research findings to motivate their chosen approach; and to demonstrate overall good organisation and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	proposals; to produce clear and logical report of research findings and implications; to demonstrate correct and critical interpretation or discussion of research findings to motivate their chosen approach; 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 Research Presentation (10%)	Clear ability to deliver to clear and concise verbal presentation; to do so using well-formatted professional slides; 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 do so using well-formatted professional slides; 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 do so using well-formatted professional slides; 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 do so using well-formatted professional slides; 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 do so using well-formatted professional slides; 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**

    Psychology and crime; forensic psychology; psychological crime prevention; behavioural economics; deterrence; behavioural 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.	Davies, G. M., Beech, A. R. and Collof, M. F. (eds). (2024). *Forensic Psychology* (4th ed). Sussex: Wiley.
2.	Hollin, C. R. (2013). *Psychology and Crime.* London: Routledge.
3.	Bartol, C. R., & Bartol, A. M. (Eds.). (2012). *Current perspectives in forensic psychology and criminal justice* (3rd ed.)*.* Thousand Oaks, CA: Sage.
4.	Chan, H. C. O., & Ho, S. M. Y. (2017). *Psycho-criminological perspective of criminal justice in Asia: Research and practices in Hong Kong, Singapore, and beyond*. Oxfordshire, UK: Routledge.
5.	Venn, J. (2024). Crime and Psychology: Foundations of Forensic Practice. NY: Routledge.
6.	Helfgott, J. (2013). Criminal psychology (Vol. 1-4). Santa Barbara, CA: Praeger.
7.	Howitt, D. (2009). *Introduction to forensic and criminal psychology.* 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). *Offender profiling and crime analysis.* Cullompton: Willan.
2.	Adler, J. (2004). Forensic psychology: Concepts, debates and practice. Cullompton, Devon: Willan.
3.	Strentz, T. (2018). *Psychological Aspects of Crisis Negotiation*. London: Routledge
4.	Chan, H. C. O. (2015). *Understanding sexual homicide offenders: An integrative approach*. Hampshire, England: Palgrave Macmillan
5.	Chan, H. C. O. (2019). *A global casebook of sexual homicide*. Singapore: Springer Nature.
6.	Cassam, Q. (2021). *Extremism: A Philosophical Analysis*. London: Routledge.
7.	Voss and Raz (2016). *Never split the difference*. Dublin: Penguin.
8.	Dove, M. (2021). *The Psychology of Fraud, Persuasion and Scam Techniques.* London: Routledge.
9.	Brunt, B. V. and Taylor, C. (2021). *Understanding and Treating Incels.* London: Routledge.
10.	Hoffman, B. (2017). *Inside Terrorism.* Colombia UP: NY.