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

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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)	curricu learnin	ery-em llum rel g outco tick	lated omes
			approp		WIICIC
			Al	A2	A3
1.	Describe the theories underpinning psychology and crime,	20%	$\sqrt{}$		
	and their contemporary applications				
2.	Explain how these theories shape policy and practice, as well	20%	$\sqrt{}$	√	$\sqrt{}$
	as their effectiveness				
3.	Discuss the psychology of victims of crime and harm reduction approaches	20%	V	V	V
4.	Assess contemporary crime problems through a psychological perspective to aid prevention and detection	20%	V	V	V
5.	Design procedures and policies to facilitate better crime	20%	√	√	√
	prevention using psychological approaches				
		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.

Learning and Teaching Activities (LTAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILC	No.				Hours/week
	-	1	2	3	4	5	(if applicable)
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	Students will work together on						
exercises and	mini-class exercises, which will						
team-based	put their understanding of the						
learning	readings and lecture concepts						
	into practice						
4. Group	Students will work in groups to						
research	produce a report on a crime						
project	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	CILO No.				Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Quizzes						35%	
In-class participation	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	$\sqrt{}$	25%	
Group Research Project		$\sqrt{}$	$\sqrt{}$	V	V	30%	
Group Research Presentation		$\sqrt{}$	$\sqrt{}$	V	V	10%	
Examination: 0% (duration:		, if a	pplic	able)			

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;

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	methods used to understand	possible risks,	possible risks,	to evaluate	possible risks,	to evaluate
	and analyse issues, existing	challenges and	challenges and	possible risks,	challenges and	possible risks,
	approaches, current limitations	limitations of	limitations of	challenges and	limitations of	challenges and
	and methods to overcome	existing	existing	limitations of	existing	limitations of
	them. Groups will need to	approaches; to use	approaches; to use	existing	approaches; to use	existing
	present a sound, well-rounded,	statistical research	statistical research	approaches; to use	statistical research	approaches; to use
	justifiable report that provides	methods as a	methods as a	statistical research	methods as a	statistical research
	strong evidence of wider	means of	means of	methods as a	means of	methods as a
	reading and the use of a range	providing robust	providing robust	means of	providing robust	means of
	of research methods to provide	evaluations and	evaluations and	providing robust	evaluations and	providing robust
	robust evaluations of both	justifications for	justifications for	evaluations and	justifications for	evaluations and
	existing policies and their own	proposals; to	proposals; to	justifications for	proposals; to	justifications for
	proposals.	produce clear and	produce clear and	proposals; to	produce clear and	proposals; to
		logical report of	logical report of	produce clear and	logical report of	produce clear and
		research findings	research findings	logical report of	research findings	logical report of
		and implications;	and implications;	research findings	and implications;	research findings
		to demonstrate	to demonstrate	and implications;	to demonstrate	and implications;
		correct and critical	correct and critical	to demonstrate	correct and critical	to demonstrate
		interpretation or	interpretation or	correct and critical	interpretation or	correct and critical
		discussion of	discussion of	interpretation or	discussion of	interpretation or
		research findings	research findings	discussion of	research findings	discussion of
		to motivate their	to motivate their	research findings	to motivate their	research findings
		chosen approach;	chosen approach;	to motivate their	chosen approach;	to motivate their
		and to demonstrate	and to demonstrate	chosen approach;	and to demonstrate	chosen approach;
		overall good	overall good	and to demonstrate	overall good	and to demonstrate
		organisation and	organisation and	overall good	organisation and	overall good
		scholarly writing	scholarly writing	organisation and	scholarly writing	organisation and
		style, to comply	style, to comply	scholarly writing	style, to comply	scholarly writing
		with research	with research	style, to comply	with research	style, to comply
		ethics, and to show	ethics, and to show	with research	ethics, and to show	with research
		no evidence of	no evidence of	ethics, and to show	no evidence of	ethics, and to show
		academic	academic	no evidence of	academic	no evidence of
		dishonesty	dishonesty	academic	dishonesty	academic
		aisiioiiosty	albifoliobty	dishonesty	aisiioiiosty	dishonesty
4. Group Research	Clear ability to deliver to clear	Strong evidence	Good evidence for	Fair to limited	Limited evidence	Insufficient
Presentation (10%)	and concise verbal	for the ability to	the ability to	evidence for the	for the ability to	evidence for the
1 103011411011 (1070)	presentation; to do so using	deliver to clear	deliver to clear	ability to deliver to	deliver to clear	ability to deliver to
	well-formatted professional	and concise verbal	and concise verbal	clear and concise	and concise verbal	clear and concise
	slides; to articulate collective	presentation; to do	presentation; to do	verbal	presentation; to do	verbal
	shues, to articulate confective	presentation; to do	presentation, to do	verbar	presentation, to do	vervar

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

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

Assessment Task	Criterion	Excellent	Good	Marginal	Failure
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(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 inclass 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

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	strong evidence of wider	proposals; to produce	proposals; to produce	proposals; to produce	proposals; to produce
	reading and the use of a range	clear and logical report			
	of research methods to provide	of research findings and			
	robust evaluations of both	implications; to	implications; to	implications; to	implications; to
	existing policies and their own	demonstrate correct and	demonstrate correct and	demonstrate correct and	demonstrate correct and
	proposals.	critical interpretation or	critical interpretation or	critical interpretation or	critical interpretation or
		discussion of research	discussion of research	discussion of research	discussion of research
		findings to motivate	findings to motivate	findings to motivate	findings to motivate
		their chosen approach;	their chosen approach;	their chosen approach;	their chosen approach;
		and to demonstrate	and to demonstrate	and to demonstrate	and to demonstrate
		overall good	overall good	overall good	overall good
		organisation and	organisation and	organisation and	organisation and
		scholarly writing style,	scholarly writing style,	scholarly writing style,	scholarly writing style,
		to comply with research			
		ethics, and to show no			
		evidence of academic	evidence of academic	evidence of academic	evidence of academic
		dishonesty	dishonesty	dishonesty	dishonesty
4. Group Research	Clear ability to deliver to clear	Strong evidence for the	Good evidence for the	Fair to limited evidence	Insufficient evidence
Presentation (10%)	and concise verbal	ability to deliver to	ability to deliver to	for the ability to deliver	for the ability to deliver
	presentation; to do so using	clear and concise verbal	clear and concise verbal	to clear and concise	to clear and concise
	well-formatted professional	presentation; to do so	presentation; to do so	verbal presentation; to	verbal presentation; to
	slides; to articulate collective	using well-formatted	using well-formatted	do so using well-	do so using well-
	reflection; and to show good	professional slides; to	professional slides; to	formatted professional	formatted professional
	responsibility in taking one's	articulate collective	articulate collective	slides; to articulate	slides; to articulate
	share of group tasks	reflection; and to show	reflection; and to show	collective reflection;	collective reflection;
		good responsibility in	good responsibility in	and to show good	and to show good
		taking one's share of	taking one's share of	responsibility in taking	responsibility in taking
		group tasks	group tasks	one's share of group	one's share of group
				tasks	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 (4 th 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). <i>Understanding and Treating Incels</i> . London:
	Routledge.
10.	Hoffman, B. (2017). Inside Terrorism. Colombia UP: NY.