

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

<b>Course Title:</b>	<u>Aggressive Behaviour and Homicide</u>
<b>Course Code:</b>	<u>SS5316</u>
<b>Course Duration:</b>	<u>1 Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>NIL</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>NIL</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>NIL</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>NIL</u>

## Part II Course Details

### 1. Abstract

After completing the course, students could be able to distinguish two subtypes of aggressive behaviour, reactive and proactive aggression, and make a clear assessment on people acting with school bullying, assaults, family violence, blackmail, manslaughter, and homicide. They could be competent to make accurate analyses of the suspects based on the features and characteristics of the crime in particular cases. They could comprehend and apply relevant theories in case analyses as well as the strategies and procedures of handling the suspects. Furthermore, based on Social Information Processing Model, Cognitive-behavioural Therapy, and neurobiological approach, to devise effective intervention and counselling strategies for reducing children, adolescents, and adults with reactive and proactive aggression, it leads to reduce the violence, homicide, and crime rate in Hong Kong eventually.

### 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.	Comprehend the distinction between two subtypes of aggressive behaviour, and their later development in childhood and adolescence stage	15%	✓	✓	
2.	Make assessment and identify people based on their characteristics of reactive and proactive aggression	15%	✓	✓	
3.	The differences of committing school bullying, assaults, family violence, blackmail, manslaughter, and homicide between people with reactive and proactive aggression	30%		✓	✓
4.	Apply Social Information Processing Model and counselling interventions to reduce crime rate of violence and homicide, and prevent people from having reactive and proactive aggression	40%		✓	✓
		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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1.	<u>Lectures:</u> Major theoretical concepts and models of aggression as well as two subtypes of reactive and proactive aggression will be presented to students	√	√	√	√			3 hrs/wk
2.	<u>Class Discussions:</u> Classroom discussions organized for the whole class or carried out in small group discussion followed by a presentation by each small group will be used for clarification of concepts and for integration of theories and local practice experiences.	√	√	√	√			0.5 hrs/wk
3.	<u>Live Demonstration and Class:</u> Related videos on different kinds of violent real cases, such as demonstration by school bullying, assaults, family violence, blackmail, manslaughter, and homicide will be shown and used in classroom for students to make clear and accurate assessment as well as devise suitable interventions for the real specific cases in Hong Kong		√	√	√			1 hr/wk
4.	<u>Student Presentation:</u> To present a real violent case in Hong Kong, and try to apply relevant theories and concepts for making a precise case analyses and assessments, then to devise an appropriate intervention counselling strategies for the specific client with reactive and proactive aggression		√	√	√			3 hrs/wk for 3 weeks

#### 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%							
<u>AT1: Group presentation:</u> Students will be divided into smaller groups with around 5 members in each group for a group presentation on a real case on aggressive behaviour or homicide. Each presentation will last around 40 minutes in the formats of oral presentation, video demonstration, role plays and assessment exercises. The presenting group has to lead a 30-minute whole class discussion after their presentation.	√	√	√			15%	
<u>AT2: Reflective and case critique paper:</u> Write up a reflective paper on learning two subtypes of reactive and proactive aggression could be applied and useful in their particular profession or job under specific workplace. The length of the paper is around 1,500 words.	√	√				35%	
<u>AT3: Term Paper:</u> An academic paper that focusing on literature review of that specific violent case in various nature and context, such as school bullying, assaults, family violence, blackmail, manslaughter, and homicide. Then, based on the previous studies and reviews, have a rich discussion on how to analyse the case as well as intervention approaches with evidence-based literature support. The length of the paper is around 3,000 words.	√	√	√	√		50%	
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 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. Group presentation	Ability to assess and analyse violent cases with reactive and proactive aggression	Strong evidence for ability to assess and analyse violent cases with reactive and proactive aggression	Good evidence for ability to assess and analyse violent cases with reactive and proactive aggression	Fair evidence for ability to assess and analyse violent cases with reactive and proactive aggression	Limited evidence for ability to assess and analyse violent cases with reactive and proactive aggression	Insufficient evidence for ability to assess and analyse violent cases with reactive and proactive aggression
2. Reflective and case critique paper	Capacity to apply the theoretical knowledge and skills in their profession under particular workplace	Strong evidence for capacity to apply the theoretical knowledge and skills in their profession under particular workplace	Good evidence for capacity to apply the theoretical knowledge and skills in their profession under particular workplace	Fair evidence for capacity to apply the theoretical knowledge and skills in their profession under particular workplace	Limited evidence for capacity to apply the theoretical knowledge and skills in their profession under particular workplace	Insufficient evidence for capacity to apply the theoretical knowledge and skills in their profession under particular workplace
3. Term Paper	Ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors	Strong evidence for ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors	Good evidence for ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors	Fair evidence for ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors	Limited evidence for ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors	Insufficient evidence for ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors

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. Group presentation	Ability to assess and analyse violent cases with reactive and proactive aggression	Strong evidence for ability to assess and analyse violent cases with reactive and proactive aggression	Good evidence for ability to assess and analyse violent cases with reactive and proactive aggression	Fair to limited evidence for ability to assess and analyse violent cases with reactive and proactive aggression	Insufficient evidence for ability to assess and analyse violent cases with reactive and proactive aggression
2. Reflective and case critique paper	Capacity to apply the theoretical knowledge and skills in their profession under particular workplace	Strong evidence for capacity to apply the theoretical knowledge and skills in their profession under particular workplace	Good evidence for capacity to apply the theoretical knowledge and skills in their profession under particular workplace	Fair to limited evidence for capacity to apply the theoretical knowledge and skills in their profession under particular workplace	Insufficient evidence for capacity to apply the theoretical knowledge and skills in their profession under particular workplace
3. Term Paper	Ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors	Strong evidence for ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors	Good evidence for ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors	Fair to limited evidence for ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors	Insufficient evidence for ability to integrate the previous literature and scientific evidence-based studies to device effective interventions for reactive and proactive aggressors

### 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.)

Ecology of childhood and adolescence, pro-social development and deviance, childhood experience, behaviour disorders, emotional disturbance, developmental disabilities, children in distress, behaviour management and behaviour therapy, CBT, child-centred play therapy

#### 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.	Swart, L. & Mellor, L. (2017). <i>Homicide: A forensic psychology casebook</i> . Florida: CRC Press.
2.	Raine, A. (2013). <i>The Anatomy of Violence: The biological roots of crime</i> . New York: Pantheon/Random House.

##### 2.2 Additional Readings

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

1.	Arsenio, W. F. (2010). <i>Emotions, aggression, and morality in children: Bridging development and psychopathology</i> . Washington, D.C.: American Psychological Association.
2.	Beauregard, E. & Martineau, M. (2017). <i>The sexual murderer: Offender behavior and implications for practice</i> . London, New York: Routledge, Taylor & Francis Group.
3.	Bartol, A. M., & Bartol, C. R. (2017). <i>Criminal behaviour: A psychological approach</i> (11th ed.). Boston, MA: Pearson.
4.	Cavadino, P. (2002). <i>Children who kill: An examination of the treatment of juveniles who kill in different European countries</i> . Winchester: Waterside Press in association with the British Juvenile and Family Courts Society.
5.	Coyne, U. R. (2009). <i>Homicide: Trends, causes and prevention</i> . New York: Nova Science Publishers.
6.	Crick, N. R., & Dodge, K. A. (1994). A review and reformulation of social information processing mechanisms in children's social adjustment. <i>Psychological Bulletin</i> , 115, 74-101.
7.	Crick, N. R., & Dodge, K. A. (1996). Social information-processing mechanism in reactive and proactive aggression. <i>Child Development</i> , 67, 993-1002.
8.	Dodge, K. A., & Coie, J. D. (1987). Social-information processing factors in reactive and proactive aggression in children's peer groups. <i>Journal of Personality and Social Psychology</i> , 53, 1146-1158.
9.	Dodge, K. A. (1991). The structure and function of proactive and reactive aggression. In Pepler D., Rubin K. (Eds.), <i>The Development and Treatment of Childhood aggression</i> . Hillsdale, NJ: Lawrence Erlbaum. [Library Call No.: RJ506.A35 D48]
10.	Dodge, K.A. (2002). Mediation, moderation, and mechanisms in how parenting affects children's aggressive behavior. In J. Borkowski (Eds.), <i>Parenting and the child's world: Influences on academic, intellectual, and social-emotional development</i> (pp. 215-229). Hillsdale, NJ: Lawrence Erlbaum. [Library Call No.: HQ755.8 .P379126 2002]
11.	Dodge, K. A., & Coie, J. D. (1987). Social-information processing factors in reactive and proactive aggression in children's peer groups. <i>Journal of Personality and Social Psychology</i> , 53, 1146-1158.
12.	Flowers, R. (2013). <i>The dynamics of murder: Kill or be killed</i> . Boca Raton, FL: CRC Press.
13.	Fung, A. L. C. (2012). Group treatment of reactive aggressors by social workers in a Hong Kong school setting: A two-year longitudinal study adopting quantitative and qualitative approaches. <i>British Journal of Social Work</i> , 42(8), 1533-1555.
14.	Fung, A. L. C. (2012). Intervention for aggressive victims of school bullying: A longitudinal

	mixed-methods study in Hong Kong. <i>Scandinavian Journal of Psychology</i> , 53(4), 360-367.
15.	Fung, A. L. C., Gao, Y., & Raine, A. (2010). The utility of the child psychopathy construct in Hong Kong, China. <i>Journal of Clinical Child and Adolescent Psychology</i> , 39(1), 134-140.
16.	Fung, A. L. C., Gerstein, L. H., Chan, J. Y. C., & Hurley, E. (2013). Children's aggression, parenting styles, and distress for Hong Kong parents. <i>Journal of Family Violence</i> , 28(5), 515-521.
17.	Fung, A. L. C., Gerstein, L. H., Chan, Y., & Hutchison, A. (2013). Cognitive- behavioral group therapy for Hong Kong students that engage in bullying. <i>Revista de Cercetare si Interventie Sociala</i> , 42, 68-84.
18.	Fung, A. L. C. & Raine, A. (2012). Peer victimization as a risk factor for schizotypal personality in childhood and adolescence. <i>Journal of Personality Disorder</i> , 26 (3), 428-434.
19.	Fung, A. L. C., Raine, A. & Gao, Y. (2009). Differentiation between proactive and reactive aggression in age, gender, and factor structure: A cross-section study of 11 to 15-year-old schoolchildren. <i>Journal of Adolescence</i> . 91(5). 473 - 479.
20.	Heide, K. M. (1999). <i>Young killers: The challenge of juvenile homicide</i> . Thousand Oaks, Calif.: Sage Publications.
21.	Hubbard, J. A., Morrow, M. T., Romano, L. J., & McAuliffe, M. D. (2010). The role of anger in children's reactive versus proactive aggression: review of findings, issues of measurement, and implications for intervention. In W. Arsenio & E. Lemerise (Eds.), <i>Emotions, Aggression, and Moral Development: Bridging development and psychopathology</i> (pp. 201-217). Washington, DC: American Psychological Association. [Library Call No.: BF713.E46 2010]
22.	Prins, H. A. (2016). <i>Offenders, deviants or patients?: An introduction to clinical criminology</i> (Fifth edition). Hove, East Sussex; New York, NY: Routledge.
23.	Raine, A., Dodge, K., Loeber, R., Gatzke-Kopp, L., Lynam, D., Reynolds, C., ... & Liu, J. (2006). The reactive-proactive aggression questionnaire: Differential correlates of reactive and proactive aggression in adolescent boys. <i>Aggressive Behavior</i> , 32(2), 159-171.
24.	Raine, A., Fung, A. L. C., & Lam, B. Y. H. (2011). Peer victimization partially mediates the schizotypy – aggression relationship in children and adolescents. <i>Schizophrenia Bulletin</i> , 37(5), 937-945.
25.	Smith, M. D., Zahn, M. A. (1999). <i>Homicide: A sourcebook of social research</i> . Thousand Oaks, Calif.: Sage Publications.
26.	Vitaro, F., & Brendgen, M. (2005). Proactive and Reactive Aggression: A Developmental Perspective. In R. E. Tremblay, W. W. Hartup, & J. Archer (Eds.), <i>Developmental Origins of Aggression</i> (pp. 178-201). New York: Guilford Press.
27.	Worth, R., & French, J. (2008). <i>Homicide (criminal investigations)</i> . New York: Chelsea House.
28.	Wolman, B. B. (1999). <i>Antisocial behavior: Personality disorders from hostility to homicide</i> . Amherst, N.Y.: Prometheus Books.
29.	Tremblay, R. E., & Archer, J. (2005). <i>Developmental origins of aggression</i> . New York: Guilford Press.
30.	Yardley, E. (2017). <i>Social media homicide confessions: Stories of killers and their victims</i> . Bristol, England: Policy Press.