

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2018/19**

Part I Course Overview

Course Title:	Crime Prevention
Course Code:	SS3121
Course Duration:	One Semester
Credit Units:	3
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English (supplemented by Cantonese in some guest lectures)
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>	SS3120 Policing and Crime Prevention

Part II Course Details

1. Abstract

This course aims to provide students with a thorough understanding of how crime prevention practices can deliver immediate and sustainable reductions in crime. The course will outline the theoretical bases of crime prevention and evaluate their application to specific types of crime in specific settings. Upon completion of the course, students will be able to recognize core concepts of crime prevention; apply crime prevention concepts, theories and approaches to analyze crimes in local context; articulate the complex social and environmental conditions in contemporary societies affecting crime prevention efforts; and express innovative ideas and creative suggestions for preventing crime.

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 core concepts of crime prevention;	25%	✓		
2.	Apply concepts, theories and approaches of crime prevention appropriately;	25%	✓	✓	
3.	Articulate and analyze the complex social and environmental conditions in contemporary societies that affect crime prevention efforts; and	25%		✓	
4.	Demonstrate innovative ideas and creative suggestions for preventing crimes in Hong Kong.	25%			✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
TLA1: Lecture	Deliberate the relevant concepts and theories.	✓	✓	✓		2 hrs/ wk
TLA2: Class exercises & discussion	Offer their views and reflect on related topics based upon the exercises assigned by the course lecturer.	✓	✓	✓	✓	1 hr/ wk
TLA3: Field visit	Meet crime prevention practitioners outside the classroom.	✓	✓	✓	✓	6 hrs
TLA4: Group presentation	Students are required to form groups of 8-9 persons to present assigned topics in which they will have a chance to analyze and apply the theories and concepts in the syllabus to the local context of Hong Kong.	✓	✓	✓	✓	6 hrs

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: <u>100</u> %						
AT1: Participation and class exercises	✓	✓	✓	✓	25%	
AT2: Group presentation and project work	✓	✓	✓	✓	25%	
AT3: Reflection paper			✓		15%	
AT4: Quiz	✓	✓	✓		35%	
Examination: _____% (duration: _____, if applicable)						
* The weightings should add up to 100%.					100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation and class exercises	ABILITY to describe and apply concepts, theories and approaches of crime prevention appropriately with reference to the local context of Hong Kong.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group presentation and project work	ABILITY to articulate and analyze the complex social and environmental conditions in contemporary societies that affect crime prevention efforts, and to propose innovative ideas and creative suggestions for preventing crimes in Hong Kong.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Reflection paper	ABILITY to critically examine the complex social and environmental conditions in contemporary societies that affect crime prevention efforts in Hong Kong.	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Quiz	ABILITY to demonstrate a comprehensive understanding of the core concepts, theories and approaches of crime prevention, and to provide innovative ideas for crime prevention.	High	Significant	Moderate	Basic	Not even reaching marginal levels

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.)

1.1. Crime Prevention Overview
Level and Nature

1.2. Crime Prevention Theories & Interventions
Rational Choice Approach; Routine activity Theory; Crime Pattern Theory; 5Is framework for crime prevention & community safety; 25 Techniques of Situational Crime Prevention; Crime Prevention through Environmental Design (CPTED); Crime Prevention through Product Design

1.3. Crime Prevention in Practice
Preventing Theft Crimes; Preventing Violence Crimes

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.	Clarke, R.V., & Eck, J.E. (2005). <i>Crime analysis for problem solvers in 60 small steps</i> . Washington, D.C.: U.S. Department of Justice. http://www.popcenter.org/library/reading/PDFs/60Steps.pdf
2.	Wortley, R., & Mazerolle, L. (2008)(Eds.), <i>Environmental criminology & crime analysis</i> . Cullompton: Willan.(e-book via CityU Library)
3.	Tilley, N. (2009). <i>Crime prevention</i> . Devon: Willan. (e-book via CityU Library)

2.2 Additional Readings

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

Recommended Reading

1.	Brangtingham, P.J.,& Brantingham, P.L. (2008).Crime pattern theory. In R. Wortley & L. Mazerolle (Eds.), <i>Environmental criminology & crime analysis</i> (pp.78-90). Cullompton: Willan. (e-book via CityU Library)
2.	Brangtingham, P.J.,Brantingham, P.L., & Taylor, W. (2005). Situational crime prevention as a key component in embedded crime prevention. <i>Canadian Journal of Criminology & Criminal Justice</i> , 47(2), 271-292.
3.	Clarke, R.V. (2008). Situational crime prevention. In R. Wortley & L. Mazerolle (Eds.), <i>Environmental criminology & crime analysis</i> (pp.178-194). Cullompton: Willan. (e-book via CityU Library)
4.	Clarke, R.V. (2010). Crime science in E. McLaughlin & T. Newburn (Eds.), <i>Handbook of criminological theory</i> (pp.271-283), London: Sage.
5.	Clarke, R.V., & Eck, J.E. (2005). <i>Crime analysis for problem solvers in 60 small steps</i> . Washington, D.C.: U.S. Department of Justice. (Chapters 8, 9, 31, 38-43)
6.	Cornish, D.B., & Clarke, R.V. (2008). The rational choice perspective. In R. Wortley & L. Mazerolle (Eds.), <i>Environmental criminology & crime analysis</i> (pp.21-47). Cullompton: Willan. (e-book via CityU Library)
7.	Cozens, P. (2008). Crime prevention through environmental design. In R. Wortley & L. Mazerolle (Eds.), <i>Environmental criminology & crime analysis</i> (pp.153-177). Cullompton: Willan. (e-book via CityU Library)
8.	Crowe, T.D. & Sorensen, S. (2012). CPTED in twenty-first century. In L.J. Fennelly (Ed.), <i>Handbook of loss prevention and crime prevention</i> (5th ed.)(pp.101-109). Amsterdam: Butterworth-Heinemann.

9.	Crowe, T.D. (2000). <i>Crime prevention through environmental design</i> (2nd ed.). Boston: Butterworth-Heinemann. (Chapter 3 in particular)
10.	Eklblom, P. (2008). Designing products against crime. In R. Wortley & L. Mazerolle (Eds.), <i>Environmental criminology & crime analysis</i> (pp.195-220). Cullompton: Willan.
11.	Eklblom, P. (2008). <i>The 5Is framework: A practical tool for transfer and sharing of crime prevention and community safety knowledge</i> . London: Design Against Crime Research Centre.
12.	Eklblom, P. (2011). <i>Crime prevention, security and community safety using the 5Is framework</i> . Basingstoke: Macmillan. (Chapters 11-15)
13.	Eklblom, P., Bower, K., Gamma, L., Sidebottom, A., Thomas, C., Thorpe, A., & Willcocks, M. (2012). Reducing handbag theft. In Eklblom, P. (Ed.), <i>Design against crime</i> (pp. 167-200). London: Lynne Rienner.
14.	Felson, M. & Boba, R. (2010). <i>Crime and everyday life</i> (4th ed.). L.A.: Sage.
15.	Felson, M., & Clarke, R.V. (1998). Opportunity makes the thief: Practical theory for crime prevention. In B. Webb (Ed.), <i>Police Research Series Paper 98</i> . London: Home Office. http://www.popcenter.org/library/reading/pdfs/thief.pdf
16.	Leclerc, B., Wortley, R., & Smallbone, S. (2011). Getting into the script of adult child sex offenders and mapping out situational prevention measures. <i>Journal of Research in Crime & Delinquency</i> , 48(2), 209-237.
17.	Li, J.C.M. (2008). <i>Theft and delinquency: juvenile crime prevention theories and practices</i> . Hong Kong: City University Press. (in Chinese)
18.	Li, J.C.M. (2012). Violence against Chinese female sex workers in Hong Kong: from understanding to prevention. <i>International Journal of Offender Therapy and Comparative Criminology</i> . Doi: 10.1177/0306624x12438365
19.	Li, J.C.M. (2013). Adolescent compensated dating in Hong Kong: choice, script and dynamics, <i>International Journal of Offender Therapy & Comparative Criminology</i> . Doi:10.1177/0306624X13516285
20.	Li, J.C.M., Lo, T.W., Cheng, C.H.K., & Wu, J.K.F. (2011). Measuring the subjective perception of risks and rewards of juvenile thieves in Hong Kong. <i>Psychology, Crime & Law</i> , 18(8), 689-701.
21.	Newman, O. (1996). Creating defensible space. U.S. Department of Housing & urban Development Office of Policy Development. http://www.defensiblespace.com/book.htm
22.	Robsenbaum, D.P., Lurigio, A.J., & Davis, R.C. (1998). <i>The prevention of crime: social & situational strategies</i> . Belmont: West/ Wadsworth. (Chapter 8).
23.	Sherman, L., Gottfredson, D.C., MacKenzie, D.L., Eck, J., Reuter, P., & Bushway, S.D. (1998). Preventing crime: what works, what doesn't, what's promising. National Institute of Justice, <i>Research in Brief</i> . U.S. Department of Justice.
24.	Thorpe, A., Johnson, S., & Sidebottom, A. (2012). Designing against bicycle theft. In Eklblom, P. (Ed.), <i>Design against crime</i> (pp. 107-165). London: Lynne Rienner.
25.	Tilley, N. (2009). <i>Crime Prevention</i> . Cullompton: Willan. (Chapters 2-4)

Online Resources

1.	Centre for Problem Oriented Policing (US): http://www.popcenter.org/
2.	Home Office (UK): http://www.homeoffice.gov.uk/
3.	Australia Institute of Criminology (Australia): http://www.aic.gov.au/