

**City University of Hong Kong
Course Syllabus**

**offered Department of Social and Behavioural Sciences
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Advanced Criminological Theory

Course Code: SS4300

Course Duration: 1 Semester

Credit Units: 3

Level: B4

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) SS2030 Introduction to Criminology

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 explores some major issues in contemporary criminological theories. Criminologists in the 21st century are provided with a rich legacy of research and theoretical development. The course aims to build on the theoretical understanding that students have gained in introductory-level courses. To develop a deeper understanding of the discipline of criminology, we will examine selected concepts and issues that have emerged (or remain) as important ideas or debates in criminology. Although brief reviews will be provided, the course assumes knowledge of basic concepts in criminology.

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 demonstrate an understanding of a wide variety of criminological theories	30%	✓	✓	
2.	To assess criminological theories and evaluate their relevance to different crimes and the Hong Kong criminal justice system	30%		✓	
3.	To understand and discuss empirical research on these criminological theories	20%		✓	
4.	To evaluate and assess how and which criminological theory works best in the Hong Kong criminal justice context	20%		✓	✓
		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: Lectures	The lectures include didactic presentation with aid of instructor's PowerPoint presentation and classroom discussions.	✓	✓	✓	✓	
TLA2: Readings	Students are expected to read one book chapter or journal article before attending each class session. In addition, whenever is appropriate, students are expected to consult relevant chapters in other suggested reference books, journal articles, and academic websites to gain more comprehensive understanding of the topics discussed. Students are expected to incorporate their knowledge obtained through readings in their individual term paper and group presentation.	✓	✓	✓	✓	
TLA3: Group Discussion and Presentation	Students are encouraged to play an active role in participating in group exercises and discussions during lectures. Co-operative peer learning enhances academic achievement by having students work together to clarify concepts, discuss ideas, and solve problems. Knowledge acquired through their weekly readings and extra information gathering (e.g., reference books, journal articles, and academic websites) would help students to better present their arguments in group exercises and discussions.	✓	✓	✓		
TLA4: Field Visit or Guest Lecture	Whenever possible, students would be arranged to visit one or several non-governmental organizations (NGOs) that provide direct services to ex-prisoners, drug abusers and victims of crime. Students are expected to observe and inquire about the theoretical models used by these different NGOs in providing rehabilitative services to the forensic population. If field visit is unable to be organized due to unforeseen circumstances, guest lectures would be arranged. Relevant industry professionals and academics would be invited to share their theoretical-guided		✓		✓	

	field practical and research experiences with the students. These knowledge and experiences are expected to assist students in the completion of their individual term paper and group presentation.					
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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%						
AT1: Individual Term Paper	✓	✓	✓	✓	50%	
AT2: Group Presentation	✓	✓	✓	✓	20%	
AT3: In-Class Test	✓	✓			30%	
Examination: 0% (duration: , if applicable)						
* The weightings should add up to 100%.					100%	

AT1: Individual Term Paper

The main aim of this essay is to enable students to link the theories / knowledge learnt to analyze a specific topic critically. The assessment criteria are as follows: (a) ability to make good use of literature and knowledge to support the argument, (b) ability to analyze the topic area in a critical manner, (c) ability to examine the topic by accessing and analyzing relevant resources and literature such as previous research finding, and (d) ability to write an essay that is well presented and well structured, with appropriate citation and referencing.

AT2: Group Presentation

Each group will select one topic for presentation. In the presentation, students are required to provide the details of a number of refereed journal articles used during the presentation, to articulate not more than a number of criminological theories to analyze the specific type of offence, to integrate literature and research findings to support the arguments, to critically evaluate the usefulness (both strengths and limitations) of the theories/knowledge in analyzing the chosen topic area, and to invite other students to participate in discussion whenever possible.

AT3: In-Class Test

An in-class test is designed to assess students' knowledge and understanding of the subject. Students are expected to read the prescribed text and revise those materials covered in lectures.

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. Individual Term Paper (50%)	<p>1.1 Ability to integrate literature and knowledge to support the argument</p> <p>1.2 Ability to present a well-organized group presentation, with effective time management</p> <p>1.3 Ability to facilitate involvement of classmates during presentation</p>	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Presentation (20%)	<p>2.1 Ability to make good use of literature and knowledge to support the argument</p> <p>2.2 Ability to analyse the topic area in a critical manner</p> <p>2.3 Ability to examine the topic by accessing and analysing relevant resources and literature such as previous research finding</p>	High	Significant	Moderate	Basic	Not even reaching marginal levels

	2.4 Ability to write an essay that is well presented and well structured, with appropriate citation and referencing					
3. In-Class Test (30%)	3.1 Ability to understand the basic concepts 3.2 Ability to apply the theories/frameworks to critically analyze various delinquent and criminal behaviour	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.)

- Early criminological theories – positivism and biological approaches
- Psychological theories of crime
- Sociological theories of crime
- Critical criminology
- Developmental theories of crime

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.	Bernard, T., Snipes, J. and Gerould, A.L. (2010). <i>Vold's Theoretical Criminology</i> (6 th ed.). New York: Oxford University Press.
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2.2 Additional Readings

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

Recommended Readings:	
1.	Downes, D., and Rock, P. (2011). <i>Understanding Deviance</i> (6 th ed.). Oxford: Clarendon Press.
2.	Lilly, J., Cullen, F. and Ball, R. (2010). <i>Criminological Theory: Context and Consequences</i> (5 th ed.). Thousand Oaks, CA: Sage.
3.	Tierney, J. (2009). <i>Criminology: Theory and Context</i> (3 rd ed.). Harlow, Essex: Pearson Education.
4.	Walklate, S. (2007). <i>Understanding Criminology: Current Theoretical Debates</i> (3 rd ed.). Buckingham: Open University Press.
5.	Williams, K.S. (2012) <i>Textbook on Criminology</i> (7 th ed.). Oxford: Oxford University Press.
Supplementary Reading:	
1.	Becker, H. (1973). <i>Oursiders: Studies in the Sociology of Deviance</i> . New York: Free Press.
2.	Braithwaite, J. (1989). <i>Crime, Shame and Reintegration</i> . Cambridge: Cambridge University Press.
3.	Cohen, S. (1972). <i>Folk Devils and Moral Panics: The Creation of Mods and Rockers</i> . London: MacGibbon and Kee.
4.	Cornish, D.B. and Clarke, R.V., (eds). (1986). <i>The Reasoning Criminal: Rational Choice Perspectives on Offending</i> . New York: Springer-Verlag.
5.	Fattah, E.A. (1997). <i>Criminology: Past, Present, and Future: A Critical Overview</i> . Basingstoke (UK): Macmillan.
6.	Grabosky, P. and Sutton, A., (eds). (1989). <i>Stains on a White Collar: Fourteen Studies in Corporate Crime or Corporate Harm</i> . Sydney: Federation Press and Century Hutchinson.

7.	Hale, C., Hayward, K., Wahidin, A., and Wincup, E. (eds.) (2013). <i>Criminology</i> . Oxford: Oxford University Press.
8.	Maguire, M., Morgan, R., and Reiner, R. (eds.) (2012). <i>Oxford Handbook of Criminology</i> (5 th ed.). Oxford: Oxford University Press.
9.	Taylor, I., Walton, P., and Young, J. (1973). <i>The New Criminology: For a Social Theory of Deviance</i> . London: Routledge and Kegan Paul.