

SS3120: POLICING AND CRIME PREVENTION

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Policing and Crime Prevention

Subject Code

SS - Social and Behavioural Sciences

Course Number

3120

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

SS3121 Crime Prevention and SS4303 Policing

Part II Course Details

Abstract

This course aims to provide students with a thorough understanding of how policing and crime prevention practices have the ability to deliver immediate and sustainable reductions in crime. The course will outline the theoretical bases

of policing and crime prevention, and evaluate their application to specific types of crime in specific settings. Upon completion of the course, students will be able to: (i) recognize core concepts of policing and crime prevention; (ii) apply their concepts, theories and approaches to analyze crimes in local context; (iii) articulate the complex social and environmental conditions in contemporary societies affecting policing and crime prevention efforts; and (iv) express innovative ideas and creative suggestions for policing and preventing crime.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Describe core concepts of policing and crime prevention;	25	x		
2	Apply concepts, theories and approaches of policing and crime prevention appropriately;	25	x	x	
3	Articulate and analyze the complex social and environmental conditions in contemporary societies that affect policing and crime prevention efforts; and	25		x	
4	Demonstrate innovative ideas and creative suggestions for preventing crimes.	25			x

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)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	LTA1: Lecture	Students will engage in weekly content lectures (approximately 3 hours duration for each lecture) provided by course leader. Relevant concepts and theories of policing (section 1 of the course) and crime prevention (section 2 of the course) will be taught with elaboration.	1, 2, 3, 4	3 hrs/ wk
2	LTA2: In-class exercises & discussion	Students will offer their views and reflect on related topics based upon the exercises assigned by the course lecturer.	1, 2, 3, 4	

3	LTA3: Guest lectures	Students will engage, where possible, with guest lectures and lecturers to assist in providing additional context on a topic. Relevant professionals and practitioners will be invited to share their practical experiences with the students.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	AT1: Participation and class exercises	1, 2, 3, 4	20	Marks awarded for contribution to discussion and in-class and homework activities.
2	AT2: Group presentation and project work	1, 2, 3, 4	40	
3	AT3: Quiz 1	1, 2, 3	20	
4	AT4: Quiz 2	1, 2, 3	20	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Participation and class exercises

Criterion

ABILITY to describe and apply concepts, theories and approaches of policing and crime prevention appropriately.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Group presentation and project work

Criterion

ABILITY to articulate and analyse the complex social and environmental conditions in contemporary societies that affect policing and crime prevention efforts, and to propose innovative ideas and creative suggestions for preventing crimes in Hong Kong and other regions.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

Quiz

Criterion

ABILITY to demonstrate a comprehensive understanding of the core concepts, theories and approaches of policing and crime prevention.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

- a. Definition of policing, typologies, definition of crime prevention, measures and mechanisms and evaluation on effectiveness
- b. Police history, culture, organization structure, operations, and professionalism.
- c. Policing models

- d. Surveillance, IT, and the future of policing
- e. Crime prevention theories – Routine activities theory (RAT), Crime pattern theory (CPT), Rational choice perspective
- f. Situational crime prevention
- g. Crime scripting
- h. Crime prevention through environmental design
- i. Cybercrime and future crimes
- j. Crime displacement and the diffusion of benefits

Reading List

Compulsory Readings

	Title
1	Chapter 3, Introduction to policing (Cox et al., 2014)
2	Chapter 6, Introduction to policing (Rowe, 2014 or 2017)
3	History of Policing in the UK - https://police-recruitment.co.uk/historical-background-of-policing-in-the-uk/
4	Tilley, N. (2011). Modern approaches to policing: community, problem-oriented and intelligence-led. In T. Newburn (ed.). Handbook of policing (Chapter 15). Routledge
5	Segrave, M., Ratcliffe, J. (2004). Community policing: A descriptive overview. Australian Institute of Criminology, Canberra
6	Tilley, N. (2011). Modern approaches to policing: community, problem-oriented and intelligence-led. In T. Newburn (ed.). Handbook of policing (Chapter 15). Routledge
7	Ratcliffe, J. (2008). Defining intelligence-led policing. Intelligence-led policing. Chapter 4, London, Routledge
8	Office of Justice and Programs (2010). Model programs guide literature review: Community- and problem-oriented policing. Washington D.C., U.S Department of Justice
9	Thomas, A. L., Piza, E. L., Welsh, B., & Farrington, D. (2021). The internationalisation of cctv surveillance: Effects on crime and implications for emerging technologies. International Journal of Comparative and Applied Criminal Justice
10	Morgan, A., Dowling, C. (2019). Does CCTV help police solve crime? Trends and Issues in Crime and Criminal Justice. Australian Institute of Criminology, Canberra
11	Ratcliffe, J. (2000). Implementing and integrating crime mapping into a police intelligence environment. International Journal of police science & management, 2(4), 313-323
12	Bowers, Johnson and Pease (2004). Prospective hot-spotting: The future of crime mapping. British Journal of Criminology. 44 (2): 641-658
13	Felson, M. (2013). Routine activity approach. In Wortley, R., & Mazerolle, L. (2013) (Eds.), Environmental criminology & crime analysis. Cullompton: Willan
14	Brantingham, P., Brantingham, P. (2013). Crime pattern theory. In Wortley, R., & Mazerolle, L. (2013) (Eds.), Environmental criminology & crime analysis. Cullompton: Willan.
15	Manning, M. (2018). A baseline model of deterrence. In B. Leclerc & D. Reynald (Eds.), The future of rational choice for crime prevention. Routledge
16	Australian Institute of criminology. (2004). Understanding deterrence. https://www.aic.gov.au/publications/crm/crm27
17	Cornish, D., Clarke, R. (2013). The rational choice perspective. In Wortley, R., & Mazerolle, L. (2013) (Eds.), Environmental criminology & crime analysis. Cullompton: Willan.
18	National Institute of Justice. (2016). Five things about deterrence. https://nij.ojp.gov/topics/articles/five-things-about-deterrence#citation--0
19	Clarke, R. (2013). Situational crime prevention. In Wortley, R., & Mazerolle, L. (2013) (Eds.), Environmental criminology & crime analysis. Cullompton: Willan.

20	Wortley, R.(2013). Situational precipitators of crime. In Wortley, R., & Mazerolle, L. (2013) (Eds.), Environmental criminology & crime analysis. Cullompton: Willan.
21	Wagers, M., Sousa, W., Kelling, G. (2013). Broken windows. In Wortley, R., & Mazerolle, L. (2013) (Eds.), Environmental criminology & crime analysis. Cullompton: Willan.
22	Armitage, R. (2013). Crime prevention through environmental design. In Wortley, R., & Mazerolle, L. (2013) (Eds.), Environmental criminology & crime analysis. Cullompton: Willan.
23	Newman, O. (1996). Creating Defensible space. U.S. Department of Housing and Urban Development Office of Policy Development and Research. (Read Chapters 1 and 3)

Additional Readings

Title	
1	Office of Justice and Programs (2010). Model programs guide literature review: Community- and problem-oriented policing. Washington D.C., U.S Department of Justice - https://www.ojp.gov/library/publications/model-programs-guide-literature-review-community-oriented-policing-and-problem
2	Kalliney, P. (1996). The empire' s old clothes: Britain' s community policing
3	Madero-Hernandez, A., & Fisher, B. (2012). Routine activity theory. In F. Cullen & P. Wilcox (Eds.), The Oxford handbook of criminological theory (pp. 513-534). Oxford University Press.