

SS4718: FORENSIC CRIMINOLOGY

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Forensic Criminology

Subject Code

SS - Social and Behavioural Sciences

Course Number

4718

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

SS3300 Criminology or SS2030 Introduction to Crime Science

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to help students describe the theories and practices of forensic criminology. It enables students to explain the practical applications of forensic sciences and criminology, as well as how criminological principles influence

forensic studies. Throughout the course, students will explore and discuss the nature and scope of forensic criminology and critically evaluate the roles of both public and private security practices within the field. Additionally, the course equips students with valuable skills to design effective procedures for crime detection and prevention.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Describe the major theories, models, and concepts that have contributed to the development of forensic criminology and its related disciplines;	20	x	x	
2 Explain the significant influence of forensic criminology on the effective application within the criminal justice system;	30	x	x	
3 Discuss the role of forensic and behavioral sciences in shaping criminal investigative strategies, offender treatment programs, and victim recovery plans; and	20	x	x	x
4 Apply forensic criminological theories and models in explain specific crimes, and discuss their effectiveness.	30	x	x	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	LTA 1: Lectures	Students will engage in formal lectures delivered by the instructor to gain essential knowledge on related topics. With the support of PowerPoint presentations and lecture notes, students will be able to describe fundamental concepts and key knowledge in the academic subject. Additionally, students will engage in guest lectures provided by approximately three professionals, each delivering a 45-minute presentation to share their expertise.	1, 2, 3, 4	
2	LTA 2: Video Documentaries Watching, Worksheets, and Interactive Exercises	Students will engage in self-reflection on video documentaries related to the academic subject and participate in interactive exercises with the help of worksheets.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Quiz - Students are scheduled to take a quiz during the sixth or seventh lecture. This quiz will assess their comprehension of the theories, knowledge, and material covered so far, as well as their ability to apply this learning effectively.	1, 2, 3, 4	25	

2	<p>AT2: Video Watching, Worksheets, and Interactive Exercises - Throughout the lecture series, students are expected to actively participate by discussing video documentaries or other materials relevant to their academic subjects and engaging in interactive exercises using worksheets. They will work both individually and in group discussions. However, they are required to compile and submit these worksheets individually for assessment purposes.</p>	1, 2, 3, 4	25	
3	<p>AT3: Group Research Paper - Students will be divided into groups, with each group tasked with writing a paper of approximately 4,000 words, including references and appendices, on a selected theme. The paper will involve gathering information from diverse sources. Students are expected to analyze and synthesize this information to create a comprehensive document that includes a detailed description of the topic, relevant theoretical frameworks, critical analysis, and practical recommendations.</p>	1, 2, 3, 4	30	

4	<p>AT4: Group Research Presentation -</p> <p>As mentioned above, students will be divided into groups to prepare their group research paper. Each group will also be responsible for presenting their research findings, with all members participating in the presentation. The presentations are scheduled for Lectures 11 and 12. Each group will summarize their project within a 20-minute slot (exact timing to be confirmed), followed by a 5-minute class discussion. Students who are not the presenting group members will actively participate as audience members to enhance their understanding.</p>	1, 2, 3, 4	20	
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Quiz

Criterion

1.1. Ability to acquire a good knowledge of concepts and theories

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

2. Video Documentaries Watching, Worksheets, and Interactive Exercises

Criterion

- 2.1. Ability to grasp the core concepts and messages as presented in the video documentaries
- 2.2. Ability to contribute to class by offering ideas and answers, and asking constructive questions
- 2.3. Ability to provide critical constructive feedback

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

3. Group Research Paper

Criterion

- 3.1. Ability to critically analyze and synthesize relevant literature
- 3.2. Ability to identify valid research questions/variables or hypotheses for the study
- 3.3. Ability to formulate clear, logical, and detailed plan on research methodology and data analysis
- 3.4. Ability to demonstrate superior execution of research procedures and statistical analyses
- 3.5. Ability to produce clear and logical report of research findings
- 3.6. Ability to demonstrate correct and critical interpretation or discussion of research findings in relation to previous studies, and to offer implications and limitations of the study
- 3.7. Ability to demonstrate overall good organization and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty

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

4. Group Research Presentation

Criterion

- 4.1. Ability to deliver a clear and concise verbal presentation
- 4.2. Ability to articulate collective reflection
- 4.3. Ability to show good responsibility in taking one's share of group tasks

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

1. Forensic Criminology and Criminologist : The topics include Criminology and the Criminal Justice System, the Hierarchy of Criminology Subjects, Juries in the Adversarial System, the Role of the Expert Witness in the Adversarial System, the Forensic Criminologist's Involvement, and Identified Problems with Expert Evidence.
2. Forensic Criminologist and the Law: The topics include Scientific Fact and Legal Truth, the Ultimate Issue – The Province of the Trier of Fact, and Forensic Criminological Assessments.
3. Forensic Examinations: The topics include Offender Classification, Crime Reconstruction and Staged Crime Scene Determination, and the Determination of Torture.
4. Criminal Profiling: The topics include the Goals of Criminal Profiling, Inductive Criminal Profiling, Deductive Criminal Profiling, and Investigative Psychology.
5. Forensic Victimology: The topics include Distinguishing Forensic Victimology, Victim Lifestyle Exposure, Victim Situational Exposure, and a Case Example—Cannie Bullock.
6. Law Enforcement Investigations: The topics include Types of Investigations, the Investigation Process, Criminal Defense Investigation, and Causes of Wrongful Convictions, such as Eyewitness Identification, the Stress Effect, the Weapons Effect, and Forensic Science Errors.
7. Forensic Scientists: The topics include Generalists versus Specialists, Criminalists, Crime Re-constructionists, Bloodstain Pattern Analysis, Fingerprinting, Firearms and Tool Mark Identification, Digital Evidence Analysis, Forensic Accounting, Forensic Pathology, and Forensic DNA.
8. Forensic Mental Health Experts: The topics include Forensic Psychology and Psychiatry, Competency to Stand Trial and Insanity, Criminal Forensic Assessment Case Examples, Sample Reports, and Ethics in Reporting and Report Writing.

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	Boba, R. (2009). Crime analysis with crime mapping. London: SAGE Publications, Inc.
2	Howitt, D. (2009). Introduction to forensic and criminal psychology. Essex: Pearson Education Limited.
3	Ainsworth, P. (2000). Offender profiling and crime analysis. Cullompton: Willan.
4	Aitken, C. (2003). Conviction by probability. <i>New Law Journal</i> , 153, 1153-54.
5	Alison, L. J., & Bennett, E. C. (2004). The interpretation of offender profiles: A critical review of “traditional” approaches to profiling. In J. Adler (Ed.), <i>Forensic psychology: Concepts, debates and practice</i> (pp. 58-78). Cullompton, Devon; Portland, OR: Willan.
6	Alison, L., Bennett, C., Mokros, A., & Ormerod, D. (2002). The personality paradox in offender profiling. A theoretical review of the processes involved in deriving background characteristics from crime scene actions. <i>Psychology, Public Policy and Law</i> , 8, 115-1350.
7	Arrigo, B. A. (2005). <i>Introduction to forensic psychology: Issues and controversies in crime and justice</i> . Amsterdam; Boston, MA: Elsevier.
8	Bartol, C. R. (2008). <i>Introduction to forensic psychology: Research and Application</i> (2nd ed.). London: Sage.
9	Bartol, C. R., & Bartol, A. M. (Eds.). (2006). <i>Current perspectives in forensic psychology and criminal justice</i> . Thousand Oaks, CA: Sage.
10	Chan, H. C., & Heide, K. M. (2009). Sexual homicide: A synthesis of the literature. <i>Trauma, Violence, and Abuse</i> , 10(1), 31-54.
11	Chan, H. C., & Heide, K. M. (2008). Weapons used by juveniles and adult offenders in sexual homicides: An empirical analysis of 29 years of US data. <i>Journal of Investigative Psychology and Offender Profiling</i> , 5(3), 189-208.
12	Fraser, J., & Williams, R. (2009). <i>Handbook of forensic science</i> . Devon: Willan Publishing.
13	Grieve, J. (2004). Developments in UK criminal intelligence. In J. Ratchliffe (Ed.), <i>Strategic thinking in criminal intelligence</i> . Sydney: The Federation Press.
14	Holmes, R. M., & Holmes, S. T. (2009). Psychological profiling: An introduction. In R. M. Holmes, & S. T. Holmes (Eds.), <i>Profiling violent crimes</i> (4th ed.) (pp. 1-14). Thousand Oaks, CA: Sage Publications, Inc.
15	Home Office and Department of Health. (2002). <i>Achieving best evidence: Guidance for vulnerable or intimidated witnesses, including children</i> . London: HMSO.
16	Kennedy, D. B. (2006). Forensic security and the law. In M. Gill (Ed.), <i>Handbook of security</i> (pp.118-145). Housemills, UK: Palgrave Macmillan.
17	Langford, A., Dean, J., Reed, R., Holmes, D., Weyers, J., & Jones, A. (2005). <i>Practical skills in forensic science</i> . Harlow, England; New York: Pearson Prentice Hall.
18	Manning, P. (2001). Technology’ s ways: Information technology, crime analysis and the rationalizing of policing. <i>Criminal Justice</i> , 1, 83-104.
19	McEwan, T. E., Mullen, P. E., & MacKenzie, R. (2009). A study of the predictors of persistence in stalking situations. <i>Law and Human Behavior</i> , 33, 149-158.
20	O’ Shea, T., & Nicholls, K. (2003). <i>Crime analysis in America</i> . Washington: US Department of Justice.
21	Palermo, G. B., & Kocsis, R. N. (2005). Sociocriminological perspectives on the perpetrators of violent crime. In G. B. Palermo, & R. N. Kocsis (Eds.), <i>Offender profiling: An introduction to the sociopsychological analysis of violent crime</i> (pp. 36-50). Springfield, IL: Charles C Thomas Publisher, Ltd.
22	Spitzberg, B. H., & Cupach, W. R. (2007). The state of the art of stalking: Taking stock of the emerging literature. <i>Aggression and Violent Behavior</i> , 12, 64-86.