

SS5301: ADVANCED THEORIES IN CRIMINOLOGY

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Advanced Theories in Criminology

Subject Code

SS - Social and Behavioural Sciences

Course Number

5301

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

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course explores major issues in contemporary criminological theories in order to answer several vexing questions such as "What is crime?", "Why do people break the law?", "Why do some people obey the law?", and "How can we respond to violent and non-violent offending?" Criminologists in the 21st century are provided with a rich legacy of research and theoretical development drawing from various academic disciplines, including sociology, psychology, law and political science. The course aims to help students develop a firm foundation for future work in criminology and understand the role that theories play in predicting and explaining various types of delinquent and criminal behaviour. 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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Examine theories to understand why there is crime	25	x	x	
2	To develop a firm foundation for future work in criminology and understand the role that theories play in predicting and explaining various types of delinquent and criminal behaviour	25	x	x	x
3	To develop a deeper understanding of the discipline of criminology	25	x	x	x
4	To serve as a foundation to other Criminology courses and to prepare students for their Master thesis	25	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	Lectures	The lectures include presentation, discussion, case studies and demonstration of theories via real life example.	1, 2, 3, 4	

2	Team based exercise	Using team-based teaching encourages collaboration, communication, critical thinking, diverse perspectives, problem-solving skills, and active student engagement.	1, 2, 4	
3	Individual in class worksheet	Using individual worksheet helps reinforce understanding, promotes self-assessment, encourages focus, tracks progress, and personalized learning to enhance retention.	1, 2, 3, 4	
4	Individual term paper	To enhance research skills, critical thinking, organization, writing proficiency, topic understanding, and academic discipline.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Individual Worksheet	2, 3	20	Individual worksheet will be completed in class	No
2	Term Paper	2, 3, 4	40	Allow AI to 1. Proof read and edit 2. Generate initial ideas 3. Conduct preliminary analyses	Yes
3	Team Based Exercise	1, 2, 3	40	Allow AI to 1. Proof read and edit 2. Generate initial ideas 3. Conduct preliminary analyses Team based exercise will be conducted in class	Yes

Continuous Assessment (%)

Assessment Rubrics (AR)

Assessment Task

Individual in class worksheet (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students receive a topic and worksheet to complete during class, promoting active engagement, understanding, independent thinking, and practical application skills.

Excellent

(A+, A, A-) An excellent individual worksheet demonstrates thorough understanding, accuracy, clarity, critical thinking, careful organization, neatness, and insightful responses.

Good

(B+, B, B-) A good worksheet shows understanding, accuracy, relevant answers, clear presentation, organization, and thoughtful responses, supporting effective learning.

Fair

(C+, C, C-) A fair worksheet demonstrates basic understanding, with some inaccuracies, partially complete responses, moderate organization, and limited depth in answers.

Marginal

(D) A marginal worksheet shows minimal understanding, numerous inaccuracies, incomplete responses, poor organization, and little effort or engagement displayed.

Failure

(F) A failing worksheet indicates little to no understanding, numerous errors, incomplete or missing responses, poor organization, and lack of effort.

Assessment Task

Term Paper (40%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

To encourage students to develop academic argument with wider reading and sources

Excellent

(A+, A, A-) An excellent paper features a compelling thesis, in-depth research, original insights, well-organized structure, flawless language, critical analysis, and proper citations.

Good

(B+, B, B-) A good term paper demonstrates clear thesis, thorough research, logical structure, proper citations, critical analysis, coherence, originality, and polished writing.

Fair

(C+, C, C-) A fair paper shows basic understanding, some supporting evidence, a clear structure, proper citations, but lacks depth, originality, or full development.

Marginal

(D) A marginal paper demonstrates limited understanding, minimal supporting evidence, poor organization, incomplete ideas, numerous errors, and lacks clear focus.

Failure

(F) A failing paper shows no clear understanding, lack of organization, numerous errors, incomplete or missing content, and does not meet assignment requirements.

Assessment Task

Team based exercise (40%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

A good criterion for a team-based exercise includes clear objectives, effective communication, equal participation, collaboration, problem-solving skills, and timely completion.

Excellent

(A+, A, A-) Excellent team-based exercises require clear goals, effective collaboration, clear communication, problem-solving, time management, role fulfilment, and high-quality output.

Good

(B+, B, B-) A good criterion for a team-based exercise involves achieving objectives, participating actively, communicating effectively, solving problems, managing time, and producing satisfactory work.

Fair

(C+, C, C-) A fair criterion for a team-based exercise includes basic participation, general communication, attempt to collaborate, and completion of assigned tasks.

Marginal

(D) A marginal criterion for a team-based exercise indicates limited participation, inconsistent communication, minimal collaboration, and incomplete or poor-quality work.

Failure

(F) A failure criterion for a team-based exercise includes lack of participation, poor communication, complete disorganization, failure to meet objectives, and low-quality or missing deliverables.

Assessment Task

Individual in class worksheet (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Students receive a topic and worksheet to complete during class, promoting active engagement, understanding, independent thinking, and practical application skills.

Excellent

(A+, A, A-) An excellent individual worksheet demonstrates thorough understanding, accuracy, clarity, critical thinking, careful organization, neatness, and insightful responses.

Good

(B+, B) A good worksheet shows understanding, accuracy, relevant answers, clear presentation, organization, and thoughtful responses, supporting effective learning.

Marginal

(B-, C+, C) A fair worksheet demonstrates basic understanding, with some inaccuracies, partially complete responses, moderate organization, and limited depth in answers.

Failure

(F) A failing worksheet indicates little to no understanding, numerous errors, incomplete or missing responses, poor organization, and lack of effort.

Assessment Task

Term Paper (40%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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Excellent

(A+, A, A-) An excellent paper features a compelling thesis, in-depth research, original insights, well-organized structure, flawless language, critical analysis, and proper citations.

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(B-, C+, C) A fair paper shows basic understanding, some supporting evidence, a clear structure, proper citations, but lacks depth, originality, or full development.

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Marginal

(B-, C+, C) A fair criterion for a team-based exercise includes basic participation, general communication, attempt to collaborate, and completion of assigned tasks.

Failure

(F) A failure criterion for a team-based exercise includes lack of participation, poor communication, complete disorganization, failure to meet objectives, and low-quality or missing deliverables.

Part III Other Information

Keyword Syllabus

Criminology, crime, offending behaviour, punishment

Reading List

Compulsory Readings

Title	
1	Newburn, T. (2017). Criminology (Third edition.). Routledge.
2	Liebling, A., Shadd, M., & McAra, L. (Eds.). (2023). The Oxford handbook of criminology (Seventh edition.). Oxford University Press.

Additional Readings

Title	
1	Smith, C. J., Zhang, S., & Barberet, R. (2011). Routledge handbook of international criminology. Routledge.
2	Loader, I., & Sparks, R. (2011). Public criminology?: criminological politics in the twenty-first century. Routledge.
3	Cornish, D. B. (1994). The procedural analysis of offending and its relevance for situational prevention. Crime prevention studies, 3, 151-196.
4	Cornish, D. B., & Clarke, R. V. (2008). The rational choice perspective. Environmental criminology and crime analysis, 21.
5	Nurse, A., & Wyatt, T. (2020). Wildlife criminology. Bristol University Press.
6	Walklate, S. (2016). Criminology#: the basics (Third edition.). Routledge, Taylor & Francis Group.