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:	Forensic Criminology
Course Code:	SS4718
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)*	SS3300 Criminology or SS2030 Introduction to Criminology or its equivalent
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 aims to help students understand theories and practices of forensic criminology. It enables students to examine how forensic sciences and criminology work in practice and how criminology influences forensic study. The course will explore the nature and scope of forensic criminology, evaluate the roles of public and private security practices in the fields of forensic criminology. The course equips students with valuable skills to devise procedures for crime detection and prevention.

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 major theories, models, and concepts contributing to the development of the forensic criminology and its related disciplines;	20%	X	X	
2.	To recognize the strong influence of forensic criminology in its effective application in the criminal justice system;	30%	X	X	
3.	To examine the role of forensic and behavioral sciences in criminal investigative strategies, offender treatment programs, and victim recovery plans and	20%	X	X	X
4.	To examine the effectiveness of forensic criminological theories and models in explaining specific crimes.	30%	X	X	X
** If weighting is assigned to CILOs, they should add up to 100%.*		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	
TLA 1: Lectures	With the help of PowerPoint and lecture notes, students can acquire basic concepts and knowledge on the academic subject.	✓	✓		✓	

TLA 2: Readings	Reading materials on the academic subject are assigned to students.	✓	✓	✓	✓	
TLA 3: Video Documentaries Watching, Worksheets, and Interactive Exercises	Students are required to engage in self-reflection on the video documentaries related to the academic subject, and to participate in interactive exercises with help of worksheets.	✓	✓	✓	✓	
TLA 4: Individual Assignment, Group Research Paper, and Group Research Presentation	Students are required to conduct a critical review and research on a specific topic within the field of forensic criminology.	✓	✓	✓	✓	

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		
Continuous Assessment: 100%					
AT1: Quizzes	✓	✓	✓	20%	
AT2: Video Watching, Worksheets, and Interactive Exercises	✓	✓	✓	10%	
AT3: Individual Assignment		✓	✓	20%	
AT4: Group Research Paper		✓	✓	40%	
AT5: Group Presentation		✓	✓	10%	
Examination: 0% (duration: , if applicable)					
** The weightings should add up to 100%.*				100%	

AT1: Quizzes

Short quizzes are conducted to assess the students' understanding on the topics discussed over the course of a semester on the academic subject.

AT2: Video Documentaries Watching, Worksheets, and Interactive Exercises

Various video documentaries related to the topics discussed over the course of a semester are used to assess the students' critical analytical skills through in-class group discussions and participation.

AT3: Individual Assignment

Students are required to study two (2) scholarly published journal articles on a topic relevant to the academic subject and to prepare a critical review of these journal articles.

AT4: Group Research Paper

Students are assigned to groups and are required to conduct a group research paper on a topic relevant to the academic subject.

AT5: Group Research Presentation

Students, in their respective groups, are required to present their group research paper during a class session.

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. Quizzes	1.1. Ability to acquire a good knowledge of concepts and theories	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Video Documentaries Watching, Worksheets, and Interactive Exercises	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	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Individual Assignment	3.1. Ability to critically analyse and synthesise relevant literature 3.2. Ability to produce clear, logical, and critically analysed report 3.3. Ability to demonstrate overall good organization and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Group Research Project	4.1. Ability to critically analyse and synthesise relevant literature 4.2. Ability to identify valid research questions/variables or hypotheses for the study 4.3. Ability to formulate clear, logical, and detailed plan on research methodology and data analysis 4.4. Ability to demonstrate superior execution of research procedures and statistical analyses	High	Significant	Moderate	Basic	Not even reaching marginal levels

	4.5. Ability to produce clear and logical report of research findings 4.6. 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 4.7. Ability to demonstrate overall good organization and scholarly writing style, to comply with research ethics, and to show no evidence of academic dishonesty					
5. Group Presentation	5.1. Ability to deliver a clear and concise verbal presentation 5.2. Ability to articulate collective reflection 5.3. Ability to show good responsibility in taking one's share of group tasks	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.)

Basic Concepts

- Definition, history, development and scope of forensic criminology.
- Understanding how psychology, chemistry, legal knowledge, and theories of crime contribute to the development of forensic criminology and related practices.
- Debating how criminology and forensic science work in practice and how criminology influences forensic study.
- Developing research and professionals skills in evaluating and using forensic criminology. Learning research methods used in forensic criminology and the resulting ethical problems.
- Analyzing how forensic psychologists and criminologists make contributions to crime investigation, criminal profiling, and expert testimony.

Crimes, Psychology and Forensic Sciences

- Is criminal behaviour learnt from media or in-born? Examining which factors come first: DNA, media influence, psycho-social backgrounds, or peer influence?
- Why are the factors which influencing people commit violent and sex crimes? Examining advanced theories of criminal behaviors. Does indecent assault or rape normally occur in unfamiliar settings?
- Understanding the crime scenes and legal contexts of sexual offences: Forcible rape, friendly rape, sexual harassment and child molestation.
- How do criminological and psychological studies inform approaches to effectively detecting crimes and combating crime?
- How do we protect ourselves from property loss or personal dangers? How forensic science and criminology work together to prevent and detect crime, arrest suspects, and deal with offenders in the society.

Application of Forensic Criminology

- What forensic criminology is, and how it works? Examining how useful forensic criminology is – from theories and research to application of strategies.
- What is criminal profiling? Crime reconstruction, its history and applications.
- Understanding why some individuals become hardcore criminals.
- How the use of forensic sciences, logical reasoning, and victimology are employed to interpret the events that surround a crime.
- Understanding high-tech crime and internet technology in support of criminal activities.
- Sketching of crime scenes, criminal profiling and collection of physical evidences
- Crimes, forensic sciences, and jurisdiction: law, code and authority
- Forensic application and homicide: cause of deaths: examination in drowning, burning, firearms, strangulation, and throttling, poisoning and natural deaths.
- Forensic application and narcotic and psychotropic drugs: examination of poisonous substance, detection of drug trafficking, blood test, and urine test.

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.	
2.	
3.	
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2.2 Additional Readings

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

Text:	
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.
Recommended Readings	
1.	Ainsworth, P. (2000). *Offender profiling and crime analysis.* Cullompton: Willan.
2.	Aitken, C. (2003). Conviction by probability. *New Law Journal, 153*, 1153-54.
3.	Alison, L. J., & Bennett, E. C. (2004). The interpretation of offender profiles: A critical review of "traditional" approaches to profiling. In J. Adler (Ed.), *Forensic psychology: Concepts, debates and practice* (pp. 58-78). Cullompton, Devon; Portland, OR: Willan.
4.	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. *Psychology, Public Policy and Law, 8*, 115-1350.
5.	Arrigo, B. A. (2005). *Introduction to forensic psychology: Issues and controversies in crime and justice.* Amsterdam; Boston, MA: Elsevier.
6.	Bartol, C. R. (2008). *Introduction to forensic psychology: Research and Application* (2nd ed.). London: Sage.
7.	Bartol, C. R., & Bartol, A. M. (Eds.). (2006). *Current perspectives in forensic psychology and criminal justice.* Thousand Oaks, CA: Sage.

8.	Chan, H. C., & Heide, K. M. (2009). Sexual homicide: A synthesis of the literature. *Trauma, Violence, and Abuse, 10*(1), 31-54.
9.	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. *Journal of Investigative Psychology and Offender Profiling, 5*(3), 189-208.
10.	Fraser, J., & Williams, R. (2009). *Handbook of forensic science.* Devon: Willan Publishing.
11.	Grieve, J. (2004). Developments in UK criminal intelligence. In J. Ratchliffe (Ed.), *Strategic thinking in criminal intelligence*. Sydney: The Federation Press.
12.	Holmes, R. M., & Holmes, S. T. (2009). Psychological profiling: An introduction. In R. M. Holmes, & S. T. Holmes (Eds.), *Profiling violent crimes* (4th ed.) (pp. 1-14). Thousand Oaks, CA: Sage Publications, Inc.
13.	Home Office and Department of Health. (2002). *Achieving best evidence: Guidance for vulnerable or intimidated witnesses, including children.* London: HMSO.
14.	Kennedy, D. B. (2006). Forensic security and the law. In M. Gill (Ed.), *Handbook of security* (pp.118-145). Housemills, UK: Palgrave Macmillan.
15.	Langford, A., Dean, J., Reed, R., Holmes, D., Weyers, J., & Jones, A. (2005). *Practical skills in forensic science.* Harlow, England; New York: Pearson Prentice Hall.
16.	Manning, P. (2001). Technology's ways: Information technology, crime analysis and the rationalizing of policing. *Criminal Justice, 1*, 83-104.
17.	McEwan, T. E., Mullen, P. E., & MacKenzie, R. (2009). A study of the predictors of persistence in stalking situations. *Law and Human Behavior, 33*, 149-158.
18.	O'Shea, T., & Nicholls, K. (2003). *Crime analysis in America.* Washington: US Department of Justice.
19.	Palermo, G. B., & Kocsis, R. N. (2005). Sociocriminological perspectives on the perpetrators of violent crime. In G. B. Palermo, & R. N. Kocsis (Eds.), *Offender profiling: An introduction to the sociopsychological analysis of violent crime* (pp. 36-50). Springfield, IL: Charles C Thomas Publisher, Ltd.
20.	Spitzberg, B. H., & Cupach, W. R. (2007). The state of the art of stalking: Taking stock of the emerging literature. *Aggression and Violent Behavior, 12*, 64-86.