

SS2030: INTRODUCTION TO CRIMINOLOGY

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Introduction to Criminology

Subject Code

SS - Social and Behavioural Sciences

Course Number

2030

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

SS3300 Criminology

Exclusive Courses

Nil

Part II Course Details

Abstract

The aim of this course is to examine the basic aspects of modern criminology to the students and enable them to recognize all the basic aspects of the field, special emphasis will be placed on different perspectives on crime and the response to them.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 describe a range of key concepts in social science theories and appreciate their contribution to criminology and criminal justice;	25	x	x	x
2 apply and analyze different perspectives for explaining social problems, crime and criminal behaviour;	25	x	x	x
3 evaluate the trend and pattern of crimes in Hong Kong and Worldwide, and identify or provide suggestions and/or solutions of crime prevention; and	25	x	x	x
4 evaluate the function and operation of social institutions and law enforcement agencies in responding to crimes.	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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1 TLA1: Lectures and Readings	With the help of PowerPoint and lecture notes, lecturers/ professors will assist students to learn basic knowledge on the academic subject. Readings related to changing conceptions of theories on deviance, crime control and prevention.	1, 2, 3, 4	

2	TLA2: Video Watching, Worksheets and Interactive Exercises	Students are required to make reflection and undergo small group discussion based on worksheets designed by lecturers/professors during classes.	1, 2, 4	
3	TLA3: Out of Classroom Learning and Write Up an Observation Report	Students are required to form a group of 5-8 persons. They will go to have a court hearing and study the criminal justice proceedings in HK.	1, 2, 4	
4	TLA4: Final Term Paper and Class Quiz	Each student has to submit an individual reflection essay of around 2,000 words at the end of the semester. Multiple-choice test will be given to assess the comprehensive conceptions on crime and deviance.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Worksheets and Reflection Exercises	1, 2	25	
2	AT2: Court Visit Report	2, 3, 4	15	
3	AT3: Term Paper	1, 2, 3, 4	30	
4	AT4: Quiz	1, 2, 3, 4	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

2. Individual class assignments

Criterion

Ability to apply relevant concepts and skills related to class teaching & lecture.

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. Group Report

Criterion

1. Organisation: Refers to format and presentation: logical structure, good use of headings where appropriate# effective presentation.
2. Originality: Refers to original thinking, creativity, innovative analysis
3. Analysis of results: Refers to the quality, clarity, and depth of the analytical work involved in addressing questions and issues
4. Research effort: Includes resourcefulness, effort, and diligence in the search for and presentation of suitable information
5. English writing: Grammar, spelling, sentence construction, etc.
6. Referencing: Refers to the use of an accurate referencing system, appropriate citations in the essay, and avoidance of plagiarism.

Excellent (A+, A, A-)

An excellent paper# very good mastery of the ideas or concepts, with excellent or innovative analysis. A is on the edge of this category, but still very good

Good (B+, B, B-)

A solid paper with reasonably good analysis and use of information.

Fair (C+, C, C-)

Documentation, analysis, writing, use of concepts, referencing, and effort are mostly adequate for a passing grade, but with enough flaws and shortcomings that it cannot be judged to be “good” or “very good” .

Marginal (D)

Barely a pass. Many serious flaws and shortcomings, but adequate effort and some research

Failure (F)

does not demonstrate the minimum research effort and documentation# or substantial plagiarism

Assessment Task

3. Individual Term Paper

Criterion

1. Organisation: Refers to format and presentation: logical structure, good use of headings where appropriate# effective presentation.
2. Originality: Refers to original thinking, creativity, innovative analysis
3. Analysis: Refers to the quality, clarity, and depth of the analytical work involved in addressing questions and issues
4. Research effort: Includes resourcefulness, effort, and diligence in the search for and presentation of suitable information
5. English writing: Grammar, spelling, sentence construction, etc.

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7. Referencing: Refers to the use of an accurate referencing system, appropriate citations in the essay, and avoidance of plagiarism.

Excellent (A+, A, A-)

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documentation, analysis, writing, use of concepts, referencing, and effort are mostly adequate for a passing grade, but with enough flaws and shortcomings that it cannot be judged to be “good” or “very good” .

Marginal (D)

barely a pass. Many serious flaws and shortcomings, but adequate effort and some research

Failure (F)

does not demonstrate the minimum research effort and documentation# or substantial plagiarism

Assessment Task

1. In-class Test

Criterion

Scores of MCQ questions obtained

Excellent (A+, A, A-)

75 marks or above

Good (B+, B, B-)

60 to 74 marks

Fair (C+, C, C-)

45 to 59 marks

Marginal (D)

40 to 44 marks

Failure (F)

Below 40 marks

Part III Other Information

Keyword Syllabus

Explain concepts of crime and offender in its definition, nature and perception. Examine different types of crimes with official crime data vs. non-official crime data in its crime rate, patterns and interpreting the crime data. Recognize the crime situation in Hong Kong and examine various perspectives of criminal theories. Indicate different reactions to crime in criminal justice system.

Reading List

Compulsory Readings

	Title
1	Siegel, L.J. (2012) Criminology (Eleventh Edition), CA: Wadsworth/Cengage Learning HV6025 .S48 2012
2	Newburn, T. (2013). Criminology (Second Edition), London & New York: Routledge. HV6025.N49 2013
3	Hagan, F.E. (2011) (7ed.) Introduction to Criminology: Theories, Methods and Criminal Behavior, LA: Sage Publications, Inc. HV6025 .H26 2011
4	Conklin, John E. (2010). Criminology (Tenth Edition). Boston: Allyn and Bacon. HV6025 .C59 2013
5	Schmalleger, F. (2012) Criminology Today: An Integrative Introduction, NJ: Prentice Hall.HV6025 .S346 2012
6	Walsh, A. (2012) Criminology: the essentials, LA: Sage Publications, Inc.HV6025 .W3654 2012
7	Glick, L. (2008) Criminology, NY: Pearson Education. HV6025 .G55 2008

Additional Readings

	Title
1	Bottomley, K., and Pease, K. (1986). Crime and punishment: Interpreting the data. Milton Keynes: Open University Press.
2	Braithwaite, J. (1989). Crime, shame and reintegration. Cambridge: Cambridge University Press.
3	Carrabine, E., Iganki, P., Lee M., Plummer, K., & South, N. (2004). Criminology: A sociological introduction. NY: Routledge.
4	Cordella, P., & Siegel, L. (1996). Readings in contemporary criminological theory. Boston: Northeastern University Press.
5	Ellis, L., & Walsh, A. (2000). Criminology: A global perspective. Boston: Allyn & Bacon.
6	Felson, M., & Boba, R. (2010). Crime and everyday life (4th ed.). LA: Sage Publications, Inc.
7	Galaway, B., & Hudson, J. (1996). Restorative justice: International perspectives. Monsey, NY: Criminal Justice Press.
8	Harris, R. (1992). Crime, criminal justice and the probation services. London: Tavistock/Routledge.
9	Hawkins, J. D. (1996). Delinquency and crime: Current theories. Cambridge: Cambridge University Press.
10	Jacobson, N. S., & Gottman, J. M. (1998). When men batter women: New insights into ending abusive relationship. New York: Simon & Schuster.
11	Jeffery, C. R. (1990). Criminology: An interdisciplinary approach. Englewood Cliffs, NJ: Prentice Hall.
12	Jones, C., & Vagg, J. (2007). Criminal justice in Hong Kong. London: Routledge-Cavendish.
13	Jupp, V. (1989). Methods of criminological research. London: Unwin Hyman.
14	McGuire, J., & Priestley, P. (1985). Offending behaviour: Skills and stratagems for going straight. London: B.T. Batsford.
15	Muncie, J., McLaughlin, E., & Langan, M. (1996). Criminological perspectives: A reader. London, Thousand Oaks, New Delhi: SAGE.
16	Renzetti, C. (1994). Theories of crime. Boston: Allyn and Bacon.
17	Robinson, M. B. (2004). Why crime? An integrated systems theory of antisocial behavior. New Jersey: Prentice Hall.
18	Shalev, S. (2009). Supermax: Controlling risk through solitary confinement. Devon: Willan Publishing.
19	Williams III, F. P., & McShane, M. D. (1994). Criminological theory (2nd ed.). New Jersey: Prentice-Hall.
20	Wright, M. (1991). Justice for victims and offenders. Milton Keynes: Open University Press.
21	Cheung, Y. W., & Ng, A. (1988). Social factors in adolescent deviant behavior in Hong Kong: An integrated theoretical approach. International Journal of Comparative and Applied Criminal Justice, 12(1): 27-45.
22	Hong Kong Federation of Youth Groups (1993). Decriminalizing juvenile offenses. Youth Study Series, No. 2.
23	Hong Kong Federation of Youth Groups (1993). The push and pull factors of juvenile gangs. Youth Study Series, No. 1.

24	Lee, F. (1993). The encountering of “Unattached Youth” and police in the occurrence of juvenile delinquency. Hong Kong: Department of Social Work, Chinese University of Hong Kong.
25	Lee, F. (1994). Group work with youth-at-risk. <i>Asia Pacific Journal of Social Work</i> , 4(2): 31-40.
26	Lo, T. W., Wong, S. W., Chan, W. T., Leung, S. K., Yu, C. S., & Chan, C. K. (1997). Research on the effectiveness of rehabilitation programmes for young offenders: Full report. Hong Kong: City University of Hong Kong, commissioned by the Fight Crime Committee.
27	Traver, H., & Vagg, J. (Eds.). (1991). <i>Crime and justice in Hong Kong</i> . Hong Kong: Oxford University Press.
28	Vagg, J., Bacon-Shone, J., Gray, P., & Lam, D. (1995). The final report on the social causes of juvenile crime. Hong Kong: Fight Crime Committee.
29	Wong, S. W. (1994). Juvenile crime prevention in Hong Kong: A community care approach. <i>Asia Pacific Journal of Social Work</i> , 4(2): 16-30.
30	Wong, S. W. (1999). Culturally specific causes of delinquency: Implications for juvenile justice in Hong Kong. <i>Asia Pacific Journal of Social Work</i> , 9(1): 16-30.
31	Wong, S. W. (1999). Delinquency control and juvenile justice in China. <i>Australian and New Zealand Journal of Criminology</i> , 32(1), 27-41.
32	Wong, S. W. (2000). Juvenile crime and responses to delinquency in Hong Kong. <i>International Journal of Offender Therapy and Comparative Criminology</i> , 44(3): 279-292.
33	周素嫻、曹立群著 (2007) 《犯罪學理論及其實証》台北市：五南圖書。
34	許春金著 (2006) 《人本犯罪學—控制理論與修復式正義》台北市：三民書局。
35	盧鐵榮、蔡紹基、蘇頌興等著 (2005) 《解構青少年犯罪與對策—香港、新加坡和上海的經驗》香港：香港城市大學。
36	林山田、林東茂、林燦璋著 (2004) 《犯罪學》台北市：三民書局。
37	黃徵男編著 (2004) 《21世紀監獄學》台北市：首席文化。
38	楊士隆著 (2004) 《暴力犯罪—原因、類型與對策》台北市：五南圖書。
39	蔡德輝、楊士隆著 (2004) 《犯罪學》台北市：五南圖書。
40	楊士隆著 (2004) 《暴力犯罪：原因、類型與對策》台北市：五南圖書。
41	周素嫻著 (2004) 《少年犯罪》台北市：五南圖書。
42	廖子明著 (2003) 《驚濤歲月中的香港黑社會》香港：網上電子出版有限公司。
43	蔡德輝、楊士隆著 (2002) 《青少年暴力行為—原因、類型與對策》台北市：五南圖書。
44	楊士隆著 (2001) 《犯罪心理學》台北市：五南圖書。
45	孟維德著 (2001) 《白領犯罪—現象、理論與對策》台北市：亞太圖書。
46	CE Policy Address: http://www.policyaddress.gov.hk/07-08/eng/docs/policy.pdf
47	Legislative Council: http://www.legco.gov.hk/index.htm
48	Narcotics Division, SB: http://www.nd.gov.hk/contents_stop_new.htm
49	Judiciary: http://www.judiciary.gov.hk/tc/index/index.htm
50	Legal Aid Department: http://www.lad.gov.hk/english/home/home.htm
51	Intellectual Property Department: http://www.ipd.gov.hk/eng/home.htm
52	Social Welfare Department: http://www.swd.gov.hk/en/index/
53	Department of Justice: http://www.doj.gov.hk/eng/new/index.htm
54	Government Laboratory: http://www.govtlab.gov.hk/english/home.htm
55	Census and Statistics Department: http://www.censtatd.gov.hk/home/index.jsp
56	Fire Services Department: http://www.hkfsd.gov.hk/home/eng/index.html
57	Customs and Excise Department: http://www.customs.gov.hk/eng/content_e.html
58	Hong Kong Police Force: http://www.police.gov.hk/hkp-home/english/index.htm

59	ICAC: http://www.icac.org.hk/en/home/index.html
60	Television and Entertainment Licensing Authority: http://www.tela.gov.hk/english/welcome.htm
61	Environmental Protection Department: http://www.epd.gov.hk/epd/eindex.html
62	Hong Kong Correctional Services: http://www.csd.gov.hk/eindex.html
63	Equal Opportunities Commission: http://www.eoc.org.hk/eoc/GraphicsFolder/TopicalIssues.aspx