

SS4304: SEXUAL OFFENDING

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Sexual Offending

Subject Code

SS - Social and Behavioural Sciences

Course Number

4304

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 / SS2030 Introduction to Criminology

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide an in-depth examination into various dimensions within the study of sexual offending from the criminological, psychological, and sociological perspectives. This is an advanced course in criminology and psychology.

Major components of the course will address the psycho-sociological developmental risk factors, theoretical bases of sexual offending, psychopathological issues, widely-cited offender typologies, the offending patterns and offender typologies, comparative studies, and treatment and recidivism issues in sexual offending.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 To demonstrate an understanding of the major theoretical bases, models, concepts, and issues in relation to the development and eventual execution of sexual offending;	30	x	x	
2 To identify various psychopathological issues associated with sexual offending;	20	x	x	
3 To examine and compare the different types of sexual offenders through their offending patterns; and	30	x	x	x
4 To explore the role of forensic and behavioral sciences in criminal investigative strategies (i.e., offender profiling), offender treatment programs, and preventive strategies for recidivism.	20	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	With aid of the instructor' s PowerPoint slides and lecture notes, student will be able to learn and appreciate the concepts and knowledge on the subject matters.	1, 2, 3, 4	
2 TLA2: Readings	Reading materials on the academic subject will be assigned to students.	1, 2, 3, 4	

3	TLA3: Video Documentaries Watching and Group Discussions	Students are required to engage in self-reflection on the video documentaries and to involve in group discussions on issues related to the academic subject.	1, 2, 3, 4	
4	TLA4: Individual Assignment, Group Research Paper, and Group Presentation	Students are required to conduct literature review and research on a relevant topic.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Quizzes	1, 2, 3, 4	20	
2	AT2: Video Documentaries Analysis and Group Discussions	2, 3, 4	10	
3	AT3: Individual Assignment	1, 2, 3	30	
4	AT4: Group Research Paper	1, 2, 3, 4	30	
5	AT5: Group Presentation	1, 2, 3, 4	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Quizzes

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 Analysis and Group Discussions

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. Individual Assignment

Criterion

- 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

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 Project

Criterion

- 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
- 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

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

5. Group Presentation

Criterion

- 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

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

Theoretical bases of sexual offending
 Influences of pornography and deviant sexual fantasies in sexual offending
 Paraphilias and sexual sadism
 Psychopathy and personality disorders
 Offender typologies and profiles
 Juvenile and female sexual offenders
 Sexual murderers and sexual aggressors
 Juvenile and adult sexual murderers
 Offending patterns and offender profiling
 Treatment and recidivism in sexual offending

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	Beauregard, E., Proulx, J., & Rossmo, D. K. (2005). Spatial patterns of sex offenders: Theoretical, empirical, and practical issues. <i>Aggression and Violent Behavior</i> , 10, 579-603.
2	Chan, H. C. & Heide, K. M. (2009). Sexual homicide: A synthesis of the literature. <i>Trauma, Violence, and Abuse</i> , 10(1), 31-54.
3	Chan, H. C., Heide, K. M., & Beauregard, E. (2011). What propels sexual murderers: A proposed integrated theory of social learning and routine activities theories. <i>International Journal of Offender Therapy and Comparative Criminology</i> , 55(2), 228-250.
4	Holmes, S. T., & Holmes, R. M. (2009). <i>Sex crimes: Patterns and behavior</i> (3rd ed.). Los Angeles, CA: Sage.
5	Beauregard, E. (2010). Rape and sexual assault in investigative psychology: The contribution of sex offenders' research to offender profiling. <i>Journal of Investigative Psychology and Offender Profiling</i> , 7, 1-13.
6	Beauregard, E., & Mieczkowski, T. (2012). Risk estimations of the conjunction of victim and crime event characteristics on the lethal outcome of sexual assaults. <i>Violence and Victims</i> , 27(4), 470-486.
7	Beauregard, E., Lussier, P., & Proulx, J. (2005). The role of sexual interests and situational factors on rapists' modus operandi: Implications for offender profiling. <i>Legal and Criminological Psychology</i> , 10, 265-278.
8	Beauregard, E., Lussier, P., & Proulx, J. (2004). An exploration of developmental factors related to deviant sexual preferences among adult rapists. <i>Sexual Abuse: A Journal of Research and Treatment</i> , 16(2), 151-161.
9	Beauregard, E., Rossmo, D. K., & Proulx, J. (2007). A descriptive model of the hunting process of serial sex offenders: A rational choice perspective. <i>Journal of Family Violence</i> , 22, 449-463.
10	Beech, A., Oliver, C., Fisher, D., & Beckett, R. (2005). <i>STEP 4: The Sex Offender Treatment Programme in prison: Addressing the offending behaviour of rapists and sexual murderers</i> . Birmingham, UK: University of Birmingham.
11	Chan, H. C., & Frei, A. (2013). Female sexual homicide offenders: An examination of an underresearched offender population. <i>Homicide Studies</i> , 17(1), 95-118.
12	Chan, H. C. & Heide, K. M. (2008). Weapons used by juveniles and adult offenders in sexual homicides: An empirical analysis of 29 years of U.S. data. <i>Journal of Investigative Psychology and Offender Profiling</i> , 5(3), 189-208.
13	Chan, H. C., Heide, K. M., & Myers, W. C. (2013). Juvenile and adult offenders arrested for sexual homicide: An analysis of victim-offender relationship and weapon used by race. <i>Journal of Forensic Sciences</i> , 58(1), 85-89.

14	Chan, H. C., Myers, W. C., & Heide, K. M. (2010). An empirical analysis of 30 years of U.S. juvenile and adult sexual homicide offender data: Race and age differences in the victim-offender relationship. <i>Journal of Forensic Sciences</i> , 55(5), 1282-1290.
15	Hazelwood, R. R., & Burgess, A. W. (2009). <i>Practical aspects of rape investigation: A multidisciplinary approach</i> (4th ed.). Boca Raton, FL: CRC Press.
16	Hickey, E. W. (2006). <i>Sex crimes and paraphilia</i> . Upper Saddle River, NJ: Prentice Hall.
17	Holmes, R. M., & Holmes, S. T. (2009). <i>Profiling violent crimes: An investigative tool</i> (4th ed.). Los Angeles, CA: Sage.
18	Jones, S., Chan, H. C., Myers, W. C., & Heide, K. M. (2013). A proposed sexual homicide category: The psychopathic-sexually sadistic offender. In J.B. Helfgott (Ed.), <i>Criminal Psychology, Volume 2, Typologies, Mental Disorders, and Profiles</i> (pp. 403-422).
19	Kocsis, R. N. (2008). <i>Serial murder and the psychology of violent crimes</i> . New York: Humana Press.
20	Mieczkowski, T., & Beauregard, E. (2010). Lethal outcome in sexual assault events: A conjunctive analysis. <i>Justice Quarterly</i> , 27(3), 332-361.