

# SS4300: ADVANCED CRIMINOLOGICAL THEORY

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Advanced Criminological Theory

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

4300

### 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

SS2030 Introduction to Crime Science

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course explores some major issues in contemporary criminological theories. Criminologists in the 21st century are provided with a rich legacy of research and theoretical development. The course aims to build on the theoretical

understanding that students have gained in introductory-level courses. 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. Although brief reviews will be provided, the course assumes knowledge of basic concepts in criminology.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	To explain a wide variety of criminological theories	30	x	x	
2	To explain criminological theories and evaluate their relevance to different crimes and the Hong Kong criminal justice system	30		x	
3	To discuss empirical research on these criminological theories	20		x	
4	To evaluate and describe how and which criminological theory works best in the Hong Kong criminal justice context	20		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	Students will engage in lectures to gain knowledge about various criminological theories and their applicaion.	1, 2, 3, 4	
2	Team based exercise	Team-based exercises facilitate learning by promoting collaboration, communication, problem-solving, diverse perspectives, active engagement, peer learning, and practical application of knowledge.	1, 2, 3	

3	Individual In Class Exercises	Each in class exercise will carry 5%. Students will be asked to reflect on pre assigned readings and course materials.	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Individual Term Paper	1, 2, 3, 4	50	Allow AI to 1. Proof read and edit 2. Generate initial ideas 3. Conduct preliminary analyses	Yes
2	Team based learning exercises x 2	1, 2, 3, 4	20	Allow AI to 1. Proof read and edit 2. Generate initial ideas 3. Conduct preliminary analyses	Yes
3	Individual In-Class Exercise x 6	1, 2	30	Allow AI to 1. Proof read and edit 2. Generate initial ideas 3. Conduct preliminary analyses  Each in class exercise will carry 5%. Students will be asked to reflect on pre assigned readings and course materials.	Yes

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Individual Term Paper (50%)

**Criterion**

A high-quality term paper presents a clear thesis, thorough research, logical organization, coherent arguments, proper citations, original insights, and polished writing. It demonstrates critical analysis, relevance to the topic, and effective use of sources. The paper should be well-structured, focused, and reflect a deep understanding of the subject matter.

**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.

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**Assessment Task**

Team Based Exercises

**Criterion**

An effective criterion for a team-based exercise includes clear objectives, active participation from all members, effective communication, collaboration, problem-solving skills, time management, respectful interaction, and quality of the final outcome. It encourages teamwork, engagement, and the application of skills learned.

**Excellent (A+, A, A-)**

Excellent team-based exercises require clear goals, effective collaboration, communication, problem-solving, time management, role fulfillment, and quality output.

**Good (B+, B, B-)**

A good criterion for a team-based exercise includes clear goals, collaboration, communication, problem-solving, time management, and quality 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.

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**Assessment Task**

## In-Class Exercises

**Criterion**

Students receive a topic and a brief follow-up exercise to complete during class, promoting active engagement, understanding, independent thinking, and practical application skills.

**Excellent (A+, A, A-)**

An excellent individual exercise demonstrates thorough understanding, accuracy, clarity, critical thinking, careful organization, neatness, and insightful responses.

**Good (B+, B, B-)**

A good individual exercise shows understanding, accuracy, relevant answers, clear presentation, organization, and thoughtful responses, supporting effective learning.

**Fair (C+, C, C-)**

A fair individual exercise 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.

**Part III Other Information****Keyword Syllabus**

Early criminological theories – positivism and biological approaches  
 Psychological theories of crime  
 Sociological theories of crime  
 Critical criminology  
 Developmental theories of crime

**Reading List****Compulsory Readings**

	Title
1	Chamberlain, J. M. (2015). <i>Criminological theory in context</i> . SAGE.
2	Hodwitz, O., & ProQuest. (2022). <i>The origins of criminological theory</i> (O. Hodwitz, Ed.). Routledge.

**Additional Readings**

	Title
1	Becker, H. (1973). <i>Outsiders: Studies in the Sociology of Deviance</i> . New York: Free Press.
2	Braithwaite, J. (1989). <i>Crime, Shame and Reintegration</i> . Cambridge: Cambridge University Press.
3	Cohen, S. (1972). <i>Folk Devils and Moral Panics: The Creation of Mods and Rockers</i> . London: MacGibbon and Kee.
4	Cornish, D.B. and Clarke, R.V., (eds). (1986). <i>The Reasoning Criminal: Rational Choice Perspectives on Offending</i> . New York: Springer-Verlag.

5	Grabosky, P. and Sutton, A., (eds). (1989). <i>Stains on a White Collar: Fourteen Studies in Corporate Crime or Corporate Harm</i> . Sydney: Federation Press and Century Hutchinson.
6	Kivivuori, Janne (2024). <i>Crime and Civilization: The Birth of Criminology in the Early Nineteenth Century</i> (1st ed.). Oxford University Press.
7	Renzetti, C. M., & Buist, C. L. (2025). <i>Feminist Criminology</i> (2nd ed.). Taylor & Francis Group.
8	Triplett, R. (Ed.). (2018). <i>The handbook of the history and philosophy of criminology</i> (1st ed.). Wiley-Blackwell.
9	Miller, J. M. (2009). <i>21st Century Criminology</i> (1st ed.). SAGE Publications