

# SS4718: FORENSIC CRIMINOLOGY

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Forensic Criminology

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

4718

### 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 or SS2030 Introduction to Crime Science

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to help students describe the theories and practices of forensic criminology. It enables students to explain the practical applications of forensic sciences and criminology, as well as how criminological principles influence

forensic studies. Throughout the course, students will explore and discuss the nature and scope of forensic criminology and critically evaluate the roles of both public and private security practices within the field. Additionally, the course equips students with valuable skills to design effective procedures for crime detection and prevention.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Describe the major theories, models, and concepts that have contributed to the development of forensic criminology and its related disciplines;	20	x	x	
2 Explain the significant influence of forensic criminology on the effective application within the criminal justice system;	30	x	x	
3 Discuss the role of forensic and behavioral sciences in shaping criminal investigative strategies, offender treatment programs, and victim recovery plans; and	20	x	x	x
4 Apply forensic criminological theories and models in explain specific crimes, and discuss their effectiveness.	30	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	LTA 1: Lectures	Students will engage in formal lectures delivered by the instructor to gain essential knowledge on related topics. With the support of PowerPoint presentations and lecture notes, students will be able to describe fundamental concepts and key knowledge in the academic subject. Additionally, students will engage in guest lectures provided by approximately three professionals, each delivering a 45-minute presentation to share their expertise.	1, 2, 3, 4	
2	LTA 2: Video Documentaries Watching, Worksheets, and Interactive Exercises	Students will engage in self-reflection on video documentaries related to the academic subject and participate in interactive exercises with the help of worksheets.	1, 2, 3, 4	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1 AT1: Class Assessments - Students are expected to attend lectures and actively engage in in-class activities and discussions by asking questions, offering answers, and contributing to group learning. They must also complete and submit individual worksheets, which will be used to assess their participation and understanding of the course materials.	1, 2, 3, 4	30	Allow AI to (1) conduct proof reading; (2) generate initial ideas; (3) conduct preliminary analyses.	Yes

2	AT2: Quiz - Students will take a quiz during the sixth or seventh lecture. This quiz will assess their comprehension of the theories, knowledge, and material covered so far, as well as their ability to apply this learning effectively.	1, 2, 3, 4	35	This is a closed-book quiz in which students are not permitted to use computers or mobile devices during the exam.	No
3	AT3: Group Research Paper - Students will be divided into groups, with each group tasked with writing a paper of approximately 2,000 words, excluding references and appendices, on a selected theme. The paper will involve gathering information from diverse sources. Students are expected to analyze and synthesize this information to create a comprehensive document that includes a detailed description of the topic, relevant theoretical frameworks, critical analysis, and practical recommendations.	1, 2, 3, 4	20	Allow AI to (1) conduct proof reading; (2) generate initial ideas; (3) conduct preliminary analyses.	Yes

4	<p>AT4: Group Research Presentation</p> <p>- Each group will also be responsible for presenting their research findings, with all members participating in the presentation. The presentations are scheduled for Lectures 11 and 12. Each group will summarize their project within a 12-minute slot (exact timing to be confirmed). Peers will assess the presentations of other groups to support learning and reflection.</p>	1, 2, 3, 4	15	<p>Allow AI to</p> <p>(1) conduct proof reading;</p> <p>(2) generate initial ideas;</p> <p>(3) conduct preliminary analyses.</p>	Yes
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**Continuous Assessment (%)**

100

**Examination (%)**

0

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

AT1: Class Assessments

**Criterion**

Student's consistency in attendance, engagement in class discussions and activities, and the timely completion and quality of individual worksheets demonstrating understanding of course content.

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

High

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

Significant

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

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Unsatisfactory

**Assessment Task**

AT2: Quiz

**Criterion**

Accuracy of response, demonstration of understanding of key theories and concepts, and the ability to apply learned material to relevant scenarios or questions.

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

High

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

Significant

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

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Unsatisfactory

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**Assessment Task**

AT3: Group Research Paper

**Criterion**

Clarity and relevance of the issue presented, the effective application of appropriate theories, the depth of critical analysis, and the quality of synthesis from credible sources. The paper will also be evaluated on the quality of academic writing, including structure, coherence, proper referencing, and adherence to academic conventions.

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

High

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

Significant

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

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Unsatisfactory

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**Assessment Task**

AT4: Group Research Presentation

**Criterion**

Quality and organization of content, application of relevant theories, participation by all group members, presentation skills, and the clarity and professionalism of visual aids, Peers feedback will support learning and reflection.

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

High

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

Significant

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

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Unsatisfactory

## Part III Other Information

### Keyword Syllabus

1. Forensic Criminology and Criminologist : The topics include Criminology and the Criminal Justice System, the Hierarchy of Criminology Subjects, Juries in the Adversarial System, the Role of the Expert Witness in the Adversarial System, the Forensic Criminologist' s Involvement, and Identified Problems with Expert Evidence.
2. Forensic Criminologist and the Law: The topics include Scientific Fact and Legal Truth, the Ultimate Issue – The Province of the Trier of Fact, and Forensic Criminological Assessments.
3. Forensic Examinations: The topics include Offender Classification, Crime Reconstruction and Staged Crime Scene Determination, and the Determination of Torture.
4. Criminal Profiling: The topics include the Goals of Criminal Profiling, Inductive Criminal Profiling, Deductive Criminal Profiling, and Investigative Psychology.
5. Forensic Victimology: The topics include Distinguishing Forensic Victimology, Victim Lifestyle Exposure, Victim Situational Exposure, and a Case Example—Cannie Bullock.
6. Law Enforcement Investigations: The topics include Types of Investigations, the Investigation Process, Criminal Defense Investigation, and Causes of Wrongful Convictions, such as Eyewitness Identification, the Stress Effect, the Weapons Effect, and Forensic Science Errors.
7. Forensic Scientists: The topics include Generalists versus Specialists, Criminalists, Crime Re-constructionists, Bloodstain Pattern Analysis, Fingerprinting, Firearms and Tool Mark Identification, Digital Evidence Analysis, Forensic Accounting, Forensic Pathology, and Forensic DNA.
8. Forensic Mental Health Experts: The topics include Forensic Psychology and Psychiatry, Competency to Stand Trial and Insanity, Criminal Forensic Assessment Case Examples, Sample Reports, and Ethics in Reporting and Report Writing.

### Reading List

#### Compulsory Readings

Title	
1	Petherick, W. A., Turvey, B. E. & Ferguson, C. E. (2010). Forensic Criminology. UK: Elsevier Academic Press.

#### Additional Readings

Title	
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.
3	Ainsworth, P. (2000). Offender profiling and crime analysis. Cullompton: Willan.
4	Aitken, C. (2003). Conviction by probability. New Law Journal, 153, 1153-54.

5	Alison, L. J., & Bennett, E. C. (2004). The interpretation of offender profiles: A critical review of “traditional” approaches to profiling. In J. Adler (Ed.), <i>Forensic psychology: Concepts, debates and practice</i> (pp. 58-78). Cullompton, Devon; Portland, OR: Willan.
6	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. <i>Psychology, Public Policy and Law</i> , 8, 115-1350.
7	Arrigo, B. A. (2005). <i>Introduction to forensic psychology: Issues and controversies in crime and justice</i> . Amsterdam; Boston, MA: Elsevier.
8	Bartol, C. R. (2008). <i>Introduction to forensic psychology: Research and Application</i> (2nd ed.). London: Sage.
9	Bartol, C. R., & Bartol, A. M. (Eds.). (2006). <i>Current perspectives in forensic psychology and criminal justice</i> . Thousand Oaks, CA: Sage.
10	Chan, H. C., & Heide, K. M. (2009). Sexual homicide: A synthesis of the literature. <i>Trauma, Violence, and Abuse</i> , 10(1), 31-54.
11	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. <i>Journal of Investigative Psychology and Offender Profiling</i> , 5(3), 189-208.
12	Fraser, J., & Williams, R. (2009). <i>Handbook of forensic science</i> . Devon: Willan Publishing.
13	Grieve, J. (2004). Developments in UK criminal intelligence. In J. Ratchliffe (Ed.), <i>Strategic thinking in criminal intelligence</i> . Sydney: The Federation Press.
14	Holmes, R. M., & Holmes, S. T. (2009). Psychological profiling: An introduction. In R. M. Holmes, & S. T. Holmes (Eds.), <i>Profiling violent crimes</i> (4th ed.) (pp. 1-14). Thousand Oaks, CA: Sage Publications, Inc.
15	Home Office and Department of Health. (2002). <i>Achieving best evidence: Guidance for vulnerable or intimidated witnesses, including children</i> . London: HMSO.
16	Kennedy, D. B. (2006). Forensic security and the law. In M. Gill (Ed.), <i>Handbook of security</i> (pp.118-145). Housemills, UK: Palgrave Macmillan.
17	Langford, A., Dean, J., Reed, R., Holmes, D., Weyers, J., & Jones, A. (2005). <i>Practical skills in forensic science</i> . Harlow, England; New York: Pearson Prentice Hall.
18	Manning, P. (2001). Technology’ s ways: Information technology, crime analysis and the rationalizing of policing. <i>Criminal Justice</i> , 1, 83-104.
19	McEwan, T. E., Mullen, P. E., & MacKenzie, R. (2009). A study of the predictors of persistence in stalking situations. <i>Law and Human Behavior</i> , 33, 149-158.
20	O’ Shea, T., & Nicholls, K. (2003). <i>Crime analysis in America</i> . Washington: US Department of Justice.
21	Palermo, G. B., & Kocsis, R. N. (2005). Sociocriminological perspectives on the perpetrators of violent crime. In G. B. Palermo, & R. N. Kocsis (Eds.), <i>Offender profiling: An introduction to the sociopsychological analysis of violent crime</i> (pp. 36-50). Springfield, IL: Charles C Thomas Publisher, Ltd.
22	Spitzberg, B. H., & Cupach, W. R. (2007). The state of the art of stalking: Taking stock of the emerging literature. <i>Aggression and Violent Behavior</i> , 12, 64-86.