

GE2221: VIOLENCE AND CRIME

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Violence and Crime

Subject Code

GE - Gateway Education

Course Number

2221

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

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Students will learn various theories of crime and be guided to examine a spectrum of violence. They will acquire the skills of critical analysis of real life cases or events as well as media violence through video watching, class discussions and exercises, and project work to discover the nature, causes and impact of violent crimes and issues on criminal justice. In this discovery journey, students will face a challenging task of coming up with solutions or proposing recommendations that can prevent or reduce violent crimes.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover the types, changing conceptions and causes of violent behaviour and contrast with non-violent criminal behaviour.	20		x	
2	Examine the scope of criminological studies and its application in the areas of violence, violent control and police practices in violent crime prevention.	20		x	
3	Produce strategies and tactics in controlling violent behaviours in daily life and contrast with non-violent behaviours.	20	x	x	x
4	Critically evaluate the philosophies and tactics adopted by public and private security agencies in dealing with violent criminal acts.	20	x	x	x
5	Apply the principles and strategies of violent control in different local and international contexts.	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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	With the help of PowerPoint and lecture notes, students can acquire basic concepts and knowledge on the academic subject.	1, 2, 3, 4, 5	

2	Video Watching, Worksheets and Interactive Exercises	Students are required to make reflections after watching videos, and engage in interactive exercises with the help of worksheets.	2, 3, 4, 5	
3	Case Analysis and Group Report	4-6 students will form a small group and conduct case analysis on a crime event related to the subject matter. Students are required to describe the process of criminal behaviour and possible causes of crime, and to brainstorm for solutions.	1, 2, 3, 4, 5	
4	Test	End of semester test to assess the student's understanding on the course content.	1, 2	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Video Watching, Worksheets and Interactive Exercises Videos produced by relevant governmental, academic, and private institutions will be used. Worksheets will be designed to capture student's reflections and critical analysis after watching the videos or being involved in interactive exercises. A total of 30% of the overall class grade will be assigned to this type of activities.	2, 3, 4, 5	30	-	No

2	Case Analysis and Group Report Each group of students is required to submit a case analysis report of not more than 3,000 words. They are required to describe the process of criminal behaviour, possible causes of crime and solutions to the problem.	1, 2, 3, 4, 5	30	-Allow AI to assist students to brainstorm initial ideas for the case analysis and group report. Details on the scope of using Gen AI tools will be announced in the course outline.	Yes
3	Test A test comprising mainly multiple-choice and possibly some short-answer questions will be conducted near the end of semester.	1, 2	40	-	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Video Watching, Worksheets and Interactive Exercises

Criterion

Capability to understand the subject matter and ability to develop solutions to simple problems in the material

Excellent (A+, A, A-)

Demonstrate excellent ability to understand the subject matter and ability to develop solutions to simple problems in the material

Good (B+, B, B-)

Demonstrate good ability to understand the subject matter and ability to develop solutions to simple problems in the material

Fair (C+, C, C-)

Demonstrate satisfactory ability to understand the subject matter and ability to develop solutions to simple problems in the material

Marginal (D)

Demonstrate fair ability to understand the subject matter and ability to develop solutions to simple problems in the material

Failure (F)

Fair to demonstrate ability to understand the subject matter and ability to develop solutions to simple problems in the material

Assessment Task

2. Case Analysis and Group Report

Criterion

Ability to explain in detail in presenting critical ideas and arguments about criminological issues discussed, and to advance knowledge of relevant public discourse, research literature, and theoretical foundations of the issues under study, in writing.

Excellent (A+, A, A-)

Demonstrate excellent ability to explain in detail in presenting critical ideas and arguments about criminological issues discussed, and to advance knowledge of relevant public discourse, research literature, and theoretical foundations of the issues under study, in writing.

Good (B+, B, B-)

Demonstrate good ability to explain in detail in presenting critical ideas and arguments about criminological issues discussed, and to advance knowledge of relevant public discourse, research literature, and theoretical foundations of the issues under study, in writing.

Fair (C+, C, C-)

Demonstrate satisfactory ability to explain in detail in presenting critical ideas and arguments about criminological issues discussed, and to advance knowledge of relevant public discourse, research literature, and theoretical foundations of the issues under study, in writing.

Marginal (D)

Demonstrate fair ability to explain in detail in presenting critical ideas and arguments about criminological issues discussed, and to advance knowledge of relevant public discourse, research literature, and theoretical foundations of the issues under study, in writing.

Failure (F)

Fail to demonstrate ability to explain in detail in presenting critical ideas and arguments about criminological issues discussed, and to advance knowledge of relevant public discourse, research literature, and theoretical foundations of the issues under study, in writing.

Assessment Task

3. Test

Criterion

Ability to acquire a good knowledge of concepts, theories, and issues discussed

Excellent (A+, A, A-)

Demonstrate excellent ability to acquire a good knowledge of concepts, theories, and issues discussed (correctly answer 75-100% of the questions)

Good (B+, B, B-)

Demonstrate good ability to acquire a good knowledge of concepts, theories, and issues discussed (correctly answer 60-74% of the questions)

Fair (C+, C, C-)

Demonstrate satisfactory ability to acquire a good knowledge of concepts, theories, and issues discussed (correctly answer 45-59% of the questions)

Marginal (D)

Demonstrate fair ability to acquire a good knowledge of concepts, theories, and issues discussed (correctly answer 40-44% of the questions)

Failure (F)

Fail to demonstrate ability to acquire a good knowledge of concepts, theories, and issues discussed (correctly answer less than 40% of the questions)

Part III Other Information

Keyword Syllabus

The nature and scope of violence. Psychological and sociological causes of violent behaviour. Studies of violence: Violence, media, and the law; homicide, school violence, domestic violence, workplace violence, and sexual violence. Preventing and managing violence. The role of law enforcement agencies and the public.

Reading List**Compulsory Readings**

	Title
1	Englander, E. K. (2006). Understanding violence (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
2	Schmallegger, F. (2008). Criminology today: An integrative introduction (5th ed.). Upper Saddle River, NJ: Prentice Hall.
3	Ellis, L & Walsh, A. (2000). Criminology: A global perspective. Boston, MA: Allyn & Bacon.
4	Chui, W. H., & Lo, T. W. (2008). Understanding criminal justice in Hong Kong. Portland, OR: Willan Publishing.
5	Carrabine, E., Lee, M., South, N., Cox, P., & Plummer K. (2009). Criminology: A sociological introduction (2nd ed.). New York: Routledge.
6	Roberts, A. R., & Fields, M. D. (2002). Handbook of domestic violence intervention strategies: Policies, programs, and legal remedies. New York: Oxford University Press.
7	Turner, J. T., McCann, J. T., & Gelles, M. (2003). Threat assessment: A risk management approach. Binghamton, NY: Haworth Press.

Additional Readings

	Title
1	Meadows, R. J. (2009). Understanding violence and victimization (5th ed.). Upper Saddle River, NJ: Prentice Hall.
2	Conklin, J. E. (2009). Criminology (10th ed.). Boston, MA: Allyn and Bacon.
3	Ellis, L & Walsh, A. (2000). Criminology: A global perspective. Boston, MA: Allyn & Bacon.
4	Jones, C., & Vagg, J. (2007). Criminal Justice in Hong Kong. New York: Routledge-Cavendish.
5	Gerler, E. R. Jr. (2004). Handbook of school violence. Binghamton, NY: The Haworth Press.
6	Paludi, M. A., Nydegger, R. V., & Paludi, C. A. (2006). Understanding Workplace violence: A guide for managers and employees. Westport, CA: Praeger Publishers.
7	Terry, K. J. (2005). Sexual offenses and offenders: Theory, practice, and policy. Florence, KY: Wadsworth Publishing.
8	Smith, M. D., & Zahn, M. A. (1999). Homicide: A sourcebook of social research. Thousand Oaks, CA: Sage Publications.
9	Ferguson, C. J. (2010). Violent crime: Clinical and social implications. Thousand Oaks, CA: Sage Publications.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

2

PILO 3: Demonstrate critical thinking skills

5

PILO 4: Interpret information and numerical data

2

PILO 5: Produce structured, well-organised and fluent text

5

PILO 6: Demonstrate effective oral communication skills

1, 3, 5

PILO 7: Demonstrate an ability to work effectively in a team

1, 3, 5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

4, 5

PILO 9: Value ethical and socially responsible actions

2, 3

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Group discussions and exercise, Case Study, Term Paper