

COURSE CONTENT

Course Code / Title	: HP4202 Criminal Behaviour
Pre-requisites	: HP1000 + HP1100 or CS2008 (PSMA) + HP2400
No. of AUs.	: 4
Contact Hours	: 52

Course Aims

The purpose of this course is to provide the opportunity for a guided study of theories, research, and current issues and debates pertaining to criminal behaviour. This seminar-based course aims to engage you in thoughtful examinations of selected crime-related topics from social, psychological, and biological perspectives, an approach that is introduced in the lecture-based, HP3708 (Biopsychosocial Criminology) course. This course aims to provide useful knowledge and skills to students who are interested in research on crime, and in careers related to criminal/legal policy or criminal justice as it provides a foundation for studying the criminal mind and behaviour, highlights social scientific methods for investigating crime-related issues, and involves discussion of practical applications of research to deal with crime and criminals.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Describe the concepts and propositions of major theories that are used to explain criminal behaviour
2. Apply scientific research and theories to real-world problems and cases involving criminal behaviour
3. Identify and weigh evidence for and against different perspectives in important issues and debates about crime
4. Competently read, interpret, and critically evaluate empirical research on crime

Course Content

This course focuses on the scientific study of crime, especially the reasons for engaging in criminal behaviour. In every seminar, the course content will be bridged with the real world through discussions of contemporary issues related to criminal behaviour. This discussion-based course will, at times, delve more extensively into topics introduced in the HP3708 (Biopsychosocial Criminology) lectures.

Topics

Early perspectives on crime: Classical school and positivism
Contemporary classical research
Biosocial perspectives of criminal behaviour
Psychological factors and criminal behaviour
Place and crime
Anomie, strain, and stress
Learning and control
Labelling, shame, and stigma
Juvenile delinquency, Developmental and life-course perspectives
Drugs and crime
Sexual offending

Course Assessment

CA1	Class participation	: 20%
CA2	Special topic presentation	: 20%
CA3	In-class quiz	: 20%
CA4	Peer review of final paper	: 5%
CA5	Final paper	: 35%
Total		----- 100%

Reading and References

Readings will be allocated from a variety of sources, including book chapters and journal articles, and will be listed on the course website. As one of the course aims is to introduce contemporary research and issues related to criminal behaviour, the reading list will be adapted and updated each time the course is taught to reflect the latest developments in the field, as well as students' interests.

The reading list will be updated and adapted slightly each time the course is taught to reflect the latest developments in the field and student interests.

1. Agnew, R. (1992). Foundations for a general strain theory of crime and delinquency. *Criminology*, 30, 47-87.
2. Agnew, R. (2015). Using general strain theory to explain crime in Asian societies. *Asian Journal of Criminology*, 10(2), 131-147.
3. Excerpt from Beccaria, C. (1819). *Of crimes and punishments*. Translated from the French by Edward D. Ingram.
4. Bellair, P. E., & Browning, C. R. (2010). Contemporary disorganization research: An assessment and further test of the systemic model of neighbourhood crime. *Journal of Research in Crime and Delinquency*, 47(4), 496-521.
5. Beauregard, E., & Leclerc, B. (2007). An application of the rational choice approach to the offending process of sex offenders: A closer look at the decision-making. *Sex Abuse*, 19, 115-133.
6. Excerpt from Braithwaite, J. (1996). Restorative justice and a better future. *The Dalhousie Review*, 76(1), 9-21.
7. Hochstetler, A. Copes, H., & DeLisi, M. (2002). Differential association in group and solo offending. *Journal of Criminal Justice*, 30, 559-566.
8. Khey, D. N. (2014). Reintegrative shaming. *The Encyclopaedia of Theoretical Criminology*, 1-5.
9. McGloin, J.M., Pratt, T.C., & Maahs, J. (2004). Rethinking the IQ-delinquency relationship: A longitudinal analysis of multiple theoretical models. *Justice Quarterly*, 21(3), 603-631.
10. Moffitt, T. E. (1993). Adolescence-limited and life-course-persistent antisocial behaviour: A developmental taxonomy. *Psychological Review*, 4, 674-701.
11. Paternoster, R., McGloin, J. M., Nguyen, H., & Thomas, K. J. (2013). The causal impact of exposure to deviant peers: An experimental investigation. *Journal of Research in Crime and Delinquency*, 50(4), 476-503.
12. Excerpts from Posick, C. (2018). *The development of criminological thought: Context, theory and policy*. Routledge.
13. Pratt, T.C., & Cullen, F.T. (2000). The empirical status of Gottfredson and Hirschi's general theory of crime: A meta-analysis. *Criminology*, 38(3), 931-964.
14. Raine, A. (2002). Biosocial studies of antisocial and violent behaviour in children and adults: A review. *Journal of Abnormal Child Psychology*, 30(4), 311-326.
15. Rebellon, C. J., Piquero, N. L., Piquero, A. R., & Tibbetts, S. G. (2010). Anticipated shaming and criminal offending. *Journal of Criminal Justice*, 38(5), 988-997.
16. Resignato, A. J. (2000). Violent crime: a function of drug use or drug enforcement?. *Applied Economics*, 32(6), 681-688.
17. Rocque, M., & Posick, C. (2017). Paradigm shift or normal science? The future of (biosocial) criminology. *Theoretical Criminology*, 21(3), 288-303.
18. Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. *American Journal of Sociology*, 94(4), 774-802.
19. Sykes, G. M. & Matza, D. 1957. Techniques of neutralization: A theory of delinquency. *American Sociological Review*, 22(6), 664-670.

20. Excerpt from Sutherland, E. H. (1947). *Principles of criminology* (4th ed.). J. B. Lippincott.
21. Walsh, E., Buchanan, A., & Fahy, T. (2002). Violence and schizophrenia: Examining the evidence. *British Journal of Psychiatry*, 180, 490-495.
22. Wiley, S. A., Slocum, L. A., & Esbensen, F. A. (2013). The unintended consequences of being stopped or arrested: An exploration of the labelling mechanisms through which police contact leads to subsequent delinquency. *Criminology*, 51(4), 927-966.
23. Wilson, J. Q., & Kelling, G. L. (1982). Broken windows. *Atlantic Monthly*, 249(3), 29-38.

Planned Weekly Schedule (subject to changes, if any)

Week	Topic	Course LO	Readings/ Activities
1	Introduction and course overview	1, 2, 3, 4	Nil
2	Early perspectives on crime: Classical school and positivism	1, 2, 3, 4	Class discussion
3	Contemporary classical research, Biosocial perspectives of criminal behaviour	1, 2, 3, 4	Class discussion
4	Psychological factors and criminal behaviour	1, 2, 3, 4	Class discussion, Group 1 presentation
5	Place and crime	1, 2, 3, 4	Class discussion, Group 2 presentation
6	Anomie, strain, and stress	1, 2, 3, 4	Class discussion, Group 3 presentation
7	Continuous assessment: Midterm exam	1, 2, 3, 4	Nil
8	Learning and control	1, 2, 3, 4	Class discussion, Group 4 presentation
9	Labelling, shame, and stigma	1, 2, 3, 4	Class discussion, Group 5 presentation

10	Juvenile delinquency, Developmental and life-course perspectives	1, 2, 3, 4	Class discussion, Group 6 presentation
11	Drugs and crime	1, 2, 3, 4	Class discussion, Group 7 presentation
12	Sexual offending	1, 2, 3, 4	Class discussion, Group 8 presentation
13	Final paper preparation	1, 2, 3, 4	Class discussion, Peer review activity