SS2025: CRIME AND DEVIANCE

Effective Term
Semester A 2024/25

Part I Course Overview

Course Title
Crime and Deviance

Subject Code
SS - Social and Behavioural Sciences
Course Number
2025

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
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course is designed to deepen students' understanding of digital crime and deviance concepts, as well as the sociological perspectives on deviance and social change from comparative and international viewpoints. It aims to achieve this through

three objectives. Firstly, it will introduce the primary theoretical frameworks used in the sociology of crime and deviance in comparative and international contexts. Secondly, it will explore these frameworks through applicable real-world examples. Lastly, it will cover the key topics of interest related to the sociology of crime and deviance.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and distinguish the major theoretical approaches and their key concepts in crime and deviance in Sociological perspective;	35	x	x	
2	Compare and contrast the major approaches and concepts through empirical examples; and	30	x	x	
3	Identify, elaborate and construct the major topics of interests in comparative and international Sociology of crime and deviance.	35	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	TLA1: Lecture	Students will engage in lecture activities about the major theoretical approaches, key concepts and logics in comparative and international Sociology of crime and deviance.	1, 2, 3	
2	TLA2: Seminar	In seminar, students will engage in discussion about applications of major approaches in comparative and international Sociology of crime and deviance so as to compare and evaluate the various linkages between theories, concepts and the empirical reality.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Seminar activities	1, 2, 3	30	
2	AT2: Semester paper	1, 2, 3	40	
3	AT3: In-class Test	1, 2, 3	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Seminar activities

Criterion

- Ability to deliver an effective presentation/debate
- Demonstrate the ability to identify issue or problem as the topic.
- Ability to select one or more relevant theoretical perspective(s) to analyse the issue critically.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching the marginal level

Assessment Task

2. Semester paper

Criterion

- Present the ideas in logical manner- Use of proper references and evidences to illustrate the ideas
- Identify a problem in the area of political sociology
- Apply a theory to analyse the problem critically

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

Fair (C+, C, C-)

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Assessment Task

3. In-class Test

Criterion

Scores of MCQ questions obtained

Excellent (A+, A, A-)

75 marks or above

Good (B+, B, B-)

60 to 74 marks

Fair (C+, C, C-)

45 to 59 marks

Marginal (D)

40 to 44 marks

Failure (F)

Below 40 marks

Part III Other Information

Keyword Syllabus

This course is designed to deepen students' understanding of digital crime and deviance concepts, as well as the sociological perspectives on deviance and social change from comparative and international viewpoints. It aims to achieve this through three objectives. Firstly, it will introduce the primary theoretical frameworks used in the sociology of crime and deviance in comparative and international contexts. Secondly, it will explore these frameworks through applicable real-world examples. Lastly, it will cover the key topics of interest related to the sociology of crime and deviance.

Reading List

Compulsory Readings

	Title
1	Downes, D. M., Rock, P. E., & McLaughlin, E. (2016). Understanding deviance: a guide to the sociology of crime and rule-breaking (Seventh edition. ed.). Oxford: Oxford University Press.
2	Hester, S., & Eglin, P. (2017). A sociology of crime (Second edition. ed.). London: Routledge.

Additional Readings

	Title
1	Carrabine, E. (2009). Criminology a sociological introduction (2nd ed. ed.). London: Routledge.
2	Connolly, W. E. (2005). Pluralism. Durham. NC: Duke University Press.
3	Di Nicola, A. (2022). Towards digital organized crime and digital sociology of organized crime. Trends in Organized Crime. doi:10.1007/s12117-022-09457-y
4	Doorenspleet, R., & Kopecky, P. (2008). Against the Odds: Deviant Cases of Democratization. Democratization, 15(4), 697-713. doi:10.1080/13510340802191045
5	Doorenspleet, R., & Mudde, C. (2008). Upping the Odds: Deviant Democracies and Theories of Democratization. Democratization, 15(4), 815-832. doi:10.1080/13510340802191102
6	Doorenspleet, R., & Pellikaan, H. (2013). Which type of democracy performs best? Acta Politica, 48(3), 237-267. doi:10.1057/ap.2012.35
7	Ferrara, A. (2014) The democratic horizon: hyperpluralism and the renewal of political liberalism. New York: Cambridge University Press.
8	Garside, W. R. (2007). Institutional Capacity and Social Capability: Japan's 'Deviant' Capitalism in the High-growth Period and Beyond. In W. R. Garside (Ed.), Institutions and Market Economies: The Political Economy of Growth and Development (pp. 65-86). London: Palgrave Macmillan UK.
9	Kelly, M. K. (2017). The crime of nationalism: Britain, Palestine, and nation-building on the fringe of empire. Oakland, California: University of California Press.
10	Kreps, D. (Eds.) (2015) Gramsci and Foucault: a reassessment. Farnham, Surrey: Ashgate.
11	Linz, J. J. (2006). Robert Michels, political sociology, and the future of democracy. New Brunswick, N.J.: Transaction.
12	Mohamedou, M.-M., & Sisk, T. D. (2017). Democratisation in the 21st century: reviving transitology. London: Routledge Taylor & Francis Group.
13	Neuman, W. L. (2005). Power, state, and society: An introduction to political sociology. New York: McGraw-Hill.
14	Ritzer, G. (2011). Globalization: The essentials. Malden, MA: Wiley-Blackwell.
15	Russel, J. D., & Klingemann, H. D. (Eds.). (2007). Oxford handbook of political behavior. Oxford: Oxford University Press.
16	Seligson, M. A., & Passe-Smith, J. T. (Eds.). (2008). Development and underdevelopment: The political economy of global inequality. Boulder, Colo.: Lynne Rienner.
17	Vago, S. (2004). Social change. Upper Saddle River, N.J.: Prentice-Hall.
18	Wiarda, H. J. (2001). Southern Europe, Eastern Europe, and comparative politics: "Transitology" and the need for new theory. East European Politics and Societies, 15(3), 485-501. doi:10.1177/0888325401015003001