

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1A41																		
Subject Title	Crime and Movie																		
Credit Value	3																		
Level	1																		
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <div style="margin-left: 20px;"> <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> AI and Data Analytics (AIDA) <input type="checkbox"/> Innovation and Entrepreneurship (IE) <input type="checkbox"/> Languages and Communication Requirement (LCR) <input type="checkbox"/> Leadership Education and Development (LEAD) <input type="checkbox"/> Service-Learning <input checked="" type="checkbox"/> Cluster-Area Requirement (CAR) <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR A] <input type="checkbox"/> Science, Technology and Environment [CAR D] <input type="checkbox"/> Chinese History and Culture [CAR M] <input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N] </div> <input type="checkbox"/> China-Study Requirement <div style="margin-left: 20px;"> <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No </div> <input type="checkbox"/> Writing and Reading Requirements <div style="margin-left: 20px;"> <input type="checkbox"/> English or <input type="checkbox"/> Chinese </div> </div>																		
Pre-requisite/ Co-requisite/ Exclusion	NIL																		
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 33%;">100% Assessment</td><td style="width: 33%;">Continuous Assessment</td><td style="width: 33%;">Individual Assessment</td><td style="width: 33%;">Group Assessment</td></tr> <tr> <td></td><td>Group Presentation</td><td></td><td>30%</td></tr> <tr> <td></td><td>Written Assignment</td><td></td><td>30%</td></tr> <tr> <td></td><td>End-of-Term Quiz</td><td>40%</td><td></td></tr> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and 			100% Assessment	Continuous Assessment	Individual Assessment	Group Assessment		Group Presentation		30%		Written Assignment		30%		End-of-Term Quiz	40%	
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	<ul style="list-style-type: none"> • Student must pass all component(s) if he/she is to pass the subject.
Objectives	<p>In this subject, we are going to discuss crime in thriller movies and its relation to crime in the real world. The objectives of this subject are to enable students to have a comprehensive understanding of the nature of crime, the reason why individuals commit anti-social and criminal behaviour, crime causation, crime typologies, victimology and comparative criminology.</p> <p>This subject adopts interdisciplinary approach, integrating knowledge from sociology, criminology, psychology, law, economic, and anthropology, to provide an overview on various aspects of crime in thriller movies and crime in the real world. Through the appreciation of thriller movies, students are expected to understand various aspects of crime and crime in cross culture context after the completion of this subject.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) understand the nature of crime and social construction of crime; (b) reflect the importance of law-abiding, academic integrity and honesty after reviewing the causes of crime and crime in context; (c) enhance their intellectual capacity to comprehend the scope and complexity of the world in which they are living in; (d) enhance their social awareness and civic consciousness.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. From crime in movie to crime in real world: The introduction of relationship between crime and movie. Students are encouraged to critically examine the role of movies in shaping our understanding of crime and the world generally. Crimes movies demonstrate social, economic, and political issues along with the perception of society about these issues. 2. The overview of criminological theories Students are encouraged to critically examine the strengths and weaknesses of various theoretical perspectives of criminological theories such as community-level, individual level and situational-level theories. 3. The role of family and the causes of crime: The Godfather (1972)

	<p>Students are encouraged to critically examine the relationship between crime and one of the major institutions in society, the family. Students are expected to interrogate common-sense understandings of the relationship between crime and the family and to explore just who is affected by crime and how they are affected, whether as primary or secondary victims of crime, or as parents, children, spouses or other kin of offenders.</p> <p>4. Chaos, order and society: The Dark Knight (2008)</p> <p>Students are encouraged to critically examine formal and informal economic and social arrangements of society as causes of crime and deviance. Different types of social structure theories such as social disorganization theories and general strain theories will be introduced and discussed.</p> <p>5. Are there natural born killers? Different theoretical explanations of criminality: Silence of the lambs (1991)</p> <p>Students are encouraged to critically examine criminality as the obverse of altruism and the product of a systematic process that involves complex interactions between individual, societal, and ecological factors over the course of lives. Different theories related to ecological factors, societal factors, motivation and opportunity will be introduced and discussed.</p> <p>6. Why do people blame the victim? Victimology and the role of victim in crime: Victim/Suspect (2023)</p> <p>Students are encouraged to critically examine the relationships between victims and offenders and the interactions between victims and the criminal justice system. Various area within victimology such as victim precipitation theory, lifestyle theory, and deviant place theory will be introduced and discussed.</p> <p>7. Are women discriminated by criminal justice system? Feminist criminology and female in prison: Wentworth (2023)</p> <p>Students are encouraged to critically examine the feminist criminology and the victimization of women in criminal justice system. Moreover, female delinquency and gender inequality in the law and criminal justice system will be introduced and discussed.</p> <p>8. Is white-collar crime victimless? White-collar crime and the victim: The wolf of wall street (2013)</p> <p>Students are encouraged to critically examine the nature of white-collar crime and white-collar crime in different systems such as the economic system, the corporate system, the housing system, system of social control, and the health care system, crimes in sales-related occupations and environmental crimes, as well as victims of white-collar crime in various systems.</p>
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	<p>*All movies are subject to change when the latest movies are suitable for the themes we discussed.</p>																																						
Teaching/Learning Methodology <i>(Note 3)</i>	<p>The subject will be taught via lectures. Thriller movie materials will be used to engage students' interest in the subject. Students will conduct group presentations during lectures.</p> <p>Thematic lecture is organized in such a way that it cuts across different subject-matter lines. Different bodies of literature, research paradigms, and visual materials will be used to analyse various topics. Each topic may use a different combination of theoretical perspectives and research paradigms.</p> <p>After the in-class presentation and discussion, students are also required to submit a group presentation report. The report would help students to consolidate their views and feelings about their social experiences in Hong Kong.</p> <p>Students will be encouraged to respond, discuss, and communicate with subject teacher and their classmates in class, or through the Blackboard.</p>																																						
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr> <tr> <th>a</th><th>b</th><th>c</th><th>d</th></tr> </thead> <tbody> <tr> <td>1. Group Presentation</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>2. Written Assignment</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>3. End-of-Term Quiz</td><td>40%</td><td>✓</td><td>✓</td><td></td><td></td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="4"></td></tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The in-class presentation and discussion provide opportunities for students to consolidate their knowledge and analyse on different topics covered in the course through a student-centred, interactive and problem-based setting.</p> <p>Written assignment requires students to reflect and enhance their understanding on chosen topics. It helps students to consolidate their views and feelings about their social experiences in Hong Kong.</p> <p>The quiz is an objective method that allows students to integrate major concepts and theories they have learnt in class. In the quiz, they will</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Group Presentation	30%	✓	✓	✓	✓	2. Written Assignment	30%	✓	✓	✓	✓	3. End-of-Term Quiz	40%	✓	✓			Total	100 %				
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	demonstrate their knowledge and competence in the field of study, showcasing the effectiveness of their proficiency in communicating ideas, creativity and critical thinking, appropriateness and critical insights in making judgment, and handling complex ethical and social issues when understanding Hong Kong society.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	• Self-study for In-class Discussion	28 Hrs.
	▪ Preparation for Group Presentation and Report	10 Hrs.
	▪ Preparation for Quiz	28 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	<u>Essential</u> Daly, S. (Ed.) (2021) <i>Theories of Crime Through Popular Culture</i> . London: Palgrave Macmillan Hayward, K. & Presdee (Ed.) (2010) <i>Framing Crime: Cultural Criminology and the Image</i> . London: Routledge. Rafter, N. (2020) <i>Shots in the Mirror: Crime Films and Society</i> . (2 nd ed.). Oxon: Oxford University Press. Rafter, N. & Brown, M. (2011) <i>Criminology Goes to the Movies: Crime Theory and Popular Culture</i> . NY:NYU. <u>Supplementary</u>	

	<p>Baranauskas, A.J. (2024) <i>The American City in Crime Films: Criminology and the Cinematic City</i>. Oxon: Routledge.</p> <p>Higgins, G & Marcum, C. (2016) <i>Criminological Theory</i>. MA: Aspen Publishing.</p> <p>Newburn, T. (2017) <i>Criminology</i>. (3rd ed.). Oxon: Routledge.</p> <p>McGregor, R. (2022) <i>A Criminology of Narrative Fiction</i>. Bristol: Bristol University Press.</p> <p>Urwin, J. (2024) <i>A Popular Criminology of Youth Justice: Youth on Film</i>. Oxon: Routledge.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020