

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of Applied Social and Behavioural Sciences
with effect from Semester A 2022/23**

Part I Course Overview

Course Title:	Penology & Rehabilitation of Offenders
Course Code:	SS5204
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

The course aims to introduce students to the penal system and its operation, with special emphasis on the penal process, penal philosophy, rehabilitative measures and their effectiveness.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand the aims, justifications and forms of punishment;	30%	√	√	
2.	Engage in sociological, political and philosophical analyses of punishment and penal practices and attitudes;	20%	√	√	
3.	Apply basic knowledge on various gatekeepers of and decision-making factors in the penal process; and	30%	√	√	√
4.	Critically evaluate the effectiveness of custodial and community penalties in the rehabilitation of young offenders.	20%	√	√	√
		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures and class discussions	The lectures are intended to introduce students to the topics in penology in a systematic way. Students are encouraged to actively participate in class discussions.	√	√	√	√			
Field Trip	A field trip to a local penal institution will be organized to provide the students with an opportunity to experience correctional management.	√		√				
Group Project	Students are required to do a group project on the effectiveness of various penal measures based on recommended readings.	√	√		√			
Individual Paper	The individual paper should be based on punishment or penal policy, penal institution or penal practice in Hong Kong, an overseas jurisdiction, or from a comparative perspective.	√	√		√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4			
Continuous Assessment: <u>100</u> %							
Group project Students will be divided into groups with each group doing a group project based on recommended readings.	√		√			30%	
Individual paper Students should write a paper based on punishment or penal policy, penal institution or penal practice in Hong Kong, an overseas jurisdiction, or from a comparative perspective.		√	√	√		40%	
Quiz Students are required to attend a quiz which may include multiple choice questions, short questions and essay questions.	√	√	√	√		30%	
Examination: _____ % (duration: _____, if applicable)						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Group Project (30%)	Competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.	Strong evidence for the competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.	Good evidence for the competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.	Fair to limited evidence for the competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.	Insufficient evidence for the competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.
2. Individual Paper (40%)	Ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.	Strong evidence for the ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.	Good evidence for the ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.	Fair to limited evidence for the ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.	Insufficient evidence for the ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.
3. Quiz (30%)	Capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.	Strong evidence for the capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.	Good evidence for the capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.	Fair to limited evidence for the capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.	Insufficient evidence for the capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group project (30%)	Competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.	Strong evidence for the competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.	Good evidence for the competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.	Fair evidence for the competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.	Limited evidence for the competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.	Insufficient evidence for the competence to work with other team members, understand fully the recommended readings, critically analyse the findings, link with any local practices and write a report by following a referencing style.
2. Individual paper (40%)	Ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.	Strong evidence for the ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.	Good evidence for the ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.	Fair evidence for the ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.	Limited evidence for the ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.	Insufficient evidence for the ability to choose a meaningful topic, search for related references and integrate the findings, write in reasonably acceptable English, cite appropriate references or resources, and use a certain referencing style consistently.
3. Quiz (30%)	Capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.	Strong evidence for the capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.	Good evidence for the capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.	Fair evidence for the capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.	Limited evidence for the capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.	Insufficient evidence for the capability to understand the basic concepts and to apply the theories or frameworks to critically analyse certain penal issues or practices.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Principles and goals of punishment, risk assessment, inmate classification and correctional programming, restorative justice, retributive justice and welfare model, youth justice, Seamless sentences and net-widening, nothing works and what works, community penalties and their effectiveness, custodial measures and their effectiveness.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Cavadino, M., & Dignan, J. (2019). <i>The penal system: An introduction</i> (6th ed.). London: Sage.
2.	Clear, T. R., Reisig, M. D., and Cole, G. F. (2022). <i>American Corrections</i> (13th ed.). Boston: Cengage.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Adorjan, M. and W. H. Chui. (2013). 'Making Sense of Going Straight.' <i>British Journal of Criminology</i> 52/3: 577-90.
2.	Adorjan, M. and W. H. Chui. (2014). 'Aging Out of Crime.' <i>The Prison Journal</i> 94/1: 97-117.
3.	Andrews, D.A. and J. Bonta. (2010). <i>Psychology of Criminal Conduct</i> . Cincinnati: Anderson Publishing Co.
4.	Audit Commission. (2015). Rehabilitation services provided by the Correctional Services Department. Available at https://www.aud.gov.hk/pdf_e/e64ch08.pdf .
5.	Bersani, B. E. and Doherty, E. E. 2018. 'Desistance from Offending in the Twenty-First Century'. <i>Annual Review of Criminology</i> 1/11: 11.1-11.24.
6.	Bottoms, A., Gelsthorpe, L., & Rex, S. (Eds.). (2002). <i>Community penalties: Change and challenges</i> . Devon: Willan Publishing.
7.	Bottoms, A. E., and Shapland, J. 2011. 'Steps Towards Desistance Among Male Young Adult Recidivists', in Farrall, S., Hough, M., Maruna, S., and Sparks. R. (eds.) <i>Escape Routes</i> . London: Routledge, pp.43-80.
8.	Bottoms, A., Shapland, J., Costello, A., Holmes, D., and Muir, G. 2004. 'Towards Desistance: Theoretical Underpinnings for an Empirical Study.' <i>Howard J. Crime Justice</i> 43:368-89.
9.	Chui, W. H. & Lo, T. W. (Eds.) (2016). <i>Understanding Criminal Justice in Hong Kong (2nd ed.)</i> , London: Routledge.
10.	Garland, D. (1990). <i>Punishment and modern Society: A society in social theory</i> . Oxford: Clarendon Press.
11.	Garland, D. (2001). <i>The culture of control: Crime and social order in contemporary society</i> . Oxford: Oxford University Press.
12.	Gelsthorpe, L., & Padfield, N. (Eds.). (2003). <i>Exercising discretion: Decision-making in the criminal justice system and beyond</i> . Devon: Willan Publishing.
13.	Harris, R. J., & Lo, T. W. (2002). Community service: Its use in criminal justice. <i>International Journal of Offender Therapy and Comparative Criminology</i> , 46(4), 427-444.
14.	Hood, R. (2002). <i>The death penalty</i> . Oxford: Oxford University Press.
15.	Jones, C. & Vagg, J. (2007). <i>Criminal Justice in Hong Kong</i> . London: Routledge-Cavendish

16.	Kielsgard, M. & Burke, J. (2012). 'Achieving the Right Balance Between Rehabilitation and Public Safety under the New Sex Offenders Record Scheme in Hong Kong', <i>Hong Kong Law Journal</i> , 42 (3): 717-729.
17.	Liebling, A., Maruna, S. & McAra, L. (Eds.). (2017). <i>The Oxford Handbook of Criminology</i> (6th ed.). Oxford: Oxford University Press.
18.	Lo, T. W. (2003). Measures alternative to prosecution of young offenders: Reflections from overseas experiences. In Caritas Social Work Division (Ed.), <i>Solid practice III</i> (pp. 138-149). Hong Kong: Cosmos Books.
19.	Lo, T. W., & Harris, R. J. (2004). Community service orders in Hong Kong, England and Wales: Twins or cousins. <i>International Journal of Offender Therapy and Comparative Criminology</i> , 48(3), 373-388.
20.	Lo, T. W., Wong, D., & Maxwell, G. (eds.) (2005). <i>Alternative to Prosecution: Rehabilitative and Restorative Models of Youth Justice</i> . Singapore: Marshall Cavendish.
21.	McMahon, M. (1990). Net-widening: Vagaries in the use of a concept. <i>British Journal of Criminology</i> , 30(2): 121-149.
22.	Rodermond, E., Kruttschmitt, C. Slotboom, A, & Bijleveld, C. C. 2016. "Female Desistance: A Review of the Literature", <i>European Journal of Criminology</i> 13 (1): 3-28.
23.	Veysey, B.M. Martinez, D.J. and Christian, J. 2013. 'Getting out: A Summary of Qualitative Research on Desistance across the Life Course'. In C.L. Gibson and M.D. Krohn (eds.) <i>Handbook of Life-Course Criminology</i> , pp. 233-60. New York: Springer-Verlag.
24.	Zedner, L. (2002). Dangers of dystopias in penal theory. <i>Oxford Journal of Legal Studies</i> , 22(2): 341-366.
25.	Zimring, F., & Hawkins, G. (1995). <i>Incapacitation: Penal confinement and the restraint of crime</i> . New York: Oxford University Press.