

**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**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Policing Studies</b>
<b>Course Code:</b>	SS5305
<b>Course Duration:</b>	One Semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students with a conceptual, operational, historical and contemporary understanding of policing, and to ensure that they are aware of and can critically examine those current issues arising from policing in modern societies, including Hong Kong, Mainland and some selected cities/ countries around the world.

### 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.	To recognize the key concepts, development and issues of policing	30%	√		
2.	To apply the main theories and models of policing appropriately to crime control	30%	√		
3.	To articulate and explain the complex social and environmental factors of Hong Kong underlying the policing practices	20%		√	
4.	To demonstrate innovative ideas and give suggestions for better policing practice with reference to the local context.	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			
1. Lectures	To deliberate the relevant concepts and theories.	√	√	√	√			2
2. Group exercises and discussion	To offer their views and reflect on related topics based upon the exercises assigned by the course lecturer.	√	√	√	√			0.5
3. Group presentation	Students are required to form groups of 6-7 persons to present assigned topics in which they will have a chance to analyze and apply the theories and concepts in the syllabus to the local context of different societies.	√	√	√	√			0.5

### 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: 100 %								
Participation and classroom exercises	√	√	√	√			30%	
Group presentation and project work	√	√	√	√			30%	
In-class Test	√	√	√	√			40%	
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. Participation and classroom exercises (30%)	Ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies	Strong evidence for the ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies	Good evidence for the ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies	Fair to limited evidence for the ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies	Insufficient evidence for the ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies
2. Group presentation and project work (30%)	Competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies	Strong evidence for the competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies	Good evidence for the competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies	Fair to limited evidence for the competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies	Insufficient evidence for the competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies
3. In-class Test (40%)	Capability to demonstrate a thorough understanding of the core concepts, theories and approaches of policing and provide innovative ideas for policing practice	Strong evidence for the capability to demonstrate a thorough understanding of the core concepts, theories and approaches of policing and provide innovative ideas for policing practice	Good evidence for the capability to demonstrate a thorough understanding of the core concepts, theories and approaches of policing and provide innovative ideas for policing practice	Fair to limited evidence for the capability to demonstrate a thorough understanding of the core concepts, theories and approaches of policing and provide innovative ideas for policing practice	Insufficient evidence for the capability to demonstrate a thorough understanding of the core concepts, theories and approaches of policing and provide innovative ideas for policing practice

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. Participation and classroom exercises (30%)	Ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies	Strong evidence for the ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies	Good evidence for the ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies	Fair evidence for the ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies	Limited evidence for the ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies	Insufficient evidence for the ability to describe and apply concepts, theories and approaches of policing appropriately with reference to the social context of different societies
2. Group presentation and project work (30%)	Competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies	Strong evidence for the competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies	Good evidence for the competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies	Fair evidence for the competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies	Limited evidence for the competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies	Insufficient evidence for the competence to articulate and analyze the complex social conditions in contemporary societies that affect policing practice and propose innovative ideas and creative suggestions for policing strategies in different societies
3. In-class Test (40%)	Capability to demonstrate a thorough understanding of the core concepts, theories and approaches of policing and provide innovative ideas for policing practice	Strong evidence for the capability to demonstrate a thorough understanding of the core concepts, theories and	Good evidence for the capability to demonstrate a thorough understanding of the core concepts, theories and	Fair evidence for the capability to demonstrate a thorough understanding of the core concepts, theories and	Limited evidence for the capability to demonstrate a thorough understanding of the core concepts, theories and	Insufficient evidence for the capability to demonstrate a thorough understanding of the core concepts,

		approaches of policing and provide innovative ideas for policing practice	approaches of policing and provide innovative ideas for policing practice	approaches of policing and provide innovative ideas for policing practice	approaches of policing and provide innovative ideas for policing practice	theories and approaches of policing and provide innovative ideas for policing practice
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**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.)*

An Introduction

Roles, functions and organizations of police in society

Policing the Communist China

Mass-line policing; Strike-hard policing; Community policing

Hong Kong Police Force

History of the Hong Kong Police Force; Crime Prevention; Crime Detection; Crime Investigation; Recruitment and Training

Community Policing

Definition of community policing; Recent development of community policing; community policing in practice; Neighbourhood Watch Scheme

Problem-oriented Policing (POP)

SARA process; principles and practice of POP; Evaluations

Intelligence-led Policing and Hot-spot Policing

Evidence-based practice; targeted patrols; 'hot spots' patrols, crime clustering

Public Attitude towards the police

Public confidence in the police; satisfaction with the police; difference among subgroups; Procedural justice of the police

Police Deviancy

Corruption; Sexual harassment; Abuse of power

Policing and controversial issues

Policing domestic violence; Policing sex workers; Gender and policing; Job stress and coping

**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.	Newburn, T. (ed.) (2008). <i>Handbook of policing</i> . Cullompton: Willan
2.	Dunham, R.G., Alpert, G.P. and McLean, K. D. (2021). <i>Critical issue in policing: contemporary readings (8<sup>th</sup> ed.)</i> . Waveland Press: Illinois.
3.	
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## 2.2 Additional Readings

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

1.	Bayley, D.H. (1988). Community policing: a report from the devil's advocate. In J.R. Green & S.D. Mastroski (Eds.). <i>Community policing: rhetoric or reality</i> . New York: Paeger.
2.	Bennett, T., Holloway, K., & Farrington, D.P. (2009). A review of the effectiveness of neighbourhood watch. <i>Security Journal</i> , 22(2),143-155.
3.	Bullock, K., Erol, R., & Tilley, N. (2006). Problem-oriented policing and partnership. Cullompton: Willan.
4.	Cao, L. (2015). Differentiating confidence in the police, trust in the police, and satisfaction with the police, <i>Policing: An International Journal of Police Strategies &amp; Management</i> , 38 (2), 239-249.
5.	Kane. R. (2002). Social ecology of police misconduct. <i>Criminology</i> , 40, 867-896.
6.	Lau, R.W.K. (2004). <i>Community policing in Hong Kong: transplanting a questionable model</i> . Criminal Justice, 4(1): 61-80. Retrieved July, 22, 2009 from <a href="http://www.hawaii.edu/hivandaids/Community_Policing_in_Hong_Kong_Transplanting_a_Questionable_Model.pdf">http://www.hawaii.edu/hivandaids/Community_Policing_in_Hong_Kong_Transplanting_a_Questionable_Model.pdf</a>
7.	Li, J.C.M. (2010). An innovative community policing project in Hong Kong: operation breakthrough. In C. Roberson, D.K. Das & J.K. Singer (Eds.), <i>Police without borders</i> (pp.177-192). Boca Raton, Florida: CRC Press, Taylor and Francis Group.
8.	Li, J.C.M. (2012). Violence against Chinese female sex workers in Hong Kong: from understanding to prevention. <i>International Journal of Offender Therapy and Comparative Criminology</i> , 57(5):613-631.
9.	Li, J.C.M. & Sun., I.Y. (2015). Satisfaction with the police: an empirical study of Chinese older citizens in Hong Kong. <i>Policing: an International Journal of Police Strategies &amp; Management</i> . 38 (2), 381-399.
10	Maguire, M. (2008). Criminal investigation and crime control. In T. Newburn (ed.). <i>Handbook of policing</i> (pp.429-464). Cullompton: Willan.
11	Mawby,R.I. (2008). Models of policing. In T. Newburn (ed.). <i>Handbook of policing</i> (17-46). Cullompton: Willan.
12	Poteyeva, M., & Sun, I. (2009). Gender differences in police officers' attitudes: Assessing current empirical evidence. <i>Journal of Criminal Justice</i> , 37, 512-522.
13	Peterson, M. (2005). <i>Intelligence-led policing: The new intelligence architecture</i> . Washington, DC: Bureau of Justice Assistance.
14	Rossmo, D.K. (2009). <i>Criminal investigative failure</i> . Boca Raton: CRC Press, Taylor & Francis Group.
15	Sanders, A., & Young R. (2008). Police power. In T. Newburn (ed.). <i>Handbook of policing</i> (pp.281-312). Cullompton: Willan.
16	Schmidt, J.D. ,& Sherman, L.W. (1993). Does Arrest Deter Domestic Violence. <i>American Behavioral Scientist</i> , 36(5), 601-609.
17	Sennewald, C.A. (2003). <i>Effective security management (4<sup>th</sup> ed.)</i> . Amsterdam: Butterworth-Heinemann.
18	Singh, A-M (2005). Private security and crime control. <i>Theoretical criminology</i> , 9(2):153-174.
19	Skogan, W. G. (2004). <i>Community policing</i> . Belmont: Thomson.
20	Sun, I., & Chu, D. (2010). Who is better suited for handling domestic violence: A comparison between Taiwanese female and male officers. <i>Journal of Criminal Justice</i> , 38, 453-459.
21	Sun, Ivan, & Wu, Yuning. (2010). Chinese policing in a time of transition, 1978-2008. <i>Journal of Contemporary Criminal Justice</i> , 26, 20-35.
22	Sun, Ivan, Hu, Rong, Wong, Daniel F. K., He, Xuesong, & Li, Jessica C.M. (2013). One country, three populations: Trust in police among migrants, villagers, and urbanites in China. <i>Social Science Research</i> , 42, 1737-1749.
23	Sun, Ivan, Wu, Yuning, & Hu, Rong. (2013). Public assessments of the police in rural and urban China: A theoretical elaboration and empirical investigation. <i>British Journal of Criminology</i> , 53, 643-664.
24	Tilley, N. (2008). Modern approaches to policing: community, problem-oriented and intelligence-led.



.	In T. Newburn (ed.). <i>Handbook of policing</i> (pp.373-403). Cullompton: Willan.
25	Westermarland, L. (2008). Police culture. In T. Newburn (ed.). <i>Handbook of policing</i> (pp.253-280). Cullompton: Willan.
26	Wong, K.C. (2009). <i>Chinese policing: history and reform</i> . New York: Peter Lang.
27	Wong, K.C. (2012). <i>Policing in Hong Kong</i> . Boca Raton, FL: CRC Press, Taylor and Francis Group.