

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social & Behavioural Sciences
with effect from Semester A 2024/25**

Part I Course Overview

Course Title:	Criminal Justice in Hong Kong and the Pacific
Course Code:	SS5303
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

This course aims to provide students with a basic understanding and overview of the main features of the criminal justice system in Hong Kong and the Pacific. This course will also provide students with the opportunity to study fascinating issues of crime and justice that are crucial and closely related to the modern world. This course will not only deal with how the process of various criminal justice practices is conducted, but also with the philosophical and moral reasoning behind. Different types of major criminal justice theories and models that have been adopted in Hong Kong, Asia and the Pacific will be introduced and discussed. The gaps between the criminal justice system and the actual practice in terms of moral standards and ethical code of conduct are examined. The concrete practices of the criminal justice in different countries, the challenges facing by the criminal justice system of different countries as well as the comparative criminal justice system in the Asia Pacific region will be critically evaluated.

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 describe the main characteristics and process of criminal justice in Hong Kong and the Pacific.	20%	√		
2.	To differentiate key fundamentals, essential elements, and practices of criminal justice generated from different theoretical perspectives.	20%		√	
3.	To compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in Hong Kong and countries in the Pacific.	30%			√
4.	To apply theories of criminal justice in evaluating local and global criminal justice practices and suggesting directions for future improvement.	30%			√
		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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
1. Lecture	There will be lectures on concepts and theories of criminal justice.	√	√	√	√	
2. Case Study and Discussion	Professor will prepare materials relating to case studies of criminal justice in Hong Kong and the Pacific. There will be small group discussion, debriefing, and question & answer after case studies.	√	√	√	√	
3. Student Presentation	Students will be asked to form working groups and investigate the criminal systems of two jurisdictions in the Asia Pacific Region. They will be asked to compare and contrast main features and process of the criminal justice systems. They have to make presentation of the findings in class.	√	√	√	√	

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%						
Small Group Discussion and Report Back	√	√	√	√	20%	
Presentation and Group Report	√		√	√	30%	
Final Paper	√	√	√	√	50%	
Examination: 0% (duration: , if applicable)					100%	

AT1: Small Group Discussion and Report Back

Students are asked to form small groups and discuss topics given.

AT2: Presentation and Group Report

Students will be asked to present their group project in class. Each group may consist of 4-6 students.

They will need to work together to write up a 3,500-word group report after presentation.

AT3: Final Paper

Integrating knowledge and skills learnt in class and write up the final term paper. Each student has to submit an individual essay of around 2,500 words.

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Small Group Discussion and Report Back (20%)	Ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught	Strong evidence for the ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught	Good evidence for the ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught	Fair to limited evidence for the ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught	Limited evidence for the ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught	Insufficient evidence for the ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught
2. Presentation and Group Report (30%)	Ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the Pacific Region	Strong evidence for the ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the Pacific Region	Good evidence for the ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the Pacific Region	Fair to limited evidence for the ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the Pacific Region	Limited evidence for the ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the Pacific Region	Insufficient evidence for the ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the Pacific Region
3. Final Paper (50%)	Ability to differentiate fundamentals, elements, and practices of criminal justice generated from different theoretical perspectives; and to apply theories of	Strong evidence for the ability to differentiate fundamentals, elements, and practices of	Good evidence for the ability to differentiate fundamentals, elements, and practices of	Fair to limited evidence for the ability to differentiate fundamentals, elements, and	Limited evidence for the ability to differentiate fundamentals, elements, and practices of	Insufficient evidence for the ability to differentiate fundamentals, elements, and

	criminal justice in evaluating practices and suggesting directions for future improvement	criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement	criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement	practices of criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement	criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement	practices of criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement
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Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Small Group Discussion and Report Back (20%)	Ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught	Strong evidence for the ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught	Good evidence for the ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught	Fair to limited evidence for the ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught	Insufficient evidence for the ability to participate in discussion and report back, and to relate their presentation and arguments to subjects taught
2. Presentation and Group Report (30%)	Ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the Pacific Region	Strong evidence for the ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the	Good evidence for the ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the	Fair to limited evidence for the ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the	Insufficient evidence for the ability to compare and contrast standards, ethical code of conduct, practices, and challenges of criminal justice in two jurisdictions in the

		Pacific Region	Pacific Region	Pacific Region	Pacific Region
3. Final Paper (50%)	Ability to differentiate fundamentals, elements, and practices of criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement	Strong evidence for the ability to differentiate fundamentals, elements, and practices of criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement	Good evidence for the ability to differentiate fundamentals, elements, and practices of criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement	Fair to limited evidence for the ability to differentiate fundamentals, elements, and practices of criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement	Insufficient evidence for the ability to differentiate fundamentals, elements, and practices of criminal justice generated from different theoretical perspectives; and to apply theories of criminal justice in evaluating practices and suggesting directions for future improvement

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

1. Keyword Syllabus

Part A: Introduction: An overview of the functions of criminal justice system; Fundamentals of criminal justice: essential themes and practices; Importance of the criminal justice theory.

Part B: Theory of Criminal Justice: Foundations of criminal justice; Foundations of law and crime; Juvenile and Youth Justice: philosophy, law and practices; Purposes of punishment; Victimization and Victimology.

Part C: Practices of Criminal Justice: Policing methods and challenges; The importance of ethics in criminal justice system; Punishment in Modern Society; Court Organization: Structure, Functions, and the Trial Process; Corrections in the Community: Probation, Parole, and Other Alternatives to Incarceration.

Part D: Criminal Justice in Asia and Pacific: Criminal Justice System in Hong Kong; Criminal Justice System in the Mainland China; Criminal Justice System in Japan; Criminal Justice System in South Korea; Criminal Justice System in Australia; and Criminal Justice System in United States of America.

Part E: Comparing selected criminal justice systems in Asia Pacific: Making sense of local and global criminal justice; Conducting comparative research in a globalized world; Comparing criminal justice systems with global vision; Future directions of Criminal Justice.

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.	Banks, C. (2013). <i>Criminal Justice Ethics: Theory and Practice</i> . Thousand Oaks: Sage Publications.
2.	Maguire, E.R. & Duffee, D.E. (2015). <i>Criminal Justice Theory: Explaining the Nature and Behavior of Criminal Justice</i> . New York: Routledge.
3.	Peak, K.J. (2015). <i>Introduction to Criminal Justice: Practice and Process</i> . Thousand Oaks, California: Sage Publication.

2.2 Additional Readings

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

1.	Burke, R.H. (2013). Theorizing the criminal justice system: Four models of criminal justice development. <i>Criminal Justice Review</i> , 38(3): 277-290.
2.	Chappell, D. & Wilson, P. (Eds) (2000). <i>Crime and the Criminal Justice System in Australia: 2000 and Beyond</i> . Sydney: Butterworths.
3.	Cheng, K.K.Y. & Chui, W.H. (2014). Beyond the shadow of trial: decision making behind plea bargaining in Hong Kong. <i>International Journal of Law, Crime and Justice</i> . In Press.
4.	Chui, W.H. & Chan, H.C.O. (2011). Social bonds and male juvenile delinquency while on probation: an exploratory test in Hong Kong. <i>Children and Youth Services Review</i> , 33(11): 2329-2334.

5.	Chui, W.H. & Lo, T.W. (2011). <i>Understanding Criminal Justice in Hong Kong</i> . London: Routledge.
6.	Ebbe, O.N.I. (Ed.). (2013). <i>Comparative and International Criminal Justice Systems: Policing, Judiciary and Corrections</i> . Boca Raton: CRC Press, Taylor & Francis Group.
7.	Ford, R., Hershberger, S., Glenn, J., Morris, S., Szez, V., Togba, F., Watson, J. & Williams, R. (2013). Building a youth-led movement to keep young people out of the adult criminal justice system. <i>Children and Youth Services Review</i> , 35(8): 1268-1275.
8.	Fox, K.J. (2015). Trying to restore justice: Bureaucracies, risk management and disciplinary boundaries in New Zealand criminal justice. <i>International Journal of Offender Therapy and Comparative Criminology</i> , 59(5): 519-538.
9.	Hamai, K. & Ellis, T. (2008). Japanese criminal justice: Was reintegrative shaming a chimera? <i>Punishment & Society</i> , 10(1): 25-46.
10.	Hartley, R.D., Kwak, D.H., Park, M.R. & Lee, M.S. (2010). Exploring sex disparity in sentencing outcomes: A focus on narcotics offenders in South Korea. <i>International Journal of Offender Therapy and Comparative Criminology</i> , 55(2): 268-286.
11.	Hsieh, M.L. & Boateng, F.D. (2015). Perceptions of democracy and trust in the criminal justice system: a comparison between mainland China and Taiwan. <i>International Criminal Justice Review</i> , 25(2): 153-173.
12.	Hu, M. & Dai, M.Y. (2014). Confidence in the criminal justice system: Differences between citizens and criminal justice officials in China. <i>Criminology and Criminal Justice</i> , 14(4): 503-524.
13.	Jones, C. & Vagg, J. (2007). <i>Criminal Justice in Hong Kong</i> . New York: Routledge-Cavendish.
14.	Jones, C. & Weatherburn, D. (2010). Public confidence in the NSW criminal justice system: A survey of the NSW public. <i>Australian & New Zealand Journal of Criminology</i> , 43(3): 506-525.
15.	Kraska, P. B. & Brent, J.J. (2011). <i>Theorizing Criminal Justice: Eight Essential Orientations</i> . Prospect Heights: Waveland Press.
16.	Kunst, M., Popelier, L. & Varekamp, E. (2015). Victim satisfaction with the criminal justice system and emotional recovery: a systematic and critical review of the literature. <i>Trauma, Violence & Abuse</i> , 16(3), 336-358.
17.	McConville, M. & Pils, E. (Eds.). (2013). <i>Comparative Perspectives on Criminal Justice in China</i> . Cheltenham: Edward Elgar.
18.	McGrath, A.J. (2014). The subjective impact of contact with the criminal justice system: The role of gender and stigmatization. <i>Crime & Delinquency</i> , 60(6): 884-908.
19.	Miyazawa, S. (2008). The politics of increasing punitiveness and the rising populism in Japanese criminal justice policy. <i>Punishment & Society</i> , 10(1): 47-77.
20.	Pakes, F.J. (2015). <i>Comparative Criminal Justice</i> . New York: Routledge.
21.	Parker, L.C. (2013). <i>Crime and Justice in Japan and China: A Comparative View</i> . Durham, N.C.: Carolina Academic Press.

22.	Postmus, J.L. & Hahn, S.A. (2007). Comparing the policy response to violence against women in the USA and South Korea. <i>International Social Work</i> , 50(6): 770-782.
23.	Siegel, L.J. & Worrall, J.L. (2013). <i>Essentials of Criminal Justice</i> . Belmont, CA: Wadsworth, Cengage Learning.
24.	Takamatsu, K. (2004). Domestic violence victims as homicide offenders: A study of gender ideology in the Japanese criminal justice system. <i>Gender, technology and Development</i> , 8(2): 255-276.
25.	Terrill, R.J. (2013). <i>World Criminal Justice Systems: A Comparative Survey</i> . Waltham, MA: Anderson Publication.
26.	Vanoverbeke, D., Maesschalck, J., Nelken, D. & Parmentier, S. (Eds.). (2014). <i>The Changing Role of Law in Japan: Empirical Studies in Culture, Society and Policy Making</i> . MA: Edward Elgar.