

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester A 2018/19**

Part I Course Overview

Course Title: Policing

Course Code: SS4303

Course Duration: 1 Semester

Credit Units: 3

Level: B4

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) SS3120 Policing and Crime Prevention

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 analyze and evaluate those current issues arising from policing in modern societies. Upon completion of this course, students will be able to describe key concepts, development and issues of policing; to apply major theories and models of policing to local context of crime control; to articulate and analyze the social and environmental conditions operating behind the police practice; and to demonstrate innovative ideas and creative suggestions for better policing in local context.

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.	Describe key concepts, development and issues of policing;	25%	X	X	
2.	Apply major theories and models of policing to local context of crime control properly;	25%	X	X	
3.	Articulate and analyze the complex social and environmental factors operating behind the police practice; and	25%	X	X	X
4.	Demonstrate innovative ideas and creative suggestions for better policing in local context.	25%	X	X	X
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
TLA1: Lecture (21 hours)	Mini lectures on related topics conducted by the course lecturer will be offered to students. One or two guest speakers will be invited as necessary to share their expertise.	✓	✓	✓	✓	
TLA2: Group exercises and discussion (6 hours)	Students will be required to offer their views and reflect on related topics based upon the exercises assigned by the course lecturer.	✓	✓	✓	✓	
TLA3: Field visit (6 hours)	Students will be arranged to visit one or more police unit(s).			✓	✓	
TLA4: Group presentation (6 hours)	Students will be divided into several groups for presentation purpose. The groups will be required to present their observations, analyses and reflections about the police practice based on a meeting with police officer(s) or community leader(s) or IPCC member(s).		✓	✓	✓	

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%						
AT1: Participation and class exercises	✓	✓	✓	✓	20%	
AT2: Group presentation and project work	✓	✓	✓	✓	30%	
AT3: Reflection journal			✓	✓	15%	
AT4: Quiz	✓	✓	✓	✓	35%	
Examination: 0% (duration: _____, if applicable)						
* The weightings should add up to 100%.					100%	

AT1: Participation and class exercises (20%)

Students will be required to attend 13 lessons in which they will be expected to offer their ideas and arguments in class exercises, group discussions, and homework assignments.

AT2: Group presentation and project work (30%)

Students will be divided into several groups for presentation purpose. Each group has to prepare a 30-minute presentation in which members show their critical views and creative suggestions towards one of the chosen topics relating to policing and submit their presentation materials within 2 weeks following the presentation.

AT3: Reflection journal (15%)

Each student must submit a reflection paper of about 500 words based upon experiences and observations from fieldwork visit(s).

AT4: Quiz (35%)

Each student will be required to attend a two-hour quiz at the end of the course. The quiz will be composed of three parts: (a) multiple-choice questions, (b) one short question, and (c) one long question.

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation and class exercises	1.2. Ability to contribute to class by offering ideas and answers, and asking constructive questions 1.3. Ability to provide critical constructive feedback	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group presentation and project work	2.1. Ability to deliver a clear and concise verbal and written presentation 2.2. Ability to articulate collective reflection 2.3. Ability to show good responsibility in taking one's share of group tasks	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Reflection journal	3.1. Ability to reflect and critically analyse the topic of interest 3.2. Ability to produce clear, logical, and critically analysed report 3.3. Ability to demonstrate overall good organization and scholarly writing style, and to show no evidence of academic dishonesty	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Quiz	4.1. Ability to acquire a good knowledge of concepts and theories	High	Significant	Moderate	Basic	Not even reaching marginal levels

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.)

Roles, functions and organizations of police; history of the Hong Kong Police Force; crime prevention; crime detection; crime investigation; police recruitment and training; community policing; problem-oriented policing; intelligence-led policing and hot-spot policing; SARA approach; hot-spots patrols; crime clustering; public confidence in the police; public contacts with the police; Independent Police Complaints Council (IPCC) in Hong Kong; police corruption, sexual harassment and abuse of power; policing domestic violence; policing sex workers; gender and policing.

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.	
2.	

2.2 Additional Readings

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

Recommended Readings	
1.	Bayley, D. H. (1988). Community policing: A report from the devil’s advocate. In J. R. Green & S. D. Mastrofski (Eds.), <i>Community policing: Rhetoric or reality</i> . New York: Praeger.
2.	Bennett, T. (1994). Confidence in the police as a mediating factor in the fear of crime. <i>International Review of Victimology</i> , 3(3), 179-194.
3.	Bennett, T., Holloway, K., & Farrington, D. P. (2009). A review of the effectiveness of neighbourhood watch. <i>Security Journal</i> , 22(2),143-155.
4.	Broadhurst, R., & Davies, S. E. (2009). Introduction: Police work in context. In R. Broadhurst & S. E. Davies (Eds.), <i>Australian policing in context</i> (pp.1-13). Melbourne: OUP.
5.	Bullock, K., Erol, R., & Tilley, N. (2006). <i>Problem-oriented policing and partnership</i> . Cullompton: Willan.
6.	Dunham, R. G., & Alpert, G. P. (2010). <i>Critical issues in policing: Contemporary readings</i> . Prospect Heights, Ill: Waveland.
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: Taylor and Francis Group.
8.	Newburn, T. (Ed.). (2008). <i>Handbook of policing</i> . Cullompton: Willan.
9.	Peterson, M. (2005). <i>Intelligence-led policing: The new intelligence architecture</i> . Washington, DC: Bureau of Justice Assistance.
10.	Sherman, L. W. (2004). Research and policing: The infrastructure and political economy of federal funding. <i>The ANNALS of the American Academy of Political and Social Science</i> , 593(1), 156-178.
11.	Skogan, W. G. (2004). <i>Community policing</i> . Belmont: Thomson.
12.	Sun, I. (2007). Policing domestic violence: Does officer gender matter? <i>Journal of Criminal Justice</i> , 35, 581-595.
13.	Sun, I. Y., Li, J. C. M., & Wu, Y. (2011). Chinese and American students’ preference for police response to domestic violence. <i>Policing and Society</i> , 21(2), 214-232.
Online Resources	
1.	Hill & Associates: http://www.hill-assoc.com/web/Portal?xml=home&lang=en
2.	Hong Kong Police Force: http://www.police.gov.hk/ppp_en/index.html
3.	Independent Police Complaints Council: http://www.ipcc.gov.hk/