

SOCI 2220, Spring 2026

Introduction to Chinese Law and Society

Department of Sociology,
The Chinese University of Hong Kong

Instructor: Prof. Jin Sun

Time/Location: CKB 109, Th 16:30-18:15

Office hours: Sino 414, Th 15:30-16:30 (or by email appointment)

Email: jinsun@cuhk.edu.hk

TA: Ng Yeuk Nam; yeuknamng@cuhk.edu.hk

Course Description:

This course provides an overview of different topics in the fields of law, crime & society, including responsive regulation, cyberfraud crime, environmental crime, white-collar crime, financial crime, climate justice, law and technology, global governance, and transnational and international law. It will cover how empirical data are used to examine the theoretical concepts, such as regulatory governance, restorative justice, motivational posturing, reintegrative shaming, and procedural justice. In addition to understanding the ideas in the readings, students are expected to explore the latest practices in a particular area.

Learning Outcome

By the end of this course, students will be able to:

1. **Understand the key concepts of law, crime & society:** Grasp the key sociological, sociolegal, and criminological concepts to understand actors, institutions, and procedures in the contemporary Chinese judicial system. (LO1)
2. **Apply sociological, sociolegal, or criminological explanations of regulatory & compliance behaviors:** Use sociological, sociolegal, and criminological concepts to examine the private sector's compliance activities and the public sector's regulatory enforcement practices. (LO2) And,
3. **Contrive the latest practices based on empirical studies:** develop an empirical study of the latest practices in a particular area and provide sociological, sociolegal, or criminological explanations of such practices. (LO3)

Assessment:

Attendance and Participation: 20%

Group Presentation: 30%

Group Essay: 50%

Attendance and Participation: 20%

Absence from any session in W3-12: 1% deducted for each. (Absence for emergency or with a medical certificate is permitted).

Participation in class discussions is required (10%). Each study group would be invited to contribute to *class discussions* about the presentations of other groups.

Participation in office hours is strongly encouraged (10%).

Each group will be invited to discuss their project during office hours one week before the mid-term and final presentations.

Group Presentation: 30%.

A study group with 2 to 4 members shall present a case study of the latest practices in a particular region or industry. Please indicate *the group study topic* in the Google spreadsheet in W1.

Assessment:

- proposal presentation (3-5 min, Week 3): 5%
- mid-term presentation (30 min presentation, 15 min discussions, W4-W12): 10%
- final presentation (15 min presentation): 15%

Group Essay: 50%.

Assessment:

- Group mid-term essay (3,000 words; submitted before W6): 10%
- Group final essay (10,000 words; essay submitted before W14): 40%

Late submission penalty on the group final essay (date of submission):

10% (in 3 days)

30% (over 3 days but within one week)

50% (beyond one week)

Teaching Timetable

S1-S6: 8/1, 15/1, 22/1, 29/1, 5/2, 12/2; [Note: 19/2: no class, spring festival]

S7-S13: 26/2 [Note: 5/3: no class, reading week], 12/3, 19/3, 26/3, 2/4, 9/4, 16/4.

Grade Description:

- **A:** Outstanding performance on all learning outcomes.
- **A-:** Generally outstanding performance on all (or almost all) learning outcomes.
- **B+/B/B-:** Substantial performance on all learning outcomes, with high performance on some compensating for less satisfactory performance on others.
- **C+/C/C-:** Satisfactory performance on most learning outcomes, with possible minor weaknesses.
- **D+/D:** Barely satisfactory performance on several learning outcomes.
- **F:** Unsatisfactory performance on several learning outcomes, or failure to meet specified assessment requirements.

[Note: B- or lower for any free rider in the project]

Policy for Using AI:

In accordance with the CUHK 'Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments', students must adhere to the following policy:

- Students must seek explicit approval from the course instructor to collaborate with AI tools on assignments.
- AI tools may be used as writing assistants or for general inquiry but must not be used to fabricate content. The first draft must be based on original work such as data collection, interviews, or other written work.
- Students must include explicit acknowledgement in their assignment output if AI is used, detailing the co-generation process with AI.
- Students are responsible for the accuracy of the content submitted and must exercise caution when using AI tools, being aware of their limitations.
- Violations of this policy will be treated as acts of academic dishonesty and handled accordingly.

Additional Resources:

- [APA Citation Style for ChatGPT](#)
- [CUHK AI Tool Guidelines](#)

[Note: B- or lower for using fake or fabricated contents created by AI in the project]

Statement on Academic Honesty

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

For the group final essay, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. All students of the same group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide (<https://academic2.veriguide.org/portalcuhk/>).

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

Teaching Schedule

S1: Introduction to Law, Crime & Society in China

Task: Please identify your group members and choose your group study topics in the Google spreadsheet.

Sun, Jin, and Yan Zhang. (eds). 2026. *Restorative Justice, Deviance and Crimes in Chinese Societies*. Palgrave Macmillan. Link (TBC)

S2: Responsive Regulation and Agile Governance

Responsive regulation | John Braithwaite: <https://johnbraithwaite.com/responsive-regulation/>

Su, Ruotong, and Jin Sun*. 2025. Statist but Responsive Regulation: Targeted Responsive Campaigns as Agile Governance for Tech Innovation. *Journal of Asian Public Policy* <https://doi.org/10.1080/17516234.2025.2554109>

Ayres, I., & Braithwaite, J. (1992). *Responsive Regulation: Transcending the Deregulation Debate*. Oxford University Press. [Link](#)

S3: Responsive Regulation to Combat Cyberfraud Crimes

Task: Please present your group project proposal (3-5 minutes)

The three essential elements that should be articulated in each proposal are (1) Description of the empirical study subject (i.e., region, sector, industry, etc.): Briefly describe the empirical study in terms of its business/organization and key activities. (2) Rationale/Case Materials: Why is this industry/sector/region and this body of records of interest to the study? What unique issue(s) might this empirical study address or highlight? What reference materials are available for this study? (3) Timeline: Briefly identify key tasks, goals, and expected outcomes associated with the study and a rough timeline for carrying out, developing, and implementing them.

Sun, Jin*, Shiyu Gu, and Ruotong Su. 2026. "AI-Empowered Responsive Regulation for Preventing Future Crimes: An Empirical Inquiry into the Regulatory Pyramid to Combat Future Crimes in China and Southeast Asia." *Asian Journal of Criminology*. <https://doi.org/10.1007/s11417-025-09477-x>

Sun, Jin, and Shiyu Gu. 2025. "Responsive Policing for Cyberfraud Prevention: An Empirical Inquiry into the Regulatory Pyramid to Protect Cyberfraud Victims in China", *Policing & Society*. <https://doi.org/10.1080/10439463.2025.2548237>

Zhou, Y., Tiwari, M., Lee, C.S. *et al.* Exploring Future Crimes: Technologies, Digitalization, and Criminal Malleability. *Asian J Criminol* 21, 11 (2026). <https://doi.org/10.1007/s11417-025-09471-3>

For more articles on future crimes, please see the special issue at AJOC: <https://link.springer.com/collections/ghddagfcfd>

S4: Regulatory Governance to Address Environmental Crimes

- Sun, Jin, and Yan Zhang. 2025. "Restorative Environmental Governance in China: Long-term Compliance for Conditional Non-Prosecution in Campaign-style Criminalization Enforcement", *Journal of Chinese Governance*, [1–29](https://doi.org/10.1080/23812346.2025.2535685). <https://doi.org/10.1080/23812346.2025.2535685>
- Liu, N. N., Lo, C. W. H., Zhan, X., & Wang, W. (2015). Campaign-style enforcement and regulatory compliance. *Public Administration Review*, 75(1), 85-95. <https://doi.org/10.1111/puar.12285>

S5: Restorative Justice

- Zhang, Y., Liu, J. & Braithwaite, J. The Pluralism of Restorative Justice in Greater China: An Introduction. *Asian J Criminol* 18, 83–87 (2023). <https://doi.org/10.1007/s11417-023-09402-0>
- Wu, Z., & Wu, S. (2023). The past, present, and future of restorative justice in the Chinese Mainland: A systematic review of Chinese literature. *Asian Journal of Criminology*, 18(2), 89-112. <https://doi.org/10.1007/s11417-023-09400-2>
- Braithwaite, J. (2002). *Restorative justice & responsive regulation*. Oxford University Press. [Link](#)
- Professor Dennis Wong: Hong Kong's Reintegration Models for Young Offenders: https://cps.hkfyg.org.hk/2024/09/26/yhk_16_3_interview_hong-kongs-reintegration-models-for-young-offenders/
- Wong, D.S.W., Fung, C.S.Y. Juvenile Community Corrections in China: the Quest for a Restorative Approach. *Asian J Criminol* 18, 113–132 (2023). <https://doi.org/10.1007/s11417-022-09381-8>
- For more articles on restorative justice, please see the special issue at AJOC: <https://link.springer.com/journal/11417/volumes-and-issues/18-2>

S6: Motivational Posturing Theory

Task: Submit the mid-term essay to the instructor and TA via email

- Braithwaite, V. (2014). Defiance and motivational postures. In *Encyclopedia of criminology and criminal justice* (pp. 915-925). Springer, New York, NY. https://doi.org/10.1007/978-1-4614-5690-2_61
- Braithwaite, V. (2003). Dancing with tax authorities: Motivational postures and non-compliant actions. *Taxing democracy*, 3, 15-39. [Link](#)
- Braithwaite, V., Murphy, K., & Reinhart, M. (2007). Taxation threat, motivational postures, and responsive regulation. *Law & Policy*, 29(1), 137-158. <https://doi.org/10.1111/j.1467-9930.2007.00250.x>

S7: Procedural Justice and Policing

Task: mid-term essay feedback by the instructor in class

- Hinds, L., & Murphy, K. (2007). Public satisfaction with police: Using procedural justice to improve police legitimacy. *Australian & New Zealand journal of criminology*, 40(1), 27-42. <https://doi.org/10.1375/acri.40.1.27>
- Murphy, K., Hinds, L., & Fleming, J. (2008). Encouraging public cooperation and support for police. *Policing & society*, 18(2), 136-155. <https://doi.org/10.1080/10439460802008660>
- Bradford, B., Murphy, K., & Jackson, J. (2014). Officers as mirrors: Policing, procedural justice and the (re) production of social identity. *British journal of criminology*, 54(4), 527-550. <https://doi.org/10.1093/bjc/azu021>
- Murphy, K., & Cherney, A. (2012). Understanding cooperation with police in a diverse society. *The British Journal of Criminology*, 52(1), 181-201. <https://doi.org/10.1093/bjc/azr065>

S8: Reintegrative Shaming, Compliance and White-Collar Crime

- Braithwaite, J. (1989). *Crime, shame and reintegration*. Cambridge University Press. [Link](#)
- Braithwaite, J. (1985). White collar crime. *Annual review of sociology*, 11(1), 1-25. <https://doi.org/10.1146/annurev.so.11.080185.000245>
- Makkai, T., & Braithwaite, J. (1994). Reintegrative shaming and compliance with regulatory standards. *Criminology*, 32(3), 361-385. <https://doi.org/10.1111/j.1745-9125.1994.tb01158.x>
- Murphy, K., & Harris, N. (2007). Shaming, shame and recidivism: A test of reintegrative shaming theory in the white-collar crime context. *The British Journal of Criminology*, 47(6), 900-917. <https://doi.org/10.1093/bjc/azm037>

S9: Global Anti-Money Laundering Against Financial Crimes

- Sun, Jin, and Grégoire Mallard. 2025. "Post-Neoliberal Parallel Globalization: The Unipolar to Multipolar Transition in Transnational Financial Orders." *Socio-Economic Review*. <https://doi.org/10.1093/ser/mwaf051>
- Sun, Jin. 2021. "International payment settlement in China including Macau and Hong Kong and unilateral sanctions-related disputes: sources, remedies and procedures." In Charlotte Beaucillon (ed.), *The Research Handbook on Unilateral and Extraterritorial Sanctions*, Edward Elgar, pp. 322-340. [Link](#)
- Mallard, Grégoire, and Jin Sun. 2022. "Viral Governance: How Unilateral US Sanctions Changed the Rules of Financial Capitalism." *American Journal of Sociology* 128(1): 144-188. [Link](#)
- Mallard, Grégoire, and Jin Sun. 2024. "International Law, Security and Sanctions: A Decolonial Perspective on the Transnational Legal Order of Sanctions" *Annual Review of Law and Social Science* 20. [Link](#)

S10: Global Climate Crisis and Climate Justice

- Braithwaite, J., Forsyth, M., & Cleland, D. (2019). Restorative environmental justice: An introduction. In E. Biffi & B. Pali (Eds.), *Environmental Justice Restoring the Future: Towards a Restorative Environmental Justice Praxis* (pp. 9–13). European Forum for Restorative Justice. [Link](#)
- Chen, Ling, and Jin Sun. 2023. [Trans-Governmental Normative Orders: Chinese Central-Local Relations in the Pilot Carbon Emissions Trading Scheme](#). *Journal of Public Administration (in Chinese)* 91(1): 144-160.
- Van Rooij, B., & Lo, C. W. H. (2010). Fragile convergence: Understanding variation in the enforcement of China's industrial pollution law. *Law & Policy*, 32(1), 14-37. <https://doi.org/10.1111/j.1467-9930.2009.00309.x>

S11: Regulatory Governance, Law and Technology

- Levi-Faur, D. (2011). Regulation and regulatory governance. *Handbook on the Politics of Regulation*, 1(1), 1-25. [Link](#)
- Levi-Faur, D. (2005). The global diffusion of regulatory capitalism. *The annals of the American academy of political and social science*, 598(1), 12-32. <https://www.jstor.org/stable/25046077>
- Sun, Jin. 2024. *Sustainable Financialization: Leveraging FinTech, Social Innovation and Inclusive Partnership for Sustainable Development Goals*. Palgrave Macmillan. <https://link.springer.com/book/10.1007/978-981-96-3580-1>
- Chen, Ling, Jin Sun, and Lan Xue. 2022. Algorithm Fairness and Algorithm Governance: Global Governance and Chinese Experience. *China Reform* 423(03): 54-58.

S12: Global Governance, Transnational and International Law

- Halliday, Terence C., and Bruce G. Carruthers. 2007. “The Recursivity of Law: Global Norm Making and National Lawmaking in the Globalization of Corporate Insolvency Regimes.” *American Journal of Sociology* 112(4):1135–1202. <https://www.jstor.org/stable/10.1086/507855>
- Mallard, Grégoire. 2019. *Gift Exchange: The Transnational History of a Political Idea*. Cambridge: Cambridge University Press. Chapter 7. [Link](#)
- Pénet, P., & Flores Zendejas, J. (2021). *Sovereign debt diplomacies: rethinking sovereign debt from colonial empires to hegemony*. Oxford University Press. [Introduction](#).
- Sun, Jin, and Hanzhi Yu. (eds). 2025. *Global Governance and Sustainable Development: Perspectives from China & the Global South*. [Palgrave](#) Macmillan.

S13: Final Group Presentation ##