TITLE: Crime and Justice in the Information Age

SI MODULE CODE: 77-600910

CREDITS: 20

LEVEL: 6

JACS CODE: L311

SUBJECT GROUP: Criminology

DEPARTMENT: Law and Criminology

MODULE LEADER: Jake Phillips and James Banks

MODULE STUDY HOURS (based on 10 hours per credit)

<table>
<thead>
<tr>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
</tr>
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<tr>
<td>36</td>
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<td>164</td>
<td>200</td>
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</table>

MODULE AIM

To explore the transformation of crime and criminal justice in the information age through the lens of theory and practice with a view to understanding the myriad ways in which crime and justice have changed and been conceptualised in the late 20th and early 21st centuries. The module will explore ways in which the information age might be seen to reinforce and undermine individuals' freedom and safety.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Make judgements by critically analysing, evaluating and identifying the ways in which information and communication technologies have impacted upon the forms, features and organisational dynamics of crime and justice
- Identify and explain the key theoretical approaches to understanding crime and justice in the information age
- Summarise the essential aspects relating to how information and communication technologies may both protect and undermine individuals' civil liberties
- Appropriately access, utilise and reference relevant academic sources

INDICATIVE CONTENT

This will be structured by these four thematic questions:

- The information age – what is it, how has it come to be, and does it exist?
- Crime and technology – is ‘cybercrime’ just ‘old wine in new bottles’ or something new altogether?
- Justice and technology – to what extent does ‘justice’ in the information age rely on technology and how does technology structure our understanding and the implementation of justice?
- Surveillance, freedom and liberty – does information want to be free, and should it be free?

In order to think about these questions, the following topics will be covered:

- Cyber-enabled and cyber-dependent crimes
- Regulating the internet (both formally and informally)
- Cryptography, anonymisation, pseudonymisation and communications technologies
- The role of big data and crime/justice
- Issues of personal data collation, retention and dissemination in criminal justice spheres
Data sharing between public bodies
The network society and crime
Hacking, pirating, and online fraud
Online victimisation
Technology, terrorism and national security
Surveillance, civil liberties and freedoms
Concepts of the human right to respect for private life

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

1) Learning and Teaching Strategy

The teaching in all modules across the programme will contain elements relating to knowledge, values, academic skills and applied skills. The strategy is to anchor learning in 'real world' situations using theoretical ideas, concepts and models to further academic enquiry. Students are, therefore, encouraged to develop as autonomous, reflective learners.

Crime and Justice in the Information Age is an exciting module that requires students to consider the ways in which information and communication technologies have impacted upon the forms, features and organisational dynamics of crime and justice. Lectures will introduce students to a range of topics including: the information society, surveillance, big data, cryptography, hacking, cyber-crime and cyber-terrorism, for example. Lectures will be supported by seminars.

2) Assessment and Feedback

The assessment for this module is designed to enable students to demonstrate their engagement with learning and achievement against the specific learning outcomes. Opportunities are provided for students to gain formative feedback, which may include feedback from tutors, peers or through guided self-reflection. Students are required to complete summative assessment tasks set by the tutor which are supported by developmental tasks and activities throughout the module, so that there is a clear and explicable link between the module teaching and assessment.

Two written assessments will ask students to consider: (a) the (new) threats and challenges facing states, crime control agencies and citizens in the information age, and; (b) how we are to best respond to these threats and challenges.

ASSESSMENT TASK INFORMATION

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Short Description of Task</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration</th>
<th>In-module retrieval available</th>
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<td>Essay CW</td>
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<td>2000</td>
<td>N</td>
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FEEDBACK

Students will receive both formative and summative feedback on their performance during the delivery of the module in the following ways:

Formative feedback will provide opportunities for students to advance academic, personal and professional development (which includes enhancing their subject knowledge and the development and acquisition of skills and practices relevant for the world of work). This will be
achieved through a range of activities, which can include: tutor feedback through small group taught sessions, 1-2-1 tutorial sessions, online activities, and direct response to designated work activities. Peer feedback could also be utilised through direct and on-line teaching activities. Formative feedback provides students with the opportunity to assess their own engagement and understanding of the module content and consider how to use that experience to effectively complete the assessment task.

Summative feedback is provided for all assessment tasks required within the module. Summative feedback will be supported and enhanced by feedforward/feedback documentation and assessment criteria made available via the module handbook/blackboard sites at the start of teaching.

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

A full electronic reading list will be provided via Resource Lists Online with specific readings being provided for lectures and seminar/workshop (inclusive of general and further reading, which may relate to policy documents, media articles, etc.). The identification and access to other related learning resources (which could include lecture slides, seminar/workshop activities, internet links, screencasts/podcasts, formative surveys or online quizzes) will be provided on the module Blackboard site.

Indicative reading is as follows:


