1. **Title of the module**

SOCI7600 (SO760): Technology, Control and Cyber Crime *- Canterbury*

SOCI7601 (SO760): Technology, Control and Cyber Crime *- Medway*

1. **Division or partner institution which will be responsible for management of the module**

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules and/or module restrictions**

N/A

1. **The courses of study to which the module contributes**

BA (Hons) Criminology and joint honours criminology courses – optional module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Evaluate the relationship between contemporary cyber- and networked-enabled crime and the more traditional conception of crime and crime control.
3. Critically reflect on the challenges that the digital world poses to criminological understanding and modes of investigation.
4. Discuss issues of crime, control and crime prevention in the networked and digital world at an in-depth level.
5. Offer a critical analysis of the different roles public and private actors play in the management, security and enablement of cyber activity and practices.
6. Evaluate the consequences and implications that the global interconnectedness of cyber offending poses to individual nation states and other institutional bodies.
7. Critically evaluate and reflexively deploy sociological approaches to evaluate online behaviour.
8. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
9. Demonstrate communication skills in presentation and debate, and in utilization of research and empirical data (including quantitative sources).
10. Synthesise the theoretical contributions of different disciplines of enquiry.
11. Gather appropriate library and web-based resources for undergraduate study; make critical judgments about their merits and use the available evidence to construct an argument.
12. **A synopsis of the curriculum**

This module provides students with an understanding of contemporary cybercrime, its implications and its sociological meanings. It examines how cybercrime functions, how it relates to wider criminological debates and theories, and how it raises challenges in our understanding of the nature of crime, criminality, crime control and policing. Students will become familiar with cutting edge research and theories in the field of cybercrime, and debates that are developing both within the UK and across the world. By focusing on the differing levels of both action and actors, this unit will provide a holistic and nuanced understanding of these vital contemporary challenges facing society. This module equips students with the necessary theoretical and practical tools and modes of social enquiry to make sense of an increasingly digital and networked world.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Button, M., & Cross, C. (2017). *Cyber Frauds, Scams and Their Victims*. London/New York, Routledge, Taylor & Francis.

Martellozzo, E., & Jane, E. A. (Eds.). (2017). *Cybercrime and Its Victims.* London/New York, Routledge, Taylor & Francis.

Martin, J. (2014). *Drugs on the dark net: How cryptomarkets are transforming the global trade in illicit drugs*. Basingstoke, Palgrave MacMillan.

Yar, M. (2013). *Cybercrime and society*. Los Angeles, Sage.

1. **Contact hours**

Total Contact Hours: 22

Private Study Hours: 128

Total Hours: 150

1. **Assessment methods**

**13.1: Main assessment methods**

Coursework - 3500 Word essay: 80%\*

Coursework - Seminar participation: 20%

\* This component is pass compulsory

**13.2: Reassessment methods**

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X |  | X | X |
| Lecture | X | X |  |  | X | X |  |  |  |
| Seminar |  | X | X | X |  | X | X | X |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Seminar participation |  | X | X |  | X | X | X |  |  |
| Essay | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and Medway

1. **Internationalisation**

Cybercrime is a phenomenon crossing all national boundaries. In fact the truly international and borderless characteristic of cybercrime and the challenges it poses to the individual nation states is a key topic within this module. As such, cybercrime is contextualised using a range of international literature and case studies. With regard to the latter, there is a particular focus on case studies from France, the Netherlands and Belgium.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 23/01/2018 | n/a | September 2018 | n/a | No |
| 09/2021 EAP | Major | September 2021 | 1, 13, 14 | No |