

# SS4572: FUTURE CRIME

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Future Crime

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

4572

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course is to discuss a range of specific topics which delve into the emerging trends, patterns, and technologies that may contribute to new forms of criminal behavior. These topics cover cybercrime, environmental crime, terrorism and

extremism, white-collar crime, as well as social and political unrest. The study of future crime allows students to gain the opportunity to familiarize themselves with various research methods, including data analysis, theoretical frameworks, and scenario planning, in order to comprehend and predict the evolution of criminal activities. The acquisition of this knowledge aims to heighten students' awareness in anticipating and understanding the challenges that law enforcement agencies, policymakers, and societies at large may face in the coming years.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the key problems and issues inherent in the study of future crime and deviance;	25	x	x	x
2	Explain the main conceptual approaches to understanding and addressing locally and globally significant serious crimes;	25	x	x	x
3	Demonstrate the ability to investigate the pertinent literature and apply a problem-solving approach to analyze a highly publicized crime incident; and	25	x	x	x
4	Contrast and evaluate the fundamental assumptions about offenders involved in serious and recurrent criminal activities.	25	x	x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	TLA1: Lecture: It introduces the major problems and issues regarding the emerging and future crime, and the conceptual approaches to explain them. Local and global examples are illustrated.	1, 2, 3, 4	
2	TLA2: Research project It requires students to adopt the knowledge and concepts learnt to study one or several cases of emerging and future crime.	1, 2, 3, 4	

3	TLA3: Class discussion	It engages students in vibrant class discussion issues about future crime in class. The discussion is pertinent to lessons taught.	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

	<b>ATs</b>	<b>CILO No.</b>	<b>Weighting (%)</b>	<b>Remarks ("- " for nil entry)</b>	<b>Allow Use of GenAI?</b>
1	AT1: Research project: Students have to work as a team to analyze a specific case of future crime in the context of contemporary modern society. This project aims to explore emerging issues and challenges related to the intersection of crime and advancements in technology, society, and governance.	1, 2, 3, 4	30		

2	<p>AT2: Paper: Students are required to write a comprehensive term paper on a distinct topic covered in the course. The paper should showcase their understanding of relevant concepts and theories, supported by concrete examples and illustrations. It should encompass a literature review, theoretical framework, research methods, findings, and implications. The word limit is around 5,000 - 6,000 words, encompassing all sections.</p>	1, 2, 3, 4	45		
3	<p>AT3: Quiz: Students are required to complete at least one take-home or in-class quiz to demonstrate their comprehensive understanding of essential concepts and theories covered in lecture. The quiz aims to assess their knowledge and comprehension of key themes in the domain of future crime.</p>	1, 2, 3, 4	25		

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)**

**Assessment Task**

1. Research project

**Criterion**

Collection of content-rich, experience-near data.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Poor

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**Assessment Task**

2. Paper

**Criterion**

Articulation of theory, findings, and conclusion coherently

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Poor

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**Assessment Task**

3. Quiz

**Criterion**

Recognition of theory-data fit accurately

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Poor

## Part III Other Information

**Keyword Syllabus**

- a. Cybercrime
- b. Environmental crime
- c. Terrorism and extremism
- d. White-collar crime
- e. Social and political unrest
- f. AI and crime
- g. Transnational organized crime
- h. Emerging technologies and crime
- i. Genetic and biomedical crime
- j. Urban crime and smart cities

**Reading List****Compulsory Readings**

Title	
1	Goodman, M. (2015). <i>Future crimes: Inside the digital underground and the battle for our connected world</i> . Random House.
2	Buchanan, B. (2016). <i>The cybersecurity dilemma: Hacking, trust, and fear between nations</i> . Oxford University Press.
3	Kirwan, G., & Power, A. (2013). <i>Cybercrime: The psychology of online offenders</i> . Cambridge University Press.
4	David, W., & April, P. (2005). The Internet as a conduit for criminal activity. In <i>Information technology and the criminal justice system</i> (pp. 77-98). Sage.
5	Holt, T. J., Bossler, A. M., & Seigfried-Spellar, K. C. (2022). <i>Cybercrime and digital forensics: An introduction</i> . Routledge.
6	Laferrière, D., & Décary-Héту, D. (2023). Examining the uncharted dark web: Trust signalling on single vendor shops. <i>Deviant Behavior</i> , 44(1), 37-56.
7	Kelly, W. R. (2019). <i>The future of crime and punishment: Smart policies for reducing crime and saving money</i> . Rowman & Littlefield.

**Additional Readings**

Title	
1	Holt, T. J., Bossler, A. M., & Seigfried-Spellar, K. C. (2022). <i>Cybercrime and digital forensics: An introduction</i> . Routledge.
2	Piquero, A., & Tibbetts, S. (1996). Specifying the direct and indirect effects of low self-control and situational factors in offenders' decision making: Toward a more complete model of rational offending. <i>Justice quarterly</i> , 13(3), 481-510.
3	Choi, K. S., & Lee, C. S. (2018). The present and future of cybercrime, cyberterrorism, and cybersecurity. <i>International Journal of Cybersecurity Intelligence &amp; Cybercrime</i> , 1(1), 1-4.

4	Back, S., & LaPrade, J. (2019). The future of cybercrime prevention strategies: Human factors and a holistic approach to cyber intelligence. <i>International Journal of Cybersecurity Intelligence &amp; Cybercrime</i> , 2(2), 1-4.
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