

SS3505: GREEN CRIMINOLOGY: CRIMES AGAINST THE ENVIRONMENT AND WILDLIFE

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Green Criminology: Crimes against the Environment and Wildlife

Subject Code

SS - Social and Behavioural Sciences

Course Number

3505

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

SS2030 Introduction to Crime Science

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to:

1. To explore the ways in which environmental crimes affect human and non-human
2. To analyze the different perspectives within the study of green criminology (ie: legal, ecological, sociological, environmental harm and justice perspective)
3. To reflect on the meaning of environmental crime and harm and how different societies and jurisdictions address these issues, with concrete case examples
4. To explore how scientific measures could combat environmental crime.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the ways in which the environment are threatened by crime and deviant behaviour.	40	x	x	x
2	Discuss major theoretical perspectives in the study of green criminology.	30	x	x	
3	Critically describe the value of the natural environment and wildlife and how scientific measure can respond to the pressing threats that both face.	30	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	Lectures	Students will engage in lectures to gain knowledge on environmental crime.	1, 2, 3	
2	Group Discussions	Students will engage in critical discussion to expand their learning.	1, 2, 3	
3	Guest Lectures from Representatives from environmental organisations and NGOS	Representatives from environmental organisations and NGOs will be invited to speak to students about their experiences and insights on environmental and wildlife conservation and educational campaigns.	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Individual Paper	1, 2, 3	40	Allow AI to 1. Proof read and edit 2. Generate initial ideas 3. Conduct preliminary analyses	Yes
2	Group team-based learning exercise	1, 2, 3	20	Allow AI to 1. Generate initial ideas 2. Conduct preliminary analyses	Yes
3	Individual Reflective Exercises	1, 2, 3	30	Allow AI to 1. Proof read and edit 2. Generate initial ideas 3. Conduct preliminary analyses	Yes
4	Class Participation	1, 2, 3	10	AI is unable to assist with this.	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Individual Paper

Criterion

Conceptual understanding Critical thinking and analysis

Excellent (A+, A, A-)

Excellent ability to comprehend and describe the major theoretical bases, concepts, and debates in relation to green criminology. Excellent demonstration of critical thinking. Paper shows clear evidence of wider research of topic.

Good (B+, B, B-)

Moderate ability to comprehend and describe the major theoretical bases, concepts, and debates in relation to green criminology. Moderate demonstration of critical thinking. Paper shows acceptable evidence of wider research of topic.

Fair (C+, C, C-)

Satisfactory ability to comprehend and describe the major theoretical bases, concepts, and debates in relation to green criminology. Satisfactory demonstration of critical thinking. Paper shows limited evidence of wider research of topic.

Marginal (D)

Limited ability to comprehend and describe the major theoretical bases, concepts, and debates in relation to green criminology. Limited demonstration of critical thinking. Paper shows minimal evidence of wider research of topic.

Failure (F)

Very limited ability to comprehend and describe the major theoretical bases, concepts, and debates in relation to green criminology. Very limited demonstration of critical thinking. Paper shows no evidence of wider research of topic.

Assessment Task

Group team-based learning exercise

Criterion

Conceptual understanding Wider researcher and understanding

Excellent (A+, A, A-)

Excellent understanding of topic and demonstrates wider research and critical understanding in group project.

Good (B+, B, B-)

Moderate understanding of topic and demonstrates moderate research and critical understanding in group project.

Fair (C+, C, C-)

Satisfactory understanding of topic and demonstrates satisfactory research and critical understanding in group project.

Marginal (D)

Limited understanding of topic and demonstrates limited research and critical understanding in group project.

Failure (F)

Very limited understanding of topic and demonstrates very limited research and critical understanding in group project.

Assessment Task

Individual Reflective Exercises

Criterion

Critical thinking Discovery

Excellent (A+, A, A-)

Excellent effort in completing the reflective exercise. Answer demonstrates logical thinking supported by a wide range of relevant case examples.

Good (B+, B, B-)

Moderate effort in completing the reflective exercise. Answer demonstrates moderate logical thinking supported by moderate case examples.

Fair (C+, C, C-)

Satisfactory effort in completing the reflective exercise. Answer demonstrates satisfactory logical thinking supported by some case examples.

Marginal (D)

Limited effort in completing the reflective exercise. Answer some logical thinking supported by limited case examples.

Failure (F)

Very limited effort in completing the reflective exercise. Answer demonstrates minimal logical thinking supported by limited case examples.

Assessment Task

Class Participation

Criterion

Contribution Ability to inspire learning for class members Engagement in lectures and materials

Excellent (A+, A, A-)

Active engagement in class discussions, able to offer thought provoking and stimulating insights. Able to consider alternative view points and engage in rational discussion with class members

Good (B+, B, B-)

Consistent engagement in class discussions and is willing to engage with other class members from time to time. Able to provide logical reasons for their opinions from time to time

Fair (C+, C, C-)

Limited input and unwilling to share opinion during class discussions. Little effort to become part of class discussions. Little grounds for their opinions and offers simple answers when asked

Marginal (D)

Very limited input and unwilling to share opinion during class discussions. Minimal effort to become part of class discussions. Very limited grounds for their opinions and offers simple answers when asked

Failure (F)

Unwilling to engage in any class discussions. Shows no interests in any issues discussed.

Part III Other Information

Keyword Syllabus

Crime, environment, wildlife, companion animals, toxic waste, water, air, climate change, poaching

Reading List

Compulsory Readings

Title	
1	White, R. (2021). Theorising green criminology: Selected essays. Routledge.
2	South, N., & Brisman, A. (Eds.). (2020). Routledge international handbook of green criminology. Routledge.
3	Brisman, A. (2022). Routledge international handbook of green criminology. Routledge.

Additional Readings

Title	
1	Julie Ayling, 'What Sustains Wildlife Crime? Rhino Horn Trading And The Resilience Of Criminal Networks' (2013) 16 Journal of International Wildlife Law & Policy.
2	Tanya Wyatt, 'Exploring The Organization Of Russia Far East's Illegal Wildlife Trade: Two Case Studies Of The Illegal Fur And Illegal Falcon Trades' (2009) 10 Global Crime.
3	Huisman and van Erp, 'Opportunities For Environmental Crime: A Test Of Situational Crime Prevention Theory' (2013) 53 British Journal of Criminology.

4	Cao, D. (2015) <i>Animals in China: Law and Society</i> , Palgrave MacMillan.
5	Lynch, M. J., Fegadel, A., & Long, M. A. (2022). Green criminology and state-corporate crime: the ecocide-genocide nexus with examples from Nigeria. In <i>The Genocide-Ecocide Nexus</i> (pp. 81-101). Routledge.
6	Sollund, R. A. (2019). <i>The crimes of wildlife trafficking#: issues of justice, legality and morality</i> . Routledge.
7	Alonso, A. I., & South, N. (2025). Incorporating a One Health Approach Into the Study of Environmental Crimes and Harms: Towards a 'One Health Green Criminology.' <i>British Journal of Criminology</i> , 65(2), 328–343. https://doi.org/10.1093/bjc/azae047
8	Gutierrez, L., & Duffy, R. (2024). Harms and the Illegal Wildlife Trade: Political Ecology, Green Criminology and the European Eel. <i>Critical Criminology</i> (Richmond, B.C.), 32(1), 61–76. https://doi.org/10.1007/s10612-023-09734-4
9	Spapens, T. C., A. Antonopoulos, G., von Lampe, K., Larsson, P., van Duyne, P. C., Harvey, J., & Banach-Gutierrez, J. (2025). The Anthropocene and Green Criminology. In <i>Green and Transnational Crime in Europe and Beyond</i> (pp. 73–94). Taylor & Francis Group. https://doi.org/10.4324/9781003530824-5
10	Beirne, P. (2018). <i>Murdering Animals: Writings on Theriocide, Homicide and Nonspeciesist Criminology</i> (1st ed.). Palgrave Macmillan UK