Guidelines to examiners KRIM 2960/4960 spring 2025

Exam assignment, KRIM 2960,
Choose the first *or* the second assignment:

1. Read the following article: Three dead parrots show need for proper ban on wildlife trade - 360

Pick one dilemma related to species justice that is raised in the article and discuss this on basis of your syllabus.

Use the second part of your assignment to discuss pros and cons of the proposal regarding CITES put forward in the article and draw on contributions from your syllabus when relevant.

2. Read the following statement from The white house: Putting America First In International Environmental Agreements – The White House

Place the article in relation to Lynch (et al's) contribution to your syllabus and discuss the consequences of the Trump administration's decision and the ways in which these may impact on environmental justice, species justice and eco-justice. Draw also on the other contributions from the syllabus when relevant.

Exam assignment, KRIM 4960
Choose the first *or* the second assignment.

1. Read the following article: Three dead parrots show need for proper ban on wildlife trade - 360

Pick one dilemma related to species justice and ecocide that is raised by the article and discuss this on basis of your syllabus.

Use the second part of your assignment to discuss pros and cons of the proposal regarding CITES put forward in the article, and draw on contributions from your syllabus when relevant.

2. Read the following statement from The White House: Putting America First In International Environmental Agreements – The White House

Place the article in relation to Lynch (et al's) contribution to your syllabus and discuss the consequences of the Trump administration's decision and the ways in which these may impact on environmental justice, species justice and eco-justice, as well as ecocide. Draw also on other contributions from the syllabus when relevant.

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Overall criteria for evaluation

The goal with all the assignments is that the students shall use the syllabus (including theory and perspectives) to explore and discuss topics they find relevant within the framework of the course generally and the assignments specifically. Students who write their assignments only (or mostly) relying on reports that are not on their syllabus (no reports are) shall fail.

KRIM2960

In the 1st assignment (KRIM 2960) the students are expected to identify the dilemma in the article that relates to *species justice*, (that animals who are seized are killed) which implies they must have understood this concept and are able to clarify its significance. This concept is important in green criminology, and it is positive if the students can draw the line between different contributions in the syllabus that employ this and related concepts such as ecojustice, biojustice environmental justice in the process of identifying the dilemma.

In the second part of the assignment, the student is expected to describe what CITES it, its foundation and ideology (anthropocentrism, econocentrism) and include these in a discussion in relation to species justice and animal rights, when discussing pros and cons regarding the proposal concerning CITES set out in the article. The students shall be rewarded for independency and for including perspectives that are central in green criminology such as harms versus crimes, and advantages and disadvantages of criminalisation.

In the 2nd assignment, the students are expected to show they understand the concept of threadmill of production (ToP) and threadmill of Law (ToL) as these are described by Lynch (et al's) contribution in the syllabus, and understand their relevance in view of the White House article.

Next, they are expected to place and discuss Trump's policy as set out in the article in view of environmental justice, ecojustice and species justice, to discuss the impact of Trump's policy. This implies they must show they understand these concepts that are central in green criminology.

Students who can draw lines between different contributions in the syllabus and who shows independency shall be rewarded for this.

KRIM 4960

Assignment 1. In addition to the expectations described in the 1st assignment for KRIM 2960, students should include ecocide, rather than only species justice.

Assignment 2. In addition to the expectations described for assignment 2 of KRIM 2960, the student is expected to include also the concept of ecocide as this is described in the syllabus, e.g. by South, Larsen, and White, in the discussion.

The assignments part one and two demand independence of the student and the ways in which they solve the assignments may vary. Much of the literature of the course may be relevant, but some more than other. Those who can draw the lines between the different parts of the syllabus and show also the relevance of the contributions that not first come to mind (e.g. based on the title of the work) shall be rewarded for this.

They should *explain/show* with the different contributions, why they are relevant, rather than just namedropping.

In the assessment of the assignments the censors should consider the assignments as a whole. They can have both strengths and weaknesses. Originality and independence can to some degree outweigh possible weaknesses.

It is preferred that the student writes thoroughly and well-considered about a limited topic, e.g. wildlife trafficking or climate change (assignments 1 and 2 correspondingly) rather than superficially about a large topic, such as environmental crime/harm generally. This can easily be done with the use of AI.

The student should show a good connection between the questions raised in the assignments, and the literature as this is used in the discussion, and a conclusion is expected. The ability to make an independent, critical discussion based on the syllabus shall be awarded, as well as originality and coherence.

It is expected that the students cite the literature correctly and that the assignments include a proper reference list. Some errors can be acceptable but if they are too many this should impact on the marking.