

CCJ 5934/ SYA 7933  
**CRIME AND THE ENVIRONMENT**  
**Fall 2022**

The syllabus and all revisions will be posted to Canvas

- Instructor:** Dr. Jessica Kahler ([jkahler@ufl.edu](mailto:jkahler@ufl.edu))  
Assistant Professor  
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University of Florida
- Office Hours:** Tuesdays 1:00 pm- 3:00 pm, *or by appointment* Turlington Hall: 3346;  
phone: (352) 294-6910
- Class Time:** Mondays Period 7 - 9 (1:55 pm – 4:55 pm) in Weimer Hall room 2050

**Course Description:** This class will explore the theoretical and methodological approaches from the emerging subfields of conservation and green criminology, examine theories of environmental crime causation, and contemporary applications of crime prevention and control techniques within the context of environmental crime. We will use a variety of case studies from Florida to the forests of Africa and markets of Southeast Asia, to build an awareness of current theories and methods as well as identify gaps in knowledge. The class will engage in current debates such as the relationship between legal and illegal natural resource markets and the “militarization of conservation.”

This course has multiple goals. First, the course seeks to expose graduate students to a variety of contemporary, peer-reviewed literature within conservation and green criminology providing a foundation to understand theoretical and methodological advances and gaps. Second, the course will provide opportunities to practice formulating written, comprehensive exam-style responses as well as lead discussions relevant to contemporary debates, theories and methods in the field. And third, the course will provide an opportunity for collaborative writing and expose graduate students to the process associated with peer-reviewed publication.

**Gatorevals:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

**Academic Integrity & Dishonesty:** Academic dishonesty is not tolerated at the University of Florida and the consequences for dishonesty are taken seriously and may have a range of outcomes. The UF holds its students to the highest standards, and we encourage students

to read the UF Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral to the Student Conduct and Conflict Resolution and may result in academic sanctions. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium.

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)

### **Ground Rules and Classroom Norms:**

We come from different disciplinary backgrounds and schools of thought. Topics like “conservation, crime, victimization, and harm” may illicit strong emotions through disagreements over differences in philosophical, theoretical, cultural or ethical/moral orientation or standpoints. Additionally, we all have different experiences based on race, ethnicity, nationality, gender, sexuality, abilities, socio-economic status, etc. Please be respectful of others' lived experiences, do not shame or make others feel embarrassed of the views or experiences. Acknowledge differences of opinions in a professional and respectful manner.

I would like to set **Ground Rules** to help us navigate sensitive or difficult topics during discussions (source: <https://crlt.umich.edu/publinks/generalguidelines>)

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views.
- Criticize ideas, not individuals.
- Commit to learning, not debating. Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

**Work Expectations, Class Attendance, And Make-Up Policy:** This is a 3-credit hour class graduate course. For every credit hour spent in class per week, you will spend approximately 3+ hours on outside work, which can result in a moderate to heavy workload of about 6-9 hours of outside work per week. Keep up with the readings and assignments or you will get behind. Learn how to read effectively to get the content you need to assess and critique the arguments.

- Life happens. If events transpire that will prevent you from completing course assignments on time, please notify me as soon as possible. I do not need details but we will need to discuss a path forward for you to complete the course successfully.
- Participation in official university activities which conflict with class meeting time and other reasons that may be determined appropriate by the university/instructor may also be permitted provided you **inform me of this conflict in advance**.
- Refer to the University of Florida grading policy on excused absences to define an excusable reason for missing class:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/exams.aspx>

### Course administration & communication

- Canvas will be used throughout this course to post announcements, update the syllabus, submit discussion questions and assignments, and store course reading and materials. I use Modules grouped by theory or week to organize supplementary readings, videos, and assignments. Please check Canvas regularly for new items, such as discussions, or adjustments to the syllabus.
- *Please use the Canvas message system to communicate with me or my official UF email (jkahler@ufl.edu).* If you leave an important message and get no response, follow up to make sure it has been received. For confidentiality reasons, YOU MUST USE YOUR UF EMAIL. I am not to conduct class business through other email providers because of confidentiality regulations.

### Course Assignments & Grading

ITEM	PERCENT
Attendance and participation in discussions	10
Presentation of readings	20
Comprehensive exam question written response	25
Facilitating contemporary issues discussion	10
Co-author participation in peer-reviewed publication	30
New directions literature and discussion	5
<b>TOTAL.....</b>	<b>100</b>

A = 93 – 100%, A - = 90 – 92%, B+ = 89 – 87%, B = 86 – 83%, B- = 82 – 80%,  
C+ = 79 – 77%, C = 76 – 73%, C- = 72 – 70%, D+= 69 – 67%, D = 66– 63%  
D- = 62 – 60%, F = 59 – 0%

Information on current UF grading policies for assigning grade points:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Attendance and participation in discussions:** Class participation is defined as the quality of your class involvement, which includes arriving on time, having your readings completed prior to class, and thoughtfully and respectfully presenting your ideas and opinions in class. Since this is a graduate course, with a diversity of scholars from a varied backgrounds, attendance is crucial to maintain a rigorous engagement of the literature. I will take attendance (informally) and will encourage contributions from everyone.

**Presentation of readings:** Everyone will share in the leading of discussions associated with assigned readings. Every week, starting on week 5 through weeks 10, two graduate students will lead the presentation on the selected groups of readings. Each graduate student therefore will have to co-lead discussions twice during the semester. It is up to you and your co-leader to decide how to best structure your presentations but it is expected that each of you will lead a presentation of approximately 15 minutes. During the presentation of material you are expected to critique the literature exposing underlying assumptions, implications and limitations rather than simply summarizing the articles.

Your presentations are meant to stimulate discussion and therefore you should each come prepared with 2-4 discussion questions to engage your peers.

**Comprehensive exam question written response:** After exposing you to the theoretical foundations and current methodologies associated with conservation and green criminology, we will engage in three contemporary debates in the field. You will be paired up with a peer for ONE of these debates and you will each be given a comprehensive review-style written question critiquing one side of the relevant debate or issue. Your response will be time limited as to simulate comprehensive exam testing. Written responses will be due two weeks prior to the relevant debate, be provided to your peers to read, and will help form the bases of co-facilitating a contemporary debate discussion (below).

**Facilitating contemporary issues discussion:** Each graduate student will be responsible for co-facilitating a discussion on a contemporary debate or issues topic. You will again work with a peer to structure the nature of the presentation and discussion or debate. However, remember to incorporate the written responses and allow your peers time to engage you and your co-facilitator with questions related to the readings and your responses.

**Co-author participation in peer-review publication:** We will be engaging in a collaborative academic writing exercise rather than individual projects or papers during the semester. The idea is to produce a review-ready draft manuscript for submission to a peer-reviewed journal by the end of the semester. The goal is to expose you and your peers to a collaborative writing process as well as identify critical areas for novel conservation and green criminology research in the future or work with empirical data to analyze a current socioecological problem with theories and methods from conservation criminology. Your final grade will be combination of individual assignments, such as abstracting articles and writing sections associated with your assigned subtopic, and responding in a timely and robust manner to group writing tasks (e.g., editing, formatting, and revisions). We will have detailed discussions and negotiate processes and procedures for this assignment during the first three class meetings and then have periodic progress discussions throughout the semester.

**New directions literature and discussion:** Each graduate student will be responsible to identify ONE peer-reviewed article, grey-report or conservation/green criminology program or project that represents a new direction, geography, approach or innovation in the field. Articles or reports *must not be covered* in previous meetings and you will be responsible to lead a brief discussion (20-30 minutes max) on the article during the Week 15 meeting. Your peers are responsible for familiarizing themselves with the article or topic to a point they can critique the article and engage in discussion. The articles, grey-reports and/or program or project information are due to me by **November 14<sup>th</sup> by 11:59 pm via CANVAS**

**Covid-19 Considerations:** In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](https://one.ufl.edu) for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

**In-Class Recording:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021 Honor Code and Student Conduct Code

**Accommodations:** Students with disabilities requesting accommodations should register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](https://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure *as early as possible* in the semester.

## Campus Resources:

### Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.

- Counseling and Wellness Center:  
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).  
<http://www.police.ufl.edu/>

### Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning- support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

### Student Complaints Campus

- [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)
- On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

## Course Schedule and Topics

**Week 1 (August 22): Not in session**

**Week 2 (August 29): Introduction to the Course & Theoretical Foundations**

### Group writing resources

Budker & Kimball (21 Jun 2016). Rules for collaborative scientific writing. Physics.ed-ph (arXiv:1607.02942v1)

Wells (2004). Me write pretty one day: how to write a good scientific paper. *The Journal of Cell Biology* 165(6), 757-758

### Conservation Criminology

Gibbs et al. (2010). Introducing conservation criminology. *British Journal of Criminology*, 50, 124-144.

Rivers & Gibbs (2011). Applying a conservation-criminology framework to common-pool natural-resource issues. *International Journal of Comparative and Applied Criminal Justice*, 35(4), 327-346.

McGarrell & Gibbs (2014). Conservation criminology, environmental crime, and risk: An application to climate change. *Oxford Handbooks Online: Criminology and Criminal Justice Scholarly Research Reviews*: <https://doi.org/10.1093/oxfordhb/9780199935383.013.54>

### Green Criminology

South (1998). A green field for criminology? A proposal for a perspective. *Theoretical Criminology*, 2(2), 211-233.

Ruggiero & South (2013). Green criminology and crimes of the economy: Theory, research and praxis. *Critical Criminology* 21, 359-373.

Brisman & South (2018). Perspectives of wildlife crime: the convergence of “green” and “conservation” criminologies. In W. Moreto (Ed.) *Wildlife Crime*. Temple University: Philadelphia, PA.

**Week 3 (September 5th): No Classes- Labor Day**

**Week 4 (September 12): Theoretical foundations, defining harm and crime, collaborative writing**

### Criminologies and environmental crime

Brisman & South (2018). Perspectives of wildlife crime: the convergence of “green” and “conservation” criminologies. In W. Moreto (Ed.) *Wildlife Crime*. Temple University: Philadelphia, PA.

Thomson, Samuels-Jones & Downs (2019). The branches of green criminology: A bibliometric citation analysis 2000-2017. Chapter 2 in *Quantitative Studies in Green and Conservation Criminology*. M. Lynch and S. Pires (Eds.). Routledge, New York, NY.

#### Defining environmental harm and crime

Clifford & Edwards (2012). Chapter 5: Identifying harm and defining crime: exploring the criminalization of environmental issues. In M. Clifford and T. Edwards (Eds.) *Environmental Crime*.

Al-Damkhi et al. (2009). Toward defining the concept of environmental crime on the basis of sustainability. *Environmental Practice*, 11(2), 115-124.

Gombay (2014). 'Poaching'- What's in a name? Debates about law, property, and protection in the context of settler colonialism. *Geoforum*, 55, 1-12.

Barca, Lindon, & Root-Bernstein (2016). Environmentalism in the crosshairs: Perspectives on migratory bird hunting and poaching conflicts in Italy. *Global Ecology & Conservation* 6, 189-207.

### **Week 5 (September 19): Defining Harm & Victimization**

#### Victimization

Wyatt (2013). Chapter 4: Construction of harm and victimhood. *Wildlife trafficking: a deconstruction of the crime, the victims and the offenders*. Palgrave Macmillan: PLACE.

Brashares et al. (2014). Wildlife decline and social conflict. *Science*, 345, 376-378.

Kahler & Gore (2015). Local perceptions of risk associated with poaching of wildlife implicated in human-wildlife conflicts. *Biological Conservation* 189: 49-58.

Moreto & Lemieux (2014). From CRAVED to CAPTURED: Introducing a product-based framework to examine illegal wildlife markets. *European Journal on Criminal Policy and Research*, 21(3), 303-320.

Davies (2014). Green crime and victimization: tensions between social and environmental justice. *Theoretical Criminology*, 18(3), 300-316.

Cao & Wyatt (2016). The conceptual compatibility between green criminology and human security: a proposed interdisciplinary framework for examinations into green victimization. *Critical Criminology*, 24, 413-430.

Lynch et al. (2018). Green criminology and native peoples: the treadmill of production and the killing of indigenous environmental activist. *Theoretical Criminology*, 22(3), 318-341.

Gore et al. (2019). Transnational environmental crime threatens sustainable development. *Nature Sustainability*: <http://doi.org/10.1038/s41893-019-0363-6>



## **Week 6 (September 26): Environmental Crime Causation-Introduction, Compliance & Individual Theories**

Essen et al. (2014). Deconstructing the poaching phenomenon: a review of typologies for understanding illegal hunting. *British Journal of Criminology*, 54, 632-651.

Fabinyi (2012). Chapter 6: Fishing in marine protected areas: Resistance, Youth and Masculinity. *Fishing for Fairness: Poverty, Morality and Marine Resource Regulation in the Philippines*. ANU Press: Canberra, Australia.

Forsyth, Gramling & Wooddell (1998). The game of poaching: Folk crimes in southwest Louisiana. *Society & Natural Resources*, 11 (1), 25-38.

Kahler & Gore (2012). Beyond the cooking pot and pocket book: Factors influencing noncompliance with wildlife poaching rules. *International Journal of Comparative and Applied Criminal Justice*, 36 (2): 103-120.

Partin et al. (2020). Low self-control and environmental harm: a theoretical perspective and empirical test. *American journal of Criminal Justice* 45, 933-954.

Oyanedel, Gelchich & Milner-Gulland (2020). Motivations for (non-)compliance with conservation rules by small-scale resource users. *Conservation Letters*, DOI: 10.1111/conl.12725

## **Week 7 (October 3): Environmental Crime Causation- Social And Environmental Theories**

### Socio-cultural:

Peterson et al. (2017). Illegal fishing and hunting as resistance to neoliberal colonialism. *Crime Law Social Change*, 67, 401-413.

Hübschle (2017). The social economy of rhino poaching: Of economic freedom fighters, professional hunters and marginalized local people. *Current Sociology*, 65(3), 427-447.

Ballesteros & Rodríguez- Rodríguez (2018). How much in the clan are you? The community as an explanatory factor of the acceptance of poaching in small-scale fisheries. *Marine Policy*: <http://doi.org/10.1016/j.marpol.2018.06.014>.

### Environmental:

Agnew (2011). Dire forecasts: A theoretical model of the impact of climate change on crime. *Theoretical Criminology* 16, 21-42.

Warchol & Harrington (2016). Exploring the dynamics of South Africa's illegal abalone trade via routine activities theory. *Trends in Organized Crime*, 19(1), 21-41.

*Skim:* Crow et al. (2013). Camouflage-collar crime: an examination of wildlife crime and characteristics of offenders in Florida. *Deviant Behavior*, 34, 635-652.

## **Week 8 (October 10): Environmental Crime Causation- Corporate Environmental Crimes and Corruption (*Reduced reading load starts-writing begins*)**

Gibbs & Pugh (2017). An ounce of prevention: opportunity structures for white-collar crime in environmental markets. *Crime Law Social Change*, 67, 133-151.

Long et al., (2012). Crime in the coal industry: Implications for green criminology and treadmill of production.

Gore, Ratsimbazafy & Lute (2013). Rethinking corruption in conservation crime: Insights from Madagascar. *Conservation Letters*, 6(6), 430-438.

Wyatt et al. (2017). Corruption and wildlife trafficking: Three case studies involving Asia. *Asian Criminology*, doi:10.1007/s11417-017-9255-8.

## **Week 9 (October 17): Environmental Crime Law Enforcement and Policing**

*Annotated Bibliography due Monday, October 17th at 11:59 pm via Canvas.*

Eliason (2011). Policing natural resources: Issues in a conservation law enforcement agency. *Professional Issues in Criminal Justice*, 6(3&4), 43-58.

Nurse (2013). Privatising the green police: the role of NGOs in wildlife law enforcement. *Crime Law Soc Change*, 59, 305-318.

Moreto et al. (2017). Occupational motivations and intergenerational linkages of rangers in Asia. *Oryx*, doi: 10.1017/S0030605317001041.

Shelley & Crow (2009). The nature and extent of conservation policing: Law enforcement generalists or conservation specialists? *American Journal of Criminal Justice*, 34,9-27.

## **Week 10 (October 24): Prevention- Community-Based and Problem Oriented Policing & Community-Based Conservation Approaches**

Biggs et al. (2016). Developing a theory of change for a community-based response to illegal wildlife trade. *Conservation Biology*, 31(1), 5-12.

Cooney et al. (2016). From poachers to protectors: Engaging local communities in solutions to illegal wildlife trade. *Conservation Letters*, 10(3), 367-374.

Kahler et al. (2013). Poaching risks in a community-based natural resource management system. *Conservation Biology* 27, 177-186.

Masse et al. (2017). Inclusive anti-poaching? Exploring the potential and challenges of community-based anti-poaching. *SA Crime Quarterly*, 60, 19-27.

**Week 11 (October 31): Prevention -Intelligence Led Policing (ILP) and Situational Crime Prevention (SCP) Applications in Environmental Crime (Dr. Kahler to lead)**

*1<sup>st</sup> Draft of Manuscript Section Due Friday, November 4th at 11:59 pm via Canvas.*

ILP

Gibbs et al. (2015). Intelligence-led policing and transnational environmental crime: A process evaluation. *European Journal of Criminology*, 12(2), 242-259.

Moreto et al. (2017). Towards and intelligence-led approach to address wildlife crime in Uganda. *Policing*, 12(3), 344-357.

SCP

Huisman & Erp (2013). Opportunities for Environmental Crime: A Test of Situational Crime Prevention Theory. *British Journal of Criminology*, 53, 1178-1200.

Kurland et al. (2017). Wildlife crime: A conceptual integration, literature review, and methodological critique. *Crime Science* 6:4.

**Week 12 (November 7): Conflict resolution, restorative justice, and de-colonial approaches & Contemporary debates**

Madden & McQuinn (2014). Conservation's blind spot: the case for conflict transformation in wildlife conservation. *Biological Conservation*, 178, 97-106.

Forsyth et al. (2021). A future agenda for environmental restorative justice? The international Journal of Restorative Justice 4, 17-40.

Apostolopoulou et al. (2021). Reviewing 15 years of research on neoliberal conservation: Towards a decolonial, interdisciplinary, intersectional and community-engaged research agenda. *Geoforum* 124, 236-256.

Contemporary Debate: The militarization of conservation

Duffy et al. (2019). Why we must question the militarization of conservation. *Biological Conservation*, 232, 66-73.

Duffy (2014). Waging a war to save biodiversity: the rise of militarized conservation. *International Affairs*, 90, 819-834.

Marijnen & Verweijen (2016). Selling green militarization: The discursive (re)production of militarized conservation in the Virunga National Park, Democratic Republic of Congo. *Geoforum*, 75, 274-285.

ADDITIONAL READINGS: Comprehensive exam responses

## **Week 13 (November 14): Contemporary debates**

*Peer Review of Manuscript due Friday November 18th, at 11:59 pm via Canvas.*

### Relationship between legal and illegal markets

Crookes & Blignaut (2015). Debunking the myth that a legal trade will solve the rhino horn crisis: A systems dynamics model for market demand. *Journal for Nature Conservation*, 28, 11-18.

Conrad (2012). Trade bans: a perfect storm for poaching? *Tropical Conservation Science* 5(3), 245-254.

Tensen. (2016). Under what circumstances can wildlife farming benefit species conservation? *Global Ecology and Conservation*, 6, 286-298.

Marja, S. & Brooks, S. (2014). Private game farming and its social consequences in post-apartheid South Africa: contestations over wildlife, property, and agrarian futures. *Journal of Contemporary African Studies*, 32(2), 151-172.

Rizzolo, J. B. (2021). Effects of legalization and wildlife farming on conservation. *Global Ecology and Conservation*, 25, e01390.

ADDITIONAL READINGS: Comprehensive exam responses

### Market demand reduction versus supply side solutions

Holden et al. (2018). Increase anti-poaching law-enforcement or reduce demand for wildlife products? A framework to guide strategic conservation investments. *Conservation Letters* 12(3), e12618.

Schneider (2008). Reducing the illicit trade in endangered wildlife: The market reduction approach. *Journal of Contemporary Criminal Justice*, 24(3), 274-295.

Wallen & Daut (2018). The challenge and opportunity of behavior change methods and frameworks to reduce demand for illegal wildlife. *Nature Conservation*, 26, 55-75.

*Skim:* Chen (2014). Poachers and Snobs: Demand for rarity and the effects of anti-poaching policies. *Conservation Letters*, 9(1), 65-69.

ADDITIONAL READINGS: Comprehensive exam responses

## **Week 14 (November 21): Contemporary debates-**

### Philosophical biases, moral and ethical arguments in hunting and IWT literature

Lunstrum, E. (2017). Feed them to the lions: Conservation violence goes online. *Geoforum*, 79, 134-143.

Natusch, D. J., Aust, P. W., & Shine, R. (2021). The perils of flawed science in wildlife trade literature. *Conservation Biology*, 35(5), 1396-1404.

Vucetich, J. A., Burnham, D., Johnson, P. J., Loveridge, A. J., Nelson, M. P., Bruskotter, J. T., &

Macdonald, D. W. (2019). The value of argument analysis for understanding ethical considerations pertaining to trophy hunting and lion conservation. *Biological Conservation*, 235, 260-272.

ADDITIONAL READINGS: Comprehensive exam responses

The Belt and Road project: Aid for trade?

Farhadinia et al. (2019). Belt and Road Initiative may create new supplies for illegal wildlife trade in large carnivores. *Nature Ecology & Evolution*, 3, 1267-1268.

Hughes (2019). Understanding and minimizing environmental impacts of the Belt and Road Initiative. *Conservation Biology*, 33(4), 883-894.

Marguiles et al. (2019). The imaginary 'Asian Super Consumer': A critique of demand reduction campaigns for the illegal wildlife trade. *Geoforum*: <https://doi.org/10.1016/j.geoforum.2019.10.005>

Morcatty et al. (2020). Illegal trade in wild cats and its link to Chinese-led development in Central and South America. *Conservation Biology*, doi: 10.1111/cobi.13498

ADDITIONAL READINGS: Comprehensive exam responses

**Week 15 (November 28): New Geographies, Directions and Literatures in Crime & the Environment**

*Final drafts of manuscript sections due Friday April 17<sup>th</sup> at 11:59 pm to my email.*

*Each student will find one current peer-reviewed literature piece to assign and lead brief discussion*

**Week 16 (December 5): Course Wrap-Up & Discussion**

We will discuss the manuscript and next steps as well as wrap up the course.