

CCJ 5934/ SYA 7933  
**CRIME AND THE ENVIRONMENT**  
**Fall 2023**

*The syllabus and all revisions will be posted to Canvas*

- Instructor:** Dr. Jessica Kahler ([jkahler@ufl.edu](mailto:jkahler@ufl.edu))  
Assistant Professor  
Department of Sociology and Criminology & Law  
Turlington Hall 3346 - P.O. Box 117330 Gainesville, FL 32611  
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 Turlington Hall room  
2306

**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, methods, and praxis in the field. And third, the course will provide an opportunity for scientific writing of a peer-review 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.aa.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.aa.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 (<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 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.***

### **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 my official UF email (jkahler@ufl.edu) or the Canvas message system to communicate with me.* 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 theory readings	10
Presentation of methods reading	10
Presentation of praxis readings	10
Comprehensive exam written response	20
Comprehensive exam oral discussion (contemporary debates)	10
Co-author participation in peer-reviewed publication	30
<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 (10%):** 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 background, attendance is crucial to maintain a rigorous engagement of the literature. I will take attendance (informally) and will encourage contributions from everyone. You will be expected to submit 2 questions for your peers during their comprehensive exams. The questions will be due by the Sunday at 11:59 pm before class via Canvas.

**Presentation of readings (30% total):** Everyone will share in the leading of discussions and class associated with assigned readings. Each graduate student will co-lead discussions three times during the semester, one each for theory, methods, and praxis. 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 30-40 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. Please get creative and feel free to use interactive techniques to help illustrate key concepts.

**Comprehensive exam question written response (20%):** After exposing you to the theoretical foundations and current methodologies associated with conservation and green criminology, we will engage in one of two contemporary debates in the field with two of your peers. You will each be given a comprehensive review-style written question critiquing the theoretical, methodological or praxis side of the relevant debate or issue. Your response will be time limited as to simulate comprehensive exam testing. Written responses will be due one week prior to the relevant discussion/debate, be provided to your peers to read, and will help form the bases of facilitating a contemporary debate discussion (below).

**Facilitating contemporary issues discussion (10%):** Each graduate student will be responsible to co-facilitate discussion on a contemporary debate or issues topic. You will be expected to give a short presentation on your contemporary debate based on your written responses. Please organize with your relevant peers to help facilitate discussion. You and your peers will have about an hour and 20 minutes devoted to your topic.

**Preparation of a peer-review publication:** You will have the option to work individually on a peer-reviewed publication directly relevant to your research or participate in a co-authored piece with the remaining peers and myself. 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 and produce a high quality empirical or review piece for publication. Your final grade will be combination of individual assignments, such as abstracting articles and writing sections associated with your assigned subtopic/section, 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.

**Covid-19 Considerations:** In response to COVID-19, the following recommendations: 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](http://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. Recording is prohibited during student presentations, academic exercises involving solely student participation, or private conversations.

**Accommodations:** Students with disabilities requesting accommodations should register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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 21): Not in session**

*Please use this time to read and prepare for discussions week 2*

### **Week 2 (August 28): Introduction to the Course & Theoretical Foundations**

#### Group writing and facilitation 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

Handout on Interactive Techniques

#### Conservation and Green Criminology

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

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>

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.

Skim: 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.

### **Week 3 (September 4th): No Classes- Labor Day**

*Please use this time to read and prepare for discussions week 4*

## **Week 4 (September 11): Theoretical foundations: Compliance and 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.

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.

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

### *Student Facilitators*

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

Thomas-Walters et al. (2020). Motivations for the use and consumption of wildlife products. *Conservation Biology* 35(2), 483-491.

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

## **Week 5 (September 18): Theoretical foundations: Social and conflict theories**

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

Carter et al. (2017). A conceptual framework for understanding illegal killing of large carnivores. *Ambio* 46, 251-264.

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>.

### *Student facilitators*

Tabar, Rizzolo, Khorasani & Noghani (2022). Social learning, neutralization, and environmental crimes: An empirical test of differential association and neutralization theories in Iran. *Society & Natural Resources*: <https://doi.org/10.1080/08941920.2022.2139442>

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.

## **Week 6 (September 25): Theoretical foundations: Environmental and power-based theories**

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.

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

### *Student facilitators*

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.

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

## **Week 7 (October 2): Methodology- Geospatial and 'big data' considerations**

Cowan et al. (2020). Applying crime pattern theory and risk terrain modeling to examine environmental crime in Cambodia. *Journal of Contemporary Criminal Justice* 36(3), 327-350.

Kurland et al. (2018). The spatial pattern of redwood burl poaching and implications for prevention. *Forest Policy and Economics* 94, 46-54.

Kahler et al. (2013). Poaching risks in community-based natural resource management. *Conservation Biology* 27(1), 177-186.

Ghoddousi et al. (2022). Understanding spatial patterns of poaching pressure using ranger logbook data to optimize future patrolling strategies. *Ecological Applications* 32e2601

### *Student facilitators*

Challender et al. (2021). Mischaracterizing wildlife trade and its impacts may mislead policy processes.

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

Sosnowski, M.C. & Petrossian, G.A. (2021). Illegal and legal wildlife trade analysis discourse: response to Natusch et al. 2021. *Conservation Biology* 35, 1689-1691.



## **Week 8 (October 9): Methodology- Field work and survey design**

Rinkus et al. (2018). Gendered considerations for safety in conservation fieldwork. *Society & Natural Resources* 31, 1419-1426.

Goldsmith (2003). Fear, fumbling and frustration: Reflections on doing criminological fieldwork in Colombia. *Criminal Justice* 3(1), 103-125.

Suwankhong & Liamputtong (2015). Cultural insiders and research fieldwork: Case examples from cross-cultural research with Thai people. *International Journal of Qualitative Methods*, DOI: 10.1177/1609406915621404

### *Student facilitation*

Browne-Nuñez & Jonker (2008). Attitudes toward wildlife and conservation across Africa: A review of survey research. *Human Dimensions of Wildlife* 13(1), 47-70.

Gore & Kahler (2015). Using visual scales in researching global human dimensions of wildlife. *Human Dimensions of Wildlife* 20(2), 159-166.

Cerri et al. (2021). Specialized questioning techniques and their use in conservation: A review of available tools, with a focus on methodological advances. *Biological Conservation* 257, <https://doi.org/10.1016/j.biocon.2021.109089>

## **Week 9 (October 16): Methodology – Prevention, policing, and crime science**

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

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

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

Wilson & Boratto (2020). Conservation, wildlife crime, and tough-on-crime policies: Lessons from the criminological literature. *Biological Conservation* 251, <https://doi.org/10.1016/j.biocon.2020.108810>

### *Student facilitation*

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

Lynch, Stretesky & Long (2018). Situational Crime Prevention and Ecological Regulation of Green Crime: A review and Discussion. *ANNALS, AAPSS*, 679, 178-193.

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

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.

### **Week 10 (October 23): Praxis- Policy, policing and law enforcement**

Moreto et al. (2015). 'Such misconducts don't make a good ranger': Examining law enforcement ranger wrongdoing in Uganda. *The British Journal of Criminology* 55, 359-380.

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

Moreto & Charlton (2019). Rangers can't be with every elephant: assessing rangers' perceptions of a community, problem-solving policing model for protected areas. *Oryx* 55(1), 89-98.

#### *Student facilitation*

Gore et al. (2020). A conservation criminology-based desk assessment of vulture poisoning in the Great Limpopo Transfrontier Conservation Area. *Global Ecology and Conservation* 23, e01076.

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

Kahler et al. (2022). Introducing IPOACHED: A conservation criminology-based framework to understand wildlife species targeted by poachers in protected areas. *Frontiers in Conservation Science* 3, <https://doi.org/10.3389/fcosc.2022.992621>

### **Week 11 (October 30): Praxis- Community-based conservation criminology approaches**

#### *Student facilitation*

Green et al. (2023). Cool cats and communities: Exploring the challenges and successes of community-based approaches to protecting felids from the illegal wildlife trade. *Frontiers in Conservation Science* DOI: 10.3389/fcosc.2023.1057438

Kahler et al. (2023). "I let it go:" Quantifying residential guardianship intentions when witnessing wildlife poaching. *Biological Conservation* 277, 109829

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

Niemiec et al. (2021). Efficacy-based and normative interventions for facilitating the diffusion of conservation behavior through social networks. *Conservation Biology* DOI: 10.1111/cobi.13717

***We will spend half the class time discussing and working on our publications***

## **Week 12 (November 6): Praxis- Identifying harm and critical reflections**

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.

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

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.

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

### *Student facilitation*

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.

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.

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

*Three students will lead discussions related to theories, methodologies, and praxis relevant to the militarization of conservation, which was the topic of their respective written comprehensive examinations.*

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

ADDITIONAL READINGS: Comprehensive exam responses

## **Week 14 (November 20): Contemporary debates**

*Three students will lead discussions related to theories, methodologies, and praxis relevant to extractive use, conservation, and wildlife crime, which was the topic of their respective written comprehensive examinations.*

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.

ADDITIONAL READINGS: Comprehensive exam responses

**Week 15 (November 27): Joint meeting with Wildlife Ecology and Conservation Seminar Series with Drs. Nia Morales and Brett Scheffers**

*Reading or assignments TBD*

**Week 16 (December 4): Course Wrap-Up & Discussion**

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

Potential board games!