

CCJ 4934 / SYA 4930  
**INTRODUCTION TO CONSERVATION CRIMINOLOGY**  
**Spring 2025**

The syllabus and all revisions will be posted to Canvas

**Instructor:** Dr. Jessica Kahler (email: [jkahler@ufl.edu](mailto:jkahler@ufl.edu); phone (352) 294-6910)  
Assistant Professor  
Department of Sociology and Criminology & Law  
Turlington Hall Room 3346  
University of Florida

**Office Hours:** Wednesdays 2:00 pm – 4:00 pm in Turlington 3346 *or by appointment*

**Credit Hours:** 3

**Class Time:** Tuesdays Periods 8 - 9 (3:00 pm- 4:55 pm) & Thursdays Period 9  
(4:05 pm- 4:55 pm) in Turlington Hall Room 2349 (TUR 2349)

**Required Text:** Nellemann, C (Ed.) (2016). *The Rise of Environmental Crime- A growing threat to natural resources, peace, development and security*. A UNEP-INTERPOL Rapid Response Assessment. United Nations Environment Programme and RHIPTO Rapid Response-Norwegian Center for Global Analysis. *This report is available for download from the UNEP Document Repository: <http://wedocs.unep.org/handle/20.500.11822/7662> and available in Canvas.*

UNODC (2024). **World Wildlife Crime Report:** [https://www.unodc.org/documents/data-and-analysis/wildlife/2024/Wildlife2024\\_Final.pdf](https://www.unodc.org/documents/data-and-analysis/wildlife/2024/Wildlife2024_Final.pdf)

***All relevant material will be posted in a relevant Module in Canvas.***

**Recommended text:** Many lessons are based on information found in the textbook Gore, M. (Ed.) (2017). **Conservation Criminology**. John Wiley & Sons Ltd. ISBN: 9781118935484. I will provide recommended chapters for your own information, but you are not expected to purchase or read the text unless you desire.

**Course Description:** This course introduces an interdisciplinary framework, conservation criminology, which combines theories, methods, and approaches from criminology, natural resources management, and risk and decision sciences to better understand, respond to or prevent environmental crimes. Examples of environmental crimes, such as illegal logging, mining, wildlife poaching and trade, and illegal electronic waste dumping, have gained international attention as a significant threat to ecosystems, economies, and human safety and security. This course will expose students to a wide range of case studies, from the state of Florida to the forests of Sub-Saharan Africa and urban markets of Southeast Asia, to build awareness of the current theories and methods being used in this emerging subfield as well as encourage students to discover new contexts and approaches that have yet to be explored.

### **Student Learning Outcomes:**

By the end of the semester, students will be able to:

- Describe the conservation criminology framework including the 3 fundamental disciplines that it is built upon
- Develop an understanding of the context and diversity of environmental crimes from a local to global perspective
- Demonstrate a knowledge of the approaches, theories, and methods that have been applied in conservation criminological contexts
- Identify novel environmental crime issues and think through the application of approaches, theories, and methods to help understand and respond to these issues

**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 first 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.***

**Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

### **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/>

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

Please be aware that the content of this course may be graphic at times and upsetting to some people. The content may include statements, descriptions, or photographs of violent crimes against animals, offenders (e.g., poachers), or environmental law enforcement.

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.

#### *Further Guidance on Behavior During Class*

- **Be an active participant.** Class participation is defined as the quality of your class involvement and attendance. This does not mean you must verbally participate but does require you to pay attention, and remain engaged through active listening and critical thinking during class time. If you choose to share your ideas (verbally or online) please use the ground rules established above.
- **Take responsibility for your education.** Attendance is crucial to your success in this class and readings should be completed prior to coming to class. ***You will not GET or BE GIVEN a grade in this class, you will EARN your grade (see work expectations, make-up policy, and grading below).*** Making yourself familiar with the syllabus, routinely checking Canvas, and seeking clarification when needed through in-class discussions, emails, or office hours are just some of the best practices. If you miss a deadline without a valid excuse, accept the consequences. If you miss a class, you are responsible for getting the notes from another student.
- **Refrain from disruptive or rude behaviors,** which includes arriving late, leaving early, sleeping, receiving or making calls, having side conversations, or making comments under your breath. You are adults and I expect you to use electronic equipment, such as laptops, smartphones, and tablets, in a manner that enhances your engagement in class rather than detracts from it, which requires you to practice self-restraint to avoid distractions. Texting, surfing the web, or watching web-based content unrelated to the class on mobile devices is distracting to you and others, is unprofessional, and demonstrates a lack of self-discipline. If you engage in disrespectful, disruptive, or rude behaviors in the classroom, I may ask you to leave. Please be considerate.

**Work Expectations, Class Attendance, And Make-Up Policy:** This is a 3-credit hour class. For every credit hour spent in class per week, you will spend approximately 2-3 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.

- You will not be allowed to turn in late work or make-up exams without a valid university-acceptable excused absence. Consistent with UF policy, students who miss an exam due to a documented family or medical emergency, and who *discuss this problem with me in advance of the scheduled exam date*, will have an opportunity to complete a make-up exam, which may be given during the designated final exam period.
- 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***. Student athletes or those engaged in official university activities should provide me with the relevant documentation and schedule as soon as possible.

- If you miss an assignment because of a documented, excusable reason, you may be allowed to make up the work, or an alternate assignment may be given to you. Documentation must be provided within one week of the missed assignment and you will have one week to complete the make-up assignment. However, you will be responsible to meet all other assignment due dates as presented in the syllabus, while you complete excused assignments. 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>

**Academic Integrity & Dishonesty, Submitting Work, And Email:** This course will include in-class assignments, discussions, and guest lectures, which means it is imperative that you attend regularly. The course instructor reserves the right to conduct pop-quizzes related to reading or reflection activities for points at other unspecified times.

- **Academic dishonesty is not tolerated at UF and the consequences for dishonesty are taken seriously and may have a range of outcomes.** 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 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. If you cheat you will receive an F and may face further disciplinary action. (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)
- **Accordingly, on exam days, students:**
  - Are not allowed to wear caps or hats that hide where their eyes are looking
  - Cannot use earphones of any kind
  - Must ensure that no class materials are visible from their seats
  - Must have all cell phones, laptops, tablets or other electronic devices turned off and not visible
  - Are not allowed to leave the room until they have turned in their exams. Exams will last 50 minutes, and if you must leave the room for any reason, you will have to accept a grade based on the portion of the exam you completed
  - Must show up on time. Once the first student has turned in their exam, you will not be allowed to take the exam.
- **Canvas will be used throughout this course to post announcements, assignments, notes, readings, and grades.** I use Modules grouped by week and topic to organize supplementary readings, videos, and assignments. Grades will not be given out in an email or over the phone. Please check Canvas regularly for new items or adjustments to the syllabus.

- **Only .doc, .docx, and. pdf files are the only submission type that will be accepted within the Canvas portal.** I cannot download or view any other file format. If you send it with any other file extension and miss the deadline, it will be considered late. Incompletes for this course will only be given in dire circumstances and is at the sole discretion of the instructor.  
(<http://www.registrar.ufl.edu/grades/gradepolicy.html>)
- **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.

**Points:** I want you to do well in the class and provide you with ample opportunities to do so. There will be **no extra credit offered to any student for any reason.** When calculating grades I use standard rounding procedures to round up to the next percent ( $\geq 0.5$  will be rounded to the next whole number) without exception.

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%
E	= 59 - 0%

**Assignments and Point Allocation:**

Engaging the problem project	50 points
Minute Response Papers <sup>1</sup> (2 total papers each worth 25)	50 points
Participation during in class activities, online discussions, reading quizzes, etc.	100 points
First Exam	100 points
Second Exam	100 points
<b>TOTAL.....</b>	<b>400 points</b>

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

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<sup>1</sup> Minute (mi'-noot) adj. Exceptionally small; tiny.

**ENGAGING THE PROBLEM PROJECT:** Each student will be required to choose among three options for a project that engages a conservation criminology relevant issue. Engaging the problem projects are due on **Monday, April 3rd<sup>h</sup> at 11:59 pm on CANVAS.**

***Option A: Documentary Review***

The first option is to submit a film review covering a documentary film we have not watched in class (between 800 and 1000 words) and detail how it relates to conservation criminology and environmental crime or harm. A growing approved list of documentary films acceptable will be provided on Canvas in the Assignment “Engaging the Problem Project.” Please feel welcome to propose a documentary not yet listed.

***Option B: Opinion Editorial***

The second option is an op-ed piece, which directly draw on the course material (between 600-800 words). Students are invited to structure their article as they see fit but must be an original piece. Articles should indicate where they intend to be submitted and be of high quality. Notify the instructor if you intend to take this option and forward the link once the op-ed is published.

***Option C: Naturalist Journey Blog***

The third option is to reach a specified destination, take a selfie and other photographs there (2-3 total), and write two to three pages (double-spaced) regarding your experience. See “Naturalist Journey Blog” in the Assignment page of Canvas for further details.

**Participation:** Class participation is defined as the quality of your class involvement and attendance, which includes arriving or logging in on time, having your readings completed prior to class, and thoughtfully and respectfully presenting your ideas and opinions in class. This course will include small break out groups, discussion streams, and guest lectures, which means it is imperative that you attend regularly. The course instructor reserves the right to conduct pop-quizzes related to reading or reflection activities for points at other unspecified times. Point allocation for in-class assignments, online discussions, quizzes and other reflections will be provided when they are assigned and generally are worth between 5 and 10 points per activity. Calculating your participation grade will based on your attendance to during in-class activities, reviewing online discussion posts, and completion of quizzes and assigned tasks. If you miss a class, you are responsible for getting the notes from another student.

**Minute Reflection Papers:** These assignments will be scheduled in response to an in-class group discussion, guest lecture, assigned reading, or critical evaluation of media pieces. These papers will be scheduled but require participation in the class to successfully complete and therefore attendance to class will be important. However, there will be a ***total of at least three (3) assigned minute papers and I will grade only two (2).*** This means if you complete all three assignments I will drop your lowest grade or alternatively, you can complete only two of these assignments. Guidelines will be published in Canvas and revised for online submission, review and grading.

**Exams:** We will have two exams in this class. The first will be during our regularly scheduled class time (see below) and the second exam will be during our allocated finals time. The exams will be multiple choice, word bank, fill-in-the-blank, true-false, etc. on material covered in the class and readings throughout the semester. The questions are meant to test whether you understand the broad concepts, will draw heavily on in-class presentations, guest lectures, assignments, and key readings and are meant to reward those who have attended class and engaged the course content. We will have a *short* review, and you will be provided with a study guide one week prior to each exam.

Exam #1 – Week 9 (Thursday, March 13<sup>th</sup> during class)

Exam #2 – Finals week (Tuesday, April 29<sup>th</sup> 10:00 am-12:00 pm)

**Reading & Assignments:** Below are the current reading assignments for the semester. All readings listed for a **particular date should be read *BEFORE* class** so that you can engage in more meaningful discussion of the content. The instructor reserves the right to adjust the schedule and readings based on the availability of guest lecturers, flow of the class or unanticipated student interest in topics or current events during the semester. All revisions of the syllabus and reading materials will be posted on Canvas and any changes will be posted at least a week in advance.

### **WEEK 1: COURSE INTRODUCTION**

1/14 Introduction; In-class Q & A on assignment rubrics and expectations on course assignments

1/16 *NO IN-CLASS MEETING -Please do the following before class on Tuesday, January 21<sup>st</sup>*  
Read: Nellemann (2016). *The Rise of Environmental Crime*- Pages 7–40, then  
Read through presentation in the Module for Week 1: What is environmental  
crime\_self guided lesson.pdf  
*Participate in the discussion on Canvas*

### **WEEK 2: FOUNDATIONS OF CONSERVATION CRIMINOLOGY & COMPLIANCE AND DETERRENCE**

1/21 *Skim and study tables:* Gibbs et al. (2010). Introducing conservation criminology.  
*British Journal of Criminology*, 50: 124–144.

1/23 Arias (2015). Understanding and managing compliance in the nature conservation context. *Journal of Environmental Management* 153, 134-143.

### **WEEK 3: DETERRENCE, COMPLIANCE AND CORRUPTION**

1/28 *In class activity:* Compliance versus cooperation & three public policy mechanisms in Sumatran tiger conservation

Watching Sumatra's Last Tigers-The Secret of Nature on YouTube  
(<https://www.youtube.com/watch?v=ivkro6AhA0E> )

**MINUTE PAPER OPPORTUNITY #1 ASSIGNED**



1/30 Nellemann (2016). *The Rise of Environmental Crime*- Read pages 64-74

Transparency International (2007). Working Paper: Corruption and Renewable Natural Resources

#### **WEEK 4: THE OFFENDER- TYPOLOGIES, MOTIVATIONS, & OPPORTUNITIES**

2/4 Phelps et al. (2016). Tools and terms for understanding illegal wildlife trade. *Frontiers in Ecology and the Environment*, 14(9), 479-489.

*Please skim and review the following (read abstracts, study figures and tables):*

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

**MINUTE PAPER #1 DUE**

2/6 Crow et al. (2013). Camouflage-collar crime: An examination of wildlife crime and characteristics of offenders in Florida. *Deviant Behavior*, 34: 635–652.  
*In class activity:* Contemporary environmental crime in Florida.

#### **WEEK 5: POLICING THE WILD**

2/11 Neme (27 June 2014). For rangers on the front lines of anti-poaching wars, daily trauma: Unsung heroes face daunting challenges. National Geographic In Focus: <https://www.nationalgeographic.com/animals/article/140627-congo-virunga-wildlife-rangers-elephants-rhinos-poaching>

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

**MINUTE PAPER OPPORTUNITY #2 ASSIGNED**

2/13 *Skim:* Moreto et al. (2014). ‘Such Misconducts Don’t Make a Good Ranger’: Examining law enforcement ranger wrongdoing in Uganda. *British Journal of Criminology*: DOI 10.1093/bjc/azu079

#### **WEEK 6: COMMUNITIES, CONSERVATION, AND CRIME**

2/18 *Case study:* Namibia’s Community Conservancy System

*Watch before class:* *Milking the Rhino* (Bullfrog Films, 2009) found on Docuseek-UF’s streaming electronic video service.

*Prior to coming to class please review abstracts, tables, figures & conclusions of the following:*

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

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

**MINUTE PAPER #2 DUE**

- 2/20 Kahler, Reynald & Gore (2023). "I let it go." Quantifying residential guardianship intentions when witnessing wildlife poaching. *Biological Conservation* 277, 109829.

### **WEEK 7: WILDLIFE CRIME**

- 2/25 Read Chapter 2: Characterizing wildlife trafficking and associated crime in UNODC (2024) *World Wildlife Crime Report* (2024) (pgs 53-82)  
*In-class activity:* Examining key African species in the commercial illegal wildlife trade (African grey parrots, African great apes, cheetah, elephants, lions, Malagasy tortoises, pangolins, rhinos)
- 2/27 *Case Study:* Big Cats, Big Conflicts -understanding human-wildlife conflicts, and its impact on poaching with a focus on big cats (Jaguars in Guyana, Leopards in Zambia, and Tigers in Sumatra)  
Skim: 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* 4: 1057438

### **WEEK 8: ILLEGAL LOGGING & CHARCOAL TRADE**

- 3/4 Nellemann (2016). *The Rise of Environmental Crime- Read Forestry Crimes* pages 51–56; Ch. 2: Rosewood timber *World Wildlife Crime Report* (2020). UNODC
- Skim-* Wyatt, T. (2013). From the Cardamom Mountains of Southwest Cambodia to the forests of the world: an exploration of the illegal charcoal trade. *IJCACJ* 37: 15–29.

- 3/6 Review for Exam #1

### **WEEK 9: EXAM & FISHERIES**

- 3/11 **Read:** Long et al. (2020). Approaches to combatting illegal, unreported and unregulated fishing. *Nature Food* 1, 389-391.  
Nellemann (2016). *The Rise of Environmental Crime- Read Fisheries Crimes* pages 57–61
- Case study:* Sea turtles and illegal harassment, harvest and trade (IHHT) with a focus on Floridian sea turtles  
Please explore the Florida Fish and Wildlife Conservation Commission's Website "Sea Turtle Program" which has multiple links to topics such as "Florida Sea Turtles, Nesting, Mortality in Florida, Research Projects, Threats to Sea Turtles":  
<https://myfwc.com/wildlifehabitats/wildlife/sea-turtle/>

- 3/13 **EXAM #1**

### **WEEK 10: SPRING BREAK**

## **WEEK 11: TOURISM, WILDLIFE CONSERVATION & CRIME**

3/25 Read Ch.8 Exploring the sociology of wildlife tourism, global risks, and crime (Rizzolo) in Gore, M. (Ed.) (2017). **Conservation Criminology**. John Wiley & Sons Ltd. ISBN: 9781118935484. Chapter will be scanned and available in Canvas

### **MINUTE PAPER OPPORTUNITY # 3 ASSIGNED**

3/27 Skim: Gore et al. (2011). Risk frames on shark diving websites: implications for global shark conservation. *Aquatic Conservation: Marine and Freshwater Ecosystems*, 21, 165-172.

Please watch: Inside the Chaotic World of Whale Shark Tourism:

<https://www.nationalgeographic.com/animals/2018/08/whale-sharks-tourism-philippines-benefit-harm-news/> (Links to an external site.)

Shark Tourism: <https://www.scienceandthesea.org/program/201604/shark-tourism>

## **WEEK 12: EXOTIC PETS AND (IL)LEGAL WILDLIFE TRADE**

4/1 Please read online story: "Should you keep an exotic animal as a pet? A new guide can help you tell" by WWF (15 Aug 2023):

<https://www.worldwildlife.org/stories/should-you-keep-an-exotic-animal-as-a-pet-a-new-guide-can-help-you-tell>

And explore the Exotic Pet Suitability Guide which is provided at the bottom of the article and here: <https://www.worldwildlife.org/pages/exotic-pet-suitability-guide#what-to-consider>

*In-class activity:* TBD

### **MINUTE PAPER #3 DUE**

4/3 *Florida's reptiles on trial:* Mock town hall debate on Florida Rule 68-5.001 regarding rules for the sale and ownership of invasive nonnative reptiles  
Readings and preparation: TBD

## **WEEK 13: POLLUTION & CONTEMPORARY DEBATES**

4/8 *Introduction to pollution and waste as an environmental crime*

Nellemann (2016). *The Rise of Environmental Crime*- Read pages 62-63

Read: Pollution crime (INTERPOL) and watch embedded video:

<https://www.interpol.int/en/Crimes/Environmental-crime/Pollution-crime>

Skim abstract, tables, and figures: Gibbs et al. (2011). Conservation criminology and the global trade in electronic waste: Applying a multi-disciplinary research framework. *International Journal of Comparative and Applied Criminal Justice*, <https://doi.org/10.1080/01924036.2011.625229>

### **ENGAGING THE PROBLEM PROJECT DUE @ 11:59 PM**

4/10 *Fish bowl debate*: Has the “war on poaching” become too militarized or not militarized enough? Please read:  
Duffy et al. (2019) Why we must question the militarization of conservation.  
*Biological Conservation*, 232, 66-73.  
*Attacks on ‘militarized conservation’ are naïve (commentary)*. Mongabay.com by Niall McCann (10 October 2017).  
<https://news.mongabay.com/2017/10/attacks-on-militarized-conservation-are-naive-commentary/>

#### **WEEK 14: HOT TOPICS & BLIND SPOTS IN CONSERVATION CRIMINOLOGY**

4/15 Marguiles et al. (2019). Illegal wildlife trade and the persistence of “plant blindness.”  
*Plants People Planet*: <https://doi.org/10.1002/ppp3.10053>

Kahler & Rinkus (2021). Women and wildlife crime: Hidden perpetrators, protectors, and victims. *Oryx*, doi:10.1017/S0030605321000193

4/17 *In the field with Conservation Criminology*: Graduate student researchers talk about their experiences working in conservation and researching environmental harm and crime

#### **WEEK 15: REASONS FOR OPTIMISM, COURSE WRAP-UP & DISCUSSION**

4/22 *In-class activity*: The geography of hope, innovation, and inspiration

Optimism in conservation criminology? What is optimism? Read: Balmford and Knowlton (2017). Why Earth Optimism? *Science* 356 (6335), 225.  
*Explore the site “Conservation Optimism:”* <https://conservationoptimism.org/>

Review for exam #2

2/24 NO CLASS -READING DAY

**EXAM #2 TUESDAY APRIL 29<sup>TH</sup> FROM 10:00 AM-12:00 PM**