

47: 202: 467  
**Topics in Social Justice:**  
**Conservation Criminology and Environmental Justice**  
**3 Credits**  
**Fall, 2022**

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**I. Course Information**

**Instructor Information:**

Instructor: Dr. Jody Miller (she/her/hers)  
555 Center for Law and Justice  
Email: [jody.miller@rutgers.edu](mailto:jody.miller@rutgers.edu)  
Phone: 973-353-1303  
Office Hours: Mondays and Wednesdays, 3-4pm, or by arrangement.

**Class Schedule:** Smith Hall 242, 4-5:20pm Mondays & Wednesdays

**PLEASE NOTE:** Face coverings are *required* in all indoor teaching spaces. Compliance is mandatory.

**Course Overview:**

Criminologists increasingly have become involved in the study of environmental harm and conservation, including state and corporate crimes that impact the environment and wildlife, and the relations between social inequalities and environmental degradation. This course introduces you to conservation and green criminologies, offering a critical examination of crimes against the environment, environmental injustices, and wildlife crime and conservation, both in the U.S. and internationally. Through case studies and comparative literatures, we will survey a variety of topics that reveal the complex interactions between social structures of power and environmental harms. A prominent theme will be a focus on climate injustice, or the disproportionate injustices associated with climate change and environmental crimes. One course can only scratch the surface of the wide-ranging issues for which conservation and green criminologies can contribute, but this initial exploration will provide you with a foundation on conservation criminology and environmental justice issues. Such a foundation might begin to prepare you for careers with governmental or nonprofit agencies whose goals include protecting natural resources, enforcing environmental laws, advocating for environmental justice, and activism and advanced research into environmental crime and justice.

## **B.A., Justice Studies Program Learning Goals**

Upon completion of the B.A. in Justice Studies at Rutgers University-Newark, students should be able to:

- Learn theory and empirical evidence related to the idea of justice, as well as knowledge of the agencies and organizations that deal with issues of criminal and social justice.
- Articulate current policies and practices related to the most pressing issues impacting individuals, families, and communities affected by the justice system.
- Learn to critically consider a large and diverse body of knowledge.
- Analyze and apply different philosophies and principles of justice.
- Develop methodological and analytic skills, both quantitative and qualitative, to study systematically problems of justice.
- Apply appropriate research skills and methods, including the interpretation, dissemination, and policy implications of quantitative and qualitative data.
- Gain an understanding of, be able to communicate with, and effectively interact with people across cultures.
- Produce written materials for both professional and academic audiences.
- Employ cultural dynamics in thinking about social justice issues.
- Recognize and dialogue with others about the importance of diversity and the multiple intersections of justice, oppression, and privilege in shaping identity and life experiences.

## **Course Learning Objectives/Student Learning Outcomes:**

1. Examine the scope and nature of environmental harms and environmental justice, in the U.S. and globally;
2. Articulate why these issues are of relevance for criminology, and identify the role that criminologists can play in addressing conservation and environmental injustice;
3. Identify similarities and differences between environmental harms and other types of crime, including an assessment of relevant definitional and legal comparisons and constraints;
4. Understand how environmental, economic, and social factors contribute to differential environmental impacts on populations, based on factors such as race and ethnicity, class, and relations of power across nations;
5. Examine and critique the role criminology and criminal legal systems have played in preventing, responding to, and/or perpetuating environmental harms; and
6. Enhance critical thinking skills. *Critical thinking* entails identifying the logic of arguments and their assumptions, analyzing evidence to make logical conclusions, understanding how various concepts are logically related to each other, and learning to identify and understand multiple viewpoints.

## **Required Readings:**

1. Articles and chapters posted on Canvas
2. Online articles, accessible via provided hyperlinks (e.g., underlined and blue, starting with <https://>)

## **Course Structure and Requirements:**

*Conservation Criminology and Environmental Justice* is an advanced course, offered in-person. The course readings are central for our group discussions, which will take place each week continuously throughout the semester. To succeed in the course, you are expected to read assigned articles prior to each class session, attend all classes and participate in class discussion in a manner that reflects familiarity with the readings and previous class sessions. Please plan to be present from the beginning to the end of all class sessions and access the course Canvas site regularly to stay informed about any changes in topics, assigned readings, or other course announcements. Changes in the course schedule may be necessary and will be announced in advance via Canvas, in class, and/or via email. **For tech help with Canvas, please visit <https://it.rutgers.edu/help-support>.**

## **II. Course Assessment and Grading**

The final grade will be assessed based upon your performance on the following:

<b>Assignment</b>	<b>Student Learning Outcomes</b>	<b>% of Course Grade</b>
Attendance & Participation	1-6	5%
Discussion questions (5)	1-6	10%
Short Reflection Papers (3)	1-6	15%
Exam 1	1-6	20%
Exam 2	1-6	20%
Final Paper	1-6	20%
In-Class Presentation about your Final Paper	1-6	10%

**Attendance & Participation:** Please be on time and ready for discussion each time we meet. Class discussion should be lively, respectful, and substantive. You will have done that day's assigned readings *before class*. Your participation grade will be improved by active listening, obvious engagement, and respectful contributions.

**Discussion Questions:** Five times during the semester, you will bring in a list of three questions to help generate class discussion of the readings and topic for the day. You are free to choose which five days you submit questions. These will be evaluated based on their demonstration of your engagement with the readings(s) and your consideration of how they may spark conversation in the class. Please bring **TWO COPIES** of the questions to class: one is due to me **at the start of class** and one you should keep on hand for raising the questions with your peers (2 points each).

**Short Reflection Papers:** Three times during the semester, you will write short reflection papers (2 pages double-spaced, 1" margins, 12-point font) that demonstrate your understanding of the readings and reflect on what they teach us about conservation, criminology, and/or environmental justice. One short reflection paper each should be submitted during our coverage of Themes 2, 3 and 4. These should be *analytic* reflections on the readings for class in which you turn in the reflection paper (5 points each). *Analytically*, reflections should do at least two of the following:

- Make connections between the readings assigned for the class period you have selected;
- Make connections with readings and materials for previous weeks of the course;
- Make connections with other events, topics, or debates relevant to the course
- Reflect on questions raised but not answered in the readings
- Identify strengths and weaknesses of the evidence presented or the perspectives in the readings

**Exams 1 and 2:** Each exam will include short answer questions and one essay question, based on all materials assigned and covered in the themes preceding the exam. Exam 1 will cover Themes 1 and 2; Exam 2 will cover Themes 3 and 4. The exams are not intended to be cumulative. Nonetheless, you may find theories and concepts covered earlier in the semester useful in responding to some of the questions and you are free to do so.

**Final Project (Paper + Presentation):** The final project for this course will be a research paper (20%) and short in-class presentation (10%) on a topic of your choice (with the caveat that each of you should select a different topic). Your project can cover any conservation or environmental justice topic. For example, it could be:

- a case study of a specific type of environmental harm or environmental injustice, including challenges and efforts to address the harm;
- a case study of a specific community facing a form or forms of environmental injustice, including challenges and efforts to address relevant harms;
- a case study of a specific country, its conservation threats and efforts to address them; or
- a case study of a specific endangered species, the threats facing it and efforts to protect it.

Ideally, we'll have an even distribution of students who select case studies from each of the four types described above. However, you are not strictly required to select from these types. Alternatively, for example, you could choose to take a deep dive into a historical environmental justice issue; offer a detailed examination of a theoretical or substantive debate; or an analysis of current regulatory actions related to a specific issue. The project should draw from at least ten sources, half of which must be academic peer-reviewed articles or book chapters. A 1-2 paragraph proposal for your final project is due by **Monday, October 3**.

The following grading scale will be used for this course:

A	Outstanding	4.0	90-100%
B+		3.5	87-89%
B	Good	3.0	80-86%
C+		2.5	77-79%
C	Satisfactory	2.0	70-76%
D	Poor	1.0	60-69%
F	Failure	0.0	<60%

**Late or Missing Assignment Policy:** Exams and quizzes are to be taken during their scheduled times, and assignments completed by their due dates. Students who do not complete these course requirements on time will only be given the opportunity to reschedule or submit late by providing **documentation of an emergency or unavoidable conflict** (i.e., illness, personal or family emergency, etc.). Proper documentation for the circumstance **MUST** be provided prior to a rescheduled exam/quiz or submission of late assignment. Please note: Any make-up exams or quizzes will differ from the original. There is no option for extra credit assignments in this course.

Students for whom a religious holiday or observance conflicts with a course requirement should notify me by no later than the end of the Add-Drop period of potential scheduled conflicts to discuss mutually acceptable alternative methods for completing the missed assignment/exam.

### **Expectations for Students:**

I expect that students who are seriously committed to learning in this course will:

1. Follow the guidelines and policies set forth in this syllabus and on all assignments.
2. Participate in discussions regularly.
3. Prepare for each class period by carefully reviewing the assigned readings prior to class.
4. Write notes on and generate questions from the readings. Exams will be based on material that is covered in lectures, discussions, audiovisual materials *and* the readings. If you have questions about class materials, be sure to raise them in class or attend office hours.
5. Attend office hours to discuss the course material, readings, and assignments. You should feel free to attend as often as you like. I am available every week to help you with course material. If you are unable to attend during office hours, please set up a meeting with me at a mutually convenient time. I am always happy to meet with you!

### III. Course Schedule

Dates	Topic	Readings, Film Screenings, and Assignments Due *readings posted on Canvas, unless there's a hyperlink
September 7	Course Introduction	
<b>THEME 1. Criminology, Conservation and Environmental Justice: An Overview</b>		
September 12	Climate change and criminology: What's the connection?	<p><u>READ:</u></p> <ol style="list-style-type: none"> <li>1. Agnew, "Dire Forecast: A Theoretical Model of the Impact of Climate Change on Crime"</li> <li>2. Noisecat, "The Environmental Movement Needs to Reckon with its Racist History" <a href="https://www.vice.com/en/article/bjwvn8/the-environmental-movement-needs-to-reckon-with-its-racist-history">https://www.vice.com/en/article/bjwvn8/the-environmental-movement-needs-to-reckon-with-its-racist-history</a></li> </ol> <p>Film Screening: <i>A Climate for Conflict</i> (~15 minutes)</p>
September 14	Conservation criminology	<p><u>READ:</u></p> <ol style="list-style-type: none"> <li>1. Gibbs et al., "Introducing Conservation Criminology"</li> </ol>
September 19	Environmental justice and inequality	<p><u>READ:</u></p> <ol style="list-style-type: none"> <li>1. Bullard, "Environmental Justice in the 21<sup>st</sup> Century: Race Still Matters"</li> <li>2. Jones, "How Jackson, Mississippi Ran Out of Water" (<i>Vox</i>)</li> </ol> <p>Film Screening: <i>Flint's Deadly Water</i> (~55 minutes)</p>
September 21	Green criminology	<p><u>READ:</u></p> <ol style="list-style-type: none"> <li>1. Lynch, "Green Criminology and Environmental Crime"</li> <li>2. Goyes and Nariño, "Environmental Crime in Latin America and Southern Green Criminology"</li> </ol>
<b>THEME 2. Crimes Against the Environment</b>		
September 26	Multinational corporations, law, and environmental crime	<p><u>READ:</u></p> <ol style="list-style-type: none"> <li>1. Yeager and Smith, "Global Pollution, Multinational Oil Companies and State Power: The Case of <i>Yaiguaje v. Chevron Corporation</i>"</li> </ol> <p>Film Screening: <i>Big Men</i> (1 hour, 40 minutes; wrap up on 9/28)</p>

September 28	State involvement in environmental crime and destruction	<u>READ:</u> <ol style="list-style-type: none"> <li>1. Brugge and Goble, “The history of uranium mining and the Navajo people”</li> <li>2. Goyes and South, The Injustices of Policing, Law and Multinational Monopolization in the Privatization of Natural Diversity: Cases from Colombia and Latin America”</li> </ol>
October 3	Wealth and inequality	<u>READ:</u> <ol style="list-style-type: none"> <li>1. Lynch et al., “Measuring the Ecological Impact of the Wealthy”</li> <li>2. Brisman et al., “Climate Apartheid and Environmental Refugees”</li> </ol> <p><b>DUE:</b> 1-2 paragraph proposal on final project topic</p>
October 5	Ecotourism as a conservation strategy	<u>READ:</u> <ol style="list-style-type: none"> <li>1. Cater, “Ecotourism: Theory and Practice”</li> </ol>
October 10	<b>EXAM 1</b>	
<b>THEME 3. Environmental Inequalities</b>		
October 12	Theorizing environmental racism	<u>READ:</u> <ol style="list-style-type: none"> <li>1. Pulido, “Geographies of Race and Ethnicity II: Environmental Racism, Racial Capitalism and State-Sanctioned Violence”</li> <li>2. Phippen, “Kill Every Buffalo You Can! Every Buffalo Dead Is an Indian Gone” (<i>The Atlantic</i>)</li> </ol>
October 17	Environmental racism in the U.S.	<u>READ:</u> <ol style="list-style-type: none"> <li>1. Gordon et al., “Measuring food deserts in New York City’s low-income neighborhoods”</li> <li>2. Blau, “The Tragedy of North Birmingham” <a href="https://www.propublica.org/article/bluestone-jim-justice-north-birmingham">https://www.propublica.org/article/bluestone-jim-justice-north-birmingham</a></li> <li>3. Ward, “How Black Communities Become ‘Sacrifice Zones’ for Industrial Air Pollution” <a href="https://www.propublica.org/article/how-black-communities-become-sacrifice-zones-for-industrial-air-pollution">https://www.propublica.org/article/how-black-communities-become-sacrifice-zones-for-industrial-air-pollution</a></li> </ol>
October 19	Newark, NJ as a case study	<u>READ:</u> <ol style="list-style-type: none"> <li>1. Nieto-Munoz, “Another power plant might still come to Newark, despite residents’ pleas to stop” (<i>New Jersey Monitor</i>)</li> <li>2. Keifer, “NJ Activists Want 7 Controversial Fossil Fuel Projects Shut Down” (<i>patch.com</i>)</li> <li>3. McConnell, “Environmental Justice Advocates Respond the Inflation Reduction Act” (<i>Sierra Club Magazine</i>)</li> </ol>

		Film Screening: <i>The Sacrifice Zone</i> (~50 minutes)
October 24	Prisons and environmental injustice	<u>READ:</u> 1. Opsal and Malin, “Prisons as LULUs: Understanding the Parallels between Prison Proliferation and Environmental Injustices” 2. Perdue, “Trashing Appalachia: Coal, Prisons and Whiteness in a Region of Refuse”
October 26	International tourism and neoliberal inequalities	<u>READ:</u> 1. Fischer, “Cleaning Up the Streets, Sandinista-Style” 2. Hannam and Diekmann, “‘Absolutely Not Smelly’: The Political Ecology of Disengaged Slum Tours in Mumbai, India”
<b>THEME 4. Wildlife Crime and Conservation</b>		
October 31	Wildlife crime: An overview	<u>READ:</u> 1. Blount-Hill, “Proposing a Social Identity Theory of Interspecies Dominance” 2. Warchol, “The Illegal Trade in Wildlife: An Overview”  Film shorts: <i>Tipping Point: Transnational Organized Crime and the ‘War’ on Rhino Poaching</i> (~6 minutes)  <b>TED Talk: Asha de Vos, Why You Should Care About Whale Poo</b> (~6 minutes)
November 2	Militarized conservation	<u>READ:</u> 1. Duffy, “Waging a war to save biodiversity: The rise of militarized conservation” 2. Warren and Baker, “WWF Funds Guards Who Have Tortured and Killed People” <a href="https://www.buzzfeednews.com/article/tomwarren/wwf-world-wide-fund-nature-parks-torture-death">https://www.buzzfeednews.com/article/tomwarren/wwf-world-wide-fund-nature-parks-torture-death</a> 3. Baker and Warren, “WWF Admitted ‘Sorrow’ Over Human Rights Abuses” <a href="https://www.buzzfeednews.com/article/katiejmbaker/wwf-human-rights-abuses-independent-review">https://www.buzzfeednews.com/article/katiejmbaker/wwf-human-rights-abuses-independent-review</a>
November 7	Alternative strategies to wildlife crime prevention	<u>READ:</u> 1. Pires and Moreto, “Preventing Wildlife Crimes: Solutions That Can Overcome the ‘Tragedy of the Commons’” 2. Steinmetz et al., “Can community outreach alleviate poaching pressure and recover wildlife in South-East Asian protected areas?”



		Film screening: <i>Hargila</i> (~30 minutes)
November 9	Wildlife, international tourism, and its harms	<u>READ:</u> 1. World Animal Protection, “A Close Up on Cruelty: The Harmful Impact of Wildlife Selfies in the Amazon” 2. Mkono, “Neo-colonialism and greed: Africans’ views on trophy hunting in social media”
November 14	The COVID-19 pandemic and wildlife crime	<u>READ:</u> 1. Anagnostou, et al., “Poverty, pandemics and wildlife crime” 2. Doody et al., “In the post-COVID-19 era, is the illegal wildlife trade the most serious form of trafficking?”
November 16	No class; American Society of Criminology Annual Meetings	
November 21	Nepal as a conservation case study	<u>READ:</u> 1. Joshi, “Raise-and-release program keeping Nepal’s gharials alive can be improved, study says” ( <i>Mongabay</i> ) 2. Bhusal, “Restaurant of Vulture: Jatayu Restaurant” ( <i>Nature Khabar</i> )  Guest Speaker: Mr. Madan Mahato, Naturalist, Chitwan, Nepal  <i>This class will take place via Zoom and will be scheduled off-time to accommodate the time difference between the U.S. and Nepal</i>
November 23	No class; Thanksgiving holiday	
November 28	<b>EXAM 2</b>	
November 30	TBD	Class Presentations
December 5	TBD	Class Presentations
December 7	TBD	Class Presentations
December 12	TBD	Class Presentations
December 14	Wrap up: where do we go from here?	<u>READ:</u> 1. Blaustein et al., “Criminology and the UN Sustainable Development Goals: The Need for Support and Critique”
December 19	<b>FINAL PAPER DUE</b> Submit via Canvas by 11:59pm	

## IV. Course Policies

### General Conduct

You have a right to learn in an environment that is free from disruptions or offensive comments. I have the right to set appropriate standards of conduct that foster respectful and dignified treatment of faculty, students, and staff. As such, please be mindful of the general code of conduct that would be appropriate in any classroom setting. It is important to engage in a professional and respectful manner with me and your peers at all times. Being respectful of the thoughts, ideas, and contributions of others will help foster participation in a non-threatening and comfortable learning environment.

### Academic Integrity

As a member of the Rutgers University community, you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students: <http://studentconduct.rutgers.edu/academic-integrity>.

Your academic work should be the result of your own individual effort, you should not allow other students to use your work, and you are required to recognize and reference any material that is not your own. Plagiarism, academic dishonesty, and cheating are serious violations. Ensure that you cite references appropriately in your written work. Violations of the university's policy will result in appropriate action.

## V. Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

**For Individuals Experiencing Disability:** The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the [RU-N ODS website \(ods.newark.rutgers.edu\)](http://ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

**For Individuals who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

**For Short-term Absence Verification:** The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing [deanofstudents@newark.rutgers.edu](mailto:deanofstudents@newark.rutgers.edu).

**For Individuals with temporary conditions/injuries:** The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

**For Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](https://tinyurl.com/RUNReportingForm). For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

**For support related to Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does **not** have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

**For Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: [tinyurl.com/RUNCARE](https://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto:careteam@rutgers.edu).

**For Stress, Worry, or Concerns about Well-being:** The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: [counseling@newark.rutgers.edu](mailto:counseling@newark.rutgers.edu) or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out *Sanvello* for an easy, web-based approach to self-care and support. Visit <https://my.rutgers.edu/>, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

**For Emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

## Health and Safety @RU-N: Fall 2022

*Every faculty, student and staff member at Rutgers-Newark is responsible for maintaining the health and safety of the community. The following health and safety information is intended to support our good health and coexistence as we return to the academic environment in Newark.*

Please keep updated with all university COVID-19 related information at the Rutgers COVID 19 page here: <https://coronavirus.rutgers.edu/>.

Student support related to COVID 19 information can be found at <https://myrun.newark.rutgers.edu/>.

COVID 19 and health related questions can be sent to [student-wellness@newark.rutgers.edu](mailto:student-wellness@newark.rutgers.edu).

### **IF YOU ARE INTERESTED IN FINDING OUT MORE ABOUT:**

- SCJ'S Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website <http://rscj.newark.rutgers.edu/>

**Follow us, to stay up to date! @SCJ\_apps**

