Global Risks, Conservation, and Criminology  
Syllabus

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Online chatting with video or audio via Skype (skype name: mgkodi)

COURSE DESCRIPTION

Environmental problems such as climate change and biodiversity loss do not respect national boundaries and pose risks to the global society. Many people argue that environmental problems are caused and/or exacerbated by globalization. As a result of globalization, some say, illegal and illicit opportunities surrounding the environment have grown. Globalization has been credited with breeding new forms of environmental risk, exploitation and criminalization such as aspects of migration, trade in endangered species, and internet-related behavior.

In this 3-credit online graduate-level course, we will discuss the main actors in the global environmental arena; characteristics of global environmental politics; legal and normative instruments for addressing global environmental problems; key theories from risk, conservation, and criminology related to globalization; and strategies for overcoming global environmental risks.

This course is part of the CONSERVATION CRIMINOLOGY online certificate program offered by the School of Criminal Justice, Department of Fisheries and Wildlife, and Environmental Science and Policy Program.

A LITTLE PHILOSOPHY ABOUT ONLINE LEARNING

Learning in cyberspace involves more than taking traditional classroom elements and transferring them to a different medium. The online environment is conducive to an interactive, collaborated, asynchronous, and facilitated approach. It is my goal to develop a learning community through which your greatest learning comes through reflection and interaction with each other. Students may be newly empowered to take responsibility for their own learning by enrolling in an online class. Because this will be a learner-centered environment (vs. faculty-centered), I encourage you to be oriented to the differences of online learning. I highly recommend you take the online orientation to ANGEL at http://training.angel.msu.edu/ BEFORE you begin your work for this class. I will provide a course orientation the first lecture, however it is my expectation that you supplement my orientation with those available through MSU. I recognize the needs of online students are of different but equal need of my attention. I will do my best to advise you about issues such as access to library services, ease of registration, etc., but need your help in identifying weaknesses in course administration. The Michigan State University Virtual University website (www.vu.msu.edu) has a number of resources to help you have a successful learning experience this semester. Look around, and take advantage of as many of these resources as possible. They’ll make your learning experience more meaningful.

VuDAT: visit the “Breakfast Series” to learn about tips and techniques to online learning  
VuDAT: visit the “Resources” tab to be linked to ANGEL, Library, and Accessibility help centers.

COURSE OBJECTIVES

By the end of the semester, students should be:
1) Familiar with the three primary disciplines (including theory, methods, and practice) that inform conservation criminology;
2) Knowledgeable about the conservation criminology dimensions of key global risk case studies;
3) Critically evaluate solutions to resolving global risks using a conservation criminology framework;
4) Be prepared for successfully completing the conservation criminology certificate offered by MSU; and
5) Apply principles learned in class to future professional and personal endeavors.

REQUIRED READINGS


CHOOSE ONE OF THE FOLLOWING FOR YOUR BOOK REPORT


COURSE REQUIREMENTS

Technology Requirements. Course materials will be available for reading and downloading through the ANGEL system. These materials will generally be posted in MS professional formats (Word, Excel, PowerPoint, etc.) as well as Adobe and .MP3 files. Angel 7.2 has been tested with and fully supports the following browsers: Window OS: Internet Explorer 6.0 and above, Netscape Navigator 7.1 and above; Macintosh OS: Mozilla 1.4 and above. At a minimum, you will need access to a browser that meets these above requirements. It is also recommended that you have a minimum screen resolution of 800x600 (1024x768 recommended), a broad-band (high speed) internet connection, and adequate responsiveness and performance from your computer (most computers manufactured within the last four years will meet your needs). You will need a number of free software programs to listen and view lectures, videos, podcasts etc. I recommend a high-speed internet connection for downloading and streaming video. You should have speakers and volume control. Please let me know as soon as possible if you are unable to meet the technology requirements for this course. All of the software is free; download and install software according to online instructions:
Quicktime: http://www.apple.com/quicktime/download/

COURSE ASSIGNMENTS

E-Journal (50pts each/ 150pts total). Students are required to track a single global environmental risk issue and submit 3 E-Journals at any time over the course of the semester. Issues should be approved by the instructor by the second week of class. Journal entries should be reflective but not overly personal. Each E-journal should be based on at least 2 sources and should be at least 750 words (not including references, tables, etc.). These sources may be
(but do not have to be) web-based and in any format (e.g., print, radio transcript, MP3/Audio file, video files, etc.). Each journal entry should list the sources in proper APA 5th Edition citation format. Journal entries should be submitted using the ANGEL website for this course. Journal entries may be shared with classmates on a course Wiki.

**Powerpoint presentation (75 points).** Students are required to construct an approximately 15-minute Powerpoint presentation about their global environmental risk issue. Presentations should be scripted in complete sentences, effectively use photos (small file sizes please), text, color, and graphics. References are encouraged. Students will sign up for a week during the semester to “present” their presentation during the first week of class. Ideally, only one student will give a presentation each week, so sign ups will be first come first served. Students will email the presentation to me by SATURDAY AT MIDNIGHT the week before they are scheduled to give their presentation. I will upload the presentation onto the ANGEL website for this course. Presentations should include: 1) a brief overview of the topic and how it relates to this course (what? where? when?); 2) identification of key actors, risks, treaties, or interventions related to the topic; and 3) details about what the future holds for the issue (e.g., will it get worse, how, what is proposed to fix the problem?).

**Annotated Bibliography (50 points).** Students are required to submit an annotated bibliography of 10 peer-reviewed scientific literature primary sources about a conservation criminology topic of their choice but pre-approved by me. For assistance in constructing your annotated bibliography, see http://www.library.cornell.edu/olinuris/ref/research/skill28.htm. The MSU library has a number of online tutorials to assist you in your primary literature search: http://guides.lib.msu.edu/page.phtml?page_id=1221. Sources from the grey or popular literature will not be accepted for this assignment. The annotated bibliography is due October 18th by midnight. Bibliographies may be posted online on a course Wiki.

**Final Paper (150 points).** Students are required to complete a graduate-level research paper on an environmental risk topic of their choice but pre-approved by me. It is my expectation that the paper synthesize the peer-reviewed literature collected over the course of the semester, discuss potential solutions, reflect students’ hopes for the future, and identify key global implications of the risk. Final papers must adhere to the Publication Manual of the American Psychological Association (APA) 5th Edition. For information about APA formatting, visit http://owlenglish.purdue.edu/owl/resource/560/01/. You may use papers/sources from the syllabus, but you must go beyond what is covered in class. The paper must include a minimum of 12 peer-reviewed sources (excluding magazines, newspaper articles, etc) beyond what is covered in class. You may not be able to find this many sources for some topics—be sure to discuss this issue with me well before submitting your final paper. Papers should be approximately 10-15 pages (double-spaced, Times New Roman size 12 font, 1 inch margins, including references, tables, and figures). **Students who plagiarize any portion of their final paper will receive a failing grade** (see university policy on academic dishonesty). For information on plagiarism, see http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml. The final paper grade will be based on your individual performance. The final paper will be due December 15th at midnight.

**Exam (100 points).** Students are required to take a cumulative final exam. The final will be in an essay format (you will select the essays you want to write from a list of questions that I provide). You may use your notes and reading materials. The exam should include appropriate citations and a reference page. All work must be original and your own (see statement on academic dishonesty). Students are not allowed to consult with each other or pre-written internet materials on exams. I strongly encourage you to study as though this was an in-class exam (without notes). You will not have enough time to review the material, make sense of it, and write your essays if you have not prepared in advance! The final exam will be distributed on November 30th and be due December 6th by midnight.

**Participation (50 points).** Students are expected to respond in a timely manner to all email correspondence from the instructor, TA, and classmates. Emails should be professional, use complete sentences and salutations. Occasionally, students will be asked to post responses to questions posed at the end of the presentation to a
discussion board, collaborate with peers on answers to questions posed by the instructor, or locate a multimedia source about a particular issue. Discussion board posts must be specific (e.g., it is not OK to say, “I agree with you”), professional, and respectful of diversity of opinions and backgrounds.

**GRADING**

Course grades are based on the percent of points you earn on course requirements. All work will be critically graded. To receive a 4.0 the quality of your work must be “outstanding” (well beyond average). Overall, your grade will be based on:

Course grades will be determined using the following scale:

<table>
<thead>
<tr>
<th>Grade Point</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>4.0</td>
<td>90.0%-100%</td>
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<tr>
<td>3.5</td>
<td>85.0%-89.9%</td>
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<tr>
<td>3.0</td>
<td>80.0%-84.9%</td>
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<tr>
<td>2.5</td>
<td>75.0%-79.9%</td>
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<tr>
<td>2.0</td>
<td>70.0%-74.9%</td>
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<tr>
<td>1.5</td>
<td>65.0%-69.9%</td>
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<tr>
<td>1.0</td>
<td>60.0%-64.9%</td>
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<tr>
<td>0.0</td>
<td>Below 60.0%</td>
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**COURSE POLICIES**

**Format of written work:** You should adhere to a publication manual for citation of sources in your written work. You may already be familiar with a certain style of citation, in which case you may use the style with which you are most familiar. If you are not currently using a particular style, I recommend using the *Publication Manual of the American Psychological Association (APA) 5th Edition*. Proofread your written work carefully. Errors in spelling, format, grammar, and clarity of thought will affect the grading of all written work, as will failure to cite sources appropriately. I highly recommend you purchase Shrunk and White’s “*The Elements of Style*” to help improve your writing, in this class and beyond. I have an extremely low tolerance level for spelling and grammar errors.

**Submission of assignments:** ALL written assignments must be turned in electronically via on ANGEL by midnight of the due date. Students are responsible for ensuring files are uploaded properly and in a timely fashion to the ANGEL website. Assignments emailed to me directly will not be graded (e.g., you will receive a zero for the assignment if you email me your assignment).

**Due dates:** Assignments are due by midnight on the date listed. No late assignments will be accepted without a valid University excuse: you will receive a zero for the assignment. MSU’s excuse policy can be found at [www.msu.edu/unit/ombud/excuses.html](http://www.msu.edu/unit/ombud/excuses.html). Students will not be penalized for technical difficulties however I MUST be notified IN ADVANCE of the due date deadline (via voicemail or email) that you are experiencing technical difficulties.

**Accommodations:** If you need an accommodation based on the effect of a disability, you should contact me as soon as possible. I utilize the services of MSU’s Resource Center for Persons with Disabilities ([www.rcpd.msu.edu](http://www.rcpd.msu.edu)) to verify the need for accommodations and to develop an appropriate accommodation strategy.

**Academic dishonesty:** Academic honesty is fundamental to the activities and principles of the university. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult me for guidance. To learn more about plagiarism and how to avoid it, visit [www.library.ualberta.ca/guides/plagiarism](http://www.library.ualberta.ca/guides/plagiarism). Unless authorized by your professor, you are expected to complete all course assignments without assistance from any source. You are
expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your professor if you are unsure about the appropriateness of your course work.

**Technical Assistance.** If you have technological difficulties, please contact the ANGEL help desk immediately (517-355-2345 or 1-800-500-1554).

**Additional Resources.** The library provides special assistance for online classes, ranging from ANGEL to obtaining library materials; visit http://www2.lib.msu.edu/howto/onlineoffcampus.jsp

**Intellectual Property.** The course materials represent the intellectual property of the professor or guest speaker. Please do not use or reproduce the syllabus or lectures for purposes beyond this course without the permission of the professor or guest speaker.

**Religious Holidays.** Per the MSU policy on religious holidays, I am sensitive to the observance of holidays so that students who absent themselves from class on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance me.

**Correspondence:** Please email me ONLY through the ANGEL website for our course. This will ensure all correspondence is documented in the event we have to debate a grade, late assignment, etc. This policy is designed to protect both the student and instructor from misunderstanding.

**SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS**

In this course, we begin each Monday with a new topic and students will have one week to complete the readings, activities, viewings and assignments. Course materials will be accessible throughout the semester, but drop boxes for assignments will close the following Sunday night at midnight. The majority of non-book readings can be found online at lib.msu.edu or in the weekly lesson folder on the ANGEL website for the course. Because of the length of time allowed to complete course materials, extensions will not be granted for any reason. This is a tentative schedule for the semester, and I’ve allotted some room for flexibility. We may fall behind or move ahead from time to time, so I will announce revisions, in advance, via email. Please keep up with these revisions.

**Key:**
- • = ACADEMIC OR POPULAR PRESS READING (e.g., book chapter, journal article, web-based article)
- ➢ = MULTIMEDIA VIEWING (e.g., video, podcast, youtube, webinar)
- o = FORMAL ASSIGNMENT

<table>
<thead>
<tr>
<th>Date</th>
<th>General Topic &amp; Activities</th>
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<tbody>
<tr>
<td><strong>Introduction &amp; Background to Global Risks, Conservation, and Crime</strong></td>
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<tr>
<td>Week 1:</td>
<td>Introduction and background to global risks, conservation, and criminology</td>
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<td>(week of August 31)</td>
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<td>Week 2:</td>
<td>Environmental actors</td>
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<td>(week of September 7)</td>
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<td>Week 3:</td>
<td>Criminal characteristics of global risks</td>
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<td>(week of September 14)</td>
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<td>Week 4:</td>
<td>Legal and regulatory approaches</td>
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<td>(week of September 21)</td>
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<td>Week 5: (week of September 28)</td>
<td>Assessing environmental risks</td>
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<td><strong>Global Risk Case Studies</strong></td>
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<td>Week 6: (week of October 5)</td>
<td>Ecoterrorism and civil society</td>
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<td>Week 7: (week of October 12)</td>
<td>Internet-related behavior</td>
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<td>Week 8: (week of October 19)</td>
<td>Multinational corporations and biopiracy</td>
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<td>Week 9: (week of October 26)</td>
<td>Endangered species and biodiversity</td>
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<td>Week 10: (week of November 2)</td>
<td>Migration, multiculturalism, and human trafficking</td>
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<td><strong>Solutions to and the Future of Global Risks</strong></td>
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<td>Week 11: (week of November 9)</td>
<td>Challenges and opportunities to resolving global risks</td>
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<td>Week 12: (week of November 16)</td>
<td>Management and future directions?</td>
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<td>Week 13: (week of November 23)</td>
<td>Deterrence and enforcement</td>
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<td>Week 14: (week of November 30)</td>
<td>Prevention, adaptation, and mitigation</td>
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<td>Week 15: (week of December 7)</td>
<td>The future of global risks, conservation, and criminology</td>
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**STRATEGIES FOR SUCCESSFUL ONLINE LEARNING**

(Roper, A. 2007. How students develop online learning skills. The IT Practitioners Journal 30:1)

1. Develop a time-management strategy
   i. Designate specific times to read, complete assignments, post dialogue, etc. Perhaps devote set amount of time/day to the course. Avoid procrastination by checking course website daily for updates
2. Make the most of online discussions
   i. Respond to several students postings, but make sure you have something meaningful to add. Participate in threaded discussions, read responses to other’s postings, and email outside the course platform
3. Use it or loose it
   i. Interpret concepts and restate them in active dialogue with other students. Think about the course content as it relates to something you already know (e.g., at work). Take notes just as if you’re in a face-to-face course.
4. Make questions useful to your learning
   i. Ask in-depth questions using threaded discussions, email, live chats. Spend time crafting questions and making them clear and understandable
5. Stay motivated
   i. Keep your eye on the prize (graduation, good grades, personal goals). With a greater amount of work being done independently in an online course, a new online student is well-advised to consider developing personal techniques for staying engaged and create a self-motivation plan
6. Communicate the instruction techniques that work
   i. Instructors in online courses employ a variety of techniques aimed at engaging the learner. What works for you?
7. Make connections with other students
   i. Share successful techniques and practices that help you develop your online student skills