COURSE DESCRIPTION:
In the fields of traditional criminology and criminal justice, scholars have been interested in exploring and examining causes, patterns, and trends of street crimes such as violent (e.g., homicide, robbery, rape) and property (e.g., burglary, theft) crime, and in discussing how we can control those street crimes more effectively. In the perspective of radical/critical criminology, however, it has been the primary criticism of traditional (or orthodox) criminology that they merely focus on how crime, street crime in particular, is defined and punished by the powerful. Radical and critical criminologists maintain that crime is defined by the powerful and the legal boundary of criminal law reflects the interests of those with social, economic, and political power. That is, street crime mostly committed by the working class or have-nots are more harshly punished, while social harms derived from pursuits of interests among people or entities with power, which is not necessarily crime but its negative impact on society in general is much greater than most street crime, are regulated and punished more leniently. Environmental crime and harms are one of the representative examples of the latter.

In this course, we discuss types and cases of environmental crime and harm, and how specifically those environmental crimes and harms impact on nature as well as human/non-human species. In addition, we discuss the theoretical ground for understanding the background of those environmental crimes and harms such as political economy perspectives and treadmill of production theory. We also discuss several issues and cases about environmental justice, specifically how victims and offenders of environmental crime differ by their socio-demographic characteristics such as race, class, gender, etc. This course is an upper-level online course. Student performance will be assessed by their writings such as discussion post, exam essay, and case study paper. Thus, good writing skills based on critical thinking and analysis are highly expected for successful completion of this course.

LEARNING OBJECTIVES:
At the end of this course, students should be able to:
1. Understand key definitions, concepts, and extent of green criminology, and explain how green criminology is different from orthodox criminology.
2. Understand key features and concepts of political-economy perspective including treadmill of production theory, and explain why those theoretical backgrounds are necessary to understand green crimes and harms.

3. Recognize types of environmental (green) crimes and harms, and explain what ecological consequences occurred or will be possibly occurring due to those green crimes or harms.

4. Recognize several cases relevant to green crime and/or environmental justice that should be understood in the global context, and address how global capitalism and international political economy are associated with those cases.

5. Identify any case relevant to green crime and/or environmental justice that can be found in our local community, Rio Grande Valley, and analyze several political economy aspects and stakeholders associated with the case at the local level as well as broader levels.

REQUIRED TEXTBOOK:

- Additional reading materials will be provided for each module and students are required to read them as well.

GRADING POLICIES:
Your final grade will be based on the sum of the scores of your five (4) discussion board posts (120 points; 30 points each), one (1) exam (200 points), and one (1) case study paper (180 points). Note that your final grades are NOT negotiable unless I make an error in calculating your grades.

Discussion Boards: 120 points (30 points each * 4 discussion boards)
Exam: 200 points
Case Study Paper: 180 points

Total: 500 points

A: 500-450 points
B: 449.99-400 points
C: 399.99-350 points
D: 349.99-300 points
F: below 299.99 points

DISCUSSION BOARDS:
Four (4) discussion boards will be given to students during the semester. Students are required to read a discussion question assigned in each module and post their discussions as their own responses to the question. Students are also required to reply to two (2) other student posts. Note that a word
minimum will be applied to both your original post (more than 300 words) and your response to other students’ posts (more than 100 words each). You must post your original response before you will be able to see other classmates’ posts.

To earn good grades, students should support their opinions with textbook readings as well as other reading/multimedia materials assigned in each module. You may also find and use other academic sources such as peer-reviewed journal articles, research reports, presentation proceedings, etc., which is not provided in this course but relevant to your argument. Use in-text citations and include a reference list in your original discussion post. Note that you should avoid your personal anecdotes irrelevant to a discussion topic in your post as well as regurgitation of course materials. Your post should indicate that you read assigned reading materials thoroughly and engaged thoughtfully with the relevant and reliable sources by answering discussion questions. Students should also be courteous when replying to other classmates’ posts.

**EXAM:**
There will be one (1) exam during the semester. The exam will be available in Module 5 during the week of October 15 at 9:00am to October 21 at 11:59pm, and must be completed and submitted by October 21 at 11:59pm. Multiple (two or three) essay-type questions will be included on the exam, and students must choose one of those given questions to write an essay responding to the question they select. Note that a word minimum (at least 1,000 words) is also applied to your essay. Although students are allowed to refer to any academic sources that they want to use for their essays, keep in mind that plagiarism will be strongly enforced. Do not simply copy and paste others’ work, that is plagiarism (see more details below in this syllabus at the sections of “Important notes for your success in passing this course” on page 5 and “Scholastic integrity” on page 7).

You are encouraged to show your critical thinking and analytical approaches based on scientifically reliable sources in your essay. For example, you should discuss the exam question you select using our course materials such as textbook chapters, additional readings, and multimedia sources. You are also encouraged to use other academic (e.g., peer-reviewed journal articles, research reports, presentation proceedings, or etc.) and/or media (Television/audio news, newspapers) sources not provided in this course but relevant to your essay topics. Likewise, in-text citations and a reference list must be included in your essay. In addition, do not provide any arguments, personal anecdotes, and/or examples irrelevant to your topic. Just focus on the question you choose.

**CASE STUDY PAPER:**
Students are also required to submit one (1) case study paper by the end of the course (due December 9 at 11:59pm). This case study paper should include: 1) a description of a case of green crime or harm that occurred in the past or is currently going on either in our local community (Rio Grande Valley) or the state of Texas, 2) your analysis of the case with political economic perspective (e.g., what political and/or economic interests related to the green crime exist among stakeholders),
and 3) your suggestions that can possibly be effective to end or alleviate the green crime and its consequences based on your analysis above. A word minimum (at least 1,000 words) is also applied to your case study paper. Multimedia sources such as newspaper/magazine articles, excerpts from television/audio news, or podcasts are encouraged to be used as well as scholarly work such as peer-reviewed articles, presentations, or research project reports.

Students are required to submit proposals for their case study paper by October 14, 11:59pm. Your proposal will probably be a one-page-long write-up including a brief description of the case you select and brief introduction to the structure of your case study paper (e.g., what you are going to talk about / what kind of resources you are going to use, etc.). I will provide you with some comments if necessary to guide you to the right direction. Although your proposals will not be graded, note that you will lose 10 points from your case study scores at the final if you don’t submit your proposal.

IMPORTANT NOTES FOR YOUR SUCCESS IN PASSING THIS COURSE:
1. Do not simply rely on the power point lecture (summary) slides. Students are required to read all the chapters of our textbook and additional reading materials assigned in this course thoroughly, understand key terms/concepts/arguments, and apply them to discussion boards, exam, and case study paper in order to earn good grades.
2. Students are encouraged to ask any questions about the course in general, learning materials, and/or assessment, etc. The best way to contact me is email. I will respond to students’ emails within 24 hours unless they are irrelevant to the course or written in a rude/aggressive manner. Emails received after 6pm will be responded to the following day.
3. Note that no late submissions will be accepted and no make-up discussion boards/exam/case study paper will be given to students except in the case of emergency situations that can be proven by proper documentation (e.g., death of immediate family, admission to a hospital, etc.). Be aware of and keep up with the course schedule in the syllabus.
4. As indicated above, this course will be a writing-intensive course. All your grades will be based on your writing pieces including your four discussion posts, your essay for the exam, and your case study paper. That is, your writing skills will be very important for your success in this course. I am expecting advanced college-level writings for the aspects of the quality and content. For instance, your writing pieces should be free from grammatical error as well as typos, be well-organized for the aspects of logical flow and structure. Your arguments should also be supported or exemplified by our course materials (e.g., textbook, additional readings, and multimedia sources) and other reliable sources from discipline or media. If you are not very confident with your writing skills, I encourage you to contact the writing center located at BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg). Otherwise, you may reconsider taking this course.
5. Do not plagiarize others’ work. Not even a single sentence will be acceptable. Blackboard has an integrated application for plagiarism check so your plagiarized exam essay and/or case study paper will be detected with no exception. If you are caught for plagiarism, you will fail in this course and may be reported to the Department Chair or the College Dean.
SYLLABUS SUBJECT TO CHANGE:
This syllabus is subject to change. If some changes are needed, I will immediately announce them and post a revised syllabus on Blackboard.

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Brief introduction to environmental (green) crime:</td>
</tr>
<tr>
<td>Aug 27 – Sep 2</td>
<td>No textbook readings / a short video and article are provided.</td>
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<td></td>
<td>■ “Introduce Yourself” due Sep 2 at 11:59pm (Extra credit)</td>
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<tr>
<td>Module 2</td>
<td>Textbook Readings:</td>
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<tr>
<td>Sep 3 – Sep 16</td>
<td>Ch. 1: Introduction: Green criminology and political economy</td>
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<td>Ch. 2: The state of green criminology</td>
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<td></td>
<td>Additional reading materials are also provided.</td>
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<td></td>
<td>■ Discussion Board due Sep 16 at 11:59pm</td>
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<tr>
<td>Module 3</td>
<td>Textbook Readings:</td>
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<tr>
<td>Sep 17 – Sep 30</td>
<td>Ch. 3: Pollution Crimes</td>
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<td>Ch. 4: Withdrawals Crimes</td>
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<td>Additional reading materials are also provided.</td>
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<td>■ Discussion Board due Sep 30 at 11:59pm</td>
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<tr>
<td>Module 4</td>
<td>Textbook Readings:</td>
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<tr>
<td>Oct 1 – Oct 14</td>
<td>Ch. 5: Crimes of ecological additions and illness</td>
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<td></td>
<td>Ch. 6: Crimes of overproduction and overconsumption</td>
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<td></td>
<td>Additional reading materials are also provided.</td>
</tr>
<tr>
<td></td>
<td>■ Proposal for your case study paper due Oct 14 at 11:59pm</td>
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<tr>
<td>Module 5</td>
<td>Exam week:</td>
</tr>
<tr>
<td>Oct 15 – Oct 21</td>
<td>Exam available Oct 15 at 9:00am and no assigned readings in this module.</td>
</tr>
<tr>
<td></td>
<td>■ Exam due Oct 21 at 11:59pm</td>
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| Module 6 | Textbook Readings:  
| Ch. 7: Toxic towns and studies of ecologically devastated communities  
| Ch. 8: Wildlife trafficking, smuggling, and poaching  
| Additional reading materials are also provided.  
| ■ Discussion Board due Nov 4 at 11:59pm |

| Module 7 | Textbook Readings:  
| Ch. 9: Environmental justice and green criminology  
| Ch. 10: The treadmill of environmental law  
| Additional reading materials are also provided.  
| ■ Discussion Board due Nov 18 at 11:59pm |

| Module 8 | Textbook Readings:  
| Ch. 11: Environmental social movements and environmental-nongovernmental organizations  
| Ch. 12: Connecting the dots: Explaining green crimes  
| Additional reading materials are also provided.  
| ■ Case Study Paper due Dec 9 at 11:59pm |

**STUDENTS WITH DISABILITIES:**
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.
**Student Accessibility Services**

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**Mandatory Course Evaluation Period:**
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

- **Module 1** October 4 – 10
- **Module 2** November 29 – December 5
- **Full Fall Semester** November 15 – December 5

**Scholastic Integrity:**
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**Sexual Harassment, Discrimination, and Violence:**
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.
**COURSE DROPS:**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES:**
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- **Learning center:** BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- **Writing center:** BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- **Advising center:** BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- **Career center:** BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)