

**Environment and Resource Studies 375 (002)**  
Fall 2014

**Green Criminology:**  
Understanding environmental harm

**INSTRUCTOR:** Wesley Tourangeau

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Office: EV2 2036

Office hours: Wednesdays, 2:30pm-4:30pm (Sept. 12<sup>th</sup> to Nov. 28<sup>th</sup>)

**COURSE MEETING TIME:**

Wednesdays, 1:00pm-2:20pm, HH 150

Fridays, 1:00pm-2:20pm, EV2 2006

**OVERVIEW:**

Environmental harms, such as illegal logging, over-fishing, and dog fighting, are damaging activities which need to be addressed. Certain environmental harms, however, are much more challenging to define. For instance, is all meat consumption harmful, or is there a way to eat meat responsibly? And, should biotechnology be used to feed a growing population? Complex combinations of social, ecological, political, economic, and ethical contexts make learning about environmental harms an important and interesting process. Green Criminology, a social scientific perspective centred on notions of harm and justice, offers a means for engaging with the varying debates regarding environmental harms and grappling with the difficult task of defining what is and is not harmful to the environment.

Students in this course are given the opportunity to learn about and critically engage with a variety of topics regarding environmental harm. Course topics include: animal rights and animal abuse; comparing diets (hunters, vegans, etc.); comparing organic, conventional and genetically modified crops; the impacts of illicit drug crops; and environmental disasters such as the 2010 BP oil spill. All topics are examined with a critical lens, analyzing contexts and debates over potential alternatives. Students will learn about varying forms of environmental harm while developing skills in critical thinking.

**COURSE REQUIREMENTS:****Attendance & Participation: 15%**

Students are expected to attend (5%) and participate (10%) in all class sessions. Prepare for each week's classes by reading the assigned readings ahead of time. In-class and online activities will evaluate contributions to discussions and engagement with concepts. Meaningful participation involves critical thinking and constructive, respectful discussions with classmates.

**Annotated Bibliography: 15%**

An annotated bibliography of 15 resources (journal articles, books, book chapters, etc.) is due on LEARN by **October 10<sup>th</sup>, 2014 by 11:59pm**. This assignment is designed to prepare students for writing their final paper. Students are expected to find high quality, peer-reviewed literature for their papers. Refer to the grading rubric on LEARN for details.

**Midterm Examination: 15%**

An in-class, midterm examination will take place on **October 31<sup>st</sup>, 2014** during regular class time and location (1:00pm-2:20pm, EV2 2006). The exam is on all materials covered to date, and combines multiple choice, true and false, short answer and long answer questions.

**"Green" Show & Tell: 5%**

During the unit on corporations and corporate green washing, students will learn about "green" products and their varying impacts to the environment. In groups, students will find an example of corporate green-washing, submit a one page paper and present the product to the class on the justification for identifying the product as green washing. Presentations will take place during class on **November 7<sup>th</sup>, 2014, and one page papers are due by 11:59pm**. Refer to the grading rubric on LEARN for details.

**Final Paper: 40%**

Students will choose any form of environmental harm as their paper topic. Papers should: Describe the environmental harm, discuss the perspective(s) used in analyzing this phenomenon, and discuss the possibility of mitigation or prevention. Refer to the grading rubric on LEARN for details. Papers must be well sourced, using a combination of scholarly articles, books and news material (3500-4000 words). Final papers are due **November 28<sup>th</sup>, 2014 by 11:59pm**.

**Individual Presentations: 10%**

During the final four classes (**November 18<sup>th</sup>—28<sup>th</sup>**) students will present their paper covering an environmental problem/issue in an 8-10 minute presentation, using a PowerPoint slideshow. Presentations should be clear, concise, organized and provide a strong argument. Refer to the grading rubric on LEARN for details

**LATE POLICY:**

Late assignments will be accepted up to **one week after the due date** with a penalty of one full grade (i.e., 80% becomes 70%) except for unusual mitigating circumstances that should, of course, be communicated as soon as possible. Any requests for extension without penalty or for more than one week must be made in writing in advance of the assignment due date.

**LEARN - Course Website**

All communication for this course will take place over the LEARN site:  
<https://learn.uwaterloo.ca/d2l/home/160073>.

This includes all announcements, discussion boards, course information, rubrics, assignment submissions, group communication, and course content. All required readings are made available on LEARN through the [Course Reserves link](#), and are organized by 'Week'.

**COURSE TOPICS:**

- (1) Green criminology: Understanding environmental harm
- (2) Critical Thinking and Environmental Harm
- (3) Green Criminology and Theory
- (4) Climate Change, Pollution and Environmental Harm
- (5) Animal Abuse and Slaughterhouses
- (6) Eaters: Hunters, vegans and foodies
- (7) Sustainable agriculture and biotechnology
- (8) Illicit Drug Cultivation and the Environment
- (9) Corporate Green Washing
- (10) Environmental Disasters

**Course Schedule and Readings\*:**

\* Course readings are available on LEARN at the **Course Reserves** link.

**WEEK 1 — Green criminology: Understanding environmental harm**

Wednesday, September 10, 2014 – Course Introduction

- Course introduction lecture (no required readings)

Friday, September 12, 2014 – Lecture: Green Criminology and environmental harm

- Brisman, A., & South, N. (2013). A green-cultural criminology: An exploratory outline. *Crime, Media, Culture*, 9(2), 115-135.

- Lynch, M. J., & Stretsky, P. B. (2003). The meaning of green contrasting criminological perspectives. *Theoretical Criminology*, 7(2), 217-238.
- South, Nigel. (1998). A Green Field for Criminology? A Proposal for a Perspective. *Theoretical Criminology* 2, 2: 211-233.

## WEEK 2 — Critical Thinking and Environmental Harm

Wednesday, September 17, 2014 – Lecture: Thinking critically about harm

- Ruggiero, Vincenzo & Nigel South. (2010). Critical criminology and crimes against the environment. *Critical Criminology*, 18(4), 245-250.
- Halsey, M. (2004). Against 'green' criminology. *British Journal of Criminology*, 44(6), 833-853.
- Benton, T. (1998). Rights and justice on a shared planet: More rights or new relations?. *Theoretical Criminology*, 2(2), 149-175.

Friday, September 19, 2014 – Group Work: Applying critical thinking

- Group activities, drawing from Wednesday's readings

## WEEK 3 — Green Criminology and Theory

Wednesday, September 24, 2014 – Lecture: Green criminology and theory

- Davidson, D. J., & MacKendrick, N. A. (2004). All Dressed Up with Nowhere to Go: The Discourse of Ecological Modernization in Alberta, Canada. *Canadian Review of Sociology/Revue canadienne de sociologie*, 41(1), 47-65.
- Lane, Pauline. (1998). Ecofeminism meets criminology. *Theoretical Criminology* 2, 2: 235-248.
- Gibbs, C., Gore, M. L., McGarrell, E. F., & Rivers, L. (2010). Introducing conservation criminology towards interdisciplinary scholarship on environmental crimes and risks. *British Journal of Criminology*, 50(1), 124-144.

Friday, September 26, 2014 – Group Work: Picking and defending a theory

- Group activities, drawing from Wednesday's readings.

## WEEK 4 — Climate Change, Pollution and Environmental Harm

Wednesday, October 1, 2014 – Lecture: Climate change and environmental harm

- Agnew, R. (2012). Dire forecast: A theoretical model of the impact of climate change on crime. *Theoretical Criminology*, 16(1), 21-42.
- Fitzgerald, A. & Baralt, L. B. (2010). Media constructions of responsibility for the production and mitigation of environmental harms: The case of mercury-contaminated fish. *Canadian Journal of Criminology and Criminal Justice*, 52(4): 341-368.

- Walters, R. (2010). Toxic atmospheres air pollution, trade and the politics of regulation. *Critical Criminology*, 18(4), 307-323.

Friday, October 3, 2014 – Group Work: In the news, Activity I

- Group activities, drawing from Wednesday's readings.

## WEEK 5 – Animal Abuse and Slaughterhouses

Wednesday, October 8, 2014 – Lecture: Animal abuse and slaughterhouses

- Beirne, P. (1999). For a nonspeciesist criminology: Animal abuse as an object of study. *Criminology*, 37(1), 117-148.
- Fitzgerald, A. (2007). "They gave me a reason to live": The protective effects of companion animals on the suicidality of abused women. *Humanity & Society*, 31, 355-378.
- Cassuto, D. (2014). Meat Animals, Humane Standards and Other Legal Fictions. *Law, Culture and the Humanities*, 10(2): 225-236.
- Pollan, M. (2002). An animal's place. *New York Times Magazine*, 152, 58-65.  
<http://michaelpollan.com/articles-archive/an-animals-place/>

Friday, October 10, 2014 – Group Work: In the news, Activity II

- Group activities, drawing from Wednesday's readings.

## WEEK 6 – Eaters: Hunters, vegans and foodies

Wednesday, October 15, 2014 – Lecture: Hunters, vegans and other eaters

- Davis, S. L. (2003). The least harm principle may require that humans consume a diet containing large herbivores, not a vegan diet. *Journal of Agricultural and Environmental Ethics*, 16(4), 387-394.
- Goodland, R. (1997). Environmental sustainability in agriculture: Diet matters. *Ecological Economics*, 23(3), 189-200.
- Matheny, G. (2003). Least harm: A defense of vegetarianism from Steven Davis's omnivorous proposal. *Journal of Agricultural and Environmental Ethics*, 16(5), 505-511.
- Cahoon, L. (2009). Hunting as a moral good. *Environmental values*, 18(1), 67-89.

Friday, October 17, 2014 – Group Work: In the news, Activity III

- Group activities, drawing from Wednesday's readings.

**WEEK 7 – Sustainable agriculture and biotechnology**

Wednesday, October 22, 2014 – Lecture 13: Sustainable agriculture and biotechnology

- Horrigan, L., Lawrence, R. S., & Walker, P. (2002). How sustainable agriculture can address the environmental and human health harms of industrial agriculture. *Environmental health perspectives*, 110(5), 445.
- Walters, R. (2004). Criminology and genetically modified food. *British Journal of Criminology*, 44(2), 151-167.
- Borlaug, N. (2004). Biotech can feed 8 billion. *New Perspectives Quarterly*, 21(4), 97-102.

Friday, October 24, 2014 – Group Work: In the news, Activity IV

- Group activities, drawing from Wednesday's readings.

**WEEK 8 – Illicit Drug Cultivation and the Environment**

Wednesday, October 29, 2014 – Lecture: Illicit Drug Cultivation and the Environment

- Del Olmo, R. (1998). The ecological impact of illicit drug cultivation and crop eradication programs in Latin America. *Theoretical Criminology*, 2(2), 269-278.
- Álvarez, M. D. (2002). Illicit crops and bird conservation priorities in Colombia. *Conservation Biology*, 16(4), 1086-1096.
- Fjeldså, J., Álvarez, M. D., Lazcano, J. M., & León, B. (2005). Illicit crops and armed conflict as constraints on biodiversity conservation in the Andes region. *AMBIO: A Journal of the Human Environment*, 34(3), 205-211.
- Dávalos, L. M., Bejarano, A. C., Hall, M. A., Correa, H. L., Corthals, A., & Espejo, O. J. (2011). Forests and drugs: coca-driven deforestation in tropical biodiversity hotspots. *Environmental science & technology*, 45(4), 1219-1227.

Friday, October 31, 2014 – **MIDTERM EXAM**

**WEEK 9 – Corporations and Corporate Green Washing**

Wednesday, November 5th, 2014 – Lecture: Corporations and corporate green washing

- Dahl, R. (2010). Green washing: Do you know what you're buying?. *Environmental health perspectives*, 118(6), A246.
- Alter, L. (2007). Greenwash Watch: Norway Says Cars are not "Green" or "Clean". *Treehugger*. Retrieved from <http://www.treehugger.com/cars/greenwash-watch-norway-says-cars-are-not-green-or-clean.html>

- Ruggiero, Vincenzo & Nigel South. (2010). Green Criminology and Dirty Collar Crime. *Critical Criminology* 18, 4: 251-262.

Friday, November 7th, 2014 – “Green” Show & Tell

- In groups, students will find an example of corporate green-washing and present the product and justification for choosing the product during class.

### WEEK 10 – Environmental Disasters

Wednesday, November 12<sup>th</sup>, 2014 – Lecture: Environmental disasters

- Jasanoff, S. (2007). Bhopal’s trials of knowledge and ignorance. *Isis*, 98(2), 344–350.
- Katz, R. S. (2010). The corporate crimes of Dow chemical and the failure to regulate environmental pollution. *Critical Criminology* 18, 4: 295-306.
- Lepisto, C. (2009). 8 worst man-made environmental disasters of all time. Treehugger. Retrieved from <http://www.treehugger.com/natural-sciences/8-worst-man-made-environmental-disasters-of-all-time.html>

Friday, November 14th, 2014 – Activity: Thinking critically about disasters

- Group activities, drawing from Wednesday’s readings.

### WEEK 11 & 12 – Individual Paper Presentations: November 19<sup>th</sup> to November 28<sup>th</sup>

#### SUPPLEMENTARY READINGS:

- Beirne, P., & South, N. (Eds.). (2013). *Issues in green criminology*. Routledge.
- Cassuto, D. (2010). The CAFO hothouse: Climate change, industrial agriculture and the law. *Animals & Society Institute policy paper*.
- Cazaux, G. (1999). Beauty and the beast: Animal abuse from a non-speciesist criminological perspective. *Crime, Law and Social Change*, 31(2), 105-125.
- Fitzgerald, A. (2010). A social history of the slaughterhouse: From inception to contemporary implications. *Research in Human Ecology*, 17(1), 58-69.
- Foster, John Bellamy. (2009). *The Ecological Revolution: Making Peace with the Planet*. New York, NY: Monthly Review Press.
- Halsey, M., & White, R. (1998). Crime, ecophilosophy and environmental harm. *Theoretical Criminology*, 2(3), 345-371.
- Halsey, M. (1997). The Wood for the Paper: Old-growth Forest, Hemp and Environmental Harm. *The Australian and New Zealand Journal of Criminology* 30:121-148.
- Kramer, R. C. (2013). Carbon in the atmosphere and power in America: Climate change as state-corporate crime. *Journal of Crime and Justice*, 36(2), 153-170.

- Lynch, M. J., & Stretesky, P. B. (2011). Similarities between green criminology and green science: Toward a typology of green criminology. *International Journal of Comparative and Applied Criminal Justice*, 35(4), 293-306.
- Lynch, M. J., Long, M. A., Barrett, K. L., & Stretesky, P. B. (2013). Is it a Crime to Produce Ecological Disorganization? Why Green Criminology and Political Economy Matter in the Analysis of Global Ecological Harms. *British Journal of Criminology*, 53, 997-1016.
- Narag, Raymund E., Pizarro, Jesenia, & Gibbs, Carole. (2009). Lead exposure and its implications for criminological theory. *International Journal of Comparative and Applied Criminal Justice*, 35(4), 269-291.
- Ranson, M. (2014). Crime, weather, and climate change. *Journal of Environmental Economics and Management*, 67(3), 274-302.
- South, N., & Brisman, A. (2013). Critical green criminology, environmental rights and crimes of exploitation. *New directions in crime and deviancy*, 99-110.
- South, N., & Brisman, A. (Eds.). (2013). *Routledge international handbook of green criminology*. Routledge.
- White, R. (2002). Environmental harm and the political economy of consumption. *Social Justice*, 29(1-2): p. 82-102.
- White, R. (2012). Land theft as rural eco-crime. *International Journal of Rural Criminology*, 1(2), 203-217.
- White, R. (Ed.). (2013). *Global environmental harm: criminological perspectives*. Routledge.
- White, R. D. (Ed.). (2009). *Environmental crime: A reader*. Devon, UK: Willan.

## ACADEMIC INTEGRITY

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

[www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/). Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at: <http://www.lib.uwaterloo.ca/ait/>

### Research Ethics:

Please also note that the University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see: [www.research.uwaterloo.ca/ethics/human/](http://www.research.uwaterloo.ca/ethics/human/)



**Note for students with disabilities:**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Religious Observances:**

Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Grievance:**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt, please contact your Undergraduate Advisor for details.

**Discipline:**

A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check Guidelines for Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm)

**Appeals:**

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals). See: [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

**Consequences of Academic Offences:**

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office (see: <http://uwaterloo.ca/academicintegrity/Students/index.html>).

**Turnitin:**

Plagiarism detection software (Turnitin) will be used to screen assignments on this course. This is being done to verify use of all material and sources in assignments is documented. In the first lecture of the Term, details will be provided about the arrangements for the use of Turnitin. NOTE: Students may request an alternative to Turnitin, which is to prepare an annotated bibliography for each assignment. For advice on how to prepare an annotated bibliography, see: <http://www.lib.sfu.ca/help/writing/annotated-bibliography>