## Slide 1

# Wildlife Crime, Compliance, and Enforcement

Module 16 — Why rules are followed, ignored, or contested

NRES 315: HUMAN DIMENSIONS OF FISH AND WILDLIFE MANAGEMENT

**Last updated:** December 7, 2626

1 / 25

## Slide 2

### A rule violation, several questions

A hunter takes a doe when the license permits only a buck.

They say they became excited and did not want to go home empty-handed.

**What should a manager learn before choosing an enforcement response?**

Source: Chapter 19 §§19.1–19.2

2 / 25

## Slide 3

### What you should be able to do

- Distinguish wildlife crime from explanations for why a violation occurs.
- Use criminology theories as lenses, not stereotypes about offenders.
- Compare compliance, detection, reporting, and enforcement strategies.
- Explain how legitimacy and officer discretion affect management.

Source: Chapter 19 guiding questions

3 / 25

## Slide 4

### Compliance protects more than a rule

Rules can protect habitats, sustain species, and support human well-being.

They accomplish little if they are neither followed nor enforced.

Compliance is not driven by fear of punishment alone.

Source: Chapter 19 §19.2 and §19.6.1

4 / 25

## Slide 5

### Separate the act from its explanation

**Wildlife crime:** violation of a law, rule, or regulation.

**Poaching:** unlawful taking or attempted taking of fish or wildlife.

The label describes an act; it does not by itself explain motivation.

Source: Chapter 19 §19.3

5 / 25

## Slide 6

### Consequences can extend beyond one event

Wildlife crime can affect species, ecosystems, management programs, and public trust.

Perceived unfairness in rule creation can also weaken legitimacy and compliance.

Understand both the ecological stakes and the human conditions.

Source: Chapter 19 §§19.3, 19.6.1

6 / 25

## Slide 7

### Criminology helps ask "why" more carefully

Criminology studies the causes of crime.

Wildlife criminology examines violations, motivations, opportunities, enforcement, and prevention.

It moves analysis beyond "bad people break rules."

Source: Chapter 19 §§19.4–19.5

7 / 25

## Slide 8

### Violations can have different motivations

People may violate rules for varied reasons and in varied circumstances.

Motivations can include social learning, rationalization, opportunity, need, or contest over authority.

Do not infer a motive from the violation alone.

Source: Chapter 19 §§19.4.2–19.4.3

8 / 25

## Slide 9

### Differential association: behavior is learned socially

People can learn techniques and justifications for rule-breaking through interaction.

The relevant question is which relationships and norms support the behavior.

Source: Chapter 19 §19.5.1

9 / 25

## Slide 10

### Neutralization: people justify a violation

People may acknowledge a rule but tell themselves why breaking it is acceptable.

Understanding a justification can help identify communication or legitimacy concerns.

It does not excuse or erase the violation.

Source: Chapter 19 §19.5.2

10 / 25

## Slide 11

### Routine activities: opportunity matters

A violation becomes more possible when a motivated person, a suitable target, and limited guardianship converge.

Managers may reduce opportunity even when they cannot change motivation.

Source: Chapter 19 §19.5.3

11 / 25

## Slide 12

### Conflict theory: rules can be contested

People may view a rule as unfair, exclusionary, or disconnected from local histories and livelihoods.

That perception can weaken legitimacy and voluntary compliance.

This explains a condition; it does not justify every violation.

Source: Chapter 19 §19.5.4

12 / 25

## Slide 13

### Four lenses, four questions

| Theory | Question it raises |
|---|---|
| Differential association | What social learning supports the behavior? |
| Neutralization | How is the violation rationalized? |
| Routine activities | What opportunity or missing guardianship matters? |
| Conflict theory | How is the rule's legitimacy experienced? |

Source: Chapter 19 §19.5

13 / 25

## Slide 14

### Most people comply voluntarily

People often follow wildlife rules because they regard them as legitimate or ethically right.

Self-regulation and shared norms matter, especially in remote settings.

Visible enforcement can deter violations, but it is only part of compliance.

Source: Chapter 19 §19.6.1

14 / 25

## Slide 15

### Choose an enforcement response proportionately

Soft enforcement can include education, outreach, or a warning-based interaction.

Traditional enforcement can include citations, investigation, or prosecution.

The facts, law, safety, and circumstances matter.

Source: Chapter 19 §§19.6.2, 19.6.4

15 / 25

## Slide 16

### Detection uses more than patrols

Officers use visible patrols, field contacts, and compliance checks.

Agencies may also investigate complex or concealed violations.

Detection strategies should fit the problem and available authority.

Source: Chapter 19 §19.6.2

16 / 25

## Slide 17

### Public reporting needs accessible pathways

Witnesses may not recognize a violation or know where to report it.

Fear of retaliation, uncertainty, or low perceived significance can also be barriers.

Clear reporting channels and feedback can support participation.

Source: Chapter 19 §19.6.3 and Box 19.3

17 / 25

## Slide 18

### Officer discretion carries responsibility

Officers may weigh legal standing, safety, public expectations, agency norms, and case details.

Discretion can support context-sensitive responses.

Consistency, fairness, and accountability remain important.

Source: Chapter 19 §19.6.4 and Box 19.4

18 / 25

## Slide 19

### Enforcement operates within due process

Wildlife investigations and penalties enter a broader criminal process.

Rules differ across jurisdictions; managers should not assume one penalty applies everywhere.

Fair process supports legitimate enforcement.

Source: Chapter 19 §19.6.5

19 / 25

## Slide 20

### Willow Bend: eleven entries, four accounts

During a three-week temporary closure, staff logged 11 vehicle entries past a barrier.

Two drivers did not see the sign; one misunderstood the hours; one cited the only practical fishing route.

The record does not establish that all entries were intentional.

Source: Week 16 case draft in course design

20 / 25

## Slide 21

### Diagnose before increasing enforcement

Could sign visibility explain some entries?

Could unclear hours or an access barrier explain another?

What would targeted patrols reveal—and what would they not resolve?

Source: Chapter 19 §§19.5–19.6; Week 16 case draft

21 / 25

## Slide 22

### Build a six-week response

Staff have **100 hours** for signs, an accessible listening session, and patrol shifts.

Choose a feasible combination; include an access review and a measure.

Do not treat enforcement as a substitute for checking whether the route works.

Source: Week 16 case draft in course design

22 / 25

## Slide 23

### "All for one, one for all" connects the course

Fish and wildlife decisions connect people, habitats, and species.

Evidence-based management and participatory governance help us work with those connections.

Research, participation, ethics, and implementation belong in the same decision system.

Source: Chapter 20 §20.1

23 / 25

## Slide 24

### Professional practice means translating knowledge

Human-dimensions research can frame questions differently from day-to-day management.

Professional practice connects scholarship to the decision, institution, and people involved.

When the fit is unclear, name the gap and seek appropriate expertise.

Source: Chapter 20 §20.3

24 / 25

## Slide 25

### Wednesday: make a whole-course recommendation

Use the closure case to recommend a six-week response.

Connect a compliance explanation to governance, justice, behavior, ethics, research, or participation.

Bound the claim and state what would change your recommendation.

Source: Chapter 20 synthesis; Week 16 application design

25 / 25