

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

COURSE MEETINGS

Tuesday/ Thursday 1:40 – 3:00, Livingston Campus, Tillet Hall 246, 53 Avenue E

INSTRUCTOR

Dr. Nina Siulc (pronounced *Schultz*), Assistant Professor of Anthropology and Criminal Justice

OFFICE HOURS

Monday 2-3, Douglass: Ruth Adams, Room 108D

Tuesday 3-4, Livingston: Lucy Stone, 3rd floor (check whiteboard in CJ wing for room)

Other times/ places by appointment via email

COURSE DESCRIPTION

As the world has become increasingly interconnected, so too has it become increasingly difficult to monitor and regulate the movement of people and goods across national and international borders and to agree upon a single set of rules governing activities everywhere. This seminar exposes students to cross-cultural definitions of and approaches to crime as well as the investigation, regulation, and prosecution of crime internationally. Class materials come from scholarly books and journals and various forms of media covering: (1) drugs; (2) counterfeit goods and pharmaceuticals; (3) identity theft and cybercrime; (4) piracy, kidnapping, and human trafficking; (5) money laundering; (6) smuggling; (7) migration; and (8) state crime/ corruption. This is an upper-level seminar that involves regular reading quizzes and written assignments and requires students to be active participants in class. The course is best suited for students in the third and fourth year who have already taken a related social science course or a core course in the Criminal Justice major.

COURSE MATERIALS

Most materials are posted on Sakai or hyperlinked from the syllabus. Students should complete all readings before class and come to class prepared to participate and engage with the materials and assigned discussion questions. Students can expect to spend no more than \$75 on new course materials (including books and paper for printing), or less if purchasing used or electronic books from other retailers. We will read three **required** books in their entirety. These are not textbooks. These books are also on reserve at the Livingston library:

- Albanese, Jay. 2011. **Transnational Crime and the 21st Century: Criminal Enterprise, Corruption, and Opportunity**. Oxford University Press. ISBN 978-0-19-539782-6 (paperback, \$33 new). NOTE: This text is not available for e-readers.
- Nordstrom, Carolyn. 2007. **Global Outlaws: Crime, Money, and Power in the Contemporary World**. Berkeley and Los Angeles: University of California Press. ISBN 978-0-520-25096-3 (paperback, \$26 new, also available as e-book).
- Choose one of the following:
 - (1) Baer, Robert, and Dayna Baer. 2012. **The Company We Keep: A Husband-and-Wife True-Life Spy Story**. Broadway Books. ISBN 978-0307588-159 (paperback, also available as e-book).

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

- (2) Bowden, Mark. 2002. **Killing Pablo: The Hunt for the World's Greatest Outlaw.** New York: Penguin. ISBN 0-14-200095-7 (paperback, also available as e-book).
- (3) Reding, Nick. 2009. **Methland: The Death and Life of an American Small Town.** Bloomsbury. ISBN 1596916508 (paperback, also available as e-book).

COURSE ATTENDANCE AND PARTICIPATION

- Students are expected to attend class and actively participate in discussions. Students who miss more than 1/3 of the class meetings will automatically fail the course even if they complete all assignments.
- It is up to each student to keep track of absences, quizzes, and due dates. The University encourages students to use the absence reporting website (<https://sims.rutgers.edu/ssra/>) to indicate the date and reason for an absence, but entering information in the absence reporting website still counts as an absence and does not grant an automatic waiver to make up missed assignments. It is the student's responsibility to find out what was covered in class, including any changes to the syllabus or assignments. If you miss class the day an assignment is due, do not assume you can turn it in late or via email without consent. The assignments have been designed such that each student can drop or skip two quizzes without penalty.
- There will be no make up quizzes or exams except in the case of approved absence for legitimate reasons. Students who believe they qualify for an excused absence because of a religious holiday, sports event, or medical or other emergency should review the university's policy (<http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>) and contact the professor in advance at nina.siulc@rutgers.edu. If you notify the professor *after* a due date has passed, even if the absence might have qualified as approved, you will not be allowed to make up missed work.
- Students are encouraged to use technology to enhance their learning experience but will be marked absent if they use cell phones in class or use tablets or laptops for purposes other than taking notes and referencing class materials.

COURSE ASSIGNMENTS

Assignments are designed around Criminal Justice learning goals in competence, critical thinking, and scholarship that emphasize (1) critical thinking, factual inquiry, and scientific approaches to solving problems related to individual and group behavior; (2) an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world; and (3) familiarize students with the institutional structures and latest developments in the field in order that they may engage in meaningful debate about current public policy issues.

Assignments draw primarily on class materials and will be graded on a scale of 100 points:

- 4 writing assignments (2-3 pages each): 12 points each for a total of 48 points
- 8 of 10 reading quizzes (2 may be skipped/dropped): 3 points each for a total of 24 points
- Review assignment due on last day of class: 3 points
- Final exam: 25 points

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

GRADING

Weekly reading quizzes will cover 3 to 6 broad points from that day's readings or the week's lectures for a total of 3 points each quiz. Writing assignments will be graded on a 12-point scale:

- 1 point for following the proper formatting and style
- 2 points for grammar, proofreading, clarity, and editing
- 2 points for proper citations and works cited
- 3 points for the strength and clarity of the argument
- 4 points for the content of the examples used to support the argument
- Papers that have not been proofread or lack citations will be returned ungraded. Late assignments will only be accepted in exceptional emergencies, at the professor's discretion.

Points will correspond to final letter grades according to the university's scale:

A 100—90; **B+** 89—86; **B** 85—80; **C+** 79—76; **C** 75—70; **D** 69—60; **F** 59 and below.

PAPER PREPARATION

REQUIRED FORMATTING FOR WRITTEN WORK (MUST BE FOLLOWED FOR FULL CREDIT)

- The paper itself must contain the student's name (not just in the name of the attachment).
- Use 1-inch margins on all four sides (note—the default in Microsoft Word is 1.25).
- Use 11- or 12-point black font/ink.
- Double space all lines except block quotes (which should be used sparingly and only when quotes exceed 3 lines).
- Indent each new paragraph, but do not insert additional spaces between paragraphs.
- Page numbers should appear on all pages including the first page.
- Use American Sociological Association or American Anthropological Association citation style. Style guides for both are available on the course Sakai site and many other online sites. When the ASA and AAA style guides do not provide adequate guidance, consult the Chicago Manual of Style for additional details.
- Citations are necessary even when you have paraphrased the original source. When in doubt about whether you need a citation, do cite!

Students are strongly encouraged to consult or purchase writing style guides. Some suggestions include:

- *Chicago Manual of Style* (at the library reference desk, Z253.U69 2003)
- *A Manual for Writers of Term Papers, Theses, and Dissertations*, by Kate Turabian
- *The Elements of Style*, by Strunk and White
- *MLA Handbook for Writers of Research Papers*, by Joseph Gibaldi
- *Woe is I: The Grammarphobe's Guide to Better English in Plain English*, by Patricia O'Connor
- Grammar Girl's Blog: <http://grammar.quickanddirtytips.com/>

Rutgers Learning Centers provide free writing assistance (see, <http://lrc.rutgers.edu/index.shtml>). Rutgers librarians also offer research assistance in person or by phone, email or IM (for more information, see, http://www.libraries.rutgers.edu/rul/ask_a_lib/ask_a_lib.shtml).

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

ACADEMIC INTEGRITY

Academic integrity is strictly governed by the university's Academic Integrity Policy, which prohibits cheating, fabrication, plagiarism, denying others access to information or materials, and facilitating dishonesty and violations of academic integrity. Students should familiarize themselves with the university's standards (<http://academicintegrity.rutgers.edu/>) and should speak with a faculty member if they have concerns about integrity or how to cite. All students in the course will be required to submit written work to Turnitin, which scans electronic sources to compare for matches with strings of texts to check for originality and citations. Students can find additional information on originality, citations, plagiarism and academic integrity at the following University sites:

- <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>
- http://www.libraries.rutgers.edu/rul/lib_instruct/riot/

COURSE COMMUNICATIONS

To communicate with the professor, send an email to nina.siulc@rutgers.edu. You will get a response within 24 hours Monday through Friday. If you need to speak by phone, please email to arrange a phone call. Note: emails about assignments and tests may not be answered within 24 hours of the due date. Course announcements will be posted on and emailed from Sakai. Students must have active email accounts and check their email or Sakai for communications prior to all course meetings.

REQUESTS FOR ACCOMMODATIONS

Students who require accommodations should provide appropriate documentation from the Office of Disability Services in Lucy Stone Hall on the Livingston Campus in advance of the first assignment. See <http://disabilityservices.rutgers.edu/request.html>. Disability Services can also be contacted by email at dsoffice@rci.rutgers.edu or by phone at (848) 445-6800 and can help evaluate undiagnosed disabilities.

COURSE OUTLINE (SUBJECT TO CHANGE, CHECK SAKAI FOR UPDATES)

WEEK 1: INTRODUCTION TO THE COURSE CONTENT AND CONCEPTS

Tuesday 9/3

Introduction to the Course

Thursday 9/5

Introduction to the Course Concepts

- *Do after class:* open the course Sakai site and follow the instructions for sample assignment to confirm you can access and know how to use the site.

WEEKS 2 AND 3: INTERNATIONAL POLICING AND TRANSNATIONAL DEFINITIONS OF CRIME

Tuesday 9/10 (*Students should purchase the Albanese book by this date*)

Introduction to Key Concepts: Defining Transnational Crime

Objectives: Students should be able to describe various definitions of crime and transnational crime and some of the challenges to defining crime cross-culturally.

- *Do for class:* Assignment from Thursday 9/5 due by 1pm.

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

- *Read from course books before class:*
 - Albanese, Preface and Chapter 1 (through page 10)
- *Read on Sakai before class:*
 - *Skim but focus carefully on the difference between “illegal” and “illicit”:* Abraham, Itty, and Willem van Schendel. 2005. Introduction: The Making of Illicitness. *In Illicit Flows and Criminal Things: States, Borders, and the Other Side of Globalization*. Abraham and van Schendel, eds. Pp. 2-32.

Note: If you are planning to drop/ add please try to do so by the end of the first week of classes.

Thursday 9/12

Introduction to Key Concepts: Policing the World

Objectives: Students should be able to explain which entities are responsible for policing activities defined as transnational crimes and the challenges to policing criminalized illicit activities internationally.

- *Read on Sakai before class:*
 - Bowling, Ben, and James Sheptycki. 2012. Chapter 1: Theorising Global Policing. *In Global Policing*. Sage Publications (pp. 8 – 28).
 - World Policy Institute. 2010. The World’s Top Cop: *A Talk with Ronald K. Noble*. *World Policy Journal* (Spring): 51-56.
- *Look at online before class:*
 - Interpol’s website and description of its responsibilities: <http://www.interpol.int>

Tuesday 9/17

Global Interconnectedness

Objectives: Today’s readings describe various approaches to thinking about the interconnectedness of people and places, highlighting common misconceptions about globalization and crime.

- *Read on Sakai before class:*
 - Andreas, Peter. Illicit Globalization: Myths, Misconceptions, and Historical Lessons. *Political Science Quarterly* 126(3):403-425.
 - TBD
- *Suggested additional reading (not for quiz, will be covered in lecture)*
 - van Schendel, Willem. 2005. Spaces of Engagement: How Borderlands, Illicit Flows, and Territorial States Interlock. *In Abraham and van Schendel, eds. Pp. 28-68.*
- *Do in class:* Quiz 1 on the Andreas reading (2 points – quizzes are normally 3 points but students will receive 1 point toward this quiz for completing the test assignment from week 1)

Thursday 9/19

Measuring the World: Global Crime and Policing Indicators

Objectives: Today’s materials describe various approaches to and critiques of universal indicators or measures of crime, policing, and security.

- *Read on Sakai before class:*
 - Merry, Sally Engle. 2011. “Measuring the World: Indicators, Human Rights, and

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

Global Governance,” *Current Anthropology* 52(3):S83-S95.

- *Selections (pages to be announced in class on Tuesday) from:* Comaroff, Jean and John L. Comaroff. 2006. Figuring Crime: Quantifacts and the Production of the Un/Real. *Public Culture* 18(1): 209-246.

WEEK 4: GLOBAL OUTLAWS AND INTERNATIONAL OUTCASTS

Objectives: Carolyn Nordstrom’s Global Outlaws offers a case study of many of the themes covered up to this point in class. Students should come to class this week able to summarize Nordstrom’s main points about “global outlaws” and crime, connecting her arguments and specific examples to ideas covered in the first three weeks of class.

Tuesday 9/24 (*Students should purchase the Nordstrom book by this date*)

Everyday Law Breakers and Global Outlaws

- *Read from course books before class:*
 - Nordstrom, Carolyn. 2007. *Global Outlaws* (Read intro/preface through the end of Chapter 6, approximately 50 pages total).
- *Do in class:* Quiz 2 (3 points) on Nordstrom reading

Thursday 9/26

- *Read from course books before class:*
 - *Global Outlaws*, Chapters 7 – 10 (Specific reading points to be handed out in class on Tuesday).
- *Do in class:* Review of paper formatting and citation style.

Friday 9/27: Essay 1 due on Sakai by 10pm

WEEK 5: STATE ACTORS’ INVOLVEMENT IN CRIME AND CRIME CONTROL

Tuesday 10/1

Understanding State Actors’ Involvement in Criminal Activities

Objectives: This section’s readings explore the relationship between state actors and local/transnational crime. Today’s readings introduce one way of thinking about state actor’s intentions and culpability when they engage in criminalized activities. Students should be able to explain the “complicity continuum” and the various points on it.

- *Read on Sakai before class:*
 - Kauzlarich, David, Christopher W. Mullins, and Rick A. Matthews. 2003. “A Complicity Continuum of State Crime,” *Contemporary Justice Review* 6(3):241-254.
- *Do before class for discussion in class:* students should find one example from current affairs of state actors or agents engaging in criminalized or unlawful activities and should come to class able to discuss their example in the context of the reading (use newspapers and other media to find examples).

Thursday 10/3

The Cultures of Criminals and Cops

Objectives: Today’s readings build on the idea that various subgroups have their own “cultures,” detailing the cultural norms of people engaged in law breaking and law

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

enforcement. Students should be able to describe some of the features of the cultures of criminals and cops according to Nordstrom and examples of the language of control used by state actors described by Gootenberg.

- *Read from course books before class:*
 - Global Outlaws, Skim Chapters 11, 12, and 13. Read Chapters 14 and 15 carefully (on the “cultures” of criminals and cops).
- *Read on Sakai before class:*
 - Gootenberg, Paul, Talking Like a State: Drugs, Borders, and the Language of Control. In Abraham and van Schendel, pp. 101-127. *Note: In class on Tuesday you will receive instructions on what to read for in this chapter.*
- *Do in class:* Quiz 3 (3 points), topic to be announced in class on Tuesday 10/1.

Tuesday 10/8

The Making of National Security Campaigns

Objectives: Today’s reading introduces the idea that state actors may cultivate heightened anxieties about international crime as part of a broader national security campaign. Students should read the Feldman article in an effort to define what he means by “securocrats,” “wars of public safety,” and “globalized policing as scopic regime.” Students should be able to generate other examples from contemporary society that illustrate Feldman’s arguments.

- *Read on Sakai before class:*
 - Feldman, Allen. 2004. “Securocratic Wars of Public Safety: Globalized Policing as Scopic Regime,” *Interventions* 6(3):330-350.
- *Topic for Essay 2 Handed out in class: Begin thinking about Essay 2*

WEEK 6: THE TRANSBORDER CIRCULATION AND POLICING OF DRUGS

Objectives: The United States has devoted tremendous resources to mounting an international war on drugs. This week’s readings introduce information about drug trafficking and the movement of drugs transnationally, as well as into the United States, setting up themes that we will return to over the course of the next several weeks. Students should come to class able to detail some of the myths and realities of international drug trafficking and the reasons why the United States is so invested in leading drug-related policing efforts around the world.

Thursday 10/10

- *Read from course books before class:*
 - Albanese, Chapter 2: Drug Trafficking
- *Read on Sakai before class:*
 - TBD, Check Sakai
- *Do in Class:* Quiz 4 (3 points)

Tuesday 10/15

- *Read on Sakai before class:*
 - TBD, Check Sakai

WEEK 7: KEEPING IT REAL: COUNTERFEITS, FORGERIES, TRADEMARKS, AND COPYRIGHTS

Objectives: This week’s readings explore the prolific international practice of reproduction and the arguments in favor of devoting international and national resources to protecting

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

authenticity, copyrights, and trademarks. Students should be able to define “intellectual property” and explain the relationship between trademarks, copyrights, and patents as well as explaining what is at stake with the proliferation of the fake.

Thursday 10/17

Stolen Property and Counterfeits

- *Read from course books before class:*
 - Albanese, Chapter 3: Stolen Property
 - Albanese, Chapter 4: Counterfeiting
- *Do in class:* Quiz 5 (3 points)

Tuesday 10/22

- *Read on Sakai:*
 - Liberman, Jonathan. 2012. Combating Counterfeit Medicines and Illicit Trade in Tobacco Products: Minefields in Global Health Governance. *Journal of Law, Medicine, and Ethics* (Summer): 326-327.
 - World Health Organization. 2006. Anticounterfeiting Taskforce Develops Strategy. *Drug Information* 20(4):268-270.
 - Additional readings TBD
- *Suggested additional reading (to inform the lecture) on Sakai:*
 - Rosemary Coombe. 1996. Embodied Trademarks: Mimesis and Alterity on American Commercial Frontiers. *Cultural Anthropology: Journal of the Society for Cultural Anthropology*, 11(2): 202-224.
- *Do in class:* Quiz 6 (3 points)

Thursday 10/24

Money Laundering

- *Read from course books before class:*
 - Albanese, Chapter 9: Money Laundering
 - Read or review, Nordstrom, Chapters 10 – 13, 16-17

Friday 10/25: Essay 2 Due to Sakai at 10 pm

WEEKS 8 AND 9: KIDNAPPING, HOSTAGES, AND PIRACY

Objectives: Readings for this section of the class explore the rationale behind piracy, international hostage taking, and kidnapping and connect these seemingly personal acts to broader social, political, cultural, and economic factors. Students should be able to summarize these factors and the explanations various social actors give for their participation in these acts.

Tuesday 10/29

The Return of Pirates at Sea

- *Read in course books before class:*
 - Albanese, Chapter 8: Extortion and Racketeering
- *Read on Sakai before class:*

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

- Gettleman, Jeffrey. 2010. Taken by Pirates. *The New York Times* (October 5) <http://www.nytimes.com/2011/10/09/magazine/taken-by-pirates.html?pagewanted=print>
- Wilber, Del Quentin. 2012. “The Pirate Negotiator: Aboard Hijacked Tanker, This Somali Called the Shots,” *The Washington Post*. October 2.

Thursday 10/31

- *Read on Sakai before class:*
 - Shannon Lee Dawdy. 2011. “Why Pirates are Back,” *Annual Review of Law and Social Science*
 - Selection from Mattei, Ugo and Laura Nader, Plunder: When the Rule of Law is Illegal (check Sakai for details)
- *Additional recommended reading, not required:* Rosenberg, David. 2009. The Political Economy of Piracy in the South China Sea. *Naval War College Review* 62(3):43-58
- *Do in class:* Quiz 7 on the Somali pirate case and Dawdy’s article (3 points)
- *Topic for Essay 3 Handed out in class: Begin thinking about Essay 3*

Tuesday 11/5

Hostage Taking and Child Kidnapping Across Borders

- *Read on Sakai before class:*
 - Various articles on Sean Goldman case on bringseanhome.org:
 - <http://www.nytimes.com/2009/02/25/nyregion/25custody.html?pagewanted=all>
 - <http://bringseanhome.org/goldman-case/newspaper-magazine-articles/the-boy-who-came-back/>
 - <http://bringseanhome.org/resources/the-left-behind-parent/how-two-governments-failed-me-and-my-american-children/>
 - and choose a few other articles to skim
 - Starr, June. 1998. The Global Battlefield: Culture and International Child Custody Disputes at Century’s End. *Arizona Journal of International and Comparative Law* 15: 791-831.

WEEKS 10 AND 11: SMUGGLING, TRAFFICKING, AND UNREGULATED MIGRATION

Objectives: This section’s readings build on the previous section to further explore various forms of illicit movements of persons across borders, both by force, fraud, or coercion and by individual choice. Students should be able to differentiate unregulated migration, human smuggling, and trafficking and provide examples of each—as well as examples of the challenges to identifying and policing these activities—and should also be able to explain “why so many non-criminals break immigration laws” as Kyle and Siracusa write.

Thursday 11/7

Defining Human Smuggling and Trafficking

- *Read from course books before class:*
 - Albanese, Chapter 5: Human Trafficking
 - Additional readings TBD, check folder on Sakai

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

Tuesday 11/12

Understanding Unregulated Migration

- *Read on Sakai before class:*
 - Kyle, David, and Christina A. Siracusa, Seeing the State Like a Migrant: Why So Many Non-Criminals Break Immigration Laws. *In Abraham and van Schendel*, pp. 153-176
 - Additional readings TBD, check folder on Sakai
- *Do in class:* Quiz 8 (3 points)

Thursday 11/14 (*Students should purchase Killing Pablo, Methland, or the Company We Keep by this date*)

- In class video on unregulated migration (title TBD) – students will be quizzed on this video on Tuesday 11/19
- Students should begin reading *Killing Pablo, Methland, or The Company We Keep* on their own. These three non-fiction books connect crime and security policies in the United States to U.S. efforts at law enforcement overseas. Students should read the book of their choice on their own over the next three weeks and will complete a quiz on the first 150 pages on Tuesday, 11/26 and an essay on the entire book for Monday, 12/9.

WEEK 12: FRAUD, CYBERCRIME, OBSCENITY AND PORNOGRAPHY

Objectives: This week's readings highlight additional categories of transnational crime, building on themes discussed throughout the semester. Students should be able to define unique features of the categories of activities described in this week's readings and should come to class thinking about the overlaps between various categories of illicit activities and attempts at policing them.

Tuesday 11/19 (*RU follows Thursday schedule; our class meets and attendance is mandatory*)

- *Read in course books before class:*
 - Albanese, Chapter 6: Fraud and Cybercrime
 - Albanese, Chapter 7: Obscenity and Pornography
- *Watch online before class:* TED Talks (linked from Sakai)
- *Do in class:* Quiz 9 (3 points)

Thursday 11/21 NO CLASS – Professor Siulc attending AAA Conference

- *Do in place of class:* Students should continue reading *Killing Pablo, Methland, or The Company We Keep*. These three non-fiction books connect crime and security policies in the United States to U.S. efforts at law enforcement overseas. Students should read the book of their choice on their own over the next three weeks and will complete a quiz on the first 150 pages on Tuesday, 11/26 and an essay on the entire book for Monday, 12/9.

Friday 11/22: Essay 3 due to Sakai by 10pm

WEEK 13: CASE STUDIES IN U.S. ATTEMPTS AT TRANSNATIONAL CRIME CONTROL

Tuesday 11/26 (*RU follows Thursday schedule, our class meets*)

Objectives:

- *Read from course books before class*

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

- *Killing Pablo, Methland, or The Company We Keep* – students should read and be prepared to discuss the first 150 pages for today’s class and quiz. Reading questions will be handed out in class on Tuesday 11/19.
- *Do in class:* Quiz 10 (3 points)

Thursday 11/28 NO CLASS FOR THANKSGIVING BREAK

- Keep reading *Killing Pablo, Methland, or The Company We Keep*
- *Over break and the next few weeks, students should begin thinking about Essay 4, due on 12/12, on one of the 3 books above*

WEEKS 14 AND 15: THE FUTURE OF TRANSNATIONAL CRIME

Objectives: The last few classes serve as a summing up and review of material and themes covered this far, using the concluding comments and recommended future agendas in our main course texts as a starting point for the discussion. Students should come to class this week having begun their review of course materials and thinking about the major topics covered this semester in preparation for the final exam.

Tuesday 12/3

- *Read in course books before class:*
 - Finish Nordstrom, chapters 19 and 20
 - Albanese, Chapter 10: Corruption and the Future
- *Read on Sakai before class:*
 - Boutros-Ghali, Boutros. 2004. Empowering the United Nations. Foreign Affairs, 89-103.

Thursday 12/5

- *Read in course books before class:*
 - Students should be finishing up *Killing Pablo, Methland, or The Company We Keep* in order to complete the final essay due on 12/12.
- *Do in class:* TBD

Tuesday 12/10

Wrap-up and Review

- *Do for class: Final assignment due in person (5 points). Attendance is mandatory.*

Thursday 12/12: Essay 4: Due to Sakai at 10pm

FINAL EXAM: Date and time: Monday, December 16, 8 – 11am, location TBD

The University often schedules exams at different days and times than regular class meetings. All students must attend the final exam during the scheduled Monday time. Students who arrive late must be in the classroom before any other students have left the room.

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

ASSIGNMENT AND DUE DATE SCHEDULE

Week 2

Tuesday 9/10: Test assignment due to Sakai by 1pm (1 point)
Thursday 9/12: Essay 1 topic handed out in class

Week 3

Tuesday 9/17: Quiz 1 (2 points)
Thursday 9/19: Quiz 1 handed back in class

Week 4

Tuesday 9/24: Quiz 2 (3 points)
Thursday 9/26: Quiz 2 handed back in class
Friday 9/27: Essay 1 due to Sakai by 10pm (12 points)

Week 5

Thursday 10/3: Quiz 3 (3 points)

Week 6

Tuesday 10/8: Quiz 3 handed back and Essay 2 topic handed out in class
Thursday 10/10: Quiz 4 (3 points)

Week 7

Tuesday 10/15: Quiz 4 and Essay 1 handed back in class
Thursday 10/17: Quiz 5 (3 points)

Week 8

Tuesday 10/22: Quiz 6 (3 points)
Thursday 10/24: Quizzes 5 and 6 handed back in class
Friday 10/25: Essay 2 due to Sakai by 10pm (12 points)

Week 9

Tuesday 10/29: Quiz 7 (3 points)
Thursday 10/31: Essay 3 topic handed out in class

Week 10

Tuesday 11/5: Essay 2 handed back in class
Thursday 11/7: Quiz 7 handed back in class

Week 11

Tuesday 11/12: Quiz 8 (3 points)
Thursday 11/14: Quiz 8 handed back in class

Week 12

Tuesday 11/19: Quiz 9 (3 points)
Thursday 11/21: Quiz 9 handed back in class
Friday 11/22: Essay 3 due to Sakai by 10pm (12 points)

Week 13

Tuesday 11/26: Quiz 10 (3 points)

Week 14

Tuesday 12/3: Essay 3 and Quiz 10 handed back in class

Week 15

Tuesday 12/10: Mandatory final assignment due in class (3 points)
Thursday 12/12: Essay 4 due to Sakai at 10pm (12 points)
TBD Final Exam (25 points)

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

GENERAL READING GUIDE

Students should be able to answer the following general reading questions about each week's assigned readings and should come to class prepared to discuss these points:

1. Who is the author? We will refer to readings by the author's last name in class discussion and written work. When you take notes, always include the author's name for your reference. What do you know about the author from the reading? How does this seem to relate to the style and arguments in the reading?
2. What is the title of the reading and what does it mean? You should be able to explain what the title means and what concepts it references. This may require looking up the definition of some words. After having read the piece, why do you think the author chose this title? Does the title adequately reflect the main arguments or key concepts in the piece?
3. What are the main arguments or key points of the reading? You should be able to describe in a few sentences what each reading is about and what the author intended to communicate. Most authors state this explicitly. As you are reading, be on the lookout for statements of the main argument or focus. Use these as a guide to the rest of the reading.
4. What key terms/ concepts or words emerged in the reading? Take notes on any key terms. Are these terms new? Does the definition here differ from other definitions you've encountered? What is confusing about these key terms and concepts?
5. What questions or points does the reading raise about the week's topic? How are the readings from the week related? What links them?
6. How does the reading connect to themes from other readings and class discussions?
7. What examples of the concepts and arguments from the reading can you apply outside the classroom or to other contexts with which you are familiar? Try to apply the concepts, theories, and arguments to other situations and contexts, or to concepts from other courses, and come to class with examples.
8. What methods or sources support the author's argument? In other words, how does the author know what she or he knows? Does the reading summarize findings from a research study? Is the study using a particular method the author describes? Or, do the findings come from a legal case or argument? An opinion? What kinds of sources are being referenced?
9. What was unclear to you about the reading? As you are reading keep a list of questions for class discussion. Be sure to read with a dictionary in case you encounter unfamiliar terms.
10. What is your assessment of the reading? Are the arguments convincing? Why or why not? What would you change about the argument? Does it seem current or outdated? Are the arguments particular to the context or specific case described? How or why? Did the reading inspire you? Irritate you? Teach you something new? Come to class ready to engage!

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

CRIMINAL JUSTICE LEARNING GOALS: A STATEMENT OF PRINCIPLES

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. **Competence:**

- a.) **Theory.** Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
- b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
- c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

202:389: Criminal Justice Seminar: Global Crime (Fall 2013)

2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the United States and across countries.
3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.