

202:389: CRIMINAL JUSTICE SEMINAR: TRANSNATIONAL CRIME AND GLOBAL TRAFFICKING (FALL 2012)

COURSE MEETINGS: Tuesday/ Thursday 1:40 – 3:00
Janice Levin Building, Room, 107-C (94 Rockefeller Road, Livingston)

INSTRUCTOR: Dr. Nina Siulc (pronounced Schultz)
Assistant Professor of Anthropology and Criminal Justice

OFFICE HOURS: Tuesday 3-4, Livingston: Lucy Stone, 3rd floor (check whiteboard in CJ wing for room)
Wednesday 2-3, Cook/Douglass: Ruth Adams Room 108D
Other times/ places by appointment via email

CONTACTING THE PROFESSOR: 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 DESCRIPTION: This upper-level seminar focuses on the illicit movement of people and goods across national borders. Topics include: (1) definitions of crime and illegality at the level of various international and national laws and to individual people around the world, (2) the activities associated with global illicit flows and efforts at regulating these activities, (3) transnational efforts to combat human trafficking, (4) the production and circulation of counterfeit goods, (5) drugs and the U.S. role in enforcing global drug-related activities, (6) environmental crimes, and (7) money laundering. Course readings and background materials will be drawn from books, academic journals, print media, and film and radio.

COURSE DETAILS:

- **COURSE MATERIALS:** Most readings and audiovisual materials are posted on Sakai or hyperlinked from the syllabus on Sakai. 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 for sale in the university bookstore 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.
 - Bowden, Mark. 2002. **Killing Pablo: The Hunt for the World's Greatest Outlaw**. New York: Penguin. ISBN 0-14-200095-7 (paperback).
 - 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).
 - Van Schendel, Willem, and Itty Abraham, eds. 2005. **Illicit Flows and Criminal Things: States, Borders, and the Other Side of Globalization**. Bloomington and Indianapolis: University of Indiana Press. ISBN 0-253-21811-X (paperback).
- **ASSIGNMENTS:** are designed around Criminal Justice learning goals in competence, critical thinking, and scholarship (see last page of syllabus) 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.

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Assignments draw primarily on class materials and include: four short (2-3 page) graded essays, 8 short graded reading quizzes (2 of which may be skipped or dropped), on-going preparation for class and participation in discussion of reading questions and assignments, and final exam. Late assignments will be strictly penalized.

- **ATTENDANCE AND ACTIVE PARTICIPATION:** Students are expected to attend all classes and actively participate in class discussions. If you expect to miss one or two classes, please use the University absence reporting website (<https://sims.rutgers.edu/ssra/>) to indicate the date and reason for your absence. **Please note:** Entering information about an absence into the reporting website does not grant you an automatic waiver to make up missed assignments. It is your responsibility to find out what you missed in class, including announcements about assignments. There will be no make up quizzes or exams, or late assignments accepted unless you have an approved, excused absence for a legitimate reason. If you think you qualify for an excused absence because of a religious holiday, sports event, medical or other emergency, please contact the professor directly at nina.siulc@rutgers.edu. With the exception of certain emergency situations, there will be no make up tests or late assignments accepted if you notify the professor *after* the due date has passed. Please consult the university's absence policy at: <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

Students who miss more than 1/3 of the class meetings will automatically fail the course even if they complete all assignments.

Students are encouraged to use technology to enhance their learning experience but will be marked absent if they use cell phones, tablets, or laptops for purposes other than taking class notes.

- **COURSE COMMUNICATIONS:** Updates will be posted on Sakai. Students must have active email accounts and check their email or Sakai for periodic communications. During inclement weather or other emergencies, please check both the class Sakai page and the Rutgers website.
- **ACADEMIC INTEGRITY:** is strictly governed by the university's Academic Integrity Policy, which prohibits cheating, fabrication, plagiarism, denying others access to information or material, and facilitating dishonesty and violations of academic integrity. Students should familiarize themselves with the university's standards and should speak with a faculty member if they have concerns about integrity or questions about proper citation. See: <http://academicintegrity.rutgers.edu/>. Students are encouraged to take a tutorial on plagiarism and academic integrity and to consult the library's tip sheet on how to take notes to avoid accidental plagiarism. When in doubt, cite!
Tutorial: <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>
Tip sheet: http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_document.shtml
- **GRADING:** Students will be graded on a scale of 100 points, according to the following scheme:
 - Four writing assignments: 10 to 15 points each, total of 50 points
 - Six (of eight) reading quizzes (2 will be dropped): 5 points each, for a total of 30 points
 - Special projects TBD: 5 points
 - Final exam: 15 points

Points will correspond to letter grades in the following way: **A** 100—90; **B+** 89—86; **B** 85—80; **C+** 79—76; **C** 75—70; **D** 69—60; **F** 59 and below. Students who miss more than 1/3 of class sessions will automatically fail the class.

- **REQUESTS FOR ACCOMMODATIONS:** Students should submit requests for accommodations through

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the Disability Services Center in advance of assignment due dates, and must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>. Full disability policies and procedures are at <http://disabilityservices.rutgers.edu/>

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.

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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.

COURSE SPECIFIC LEARNING GOALS

This course will build on core concepts in the criminal justice major with an explicit focus on understanding core theoretical concepts that form the foundation of analysis and research on transnational crime and trafficking, the national and international institutions involved in regulating transborder illicit activities, and methods for conducting scientific and scholarly research on transnational crime. This course has a particular focus on understanding the various social actors and institutions involved in the illicit movement of people and goods across national borders as well as their policing and regulation.

COURSE OUTLINE (DRAFT: SUBJECT TO CHANGE)

WEEK 1: INTRODUCTION TO THE COURSE CONTENT AND CONCEPTS

Objectives: discussion of class goals and expectations, introduction to key concepts.

Tuesday 9/4: Introduction to the Course

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

Thursday 9/6: Introduction to Key Concepts

- *Do for class:* Assignment from Tuesday 9/4 due by 1pm. No readings, but come to class prepared to take notes. *Note: If you are planning to drop/ add please try to do so by the end of the first week of classes.*

WEEKS 2 AND 3: GLOBAL JUSTICE, INTERNATIONAL POLICING, AND TRANSNATIONAL DEFINITIONS OF CRIME

Tuesday 9/11: Defining Transnational Crime and “Universal” Understandings of Evil

Thursday 9/13: The World’s Police: Who Monitors Illicit Activities Globally?

Tuesday 9/18: Global Interconnectedness (*Students should purchase required books by this date*)

Thursday 9/20: State Crime and Supra-national Non-State Actors

WEEKS 4 AND 5: GLOBAL OUTLAWS AND INTERNATIONAL OUTCASTS

Tuesday 9/25: Everyday Law Breakers and Global Outlaws

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Thursday 9/27: “Organized” Crime across Borders
Paper 1 due in class at 1:40 pm and due to Turnitin by 1:30 pm

Tuesday 10/2: International Outcasts on the Margins of Global Society

Thursday 10/4: When Victims Become Killers: The Fuzzy Lines Between “Good” and “Bad”

WEEKS 6 AND 7: THE TRANSBORDER CIRCULATION AND POLICING OF DRUGS

Tuesday 10/9: The Rise of Contemporary Transnational Drug Organizations

Thursday 10/11: Policing Drugs Internationally and the U.S.-Led “War on Drugs”

Tuesday 10/16: Cultural Complications in International Collaborations

Thursday 10/18: The New Drug War Zone

Paper 2 due to Turnitin by 5pm on Friday, 10/19

WEEKS 8 AND 9: KIDNAPPING, HOSTAGES, AND PIRACY

Tuesday 10/23: The Return of Pirates at Sea

Thursday 10/25: International Hostages

Tuesday 10/30: Child Kidnapping across Borders

Thursday 11/1: TBD, *special assignment due for 2 points (details in class)*

WEEKS 10, 11, AND 12: SMUGGLING, TRAFFICKING, AND UNREGULATED MIGRATION

Tuesday 11/6: Defining Smuggling, Trafficking, Unregulated Migration, and Global Slavery
REMEMBER TO VOTE TODAY!

Thursday 11/8: Policing and Prosecuting Trafficking and Slavery

Tuesday 11/13: Why People Cross Borders Illicitly

Thursday 11/15 (*Class cancelled for AAA meetings; out-of-class assignment TBD to make up for missed time*)

Tuesday 11/20: Border Wars (*RU follows Thursday schedule; our class meets*)
Paper 3 due in class at 1:40pm and to Turnitin at 1:30 pm.

Thursday 11/22 (*No Class, Thanksgiving holiday*)

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WEEKS 13 AND 14: COUNTERFEITS, FORGERY, AND COPYRIGHTS

Tuesday 11/27: The Global Economy in Fake Stuff

Thursday 11/29: Trademark Piracy and Copyright Law

Tuesday 12/4: Money Laundering

Thursday 12/6: TBD

Paper 4 due Monday 12/10 by 5pm to Turnitin

WEEK 15: TBD LAST WEEK OF CLASSES

Objectives: Review course content and concepts, wrap up of final projects, prepare for final exam.

Tuesday 12/11 (*Last class meeting*)

- *Do for class: for-credit assignment TBD. Attendance is mandatory.*

FINAL EXAM: December 17, 1 to 3pm. See <https://finalexams.rutgers.edu/>

PAPER PREPARATION

GUIDELINES FOR PAPERS (MUST BE FOLLOWED FOR FULL CREDIT)

- Use 11- or 12-point font, black ink;
- Double space. Indent each new paragraph, but do not insert additional spaces between paragraphs;
- Use 1-inch margins on all four sides (note—the default in Microsoft Word is 1.25);
- Number all pages;
- Use Law and Society Review citation style: <http://www.lawandsociety.org/review/StyleSheet.htm>
- When Law and Society does not provide adequate guidance, consult the Chicago Manual of Style
- When in doubt about whether you need a citation, do cite, even when you have paraphrased the original source.
- Use block quotes sparingly (for quotes exceeding three lines);
- Spell check and edit papers for clarity;
- Note: Students who submit papers that are incomplete, illegible, or containing numerous errors will be asked to re-write the papers before receiving a grade.

GRAMMAR AND WRITING STYLE GUIDES

Students are strongly encouraged to consult or purchase 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 (a good basic grammar book, available at B+N, Amazon, and many other bookstores)
- Grammar Girl's Blog: <http://grammar.quickanddirtytips.com/>

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GENERAL READING GUIDE FOR THIS COURSE

Students should be able to answer the following general reading questions about each week's assigned readings and should come to class prepared to engage with the ideas raised by these general questions.

1. Who is the author? We will refer to readings by the author's last name in class discussion and written work. Having your syllabus with you at all times will help you keep this information handy. 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 discussion from other weeks?
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. Finally, 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!