

University of Washington – Tacoma
TCORE 123: Introduction to Social Science
Common Question Ideals of justice: How do we know what's right or fair?
Dr. Cynthia Howson
Spring 2014: MW 1:30-3:35 in Joy 207

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Trafficking, corruption, informality and crime: Investigating the illicit global economy

Illicit and illegal flows of goods, services, information, money and even people, cross national borders every day, representing a critical and understudied dimension of the global economy. This course introduces students to the sources of regulation, networks and incentives that drive illicit transactions. Case studies will include smuggled goods, from music and cheese to credit card numbers and human organs, as well as illicit services such as money laundering and counterfeiting. As they investigate the opportunities and challenges these issues present for global governance and economic development, students will gain insight into the contributions and methods of different social science disciplines.

Core Student learning objectives

- **inquiry & problem solving:** collect, evaluate, and analyze information and resources to solve problems or answer questions.
- **research methods & application:** approach complex issues by taking a large question and breaking it down into manageable pieces.
- **synthesis & context:** make meaningful connections among assignments and readings in order to develop a sense of the 'big picture.'
- **argumentation:** formulate an original thesis-driven argument and sustain it in both written and verbal communication.
- **global perspective:** interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
- **diversity:** think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

Class Rules and Expectations:

1. **Skill-building:** Every activity is connected to a skill that will benefit you in your academic and professional work. If you are unsure about how your coursework relates to your intellectual development, it is your responsibility to discuss your questions and your goals with me (in addition to your advisors, peers and other professors).
2. **Group engagement:** You are responsible for cooperating and participating with your group, including doing your share and working through potential conflicts.
3. **Technology:** No calls/texts, emails or facebook in class. You can use technology for note-taking, but you will need to turn in those notes every day. You will often use technology for in-class projects and presentations, so you will need to practice doing so professionally.
4. **Food:** within reason (don't bring anything that requires silverware or will make hands messy – remember that we will be trading papers regularly)
5. **Talking/interrupting:** be respectful – we should all feel comfortable being critical of each other's viewpoints without being attacked.
6. **Late Papers:** Late reading comments and in-class worksheets will usually be accepted for half credit, provided that late work does not hinder class progress. Research assignments will incur a 10% penalty for every calendar day they are late. Group activities cannot be late.

7. **Disability services:** If you anticipate requiring any auxiliary aids or services, you should contact Disability Support Services as soon as possible. If you have a request that can be accommodated more easily, you should check with me. I am happy to adjust lighting, visuals, sound, seating, etc., as long as your request does not interfere with other students.

Assignments: Your final grade will be assessed according to the following assignments

Reading Responses	15%
Group Development Project (April 16)	15%
Research Proposal (April 28)	15%
Group Debate (May 7 OR 14)	5%
Full Paper (May 21)	15%
Group Research Presentation (June 2)	5%
Final Paper (June 4)	15%
Class/group participation, headlines	10%
Ungraded writing: bibliography, outline, peer review	5%

Your final GPA grade will be based on the following scheme, in accordance with the UW grading scale below, available online here: <http://faculty.washington.edu/scstroup/Gradescale.html>

A/A-		B+/B		B-		C+/C		C-/D+, etc.	
100-98	4.0	88-87	3.4	82	2.9	77	2.4	72	1.9
97-96	3.9	86	3.3	81	2.8	76	2.3	71	1.8
95-94	3.8	85	3.2	80	2.7	75	2.2	70	1.7
93-92	3.7	84	3.1	79	2.6	74	2.1	69	1.6
91	3.6	83	3.0	78	2.5	73	2.0	68	1.5
90-89	3.5								

Assignments and activities:

1. **Class/group participation (10%):** Active and consistent participation is not only a necessary tool for you to learn the content of this course. Participation, itself, is one of the key learning objectives and will be assessed in the following ways.
 - a. **In class/with me,** I will keep a daily record of individual participation. This means that you should try to say something out loud about every other class period. If you are someone who really speaks a lot, remember that you may be preventing other students from earning participation points (or more importantly, from being able to share their ideas). This class is about different ways of doing and thinking, so you should not be concerned with sharing the “right” answer, but with sharing your perspective. If you have trouble in class, you can always pick up points by communicating more with me (email, text, office hours, facebook, canvas, etc.).
 - b. **The day’s headlines (3 posts, 3 comments, 1 in class):** This class requires that you engage critically with current events around the world. We will regularly devote a few minutes of class to headlines, most of which will be from non-western sources. Each student should share a news item once in class, but you should not need to spend more than a few minutes preparing. Most of you will also use the class facebook group to post at least three headlines and comment on three others. If you do not use facebook, then you should share a few extra headlines in class or with me. If you are unsure how to find non-Western news sources in English, the following links are useful: <http://www.world-newspapers.com/> and <http://www.allafrica.com/>.

- c. **Notes to turn in:** You will frequently be asked to turn in notes from class. Often, I will provide optional handouts to guide your note-taking, but the key is that you show me what you are getting from each class. You may submit typed notes or a picture of your notes, ask me to initial your notebook, or simply turn in your handouts. Occasionally, I will ask you to share these with each other so that you can think about where you might improve.
 - d. **Virtual classroom:** Occasionally, we will not meet as a class, so that you can meet with me individually or communicate online. This should help you manage your time as efficiently as possible, but you should not consider it a break. We will all be working overtime during these times in the quarter.
2. **Reading responses (15%):** For every reading assignment, I will post the readings and homework questions online. For each assignment, you will need to post your response online **before** you come to class and you should either print a copy or bring notes so that you can share your answers. Reading responses will help you engage with the reading, so that you are prepared for class discussion. Equally important, the assignments will teach you to target your reading efficiently so you save time and remember key points. Most students find that reading assignments are faster and easier when they are guided by targeted discussion questions. These will be graded on a Pass/Fail or half credit basis, so you will not usually receive specific feedback unless there is a problem. Avoid .wps or Mac extensions.
3. **Group Project (15%):** With your group, propose an original project addressing a key sector of illicit economic activity. You should use a PowerPoint presentation, video or web site. I will give you time to coordinate and organize your project in class so you will not be required to meet with your group outside of class. You should include the following areas: budget and where you will get funding; problem and any field research needed; actors to be consulted; staff to be hired; intended beneficiaries and expected outcomes. Feel free to use internet resources, learn from existing projects, and/or pretend to be part of an existing NGO, but cite your sources and do not copy an existing proposal (obviously!). This project is meant to be fun and to facilitate discussion about what is involved in development practice. You will be evaluated on your willingness to think about what goes into such a project, to learn new things and to consider local communities. I am not concerned with whether I think your project would be successful. My goal is to give you a chance to work together, brainstorm and express/discover your own interests.
4. **Group debates (5%):** There will be two in-class debates during the quarter based on the readings of the day. Half of the class will participate in a debate on NGOs and terrorism on May 7. The other half of the class will hold a debate on rule of law in conflict zones on May 14. You will be graded on your prepared notes as well as your oral statements.

Individual Research Paper: The final paper will be a **2500 word (approximately 10 page minimum) research project** analyzing a specific issue related to globalization. This project is intended to be undertaken throughout the quarter and will include the following intermediate deadlines:

Meet with Dr. Howson: You should come to my office twice during the quarter to discuss your research, goals and progress.

4/21 **Ungraded annotated bibliography:** Developing a complete bibliography is among the most difficult and critical components of a research paper. This will give you a chance to share your ideas with the class and get help finding appropriate sources for your topic.

4/28 **Research Proposal (15%):** a two-page proposal will discuss the question you are investigating, how it relates to the course and how you will go about your research. You should include a substantial bibliography (at least 15 academic sources). I will provide further guidelines and an example proposal as this deadline approaches. Beware that even students who are comfortable with academic research should spend at least 15 hours on this proposal, including library research, reading and writing.

5/7 or 5/14

Ungraded outline with citations: Most of the content of a research paper comes from your research. The outline allows you to organize your argument in advance so that your paper is much easier to write. You will turn this in during the week you don't debate and it will be graded primarily on effort.

5/21 **Full Paper (15%):** Your complete full length paper is one step in the writing process in a writing intensive class. Don't be deceived by the notion of a draft, since this should be a very polished paper. I will post your graded draft with suggestions for your revision after 7 days.

5/28 **Ungraded Peer review and elevator speech:** Bring your paper to class for work in assigned groups. Be prepared to present your paper in a group (elevator speech) and give feedback.

6/2 **Group Presentation of Research Findings (5%):** Different research topics and findings are connected in important ways that will help you connect the themes of the course. This assignment involves sharing your research with students whose papers or findings are related to yours. In the oral presentation, you will share the key lessons generated from your research papers. Present your findings in a 5 minute oral presentation to the class.

6/4 **Final Research Revisions Due (15%) at 11:59pm:** Your final paper will be graded on the same criteria as your earlier drafts, but you will be expected to incorporate assigned revisions.

Week 1: Introduction

3/31 Understanding the illicit global economy

4/2 Shelley, L.(2005). The unholy trinity: Transnational crime, corruption, and terrorism. *Brown Journal of World Affairs*, 11(2), pp. 101-111.

Andreas, P. (2011). Illicit globalization: Myths, misconceptions, and historical lessons. *Political Science Quarterly*, 126(3), pp. 403-425.

In class: Groups will evaluate and revise homework assignments in order to present an example to the class. This will give everyone the chance to do an ungraded group presentation before graded projects.

Week 2: From informal to illegal: Livelihoods and civil society

4/7 MacGaffey & Bazenguissa-Ganga. (2000). Contesting Boundaries. In MacGaffey and Bazenguissa-Ganga. *Congo-Paris: Transnational Traders on the Margins of the Law* (pp. 79-106), Indiana University Press.

In class: (Part 1) Livelihoods lecture and discussion of homework; (Part 2) Time to work on group projects.

4/9 Come to class with your contribution to your group (your slides, research, etc.). Work together to practice and revise your group presentation so that it is coherent.

NOTE! **Meet in DOU 101 computer lab** for library research workshop. If possible, bring your own computer and download Zotero.

Week 3: Case studies and group presentations

4/14 Mustapha, K. (2010). Taste of child labor not so sweet. A critique of regulatory approaches to combating child labor abuses by the US chocolate industry. *Washington University Law Review*, 87(5), 1163-1195.

Dottridge, M. & Feneyrol, O. (2007). Action to strengthen indigenous child protection mechanisms in West Africa to prevent migrant children from being subjected to abuse. La Strada International Document. Available at: http://lastradainternational.org/lisidocs/443%20dottridge_oct07.pdf.

Field Trip to Theo Chocolates

4/16 **Group Project Due (post online and share in class)** - Deadline to meet with professor (sign up genius or by appointment)

Week 4: Legal ambiguity and contesting criminality

4/21 Johnson, C. (2003). Nigeria: Illegal logging & forest women's resistance. *Review of African Political Economy*. 30(95), 156-162.

Annotated bibliography/paper topic due in class

4/23 Mackenzie, S. & Green, P. (2008). Performative regulation: A case study in how powerful people avoid criminal labels. *British Journal of Criminology*, 48, pp. 138-153.

In class: class discussion of homework; resubmitted bibliographies due (if necessary).

Week 5: Conceptualizing corruption and gender roles

4/28 **Research Proposal DUE online by 11:59pm**

4/30 Goetz, A. (2007). Political cleaners: Women as the new anti-corruption force? *Development and Change*, 38(1), 87-105, 20(2), Summer, 72-95.

In class: Choose which graded debate you plan to do and make teams; consider critiques of the evidence on gender and corruption to prepare for graded debates and research papers. This will include an illustrated review of the literature.

Week 6: Debate 1: NGO Terrorists

5/5 Sidel, M. (2010). Counter-terrorism and the regulation of civil society in the USA. *Development and Change*, 41(2), 293-312

In class: Non-debaters are excused from class but must still turn in homework. Debaters will use class time to prepare.

5/7 **NGO Terrorists DEBATE**

Resolved: Law enforcement agencies should use any legal means available to prevent the funding of suspected terrorist organizations in any country even if this means that charitable organizations will be unable to serve people in need.

Non-debaters: Fully cited paper outline due at 11:59pm

In class: Non-debaters are expected to turn in detailed notes from the debate round.

Week 7: Debate 2: Rule of law in conflict

5/12 Jackson, S. (2002). Making a Killing: Criminality & coping in the Kivu war economy. *Review of African Political Economy*. 29(93-94), 516-536.

Fisman, R. (2007, August 17). Diamonds are a guerrilla's best friend. *Slate*.

In class: Non-debaters are excused from class but must still turn in reading homework. Debaters will use class time to prepare.

5/14 **Debate 1 (Rule of Law): Team Rule of Law** - Donors should support Good Governance and rule of law in post-conflict countries by emphasizing law enforcement capacity. **Team Real World** Donors should focus on the reasons for illicit accumulation by understanding and supporting the livelihoods of poor people in war economies.

Non-debaters: Fully cited paper outline due at 11:59pm

In class: Non-debaters will turn in detailed notes from the debate round for participation.

Week 8: Criminality in film

5/19 *In class film: TBA.*

5/21 **Full Research Paper DUE at 11:59pm**

Week 9: Research Progress

5/26 **No Class** Happy Memorial Day!

5/28 **Peer review and group research preparation**

In class: Bring your paper to class and submit it online. In class, you will be assigned groups according to your research. You will read, review and present each others' papers in your groups. Note that an unexcused absence on this day results in a 10-point deduction for the group presentation and loss of peer review points for participation.

Week 10: Conclusions

6/2 **Group Research Presentations and Class Party**

6/4 **FINAL PAPER DUE at 11:59pm**