

Professor: Natalie Chwalisz

Preferred pronouns: she/ her/ hers

Preferred address: Professor Natalie

496/696 Guns, drugs, people- The Illicit Economy in a global perspective

In this course, we will focus on patterns of illegal activity in the international economy. Students will study phenomena such as illegal trade in arms, animals, and drugs, and the trafficking and smuggling of human beings. The purpose of this course is to introduce students to the systematic analysis of the illicit global economy. Students will be taught to examine the causes of illicit markets, the actors involved (entrepreneurs, consumers, governments), and how markets respond to efforts to combat them. The objective is for students to understand the phenomenon and its drivers, and to translate this understanding into a critical evaluation of current policy approaches. (*International Relations and Foreign Policy*)

Student learning outcomes

Upon successful completion of this course, students will be able to:

1. Explain the diverse illicit economies, their causes, and the most prominent shadow economies.
2. Understand the economic organization of these markets, including their structures and individual features.
3. Differentiate between schools of thought around these markets and explain key concepts associated with the different academic approaches.
4. Evaluate policy responses to the illicit global economy. You should be able to offer explanations for why some policies are effective.
5. Research illicit economies, including the analysis of quality of sources.
6. Write succinctly and synthesize topical information.
7. Provide your policy recommendations based on evidence.
8. Orally present information and guide discussion on a topic

The overall goal of this course is to provide you with a deeper understanding of how the illicit global economy works. You should be able to apply this knowledge through critical policy analysis of the current and past responses.

Expected Engagement

Students will benefit the most if they will engage with the readings through the options of weekly reflection memo and through the class discussions. As such, students are responsible for completing and thinking about the assigned reading every week.

Class format will be a combination of lecture and discussion. When reading students should consider the following: what is the author's thesis, how does the author prove this thesis, what key concepts has the author introduced.

Memos:

To facilitate engagement with the readings, students will be asked to write **three 2-page reflective memos** on the weekly assigned readings over the course of the semester. Students will post these memos to Canvas as assignments and share these with fellow students in the discussion threat of the week. You must post these Monday by 9pm of the week of your choice. The memos are designed to help you develop your own ideas with regards to the topic. Additionally, these memos are a practice of synthesis, which is an important practical skill.

You should budget between 2 to 6 hours each time writing these memos. At the beginning of the semester, budget more time; as you gain practice, you may notice you will get faster at them.

Class discussion leadership:

Once a semester, students will sign up to lead the class discussion. As a discussion leader, or leaders, you will generate **questions or discussion prompts to sustain a 40-minute discussion** in class. Discussion prompts should motivate engagement with the materials and encourage peers to tackle different aspects of the weekly topic. They should have several components, so that discussion can be sustained.

Please refer to the instruction on Canvas, as well as the grading rubric in Canvas for more detail.

I would like you to budget an hour for drafting these, not including the time it will take you to do the reading.

Share a resource:

For a **weekly topic of your choice**, you will be asked to identify a policy report, well researched podcast or blog post or documentary video relevant to the upcoming topic.

You will be asked to share this resource with an accompanying 1 page overview, which briefly outlines the relevancy (why do you think this is worthy of sharing?), identifies the actors, whose perspective is represented (think tank, NGO/ civil society group, policy makers – who's voice is represented?), the target audience (who is the author/ creator targeting?), and the three most important lessons or recommendations (what do they want us to take away from this report/ documentary/ podcast?).

Students will post this as an assignment in Canvas AND in the weekly discussion thread with a suggested discussion question for the class. **You must post this by 9 pm on Monday of that week.** You may choose the week for the exact deadline, but then need to meet it. The purpose of this flexibility is to encourage you to practice your own time management over the semester.

The purpose of this is to encourage you to learn how to research relevant material, to learn how to assess potential biases in media, and to distill the essential information succinctly.

You should budget at least an hour, and spend no more than 3 hours (even with long reports- this will help you learn how to focus quickly on the most important information)

Case Study:

Additionally, in the beginning of the class, the students will **choose a case study**. These will reflect one of the weekly topics (for example, human trafficking, or drug smuggling).

The student will be asked to engage with this case study in several ways:

- **Final Case Study Paper:** Write a seven- to ten-page end of the term paper, which outlines how this illicit economy functions. You should outline what the drivers of the economy are, what contextual factors enable it, who the main players are, and how the economy has evolved and responded to policy interventions. You should utilize the theories and concepts in the class to explain your case study. You need to use scholarly journals, and or book chapters, as well as policy reports by respected international organizations (such as the UN, World Bank, IMF, Europol, Interpol) or established non-partisan think tanks. This paper should engage the literature we read in class.
- **Policy recommendations addressing your case study:** Write a 2-page policy brief with policy recommendations. This memo should include 2 paragraphs summarizing the main findings of the longer research, and then address policy makers relevant to the context. For example, if the student focuses on the U.S. context, the policy recommendations would target local, state and federal government. If the student focuses on cross-border issues, the policy recommendations may also include international actors.
- **Class presentations:** You will prepare and deliver a 10-minute presentation on your case study and policy implications to class.

There will be grading rubrics for each assignment to guide the student. Additionally, I will provide timely feedback on the memos and discussion boards to guide the students to help them grow in their writing and critical thinking. In addition, I will be available to meet online for any further guidance that may be necessary.

Constructive and respectful class engagement

Please come to class on time, prepared with materials, and ready to engage. Additionally, please engage in class discussions in a respectful manner. Learning thrives in an environment where others can exchange ideas and opinions, even if they differ from yours. Respectful engagement with a different opinion acknowledges the point of view and respectfully challenges it. I will not accept patronizing language, personal attacks, or disparaging language regarding identity, ethnicity, race, class, ability, or social class. To allow inclusive discussion, I encourage you to cite class material or cite materials and information in a way that other students can access in the comments.

Scholarly Comments

- Are respectful of diverse opinions and open to follow-up questions and/or disagreement
- Are related to class and/or the course material
- Focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- Are delivered in a polite fashion.

Unacceptable Comments

- Are personal in nature. This includes attacks on a person's demeanor or political beliefs.

Finally, if your tendency is to contribute frequently to class discussion, take a step back to allow others to step up. If your tendency is to contribute infrequently to class discussions, I encourage you to step up!

Technology Policy

No Wi-Fi use in class, and no smartphone usage in class. Scientific studies have shown that laptops increase multitasking, decrease your and your fellow cohort member's attention, and negatively impact your ability to retain the material and your course performance. Laptops may be used for notetaking or to refer to readings. Even so, I want to encourage you to take notes by hand as much as possible, and to close the screens during discussions. It is extremely easy for me to see, whether you are browsing the internet, or whether you are engaged in class, and taking notes. Violation of this policy will impact your participation grade.

Exceptions to this policy may be granted on a case-by-case basis if documentation from the ADA office specifically enumerating the need for a Wi-Fi connection is provided or if there is some other extenuating circumstance meriting an exception.

Unless you have extenuating family circumstances, phones must be silent during class.

Academic Integrity and Plagiarism

Academic integrity is vital to scholarship. Please review the [Academic Honesty, Honor Code, and Related Disciplinary Policies](#). Plagiarism is never acceptable and constitutes both a violation of academic integrity and of university rules.

The library also offers a Tutorial, if you feel like you would benefit from learning more about plagiarism.

Students Resources

If you have trouble with this course, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Writing Center: We all can benefit from writing mentorship. The [Writing Center](#) offers free writing tutoring from “the beginning to the end of any piece of writing, from projects like research papers, response posts, memos, white paper etc.” You can book an appointment through their [online scheduler](#) or their [drop in peer tutoring offering](#).

Disability Support Services offers technical and practical support and assistance with accommodations for students who have needs affecting learning, vision, hearing, speech, mobility, and physical and psychological health. Location: Service Building. [Website](#).

The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Counseling visits are free of charge for students. [Visit their website](#) for more information.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

I will inform you of any changes via both email and Canvas. Make sure to check your university-supplied email regularly. You are accountable for all such communications.

Assessment strategy and grading scheme

Assessment	Frequency	% of course-grade	Due Dates	Time involved	Learning Objective
3 Reflective Memos	3: Students can choose the weeks. There will be a signup sheet.	30% (10% each)	Monday of the week of your choice	Budget 2 to 6 Hours per memo	1, 2, 3 & 6
Class participation	Weekly	15%	Weekly		1, 2, 3
1 Discussion Leadership	1: students will sign up at the beginning of the semester	10%	Wednesday of the week of your choice	Budget 1 to 3 hours	1, 2, 3
Event Memo	1: Students will attend one event on campus	5%	Event Tuesday October 29 Memo Due Friday November 1	Budget 90 minutes for the event & One hour to write the memo	4; 6
Resource contribution	Week of your choice	5%	Monday of the week of your choice	Budget 1 to 3 hours	5
Case Study Final Paper	1	15%	November 6	25 - 35 hours.	1, 2, 3 & 6
Case Study Policy Brief	1	10%	November 13	3-5 hours	6 & 7
Case Study Policy Presentation	1	10%	The last two classes. There will be a signup sheet	3-5 hours	7 & 8

Required textbooks and/or other materials

No textbook is required for this course.

Important Due Dates

October 30: Last Chance for Memo 1

November 6: Final Paper Due
Last Chance for Memo 2

November 13: Policy Briefs Due
Last Chance for Memo 3

Reading Schedule

Week 1. Wednesday, September 11

Introduction: what are we talking about when we say illicit economy?

Scholarly work:

Andreas, Peter. (2011). "Illicit Globalization: Myths, Misperceptions, and Historical Lessons," *Political Science Quarterly* 126, 406–428.

Arao, B., & Clements, K. (2018). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice in the art of effective facilitation. *The art of effective facilitation: Reflections from social justice educators*, 135-150.
On course reserves & available as E book via library

Bradford Dillman. (2019) "The Illicit Global Economy: The Dark Side of Globalization." In *Introduction to International Political Economy*, eds. Dave Balaam and Bradford Dillman. New York: Pearson, pp. 379-393

Lessing, B., & Willis, G. D. (2019). Legitimacy in criminal governance: Managing a drug empire from behind bars. *American Political Science Review*, 113(2), 584-606.

Policy/ Journalistic accounts

Pages 7- 37 from Global Initiative Against Transnational Organized Crime, *The global illicit economy: Trajectories of transnational organized crime*, March 2021 <https://globalinitiative.net/wp-content/uploads/2021/03/The-Global-Illicit-Economy-GITOC-Low.pdf>

Michel Martin (2018). “Politics, Facts and Civility: A Lesson in Engaging in Discourse.” *NPR All Things Considered*. October 27. <https://www.npr.org/2018/10/27/661352357/politics-facts-and-civility-a-lesson-in-engaging-in-discourse>

Ibram X. Kendi (2018). “More Devoted to Order Than to Justice.” *The Atlantic*. June 28 <https://www.theatlantic.com/ideas/archive/2018/06/incipit/563963/>

Week 2. Wednesday September 18

Illicit markets: Actors (the state & clandestine illicit entrepreneurs) and violence

Scholarly work:

Alesina, A., Piccolo, S., & Pinotti, P. (2019). Organized crime, violence, and politics. *The Review of Economic Studies*, 86(2), 457-499.

Andreas, P. (2019). “Crime, violence, and illicit economies in regional and global perspective”. *Perspectives on Politics*, 17(2), 485-491.

Gallien, M. (2020). Informal institutions and the regulation of smuggling in North Africa. *Perspectives on Politics*, 18(2), 492-508.

Kronick D. “Profits and Violence in Illegal Markets: Evidence from Venezuela.” *Journal of Conflict Resolution*. 2020;64(7-8):1499-1523. doi:[10.1177/0022002719898881](https://doi.org/10.1177/0022002719898881)

Policy/ Journalistic accounts:

Pages 51- 55 from Global Initiative Against Transnational Organized Crime, *The global illicit economy: Trajectories of transnational organized crime*, March 2021 <https://globalinitiative.net/wp-content/uploads/2021/03/The-Global-Illicit-Economy-GITOC-Low.pdf>

Recommended Readings:

Finckenauer, James O. (2005). "Problems of Definition: What Is Organized Crime?" *Trends in Organized Crime*. Spring, 8(3): 63-83

Skaperdas, S. (2001). The political economy of organized crime: providing protection when the state does not. *Economics of Governance*, 2(3), 173-202.

Week 3. Wednesday September 25

Connections between conflict and the illicit economy

Scholarly work:

Ahmad, A. (2021). Smuggling, survival, and civil war economies. In *The Routledge Handbook of Smuggling* (pp. 369-383). Routledge.

Barnes, N. (2017). Criminal politics: An integrated approach to the study of organized crime, politics, and violence. *Perspectives on Politics*, 15(4), 967-987.

Felbab-Brown, V. (2017). Organized Crime, Illicit Economies, Civil Violence & International Order: More Complex Than You Think. *Dædalus*, 146(4), 98-111.

Kalyvas, Stathis N. (2015) "How Civil Wars Help Explain Organized Crime—and How They Do Not." *Journal of Conflict Resolution* 59.8 (2015): 1517-1540.

Lessing, B. (2015). Logics of violence in criminal war. *Journal of Conflict Resolution*, 59(8), 1486-1516.

Policy/ journalist accounts.

Pages 39 – 43 & Pages 99 - 112 from Global Initiative Against Transnational Organized Crime, *The global illicit economy: Trajectories of transnational organized crime*, March 2021 <https://globalinitiative.net/wp-content/uploads/2021/03/The-Global-Illicit-Economy-GITOC-Low.pdf>

Further suggested resources

Walsh, J. I., Conrad, J. M., Whitaker, B. E., & Hudak, K. M. (2018). Funding rebellion: The Rebel Contraband Dataset. *Journal of Peace Research*, 55(5), 699–707. <https://doi.org/10.1177/0022343317740621>

Week 4. Wednesday October 2

Illicit economies and terrorism nexus?

Guest lecture with Jason Blazakis. confirmed

Scholarly work:

Achilli, Luigi, and Alessandro Tinti. "Debunking the smuggler-terrorist nexus: human smuggling and the Islamic State in the Middle East." *Studies in Conflict & Terrorism* 45.5-6 (2022): 463-478.'

Felbab-Brown, V. (2018). Wildlife and drug trafficking, terrorism, and human security. *Prism*, 7(4), 124-137.

Williams, P., Blazakis, J. M., & Clarke, C. P. (2024). The Mediterranean Connection: Criminal Networks and Illicit Economies in North Africa. In *The Mediterranean Connection*. Lynne Rienner Publishers. [Ch 1- Criminal and Illicit Networks in North Africa](#) & [Ch 7- The Mediterranean Connection: Governance and Crime?](#)

Policy/ journalist accounts.

Thompson, Ginger; Susie Cagle: Lena Groeger, "The Marking of a Narco-Terrorist" *ProPublica* December 15, 2015
<https://projects.propublica.org/graphics/narco>

Thompson, Ginger; "The Narco-terror Trap" *ProPublica* December 7, 2015 <https://www.propublica.org/article/the-dea-narco-terror-trap>

Vox (2016) " How the DEA invented "narco-terrorism" <https://www.youtube.com/watch?v=N8e9Hz0Xw6g>

Recommended readings:

Avdan, N., & Omelicheva, M. (2021). Human Trafficking-Terrorism Nexus: When Violent Non-State Actors Engage in the Modern-Day Slavery. *Journal of Conflict Resolution*, 00220027211010904.

Asal, V., Milward, H. B., & Schoon, E. W. (2015). When terrorists go bad: Analyzing terrorist organizations' involvement in drug smuggling. *International Studies Quarterly*, 59(1), 112-123.

Week 5. October 9 look into Oregon's failure to decriminalize

The Drug Trade

Scholarly work:

Chapter 8 and 9 from Buxton, J. (2006). *The political economy of narcotics: Production, consumption and global markets*. Zed Books.

Durán-Martínez, A. (2021). Cocaine smuggling: Between geopolitics and domestic power struggles. In *The Routledge Handbook of Smuggling* (pp. 183-195). Routledge.

Magaloni, B., Franco-Vivanco, E., & Melo, V. (2020). Killing in the slums: Social order, criminal governance, and police violence in Rio de Janeiro. *American Political Science Review*, 114(2), 552-572.

Policy/ journalist accounts.

Grillo, Ioan (2021) "End the War on Drugs Now" *The New York Times* November 20, 2020
<https://www.nytimes.com/2020/11/20/opinion/international-world/war-on-drugs-mexico-us.html?searchResultPosition=1>

BBC "Portugal - Drug Decriminalisation" *The Compass, My Perfect Country* <https://www.bbc.co.uk/programmes/p03j5jfl>

Pages 75 - 81 from Global Initiative Against Transnational Organized Crime, *The global illicit economy: Trajectories of transnational organized crime*, March 2021 <https://globalinitiative.net/wp-content/uploads/2021/03/The-Global-Illicit-Economy-GITOC-Low.pdf>

Further suggested resources

Bearman, Joshua. 2015. "The Rise and Fall of the Silk Road," *Wired*. Available at <http://www.wired.com/2015/04/silk-road-1/>

Ginger Thompson "The Making of a Massacre" Audible Original, https://www.audible.com/pd/Radio-TV/The-Making-of-a-Massacre-Audiobook/B07B3HMVDJ?pf_rd_p=d1d5388f-cf6c-4549-8609-d46d9994a84e&pf_rd_r=X98C26DTSW5YV7VAWQ9X&serial

Note this requires an audible subscription – there is a free trial option.

Mena, F., & Hobbs, D. (2010). Narcophobia: drugs prohibition and the generation of human rights abuses. *Trends in Organized Crime*, 13(1), 60-74.

Thoumi , F. E. (2010). The international drug control regime's straight jacket: are there any policy options?. *Trends in Organized Crime*, 13(1), 75-86.

For a popular portrayal, watch [The City of God](#) (This film is available to rent for \$3 through Amazon, Google Play, YouTube)

Week 6. October 16.

Arms smuggling

Scholarly work:

Efrat, A. (2010). Toward internationally regulated goods: controlling the trade in small arms and light weapons. *International Organization*, 64(1), 97-131.

Marsh, N., & Pinson, L. (2021). Arms trafficking. In *The Routledge Handbook of Smuggling* (pp. 213-227). Routledge.

Clarke, C. P. (2020). *Small Arms and Light Weapons (SALW) Trafficking, Smuggling, and Use for Criminality by Terrorists and Insurgents: A Brief Historical Overview*. International Centre for Counter-Terrorism (ICCT).

Policy/ journalist accounts.

Pages 36- 38 (Understanding the black market for firearms) of UNODC (2020) *UNODC Study on Firearms*, United Nations Office on Drugs and Crime <https://www.unodc.org/unodc/en/firearms-protocol/firearms-study.html>

Pages 65 - 72 from Global Initiative Against Transnational Organized Crime, *The global illicit economy: Trajectories of transnational organized crime*, March 2021 <https://globalinitiative.net/wp-content/uploads/2021/03/The-Global-Illicit-Economy-GITOC-Low.pdf>

Further suggested resources.

For a popular culture engagement with the topic, watch Lord of War (\$1 through YouTube & Google Play. It is also included on Amazon Prime subscriptions)

Week 7. October 23

Human trafficking

Scholarly work:

Wheaton, E. M., Schauer, E. J., & Galli, T. V. (2010). Economics of human trafficking. *International Migration*, 48(4), 114-141.

Shelley, L., & Bain, C. (2015). Human trafficking: Fighting the illicit economy with the legitimate economy. *Social Inclusion*, 3(1), 140-144.

Shepherd, D. A., Parida, V., Williams, T., & Wincent, J. (2022). Organizing the exploitation of vulnerable people: A qualitative assessment of human trafficking. *Journal of Management*, 48(8), 2421-2457.

Weitzer, R. (2014). New directions in research on human trafficking. *The ANNALS of the American Academy of Political and Social Science*, 653(1), 6-24.

Policy/ journalist accounts.

UNODC (2020) “Chapter 1. Global Overview” *Global Report on Trafficking in Persons*
https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTiP_2020_Global_overview.pdf

Polaris (2017) *Visual Summary: Typology of Modern Slavery: Defining Sex and labor Trafficking in the United States*
<https://polarisproject.org/wp-content/uploads/2017/03/Typology-of-Modern-Slavery-Summary.pdf>

On the Media (2018) “Why an Anti-Sex Trafficking Bill Isn't a No-Brainer” *Paved with Good Intentions*
<https://www.wnycstudios.org/podcasts/otm/segments/why-anti-sex-trafficking-bill-isnt-no-brainer>

Kevin Bales (2010) “How to Combat Modern Slavery” TED
https://www.ted.com/talks/noy_thrupkaew_human_trafficking_is_all_around_you_this_is_how_it_works#t-1119711

Pages 61- 63 from Global Initiative Against Transnational Organized Crime, *The global illicit economy: Trajectories of transnational organized crime*, March 2021 <https://globalinitiative.net/wp-content/uploads/2021/03/The-Global-Illicit-Economy-GITOC-Low.pdf>

Noy Thrupkaew (2015) “Human Trafficking is all around you. This is how it works” TED
https://www.ted.com/talks/noy_thrupkaew_human_trafficking_is_all_around_you_this_is_how_it_works#t-1119711

Suggested resources

NPR (2019) “Amid Robert Kraft Charges, A Closer Look At Human Trafficking” *On Point*
<https://www.wbur.org/onpoint/2019/02/26/robert-kraft-human-sex-trafficking-prostitution>

Week 8. October 30

Attend Gabriella Sanchez' talk Tuesday October 29 @5h15. Event Write up due Friday November 1st

Last Chance for Memo 1

Human smuggling

Scholarly work:

Doomernik, Jeroen (2013) “Migrant Smuggling between Two Logics: Migration Dynamics and State Policies” *The International Spectator*, 48:3, 113-129

Sanchez, G. (2017). Critical perspectives on clandestine migration facilitation: An overview of migrant smuggling research. *Journal on Migration and Human Security*, 5(1), 9-27.

Policy/ journalist accounts.

Tinti, P., & Reitano, T. (2017). *Migrant, refugee, smuggler, savior*. Oxford University Press. Introduction; Chapter 2; 3 and Conclusion

UNODC (2018) “Executive Summary” *Global Study on Smuggling of Migrants* https://www.unodc.org/documents/data-and-analysis/glosom/GLOSOM_2018_web_small.pdf

Politzer, Malia and Emily Kassie (2016) “The 21st Century Gold Rush” *Highline Huffington Post*. 12.21.2016
<https://highline.huffingtonpost.com/articles/en/the-21st-century-gold-rush-refugees/#/niger>

Pages 45 - 49 from Global Initiative Against Transnational Organized Crime, *The global illicit economy: Trajectories of transnational organized crime*, March 2021 <https://globalinitiative.net/wp-content/uploads/2021/03/The-Global-Illicit-Economy-GITOC-Low.pdf>

Suggested resources

Listen to the Radiolab Podcast Trilogy focused on the Border, <http://www.radiolab.org/story/border-trilogy-part-1/>

Cheatham, Amelia (2021) “U.S. Detention of Child Migrants” *Council of Foreign Relations*
<https://www.cfr.org/backgrounder/us-detention-child-migrants>

Week 9. November 6

Final Paper Due

Last Chance for Memo 2

Organ trafficking

Scholarly work:

Ambagtsheer, F., & Bugter, R. (2022). The organization of the human organ trade: a comparative crime script analysis. *Crime, Law and Social Change*, 1-32.

Efrat, A. (2016). Global efforts against human trafficking: The misguided conflation of sex, labor, and organ trafficking. *International Studies Perspectives*, 17(1), 34-54.

Yousaf, F. N., & Purkayastha, B. (2015). 'I am only half alive': Organ trafficking in Pakistan amid interlocking oppressions. *International Sociology*, 30(6), 637-653.

Policy/ journalist accounts.

Listen to Episode 497 of the *Jordan Harbinger Show*: David Kilgour | The Heartless Art of Forced Organ Harvesting
<https://www.jordanharbinger.com/david-kilgour-the-heartless-art-of-forced-organ-harvesting/>

Leonard, Abigail (2021) "Organ Trafficking: How Structural Inequality leads to Individual Exploitation" Human Trafficking Search <https://humantraffickingsearch.org/wp-content/uploads/2021/10/Organ-Trafficking.How-Structural-Inequality-Leads-to-Individual-Exploitation.pdf>

Recommended:

Duncan McClements & Jason Hausenloy (2024) "Getting people to donate their organs"
https://www.worksinprogress.news/p/getting-people-to-donate-their-organs?utm_source=publication-search

Week 10. November 13

Policy Briefs Due

Last Chance for Memo 3

Wildlife and Natural resource smuggling

Scholarly work:

Bisschop, L., & van Wingerde, K. (2021). Transnational organized environmental crime. In *The Routledge Handbook of Transnational Organized Crime* (pp. 270-284). Routledge.

Felbab-Brown, V. (2021). Reconciling competing policies for combatting wildlife trafficking and preventing zoonotic pandemics. *The Routledge Handbook of Smuggling*, 228-246.

Sina Leipold et al, “Protecting ‘First World’ Market and ‘Third World’ Nature: The Politics of Illegal Logging in Australia, the European Union and the United States,” *Global Environmental Change* (2016): 294-304

Chimeli, A. B., & Soares, R. R. (2017). The use of violence in illegal markets: Evidence from mahogany trade in the Brazilian Amazon. *American Economic Journal: Applied Economics*, 9(4), 30-57.

Policy/ journalist accounts.

Watch Reneau, N. (Ed.). (2021, March 22). How a mysterious ship helps North Korea evade oil sanctions | visual investigations. YouTube. Retrieved April 25, 2023, from <https://www.youtube.com/watch?v=hDTCHdcPYTQ>

Pages 65 - 72 from Global Initiative Against Transnational Organized Crime, *The global illicit economy: Trajectories of transnational organized crime*, March 2021 <https://globalinitiative.net/wp-content/uploads/2021/03/The-Global-Illicit-Economy-GITOC-Low.pdf>

Further suggested resources.

van Uhm, D., South, N., & Wyatt, T. (2021). Connections between trades and trafficking in wildlife and drugs. *Trends in Organized Crime*, 1-22.

Wright, G. (2017). Conceptualizing and combating transnational environmental crime. In *Transnational environmental crime* (pp. 33-48). Routledge.

Week 11: November 20: Presentations

Week 12. November 27 No class. Fall break

Week 13. December 4: Presentations

Week 14. May 17: No class. Finals