

San José State University
Department of Justice Studies
International Crime and Deviance, JS129 Section 2, Fall Semester, 2015

Course and Contact Information

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Office Hours:	Wednesdays 10:15 am -11:15 am
Class Days/Time:	Mondays and Wednesdays 7:30 am-8:45 am
Classroom:	Macquarrie Hall room 520 (MQH 520)

Course Description

This course offers an international perspective on violence. This course analyzes transnational and global crime and deviance trends, their causes, as well as organized responses. Examples of some of the topics discussed in this class include trafficking, international institutions and arrangements, war crimes, cultural property and information-based crime, police, political violence.

Course Learning Outcomes (CLOs)

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

1. Critically analyze and discuss the causes of crime and deviance internationally and in select countries.
2. Reflect upon incidents of global violence and victims and perpetrators of global violence.
3. Critically analyze main explanations and rationales for crime and deviance globally.
4. Reflect upon the systemic and underlying causes of crime and deviance internationally and in select countries.
5. Research and make recommendations for abating and/or resolving particular incidents, occurrences or systems of international crime and/or deviance.

Required Text

Textbook

Mangai Natarajan [ed], *International Crime and Justice*, Cambridge University Press, New York, 2011 [ISBN: 978-0-521-14449-0], available in university bookstore (and Amazon, Barnes & Noble), and in the library: <http://catalog.sjlibrary.org/record=b4065421~S1>.

Please note that required readings from this text will be indicated each week. In the schedule below, it will be referred to thus: ICJ chapter x (author/s of chapter). Other readings (such as contemporary topical news articles)

may be provided from time to time, in class, for use in class. Students are encouraged to conduct their own research and read beyond the required and recommended text and websites throughout the course. Students are *expected* to extend their reading beyond the given items for the purposes of assignments.

Some useful websites

- <https://www.fbi.gov> Federal Bureau of Investigations (FBI)
- <http://www.internationalcrimesdatabase.org> International Crimes Database (hosted by TMC Asser Instituut in the Hague)
- <http://www.icc-cpi.int> International Criminal Court (ICC)
- <https://www.hrw.org/topic/international-justice/international-criminal-court> Human Rights Watch ICC
- <http://www.europeangroup.org> European Group for the Study of Deviance and Social Control ('past conference papers' in particular)
- <http://www.theguardian.com/us-news/series/counted-us-police-killings> (USA specific) The Guardian 'The Counted' (numbers of police killings in the USA)
- <http://traffickingculture.org> Trafficking Culture (research hub for global traffic in looted cultural objects)
- <http://content.met.police.uk/Site/artandantiques> Metropolitan Police (London, UK) stolen art and antiquities division
- <http://www.unodc.org> United Nations Office on Drugs and Crime (UNODC)

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Team exercises (CLO 1)

Teams will work together in class in application exercises. Teams will also prepare presentations. Presentations contribute to students' ultimate grades, as below.

Details of each application exercise will be discussed in advance in class (and posted on Canvas). Team application exercises will begin after week 3 (all 'work' for these takes place in class, however, as mentioned, individual reading, reviewing and engaging with relevant materials that might spark ideas and so on to be applied in class, is encouraged outside of class for the duration of the course, and beyond!).

At the end of semester, students will **positively constructively evaluate** and grade the contribution of their teammates to the work of their group/team. Students will receive the feedback that relates to their presentations, but it will not contribute to their ultimate grade. Class participation is graded and students' feedback to each other following presentations is a major component of this (see grading policy, below).

It is hoped that together in this course we will create a classroom environment that is productive, supportive, intellectually challenging and ultimately, inspiring. It is hoped that team exercises will help to foster respectful, thoughtful discussion and debate. Ideally, students will learn from each other and perhaps have some preconceived ideas expanded, challenged and/or possibly overturned as a result of an engaging and exciting classroom. It is recognized that group dynamics will differ across the board and students will circulate between teams as a remedy to problematic dynamics that emerge.

Team presentations are a component of the final grade (class participation), as below. Class participation forms 15% of students' final grade.

Individual research reports (CLO 2)

Individual research reports (500 words) are designed to enable students to become familiar researching and writing about an 'international crime and deviance' topic that may otherwise not be covered in class. If students are struggling to come up with such a topic, they will have the opportunity to discuss this with the instructor. Students are to provide a brief outline of their report (and so to get feedback geared towards assisting them with the preparation of their final report). The outline of the research report is due 28th September. The final report is due October 19th. It is hoped that the research report process, feedback and final product will help students in the process of producing their final paper also. The research report is worth 10% of students' final grade.

In class group research reports and presentations: current topical news issues (CLO 5)

Whilst in class reports and presentations are not graded as such, student engagement with and preparedness for these tasks will contribute to their class participation grade. They may also assist in preparation for other discrete assessment tasks (assignments as described in this syllabus and in class and on Canvas). As mentioned above, class participation forms 15% of students' final grade.

Graded individual presentations (CLO 3,4,5)

Students will have the opportunity to formulate and present their research findings in relation to set questions in creative and effective ways to the class. Detailed instructions will be discussed in advance in class and posted on Canvas where necessary (depending on final class numbers, each individual assessment presentation is likely to be restricted to 5 minutes long). Presentations are designed to build confidence in presentation making, and possibly public speaking, or communicating effectively in another way. They will not be restricted to a set form. In other words students will have the opportunity to make their presentations in ways that they feel best suit their material and learning. We will discuss these at length in class in the hopes that students will feel supported throughout the process, and confident about their abilities as a result. It is likely that graded individual presentations will take place in Week 7.

Individual presentations constitute 20% of students' final grade.

Final exam (CLO 1,2,4)

The final exam will be comprised of a short test designed to evaluate students' grasp of the course material. This is an individual assessment, based on set readings and contemporary international crime and deviance issues. We will discuss and prepare for the final exam together in class in the weeks leading up to it. Students' best basic preparation will be their familiarity with content in the set textbook. It should be noted, however, that the test is about the knowledge, thinking and opinions students themselves have acquired, synthesized and formulated (in other words, it is students' own expression and viewpoints that are of interest for assessment purposes here, rather than rote-repeating those of others). For this reason, the final exam is closed book: no materials will be required or allowed inside the classroom. The final exam is scheduled for **14th December, 7:30 am** in our usual classroom. The final exam is worth 25% of students' final grade.

Final paper (CLO 3,4)

Towards the end of semester, students will produce a short paper (2,000 words) designed to demonstrate their research skills and critical thinking. A set question will be published (in class and on Canvas) in **week 4**.

However, should students wish to follow through researching and writing about a particular topic, they may discuss this with the instructor. In the case that students wish to follow their chosen topic area, permission must be obtained from the instructor, and a question agreed, by week 5 (21st September). A hard (printed) copy of the paper will be due in class on **Monday 2nd November**. Extensions to this due date will only be granted for very serious reasons. The final paper constitutes 30% of students' final grade.

Students' preparedness for the final paper

It is hoped that engagement in class exercises, as well as completing required readings (at a minimum), and receiving feedback from peers and the instructor will have prepared students for the task of writing their final paper in such a way that they are interested and excited about doing it. To bolster this goal, nearing the time of the due date, time in class will be devoted to considering what makes a persuasive article, a sound argument, and engaging writing. The set text and some other relevant books and useful resources, listed above under the heading so named, will be drawn upon as the basis for thinking about what makes a good paper. In the case that close analysis of such materials is to be undertaken, students will be provided with the relevant article in class or directed to an appropriate website well in advance of the class in which it will be discussed.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Grading Policy

Individual presentations = 20%

Individual reports = 10%

Final paper = 30%

Class participation (comprising group presentations, feedback and discussion of classmates' presentation, general team work, media current topic analyses) = 15%

Final exam = 25%

Total= 100%

Grading Scale

98-100 A+

94-97 A

90-93 A-

88-89 B+

84-87 B

80-83 B-

78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
<60	F

Please note: a 'C' or higher is required to receive credit for this course toward a Justice Studies Major.

Also, please note: "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Justice Studies Reading And Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Classroom Protocol

It is expected that students will be respectful towards each other and the instructor at all times. Students should actively participate in discussions and debates about the subject matter. From time to time, students will be placed into groups or teams for the purposes of classroom activities. It is expected that students will research, read and review set materials prior to coming to class, and engage with their groups or teams to the best of their abilities. From time to time, students will be asked to provide feedback for each other's work, and must ensure they are positive and constructive in doing so. Each of these elements will contribute to a participation grade, constituting 15% of the final grade (as outlined above).

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing

concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.
- Should you wish to record a classmate's presentation, you will need explicit permission from them (in the case of a group presentation, this means all members of the group). It should not be expected that such permission will be granted.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at

the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide

consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

JS 129, Section 2 / International Crime and Deviance, Fall Semester, Course Schedule

Please note that this schedule is subject to change with fair notice, published in class and on Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 24	Introductions, Course Schedule, Expectations (including approach to assessments and classroom activity)
1	August 26	Approach to text book/readings. Please bring text book to class (ICJ)
2	August 31	What is 'international crime and deviance'? (Required reading: ICJ 'Introduction' (M. Natarajan))
2	September 2	Global and transnational pathways for criminal activity (Required reading: ICJ 'Part I: International Criminology'; Chapter 1, 'The Globalization of Crime' (Louise Shelley); Chapter 2, 'Routine Activities and Transnational Crime' (Marcus Felson); Chapter 3, 'Migration and Crime' (Roberta Belli, Joshua D. Freilich, and Graeme R. Newman))
3	September 7	Labor Day, CAMPUS CLOSED
3	September 9	Trafficking: drugs and people (Required reading: ICJ Chapter 7, 'Women and International Criminal Justice' (Mangai Natarajan and Monica Ciobanu); Chapter 14, 'Drug Trafficking' (Mangai Natarajan); Chapter 36, 'Drug Cartels' (Enrique Desmond Arias); Chapter 15, 'Understanding Trafficking in Human Beings' (Alexis A. Aronowitz); Chapter 23, 'Child Pornography' (Richard Wortley)) [LAST DAY TO ADD COURSES AND REGISTER LATE]
4	September 14	Trafficking: illegal and unlawfully acquired items (Required reading: ICJ Chapter 16, 'International Trafficking of Stolen Vehicles' (Ronald V. Clarke and Rick Brown); Chapter 17, 'Transnational Firearms Trafficking' (Theodore Leggett); Chapter 19, 'The Illegal Cigarette Trade' (Klaus von Lampe), and any other chapters or sources about trafficking things that pique your interest (for instance, endangered species markets.)) [Questions for 2,000 word paper will be published in class and on Canvas: hard (paper) copies due in class by 2nd November]
4	September 16	Trafficking: culture (cultural property, art, antiquities) (Required reading: ICJ Chapter 18, 'Trafficking Antiquities' (Simon Mackenzie); 'Trafficking Culture' website: http://traffickingculture.org ; United Nations Office on Drugs and Crime website: http://www.unodc.org/unodc/organized-crime/emerging-crimes.html#Trafficking_in_cultural_property - 'Emerging Crimes' section – see 'Trafficking in Cultural Property' section) [Towards the end of class we will have a discussion about your papers, research and writing. It is recommended that students look at ICJ Chapter 65 for this purpose.]
5	September 21	International legal institutions and arrangements for crime and deviance (Required reading: ICJ Chapter 44, 'The Role of the United Nations' (Roger S. Clark); Chapter 58, 'The Longer Arm of the Law' (William F. McDonald); Chapter 59); Chapter 45, 'Treaties and International Law' (Gloria J. Browne-Marshall); Chapter 46, 'International Criminal Tribunals and Hybrid Courts' (Gloria J.

Week	Date	Topics, Readings, Assignments, Deadlines
		Browne-Marshall); Chapter 50, 'Nongovernmental Organizations and International Criminal Justice' (Rosemary Barberet) [Final day to obtain permission to pursue your own research question for the final paper assessment]
5	September 23	International Criminal Court (ICC) (Required reading: ICJ Chapter 47, 'The International Criminal Court' (Natarajan and Antigona Kukaj); Chapter 49, 'Victims' Rights in the International Criminal Court' (David Donat Cattin))
6	September 28	Police (Required reading: ICJ Chapter 60, 'The US Uniform Crime Reports and the National Crime Victimization Survey' (Steven Block and Michael G. Maxfield); The Guardian Newspaper US, 'The Counted' police killing project (USA: http://www.theguardian.com/us-news/series/counted-us-police-killings) [Outline of research report due in class]
6	September 30	International policing (Required reading: ICJ Chapter 54, 'World Policing Models' (Rob Mawby); Chapter 55, 'Crossborder Policing' (Rob T. Guerette))
7	October 5	Presentations [Feedback for research report outlines will be available in class]
7	October 7	Presentations
8	October 12	Analysis of current topical news item in class (students will be provided with relevant article/s at the beginning of class)
8	October 14	War crimes: genocide and against humanity (Required reading: ICJ Chapter 39, 'Genocide, War Crimes, and Crimes against Humanity' (George Andreopoulos); Chapter 40, 'History of Genocide' (Itai Sneh); Chapter 42, 'War Crimes' (Noah Weisbord and Carla Reyes))
9	October 19	War crimes: aggression (Required reading: ICJ Chapter 43, 'The Crime of Aggression' (Stefan Barriga)) [Hard copy (printed) research reports due in class – 500 words]
9	October 21	Organized crime in a specific country of your choice (Required reading: ICJ Chapter 30, 'Transnational Organized Crime' (Jay S. Albanese), plus one of the following: Chapter 31 or 32 or 33 or 35 or 36)) [Research reports handed back in class – please contact the instructor as a matter of urgency if you are unable to attend this or the following class as it is hoped that your grade and feedback from your research report will assist you in producing the best possible final paper]
10	October 26	Organized crime in a specific country (Required reading: as above) [In class we will break into groups to discuss organized crime in the areas focused on.]
10	October 28	Political Violence: apartheid (Required reading: ICJ Chapter 41, 'Apartheid' (Helen Kapstein))
11	November 2	Analysis of current topical news item in class (students will be provided with relevant article/s at the beginning of class) [Hard (printed) copy of final papers due in class – 2,000 words]
11	November 4	Reports (written in class in groups) of analyses of current topical news items dealt with in previous class [Please have text books in class – at least one per group]
12	November 9	Group presentations of current topical news issues (contributing to class participation grade)

Week	Date	Topics, Readings, Assignments, Deadlines
12	November 11	Veteran's Day, CAMPUS CLOSED
13	November 16	International Research and Crime Statistics (Required reading: ICJ Part VIII)
13	November 18	Political Violence: terrorism (Required reading: ICJ Chapter 37, 'The International Implications of Domestic Terrorism in the United States' (William S. Parkin, Joshua D. Freilich, and Steven M. Chermak); Chapter 38, 'Terrorism' (Graeme R. Newman and Ronald V. Clarke)
14	November 23	Pop quiz [Please note that the pop quiz will be issued and marked during class and that it may be useful preparation for the final exam – and it will be FUN!]
14	November 25	Corporate and white-collar crime (Required reading: ICJ Chapter 25, 'Transnational Environmental Crime' (Rob White); Chapter 26, 'The Bhopal Gas Disaster and Corporate Criminal Negligence' (G.S. Bajpai and Bir Pal Singh); Chapter 28, 'Corruption' (Adam Graycar); FBI 'White Collar Crime' website: https://www.fbi.gov/about-us/investigate/white_collar)
15	November 30	Cyber-crime and fraud (Required reading: ICJ Chapter 20, 'Cybercrime' (Richard Lovely; Chapter 21, 'International Fraud' (Michael Levi); United Nations Office on Drugs and Crime website: http://www.unodc.org/unodc/organized-crime/emerging-crimes.html#Trafficking_in_cultural_property - 'Emerging Crimes' section – see 'Cybercrime' and 'Identity Theft' sections)
15	December 2	Some of the links between... Wrap-up (Required reading: ICJ Chapter 30, 'Transnational Organized Crime' (Jay S. Albanese); Chapter 59, 'International Cooperation to Combat Money Laundering' (Adam Graycar)... This is very much a non-exhaustive list of readings as we'll be discussing all of the linkages and underlying causes and issues associated with international crime and deviance in this class. In other words, all that students have researched and read on the subject will be relevant – please be prepared to share all in our final classes.)
16	December 7	Final exam preparation
Final Exam	December 14	Regular classroom, 7:15 am (until 9:30 am)