



## Politics of Transnational Crime - Research Intensive POL 325, Fall 2015

Department of Political Science  
John Jay College of Criminal Justice  
The City University of New York

Room: 1407 North Hall, Mondays and Wednesdays, 9:25 am – 10:40 am.

Amended syllabus, September 28<sup>th</sup>, 2015

### **Instructor: Javier Osorio**

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### **Course Description:**

This course offers students the opportunity to explore the intriguing world of transnational organized crime from a rigorous methodological perspective combined with solid theoretical foundations. With a particular focus on drug-trafficking organizations in Latin America, the course will help students to develop analytical skills and acquire practical research experience in order to identify main trends and causes of drug-trafficking in the region. The course is divided in two sections. The first part overviews the main theoretical foundations and discusses key empirical challenges for analyzing transnational organized crime. The second section explores the characteristics and causes of drug trafficking in Latin America. In addition to acquiring substantive knowledge on the topic and on the region, this course includes a research component. As part of the course activities, we will build a database of the territorial presence of drug trafficking organizations in Latin America. To conduct this task, students will learn how to use specialized software for gathering, reformatting, and processing textual information from news reports in order to extract numeric data for quantitative analysis. This course is possible thanks to the support of the Research Intensive Course Design Award of the Office of Undergraduate Research.

### **Course Objectives:**

The readings, writing, and research assignments in this course are designed to help students better understand the theoretical and empirical challenges of studying transnational organized crime. After successfully completing this course, students will be able to:

1. Acquire substantive knowledge about transnational organized crime:
  - 1.1. Understand the main political and economic theories of organized criminal behavior.
  - 1.2. Identify the major empirical challenges of studying transnational organized crime.
  - 1.3. Identify the main trends and key actors of transnational organized crime in Latin America and other latitudes.

2. Develop specialized research skills:
  - 2.1. Conduct basic independent research on a selected country or US state.
  - 2.2. Develop proficiency in the use of software and procedures for gathering, reformatting, processing and analyzing textual information as numeric data.
  - 2.3. Become competent in the procedures and standards of evidence-based research in political science
3. Strengthen analytical skills:
  - 3.1. Distinguish between making a theoretically and empirically informed argument, and stating a simple opinion.
  - 3.2. Identify the basic building blocks of arguments: research question, argument, hypotheses, dependent variable, independent variables, causal mechanisms and evidence.
  - 3.3. Effectively communicate their ideas in written and verbal form.
  - 3.4. Contribute as responsible and valuable team members of a collective research effort.

**Prerequisites:** ENG 201, GOV 101 or POL 101.

**Units:** 3.

**Required Texts:**

There are no required textbooks for this course. All reading materials are available in Blackboard.

**Course Requirements:**

**1. Class attendance**

- You are expected to attend to ALL classes and arrive ON TIME. I will take attendance each class by passing around a sign-in sheet. It is your responsibility to see that you sign in as present.
- If you come to class extremely late or if you are recurrently late, I reserve the right to mark you as absent even if you sign in the attendance sheet.
- I do not grant excused absences except for religious observances (please send me an email in advance if that is the case). If you miss four (4) class sessions during the semester your final grade will be deducted by 10%. For each additional absence your final grade will be deducted an additional 10%.
- Missing eight (8) or more classes for any reason will result in the student automatically failing the course.

**2. Readings**

- Reading is the absolutely non-negotiable requirement of any academic endeavor. As such, you are required to complete all the required readings before class.
- You must bring the assigned reading to class as well as your notes.
- Expect to be randomly called on to summarize, critique or defend any reading.
- If I realize you did not do the assigned reading, I reserve the right to ask you to go to the library to write a summary for the reading and hand it to me at the end of the class.

### 3. Dropbox

- In this research intensive course we will create and manage a large amount of files. We need a system for efficiently managing and updating these files. For that purpose we will use Dropbox, a free web application for document hosting and sharing.
- Students are required to create a personal gmail account exclusively for this course and open a Dropbox account.
- Your class gmail account should have the following structure:
  - Email address: `firstname.lastname.pol325@gmail.com`
  - Where `firstname` is your first name and `lastname` is your last name. For example, this nomenclature should yield to the following email address:  
`javier.osorio.pol325@gmail.com`
  - Use only small caps.
  - Separate words using dots.
  - Do not use special characters such as - \_ ; : \$ ~ (among others).
  - Make sure you include the suffix `pol325` after your last name.
- Once you have your class gmail account, use it to activate a free Dropbox account at [www.dropbox.com](http://www.dropbox.com).
- If you already have a gmail account, you are still required to open a new account to use exclusively for this class. Please use this new gmail address solely for managing your Dropbox account and not for email communications with the Instructor. For more information, see section "Blackboard and email" below.
- If you already have a Dropbox account, please set your new class gmail account as the main email address for your Dropbox account. You can do it by following the instructions in this link <https://www.dropbox.com/en/help/4238>.

### 4. Blackboard and email

- You will be able to find the syllabus, assigned readings and other relevant materials in Blackboard.
- You are responsible for checking Blackboard regularly.
- You are required to have an active email account registered in Blackboard as it will be a main way of communication.
- You are also required to upload a picture of you in your Blackboard profile. This will largely help me to get to know you better. You can change or delete your Blackboard profile picture after the end of this course if you wish so.
- You are required to use your John Jay email account to send me an email. Please do not use the new gmail address for email communications with the Instructor.
- When writing emails, please observe the following guidelines:
  - How not to write an email: <https://www.youtube.com/watch?v=zSNc8F9tqzY>
  - How to write an email: [http://www.wikihow.com/Email-a-Professor#Composing\\_an\\_Email\\_to\\_a\\_Professor\\_sub](http://www.wikihow.com/Email-a-Professor#Composing_an_Email_to_a_Professor_sub)
- It is likely that some of your questions about the course are already answered in the syllabus. Please read it before sending me an email. I reserve the right not to respond to an email asking about something already stated in the syllabus.

## 5. Country or US state of specialization

- Each student should have a country or US state of expertise to study throughout the course. This will allow you to gain factual knowledge and become a specialist on that specific location.
- The selection of your country or US state of expertise will come from the combination of the following elements:
  - The specific needs of the research project
  - Your proficiency in English and non-English languages
  - Your regional or country preferences
- We will discuss the details of this selection in the first day of class.
- In addition to the weekly reading assignments, you are expected to conduct independent research and readings on your selected country or US state of expertise.
- Students are expected to contribute to class discussion by providing examples of their country of specialization.
- Gaining country expertise will be crucial for completing other assignments in the course such as the Midterm and Final exam.

## 6. Class participation (10%)

- You should complete all readings before the class session for which they are assigned.
- You are expected to participate in class by asking questions, criticizing and providing informed opinions about the assigned readings and your country of expertise.

## 7. Midterm Exam (20%)

- The main objectives of the Midterm Exam pertain to items 1 and 3 on the Course Objectives section.
- The Midterm Exam will consist of a short essay. The instructor will provide a prompt or question that students must address in their individual written assignment.
- The Midterm Exam will be deployed via Blackboard. Students are required to submit their exam also through Blackboard. Notice that the assignment will have a hard deadline and Blackboard will automatically close this assignment.
- Students are responsible for ensuring they upload the right file into Blackboard before submitting their Midterm Exam.
- The length of the Midterm Exam will be between 900-950 words (about 3 pages), double-spaced, normal margins (1" per side) and font Times New Roman 12pt.
- Students are responsible for making sure the instructor receives the paper.
- If you miss the Midterm Exam for any reason, you will receive a grade of 0% for this requirement.
- The exam is scheduled on October 19<sup>th</sup>.

## 8. Research tasks (40%)

- The main objectives of this activity are related to item 2 in the Course Objectives section.

- The set of assignments of this course will help students to gain familiarity with empirical research standards and procedures.
- The course includes the following research tasks with their corresponding grade percentages:
  - Gathering news reports (10%)
  - Reformatting information (5%)
  - Dictionary of actors and locations (5%)
  - Processing textual information (5%)
  - Validating the computer-generated outcome (10%)
  - Conducting basic data analysis (5%)

## 9. Final paper (30%)

- The main objectives of the final paper pertain to items 1, 2 and 3 indicated in the Course Objectives section.
- The final paper will consist of a theoretical and empirical research report discussing the results of their research during the semester. The instructor will provide a prompt or question that students must address in their individual paper.
- The final paper will be between 2,000 and 2,500 words (about 9-10 pages excluding references), double-spaced, normal margins (1" per side) and font Times New Roman 12pt.
- Students are responsible for making sure the instructor receives the paper.
- If you miss the final paper for any reason, you will receive a grade of 0% for this requirement.

## 10. Writing quality

- Written assignments must be short and clearly written. The content must reflect a sharp understanding of the theories and concepts discussed in class as well as solid knowledge about their specific country of specialization.
- When writing your paper, consider the following basic elements:
  - Put your name, title and page numbers in the paper
  - Start your essay with a clear and concise thesis statement
  - Define the concepts and explain the theories you use in your paper
  - Discuss the methodological components of your paper in a clear manner
  - Ideas must flow easily through the structure of the paper
  - The ideas, sentences and paragraphs should be clearly and logically connected
  - Proofread, proofread, proofread!
- **Five errors policy:** To guarantee a quality baseline of your paper, I reserve the right to stop reading your essay after I find five writing errors (typos, grammar, syntax, punctuation and similar mistakes). I will grade your paper based on the content presented before the fifth error.
- Consider the following recommendations to improve the quality of your writing:
  - Proofread your paper at least three times
  - Read your paper out loud at least twice
  - Make an appointment at the Writing Center
  - Rely on friends, family or team members to proofread your paper (but be aware that the ultimate responsibility of the content of your paper is yours).

## 11. Late assignment policy

- LATE ASSIGNMENTS WILL NOT BE ACCEPTED under any circumstances and will receive a grade of 0%.

## 12. Extra credit assignments

- I do not grant extra credit assignments, so plan accordingly.

### Grade Distribution:

The course requirements contribute to the final grade in the following way. Failing to complete a requirement will result in losing the corresponding percentage of the grade.

Requirement	Grade percentage
Class participation	10%
Midterm exam	20%
Gathering news reports	10%
Reformatting information	5%
Dictionary of actors and locations	5%
Processing textual information	5%
Validating the computer-generated outcome	10%
Conducting basic data analysis	5%
Final paper	30%

### Letter Grade Distribution:

Expectation	Grade	Range
Excellent performance	A	( 96.4 - 100 ]
	A-	( 92.7 - 96.4 ]
Good performance	B+	( 89.1 - 92.7 ]
	B	( 85.5 - 89.1 ]
	B-	( 81.8 - 85.5 ]
Satisfactory performance	C+	( 78.2 - 81.8 ]
	C	( 74.5 - 78.2 ]
	C-	( 70.9 - 74.5 ]
Basic performance	D+	( 67.3 - 70.9 ]
	D	( 63.6 - 67.3 ]
	D-	[ 60.0 - 63.6 ]
Below basic performance	F	[ 0 - 60.0 )

### Incomplete Grade Policy:

Incompletes are not allowed in this course, so plan accordingly.

### Teaching Assistant:

Erick Alonzo is the Teaching Assistant (TA) for this course. Erick has experience in the different software and procedures that we are going to use in this class. He will assist other students during

our computer lab sessions to make sure everything runs smoothly. If you face specific difficulties with the programs or research procedures of the course, please schedule an appointment with Erick via email ([erick.alonzo@jjay.cuny.edu](mailto:erick.alonzo@jjay.cuny.edu)). When scheduling an appointment please explain as clearly as possible the specific problem that you are facing. This will help Erick to prepare in advance. Also, please keep in mind that Erick is a busy student just like you, so try to be flexible with your time schedule. Finally, Erick has the prerogative of offering group sessions, instead of one-on-one meetings if the demand is high. The participation of Erik Alonzo as Teaching Assistant in this course is possible thanks to the support of the 2015 Summer Research Mentoring Award of the Office of Undergraduate Research.

### **Citation Style:**

Students are advised to use the American Political Science Association (APSA) citation style in their written assignments. Students who prefer using any other citation style must consult with the instructor before turning the assignment in. If you are not sufficiently familiar with the use of a citation style let me know and I will write you a referral for the Writing Center so they help you on that. For further information on the APSA citation style consult:

- <http://citesource.trincoll.edu/apsa/apsa.html>
- <https://library.tamu.edu/help/help-yourself/citing-sources/files/Using%20APSA%20Format.pdf>

If time allows, we will learn how to use Mendeley, a citation management program. In the mean time, feel free to explore it on your own at <https://www.mendeley.com/>.

### **Resources for Harassment:**

Title IX makes it clear that violence and harassment based on sex and gender, including violence and harassment based on sexual orientation, are a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www1.cuny.edu/sites/title-ix/combating-sexual-misconduct-title-ix/campus/john-jay-college-of-criminal-justice/>.

### **Americans with Disabilities Act (ADA) Policies:**

Qualified students with disabilities will be provided reasonable academic accommodation if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in the course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 1233N (212-237-8144). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

### **Academic Integrity:**

#### 1. John Jay College Policy on Academic Integrity:

- Each student in this course is expected to abide by the John Jay College Policy on Academic Integrity, which is available at <http://www.jjay.cuny.edu/762.php>.

- Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.
- Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility of plagiarism.
- It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
- Students who are not sure about how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation
- Any work submitted by a student should be the student's own work.

2. Authorship:

- Students must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, the student must provide attribution of that work in order to uphold the standards of intent and authorship.

3. Declaration:

- Online submission of, or placing one's name on an exam, assignment, or any course document is a statement of academic honor that the student has not received or given inappropriate assistance in completing it and that the student has complied with the Policy on Academic Integrity in that work.

4. Plagiarism Detection Software:

- Assignments will be checked using SafeAssign, the College's anti-plagiarism software.
- Before submitting papers, students should check them using SafeAssign in Blackboard to make sure there are no problems of plagiarism.

5. Plagiarism Sanction:

- The detection of intentional or unintentional plagiarism will cause the student to get 0% in the assignment.
- Depending on the severity of the case, I reserve the right to fail the student in the course.
- In the event of plagiarism detection, I will issue an Academic Integrity Violation Form to the Office of the Provost.

**Advising in the Political Science, Law and Society, and Legal Studies majors and in the Political Science and Human Rights minors:**

Advisers are available to meet with students to discuss degree requirements, academic planning, graduate study and careers after graduation. Please contact the adviser to schedule an appointment. The Political Science major and minor adviser is Prof. Samantha Majic (Room 9.65.13,

[smajic@jjay.cuny.edu](mailto:smajic@jjay.cuny.edu), 212-237-8439). The Law and Society major adviser is Prof. Monica Varsanyi (Room 9.65.10, [mvarsanyi@jjay.cuny.edu](mailto:mvarsanyi@jjay.cuny.edu), 212-237-8232). The Legal Studies major adviser is Prof. Alexandra Moffett-Bateau (Room 9.65.37, [amoffett-bateau@jjay.cuny.edu](mailto:amoffett-bateau@jjay.cuny.edu), 212-237-8244). The Human Rights minor adviser is Prof. George Andreopoulos (Room 09.65.09, [gandreopoulos@jjay.cuny.edu](mailto:gandreopoulos@jjay.cuny.edu), 212-237-8190). All majors and minors also can schedule an appointment with the Political Science Department chairperson, Prof. James Cauthen (Room 9.65.08, [jcauthen@jjay.cuny.edu](mailto:jcauthen@jjay.cuny.edu), 212-237-8193).

## Course Outline:

The following table summarizes the structure and content of the course:

Date	Topic	Research
	Theoretical and empirical foundations	
August 31 <sup>st</sup>	Intro and logistics	
September 2 <sup>nd</sup>	Documentary	
September 7 <sup>th</sup>	College closed - no class	
September 9 <sup>th</sup>	Order	
September 14 <sup>th</sup>	College closed - no class	
September 16 <sup>th</sup>	Illegal markets	
September 21 <sup>st</sup>		Information gathering
September 23 <sup>rd</sup>	College closed - no class	
September 28 <sup>th</sup>	Documentary	
September 30 <sup>th</sup>	Estimating illicit markets	
October 5 <sup>th</sup>	Drug control regime	
October 7 <sup>th</sup>	Violence	
October 12 <sup>th</sup>	College closed - no class	
October 14 <sup>th</sup>	Midterm Exam	
October 19 <sup>th</sup>		NER
October 21 <sup>st</sup>		Dictionary of actors
October 26 <sup>th</sup>	Territorial expansion	Dictionary of locations
October 28 <sup>th</sup>	College closed - no class	
November 2 <sup>nd</sup>	Poverty	
November 4 <sup>th</sup>		Event coding
November 9 <sup>th</sup>	Politics of enforcement	
November 11 <sup>th</sup>		Validation 1
	Drug trafficking in Latin America	
November 16 <sup>th</sup>	Broader trends in Latin America	
November 18 <sup>th</sup>		Validation 2
November 23 <sup>rd</sup>	Colombia	
November 25 <sup>th</sup>		Exploring data 1
November 30 <sup>th</sup>	Mexico	
December 2 <sup>nd</sup>		Exploring data 2
December 7 <sup>th</sup>	Central America	
December 9 <sup>th</sup>	Brazil	
December 14 <sup>th</sup>	Exam week - No class	
December 16 <sup>th</sup>	Report due	

Depending on my overall assessment of the class progress during the semester I might modify some readings or research tasks in order to improve your learning experience.

## Course Content:

### PART 1 THEORETICAL AND EMPIRICAL FOUNDATIONS

**August 31<sup>st</sup>**

#### Introduction and logistics

No readings assigned.

**September 2<sup>nd</sup>**

#### Documentary

- Cocaine: The drug of the rich and sexy
- Peru: The New King of Cocaine

Please arrive at 9:10 am

**September 7<sup>th</sup>**

College closed - no class

**September 9<sup>th</sup>**

#### Order in the criminal world

- Tilly, C. (1985). War Making and State Making as Organized Crime. In Evans, P., Rueschemeyer, D., and Skocpol, T., editors, *Bringing the State Back In*, pages 169–191. Cambridge University Press, Cambridge.
- Skarbek, D. (2011). Governance and Prison Gangs. *American Political Science Review*, 105(4):702–716.

Suggested readings:

- \* Schelling, T. (1971). What is the Business with Organized Crime? *Journal of Public Law*, 20(1):71–84.
- \* Olson, M. (2000). The Logic of Power. In *Power And Prosperity: Outgrowing Communist And Capitalist Dictatorships*, chapter 1, pages 1–25. Basic Books, New York.

**September 14<sup>th</sup>**

College closed - no class

**September 16<sup>th</sup>**

#### Illicit markets

- Reuter, P. (2010b). Markets for Drugs. In Reuter, P., editor, *Understanding the Demand for Illegal Drugs*, chapter 2, pages 17–36. National Academies Press, Washington, D.C.
- Mejía, D. and Posada, C. E. (2010). Cocaine Production and Trafficking: What Do We Know? In Keefer, P. and Loayza, N., editors, *Innocent Bystanders. Developing Countries and the War on Drugs*, chapter 7, pages 253–300. The World Bank, Washington, D.C.

Suggested readings:

- \* Reuter, P. (2010a). Can Production and Trafficking of Illicit Drugs Be Reduced or Only Shifted? In Keefer, P. and Loayza, N., editors, *Innocent Bystanders. Developing Countries and the War on Drugs*, chapter 3, pages 95–133. The World Bank, Washington, D.C.
- \* Vellinga, M. (2004). The Political Economy of the Drug Industry. Its Structure and Functioning. In *The Political Economy of the Drug Industry. Latin America and the International System*, chapter 1, pages 3–22. University Press of Florida, Gainesville.

**September 21<sup>st</sup>**

**Lab: Information gathering**

- Osorio, J. and Reyes, A. (2014c). Web Text Downloader, pages 1-4.

**September 23<sup>rd</sup>**

**College closed - no class**

**September 28<sup>th</sup>**

**Documentary**

- Rosi, G. (2010). El Sicario, Room 164.  
Please arrive at 9:10 am

**September 30<sup>th</sup>**

**Estimating illicit markets**

- Andreas, P. and Greenhill, K. M. (2010). Introduction. The Politics of Numbers. In Andreas, P. and Greenhill, K. M., editors, *Sex, Drugs, and Body Counts: The Politics of Numbers in Global Crime and Conflict*, chapter 1, pages 1–22. Cornell University Press, Ithaca.
- Reuter, P. (2010c). Measuring the Demand for Drugs. In Reuter, P., editor, *Understanding the Demand for Illegal Drugs*, chapter 3, pages 37–64. National Academies Press, Washington, D.C.

Suggested readings:

- \* Andreas, P. (2010). The Politics of Measuring Illicit Flows and Policy Effectiveness. In Andreas, P. and Greenhill, K. M., editors, *Sex, Drugs, and Body Counts: The Politics of Numbers in Global Crime and Conflict*, chapter 2, pages 23–45. Cornell University Press, Ithaca.

- \* Kilmer, B. and Liccardo Pacula, R. (2009). Estimating the size of the global drug market. A demand-side approach. Report 2. Available at [http://www.rand.org/content/dam/rand/pubs/technical\\_reports/2009/RAND\\_TR711.pdf](http://www.rand.org/content/dam/rand/pubs/technical_reports/2009/RAND_TR711.pdf).
- \* Kilmer, B., Caulkins, J. P., Bond, B. M., and Reuter, P. H. (2010). Reducing Drug Trafficking Revenues and Violence in Mexico. Would Legalizing Marijuana in California Help?. Available at [http://www.rand.org/pubs/occasional\\_papers/OP325.html](http://www.rand.org/pubs/occasional_papers/OP325.html).

## October 5<sup>th</sup>

### Drug control regime

- Andreas, P. (2013a). America's Century-Long Drug War. In *Smuggler Nation: How Illicit Trade Made America*, chapter 14, pages 253–290. Oxford University Press, New York.

Suggested readings:

- \* Isacson, A. (2005). The U.S. Military in the War on Drugs. In Youngers, C. A. and Rosin, E., editors, *Drugs and Democracy in Latin America. The Impact of U.S. Policy*, chapter 2, pages 15–60. Lynne Rienner Publishers, Boulder.
- \* Andreas, P. (2013b). Introduction. A Nation of Smugglers. In *Smuggler Nation. How Illicit Trade Made America*, chapter 1, pages 1–10. Oxford University Press, New York.
- \* Musto, D. F. (1999). *The American Disease. The Origins of Narcotic Control*. Oxford University Press, New York, 3rd edition.

### Lab: Web extraction

- Osorio, J. and Reyes, A. (2014c). Web Text Downloader.
- Osorio, J. and Reyes, A. (2014b). Web 2 Eventus.

## October 7<sup>th</sup>

### Violence

- Reuter, P. (1983). Violence and Market Organization. In *Disorganized Crime. Illegal Markets and the Mafia*, chapter 6, pages 132–150. The MIT Press, Cambridge, MA, second edition.
- Reuter, P. H. (2009). Systemic Violence in Drug Markets. *Crime, Law and Social Change*, 52(3):275–284.
- Volkov, V. (2002). Violent Entrepreneurship. In *Violent Entrepreneurs. The Use of Force in the Making of Russian Capitalism*, chapter 2, pages 27–63. Cornell University Press, Ithaca.

Suggested readings:

- \* Bates, R., Greif, A., and Singh, S. (2002). Organizing Violence. *Journal of Conflict Resolution*, 46(5):599–628.
- \* Andreas, P. and Wallman, J. (2009). Illicit markets and violence: what is the relationship? *Crime, Law and Social Change*, 52(3):225–229.

## October 12<sup>th</sup>

### College closed - no class

**October 14<sup>th</sup>**

**Lab: Named Entity Recognition**

- Midterm paper due
- Digital Innovation Group (2015). Introduction to the Stanford NLP Tools.

**October 19<sup>th</sup>**

**Lab: Dictionary of actors**

- Osorio, J. and Reyes, A. (2014a). Eventus ID. Supervised Event Coding from Text Written in Spanish. Selected pages: 1-33.

**October 21<sup>th</sup>**

**Dictionary of locations**

- Osorio, J. and Reyes, A. (2014a). Eventus ID. Supervised Event Coding from Text Written in Spanish. Selected pages: 35-40.

**October 26<sup>th</sup>**

**Territorial expansion**

- Morselli, C., Turcotte, M., and Tenti, V. (2011). The mobility of criminal groups. *Global Crime*, 12(3):165–188.
- Varese, F. (2011). Mafia movements: a framework for understanding the mobility of mafia groups. *Global Crime*, 12(3):218–231.

Suggested readings:

- \* Varese, F. (2013). *Mafias on the Move: How Organized Crime Conquers New Territories*. Princeton University Press, Princeton, New Jersey.

**October 28<sup>th</sup>**

**Location filters**

- No readings assigned.
- We will clean up the actors and locations dictionaries, as well as fine tune the location filters.

**November 2<sup>nd</sup>**

## Poverty

- Sung, H.-E. (2004). State Failure, Economic Failure, and Predatory Organized Crime: A Comparative Analysis. *Journal of Research in Crime and Delinquency*, 41(2):111–129.
- Fajnzylber, P., Lederman, D., and Loayza, N. (2002b). What causes violent crime? *European Economic Review*, 46:1323–1357.

Suggested readings:

- \* Collier, P. (2000). Rebellion as a Quasi-Criminal Activity. *Journal of Conflict Resolution*, 44(6):839–853.
- \* Fajnzylber, P., Lederman, D., and Loayza, N. (2002a). Inequality and Violent Crime. *Journal of Law and Economics*, 45(1):1–40.

**November 4<sup>th</sup>**

### Lab: Event coding

- Osorio, J. and Reyes, A. (2014a). Eventus ID. Supervised Event Coding from Text Written in Spanish. Selected pages: 15-18 and 47-48.

**November 9<sup>th</sup>**

### Politics of enforcement

- Snyder, R. and Duran-Martinez, A. (2009). Does illegality breed violence? Drug trafficking and state-sponsored protection rackets. *Crime, Law, and Social Change*, 52:253–273.
- Holland, A. C. (2015). The Distributive Politics of Enforcement. *American Journal of Political Science*, 59(2):357–371.

Suggested readings:

- \* Levitt, S. D. (1997). Using electoral cycles in police hiring to estimate the effect of police on crime. *American Economic Review*, 87:270–290.
- \* Andreas, P. (2006). *Policing the Globe*. Oxford University Press, New York.

**November 11<sup>th</sup>**

### Lab: Validation 1

- No readings assigned.

## PART 2: DRUG TRAFFICKING IN LATIN AMERICA

**November 16<sup>th</sup>**

### Broader trends in Latin America

- Gootenberg, P. (2011). Cocaine's Blowback North : A Pre-History of Mexican Drug Violence. *LASA Forum*, 42(2):7–10.

- Youngers, C. A. and Rosin, E. (2005). The U.S. “War on Drugs”: Its Impact in Latin America and the Caribbean. In Youngers, C. A. and Rosin, E., editors, *Drugs and Democracy in Latin America. The Impact of U.S. Policy*, chapter 1, pages 1–15. Lynne Rienner Publishers, Boulder.

Suggested readings:

- \* Scott, P. D. and Marshall, J. (1998b). The CIA and Right-Wing Narcoterrorism in Latin America. In *Cocaine Politics. Drugs, Armies, and the CIA in Central America.*, chapter 2, pages 23–50. University of California Press, Berkeley.
- \* Bergman, M. and Whitehead, L. (2009). *Criminality, Public Security, and the Challenge to Democracy in Latin America*. University of Notre Dame Press.
- \* Arias, E. D. and Goldstein, D. M. (2010). *Violent Democracies in Latin America*. Duke University Press, Durham.

**November 18<sup>th</sup>**

**Lab: Validation 2**

- No readings assigned.

**November 23<sup>rd</sup>**

**Colombia**

- Palacios, M. (2012). A Historical Perspective on Counterinsurgency and the War on Drugs in Colombia. In Aronson, C. J., editor, *In the Wake of War*, chapter 6, pages 175–203. Woodrow Wilson Center Press - Stanford University Press, Washington, DC.
- Holmes, J. S., Amin Gutierrez de Pineres, S., and Curtin, K. M. (2006). Drugs, Violence, and Development in Colombia: A Department-Level Analysis. *Latin American Politics & Society*, 48(3):157–184.

Suggested readings:

- \* Ramirez Lemus, M. C., Staton, K., and Walsh, J. (2005). Colombia: A Vicious Circle of Drugs and War. In Youngers, C. A. and Rosin, E., editors, *Drugs and Democracy in Latin America. The Impact of U.S. Policy*, chapter 4, pages 99–142. Lynne Rienner Publishers, Boulder.
- \* Thoumi, F. (2003). The Illegal Drug Industry’s Effect in Colombia. In *Illegal Drugs, Economy, and Society in the Andes*, chapter 7, pages 181–231. Woodrow Wilson Center Press, Washington, D.C.
- \* Garay-Salamanca, L. J. and Salcedo-Albarán, E. (2011). Institutional impact of criminal networks in Colombia and Mexico. *Crime, Law and Social Change*, 57(2):177–194.

**November 25<sup>th</sup>**

**Lab: Exploring data 1**

- No readings assigned.

**November 30<sup>th</sup>**

**Mexico**

- Castañeda, J. (2012). Time for an Alternative to Mexico's Drug War. *Cato Institute. Economic Development Bulletin*.
- Shirk, D. A. and Wallman, J. (2015). Understanding Mexico's Drug Violence. *Journal of Conflict Resolution*.
- Knight, A. (2012). Narco-Violence and the State in Modern Mexico. In Pansters, W. G., editor, *Violence, Coercion, and State-Making in Twentieth-Century Mexico: The Other Half of the Centaur*, pages 115–134. Stanford University Press, Stanford, CA.  
Suggested readings:  
\* Osorio, J. (2015). Political (Dis)Order and Drug Violence in Mexico.  
\* Dell, M. (2011). Trafficking Networks and the Mexican Drug War.

## December 2<sup>nd</sup>

### Lab: Exploring data 2

- No readings assigned.
- If time allows, we will learn how to use Mendeley for managing citations.

## December 7<sup>th</sup>

### Central America

- Wolf, S. (2012). Mara Salvatrucha: The Most Dangerous Street Gang in the Americas? *Latin American Politics and Society*, 54(1):65–99.
- Ribando, C. (2013). Gangs in Central America. Technical report, Congressional Research Service, Washington D.C.  
Suggested readings:  
\* Ledebur, K. (2005). Bolivia: Clear Consequences. In Youngers, C. A. and Rosin, E., editors, *Drugs and Democracy in Latin America. The Impact of U.S. Policy*, chapter 5, pages 143–184. Lynne Rienner Publishers, Boulder.  
\* Cruz, J. M. (2011). Criminal Violence and Democratization in Central America: The Survival of the Violent State. *Latin American Politics and Society*, 53(4):1–33.  
\* Scott, P. D. and Marshall, J. (1998a). Noriega and the Contras. Guns, Drugs and the Harari Network. In *Cocaine Politics. Drugs, Armies, and the CIA in Central America*, chapter 4, pages 143–184. University of California Press, Berkeley.

## December 9<sup>th</sup>

### Brazil

- Wolff, M. J. (2015). Building Criminal Authority: A Comparative Analysis of Drug Gangs in Rio de Janeiro and Recife. *Latin American Politics and Society*, 57(2):21–40.
- Willis, G. D. (2013). In the Shadows: Brazil's Urban Security Challenge. *World Politics Review*, (Sept.):16–20.  
Suggested readings:  
\* Arias, E. D. (2006). *Drugs and Democracy in Rio de Janeiro: Trafficking Social Networks and Public Security*. University of North Carolina Press, Chapel Hill.

## December 14<sup>th</sup>

**Study period - no class**

**December 16<sup>th</sup>**

**Research report due - no class**