

## Term Information

Effective Term Autumn 2023  
[Previous Value](#) Autumn 2019

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We would like the course to be included in the Migration, Mobility, and Immobility GE Theme (MMI).

### What is the rationale for the proposed change(s)?

The course is a good fit for the MMI Theme. We believe the course meets the goals and expected learning outcomes of the theme and make the case in the attached submission form..

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Economics
Fiscal Unit/Academic Org	Economics - D0722
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4597.01
Course Title	Issues of the Underground Economy
Transcript Abbreviation	Underground Econ
Course Description	Focuses on the informal sector of the underground economy: illegal drugs, arms sales and human trafficking. Applies economic reasoning. Recommended prereqs: 2001.01, 2001.02, 2001.03H, and 2002.01, 2002.02, or 2002.03H.
<a href="#">Previous Value</a>	<i>Focuses on the informal sector of the underground economy: illegal drugs, arms sales and human trafficking. Applies economic reasoning. Recommended prereqs: 2001.01, 2001.02 (200), 2001.03H (200H), and 2002.01, 2002.02 (201), or 2002.03H (201H).</i>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
**Previous Value** [Columbus](#)

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: Jr standing and above.  
**Exclusions**  
**Previous Value** Not open to students with credit for 597.01.  
**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 45.0603  
**Subsidy Level** General Studies Course  
**Intended Rank** Junior, Senior

## Requirement/Elective Designation

General Education course:  
Cross-Disciplinary Seminar (597 successors and new); Migration, Mobility, and Immobility  
The course is an elective (for this or other units) or is a service course for other units

**Previous Value**

*General Education course:*  
*Cross-Disciplinary Seminar (597 successors and new)*  
*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- Explore a wide variety of controversial and often-ignored issues in the underground economy, including informal (unreported & untaxed) work; property and information theft; trade in prohibited goods; illegal drugs; the sex trade; other timely issues.

**Previous Value**

**Content Topic List**

- Background on Underground Economies
- Illegal drugs
- Arms sales
- Human trafficking
- The Sex Trade

**Sought Concurrence** No

**Previous Value**

**Attachments**

- Econ-4597-Syllabus-Formal-Submission.pdf: Syllabus  
*(Syllabus. Owner: Lam,Pok-Sang)*
- Econ-4597-MMI-Theme-Submission-Form-Formal-Submission.pdf: Submission Form  
*(Other Supporting Documentation. Owner: Lam,Pok-Sang)*

**Comments**

- The course was included in the original proposal to create the Migration, Mobility, and Immobility GE Theme. We should have submitted the course much earlier, when the proposal was approved. We have not done that due to a miscommunication.

The syllabus mentions two recommended prerequisites (Economics 2001 and Economics 2002). The prerequisites are recommended but not required. The course is taken by many non-Economics students who have not taken the recommended prerequisites. *(by Lam,Pok-Sang on 09/29/2022 04:48 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lam,Pok-Sang	09/29/2022 04:51 PM	Submitted for Approval
Approved	Peck,James D	09/29/2022 04:53 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/10/2022 10:53 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/10/2022 10:53 AM	ASCCAO Approval

## Economics 4597.01: *Issues of the Underground Economy*

Autumn 2021  
Tuesday, Thursday: 2:20-3:40  
Sullivant Hall, Room #220

Instructor: Dr. William J. White  
E-mail: [white.473@osu.edu](mailto:white.473@osu.edu)  
Office: Arps Hall #309  
Phone: 292-0482  
Office Hours: Wednesday 3:00 to 5:00

### Course Objectives

The purpose of this course is to explore a wide variety of issues arising in the underground economy, in an attempt to better understand these controversial and often-ignored subjects. The course will explore topics in the following areas: informal (unreported and untaxed) work; theft of property and information; trade in prohibited goods; illegal drugs; the sex trade; and other timely topics that may arise. Outside reading will be primary source of background information, but the classroom discussions should provide much of the learning.

You will be expected to participate in discussions and write persuasively about what you have learned. In addition, you will have the opportunity to work in a small group setting to explore one topic in greater depth. Your group will be expected to share your results with the class in an oral presentation and will write a 12-15 page paper to summarize this work. You will have the opportunity to critique the contributions of the academic authors, your fellow students, and your instructor.

### Course Prerequisite

Prerequisite: Jr. standing or above.

Recommended: 2001.01, 2001.02, or 2001.03H, and 2002.01, 2002.02, or 2002.03H.

### General Education Fulfillment

This is a GE course, which fulfills the requirements for the GE Theme Migration, Mobility, and Immobility.

The goals and expected learning outcomes for these courses in general are listed below.

Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	<b>1.1</b> Engage in critical and logical thinking.
	<b>1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
GOAL 2: Successful students will integrate approaches to the theme by making connection to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in all previous classes and that they anticipate doing in the future.	<b>2.1</b> Identify, describe, and synthesize approaches or experiences.
	<b>2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

The goals and expected learning outcomes for the theme Migration, Mobility, and Immobility specifically are listed below:

Goals	Expected Learning Outcomes
GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.	1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
	1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.	2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
	2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

## Course Materials

There is a significant amount of reading which will be required for you to contribute to the discussions in this course. Articles will normally be uploaded to Carmen a week or two before they will be discussed in class. I will also post to Carmen any slide presentations or notes shared during class time. There are a couple of low-cost paperback books which are highly recommended as optional reading for the semester; they are among the best works I have found to discuss the economics and legalities of the drug trade. These books should be readily available at a reasonable cost online. (One caution – some readers may find much of the language used in the Gang Leader book to be offensive. If you believe you may be offended, please steer clear.)

Recommended Course Texts:

Quinones, Sam. (2015) *Dreamland: The True Tale of America's Opiate Epidemic*. New York: Bloomsbury USA. ISBN: 978-1620402528.

Venkatesh, Sudhir. (2008) *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. New York: Penguin Books. ISBN: 978-0143114932.

## Course Requirements

Students are required to attend class and participate in discussions. It is imperative that you come to each class having read the assigned material and having prepared to share your thoughts and

perspectives. You will have many opportunities to contribute during the semester, either voluntarily or by special request of the instructor. Failure to attend class and participate intelligently in discussions will result in significant reductions in your participation grade.

*Group Project* - Early in the term, I will divide the class into groups of 4-5 students. Your group's task will be to identify a specific underground economy issue to explore in greater depth than can be experienced in the large class. You will be expected to conduct a literature search, conduct some economic analysis, and make a persuasive case for actions required to ameliorate the issue.

During one of the sessions, your team will make a 15-minute presentation to the class so that we can share your learning. I will need to see your presentation slides at least one full day before the scheduled talk; you should also be prepared to answer questions from the remainder of the class on your topic. Your individual score on this grading element will be reduced if the other members of your team report that you have not contributed adequately to the team's efforts.

At the end of the semester, your team will submit a 12-15 page academic-quality paper describing your issue and the conclusions you have reached. Additional information about the requirements for this paper will be presented later in the semester, along with expectations for scholarship and professionalism.

*Discussion Topics* – After each team's oral presentation, I will upload a discussion question to Carmen so that you can continue your learning through posts with fellow classmates. Contributions to these online discussions will form an important part of your participation grade.

*Homework Assignments*: I will upload 4-5 essay-type homework assignments during the term, to give your group an opportunity to reflect on the various class discussions and to communicate your thoughts in writing. These will normally be due one week from the date assigned and will be graded and returned. The focus will be on the content of the writing, but poor mechanics will detract from the score earned by your group. Your score will be reduced further if other group members report that you have not contributed to the combined effort.

*Midterm and Final Exams*: A mid-term exam will be given in class near the mid-point of the semester. It will be similar in format to the homework papers but may be more challenging due to time constraints. I will share a list of questions that may appear on the midterm in the class immediately prior to the test. There will be no final exam for this course.

## **Grading**

Your final grade will be calculated using the following weights:

<b>Participation in class discussions</b>		<b>15 percent</b>
<b>Mid-term exam</b>		<b>20 percent</b>
<b>Homework assignments (5-6 total)</b>		<b>25 percent</b>
<b>Group project:</b>		
<b>Topic, bibliography, thesis statement</b>	<b>5 percent</b>	
<b>Oral presentation</b>	<b>10 percent</b>	
<b>Final research paper</b>	<b>25 percent</b>	<b>40 percent</b>

Final grades will be distributed along a curve and the fraction of the class receiving each grade will fall within OSU guidelines. However, you may be assured of receiving an A if you earn 92-100 % of the maximum points available, a B with at least 84%, and a C with at least 76%. In addition, I reserve the right to award + or – grades to those students whose final marks fall within 1.5% of each grade cutoff.

## **Makeup Policies**

There will be no make-up exam given in case of a missed midterm. With adequate prior notification, I may be able to make other arrangements for you to take a mid-term exam early if you know that you will be unable to be in class on the day of the test. If there is a family emergency or illness or a severe injury that causes you to miss the exam, I may be able to pro-rate your contributions from the other portions of the course to arrive at a fair course grade. In such (rare) cases, I will need documentation of the emergency or special situation within one class period of your return in order to give you that assistance.

An unexcused absence from the mid-term will result in a score of zero.

## **Classroom Etiquette**

Please remember to turn off all cell phones while in class. If you must be reachable due to work or family situations, your phone must be on vibrate, and you must exit the room quietly before answering. Please do not text in class or use laptops to check e-mail, chat or check social media. Violation of this common courtesy will result in phones and laptops having to be stowed away during lecture.

## **Academic Integrity**

Student Services Information:

Code of Student Conduct: [www.studentaffairs.osu.edu/resource\\_csc.asp](http://www.studentaffairs.osu.edu/resource_csc.asp)

Code of Student Conduct: ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

**"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>."**

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## **Student Life Disability Services**

“Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).”

## **Contacting Me and Seeking Assistance**

The best way to reach me outside office hours is via e-mail. You may leave a message on my office voicemail, if you must, but e-mail will be received and returned faster. You are very welcome to visit me during my office hours or to make an appointment if you are unable to come during scheduled office hours. Of course, you can always talk to me before or after lecture.

## **Course Outline:**

**Weeks 1 & 2:** Introduction; Group assignments; What is the underground economy? How big is it? Why are some products and activities illegal?

**Required Reading:** Schneider, Friedrich and Buehn, Andreas (March 2016), "Estimating the Size of the Shadow Economy: Methods, Problems and Open Questions," *IZA DP No. 9820, Institute for the Study of Labor*.

Schneider, Friedrich and Enste, Dominik (March 2002), "Hiding in the Shadows: The Growth of the Underground Economy," *Economic Issues No. 30: The International Monetary Fund*.

Lemieux, Pierre (November 2007), "The Underground Economy: Causes, Extent, Approaches," *Montreal Economic Institute*.

**Recommended:** Feige, Edgar L., and Urban, Ivica (2008), "Measuring Underground (Unobserved, Non-observed, Unrecorded) Economies in Transition Countries: Can We Trust GDP?" *Journal of Comparative Economics* 36 (2), pp. 287-306.

Schneider, Friedrich, Buehn, Andreas, and Montenegro, Claudio E. (July 2010), "Shadow Economies All over the World," *The World Bank Policy Research Working Paper*.



Schneider, Friedrich and Enste, Dominik H. (March 2000), "Shadow Economies: Size, Causes, and Consequences," *Journal of Economic Literature* 38 (1), pp. 77-114.

**Weeks 3 & 4:** The informal economy; under-the-table income; hiring of illegals; smuggling to avoid/evade taxes; crypto-currencies.

**Required Reading:** Cebula, Richard J. (July 2013), "New and Current Evidence on Determinants of Aggregate Federal Personal Income Tax Evasion in the United States," *American Journal of Economics and Sociology* 72 (3), pp. 701-731.

Brown, J. David, Hotchkiss, Julie L., Quispe-Agnoli, Myriam (2013), "Does Employing Undocumented Workers Give Firms a Competitive Advantage?" *Journal of Regional Science* 53 (1), pp. 158-170.

**Recommended:** Lovenheim, Michael F. (March 2008), "How Far to the Border?: The Extent and Impact of Cross-Border Casual Cigarette Smuggling," *National Tax Journal* 61(1), pp. 7-33.

Shubik, Martin (May 2014), "Simecs, Ithaca Hours, Berkshares, Bitcoins, and Walmarts," Cowles Foundation Discussion Paper No. 1947.

**Weeks 5 & 6:** Thefts property and information; cybersecurity; identify theft; piracy of copyrighted materials; patent infringement.

**Required Reading:** Sullivan, Richard (2008), "Can Smart Cards Reduce Payments Fraud and Identity Theft?" *Federal Reserve Bank of Kansas City Economic Review*, 93 (3), 3Q, pp. 35-62.

McManus, Susan A., Caruson, Kiki, and McPhee, Brian D., (2012), "Cybersecurity at the Local Government Level: Balancing Demands for Transparency and Privacy Rights," *Journal of Urban Affairs* 35 (4), pp. 451-470.

Cox, Joe, and Collins, Alan (2014), "Sailing in the Same Ship? Differences in Factors Motivating Piracy of Music and Movie Content," *Journal of Behavioral and Experimental Economics* 50, June, pp. 70-76.

**Recommended:** Rowe, Brent, and Wood, Dallas (2013), "Are Home Internet Users Willing to Pay ISPs for Improvements in Cyber Security?" in *Economics of Information Security and Privacy III*, B. Schneier, ed., New York: Springer Science + Business Media, pp. 193-212.

Maulik, Sonali (2012), "Skirting the Issue: How International Law Fails to Protect Traditional Cultural Marks from IP Theft," *Chicago Journal of International Law* 13 (1), pp. 239-263.

**Week 7:** Special presentations on money laundering & terrorist financing.

**Week 8:** Mid-term exam; training on library research; group meeting time.

**Weeks 9 & 10:** Trade in prohibited goods; vital organs; endangered animals; guns and armor.

**Required Reading:** Cohen, I. Glenn (2014), "Regulating the Organ Market: Normative Foundations for Market Regulation," *Law and Contemporary Problems* 77 (3), pp. 71-100.

Allen, Douglas W. (2002), "The Rhino's Horn: Incomplete Property Rights and the Optimal Value of an Asset," *The Journal of Legal Studies* 31 (S2), June, pp. S339-S358.

Cook, Philip J., Judwig, Jens, Venkatesh, Sudhir, and Braga, Anthony. (2007), "Underground Gun Markets," *The Economic Journal* 117, November, pp. F558-F588.

**Recommended:** Messer, Kent D. (2010), "Protecting Endangered Species: When are Shoot-on-Sight Policies the Only Viable Option to Stop Poaching?" *Ecological Economics* 69, pp. 2334-2340.

Schroeder, Matt, and Lamb, Gary (2006), "The Illicit Arms Trade in Africa," *African Analyst* 1,3Q, pp. 69-78.

**Weeks 11 & 12:** The drug trade; marijuana legalization; opiates and dependency; meth; drug eradication; incarceration; steroids in sports.

**Required Reading:** Miron, Jeffrey (2011), "Government Policy Toward Illegal Drugs: An Economist's Perspective," in Rethinking the 'War on Drugs' through the US-Mexico Prism, *Yale Center for the Study of Globalization*, June, pp. 1-7.

Gilbreath, Aaron H. (2015), "From Soda Bottles to Super Labs: An Analysis of North America's Dual Methamphetamine Production Networks," *Geographical Review* 105 (4), October, pp. 511-27.

**Recommended:** Miron, Jeffrey A. (2004), *Drug War Crimes: The Consequences of Prohibition*, Oakland CA: The Independent Institute, Chapters 1-7.

**Weeks 13 & 14:** The sex trade; prostitution; human trafficking; the pornography industry.

**Required Reading:** Levitt, Steven D., and Venkatesh, Sudhir Alladi (2007), "An Empirical Analysis of Street-Level Prostitution," September, *University of Chicago Working Paper*.

Hughes, Donna M. (2014), "Trafficking in Human Beings in the European Union: Gender, Sexual Exploitation, and Digital Communication Technologies," Fall, *SAGE Open Access Publications*, pp. 1-8.

Hughes, Donna M. (2000), "The Natasha Trade: The Transnational Shadow Market of Trafficking in Women," *Journal of International Affairs* 53 (2), Spring, pp. 625-651.

**Recommended:** "2015 Trafficking in Persons Report" (2015), July, *U.S. Department of State*, 382 pages.

Roberson, Lindsey N. (May 2017), "She Leads a Lonely Life: When Sex Trafficking and Drug Addiction Collide," *The Wake Forest Law Review* 52 (2), pp. 359-77.

# Migration, Mobility, and Immobility Theme Submission Form

## Economics 4597: Issues of the Underground Economy

### Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

### Goals and ELOs shared by *all* Themes

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course.

<b>ELO 1.1 Engage in critical and logical thinking.</b>	This course will build skills needed to engage in critical and logical thinking about issues related to underground economy through: <ul style="list-style-type: none"><li>• Working as a group to produce and present a research paper that requires a critical analysis of an underground economy issue.</li><li>• Reading the assigned scholarly work critically to prepare for participation in classroom discussion.</li><li>• Completing the midterm exam that uses short questions and essay questions to assesses the analytical and logical understanding of underground economy issues.</li></ul>
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<p><b>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</b></p>	<p>Students engage in advanced, in-depth and scholarly exploration of topics related to underground economy through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u></p> <p>The course begins with the definition, the size and the cause of the underground economy (Weeks 1 and 2). It then turns to examples of the underground economy: hiring of illegal immigrants, smuggling to evade tax, and under-the-table income (Weeks 3 and 4). It then discusses less well understood underground activities: transportation of vital organs, endangered species, gun and armor., identity theft, money laundering and terrorist financing (Week 5 to Week 10). The rest of the course addresses two important underground activities: trade, addiction, and legalization of drugs (Weeks 11 and 12) and human trafficking and sex trade (Weeks 13 and 14).</p> <p><u>Reading</u></p> <p>Students read two texts about underground economy: Quinones, Sam, <i>Dreamland: The True Tale of America's Opiate Epidemic</i>, New York: Bloomsbury, 2015, and Venkatesh, Sudhir, <i>Gang Leader for a Day: A Rogue Sociologist Takes to the Streets</i>, 2008, New York: Penguin Books. The books provide an on-the-ground description of the opiate epidemic and gang activities. Students also read many journal articles and government reports.</p> <p><u>Discussion</u></p> <p>Students will complete the assigned readings and contribute to discussion in class. Students contribute to discussion both voluntarily and by request of the instructor. Participating intelligently in class discussion is important for earning participation grade (15% of the grade).</p>
<p><b>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</b></p>	<p>The course draws from several disciplines studying underground activities. Economics focuses on optimizing behaviors given preference and constraints, Sociology on how social structure shapes behaviors, Geography on the tendency to migrate from certain locations to others, and Legal Studies on the effectiveness of law enforcement. This course engages students in these diverse perspectives. Students thus read articles in journals of many disciplines. For example, <i>Journal of Economic Literature</i> (Economics), <i>Geographical Review</i> (Geography), <i>The Wake Forest Law Review</i> (Legal Studies), and <i>American Journal of Economics and Sociology</i> (Sociology).</p> <p>The texts take an ethnographical approach to discuss underground economy. Sudhir Venkatesh wrote the book as a doctoral student at the University of Chicago, recording his experience of living in a Chicago ghetto and befriending the leader of a gang of several hundred members. In his book, Sam Quinones tells stories of epidemiologists, big pharma, entrepreneurial drug dealers and people in drug recovery, based on the numerous visits and interviews he conducted as a reporter for the <i>Los Angeles Times</i>. Academic work are based predominantly on statistical and quantitative analysis of survey data. In this course, students are exposed to both approaches of inquiries.</p>

<p><b>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</b></p>	<p>Students reflect on the course by completing essay-type homework assignments. Students will be divided into groups of 4-5 students. Five times during the semester, students will be given a homework assignment. Students will respond as a group by reflecting on class discussions and communicating in writing.</p> <p>Students engage in creative work by writing a final research paper. Students will be divided into group of 4-5 students. Each group will identify early in the semester an issue in underground economy and will produce a 12-15 page academic-quality paper. Students will conduct a literature search, conduct economic analysis, and make a case for actions to ameliorate the issue. Before submitting the paper, students will make a 15-minute presentation and answer questions from the class.</p>
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**Goals and ELOs of “Migration, Mobility, and Immobility”**

**GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.**

**GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.**

**For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p><b>ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</b></p>	<p>The course discusses the illegal flows of humans, goods, and fund.</p> <p>Human flows could be voluntary (undocumented workers) or involuntary (human trafficking). There are illegal immigrants, and many are employed. The course investigates one economic cause of the phenomenon: hiring undocumented workers could be profitable for business, as it reduces cost and boosts productivity and profit. (Weeks 3 and 4, the article of David Brown, Julie Hitchkiss, and Myriam Quispe-Agnoli). The course describes the global human trafficking, highlighting the flows of from Eastern Europe to the rest of Europe and the US. The cause of the trafficking is social and economic — criminal groups operate to exploit females sexually for profit (Weeks 13 and 14, the article by Steven Levitt and Sudhir Venkatesh, and the two articles by Donna Hughes).</p>
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	<p>Some goods are smuggled across state lines and national borders. The course examines the smuggling of cigarettes into cities bordering between states. The phenomenon is economical, geographical, and political — when the transportation cost is low, consumers buy from the state that levies the lowest tax rate (Weeks 3 and 4, and the article of Michael Lovenheim). The course also examines the smuggling of opiates and guns. The cause is mainly social, as the smuggling reflects the basic operations of criminal organizations (Week 9 to Week 12, the article of Philip Cook, Jens Judwig, Sudhir Venkatesh, and Anthony Braga, the article of Jeffrey Miron, the article of Aaron Gilbreath, and the textbooks).</p> <p>The course discusses two examples of illegal flow of fund: criminals engage in money laundering, and terrorists use illegal activities to raise and transfer fund. The phenomenon is economically, politically, and socially driven (Week 7).</p>
<p><b>ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</b></p>	<p>Students will learn different types of migration that have vastly different social and economic consequences.</p> <p>Hiring of undocumented workers and smuggling of cigarettes across state lines (Weeks 3 and 4) have mild impacts. While both are illegal, offenses are often not detected and prosecuted, and prosecuted cases result mostly in misdemeanor charges and financial penalty, instead of jail terms. A case can be made that both types of migration have positive economic effects. Undocumented workers have less mobility and stay with an employer for a long time. They fill production needs and are highly motivated. The course thus discusses whether hiring undocumented workers reduces cost and boosts profit for business. As taxes on cigarettes distort economic decisions, smuggling across state lines might improve economic efficiency.</p> <p>Human Trafficking (Weeks 13 and 14), smuggling of opiates (Week 11 and 12), and smuggling of guns (Weeks 9 and 10) have overwhelming social impacts. These illegal activities are related to one another, and they are linked to the activities of gangs operating often internationally. As vividly narrated in the <i>Dreamland</i> text, an opiate epidemic swept through the nation in a short time, turning a once vibrant midwestern town like Portsmouth, Ohio into ruin desolate. Victims of human trafficking mostly become female prostitutes to be exploited sexually for profit. They also get often addicted to opiates at some point and are controlled by gangs. The effects are devastating for these victims individually, as they live a miserable life under poverty and with little self-esteem, frequently flirting with hospitalization and death. The government underestimates GDP because it does not account for the goods and services produced in these underground activities (Weeks 1 and 2). However, these values pales in comparison to the devastating effects of human trafficking and opiate epidemic.</p> <p>Money laundering and terrorist financing adversely affect national security (Week 7).</p>

<p><b>ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</b></p>	<p>Students learn how the sex trafficking and the opiate epidemic problems are intertwined, and how law enforcement and courts responded to the complex situation (Week 13 and Week 14). To convict an offender of sex trafficking, prosecutor needs to establish “force, fraud, and coercion” were used to facilitate sex trade. In practice, the offender first worked to get the victim addicted to drug and trapped in debt, and then induced her to sell sex to buy drug and repay debt. Students learn about how the society came to the acceptance that this manipulation is equivalent to coercion, and how prosecutors gained success in court (U. S. v. Fields, Andrew Fields was sentenced to 31 years of imprisonment, “She leads a Lonely Life: When Sex Trafficking and Drug Addiction Collide”, by Lindsey N. Roberson. <i>Wake Forest Law Review</i>, May 2017). Sex trafficking and opiate epidemic are twin problems to be addressed jointly, and multi-disciplinary approach based on healthcare, psychiatric counseling and drug rehabilitation is needed to help the survivors. Students will appreciate how the society came to this understanding.</p> <p>Students learn about the spectrum of attitudes toward immigration policy and illegal immigrants. Sentiment for tougher laws and law enforcement ebbs and flows as the nation swings between conservatism and liberalism. At any point in time, there is also a variety of sentiments among groups. The sentiment against tougher laws and enforcement comes mainly from employers where undocumented employment is most advantageous, such as those with high worker turnovers and belonging to industries where firms are geographically concentrated, labor intensity is high, and skill requirement is low (Weeks 3 and 4, David Brown, Julie Hotchkiss, and Myriam Quispe-Agnoli, “Does Employing Undocumented Worker Give Firms a Competitive Advantage?” <i>Journal of Regional Science</i>, 2013).</p>
<p><b>ELO 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</b></p>	<p>Students learn the perspectives on underground economy of people in a variety of roles:</p> <ul style="list-style-type: none"> <li>• <i>Academic Scholars.</i> Students will learn their views through reading their books and journal articles. For example, Sudhir Venkatesh, the author of the <i>Gang Leader for a Day: A Rogue Sociologist Takes to the Streets</i>, is a sociologist at Columbia. The authors of the journal articles in the syllabus include Steven Levitt of University of Chicago, Philip J. Cook of Stanford School of Public Policy, Jeffrey Miron of Harvard, and Donna Hughes of the University of Rhode Island.</li> <li>• <i>Policy Researchers.</i> Student will learn their views through reading their publications. For example, they will read the <i>IMF</i> discussion paper by Friedrich Schneider and Dominik Enste. They will also read the research report of Pierre Lemieux published by the <i>Montreal Economic Institute</i>, and the working paper of Friedrich Schneider, Andreas Bueln and Claudio Montenegro published by the <i>World Bank</i>.</li> <li>• <i>Government.</i> Students will learn about the condition of human trafficking in the US from the 2015 report of the US Department of State.</li> </ul>



