CENTER FOR HEMISPHERIC DEFENSE STUDIES
NATIONAL DEFENSE UNIVERSITY
WASHINGTON, DC 20319-5066

COMBATING TRANSNATIONAL ORGANIZED CRIME AND ILLICIT NETWORKS IN THE AMERICAS (CTOC – 2012)

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GRADING STANDARDS FOR PARTICIPANTS IN THE CENTER FOR HEMISPHERIC DEFENSE STUDIES COURSES

I. Participants' Evaluations

CHDS applies several different mechanisms for evaluating a student's work including examinations, BOG contribution, and papers.[1]

II. Grading Scale

Grade	Numerical Scale	Value
A+	100 – 97	Excellent
A	96.9 – 93	Very High
A-	92.9 – 90	High
B+	89.9 – 87	Above Average
B	86.9 – 83	Average
B-	82.9 – 80	Below Average
C+	79.9 – 77	Marginal
C	76.9 – 73	Passing
C-	72.9 – 70	Minimal Pass
F	69 or less	Failure
I		Incomplete

III. Examinations

Tests and quizzes will be administered to assess participants' ability to understand and analyze the readings and the topics discussed in plenary as well as in BOG sessions.
The following guidance will be applied:

Grade	Value
A+ (97-100)	Organized, coherent and well-written responses that completely address the questions, convey all applicable major and key minor points, and demonstrate total grasp of the topic.
A (96.9 – 93)	Answers address all major and key minor considerations, demonstrate excellent grasp of the topic.
A- (92.9 – 90)	Well-crafted answer that discusses important ideas related to the topic.
B+ (89.9 – 87)	Answers reflect average graduate graduate-level performance, successfully considering the topic of each question.
B (86.9 – 83)	Answers address the questions but fail to address all relevant concepts or

[1] CHDS has adopted and adapted several standards used at CISA, the National War College and the Naval War College.

	to demonstrate a clear understanding of the topic.
B- (82.9 – 80)	Cursory responses that do not fully address the questions or do not demonstrate clear understanding of the topic or relevant concepts.
C+ (79.9 – 77)	Answers demonstrate poor understanding of the topic, marginal support for arguments, and/or miss major analytical elements or concepts.
C (76.9 – 73)	Answers address the topic but do not provide sufficient discussion to demonstrate adequate understanding of the topic.
C- (72.9 – 70)	Answers address some of the ideas but response is incoherent.
F (69)	Insufficient

IV. Essay/Research Paper

The student's ability to gather information or to do research, to organize material logically, to compose and express thoughts in coherent and effective prose, and to use standard written language are crucial for paper content and composition. Submissions are to be typed (double-spaced) using 12-point Times New Roman
The following six elements are essential for a high-level paper:

1. It establishes the relevant question clearly;
2. It answers the question in a highly analytical manner;
3. It proposes a well-defined thesis, stated early on;
4. It presents evidence to support that thesis;
5. It addresses, explicitly or implicitly, opposing arguments or weaknesses in the thesis and supporting evidence (this constitutes a counterargument); and,
6. It accomplishes the above in a clear and well-organized fashion

The following guidance will be applied:

Grade	Value
A+ (97-100)	Offers a genuinely new understanding of the subject. Thesis is definitive and exceptionally well-supported, while counterarguments are addressed completely. Essay indicates brilliance.
A (96.9 – 93)	Work of superior quality that demonstrates a high degree of original, critical thought. Thesis is clearly articulated and focused, evidence is significant, consideration of arguments and counter-argument is comprehensive, and essay is very well-written.
A- (92.9 – 90)	A well-written, insightful essay that is above the average expected of graduate work. Thesis is clearly defined; evidence is relevant and purposeful, arguments and counter-argument are presented effectively.
B+ (89.9 – 87)	A well-executed essay that meets standards. A solid effort in which a thesis is articulated, the treatment of supporting evidence and counterargument has strong points, and the answer is well-presented and constructed.
B (86.9 – 83)	An essay that is a successful consideration of the topic and demonstrates average graduate performance. Thesis is stated and supported, counterarguments considered, and the essay is clear and organized.
B- (82.9 – 80)	Thesis is presented, but the evidence does not fully support it. The analysis and counterarguments are not fully developed and the essay may have structural
C+ (79.9 – 77)	The essay is generally missing one or more of the elements described above. The thesis may be vague or unclear, evidence may be inadequate,

	analysis may be incomplete, and/or the treatment of the counterargument may be deficient.
C (76.9 – 73)	While the essay might express an opinion, it makes inadequate use of evidence, has little coherent structure, is critically unclear, or lacks the quality of insight deemed sufficient to explore the issue at hand adequately.
C- (72.9 – 70)	empts to address the question and approaches a responsible opinion, but is nspicuously below graduate-level standards in several areas. The thesis may b orly stated with minimal evidence or support and counterarguments may not be nsidered. Construction and development flaws further detract from the readabili essay.
F (69)	ls conspicuously to meet graduate-level standards. Essay has no thesis, signif ws in respect to structure, grammar, and logic, and displays an apparent lack o achieve the course requirements. Gross errors in construction and developmen tract from the readability of the essay
I	omplete

V. Contribution to BOG Sessions

The diversity of the student's body is one of the main features of CHDS courses. Students come from all countries of the hemisphere, with different professional and personal background, this unique characteristic tremendously enriches the discussion in the BOG sessions. Professor serving as facilitators, evaluate the contribution made by each student, assessing the quality of the student's input. The goal in assigning a classroom contribution grade is not to measure the number of times students have spoken, but how well they have understood the subject matter, enriched discussion, and contributed to their seminar colleagues' learning. This caliber of commitment entails that each student come prepared to take part in discussion by absorbing the readings, listening attentively to presentations, and thinking critically about both. Students are expected to prepare for and be thoughtfully engaged in each session. Not to contribute or to say very little in class undercuts the learning experience for everyone in the BOG. Differences of opinion should be conveyed with appropriate regard for the objective, academic, and professional environment fostered at CHDS
BOG preparation and contribution will be graded at according to the following standards:

Grade	Value
A+ (97-100)	Contributions indicate brilliance through a wholly new understanding of the topic. Demonstrates exceptional preparation for each session as reflected in the quality of contributions to discussions. Strikes an outstanding balance of "listening" and "contributing." Respects fellow's ideas while challenging them when necessary.
A (96.9 – 93)	Contribution is always of superior quality. Unfailingly thinks through the issue at hand before comment. Can be relied upon to be prepared for every BOG session, and contributions are highlighted by insightful thought, understanding, and in part original interpretation of complex concepts. Ability to listen and comment fellow's ideas.
A- (92.9 – 90)	Fully engaged in seminar discussions and commands the respect of colleagues through the insightful quality of their contribution and ability to listen to and analyze.
B+ (89.9 – 87)	A positive contributor to seminar meetings who joins in most discussions and whose contributions reflect understanding of the material.

	Occasionally contributes original and well-developed insights.
B (86.9 – 83)	Average graduate level contribution. Involvement in discussions reflects adequate preparation for seminar with the occasional contribution of original and insightful thought, but may not adequately consider others' contributions.
B- (82.9 – 80)	Contributes, but sometimes speaks out without having thought through the issue well enough to marshal logical supporting evidence, address counterarguments, or present a structurally sound
C+ (79.9 – 77)	Sometimes contributes voluntarily, though more frequently needs to be encouraged to participate in discussions. Content to allow others to take the lead. Minimal preparation for seminar reflected in arguments lacking the support, structure or clarity to merit graduate credit.
C (76.9 – 73)	Contribution is marginal. Occasionally attempts to put forward a plausible opinion, but the inadequate use of evidence, incoherent logical structure, and a critically unclear quality of insight is insufficient to adequately examine the issue at hand. Usually content to let others form the seminar discussions.
C- (72.9 – 70)	Lack of contribution to seminar discussions reflects substandard preparation for sessions. Unable to articulate a responsible opinion. Sometimes displays a negative attitude.
F	Rarely prepared or engaged. Student demonstrates unacceptable preparation and fails to contribute in any substantive manner. May be extremely disruptive or uncooperative and completely unprepared for seminar

VI. Grade communication to the students.

Feedback will be substantive, constructive, and timely. Test and papers will be returned to the students.

1. Professors will inform in writing and via Blackboard al tests and papers grades, including comments that explain the given grade.
2. At the end of the course, professors will sent to the Registrar, a complete list of all grades as well as the final Evaluation of Academic Performance of each student.
3. The Registrar will send the Evaluation of Academic Performance to each student.

VII. Challenging a Grade

CHDS recognizes that all participants in its courses are entitled to request a review of the grades received as a result of coursework. In cases of a challenge to a grade, the burden of proof rests with the student. In all cases where there is a reasonable doubt, the grade originally given will be retained. Requests for a change of grade will not be approved if the new grade results from additional work performed after the initial grade has been assigned.

The following process will take place when a student contests a grade:

1. No later than 15 days after receiving the grade, the student will request in writing an Explanation of his/her from the professor who assigned the grade. The professor, no later than 15 days after receiving the request, will respond to the request explaining the basis for the student's grade.
2. If the student believes that the explanation is still unsatisfactory, he/she will request to the Associate Dean of Academic Affairs, Division of Education a Review of his/her grade. This request should be submitted no later than 15 days after receiving the Explanation. The student shall state the facts and must provide a clear and complete justification for the request.
3. After this communication, if the student still deems that the Review is not satisfactory, he/she is entitled to resort to a third and final instance by appealing the grade to the Dean of Academic Affairs, no later than 15

days after receiving the review. The Dean of Academic Affairs will convene a faculty committee of three CHDS professors who did not participate in the previous two review instances. Within 15 days of receiving the appeal, the committee will review all pertinent information relating to the case, which may include interviewing the instructor and student if necessary. The Dean of Academic Affairs, will communicate the results to the student thus bringing the process to an end. The decision of the Dean of Academic Affairs is final.

COURSE INTRODUCTION AND GENERAL DESCRIPTION

This is a six-week course, mixing on-line and in-residence activities to deepen students' understanding of the defense and security threats posed by transnational organized crime (TOC) and illicit networks. The program takes place in two phases.

Distance Phase:
During a four-week, on-line period, prospective participants will receive reading material – which they will be asked to analyze and evaluate. Simultaneously, they will be asked to prepare a policy paper proposal. The evaluations of the reading analyses and the draft proposal will determine the student's eligibility to attend the resident phase of the course.

Resident Phase:
During a two-week resident phase at CHDS, approved participants will spend 70% of their time engaged in an intensive program of lectures, conferences, seminars, case-studies, debates and readings. They will spend the remaining 30% developing their policy paper and conducting research in the National Defense University library.

Writing Phase:
Following the resident phase, students will have two weeks to complete their final 10-page policy paper.

Pre-Requisites:
As pre-requisites for the course, candidates must hold an accepted college degree and demonstrate ability to read texts in English. Graduates of previous CHDS resident courses will receive priority. Those who are selected to attend will be asked to present a copy of all college transcripts, including a copy translated into English. These documents will be evaluated to confirm equivalence to a university degree and thus eligibility for this course. Selected participants will be given detailed instructions.

Reading Load:
Participants must be aware that they will be required to read about 80-100 pages per week during the pre-course phase, and about 60 pages per day during the in-resident phase of the course.

Course Goal:
Deepen the participant's understanding and analysis of transnational organized crime and illicit networks, the defense and security threats they pose, as well as the major approaches, issues and challenges to combat TOC and illicit networks in the Americas.

COURSE OBJECTIVES

At the end of the course, students will be expected to:

- Evaluate the phenomenon of transnational organized crime, understand its drivers, causes, and the illicit activities that transnational criminal organizations engage in.
- Assess the defense and security threats posed by TOC and illicit networks.
- Analyze and evaluate current national, regional, and international strategies and policies to combat transnational organized crime and illicit networks.
- Conceptualize new approaches to combating TOC and illicit networks in Latin America.

COURSE DEVELOPMENT/METHODOLOGY

Distance Phase (4 weeks)

The Distance phase of the course lasts four weeks and will be conducted via Blackboard and via email between the professor and the students. Communication via email and blackboard will take place in Spanish or English. The pre-course phase is designed to help the student familiarize themselves with the methodology of the course and refine their theoretical knowledge of transnational organized crime and illicit networks necessary for the resident phase of the course, which will take place in Washington, D.C. The most important task of the Distance Phase will be the policy paper proposal.

Policy Paper Proposal

In the last week of the Distance Phase, the students will present a one-page policy paper proposal in English or Spanish. The proposal should address a particular threat posed by TOC in the student's country. The 10-page policy paper must be completed no later than two weeks after the completion of the resident phase of the course. The policy paper should identify and explain a specific threat from TOC, current strategies and policies to address threat in that country, and recommend future approaches to further combat TOC and illicit networks.
Students with the best paper proposals will be selected to attend the Resident Phase of the course in Washington, D.C. Students are therefore encouraged to start working on the proposal during the first week of the Distance Phase, and communicate regularly with the professor to make sure they are on the right track.

The paper proposal will not be graded, but will form the basis for the paper that is due at the end of the course. Since the final paper represents 50% of the final grade, the proposal is extremely important.

Resident Phase (2 weeks)

The in-residence phase will be conducted at CHDS' premises. Students will engage in in-depth discussion on theoretical and practical discussions about TOC and illicit networks, and the various approaches to counter them. They will be challenged to analyze complex circumstances related to these themes. Methodology to help students deepen their knowledge in this field will include lectures, conferences with experts and practitioners, seminars, and case-studies. Themes will be distributed in a way that students expand their understanding of the theories and issues surrounding these phenomena as well as the complexities of the various solution sets. Given present global challenges, the various country approaches towards combating TOC and illicit networks will be discussed in depth.

During this phase, students will be expected to take advantage of the National Defense University library and resources to continue the research and writing process on their policy papers. They will also be expected to take advantage of the presence of the professors to have one-on-one discussions to help guide and direct their research efforts.

Mid-term Examination

Students will have one take-home examination over the weekend during the Resident Phase of the course worth 30% of their final grade.

Paper Writing Phase (Two Weeks)

After the in-resident phase, students will have two weeks to complete their policy paper. During this phase, they may receive on-line orientation and advice regarding the paper but should not expect reviews, editing, or proof-readings. Students may present their papers in English or Spanish. No paper will be accepted after the established dead-line.

IMPORTANT: ALL PAPERS MUST INCLUDE THE FOLLOWING INFORMATION ON THE FRONT COVER WHETHER SUBMITTED ELECTRONICALLY OR HARD COPY:

- **STUDENT'S NAME**
- **PAPER TITLE**
- **DATE**

COURSE GRADING

Grades will be ascribed according to the following distribution:

▪ Policy paper proposal:	Accepted (admission in the Phase II)
▪ Mid-term Examination:	30%
▪ Participation (throughout the course):	20%
▪ Policy paper:	50%

DISTANCE PHASE - PREPARATORY (ON LINE)

Instructor's Note: The two main objectives of the Distance Phase are to develop the policy paper proposal and deepen students' understanding of the theories and issues surrounding transnational organized crime and illicit networks. The final policy paper is worth 50% of the overall course grade. Because of this, how well the participant does on the proposal determines whether or not they will be allowed to attend the Resident Phase in Washington, D.C.

The weekly readings and analyses during the preparatory or on line phase are also very important. The initial analyses help the instructor determine the student's level of comprehension of the readings and their ability to do graduate level analysis. Because of this they are also critical in determining the eligibility of the student to attend the Resident Phase of the course. The reading analyses are due at the end of each week during the online phase.

Week 1

Goal: Orient and inform participants about the course concept and its requirements and provide them with an overview on the main themes of the course.

Objectives:

- Participants should be able to give a general description of the course.
- Participants should be able to summarize the requirements of the policy paper proposal.
- Participants should be able to define the drivers of globalization and the new global security environment that have enabled TOC.

Assignment:

- Write a 1-2 page analysis of each of the mandatory readings.

Mandatory Readings:

- Moises Naim, "The Five Wars of Globalization," Foreign Policy, January 2003 (PDF)
- Phil Williams, "Transnational Criminal Networks," RAND *Networks and Netwars: The Future of Terror, Crime, and Militancy*, John Arquilla and David Ronfeldt (eds.), 2001 (PDF)
- Louise Shelley, John Picarelli, and Chris Corpora, "Global Crime, Inc." Chapter Six, *Beyond Sovereignty: Issues for a Global Agenda*, Second Edition, Maryann Cusimano Love (Editor), 2003, pp. 143-166. (PDF)

Recommended Readings/Websites:

- World Economic Forum 2012 Global Risks Report, pp. 1-41. (PDF)
- UN Convention on Transitional Organized Crime 2000, http://www.unodc.org/unodc/en/treaties/CTOC/index.html
- Council on Foreign Relations, Global Governance Monitor Interactive, Crime, website, http://www.cfr.org/global-governance/global-governance-monitor/p18985
- United National Office on Drugs and Crime website, http://www.unodc.org/

Week 2

Goal: Provide an initial introduction to the phenomenon of transnational organized crime and illicit networks in an age of globalization.

Objectives:

- Participants should be able to define transnational organized crime and identify the threats TOC pose to security, prosperity, society, and governance.
- Participants should be able to distinguish between the "actual vs. potential" nexus between terrorism and crime.

Assignment:

- Write a 1-2 page analysis of each of the mandatory readings.

Mandatory Readings:

- United Nations Office on Drugs and Crime (UNODC), "The Globalization of Crime: A Transnational Organized Crime Threat Assessment," 2010, Preface, Introduction and Chapter 1: The Threat of Transnational Organized Crime, pages ii, 19-39, http://www.unodc.org/documents/data-and-analysis/tocta/TOCTA_Report_2010_low_res.pdf
- Peter Andreas, "Illicit Globalization: Myths, Misconceptions, and Historical Lessons," Political Science Quarterly, Volume 126, Number 3 2011, http://www.brown.edu/Departments/Political_Science/people/documents/Illicit_Globalization.pdf
- CRS Report to Congress, "International Terrorism and Transnational Crime: Security Threats, U.S. Policy and Considerations for Congress," by John Rollins and Liana Sun Wyler, March 18, 2010, pp. 1-30. http://www.fas.org/sgp/crs/terror/R41004.pdf (PDF)

Recommended Readings:

- Tamara Makarenko, "The Crime-Terror Continuum: Tracing the Interplay between Transnational Organised Crime and Terrorism," *Global Crime*, Vol. 6, No. 1, February 2004, pp. 129–145. (PDF)

Week 3

Goal: Understand the illicit activities transnational criminal organizations engage in and how they threaten defense and security in the Americas.

Objectives:

- Participants should be able to discern between the different modalities of transnational criminal organizations and illicit support networks
- Participants should comprehend the drivers of illicit activities, including narcotics trafficking, arms trafficking, trafficking in persons, financial crimes, cybercrime, counterfeiting, and piracy.

Assignment:

- Write a 1-2 page analysis of each of the mandatory readings.

Mandatory Readings:

- CRS Report for Congress, "Transnational Organized Crime: Principal Threats and U.S. Responses," by John R. Wagley, March 20, 2006 (PDF)
- Patrick Keefe, "Cocaine Incorporated: How a Mexican Drug Cartel Makes its Billions," New York Times Magazine, June 17, 2012, http://www.nytimes.com/2012/06/17/magazine/how-a-mexican-drug-cartel-makes-its-billions.html?pagewanted=all
- Michael Shifter, "Countering Criminal Violence in Central America," Council on Foreign Relations, April 2012, download full report from website: http://www.cfr.org/central-america/countering-criminal-violence-central-america/p27740

Recommended Readings:

- United Nations Office on Drugs and Crime (UNODC), "The Globalization of Crime: A Transnational Organized Crime Threat Assessment," 2010. Chapters 2 through 11 discuss the different modalities in significant depth.
  http://www.unodc.org/documents/data-and-analysis/tocta/TOCTA_Report_2010_low_res.pdf
- USIP, "Control over the Illicit Economy and Economic-Based Threats to Peace," Guiding Principles to Stabilization and Reconstruction http://www.usip.org/guiding-principles-stabilization-and-reconstruction-the-web-version/sustainable-economy/control-over

Week 4

Goal: Analyze strategies, policies, and countermeasures aimed at combating TOC and illicit networks in the Americas.

Objective:

- Participants should identify strategies to combat TOC and the roles and responsibilities of government agencies to combat TOC.
- Participants should be knowledgeable of the different approaches to combating TOC at the regional and international levels.

Assignment:

- Finalize the policy paper proposal.

Mandatory Readings:

- UN Convention on Transitional Organized Crime 2000, http://www.unodc.org/unodc/en/treaties/CTOC/index.html
- 2011 U.S. National Strategy to Combat Transnational Organized Crime
  Executive Summary: http://www.whitehouse.gov/administration/eop/nsc/transnational-crime/summary
  Fact Sheet: http://www.whitehouse.gov/the-press-office/2011/07/25/fact-sheet-strategy-combat-transnational-organized-crime
- Peter Chalk, "The Latin American Drug Trade: Scope, Dimensions, Impact, and Response," Chapter 6: U.S Responses, pp 59-67, Santa Monica, CA: RAND Corporation, 2011 http://www.rand.org/pubs/monographs/2011/RAND_MG1076.pdf

- Bob Killebrew and Jennifer Bernal, “Crime Wars: Gangs, Cartels, and National Security, “Center for a New American Security, 2010 http://www.cnas.org/files/documents/publications/CNAS_CrimeWars_KillebrewBernal_2.pdf
- Financial Action Task Force 40 Recommendations and Financial Action Task for 9 Special Recommendations on Terrorist Financing, http://www.fatf-gafi.org/media/fatf/documents/recommendations/pdfs/FATF%20Recommendations%20(approved%20February%202012)%20reprint%20May%202012%20web%20version.pdf (PDF)

COURSE SCHEDULE AND READINGS

RESIDENT PHASE

Instructor's Note: The Main objective of the Resident Phase is to consolidate the paper proposal and conduct focused research on the paper topic. As has been emphasized previously, the final paper is worth 50% of the overall course grade. Because of this, using your time wisely while in Washington, D.C. is critical.

In addition to research, there will be daily discussions on topics related to transnational criminal organizations and illicit networks. These will include lectures by CHDS faculty and guest speakers. Approximately 70% of the student's day will be dedicated to seminar and reading discussions.

Mid-term Examination: Students will have one take-home examination over the weekend during the Resident Phase of the course worth 30% of their final grade.

Paper Proposal Presentation: Each student will have the opportunity to present his/her paper proposal to the rest of the class. The class will have the opportunity to critique the paper proposals of their fellow students. Each student will be given 10 minutes to present his/her proposal and to take questions and observations.

Daily Class Schedule: Each day, students will attend four hours of class. The first two hours will be dedicated to presentations by the CHDS professors. The second two hours will be devoted to breakout group discussions with the professors on the topic of the lectures and the daily readings. The remainder of the day should be spent in the library doing research for the final paper.

Issued Text:

- Moises Naim, *Illicit,* 2005

DAY 1: ADMINISTRATION AND ORIENTATION DAY

Daily Objectives:

- Familiarize the Students with the overall structure and organization of the course.
- Assess the new global security environment.

DAY 2: DEFINING TRANSNATIONAL ORGANIZED CRIME AND ILLICIT NETWORKS

Daily Objectives:

- Define the phenomenon of transnational organized crime
- Determine how TOC poses national security and defense threats to nation states

Mandatory Readings:

- CRS Report for Congress, "International Terrorism and Transnational Crime: Security Threats, U.S. Policy, and Considerations for Congress," by John Rollins and Liana Sun Wyler, March 18, 2010, pp. 1-32. http://www.fas.org/sgp/crs/terror/R41004.pdf
- Douglas Farah, "Terrorist-Criminal Pipelines and Criminalized States: Emerging Alliances*," Prism* 2011 http://www.ndu.edu/press/emerging-alliances.html
- Moises Naim, "Mafia States," *Foreign Affairs*, May/June 2012 (PDF)
- Robert Killebrew, "The New Threat: Transnational Crime," Center for New American Security, April 7, 2011 http://www.fpri.org/enotes/201104.killebrew.transnational_crime.pdf

Recommended Readings:

- Naim, Chapter 1, "The Wars We are Losing," pp. 1-11.
- Naim, Chapter 2, "Global Smugglers Are Changing Your World," pp. 12-38.

DAY 3: THE ILLICIT DRUG TRADE: SUPPLY AND DEMAND FACTORS

Daily Objectives:

- Analyze the demand and supply side drivers of the illicit drug trade.
- Identify the different strategies in place to combat narcotics trafficking.
- Evaluate the effectiveness of these counternarcotics strategies and policies.

Mandatory Readings:

- UNODC World Drug Report 2012, Executive Summary, http://www.unodc.org/documents/data-and-analysis/WDR2012/Executive_summary_24may.pdf;
- In Spanish: http://www.unodc.org/documents/data-and-analysis/WDR2012/Executive_summary_spanish.pdf
- United States Department of State, Bureau for International Narcotics and Law Enforcement Affairs, *International Narcotics Control Strategy Report 2012,* pp. 13-33, http://www.state.gov/documents/organization/187109.pdf
- CRS Report for Congress, "Latin America and the Caribbean: Illicit Drug Trafficking and U.S. Counterdrug Programs," by Clare Ribando Seelke, Liana Sun Wyler, June S. Beittal and Mark Sullivan, May 12, 2011, pp. 1-18. http://www.fas.org/sgp/crs/row/R41215.pdf
- Vanda Felbab Brown, "A Shared Responsibility: Counternarcotics and Citizens' Security in the Americas," Senate Foreign Relations Committee, Subcommittee on the Western Hemisphere, Peace Corps and Global Narcotics Affairs Testimony, March 31, 2011 http://www.brookings.edu/research/testimony/2011/03/31-counternarcotics-felbabbrown

Recommended Readings:

- OAS/CICAD 2011 Report on Drug Use in the Americas, http://www.cicad.oas.org/oid/pubs/DrugUse_in_Americas_2011_en.pdf
- OAS/CICAD, How to Develop a National Drug Policy, pp. 7-35. http://www.cicad.oas.org/en/pubs/How_to_Develop_a_National_Drug_Policy_CICAD-CARICOM.pdf

DAY 4: MARAS AND GANGS/TRAFFICKING IN PERSONS

Daily Objectives:

- Evaluate the nature and threat of gangs in the Americas.
- Recognize the business model of trafficking in persons.

Mandatory Readings:

- Greg Gardner and Robert Killebrew "Gangs, Drugs, Terrorism and Information Sharing," *Joint Forces Quarterly,* Issue 54, 2009, pp. 68-73.
  http://www.ndu.edu/press/lib/images/jfq-54/19.pdf
- Douglas Farah, "The Transformation of El Salvador's Gangs into Political Actors," CSIS Hemispheric Focus, June 2012, http://csis.org/files/publication/120621_Farah_Gangs_HemFocus.pdf
- Samuel Logan, "Street Gangs, a Transnational Security Threat"", International Relations and Security Network, 07/02/2006, http://www.samuellogan.com/articles/street-gangs-a-transnational-security-threat.html
- State Department Office to Monitor and Combat Trafficking in Persons Fact Sheets 2012, http://www.state.gov/j/tip/rls/fs/2012/index.htm
- Holly Burkhalter**,** Review of Siddharth Kara's *Sex Trafficking: Inside the Business of Modern Slavery, Stanford Social Innovation Review,* Winter 2009
  http://www.ssireview.org/images/articles/Reviews_Burkhalter.pdf

Recommended Readings:

- Max Manwaring, *Street Gangs: The New Urban Insurgency*, U.S. Army War College, Strategic Studies Institute, March 2005.http://www.strategicstudiesinstitute.army.mil/pdffiles/PUB597.pdf
- U.S. Department of State Annual Report on Trafficking in Persons, 2012, pp. 7-37, http://www.state.gov/j/tip/rls/tiprpt/2012/index.htm
- Louise Shelley, "Trafficking in Women: The Business Model Approach," *Brown Journal of World Affairs*, Vol. X, No. I, Summer/Fall 2003(PDF)
- Ethan Kapstein, "The New Global Slave Trade," Foreign Affairs, November/December 2006 (PDF)

DAY 5: STRATEGIES AND POLICIES TO COMBAT TOC: THE U.S. PERSPECTIVE AND REGIONAL/INTERNATIONAL COOPERATION

Daily Objectives:

- Understand what the U.S. strategy and policies are to combat TOC.
- Evaluate how effective these approaches have been to address TOC.
- Examine different regional and international efforts and mechanisms to combat TOC.
- Assess the effectiveness of these efforts against specific TOC modalities.

Mandatory Readings:

- *2012 U.S. National Strategy to Combat Transnational Organized Crime*
  Executive Summary: http://www.whitehouse.gov/administration/eop/nsc/transnational-crime/summary
  Fact Sheet: http://www.whitehouse.gov/the-press-office/2011/07/25/fact-sheet-strategy-combat-transnational-organized-crime

- *U.S. National Drug Control Strategy*, 2012, Chapter 6.http://www.whitehouse.gov/ondcp/2012-national-drug-control-strategy
- U.S. Department of State, The Central America Regional Security Initiative: A Shared Partnership, Fact Sheet 2010, http://www.state.gov/r/pa/scp/fs/2010/145747.htm
- CRS Report to Congress, "Central America Regional Security Initiative: Background and Policy Issues for Congress," by Peter J. Meyer and Clare Ribando Seelke, March 3o 2011. Summary and pp. 1-20, http://www.fas.org/sgp/crs/row/R41731.pdf
- Celina B. Realuyo, "Collaborating to Combat Illicit Networks in an Age of Globalization," Convergence of Illicit Networks in an Age of Globalization, NDU Press 2012. (PDF)

Recommended Readings:

- Bob Killebrew and Matthew Irvine, "Fighting Transnational Cartels in the Western Hemisphere," Center for New American Security, March 2011, http://www.cnas.org/files/documents/publications/CNAS_Partnership_KillebrewIrvine.pdf
- Evan Munsing and Christopher J. Lamb, "Joint Interagency Task Force-South: The Best Known, Least Understood Interagency Success," Center for Strategic Research, Institute for National Strategic Studies, National Defense University, June 2011, http://www.ndu.edu/press/lib/pdf/strategic-perspectives/Strategic-Perspectives-5.pdf

  CRS Report to Congress, "Organized Crime: An Evolving Challenge for U.S. Law Enforcement," by Jerome P. Bjelopera and Kristin M. Finklea, December 23, 2010, pp. 8-16, http://www.fas.org/sgp/crs/misc/R41547.pdf

DAY 6: THE TRAFFICKING OF ARMS AND COUNTERFEIT GOODS

Daily Objectives:

- Analyze the dynamics of the illicit arms trade and supply chain that supports this modality
- Determine how counterfeiting undermines the licit economy and governance.

Mandatory Readings:

- Boris O. Saavedra, "Transnational Crime and Small Arms Trafficking and Proliferation," in Transnational Threats: Smuggling and Trafficking in Arms, Drugs and Human Lives, ed. Kimberley Thachuk, 2007 (PDF)
- Theodore Leggett, "Transnational Firearms Trafficking: Guns for Crime and Conflict," International Crime and Justice, Edited by Mangai Natarajan (2011, Cambridge University Press) (PDF)
- "Halting U.S. Firearms Traffic to Mexico," A Report by Senators Dianne Feinstein, Charles Schumer, and Sheldon Whitehouse to the United States Senate Caucus on International Narcotics Control, June 2011, pages 1-17.

  http://feinstein.senate.gov/public/index.cfm?Fuseaction=Files.View&FileStore_id=beaff893-63c1-4941-9903-67a0dc739b9d
- United Nations Office on Drugs and Crime (UNODC), "The Globalization of Crime: A Transnational Organized Crime Threat Assessment," 2010, Chapter 6: Firearms and Chapter 8: Counterfeit Products

  http://www.unodc.org/documents/data-and-analysis/tocta/TOCTA_Report_2010_low_res.pdf

Recommended Readings:

- Naim, Chapter 3, "Small Arms and Loose Nukes," pp. 38-64.

- Douglas Farah and Stephen Braun, "The Merchant of Death," *Foreign Policy,* Washington: Nov/Dec 2006, Iss. 157; pg. 53 (PDF)
- "Mexico Drug War: US sting let cartels buy guns," *BBC online*, 15 June 2011 http://www.bbc.co.uk/news/world-us-canada-13785080
- "What is happening in the U.S. arms trade?" Latin American Regional Report, July 2011, pp. 14-15. (PDF)
- OECD, "The Economic Impact of Counterfeiting and Piracy," 2007 http://www.oecd.org/dataoecd/13/12/38707619.pdf

DAY 7: THREAT FINANCING AND CYBERCRIME

Daily Objectives:

- Identify modalities that constitute threat financing.
- Distinguish between the three stages of money laundering.
- Comprehend cybersecurity and cybercrime.
- Analyze the responses to threat financing and cybercrime.

Mandatory Readings:

- Anthony Williams, "Drug Trade and Money Laundering in the Americas," *Dialogo*, March 2011, http://www.dialogo-americas.com/en_GB/articles/rmisa/features/special_reports/2011/03/31/feature-ex-2036
- Danielle Camner Lindholm and Celina Realuyo, "Threat Finance: A Critical Enabler for Illicit Networks," Chapter 8, Convergence of Illicit Networks in an Age of Globalization, NDU Press 2012. (PDF)
- William Lynn, "Defending a New Domain: The Pentagon's Cyberstrategy" *Foreign Affairs*, September/October 2010 (PDF)
- Kevin Newmeyer, "Who Should Lead U.S. Cybersecurity Efforts?" PRISM 3, no. 2, http://www.ndu.edu/press/lib/pdf/prism3-2/prism115-126_newmeyer.pdf

Recommended Readings:

- Michael T. Flynn and Simone Ledeen, "Pay for Play: Countering Threat Financing," *Joint Forces Quarterly*, Issue 56, 2010 http://www.ndu.edu/press/lib/images/jfq-56/20.pdf
- Celina B. Realuyo, "It's All about the Money: Advancing Anti-Money Laundering Efforts in the U.S. and Mexico to Combat Transnational Organized Crime," The Mexico Institute, Woodrow Wilson International Center for Scholars, May 2012, http://www.wilsoncenter.org/sites/default/files/Realuyo_U.S.-Mexico_Money_Laundering_0.pdf
- Department of Defense 2011 Strategy for Operating in Cyberspace http://www.defense.gov/home/features/2011/0411_cyberstrategy/docs/DoD_Strategy_for_Operating_in_Cyberspace_July_2011.pdf
- White House International Strategy for Cyberspace http://www.whitehouse.gov/sites/default/files/rss_viewer/international_strategy_for_cyberspace.pdf

DAY 8: STRATEGIES AND POLICIES TO COMBAT TOC: PERSPECTIVES FROM COLOMBIA AND MEXICO

Daily Objectives:

- Compare and contrast Colombia and Mexico's strategies and policies to combat TOC.
- Evaluate how effective these approaches have been to address TOC.

Mandatory Readings:

- Vanda Felbab-Brown, "Colombia's Consolidation: Everything Coming Up Orchids?" March 2011, http://www.brookings.edu/opinions/2011/0308_colombia_felbabbrown.aspx
- Elizabeth Dickinson, "Fighting the Last War," *The Washington Monthly,* January/February 2012, http://www.washingtonmonthly.com/magazine/january_february_2012/features/fighting_the_last_war034573.php
- Phil Williams, "The Terrorism Debate Over Mexican Drug Trafficking Violence," Terrorism and Political Violence, 24:259–278, 2012 (PDF)
- Shannon O'Neill, "The Real War in Mexico: How Democracy Can Defeat the Drug Cartels," *Foreign Affairs*, July/August 2009 (PDF)
- CRS Report to Congress: "US-Mexican Security Cooperation: The Merida Initiative and Beyond" by Clare Rebando Seelke and Kristin Finklea, February 16, 2011, pp. 6-26, http://www.fas.org/sgp/crs/row/R41349.pdf
- Eric L. Olson, "Considering New Strategies for Confronting Organized Crime in Mexico," Mexico Institute, Woodrow Wilson Center for Scholars, March 2012, http://www.wilsoncenter.org/sites/default/files/New%20Strategies_1.pdf

Recommended Readings:

- Naim, Chapter 4, "No Business Like Drug Business," pp. 65-85.
- Diane Villiers Negroponte, "Understanding and Improving Merida," *Americas Quarterly*, Spring 2010, pp. 78-82. (PDF)
- Rafael Velazquez y Jorge Schiavon, "La Iniciativa Mérida en el marco de la relación México-Estados Unidos," *Centro de Investigación y Docencia Económicas,* July 2009 http://www.cide.mx/publicaciones/status/dts/DTEI%20186.pdf
- CRS Report for Congress: "Merida Initiative: Proposed U.S. Anticrime and Counterdrug Assistance for Mexico and Central America," Colleen Cook and Clare Ribando Seelke, July 2008 (PDF)

DAY 9: GROUP PRESENTATIONS AND RESEARCH PAPER PRESENTATIONS

DAY 10: CLOSING CEREMONY FOR THE RESIDENT PHASE

POST-RESIDENT PHASE

Instructor's Note: The Main objective of the Post-Resident Phase is to write your policy paper. By the time you reach this phase you should have:

- Perfected your policy paper proposal
- Gathered sufficient resources to write your paper

The paper is worth 50% of your final grade, so be diligent and use your time wisely. Don't put it off, it only gets worse.

Assignment: Write your paper. Consult with your adviser as frequently as you need to. The length of your paper should be 10 pages. You will be graded on content and power of analysis.

Due Date: You will have two weeks to write your final paper. The precise due date will be set by the instructor during the course of the residence phase.

Final Grade: The evaluation of your final papers and your grade will be posted approximately a month after the papers are due.